

Minutes
Grant Subcommittee Meeting of CPBAC
May 7, 2014

Members Present:

Jeri Pullum, *Special Projects Coordinator*
Mel Lehman, *Executive Director for Business & Community Development*
Dr. Heidi Pasek, *Associate Dean/CAO*
Ken Wardinsky, *Chief Information Officer*
Teri Dwyer, *Faculty Representative*

Guests:

Dr. Bruce Gottwig, *Business, Tech & Trades Division Director*
Dr. Frankie Lyons, *Health Science Division Director*
Charla Merja, *Big Sky Pathways Coordinator*

Introduction

Heidi discussed the reason for forming the committee: overview of grants; at GFC not everyone is included in the discussions so we may write applications that fail to provide resources to implement all pieces of the grants; the committee will look at all grant applications (rather than one or two people making the decisions) in a coordinated way; will allow CPBAC to have all information when budgeting & planning; today's focus is to review new grant options & look at two that are coming up for renewal (Perkins & Big Sky Pathways); recommendations will be given to CPBAC at next Monday's meeting

TAACCCT IV US Department of Labor Consortium Grant, SGA due 7/1/14, apx \$15 million total for 14 possible partners

Frankie is on a steering committee, Montana Health CARE (community access to rural education), to decide if we even want to do this; Health Care focus; meeting weekly since January with Health Care Committee, Missoula College taking the lead on the grant.

Review of summary information provided by Frankie (attached)

Specific issues raised by the group:

GFC MSU not really representative of state as a whole in terms of worker shortages

Based on data from TAACCCT III, we have few TAA-eligible workers in GF; Health Care students are generally just out of HS so while we can serve them, they cannot be our primary target audience.

Looking at program from PN to BSN—is this the right population for the grant? Anything we deliver from here would have to reach correct population

Internships tough for some programs—accreditors don't like paid internships

Prior learning can cause trouble with accreditation; CLEP, Military prior learning (clear guidelines on these);

Numbers: struggle to reach student numbers required in other grants; Frankie is not aware of numbers for this grant but Jeri is concerned that steering committee is not looking at the whole picture in terms of numbers; need to think through the whole process—how and WHO to deliver to. What happens if don't meet numbers? We can fail in the final grant analysis and thus this impacts future grants. What if "other" in numbers is defined as those in "hard to fill" positions? DOL looking for displaced workers—

would we have to give preference to these workers, over more-qualified students just coming out of HS?
Challenge of tracking graduates (especially if they leave the state).

Group agreed to support moving ahead with grant if it is focused, utilizes & enhances SIM labs and we are mindful of type & number of participants. We agree to continue as part of steering committee but may not commit to final grant. Frankie will need a local budgeting and planning team. Will move forward to CPBAC. Frankie & Bruce will present to CPBAC.

Big Sky Pathways, SGA due 5/9/14, FY15 amount \$65,000

Charla & Jeri provided an overview of the grant: OPI & OCHE program; FY14 we received \$65K to develop pathways with High Schools, mostly in manufacturing and construction; can get up to 5 years of funding but is a competitive program with funding one year at a time; FY15 would include CISCO, health science in the HS w/dual credit, web & graphic, SET; High Schools we have pathways with from this year's project are in Havre, Missoula (Hellgate) & Great Falls; looking at expanding number of schools and number of pathways; majority in business fields; State of MT is looking to mandate that High Schools have a pathway in every CTE field that gets state funding so more schools may become interested in pathways.

There is a real need to have a coordinator to manage this, rather than adding to the workload of faculty; this grant would allow an expansion of the coordinator position into FY15;

There has been some conversation at the State level about the struggle of a yearly competitive model—programs can't grow in this model; discussion if state can permanently fund the coordinator positions so not dependent on year to year funding.

Group will inform CPBAC that we've applied for this grant (because of May 9 deadline), we should hear by end of May if we got the funding. Bruce will present to CPBAC.

Perkins, SGA due 5/30/2014, FY15 amount \$219,580

Jeri handed out current Perkins budget (attached)

FY14 used primarily for professional development and GFC/GFPS shared Pathways Advisors (not to be confused with Big Sky Pathways). Advisors will drop out FY15 funding.

