Career and Technical Education / Perkins Evaluation - Survey Results

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Introduction

This report describes the results of two surveys distributed by evaluators at the Wisconsin Center for Education Research (WCER) in January and February of 2018 on behalf of the Wisconsin Department of Public Instruction (DPI). These surveys were designed to gather information on the practices and organizational structures related to Career and Technical Education (CTE) in school districts and groups of school districts formed for the purposes of the administration of Carl A. Perkins grant funding, known as consortia, around the state of Wisconsin.

These surveys focused on leadership, decision-making, and responsibilities related to CTE programs, in particular, as well as on the effectiveness of CTE consortia for administering Perkins grant funds. WCER evaluators sent one district-level survey to all superintendents of school districts serving students in sixth grade and above in Wisconsin. These superintendents were directed to forward the survey to the person in their district most knowledgeable of CTE efforts; therefore, not all respondents to the district-level survey were superintendents. The second survey was sent to all consortia CTE Coordinators in the state, who were directed to complete the survey themselves.

WCER evaluators distributed both surveys on January 30, 2018 and closed them on February 13, 2018. WCER sent the district-level survey to superintendents from 420 school districts. Of these districts, 178 had a representative respond to the survey, and 172 had a representative complete the survey, for a response rate of 42 percent and a completion rate of 97 percent. WCER distributed the consortium coordinator survey to 22 consortia CTE Coordinators. Of these 22 coordinators, 13 responded to the survey and 13 completed it (59 percent response rate; 100 percent completion rate).[1] Each figure and table in this report lists the exact number of respondents to that particular question, for reference. Complete copies of both surveys are contained in the appendices.

Respondent Demographics

District-Level Survey Respondents

As noted above, representatives of 178 districts across Wisconsin responded to the district-level survey. Of these respondents, 177 reported that they were school district employees, while one respondent reported that they were not a district employee, but contracted with a school district to perform CTE-related duties. Respondents were asked to report on their district's Cooperative Educational Service Agency (CESA) affiliation. Table 1 shows the proportion of respondents by CESA, as well as the proportion of Wisconsin districts by CESA. As Table 1 demonstrates, responses closely resembled the distribution of districts across the state. CESAs 2, 10, 11, and 12 were slightly under-represented in this survey, while CESAs 3, 5, 6, 7, and 8 were slightly over-represented.

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[1] One respondent to the consortium coordinator survey indicated that they were a single district CTE coordinator, not a consortium CTE coordinator. This respondent was redirected to the district-level survey and is not counted as a respondent on any consortium coordinator questions.

Table 1: Respondents by CESA Region, District-Level Survey (N=178)

CESA Region	Percentage of Respondents	Percentage of Districts Across State
CESA 1	11%	11%
CESA 2	14%	18%
CESA 3	8%	7%
CESA 4	6%	6%
CESA 5	10%	8%
CESA 6	12%	9%
CESA 7	11%	9%
CESA 8	8%	6%
CESA 9	5%	5%
CESA 10	5%	7%
CESA 11	6%	9%
CESA 12	2%	4%

Note: 3 percent of respondents chose not to report their district's CESA identification.

In addition to their CESA membership, respondents also reported on their district's total enrollment. The proportion of respondents by district enrollment, the proportion of districts across the state by enrollment, and the response rate for this survey within various enrollment ranges are all shown in Table 2. As Table 2 demonstrates, the highest percentage of respondents to this survey represented districts with enrollments between 501-1,000 students (22 percent of respondents), followed closely by those representing districts with enrollments of 1,001-2,000 students (21 percent). Substantially fewer respondents represented districts with enrollment of more than 5,000 or less than 300 students. When compared to district enrollments across Wisconsin, respondents from districts of more than 10,000 as well as respondents from districts of less than 300 are slightly over-represented in this survey. Respondents from districts between 501 and 10,000 are slightly under-represented. Finally, when we examine the response rate within each of the enrollment ranges below (i.e. out of all of the districts in each enrollment category below, how many responded to the survey) we see that districts with enrollments of more than 10,000 had the highest response rate at 90 percent, while districts with enrollments between 501 and 1,000 had the lowest response rate.

Table 2: Total Enrollment of Respondents' School Districts, District-Level Survey (N=178)

District Enrollment	Percentage of Respondents	Percentage of Districts Across State	Response Rate Within this Range
More than 10,000	5%	2%	90%
5,001-10,000	4%	5%	35%
2,001-5,000	16%	17%	40%
1,001-2,000	21%	23%	39%
501-1,000	22%	27%	34%
301-500	17%	17%	44%
151-300	8%	7%	47%
Under 150	3%	2%	60%

Note: 3 percent of respondents chose not to report their district's enrollment.

In terms of their roles within their districts, a plurality of respondents (44 percent) reported that they are superintendents, 22 percent of respondents reported that they are district CTE coordinators, and 21 percent reported being school administrators (Figure 1). Other reported district administrator roles included homeless coordinator, director of development, director of assessment, school/community relations coordinator, Perkins fiscal agent, and academic & career planning coordinator. Other roles included school counselor, bookkeeper, CTE department head, school to work coordinator, and fiscal manager.

Figure 1: Role of Respondents, District-Level Survey (N=178)
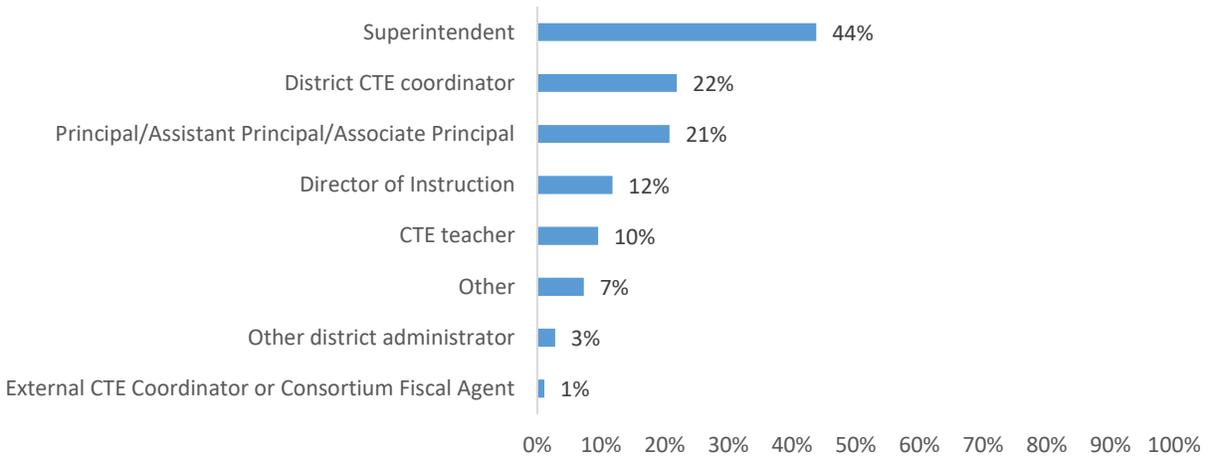
Note: Respondents were able to indicate more than one position, hence the total is greater than 100 percent.

