



National Alliance for Partnerships in Equity

National Alliance for Partnerships in Equity 2010 Perkins IV Implementation Survey Executive Summary

- Eighteen states responded to the survey.
- Thirteen states reported that at least one person is responsible for monitoring and providing local education agencies (LEAs) with technical assistance regarding implementation of the nontraditional provisions in Perkins. Fifteen states, however, reported that someone is responsible for nontraditional career preparation, at percentage of time ranging from 5% to 100%.
- The states primarily use the Perkins setaside and the state leadership nontraditional setaside to award mini-grants, provide professional development and technical assistance, develop and disseminate resources, and support workshops, conferences, career fairs, and other events.
- Thirteen states use state annual performance reports and eight states use local monitoring reports to measure the success of their strategies.
- Thirteen states reserve 10% of the local allocation under Section 112 of the Perkins Act. Of these 13 states, 5 states use the funds to target programs and services for students pursuing nontraditional careers.
- The majority of states use Perkins IV local funds to increase enrollment and completion of underrepresented gender students in nontraditional CTE by offering career guidance and counseling that explores nontraditional careers (16 states), providing activities to prepare for high-skill, high-wage, high-demand occupations leading to self-sufficiency (15 states), and supporting training and activities (such as mentoring and outreach) for nontraditional fields (13 states).
- The state monitor LEAs' use of funds to provide activities to prepare special populations for high-skill, high-wage, high-demand occupations in a variety of ways, including desk audits, on-site visits, annual reports, and the grant application process.
- Seventeen states have set local negotiated performance measures (NPMs) for Perkins. All 17 provide annual data reports to LEAs of their performance on their NPMs. The majority of the states disaggregate the data by gender, race/ethnicity, and special populations, except at the state and local levels on each CI for each program.
- Eleven states reported that the local-level performance data for all LEAs are publicly available.
- For LEAs not meeting their NPMs, the majority of states require the submission of a local improvement plan and provide on- and off-site technical assistance.

Findings

Survey Process

The survey questions were developed by the NAPE Executive Committee, and the survey was designed, collected, and analyzed via the Survey Monkey tool.

Response Rate

Twenty complete surveys were returned from 20 states. In some states, Perkins funds are administered by a single state agency, while in others the responsibility is shared between the secondary and postsecondary systems. Fourteen states completed one survey for both secondary and postsecondary, five states completed a survey for only secondary or postsecondary, and one state completed two surveys (one for secondary and one for postsecondary). In total, 18 states were represented.

Status of the “Equity Coordinator” Position

Four states indicated that no one is responsible for monitoring and providing local education agencies with technical assistance regarding implementation of the nontraditional provisions in Perkins. Thirteen states indicated that at least one person is responsible for such responsibilities.

Sixteen respondents from 15 states, however, indicated that someone is responsible for nontraditional career preparation, at the following percentages of time:

- 5%—6
- 10%—1
- 15%—1
- 20-30%—1
- 25%—1
- 35%—1
- 40%—1
- 50%—2
- 100%—2

Nine of the 18 states reported that they have other staff who devote time to nontraditional career preparation.

Setaside for Nontraditional Training and Employment

Seventeen states indicated how they use the Perkins setaside funds in their state.

- 9—Mini-grants awarded
- 8—Contracted services to develop resource materials
- 7—Contracted services to provide technical assistance to local education agencies
- 7—Collaborate with partnering agencies (i.e., workforce centers, other education agencies, CBOs, other, please list below)
- 6—Support nontraditional career workshops, conferences or other statewide or regional activities
- 6—Contracted services to conduct professional development
- 5—Develop nontraditional career resources and materials
- 5—Competitive grants to LEAs or other agencies
- 4—Salary for state staff responsible for implementing the nontraditional provisions in Perkins

- 4—Contracted services for research activities
- 2—Contracted services for other
- 0—Salary for other state staff

In addition, the states use the funds to support special advisory committees, address a state strategic plan for workplace gender balance, provide nontraditional training activities for incarcerated populations, provide curriculum and interest inventories and associated training to schools, fund awards programs, and support student services.