Required & Permissive Uses (attached); have to address all the required uses before we can look at permissive uses—we haven't always met all the requirements and regulations are getting more strict.

Jeri requests that Division Directors manage professional development requests that include what kind of development, dates, location & cost of all development and who is attending; Grant requires very specific information & follow-up afterwards; as a campus we need to do a better job planning on how to spend this money.

Discussion of whether or not the grant can fund a coordinator position? Generally, Perkins doesn't like to fund on-going things but that may be changing.

Group will recommend we apply, with the caveat that a group assemble to decide the best way to spend the money & craft the application. Bruce will present to CPBAC.

TAACCCT 4 US DOL Consortium Grant
“Montana HealthCARE” (Community Access to Rural Education)
May 7, 2014

Highlights of TAACCCT 4

- Addresses Healthcare worker shortages; rural locations where recruitment is difficult
- Prioritizes unemployed and underemployed workers in Montana
- Targets: hospitals, primary and ambulatory care clinics, long-term care facilities, veterans care, and healthcare providers under the Indian Health Services.
- Utilize on-the-job training & internships (clinical); intensive use of data
- Partner with two-year, community and tribal colleges
- Led by Missoula College
- Prior learning, bridge programs, stackable credentials, accelerated pathways

Planning Committee

Dr. John E. Cech (Planning Chair), Deputy Commissioner of Higher Education

Mr. Lawrence L. White, Jr., Director, Western Montana Area Health Education Center, UM

Dr. Kaye Norris, Assistant Director, Western Montana Area Health Education Center, UM

Ms. Dianna Linder, Director of Grants, Billings Clinic

Ms. Leisa Smith, Director, State Workforce Investment Board

Ms. Annie Glover, Director of Special Projects, Montana Department of Labor and Industry (DLI)

Mr. William Connell, Economist, Research & Analysis Bureau, DLI

Ms. Victoria Cech, Director, Montana Research and Education Foundation of the MHA

Dr. Kristin Juliar, Director, Montana Office of Rural Health & Area Education Center, MSU

Ms. Susan K. Jones, Director, Two-Year Education Mission Integration, OCHE

Dr. Frankie Lyons, Health Science Division Director, GFC MSU

Ms. Lynn Stocking, Associate Dean, Missoula College, UM

Dr. Scott Whittenberg, Vice President for Research and Creative Scholarship, UM

Dr. Barbara Wagner, Chief Economist, Montana Department of Labor and Industry

Ms. Nina Babich, Consultant, Corporation for a Skilled Workforce

Early Ideas

- Review employment needs of major health systems, critical access, community health centers, long-term care, the VA, state hospitals, prison, health information systems, home health, and hospice care.
- February 2014: Surveyed colleges and Healthcare Employers across the state to assess need.
- Strong focus on Nursing progression

Summary of Data Findings

Occupation	Billings Clinic Survey	TAACCCT Survey	MDLI 2013 brief 2014-2021 replacement + Growth	EMSI 2013 Openings/2010 completions	Indeed (point in time)
CNA	Moderate difficulty due to shifts and pay	34%	89+194		
Med Asst	Not difficult	19%		46/93	62
X-ray tech	Very difficult due to lack of qualified	12%		29/85	13
Pharm Tech	Very difficult due to lack of qualified	9%		50/55	48
RN	Difficult due to Lack of preceptors, High need for Tribal	RN = 32% BSN= 34%	166+379	345/501	675
HIT	Very difficult due to new ICD-10	19%		40/39	18
Housekeeper, laundry, etc.	High turnover due to low pay, lack of pathway	6%-7%			
LPNs	Difficult to retain due to lack of <i>effective</i> pathway to RN	25%	83+86	113/166	99
Coder		22%			
Dental Hygienist		15%	15+19	40/38	2
EMT		15%		35/35	14
Med Tech		14%		14/23	18
Phys. Therapy Asst		14%			
Medical Office Asst		14%			
Community Health worker		14%			
Patient Navigator		14%			
Home Health aide			53+224		