Consortium Coordinator Survey Respondents
Of the 13 consortia CTE Coordinators who completed the consortium coordinator survey, 12 reported that they hold the LVEC/CTE coordinator license (92 percent). Ten of these respondents reported that they serve as the coordinator for only one consortium (77 percent) and three reported that they serve as the coordinator for two consortia (23 percent). In addition, respondents were also asked how many total districts they serve as coordinator for. As Figure 2 shows, five respondents reported serving between one and ten total districts, two reported serving 11 to 20 districts, three reported serving 21 to 30 districts, and three reported serving 31 or more districts.

Figure 2: Number of Districts Served by Respondents, Consortium Coordinator Survey (N=13)
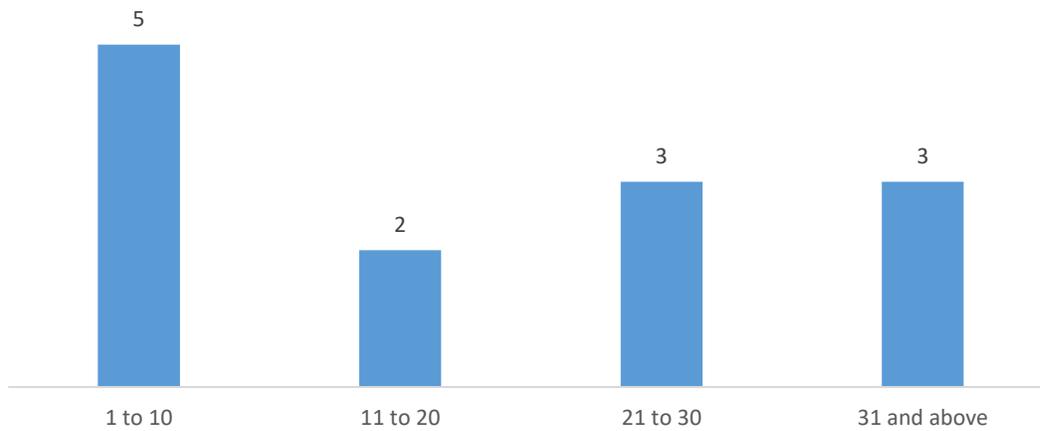
In addition to questions about the number of consortia and districts for which they serve as CTE Coordinator, respondents were asked about their primary role or occupation and their specific role in regards to CTE. As Figure 3 shows, the majority of respondents reported that their primary role or occupation is CESA employee (eight respondents). Two respondents reported that they are educators in a school district, and one reported that they are an independent CTE contractor. Two respondents selected "Other;" one reported that they are a CTE Coordinator, but not considered a school district administrator, and the other explained that they are an LVEC for multiple consortia.

Figure 3: Role of Respondents, Consortium Coordinator Survey (N=13)
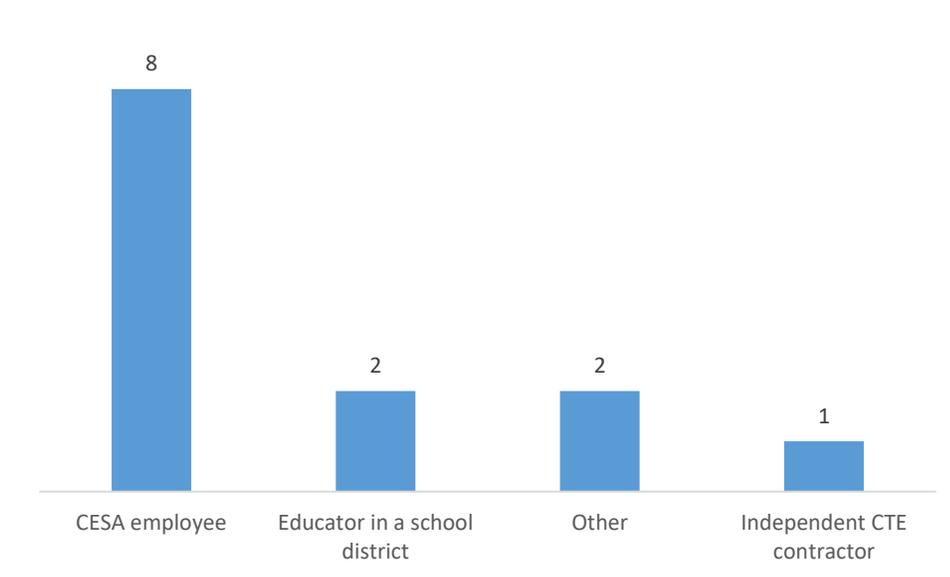

Table 3 shows the role of respondents in regards to CTE. The majority of respondents reported that they are consortium CTE coordinators employed by a CESA (eight respondents), followed by district-employed CTE coordinators and CESA-employed single district coordinators.

Table 3: Respondents' Role in Regards to CTE, Consortium Coordinator Survey (N=13)

Role	Number of Responses
Consortium CTE coordinator, employed by a CESA	8
Consortium CTE coordinator, employed by a school district	3
Single district CTE coordinator, employed by a CESA	3
Consortium CTE coordinator sub-contractor, not employed by a CESA or a school district	2
Single district CTE coordinator, employed by a school district	1

Note: Respondents were able to indicate more than one position, hence the total is greater than 100 percent.

