

New Jersey Department of Education

Division of Academics and Performance



Perkins Grant 2018-2019 Technical Assistance

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Introductions



Leadership



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Division of Academics and Performance

State Director of Career and Technical Education
(CTE)

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Office of Career Readiness



Perkins Updates



- **New:** Mid-cycle webinar
- **New:** PerkinsNJ Helpdesk
- **New:** Additional NJDOE Program Officers



Perkins Good News



- Email listserv (PerkinsNJ)
- Fiscal Year 19 (FY19) federal allocation for New Jersey has increased
- May or may not impact your FY19 allocation
- District allocations will be available mid-May
- **Electronic Web Enabled Grants (EWEG)**
FY19 has not changed at all.



Important Dates



Important Perkins Dates



- 2019 Application Release: April 11, 2018
- Phase I: due **May 11, 2018**
- Phase II: due **June 29, 2018**



New Grant Period



Perkins has **no carryover.**

July 1, 2018-June 30, 2019

June 30, 2019 is the deadline to obligate funds incurred during the grant period.



Changes for This Year



1. New definition for Language Arts and Mathematics
2. Revised performance targets for Language Arts and Mathematics



Planning for 2018-2019



Perkins Use of Funds



- For **approved** CTE programs
- As a priority to improve the performance of CTE programs



Eligibility



Grantees must:

- Receive a gross allocation above \$15,000
 - Under \$15k can apply as a consortium (see Guidelines)
- Have at least one approved CTE program
- Have a least one program of study
- Report data for at least one year



Preparation: Items Needed



From Perkins Webpage

1. Resources
 - Perkins EWEG User Manual
 - Perkins Guidelines
2. Logins for EWEG and Perkins Performance in Homeroom
 - Contact your district/college Homeroom Administrator if you do not have access
3. Five-Year plan extension letter (template on webpage)



Preparation: Items Needed (cont.)



Perkins Webpage

4. Board approval to apply for Perkins funding
(enter date in EWEG application)
5. [Program Budget Activity Plan \(Homerroom\)](#)



Creating the 2019 EWEG Application



- Follow the EWEG Perkins User Manual
- Complete Central Contacts
- Agree to the General Assurances (in Central Contacts)



Five-Year Plan Requirement



- Draft a letter requesting an extension **with** or **without** revisions
 - [Template](#)
 - Print the letter on district/institution letterhead
- Have it signed by the chief school administrator
- Upload page in EWEG



Five-Year Plan Revisions



- Revisions to the Five-Year plan can be made anytime during the grant period
 - Revisions **must** be done if the district has newly-approved CTE programs
- Revised plan must be uploaded with the application
- Revisions must be done in consultation with the advisory committees



Board Approval



- Board approval to apply is required each year
- Required for submitting amendments
- The date (or board amendment approval date) **must** be entered into EWEG on the submit tab
- Dates in the future are allowable (application submission is May 12, board meeting date is May 15)



Process for Planning

Performance Data



Analysis of Not Met Areas



Identification of Strategies



Budgeting to Improve Performance



Performance Indicators



1. Academic Attainment Language Arts (AALA)
2. Academic Attainment Math (AAMath)
3. Technical Skill Attainment (TSA)
4. Graduation (G)
5. Placement (P)
6. Non-Traditional Participation (PNT)
7. Non-Traditional Completion (CNT)

Definitions available in the Perkins Performance Guide (Homerom and EWEG)



Changes for FY 19



New:

New Jersey's State and Local Perkins Accountability measure is consistent with updated NJ state regulations allowing LEAs to use the PARCC **or** various alternative assessments as the state assessment for graduation purposes (N.J.A.C 6A:8-5.1).



Performance Impact on Perkins



Districts/institutions that did not meet performance targets in **any** performance area are **required** to utilize Perkins funds on activities and strategies that will help improve performance in those “not met” areas.



PBAP? Program Budget Activity Plan



Why PBAP?