Great Falls College MSU Proposal

- Rad Tech – restart
- AS RN – Start up
- LPN to BSN – pursue with Bozeman
- LPN to AS RN – build bridging program with our own program
- EMT to Paramedic – pathway
- Phlebotomy to Medical Assistant (CMA) – pathway
- Billing/Coding/HIT – increase capacity
- Create Medical Transcription Professional Certificate (accelerated pathway)

Other Costs

- Bandwidth
- Specialized Software / Virtual clinical for HIT and Coding
- Registrar assistant / tracking personnel
- Manikins for increased simulation (3-G Sim Man ??)
- Sim Lab Coordinator / Skills tutor

Great Falls College MSU

Occupation	Projected Hires per Year
RN	157
LPN	53
Rad Tech	7
CMA	15
Phlebotomist	15
Med Coding/Information Specialists	16
EMT/Paramedic	6
Med Transcriptionists	2

Sent on behalf of Deputy Commissioner John Cech:

Dear Colleagues:

Thank you for continuing to gather demand data for our TAACCCT Round 4 grant, “**Montana HealthCARE**” (Community Access to Rural Education). Our working list of target occupations is:

- CNA
- Home Health Aide
- Medication Aide I and II
- LPN
- RN (and associate to BSN bridge)
- Certified medical assistant (CMA)
- EMT (with bridge to two year paramedic degree)
- Pharmacy Tech (depending on approval to make this apprenticeable in Montana)
- Medical coding and billing/transcription/HIT
- Dental assistant (with bridge to dental hygienist)

Members of the Steering Committee are meeting on May 8th to finalize the occupations and the strategies. If you are *not* able to add or expand any of these programs because demand is insufficient in your area, that does not mean you cannot participate in the consortium. You can also participate by planning for these **mandatory** strategies:

- Developing curricula and strategies to accelerate completion of your current programs.
- Contextualizing and accelerating remedial education for your healthcare programs.
- Expanding work-based learning opportunities.
- Modularizing curricula.
- Organizing courses into a limited number of structured certificate and degree pathways to create a statewide health careers pathway map.
- Expanding Prior Learning Assessment.
- Developing competency-based assessments and training courses.
- Accelerating and/or improving programs through use of technology (caution: this is not just putting classes online. It refers to strategies such as interactive simulations, elements of game design, strategies for asynchronous and real-time collaboration among students and instructors, and tools to predict student performance).
- Participating in comprehensive and effective student advising through development and implementation of live, virtual or distant career advising/navigating.
- Expanding articulation agreements throughout a career pathway across consortia members and with the four-year public universities to promote greater student mobility and faster completion of certifications and degrees.
- Implementation of sector partnerships.

You will be asked to supply information regarding:

- Your workplan and timeframes for implementing the above strategies for the target occupations (whether new or existing programs) using this format:

PROGRAM OF STUDY or OTHER						
		Implementer(s)	Costs		Time	
Activity #1			Strategy Total: Equipment: Year 1:	\$ \$ \$		Start Date:
Deliverable #1			Strategy Total: Equipment: Year 1:	\$ \$ \$		Start Date:

- Projections in raw numbers for the following metrics:

	Outcome Measure	Targets for all Participants	
1	Total Unique Participants Served	Year 1:	Total:
		Year 2:	
2	Total Number of Participants Completing a TAACCT-Funded Program of Study Number of unique participants having earned all of the credit hours (formal award units)	Year 1:	Total:
3	Total Number of Participants Still Retained in Their Program of Study or Other TAACCT-Funded Program	Year 1:	Total:
		Year 2:	
4	Total Number of Participants Completing Credit Hours	Year 1:	Total:
		Year 2:	
5	Total Number of Participants Earning Credentials Aggregate number of degrees and certificates completed by participants in grant-funded	Year 1:	Total:
6	Total Number of Participants Enrolled in Further Education After TAACCT-funded Program of Study Completion	Year 1:	Total:

7	Total Number of Participants Employed After TAACCCT-funded Program of Study Completion Total number of students (non-incumbent workers only) who completed a grant-	Year 1: Year 2: Year 3:	Total:
8	Total Number of Participants Retained in Employment After Program of Study Completion Total number of students (non-incumbent workers only) who completed a grant-funded	Year 1: Year 2: Year 3:	Total:
9	Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment	Year 1: Year 2: Year 3:	Total:

For the purposes of reporting, a participant is defined as a student who enrolls in a grant-funded program of study leading to a degree or certificates, or a course that is part of such a program. Only students who enroll in these courses and programs leading to degrees or certificates can be reported in grant outcomes

- A budget to include program costs, direct costs, and indirect costs.
- A budget narrative to explain all costs.