CTE Leadership and Decision-Making

Both the district-level and the consortium coordinator survey asked questions related to CTE leadership and decision-making. Table 4 summarizes responses to the question, "Who provides leadership for your district's CTE program?," from the district-level survey. CTE teachers and principals were the most common CTE leaders for school districts, followed by superintendents, directors of learning / curriculum coordinators, and consortium fiscal agents. "Other district administrator" responses included ACP coordinator (two responses), school counselor (two responses), business manager (two responses), admin with CTE background (one response), Chief of Secondary Transformation (one), and high school lead teacher (one). Within the "Other" category, the most common responses included school counselor (seven responses), advisory board (three), ACP coordinator (two), LVEC consortium coordinator (two), director of instruction and contracted LVEC (one), Technology Integrator (one), assistant principal/CTE teacher (one), and teachers (one).

Table 4: CTE Program Leadership, District-Level Survey (N=177)

Role of CTE Leaders	Percentage of Respondents
CTE teacher	58%
Principal	51%
Superintendent	39%
Director of Learning / Curriculum Coordinator	27%
Consortium fiscal agent – CESA personnel	24%
Within-district LVEC/CTE Coordinator – has CTE Coordinator licensure (5093)	16%
Within-district LVEC/CTE Coordinator – does NOT have CTE Coordinator licensure (5093)	12%
Other	10%
Other district administrator	6%
LVEC or CTE Coordinator from another district	6%
Other contracted personnel	3%
Consortium fiscal agent – Non-CESA personnel	2%
Unsure	1%

Note: Respondents were able to indicate more than one position, so the total may be greater than 100 percent.

Respondents to the district-level survey were also asked, "How are decisions made relative to CTE program development and curriculum planning in your district?" As Table 5 shows, the most common response was that CTE programs are made based on Programs of Study. Regional labor market information and continuous improvement based on governing body approval were less common decision-making methods, according to respondents.

Table 5: CTE Program Development and Curriculum Planning Decision-Making, District-Level Survey (N=174)

Statement	Percentage of Respondents
CTE programs are run based on what Programs of Study are being developed, implemented, or refined	71%
CTE programs utilize an advisory committee or business/education partners to regularly review curriculum	41%
CTE program review occurs on a rotating cycle to update curriculum and course offerings based on regional labor market information	34%
CTE Quality Program Standards are used for continuous improvement, presented to school board or other governing body for approval	28%
Other	11%

Note: Respondents were able to indicate more than one statement, so the total may be greater than 100 percent.

Responses within the "Other" category of CTE Programming Development and Curriculum Planning Decision-Making were thematically coded, and Table 6 summarizes the themes of these responses.

Table 6: Thematic Codes of "Other" Responses, CTE Programming Development and Curriculum Planning Decision-Making, District-Level Survey (N=20)

Decision-Making Theme	Number of Responses
Teachers are responsible	6
Business needs, community needs, and labor data	4
Principal, curriculum director, or other administrator	2
Student needs	2
Coordinate with HS	2
Coordinate with tech college	2
Other	2
LVEC	1
CESA	1
ACP with Inspire	1

The consortium coordinator survey also asked about CTE decision-making. Specifically, respondents to this survey were asked, "In general, how are decisions made relative to CTE program development and curriculum planning for the consortium for which you serve as coordinator?" Table 7 summarizes the responses to this question. As this table shows, just as the district-level survey indicated, for consortia CTE coordinators, Programs of Study and advisory committees or business/education partner input are the most common decision-making methods. Responses within the "Other" category were:

- "Labor market needs, student interest, needs assessment data"
- "Leadership Team made up of reps from most district,"
- "Districts utilize their own local advisory committees"

- "Based on teacher hires [and] skill set"
- "Some of our CTE Programing is running Status Quo based on instructor desire."

Table 7: Consortium CTE Program Development and Curriculum Planning Decision-making, Consortium Coordinator Survey (N=13)

Statement	Number of Respondents
CTE programs are run based on what Programs of Study are being developed, implemented, or refined by member LEAs	9
The consortium utilizes an advisory committee or business/education partners to regularly review curriculum	8
The consortium review occurs on a rotating cycle to update curriculum and course offerings based on regional labor market information	6
CTE Quality Program Standards are used for continuous improvement, presented to school boards or other governing body for approval	6
Other	5

Note: Respondents were able to indicate more than one statement, so the total may be greater than 13.

CTE Program Responsibilities

In addition to CTE program leadership and decision-making, both the district-level and the consortium coordinator surveys asked respondents about various responsibilities related to the CTE programs in their district or districts.

District survey participants were asked, "With respect to your district-wide CTE program, who is **chiefly** responsible for the following duties and activities?" Table 8, below, summarizes the responses to this question for the 15 primary responsibilities related to CTE:

1. Developing comprehensive programs in CTE
2. Facilitating collaboration between CTE faculty and other district personnel
3. Developing school, business, and community relations that support the goals of CTE
4. Facilitating collaboration between district and external CTE partners such as business and/or advisory committees, regional economic development, regional workforce development, and community-based organizations
5. Planning and coordinating work-based learning
6. Developing and managing CTE budgets and grants
7. Developing and/or implementing on-going evaluation of CTE and using the results for program improvement
8. Developing, promoting, and/or overseeing co-curricular CTE student organizations related to each of the disciplines
9. Gathering, analyzing, and disseminating data related to CTE, including labor market information
10. Assessing staff development needs and/or providing professional development in CTE including in-services, workshops/meetings, and sharing research and best practices
11. Strategic planning, group facilitation, conflict resolution, and mediation and continuous improvement practices relative to CTE
12. Promoting post-secondary options for students in CTE including articulation agreements, Youth Options, and nontraditional opportunities (NTO)
13. Integrating CTE model academic standards into K-12 curricula and assessment

14. Developing and/or overseeing student externships, work experience, volunteer experiences, and other work-based learning
15. Completing/managing Carl Perkins Act grant application and reporting

Perhaps not surprisingly, CTE teachers, principals/assistant principals, and district CTE coordinators were reported as chiefly responsible for the majority of CTE-related duties and activities, followed by superintendents and directors of instruction. With the exception of "Strategic planning, group facilitation, conflict resolution, and mediation and continuous improvement practices relative to CTE" and "Assessing staff development needs and/or providing professional development in CTE including in-services, workshops/meetings, and sharing research and best practices," CTE teachers were the most commonly listed group for every duty/activity. When it came to "Developing, promoting, and/or overseeing co-curricular CTE student organizations related to each of the disciplines," CTE teachers were selected by 71 percent of all respondents, the highest percentage of any group on any category. Overall, it appears that the vast majority of CTE duties and activities are taken care of primarily by district- or school-level personnel. Notably, 8 percent of respondents said that no one is chiefly responsible for "Gathering, analyzing, and disseminating data related to CTE, including labor market information" in their district, the highest rate of "no one" selected in any category.

