

A Federal Funding Primer for CTE Perkins

Federal Funds

The Hawaii State Department of Education (HSDOE) receives federal funding from the U.S. Department of Education (USDE) through several programs. These programs are more commonly known by their "short names," such as 21st Century Learners, IDEA, Title I or Title II, and Career and Technical Education or CTE.

The CTE program was first authorized as the Carl Perkins Vocational Education Act in 1984 and reauthorized in 1998. CTE funding is currently linked to the reauthorization of the Carl D. Perkins Act of 2006 and is often referred to as Perkins IV. CTE is administered by the Office of Vocational and Adult Education (OVAE), a branch of the U.S. Department of Education. There are six CTE federal program funds or grants: 1) CTE Basic Grants to States, 2) CTE Grants to Native Americans and Alaska Natives, 3) CTE National Programs, 4) CTE Native Hawaiians, 5) Tech Prep Education, and 6) Tribally Controlled Postsecondary Career and Technical Institutions Program. Funding from these programs are granted to states by different methods. The "type of assistance by category" includes Formula Grants, Discretionary or Competitive Grants, and Cooperative Agreements.

Funding for State CTE Programs

CTE funding for Hawaii and other state programs comes from the CTE Basic Grants to States. CTE Basic Grant's total funds also includes monies set aside for "outlying area" CTE programs in the U.S. Virgin Islands, American Samoa, the Commonwealth of the Northern Mariana Islands and Guam, and the Republic of Palau. Funding for each state or outlying area program is awarded as a Formula Grant, as a formula is used to determine the amount of funds each state and outlying area receives. This method of disbursement of funds is in contrast to the other types of CTE funding methods by the USDE that require states, areas, or entities to apply for grant monies competitively or to formulate agreements with OVAE guidelines in order to receive funds.

All U.S. states and outlying areas receive formula funds through CTE Basic Grant Funds. These funds must be used within the requirements of the Perkins IV Act as well as USDE program regulations which are, essentially, *law*. Program regulations are called EDGAR (Education Department General Administrative Regulations) and are found in volume 34 of the Code of Federal Regulations (CFR). In addition to Perkins IV and EDGAR, the Office of Management and Budget (OMB) issues additional guidelines during the authorization period that clarify and specify what can and cannot be done with Perkins IV funds. The Perkins IV implementation period is for five years from July 2008 to June 2013. (*Guide to U.S. Department of Education Programs, Office of Communications and Outreach, Washington D.C. Fiscal Year 2010*, pp. 25-31. August, 2010. Also available as PDF at <http://www.edpubs.gov>.) Perkins funding is due to be reauthorized, but the current law and updates apply to the use of funds until formal legislation occurs.

"With Strings Attached"

CTE Basic Grant federal funds are disbursed without any competitive proposals. Perkins IV outlines for grantees who the recipients of CTE funds may be in their states or areas and how they are held accountable for their use. Each grantee must adhere to the law and develop a Five-Year Plan according to Perkins IV and EDGAR guidelines that meets all their requirements. The State Five-Year Plan is submitted for approval, upon which it becomes the document used to hold the grantee responsible for how monies were used to implement CTE in their state and the results of that implementation.

The Five-Year Plan for Hawaii was developed through the coordination by the Office of the State Director for CTE (OSDCTE), which acts on behalf of the State Board for CTE. Input from community, secondary and post-secondary education entities and other workforce stakeholders was solicited for the plan. The final Five-Year Plan was submitted and approved by OVAE, and is implemented through the OSDCTE with direction from the CTE Coordinating Advisory Council (CTECAC). The Five-Year Plan describes how CTE funds will be used in the state to support Perkins IV implementation.

