



Local Application Guide

2020-21

Division of College, Career and Technical Education | January 2020

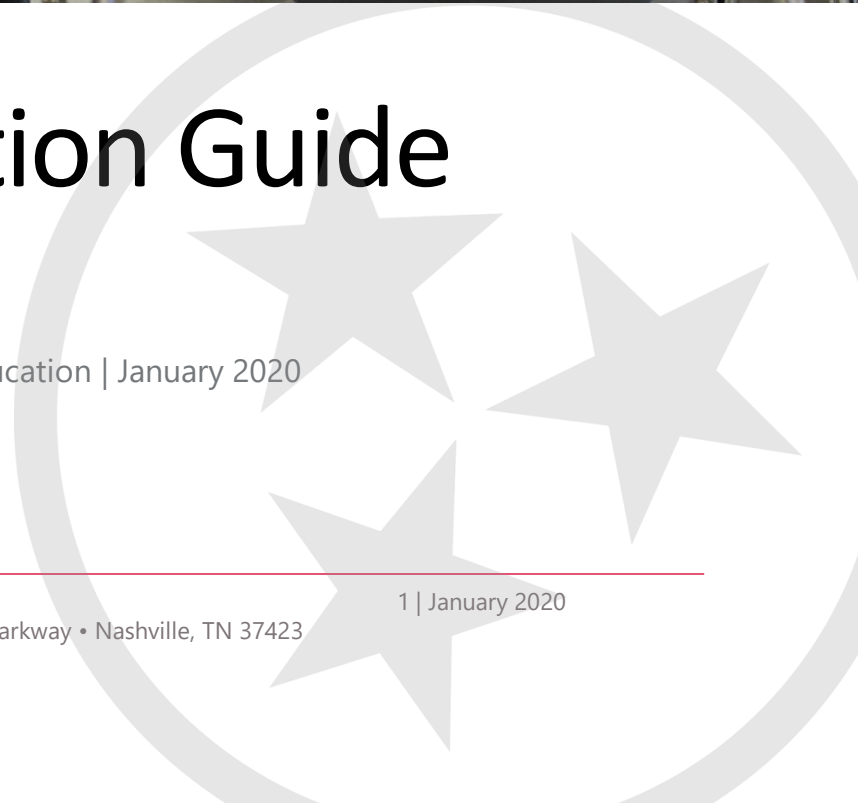


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Purpose of this Guide

The purpose of this guide is to walk the user through submitting a local application for Perkins V Basic allocated funding from the state of Tennessee. This guide will walk through each section of the submission platform, ePlan, as it pertains to the local application. Enclosed you will find screenshots for referenced sections providing direction and guidance for completing.

If you have questions completing the local application for allocated Perkins V basic funding, please contact your CTE CORE Consultant and/or Sarah.G.Williams@tn.gov.

Definitions

Articulation Agreement

A written commitment –

- a. that is agreed upon at the state level or approved annually by the lead administrators of
 - a. a secondary institution and a postsecondary educational institution; or
 - b. a sub-baccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
- b. to a program that is
 - a. designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
 - b. linked through credit transfer agreements between the 2 institutions described in clause (a) or (b) of subparagraph (a) (as the case may be).

Career Awareness

Career awareness is gaining hands-on access to the day-to-day work of the career through, for example, an internship.

Career Exploration

The term career exploration refers to gaining hands-on access to the day-to-day work of the career through, for example, a job shadow or virtual industry tour experience.

Career/Academic Counseling

The term Career/Academic counseling refers to the support of a student's academic, socio-emotional, and career awareness development.

Concentrator

Secondary CTE concentrators will be calculated using the number of CTE participating students in who earn credit in at least 2 sequenced courses in a single, approved CTE program of study of secondary courses.

CTE Participant

The term CTE Participant is defined in the Act as, "an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient."

CTE Program of Study

The term CTE Program of Study is defined in the Act as, "a coordinated, nonduplicative sequence of academic and technical content and the secondary and postsecondary level that, incorporates challenging State academic standards; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential."

In Tennessee, secondary programs of study are defined by the department or submitted as a special program of study and approved by the Tennessee State Board of Education.

Dual Credit

Dual credit is a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course, plus passing an assessment developed and/or recognized by the granting postsecondary institution.

- Local dual credit agreements occur between one postsecondary institution and one or more LEAs. These credits are only accepted by the postsecondary institution(s) involved in that partnership and typically are not recognized by other institutions.
- Statewide dual credit courses are existing high school courses aligned with a TDOE-approved statewide dual credit challenge examination and supplemental resources developed by postsecondary faculty. Students who pass these challenge examinations will earn college credits accepted by all Tennessee public postsecondary institutions.
- Statewide dual credit courses do not alter or replace existing local dual credit agreements between LEAs and postsecondary institutions. However, these local agreements are not automatically transferable to other postsecondary institutions (unless agreed upon by all parties).

Dual Enrollment

LEAs or high schools partner with postsecondary institutions to determine appropriate dual enrollment course offerings for high school students. However, a [list of common courses](#) offered for dual enrollment may be helpful in determining student opportunities. Two important criteria to consider in selecting dual enrollment offerings are the [TN Transfer Pathway](#) (TTP) courses and whether the courses meet General Education (Gen. Ed.) requirements. TTP courses are easily transferred between most postsecondary institutions. Many degree programs require General Education Core Courses.