Table 8: CTE Program Responsibilities, District-Level Survey (N=173)

Statement	Superintendent	District CTE Coordinator	Director of Instruction	Other District Admin	Principal/AP	CTE teacher(s)	External CTE Coordinator or Fiscal Agent	Someone else outside district	No one	Not sure
CTE programming	13%	23%	23%	2%	31%	58%	1%	0%	1%	0%
Collaboration - CTE faculty and other district personnel	14%	27%	15%	1%	45%	46%	2%	0%	2%	1%
School, business, and community relations	29%	28%	6%	5%	27%	58%	2%	1%	2%	1%
Collaboration - district and external CTE partners	32%	27%	5%	5%	30%	49%	5%	3%	2%	1%
Planning work-based learning	5%	29%	5%	5%	23%	59%	4%	4%	4%	0%
CTE budgets and grants	23%	27%	11%	9%	31%	43%	9%	0%	0%	0%
On-going evaluation of CTE	18%	26%	18%	3%	38%	42%	4%	1%	3%	2%
Co-curricular CTE student organizations	5%	15%	6%	3%	30%	71%	1%	1%	5%	2%
Data related to CTE	13%	29%	13%	3%	25%	34%	10%	4%	8%	4%
Professional development in CTE	14%	23%	28%	2%	44%	42%	3%	1%	2%	0%
Strategic planning	23%	23%	18%	3%	43%	33%	3%	1%	5%	2%

Statement	Superintendent	District CTE Coordinator	Director of Instruction	Other District Admin	Principal/AP	CTE teacher(s)	External CTE Coordinator or Fiscal Agent	Someone else outside district	No one	Not sure
Post-secondary options for students in CTE	16%	30%	11%	5%	35%	46%	3%	2%	3%	0%
CTE academic standards	6%	18%	30%	2%	23%	62%	0%	0%	5%	0%
Overseeing work-based learning	4%	32%	5%	6%	24%	57%	3%	3%	5%	0%
Perkins grant application and reporting	9%	32%	8%	6%	23%	34%	24%	2%	5%	0%

Note: Respondents were able to indicate more than one position, so the total may be greater than 100 percent.

Respondents to the consortium coordinator survey, who were all CTE coordinators for multiple districts, were asked whether they are responsible for these same CTE-related duties and activities in either some, all, or none of the districts that they serve. Table 9 summarizes this list of responsibilities for consortium CTE coordinators. As the table illustrates, a majority of these CTE coordinators are not responsible for "Developing, promoting, and/or overseeing co-curricular CTE student organizations related to each of the disciplines" (nine) and "Integrating of CTE model academic standards into K-12 curricula and assessment" (seven). For five of the fifteen total duties and activities, a majority of respondents noted that they are responsible for all five in *all* of the districts that they work with. Notably, 12 of respondents explained that they are responsible for "Gathering, analyzing, and disseminating data related to CTE, including labor market information. As explained above, a relatively high percentage of respondents to the district survey reported that no one handles this responsibility in their district, suggesting that perhaps this is an area where consortia CTE coordinators can fill a potential gap in CTE program management. Not surprisingly, 12 respondents also reported that they are responsible for "Completing/managing Perkins Act grant application and reporting" in all of the districts that they work with.

Table 9: CTE Program Responsibilities, Consortium Coordinator Survey (N=13)

| Statement	I am *not* responsible for this duty/activity	I am responsible for this duty/activity in *all* districts that I work with	I am responsible for this duty/activity in *some* of the districts that I work with
CTE programming	2	5	6
Collaboration - CTE faculty and other district/consortium personnel	0	6	7
School, business and community relations	1	6	6
Collaboration- district/consortium and external CTE partners	0	7	6
Planning work-based learning	5	5	3
CTE budgets and grants	1	8	4
On-going evaluation of CTE	2	4	7
Co-curricular CTE student organizations	9	1	3
Data related to CTE	0	12	1
Professional development in CTE	1	9	3
Strategic planning *(note: one respondent selected "not sure" for this statement)*	3	3	6
Post-secondary options for students in CTE	1	6	6
CTE academic standards	7	3	3
Overseeing work-based learning	4	5	4
Perkins grant application and reporting	0	12	1

Perkins Grant Management

The final major section of the surveys asked specifically about the Perkins grant program. Sixty-six percent of respondents to the district-level survey reported that their district participates in the Perkins program as a member of a consortium of districts put together for that purpose, while 25 percent reported participating in the Perkins program via a single district application and 8 percent reported that they do not participate in the program (Figure 4).

Figure 4: Perkins Grant Program Participation, District-Level Survey (N=173)
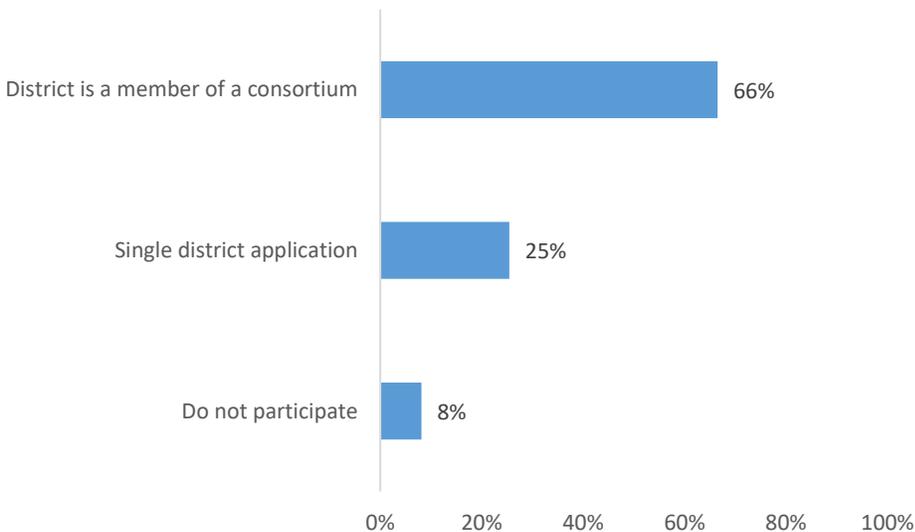
Respondents who reported that they participate in the Perkins program as a single district rather than a member of a consortium were then asked, "Does your district contract out the CTE/LVEC Coordinator position for purposes of Perkins funds to someone other than an employee in your district?" to which 29 percent responded "yes," 69 percent responded "no," and 2 percent responded "not sure" (N=52). Those who indicated contracting out the CTE/LVEC Coordinator position were then asked what their primary reason for contracting out the position or joining a consortium was. Responses to this question are displayed in Figure 5. A plurality of respondents reported that they do not have a licensed CTE/LVEC person on-site. "Other" responses were: "ease of paperwork," "cheaper option," "we use CESA 5 support to manage these funds," "District CTE Coordinator is finishing CTEC licensure through UW Stout," and "Full-time teacher as CTE Coordinator."