Please begin planning for completion of the above tasks. More specific details will follow the week of May 12th.

Sincerely,



John

John E. Cech, Ph.D.
Deputy Commissioner for Two-Year and Community College Education
Montana University System
PO Box 203201
2500 Broadway, Helena, MT 59620-3201
Phone: 406-444-0316 Fax: 406-444-1469
Cell: 406-670-0848
E-mail: jcech@montana.edu

Pathways 324186	Perkins category	Budget	Amended budget	
Pathways coordinator 1	Salaries	\$ 15,728	\$ 15,728	
Pathways coordinator 2	Salaries	\$ 15,727	\$ 15,727	
Benefits	Employee Benefits	\$ 2,831	\$ 2,831	
Benefits	Employee Benefits	\$ 2,832	\$ 2,832	
Health insurance	Health insurance	\$ 3,869	\$ 3,869	
Health insurance	Health insurance	\$ 3,869	\$ 3,869	
Personnel Subtotal				
Office supplies	Consumable Supplies	\$ 300	\$ 300	Spending on operations is low (see second worksheet)
Reference Materials	Consumable Supplies	\$ 200	\$ 200	
Printing & Postage	Consumable Supplies	\$ 1,350	\$ 1,350	
Cell phones	Communications	\$ 1,525	\$ 1,525	
MCAN Conference mileage	Travel	\$ 100	\$ 100	
MCAN lodging	Travel	\$ 200	\$ 200	
MCAN per diem	Travel	\$ 50	\$ 50	
Professional dev MCAN	Professional Development	\$ 200	\$ 200	
Dues & Subscriptions NCDA & NCPN	Other expenditures	\$ 368	\$ 368	
Operations sub total				

Academic - 324188

Welding faculty 1 salary 66%	Salaries	\$ 36,917	\$ 36,917	
Welding faculty 2 salary 40%	Salaries	\$ 20,969	\$ 20,969	
Welding faculty 1 benefits	Employee Benefits	\$ 5,293	\$ 5,293	
Welding faculty 2 benefits	Employee Benefits	\$ 2,978	\$ 2,978	
Health insurance faculty 1	Health insurance	\$ 6,383	\$ 6,383	
Health insurance faculty 2	Health insurance	\$ 3,869	\$ 3,869	
Workforce dev dir 25%	Salaries	\$ 22,500	\$ 22,500	
Benefits	Employee Benefits	\$ 6,582	\$ 6,582	
Health insurance	Health insurance	\$ 2,418	\$ 2,418	

NCPN Conference

Mileage or Airfare	Travel	\$	3,000		1048
Lodging	Travel	\$	2,400		1184
Per diem	Travel	\$	680		340
Transportation	Travel	\$	128		64
Registration	Professional Developmen	\$	2,000		685
Effective Teaching	Consumable Supplies	\$	2,518		2580

National Career Clusters Conf

Lodging	Travel				2000
Per diem	Travel				1066
Transportation	Travel				430

Tutors

426 hours@8.50	Salaries	\$	3,621	\$	3,621
Benefits	Benefits	\$	695	\$	695

Bus, Trades, Tech - 346004**CWB Train the Trainer - unable to schedule**

CWB Airfare	Travel	\$	2,400	\$	2,400	But I left it in the budget amendment because I was hoping they would find something else before the year ended
CWB per diem	Travel	\$	738	\$	738	
CWB Lodging	Travel	\$	1,800	\$	1,800	
CWB rental car	Travel	\$	400	\$	400	

AVO - Electronics for Electricians

Stipend	Salaries	\$	1,075	\$	1,075
Benefits	Benefits	\$	430	\$	430
Lodging	Travel	\$	1,050	\$	475
Per diem	Travel	\$	287	\$	216
Rental car	Travel	\$	240	\$	294
Airfare	Travel	\$	650	\$	531
Registration	Professional dev	\$	1,185	\$	1,185