State Leadership Funds

Seventeen states described how they are using the state leadership nontraditional setaside.

- 7—Professional development
- 4—Coordinate and/or sponsor workshops and events
- 7—Develop and/or provide resources
- 2—Fund and support staff position
- 11—Award mini-grants
- 2—Conduct research/evaluations
- 1—Provide technical assistance
- 2—Collaborate with partners 2

Sixteen states described the outcomes of their strategies:

- 7—Conducted professional development (e.g., nontraditional workshops, presentations, forums)
- 1—Directly conducted events for students
- 5—Developed/evaluated/distributed resources and curriculum
- 1—Attended NAPE PDI
- 1—Supported initiatives with similar missions
- 1—Supported online content and courses and their use
- 1—Supported project planning and management
- 9—Awarded mini-grants to directly benefit students
- 1—Partnered with businesses
- 1—Established advisory council
- 1—Monitored core indicator performance
- 1—Developed award program

Seventeen states indicated that they measure success using the following tools:

- 5—Independent evaluation
- 1—Advisory committee validation
- 13—State annual performance report
- 8—Local monitoring reports

Other measurement tools include

- integration of leading and lagging indicators for mini-grant recipients
- evaluation of activities and strategies by special task force

- Perkins plan reviews wherein locals indicate 5-year objectives and strategies with measurable outcomes that address the state’s CTE goals
- technical assistance visits with a standardized monitoring instrument aligned with Program of Work, which is implemented to address Perkins IV Core indicators
- CAR report
- personal contact with grantees through emails, phone calls, and event attendance
- participant attainment of technical certification or licensure
- mid-year and year-end monitoring reports with colleges

Local Allocation Under Section 112

Thirteen of the 17 states are reserving 10% of the local allocation under Section 112 of the Perkins Act.

13—Yes

3—No

Of the thirteen states that replied “yes”, five indicated that the funds are targeted for programs and services for students pursuing nontraditional careers. Wisconsin’s and Montana’s responses conflicted and were disregarded.

5—Yes

7—No

The five states that responded explained that the reserve funds are used for professional development and training, technical assistance, student support services, camps, career fairs, and internships, distance learning, and resources and to address one of the nine Perkins requirements from Section 135.

Perkins IV Local Funds

LEAs are using Perkins IV local funds to increase enrollment and completion of underrepresented gender students in nontraditional career and technical education in the following ways:

8—Salary for local staff responsible for implementing the nontraditional provisions in Perkins

16—Career guidance and counseling that includes exploration of nontraditional careers - Sec 135(c)(2)

8—Evaluation of CTE programs particularly in assessing the needs of students pursuing nontraditional careers, Sec 135(b)(6)

15—Provide activities to prepare for high skill, high wage, and high demand occupations leading to self-sufficiency for students pursuing nontraditional careers, Sec 135(b)(9)

13—Support training and activities (such as mentoring and outreach) for non-traditional fields, Sec 135(c)(17)

10—Mentoring and support services, Sec 135(b)(6)

6—Provide programs for parents to increase their awareness of nontraditional careers, Sec 135(b)(9)

Other uses of funds include

- Employment of student services coordinators at career and technical centers
- Active recruitment during school visits and open house sessions
- Professional development targeted to 6S1 and 6S2
- Workshops for staff

Within the eight states that use Perkins IV funds for evaluation of CTE programs particularly in assessing the needs of students pursuing nontraditional careers (Sec 135(b)(6)), LEAs conduct the following:

- 3—Analysis of performance gaps and root causes of low nontraditional CTE performance
- 3—Self-study evaluation of CTE programs

Other methods of evaluation by LEAs include

- Preparation of a local improvement plan
- Use of self-evaluation tool developed by outside contractor.
- Use of a quality review process (QRP) for CTE programs including self-selected and state-dictated performance indicators.