Figure 5: Primary Reason for Contracting out the CTE/LVEC Coordinator Position, District-Level Survey (N=16)
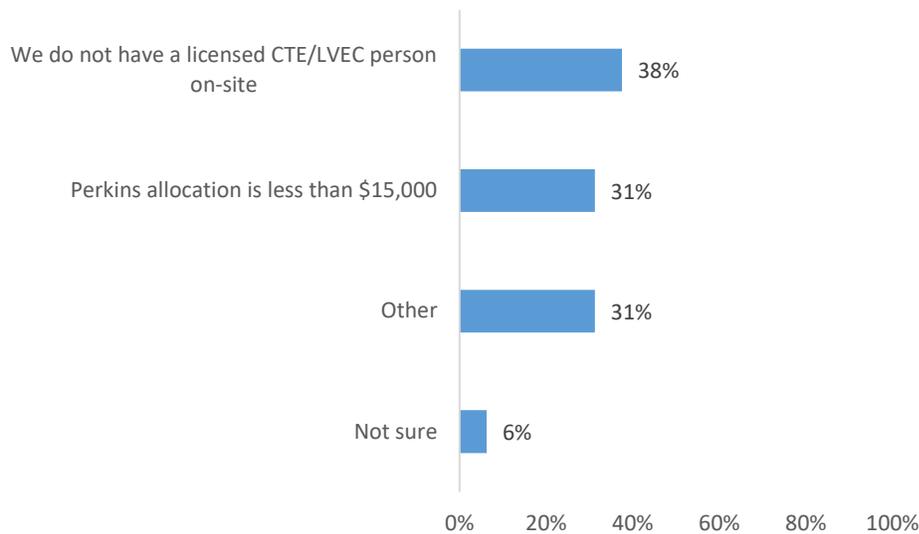
Note: Respondents were able to indicate more than one reason, so the total may be greater than 100 percent.

These respondents were also asked in what way their district contracts with a CTE/LVEC Coordinator. Responses to this question are displayed in Figure 6. The most common response was that districts joined a consortium with a CESA fiscal agent.

Figure 6: Ways in which Districts Contract with CTE/LVEC Coordinators, District-Level Survey (N=16)
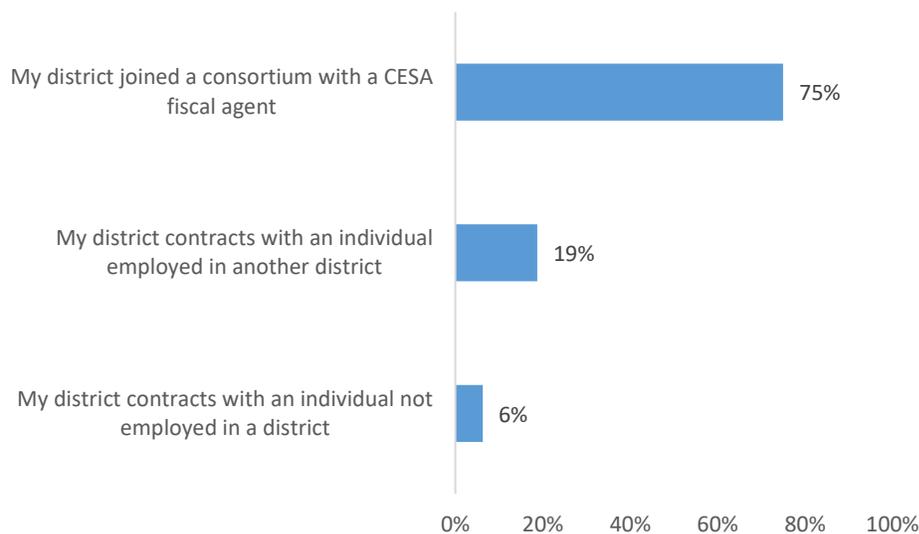
Respondents from districts that are members of a consortium were asked whether their district serves as the Fiscal Agent for their consortium for the purposes of the Perkins program. Seven percent said that their district does serve as the Fiscal Agent, while 84 percent responded that their district does not and 9 percent responded that they are not sure (N=115). Those respondents who noted that their district

participates in the Perkins program as a member of a consortium were also asked two questions about the effectiveness of the consortium for the administration of Perkins grant funds and in supporting the CTE goals of consortium members. Responses to these two questions are displayed in Table 10. As this table shows, a majority of respondents found their consortium to be either somewhat or very effective in each of these two areas, with administration of Perkins funds receiving a higher percentage of "very effective" rankings.

Table 10: Consortium Effectiveness for Perkins Fund Administration, District-Level Survey (N=114)

Question	Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective
How effective is the consortium for the administration of Perkins grant funds?	50%	31%	15%	0%	4%
How effective is the consortium in delivering services that support the CTE goals of the consortium members?	43%	33%	15%	3%	6%

Similar to the district survey, the consortium coordinator survey also asked the same questions related to consortium effectiveness. Responses to these questions from the consortium coordinator survey are summarized in Table 11. All respondents to the consortium coordinator survey reported that the consortium model is either very or somewhat effective for these two purposes. A higher percentage of these respondents reported that the consortium model is very effective on both questions than district-level survey respondents, although the total number of respondents was much smaller for the consortium coordinator survey than for the district survey.