- Connects performance with strategies, activities, and expenditures
- Designed to collaborate and communicate with stakeholders (teachers, administrators, etc.) and the advisory committee(s)
- It is **required** to be submitted in EWEG
- Tool to show how your district is addressing performance

Please contact your program officer if you have any questions about your PBAP.



Performance



- Indicator: (AALA, AAMath, TSA, CNT, PNT, G, P)
- NJ SMART Reported Performance: data the district reported in NJ SMART
- State Negotiated Performance target: Value agreed upon by the state and federal government
- Status: Did the reported performance meet the target (“Met” or “Not Met”)



Reviewing Performance



- Enrollment trends:
 - Look at the progression of students (participants, concentrators, completers)
 - Compare the number of completers to the previous year
- “Not Met” programs based on indicator
 - Identify “Not Met” areas for programs
 - Research why performance is not meeting



All “Not Met” Indicators



LEAs are required to use their Perkins funds to address all CTE programs that did not meet targets in **all** indicators (AALA, AAMath, TSA, G, P, PNT, CNT).

“Not Met” = Must have Perkins Funded Strategy



PBAP Reminders



- Use last year's allocation to plan.
- Plan for programs that have “**Not Met**” performance targets first
- Provide enough detail so the reviewer can understand how the activity impacts performance



PBAP Samples



“Software”



Grantee



Perkins Reviewer

For what? What does it do? How will this help improve language arts literacy for CTE students?

Interactive software with activities for reading comprehension, sentence structure. Utilized after school and only accessible to CTE students.



Grantee



Perkins Reviewer

Ahhh! YES!



Addressing “Not Met” Areas



1. “Supplies” utilized for nontraditional participation or completion
 - Be specific about how it would support nontraditional
2. “Professional Development” for language arts
 - Be specific about how this would support language arts



Addressing “Not Met” Areas (cont.)



3. “Technology Upgrade”
 - Be specific about what this is

4. “Consultants” for nontraditional
 - Be specific about this persons experience, background, or qualifications



Strategies to Improve Nontraditional Performance



Career Equity Resource Center (CERC)



In spite of increasingly positive student outcomes throughout New Jersey schools, significant **access and opportunity gaps exist for special populations** in high-skill, high-wage and high-demand career and technical education programs.

To assist secondary schools and county colleges in addressing CTE access and opportunity gaps, CERC was established in 2011.



About the Center



The Career Equity Resource Center

The Career Equity Resource Center (CERC) resides in the NJDOE - Office of Career Readiness. The center provides data-driven research based professional development and technical assistance to secondary schools and county colleges that operate, or are planning to operate, **career and technical education (CTE) programs.**



About the Center-Aim



Aim

The **aim** of the center is to assist schools in building their own internal capacity to expand access and opportunity for **special populations** to participate in and complete high-skill, high-wage and high-demand career and technical education programs.



About the Center-Why



Why

“Among programs that provide students with the readiness they need for the world outside of high school, we find Career Technical Education—a **proven strategy** that expands options for learners, empowers them to choose a meaningful sustainable career, and prepares them with the real-world skills for success in college and careers.”

(Christina Sanchez Serrano, Career Connect-Division of Student Equity, Education Week, April 3, 2018)



Service Delivery



The **delivery** of CERC services is a **voluntary** process that schools may wish to undertake to **proactively** address specific equity issues or to develop comprehensive equity plans.



Special Populations



As defined by the Perkins Act, special populations include:

- Students with disabilities (SWD, Special Education, IDEA)
- Students from economically disadvantaged families (SES, free/reduced lunch, financial aid)



Special Populations (cont.)



- Students with limited English proficiency (LEP, ELL, SIFE, dual language)
- Students preparing for non-traditional careers (females in STEM, males in nursing)
 - Perkins performance indicator



Requests for Services



Requests for CERC services are generated from various sources:

- Perkins Program Officers
- Grant Application Process
- Program Reapproval Process
- Federal Monitoring and Methods of Administration (MOA) Process
- Overall promotion; word-of-mouth, conferences, etc.