Within the 13 states that use Perkins IV funds to support training and activities (such as mentoring and outreach) for non-traditional fields (Sec 135 (c)(17)), LEAs do the following:

- 5—Conduct mentoring programs for nontraditional students
- 8—Conduct summer camps for nontraditional career exploration
- 3—Conduct after-school nontraditional career exploration programs
- 6—Conduct nontraditional student clubs or support groups
- 13—Develop or purchase of nontraditional program promotional materials such as brochures and posters
- 6—Purchase curriculum or other program development materials supporting nontraditional career exploration
- 12—Conduct on-site professional development for staff on strategies to recruit and retain nontraditional students
- 9—Conduct on site professional development for teachers on inclusive instructional strategies
- 10—Attend state or nationally sponsored professional development

Other forms of support include

- Underrepresented gender students serve as CTE program lab assistants and ambassadors.
- Middle school students are invited to career fairs.
- An out-of-state expert is retained to run a targeted state CTE preconference workshop on activities and resources available to state education personnel.
- Counselors discuss nontraditional occupations with parents and students during education conferences.

Within the 10 states that use Perkins IV funds for mentoring and support services (Sec 135(b)(6)), LEAs provide the following:

- 5—Support services such as child care, transportation, tuition, books or other materials
- 6—Academic and technical skill support with tutoring, study groups, student assistants or other supports

Other support services include nontraditional career student clubs.

Effective Practices

Six states provided examples of how LEAs are implementing effective practices and how they are using Perkins IV funds to meet their nontraditional participation and completion negotiated performance measures (NPMs). Briefly they are as follows:

- Parent nights where nontraditional participation is encouraged and projects are highlighted
- Career Pathway System, which includes a component to encourage nontraditional students to prepare for emerging professions within each pathway
- Third-party products such as IGNITE and Project Lead the Way
- Various workshops, conferences, career fairs, camps, and presentations focused on nontraditional careers in specific industries
- Support groups and mentoring
- Men in Nursing marketing and recruitment DVD and calendar

Sixteen states explain that they monitor LEAs' use of funds to provide activities to prepare special populations, including individuals preparing for non-traditional fields who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency (Sec 135(b)(9)) in the following ways:

- On-site/desk monitoring/audits
- Provision of professional development and technical assistance
- LEA submission of semi-annual and annual reports
- State monitoring process
- Monitoring of each performance data
- Submission of Continuous Improvement Plans
- Perkins Compliance Reviews
- Perkins Plan/APR/Program reviews
- Annual grant application or closure processes
- Perkins Report Cards

Accountability

Seventeen states have set local negotiated performance measures (NPMs) for Perkins. Of these 17 states, 1 has set measures only at the postsecondary level.

The following processes are used to set NPMs with LEAs:

- Several states reported that measures are set via a collaborative process and described their process in varying details.
- Two states report that LEAs are expected to meet state negotiated performance measures.
- Two states report that LEAs are expected to meet state targets but can negotiate local targets by following certain procedures (e.g., provide justification, submit to a hearing).
- Other states report that measures are based on longitudinal data, Perkins data, performance data, and statistical procedures advised by federal mandates.

All 17 states provide annual data reports to LEAs of their performance on their local negotiated performance measures. These reports include the following:

- 15—State-level enrollment data
- 13—Local-level enrollment data

- 17—States negotiated performance measure on each of the core indicators
- 17—State-level performance on each of the core indicators
- 16—Local-level performance on each of the core indicators
- 6—State-level performance on each of the core indicators for each program (CIP or other code designation)
- 6—Local performance on each of the core indicators for each program (CIP or other code designation)

The following chart shows how the states disaggregate the data. For example, 83% of the states disaggregate state-level data by gender, race/ethnicity, and special populations.