Table 11: Consortium Effectiveness for Perkins Fund Administration, Consortium Coordinator Survey (N=13)

Question	Very effective	Somewhat effective	Neither effective nor ineffective	Somewhat ineffective	Very ineffective
How effective is the consortium model for the administration of Perkins grant funds?	8	5	0	0	0
How effective is the consortium arrangement in delivering services that support the CTE goals of the consortium members?	8	5	0	0	0

Those district-level respondents who were part of consortia were also asked to "provide any additional information related to the effectiveness, benefits, and hindrances of consortium membership for the purpose of administering Perkins grant funds" in an open-ended response item. The responses were categorized and coded by theme. Of the 50 respondents who provided additional information, 29 (58 percent) of the comments were positive, 12 (24 percent) reported negative aspects, and 9 (18 percent)

were either not sure or reported "none." Table 12 shows the various themes and the number of mentions for each.

Table 12: Additional Feedback about Consortia, District-Level Survey (N=50)

Theme	Number of mentions
Consortium / CESA is effective / helpful	29
None / not sure / not applicable	9
High turnover, consortium staff is not knowledgeable and/or familiar with district's context, and/or unresponsive	8
Perkins funds are a small amount of money relative to the administration needed and/or impact to CTE program	7
Effectiveness of consortium for grant administration purposes in not the same as effectiveness of CTE program; sometimes the two are at odds or unrelated.	5
Consortium fee is too high, outweighs the benefits	4
Paperwork, bureaucracy is a hindrance	2

Note: Some respondents mentioned more than one theme, hence the total is greater than 50.

The consortium coordinator survey featured a similar item. In this version, respondents were asked to "provide any additional information related to the effectiveness, benefits, and hindrances of consortia for the purposes of administering Perkins grant funds." Ten respondents provided information, and although a few themes arose (e.g., the value of sharing ideas, resources and expertise between districts), the specificity of the feedback, as well as the limited number of responses warrant reporting the information directly.

- Completing the Carl Perkins grant for four suburban school districts of varying sizes the needs and desires of Carl Perkins are very different by district. At times our Carl Perkins consortium operates more as four Carl Perkins grants rolled into one.
- It is very difficult to maintain the accountability of other school districts in the consortium.
- Each district is different and has different priorities in each year. The sharing between districts is what is so beneficial in programs and courses. A consortium can bring consistency across a region when all of the districts work together for the good of the students, the community and the state economy.
- Schools request and are given autonomy. Some districts access more services through consortium than others. All rely on expertise of LVEC to use monies appropriately and within structure of Perkins rules/regulations.
- Perkins grants are written as a consortium, which means goals and activities are designed around greatest areas of need for the consortium region. It is difficult to write what ends up being almost individual grants for each district in the consortium when all expenses must be identified by district, by POS within that district and by the specific service itself. Moving major areas of need ahead in a region would be better facilitated if consortium efforts focus around the primary areas and not individual teacher expenditures. Not sure if this makes any sense....
- Hindrances: mainly in "paperwork." Benefits: Consortium provides a natural platform and funding together to hold staff development. It promotes healthy competition between districts.
- The consortium model provides a great regional network for CTE staff in rural areas that are otherwise generally one-person departments.

- Our consortium will never be perfect in its impact with using Perkins funds, but we have seen impactful changes that will ultimately improve students' career and college readiness.
- Through the grant we are able to analyze what types of professional development are needed. CTEERS training is necessary and so is explaining the Perkins grant to incoming CTE staff. High turnover in CTE relates to retraining needs.
- Many of the schools in the same region face similar challenges and are able to work together across industry partners, staff and share resources when applicable. Best practices are easily exchanged, the sharing of lessons saves time and money, priorities become clearer, and the leveraging of each other's contacts allows the entire consortium to benefit. The whole is indeed greater than the sum of its parts. Consortia model also forces districts to come up with a plan or funds will be shifted to serve the consortia. Even in large districts where they could write their own grant based on the funding requirements and having a licensed LVEC, they chose to stay a part of the consortium for the other benefits of regional collaboration and expertise/support received. Funds can also be "pooled" to create more efficiencies with professional development expenses and program develop expenses. If we work to create something for one school, it can be more easily replicated across other districts. There is also more oversight over how funds are being spent to ensure that they are being allocated appropriately. Many administrators do not have a CTE background and look for our expertise when working with budgets and CTE staff under Perkins. In the same way, if there is one CTE teacher that had "control" of the funding within a district, the other programs would not benefit or have access to the funds if there was a need. With all the shifts in administration, there is annual training related to Perkins funding-purpose and uses. Schools are also more collaborative with business partners within the same regions typically. Hindrances are the way that DPI sets up the grant for consortia- not very user friendly. This could change based on the new online application - TBD yet. The amount of detail and time that is requested by DPI is so much more complicated and cumbersome than the title grants for example which provides more funding for school districts. Not sure how the new application will look moving forward, but a better model may be to assign funds directly to those consortia that the districts have signed off on with the grant application. When you ask them to accept through WISE, it delays the process and it could cause shifts and more work for DPI when schools may forget to allocate or they allocate to the wrong consortium. If you want stronger collaboration, budgets should be set up as a consortium rather than separated as each individual district in the detail. As a licensed LVEC (which requires training specific to CTE, grants etc.) we have the capability, relationships and cooperative spirit to do what is being asked of us by the districts within our regions. We meet with districts and know what is happening within the districts. Having another set of eyes on how funds are being spent and reducing the amount of requests coming into DPI by each individual district is a more efficient model as well. Rather than treating each district as a separate district the grant should be determined based on the program of study goals for that given year. When you separate out budgets and some districts receive less than $2,000 and some are getting more than $30,000 there is not equity in providing the same amount of programming or support for teachers/students across the board.

Summary and Further Investigation

Based on responses to these two CTE surveys fielded by WCER on behalf of DPI, it appears that CTE teachers and school administrators are playing a large role in leading and managing the CTE programs in their districts. CTE teachers were also the most commonly listed group in 13 of 15 questions related to who is responsible for CTE-related duties and activities. When districts do join consortia with dedicated

CTE coordinators, however, it appears that these coordinators are taking primary responsibility for many CTE-related tasks for the districts that they serve. For example, for five of the fifteen primary CTE duties and activities, a majority of respondents to the consortium coordinator survey noted that they are responsible for them in all of the districts they work with. With so much CTE leadership falling to CTE teachers and building administrators in non-consortium districts, it may be interesting to explore how those responsibilities fell to them, how they are prepared for them, and how they feel about those duties, among other questions.