Fab Tech - unable to attend

Airfare	Travel	\$	1,800	\$	-
Per diem	Travel	\$	615	\$	-
Rental car	Travel	\$	250	\$	-
Lodging	Travel	\$	3,750	\$	-

Lincoln

Airfare	Travel	\$	2,100		2700
Per diem	Travel	\$	615		615
Lodging	Travel	\$	1,335		1800
Rental Car	Travel	\$	300		300
Registration	Professional Dev	\$	600		600

CWI - Brian Wergin

Stipend	Salaries	\$	250	\$	250
Benefits	Benefits	\$	63	\$	63
Airfare or mileage	Travel	\$	200	\$	200
Per diem	Travel	\$	120	\$	120
Lodging	Travel	\$	250	\$	250
Registration	Professional dev	\$	500	\$	500

CWI II - Sean Bragg

Hotel	Travel	\$	1,430		900
Transportation	Travel	\$	700		970
Per diem	Travel	\$	574		85
Airfare of Mileage	Travel	\$	750		613
Registration	Professional Dev	\$	1,475		2325

Climb Safety Training

Registration	Professional dev	\$	7,740		8840
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Event Apart

Hotel	Travel	\$	1,076		1370
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Per Diem	Travel	\$	164	264
Transportation	Travel	\$	100	
Airfare	Travel	\$	600	600
Registration	Professional Dev	\$	1,240	1190

CISCO Live Event

Hotel	Travel	\$	875	1800
Per diem	Travel	\$	205	205
Transportation	Travel	\$	100	100
Airfare	Travel	\$	600	530
Registration	Professional Dev	\$	2,000	1795

Teaching Professor Tech

Lodging	Travel	\$	680	600
Per diem	Travel	\$	123	123
Ground transportation	Travel	\$	100	29
Registration	Professional Dev	\$	800	765
Airfare	Travel			730

Health Sciences - 324189

Kettering Exam prep	Contracted Services	\$	4,500	\$ 4,500
Equipment	Minor equipment			4734
Equipment	Minor equipment			1103

TOTAL DIRECT		\$	221,884	
Indirect				10878
TOTAL BUDGET		\$	232,762	

Requirements. Applicants wishing to form consortiums should focus on the development of objectives and achievement of goals within Perkins Programs that are beneficial to all consortium members. Consortium partners must:

- Identify a “Consortium Lead” responsible for Local Application administration
- Identify mutual programs, goals, and grant objectives
- Identify how partners will work together during the grant cycle to achieve and implement mutual objectives and goals
- Hold at least 3 Consortium Meetings per year for planning and development purposes (one meeting must be held face-to-face; the others may be via conference call, etc.).
- Hold at least one joint professional development opportunity
- Have at least one joint project activity

**Note: Consortium funding must be split in a way that is beneficial to all consortium partners. Funding may not be split according to student numbers.*

In developing the consortium Local Application, it is important to note that **consortiums are not required to meet the nine required uses of funding**, but rather are charged with providing programs of sufficient size, scope, and quality to be effective (Sec. 132(a)(4)).

VII. Required & Permissive Uses

Local Application fund must be used to meet all nine required uses, as stated below. Please note that singular activities may qualify to meet several of the required uses (i.e. It is not necessary to have nine separate program summaries within the local app, although you may, if you would like to devote one program summary to each required use). **All nine required uses of funds must be met before any funds may be used on permissible activities.**

**Note: Postsecondary consortiums are not required to meet all nine required uses, but are required to ensure that funding is expended on programs of sufficient size, scope, and quality to be effective (Sec. 132(a)(4)). See additional information regarding consortiums in Section VI.*

REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part will be used to support career and technical education programs that—

R(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
- (B) career and technical education subjects;

R(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

R(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

R(4) develop, improve, or expand the use of technology in career and technical education, which may include—

- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
- (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
- (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

R(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

- (A) in-service and pre-service training on—S. 250—53
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) effective use of scientifically based research and data to improve instruction;
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) internship programs that provide relevant business experience; and
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