The CTE entities in Hawaii who qualify as grant recipients are the Hawaii State DOE (HSDOE) for secondary level education, and the University of Hawaii Community Colleges System (UHCCS) for post-secondary level education. Funding allocations to HSDOE and UHCCS are determined by the State Board for CTE. Funds are awarded based on the submittal of a comprehensive plan, itemized budget, and proper assurances. All elements are necessary for approval by the State Board for CTE. (*Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 State of Hawaii Five-Year Plan, Fiscal Years 2008-2013*, p. 5 State Board for Career and Technical Education, Office of the State Director for Career and Technical Education. University of Hawaii Manoa, Honolulu, Hawaii, 2008)

The HSDOE must use their funding according to the priorities and parameters within the Five-Year Plan that parallel the *Perkins Required Uses* in Perkins IV. These include establishing rigorous standards-driven programs of studies and assessments that show student achievement, professional development, and industry-driven workforce development traits and skills. In addition, HSDOE must work with UHCCS in developing programs of study that result in Dual Credit Articulation Programs (DCAPS) in which students can benefit from secondary courses that enable them to also be awarded post-secondary credit. (*Hawaii Five-Year Plan*, pp. 5-8)

HSDOE schools, who are recipients of Perkins grant funds, are also held accountable for their use. One-Year Plans (OYP) at each school are to be developed using data to identify gaps and needs when implementing CTE initiatives. OYPs should also be congruent to a school's Academic and Financial Plan (AFP) and the HSDOE Strategic Plan. An end-of-the-year report (EOY) is required of schools, describing accomplishments made with grant funds that are aligned with the Five-Year Plan priorities and parameters. School EOY reports are part of the annual evaluation of the HSDOE to ensure alignment within programs and financial accountability with approved Perkins plans. (*Hawaii Five-Year Plan*, p. 8 and p. 30)

Other Federal Funds with "Strings:" Title I ESEA

Accountability, reporting, and evaluation accompany all federal funds in some way. An example of another federal program is the Improving Basic Programs Operated by Local Educational Agencies, Title I, Part A. It is also a Formula Grant and is available to all states as grantees. Essentially, Title I is intended to assist schools in meeting No Child Left Behind (NCLB) targets in student achievement.

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

In Hawaii, free and reduced lunch numbers are used to disburse funds to HSDOE schools. The school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools and the HSDOE must provide how the funds were used and the results of implementing actions to support students school wide or as targeted groups.

(<http://www2.ed.gov/programs/titleiparta/index.html>, accessed October 10, 2011)

HSDOE schools and principals who access Title I ESEA funds are required to submit documents that show actions by the school, resources needed and purchased with funds, and the results of the use of purchases to support actions. Schools can include their actions in their Academic Financial Plan (ACP) for the school year and submit a results report at the end of year. A detailed description of recipients, requirements, and accountability processes for schools can be found in the Hawaii Title I School Handbook, School Year 2011-12. This handbook is to be kept and followed by schools up to School Year 2017-18. (<http://doe.k12.hi.us/nclb/educators/110817%20Title%20I%20Handbook%20%202011-12.pdf>, accessed October 7, 2011)

CTE Accountability and other Federal Initiatives

CTE programs are also responsible for providing accountability information and data to reports for other federal funds and grants. This included the Race to the Top (RTTT) Incentive Grant awarded to Hawaii (*Guide to USDE Programs*, p. 9) and the assurances made by the HSDOE in their competitive proposal. The inclusion of Science, Technology, Engineering and Math with RTTT activities include CTE related activities and student performance.

(<http://hawaii.gov/recovery/doe/Hawaii%20RTTT2%20Narrative%205-26-10%20r.pdf>, and <http://hawaii.gov/recovery/doe>, Race to the Top Application, PDF, accessed October 12, 2011)

The One-Year Plan (OYP) and end-of-year (EOY) report requirements of student outcomes related to Perkins IV accountability would fulfill the data and information on student achievement of standards that are rigorous and/or STEM related. Statewide achievement and assessment data processes developed under the requirements of the Five-Year Plan in programs of study, CTE Diploma Designation and DCAPS requirements could doubly serve the need to tie student outcomes and "performance and pay" evidence for teachers. CTE teachers have the ability to show their effectiveness in instruction and CTE student proficiency through several assessment products, including 1) Evidence of achievement through implementation of CTE units and activities documented in the EOY report, 2) Student scores on standards-based end-of-course assessments, 3) Student performance-based assessments, and 4) Student achievement in STEM related Academic Core required courses.