Requests for Services (cont.)



Upon receipt of grantee requests for technical assistance or professional development:

- School performance report demographic data is analyzed
- CTE enrollment data is disaggregated by program
- School community data is reviewed
- Grantees are notified of access and equity gaps and the types of CERC workshops that address the specific issues.



Example of CTE Enrollment Data Report



CIP CODE	Program	Total Enrol 1	Nontrad = less than 25% of this gender in US occup.	Male	Fem.	Wht	Blk	Hisp	Asian	Oth	SWD	LEP	SES
010102	Agriculture	10	Female	5	5	4	2	1	0	3	0	1	3
100304	Entertainment	139	N/A	108	31	80	38	4	3	14	1	2	51
110101	Computer	275	Female	245	30	157	40	13	31	34	6	8	87
151302	CAD	35	Female	26	9	19	5	5	0	6	2	1	12
150303	Computer	62	Female	58	4	31	18	2	3	8	0	2	19
120501	Pastry Arts	35	N/A	4	31	24	2	1	0	8	2	0	18
120503	Culinary	81	Female	43	38	42	20	7	0	12	0	3	24



Service Delivery



After a comprehensive data review has been completed, professional development or technical assistance is arranged. Service delivery may take many forms including:

- Data review and root cause analysis with grantee
- Presentations to school faculty, advisory boards, parents, community boards, etc.
- Interactive and turnkey workshops
- Panel discussions
- On-site assessments
- Lesson plan development and curriculum and materials review
- School tours



Workshop Examples

- Equity 101
- Making Sense of Data
- Understanding Root Causes
- Recruitment and Retention Strategies
- Culturally Responsive School Environments
- Micromessaging
- Equitable Instructional Practices
- Classroom Management in CTE
- Supporting Special Populations in CTE Project-Based Learning (PBL) Classrooms
- Literacy in CTE



Examples of Perkins Funded CERC Strategies



- Mentoring and Tutoring (Before and After school)
- Financial aid workshops specific to students enrolled in CTE to further studies in college
- Professional development for teachers
- Outreach to community organizations



Career Equity Resource Center



For additional information on Perkins nontraditional recruitment and retention strategies or other special population CTE matters, email **Charlotte Gray** at Charlotte.Gray@doe.nj.gov or go to the [CERC website](#).



Phase II



Phase II Application To Dos



- Program Budget Activity Plan
 - Revise PBAP if necessary
 - Must be signed by chief school administrator
 - Upload signed copy
- After allocations are available, create an amendment to begin Phase II of the application process
- Complete a budget line item for each activity in PBAP



Budget Pages



- Salaries
 - Salaries Instructional
 - Salaries Non-Instructional
- Supplies
 - Supplies Instructional
 - Supplies Non-Instructional
- Other
- Equipment
- Administrative Costs



Detail Required



See the Appendices of the Perkins Guidelines for several resources:

- Common expenditure costs and minimum requirements
- Examples of expenditures



Administrative Costs



Maximum of 5% of the expended amount and not the total grant amount may be used for administrative costs.

Example:

- Budget = \$300,000
- 5% = \$15,000
- Expended = \$200,000
- 5% of the expended = \$10,000

Grantee would only be able to use \$10,000 not \$15,000



Examples of Non-Allowable Costs



- Support of programs (or courses within) that are not approved CTE programs
- General purpose classroom furniture such desks, chairs or filing cabinets
- Out-of-state student travel
- Promotional items and memorabilia
- Costs associated with remedial courses

Please see entire list in the Perkins Guidelines



Reminders for Current Grant Period



- Reimbursement requests should be submitted monthly
 - Failure to request reimbursements **may** be an indication of lack of progress in implementing the grant
- Equipment deadline: April 30, 2018
- Project Period ends June 30, 2018



Contacts



List of Perkins Program Officers

Phone: (609) 376-9067

Email: PerkinsNJ@doe.nj.gov



Thank You!

