

Attachment V-1 – Instruction Letter - Secondary
Abridged Planning Instructions for the Carl D. Perkins Grant
FY09 (for funds allocated for July 1, 2008)

July 1, 2008 marks the beginning of the five year Perkins IV (P.L. 109-270) plan. The State Board signed the Perkins IV 5 year plan in March and the plan will be submitted to the federal Office of Vocational and Adult Education no later than April 1, 2008. We are now waiting for the feds to notify us as to the amount of Perkins funds available to each state. Until we have the final allocation we are sending the secondary schools (See attachment) and MCCA has sent the postsecondary schools a draft allocation based on last year's funds. This is an estimate! The Perkins State breakout will remain the same, 50% to secondary and 50% to postsecondary CTE schools. Administration at the local level remains at 5%. (Administration at the postsecondary level is spent at the System level. There are no local Perkins administration funds for the colleges of the MCCA.) Perkins funding was decreased this year by 1.6 percent to Maine. (1.7% nationwide)

We were required to use the numbers from the FY05 census report. The change in the census years has led to significant increases and decreases in allocations to individual schools. A very slight change in the poverty percentage made a significant change to the allocation per school. To try to alleviate some of the hardship for the schools who experienced a loss in funding we have added a substantial amount to the carryover figure for this year only. The carryover must follow the same formula and so does not eliminate the differences but will hopefully help those who suffered the greatest reduction. This will allow you to have somewhat of a transition to the lower funding.

I have attached the information concerning formula distribution.

Secondary Level Formula

The funds will be distributed to the local eligible recipients at the secondary level by the formula described in the Act:

- 30% of the funds will be distributed to the 26 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
- 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site.

www.census.gov/hhes/www/saife/district.html.

The online grant will be open for FY09 on **April 18, 2008**. We will not have received the final figures from the federal DOE so we will use the estimated figures and update if we need to when the new figures come in. PLEASE UNDERSTAND THESE FIGURES ARE ESTIMATES. The grant will open up to FY09. To access the FY08 for yearend requirements you will need to click on the FY08 link in the top blue link bar.

I have attached the draft timeline for the Perkins grant. We understand this timeline is extremely tight. We had no control over the federal timing but we still know this will be difficult to meet.

Unfortunately if you do not have your grant approved by July 1, 2008 you cannot spend the grant funds. In the past you could use local dollars and reimburse them with the grant funds when the grant was approved. The federal guidance we have received at several conferences has informed us that

this is no longer going to be allowed.

The program year runs from July 1 through June 30. All funds must be expended or encumbered by purchase order and/or contract by June 30. At the end of the program year, grant funds must be accounted for in detail on separate forms available on the online grant system. These forms must be completed and submitted by June 30. All unexpended balances must be returned to MDOE.

No funds for the new fiscal year will be released until all previous progress and year-end reports have been filed and approved and any unexpended balances returned.

A full set of planning instructions will be forwarded to each CTE director as soon as possible.

There are some significant changes from the Perkins III to the Perkins IV grant, some of the more substantial are highlighted below:

- **Technical skills assessments required**
 - Under the direction and guidance of CTE school directors, instructors and directors are examining nationally recognized skills standards and may adopt the standards and the student assessment of those standards. Some of the CTE programs are currently nationally certified to teach to national standards, and use the industry recognized national assessments to determine skill attainment.
 - Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
 - Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
 - Certify teachers and programs to teach national skill standards
 - Research/develop/adopt secondary and postsecondary technical skills assessment
 - Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education
- **National skill accountability pertaining to standards and assessments, defined**

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

 - The CTE program approval process
 - A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
 - Maine's Comprehensive School Review process for career and technical programs
 - The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
 - The local Program Advisory Committee program review.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Mandatory program advisory responsibilities**
 - PAC meets at least annually

- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Review current program assessments to ensure that the technical skills required for the program are assessed and have a third party endorsement.
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- Common evaluation tool
 - Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.
- Exploratory Programs
 - Maine will research the possibility of offering exploratory CTE programs. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses. An exploratory CTE program is a CTE program that offers a student a chance to look at several different CTE programs. This exploratory program then becomes a component of a sequence of courses of the related specific CTE programs that are offered for exploration.
- School review- staff contribution by participating Maine review schools
 - Schools that choose to be reviewed using the Maine Department of Education Comprehensive School Review (CSR) process are required to provide a pre-determined percentage of staff per year to participate in the review of other CTE schools. In order to receive Perkins IV funds schools must participate in either a NEASC review or CSR.
- Apprenticeship
 - Secondary-Expand pre-apprenticeship opportunities
 - Require that each secondary CTE school make students aware of Pre-apprenticeship opportunities
 - Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year
 - Postsecondary- expand apprenticeship opportunities
 - Require that each Postsecondary CTE school make students aware of apprenticeship opportunities
 - Require that each Postsecondary CTE school have contact with MDOL apprenticeship program representative each school year
- Programs of Study
 - Perkins legislation now requires that each Local Recipient develop and implement at least one Program of Study. A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study should be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to Maine Learning Results (MLR) and No Child Left Behind (NCLB) accountability measures. Each secondary and postsecondary institution is required to have 1 program of study by July 1, 2008.