	Gender	Race/ Ethnicity	Special Populations
<i>State-level enrollment data</i>	88%	88%	88%
<i>Local-level enrollment data</i>	88%	88%	88%
<i>States negotiated performance on each CI</i>	65%	59%	59%
<i>State-level performance on each CI</i>	82%	82%	82%
<i>Local-level performance on each CI</i>	71%	71%	71%
<i>State-level performance on each CI for each program</i>	35%	35%	35%
<i>Local-level performance on each CI for each program</i>	35%	35%	35%

Eleven states reported that local performance level data for all LEAs are publicly available. Three reported that such data are not publicly available, and four did not respond.

Seventeen states indicate that they have in place the following strategies to provide assistance to LEAs not meeting their locally negotiated performance measures:

- 17—Require submission of a local improvement plan
- 3—Require performance gap analysis and identification of root causes as part of a local improvement plan
- 13—Provide electronic technical assistance via phone and email and website
- 14—Provide on-site technical assistance
- 8—Require participation in state sponsored professional development
- 2—Require implementation of locally provided professional development

Other strategies include inviting noncompliant districts to workshops highlighting best practices, requiring local professional development, and requiring setaside and use of reserved funds to address performance gaps.

Reauthorization of Perkins

The states were asked certain questions about suggested changes to Perkins for reauthorization.

The states suggested that the following nontraditional career preparation provisions be added:

- Require participation of business and industry, through grants, internships, externships, etc. Map curriculum in Family and Consumer Studies to support that goal.
- Define the parameters of the high-skill, high-wage, high-demand provision.
- Define supportive services or at least provide states with flexibility in using funds for supportive services.
- Include more language on collaboration with other federal agencies.

- Address nontraditional in career guidance and preparation for programs of study, specifically biases evident in the guidance provided to students.
- Identify females and males who have strong skills and interests and personality alignment with nontraditional occupational skills prior to entering high school.
- Build a “branding” campaign, statewide for nontraditional careers, promoting equity to students, parents, and communities.
- Revise the goal from increasing nontraditional participation in CTE courses to providing access to high-demand, high-skills, high-wage occupations.
- Highlight a subset of NTO STEM-related CTE programs.
- Require any district that is not meeting the state performance standards for NTO participation and completion to create an NTO improvement plan and to show expenditures.
- Require that one of the considerations in the OVAE model and actual implementation of Programs of Study (POS) must be establishment of special population participation and improvement goals and activities.
- Raise the floor from \$60,000 to 150,000 for most states (the small state grants would need a percentage).
- Direct OVAE to review and monitor expenditures related to NTO and special populations.
- Require disaggregated enrollment reporting by pathway (POS) not just by cluster level.
- Require states Section 122 advisory groups to conduct an analysis of and create plans for greater NTO and special population enrollment and completion.
- Require OVAE or the national research center to study and recommend intermediate benchmarks and sample evaluation instruments to measure gaps and progress in closing those gaps.
- Recognize that the high-wage, high-skill, high-demand code language is not working for NTO.
- Require state education to monitor the effectiveness of local applicants planned activities, actual outcomes, and expenditures.

The states recommended that the following provisions should be retained:

- Measure enrollment and completion (but there must be a better crosswalk between USDoL industries and USDoE careers)
- Nontraditional set-aside, hopefully with an increase in the amount of the set-aside
- Funding for LEA Student Services Coordinators, mini grants, and state personnel
- Implementation of nontraditional participation and completion in populations with economic barriers
- Accountability measures should be retained
- Requirement that state/local plans address preparation for nontraditional occupations
- Requirement that LEAs evaluate their programs to determine whether the needs of special populations are being met
- Nontraditional career preparation provisions
- Guidance and Counseling Case Management Tutoring Mentoring Participant Support, including dependent care and transportation

It was suggested that the following nontraditional career preparation provisions should be removed: any focus on males, the displaced homemakers category, and separate performance indicators for nontraditional.