R(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

R(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

R(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

R(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

***Please note that all required uses of funds must be met prior to expending funds on permissive uses.**

PERMISSIVE USE OF FUNDS.—Funds made available to an eligible recipient under this title may be used—

P(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

P(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—

(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and

(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

P(3) for local education and business (including small business) partnerships, including for—
S. 250—54

(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

(B) adjunct faculty arrangements for qualified industry professionals; and

(C) industry experience for teachers and faculty;

P(4) to provide programs for special populations;

P(5) to assist career and technical student organizations;

P(6) for mentoring and support services;

P(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

P(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

P(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

P(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—

(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

(B) postsecondary dual and concurrent enrollment programs;

(C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

(D) other initiatives—

(i) to encourage the pursuit of a baccalaureate degree; and

(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

P(11) to provide activities to support entrepreneurship education and training;

P(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

P(13) to develop and support small, personalized career themed learning communities; S. 250—55

P(14) to provide support for family and consumer sciences programs;

P(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

P(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);

P(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

P(18) to provide support for training programs in automotive technologies;

P(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;

(B) establishing, enhancing, or supporting systems for—

(i) accountability data collection under this Act; or

(ii) reporting data under this Act;

(C) implementing career and technical programs of study described in section 122(c)(1)(A); or

(D) implementing technical assessments; and

P(20) to support other career and technical education activities that are consistent with the purpose of this Act.

VIII. Accountability & Data

The required postsecondary core indicators of performance for each grant cycle are established and negotiated by state Perkins staff and the U.S. Department of Education. Performance levels are measurements that provide for continuous improvement in the performance of students as measured by the core indicators of performance.

The purpose of the indicators are to assess the effectiveness of the State Perkins Program, along with its individual institutions, in achieving statewide progress in career and technical education, and to optimize the return on investment of federal funds in career and technical education activities.

Each year, the Perkins Accountability Specialist will provide a “Report Card” showing state-level performance, along with performance measurements for each individual college. This information may also be found in the E-Grants management system.

Performance Expectations. Each institution is responsible for meeting or exceeding the negotiated performance levels. Evaluation methods should be designed to provide feedback regarding process toward attaining required performance levels. Institutions who do not meet negotiated performance levels will be required to submit a local improvement plan along with the following year's Perkins application. This process will be carried out within the E-Grant management system.

Indicator Guidance and Definitions. The text below provides information relative to how students are counted for the purposes of Perkins, along with indicator definitions.

- **Postsecondary CTE Participant:** A postsecondary/adult student who has earned one or more credits in any CTE program area
- **Postsecondary CTE Concentrator:** A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
- **1P1 – Technical Skill Attainment**
 - Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.
 - Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year
- **2P1 – Credential, Certificate, or Diploma**
 - Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year
 - Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.
- **3P1 – Student Retention or Transfer**
 - Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2 or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.
 - Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, certificate, or a degree in the previous reporting year.
- **4P1 – Student Placement**
 - Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary

education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2014 would be assessed between October 1, 2014 and December 31st, 2014).

- Denominator: Number of CTE concentrators who left postsecondary education during the current reporting year.
- **5P1 – Nontraditional Participation**
 - Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
 - Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
- **5P2 – Nontraditional Completion**
 - Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.
 - Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Disaggregated Data Categories. The categories below are those identified by the U.S. Department of Education.

- Gender
- Race and Ethnicity (1977 standards or 1997 revised standards)
- Individuals with Disabilities
- Economically Disadvantaged, including Foster Children
- Single Parents
- Displaced Homemakers
- Individuals with Limited English Proficiency

Data Collection. All data files will need to be submitted to the Perkins Accountability Specialist by July 31st, with the exception of Technical Skill Assessments, which are due by September 31st.

IX. Guidance on Priorities

Priorities. The State Perkins Director, along with the SELT, has identified two major priorities for the use of postsecondary Local Application Perkins funding in an effort to strengthen secondary and postsecondary relationships, along with partnerships between education and business and industry.

Priorities for funding include:

- Promoting and Supporting High School to College Transitions for Career and Technical Education Students (Programs of Study/Pathways)