When it comes to decision-making for CTE program development and curriculum planning, it appears that Programs of Study are highly influential. On the district-level survey, 71 percent of respondents reported that "CTE programs are run based on what Programs of Study are being developed, implemented, or refined." Similarly, a majority of consortium coordinator survey respondents reported that "CTE programs are run based on what Programs of Study are being developed, implemented, or refined by member LEAs."

Finally, the surveys also examined respondents' perceptions of the effectiveness of consortia in the administration of Perkins grant funding. Overall, a majority of respondents to both surveys reported that consortia are either somewhat or very effective for this purpose, although, perhaps not surprisingly, consortium coordinators appear to think more highly of consortium effectiveness than do district-level respondents. Open-ended survey responses generally supported this positive view of consortia; a majority of open-ended responses explained that consortia and CESAs are effective and helpful in administering Perkins grant funds.

Further investigation might explore the theme, expressed in open-ended responses, that the goals of CTE programming and successful Perkins grant administration are not necessarily the same, or even compatible. Also of further interest may be how those districts with licensed LVEC/CTE coordinators make use of their expertise, and if there are qualitative differences in their CTE programs that might be associated with having a licensed person in the district.

Appendix A: District-Level Survey

All Wisconsin school districts are being asked to complete this survey in order to better understand practices and organizational structures around Career and Technical Education (CTE). This survey is administered by the Wisconsin Center for Education Research (WCER) on behalf of the Department of Public Instruction (DPI). Your responses will be kept confidential by WCER evaluators, and findings will be reported to DPI in aggregate, with any identifiers removed. Completion of this survey should take about 5-8 minutes. Thank you for your participation!

1. Your role in your district – check all that apply
   a. Superintendent
   b. Principal/Assistant Principal/Associate Principal
   c. Director of Instruction
   d. District CTE coordinator
   e. Other district administrator (please specify)_____
   f. CTE teacher
   g. Consortium CTE Coordinator or Consortium Fiscal Agent
   h. Other role (please specify)_____

2. Are you a school district employee?
   a. Yes, I am a school district employee
   b. No, I am not a school district employee but I contract with a school district or districts to perform duties connected to CTE, such as a CESA employee or other external contractor.
   c. No, I am not a school district employee and I do not contract with districts, but I have some other role connected to CTE (*please specify*)_____

District employee path:
3. Who provides leadership for your district's Career & Technical Education program? (*check all that apply*)
   a. Within-district LVEC/ CTE Coordinator – has CTE Coordinator licensure (5093)
   b. Within-district LVEC/CTE Coordinator – does **NOT** have CTE Coordinator licensure (5093)
   c. Superintendent
   d. Director of Learning / Curriculum coordinator
   e. Other district administrator (please specify)_____
   f. Principal
   g. CTE teacher

h. LVEC or CTE Coordinator from another district
i. Other contracted personnel
j. Consortia fiscal agent – CESA personnel
k. Consortia fiscal agent – Non-CESA personnel
l. Other (please specify)_____
m. Unsure

4. How are decisions made relative to CTE program development and curriculum planning in your district? (*select all that apply*)
   a. CTE programs utilize an advisory committee or business/education partners to regularly review curriculum
   b. CTE program review occurs on a rotating cycle to update curriculum and course offerings based on regional labor market information
   c. CTE Quality Program Standards are used for continuous improvement, presented to school board or other governing body for approval
   d. CTE programs are run based on what Programs of Study are being developed, implemented, or refined
   e. Other (please specify): _____

5. With respect to your district-wide Career and Tech Ed program, who is **chiefly** responsible for the following duties and activities? (*check all that apply*)

	Superintendent	District CTE Coordinator	Director of Instruction / Curriculum Coordinator	Other District Administrator	Principal /AP	CTE teacher(s)	External Consortium or Consortium Fiscal Agent	Someone else outside the district	No one	Not sure
a. Developing comprehensive programs in CTE										
b. Facilitating collaboration between CTE faculty and other district personnel										
c. Developing school, business, and community relations that support the goals of CTE										

d.	Facilitating collaboration between district and external CTE partners such as business and/or advisory committees, regional economic development, regional workforce development, community-based organizations										
e.	Planning and coordinating work-based learning										
f.	Developing and managing CTE budgets and grants										
g.	Developing and/or implementing on-going evaluation of CTE and using the results for program improvement										
h.	Developing, promoting, and/or overseeing co-curricular CTE student organizations related to each of the disciplines										
i.	Gathering, analyzing, and disseminating data related to CTE, including labor market information										
j.	Assessing staff development needs and/or providing PD in CTE including in-services, workshops/meetings, and sharing research and best practices										

k. Strategic planning, group facilitation, conflict resolution and mediation and continuous improvement practices relative to CTE									
l. Promoting post-secondary options for students in CTE including articulation agreements, Youth Options and nontraditional opportunities (NTO)									
m. Integrating CTE model academic standards into K-12 curricula and assessment									
n. Developing and/or overseeing student externships, work experience, volunteer experiences and other work-based learning.									
o. Completing/managing Carl Perkins Act grant application and reporting.									

The following questions are specific to duties associated with the Carl Perkins Act grant (Perkins funds).

6. Please indicate by which means your district participates in the Carl Perkins Act grant program:
    a. Single District Application
    b. District is a member of a consortium
    c. We do not participate in the Carl Perkins Act program
7. Does your district serve as the Fiscal Agent for a consortium for the purposes of the Carl Perkins Act grant program?
    a. Yes
    b. No

      c.   Not sure

8. Does your district contract out the CTE/LVEC Coordinator position for purposes of Perkins funds to someone other than an employee in your district?
    a. Yes
    b. No
    c. Unsure
9. What is the primary reason for contracting out the CTE/LVEC Coordinator position and/or consortium (*check all that apply*):
    a. Perkins allocation is less than $15,000
    b. We do not have a licensed CTE/LVEC person on-site
    c. Other (please specify) [*text box*]
    d. Not sure
10. In what way does your district contract with a CTE/LVEC Coordinator for purposes of Perkins funds?
    a. My district contracts with an individual employed in another district.
    b. My district contracts with an individual not employed in a district
    c. My district joined a consortium with a CESA fiscal agent
    d. My district joined a consortium with another district serving as the fiscal agent

11. How effective is the consortium for the administration of Perkins grant ***funds***?

+2	+1	0	-1	-2
Consortium is very effective	*Consortium is somewhat effective*	*Consortium is neither effective nor ineffective*	*Consortium is somewhat ineffective*	*Consortium is very ineffective*

12. How effective is the consortium in delivering services that support the CTE goals of the consortium members?

+2	+1	0	-1	-2
Consortium is very effective	*Consortium is somewhat effective*	*Consortium is neither effective nor ineffective*	*Consortium is somewhat ineffective*	*Consortium is very ineffective*

13. Please provide any additional information related to the effectiveness, benefits and hindrances of consortium membership for the purpose of administering Perkins grant funds. (t*ext box*)

14. Which CESA region is your school/district located in? (*drop down menu*)
    a. CESA 1
    b. …
    c. CESA 12

15. What is your district's total enrollment?
    a. Under 150
    b. 151-300
    c. 301-500
    d. 501-1000
    e. 1001-2000
    f. 2001-5000
    g. 5001-10,000
    h. More than 10,000

16. Are you willing to be contacted by a WCER researcher for a follow-up conversation about the topics addressed in this survey?
    a. No
    b. Yes

    If yes:
    Name_____
    District or organization_____
    Position _____
    Email _____

Appendix B: Consortium CTE Coordinator Survey

This survey is being conducted with all Wisconsin district administrators and consortia CTE coordinators by the Wisconsin Center for Education Research (WCER) on behalf of DPI in order to better understand practices and organizational structures around Career and Technical Education. Your responses will be kept confidential by WCER evaluators, and findings will be reported to DPI in aggregate, with any identifiers removed. It should take about 5 minutes to complete this survey. **If you are the CTE coordinator for more than one consortium, choose just one to base your responses on.** You will not be asked to indicate which consortium you are referring to. Thank you in advance for your participation!
 1. What is your primary role/occupation?
      a. Educator in a school district
      b. Administrator in a school district
      c. CESA employee
      d. Independent CTE contractor
      e. Retired educator
      f. Other *(please specify)*

2. Do you hold the LVEC/CTE coordinator license 5093?
      a. Yes
      b. No

3. What is your role in regards to Career and Technical Education? – *check all that apply*
      a. Consortium CTE coordinator, employed by a school district
      b. Consortium CTE coordinator, employed by a CESA
      c. Consortium CTE coordinator sub-contractor, not employed by a CESA or a school district
      d. Single district CTE coordinator, employed by a CESA
      e. Single district CTE coordinator, employed by a school district
      f. Single district CTE coordinator sub-contractor, not employed by a CESA or a school district
      g. None of the above

4. For how many consortia do you serve as CTE coordinator?
      a. 1 consortium
      b. 2 consortia
      c. 3 or more consortia

5. For how many total districts (all consortia combined) do you serve as the CTE coordinator?_____

If you are a CTE coordinator for more than 1 consortium, for the remaining questions, just think about one consortium to base your answers on. You will not be asked to indicate which consortium you are referring to.

6. Which of the following CTE-related duties and activities are you responsible for? (*check all that apply*)

	I am responsible for this duty/ activity in all districts that I work with	I am responsible for this duty/ activity in some of the districts that I work with	**I am not responsible for this duty/activity**	Not sure
a. Developing comprehensive programs in CTE				
b. Facilitating collaboration between CTE faculty and other district/consortium personnel				
c. Developing school, business, and community relations that support the goals of CTE				
d. Facilitating collaboration between district/consortium and external CTE partners such as business and/or advisory committee, regional economic development, regional workforce development, community-based organizations				
e. Planning and coordinating work-based learning				
f. Developing and managing CTE budgets and grants				
g. Developing and/or implementing on-going evaluation of CTE and using the results for program improvement				
h. Developing, promoting, and/or overseeing co-curricular CTE student organizations related to each of the disciplines				
i. Gathering, analyzing, and disseminating data related to CTE, including labor market information				

j. Assessing staff development needs and/or providing PD in CTE including in-services, workshops/meetings, and sharing research and best practices				
k. Strategic planning, group facilitation, conflict resolution and mediation and continuous improvement practices relative to CTE				
l. Providing leadership in the promotion of post-secondary options for students in CTE including articulation agreements, Youth Options and nontraditional opportunities (NTO)				
m. Integrating of CTE model academic standards into K-12 curricula and assessment				
n. Developing and/or overseeing student externships, work experience, volunteer experiences and other work-based learning.				
o. Completing/managing Carl Perkins Act grant application and reporting.				

7. In general, how are decisions made relative to CTE program development and curriculum planning for the consortium for which you serve as coordinator? (*select all that apply*)
   a. The consortium utilizes an advisory committee or business/education partners to regularly review curriculum
   b. The consortium review occurs on a rotating cycle to update curriculum and course offerings based on regional labor market information
   c. CTE Quality Program Standards are used for continuous improvement, presented to school boards or other governing body for approval
   d. CTE programs are run based on what Programs of Study are being developed, implemented, or refined by member LEAs.
   e. Other (please specify): _____

The following questions are specific to duties associated with the Carl Perkins Act grant (Perkins funds).

8. How effective is the consortium model for the administration of Perkins grant *funds*?

+2	+1	0	-1	-2
Consortium is very effective	*Consortium is somewhat effective*	*Consortium is neither effective nor ineffective*	*Consortium is somewhat ineffective*	*Consortium is very ineffective*

9. How effective is the consortium arrangement in delivering services that support the CTE goals of the consortium members?

+2	+1	0	-1	-2
Consortium is very effective	*Consortium is somewhat effective*	*Consortium is neither effective nor ineffective*	*Consortium is somewhat ineffective*	*Consortium is very ineffective*

10. Please provide any additional information related to the effectiveness, benefits and hindrances of consortia for the purposes of administering Perkins grant funds. (t*ext box*)

11. Are you willing to be contacted by a WCER researcher for a follow-up conversation about the topics addressed in this survey?
    a. No
    b. Yes

    If yes:
    Name_____
    District or organization_____
    Position _____
    Email _____