Early Postsecondary Opportunities (EPSO)

Early Postsecondary Opportunities (EPSO) means an opportunity allowing high school students to earn postsecondary credit which is accepted by Tennessee higher education institutions. These opportunities include, Advanced Placement (AP); Cambridge International Examinations (CIE); College Level Exam Program (CLEP); Dual Enrollment or concurrent enrollment (DE); International Baccalaureate (IB); Local Dual Credit (LDC); Statewide Dual Credit (SDC); and certain promoted industry certifications (IC) which are accepted for credit by Tennessee's postsecondary institutions.

Employability/Soft/21st Century/Work-Ready Skills

The term(s) Employability/Soft/21st Century/Work-Ready skills are the interpersonal skills necessary for success in the workforce beyond academic knowledge or technical or hard skills. Examples of Employability/Soft/ 21st Century/ Work-Ready Skills may include but are not limited to critical thinking, teamwork, verbal and non-verbal communication, punctuality, work-ethic, etc.

High-Skill Industry Sector or Occupation

Occupations which require postsecondary and/or long-term training such as an apprenticeship which leads to a

postsecondary credential, certificate, diploma, or degree.

High-Wage Industry Sector or Occupation

Occupations with wages 20% greater than the median regional wage to be determined using workforce development information in the respective Local Workforce Investment Area (LWIA) region.

In-Demand Industry Sector or Occupation

Occupations with the following characteristics:

- The growth rate for the industry sector in the LWIA region is positive and the individual occupations have positive growth rates.
- For all occupations in the industry sector, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5.
 - Exception: If the available placement rates for program completers are 95% or above (program completers placed in jobs related to their high skill training), then the occupations in the industry sector is considered "in demand."
- The average annual number of openings in the industry sector is equal to or greater than the average number of openings for all regional employment.

Meaningful Progress

Growth equal to or greater than one half (0.5) of a percent toward goals and performance targets.

Nontraditional Fields

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Size, Scope, and Quality

Vertically aligned programs, which are designed in collaboration with local stakeholders and evaluated through strong student-focused career outcomes and meets the following indicators:

1. Offer approved program(s) of study with sequenced courses of sufficient size to meet the needs identified by the local advisory council and aligned to local and regional employment opportunities.
2. Allows students to develop academically and receive adequate training to be successful in high skill, high wage, and/or in-demand opportunities.
3. Ensures students have access to quality educators in the classroom and provides opportunities for educator professional development to support their continued growth.
4. Supports student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly.
5. Allows students to demonstrate their college and career readiness through work-based learning experiences, career and technical student organizations (CTSO) participation, and early postsecondary credit attainment, including industry certification(s).

Special Populations

Special populations include

1. individuals with disabilities;
2. individuals from economically disadvantaged families, including low-income youth and adults;
3. individuals preparing for nontraditional fields;
4. single parents, including single pregnant women,
5. out-of-workforce individuals;
6. English learners;
7. Homeless individual described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
8. youth who are in, or have aged out of, the foster care system; and
9. youth with a parent who
 - a. is a member of the armed forces
 - b. is on active duty

Work-Based Learning

The term Work-Based Learning is defined in the Strengthening Career and Technical Education for the 21st Century Act as, “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

In Tennessee, the term high-quality and/or capstone work-based learning builds on the federal definition to describe an experience which aligns to the program of study or pathway, is based on student interest and aptitude, and facilitates an intentional progression toward the attainment or demonstration of the knowledge and skills necessary for postsecondary and career goals.

Local Application Trainings

October 2019 | Regional Study Council: Comprehensive Local Needs Assessment (CLNA), Part 1

November 2019 | Quarterly CTE Director Meeting: CLNA Training, Part 2

December 2019 | Regional Study Council: CLNA Regional work session

January 2020 | Regional Study Council: Local Application Guide and ePlan Training, Part 1

February 2020 | Regional Study Council: Regional work session(s)

February 2020 | Quarterly CTE Director Meeting: Local Application and ePlan Training, Part 2

March 2, 2020 | CLNA and Local Application Submission Deadline

Local Application Compliance

Below are the minimum requirements to be compliant with the Local Application. Additional information is provided in this guide.

LEAs must:

1. **Submit Budget Accounting for Perkins Funds:** Each LEA must complete and submit a budget addressing all uses of funds. This includes all LEAs who are members of a consortium. Budget must be cross-referenced with goals.
2. **Verify CTE Director Employment Standard:** This form must be filled out in its entirety. Each endorsement code must include its title. Refer to page 26 for director employment standards.
3. **Identify Two (2) Quality Programs of Study:** List the program of study (including the career cluster in which it is located) for which the LEA affirms meets the requirement to receive Perkins V funds. Identify the postsecondary component and the postsecondary institution. *Each middle school who is a member of a consortium must declare a program of study which leads into a feeder high school program of study.*
4. **Indicate Coordination Status:** Choose the appropriate consortium option. If you are part of a consortium, ensure that you complete the appropriate sections on that page.
5. **Submit Comprehensive Local Needs Assessment:** All LEAs will complete the 2019-20 Comprehensive Local Needs Assessment.
6. **Submit Local Application Two (2) Goals:** All LEAs will complete two goals based on their local application goals for 2020-21.
 - a. **Identify Professional Development:** Professional development necessary to meet goals should be written as action steps. LEAs should include all professional development which will be offered to help the LEA reach its goals, regardless of funding source.
 - b. **Identify Equipment Purchases:** Equipment purchased with Perkins funds must be included and be connected to at least one action step. Equipment purchases must meet minimum requirements identified in the Master Inventory document.
7. **Submit Labor Market Data:** All LEAs will submit the labor market data used throughout the comprehensive local needs assessment in "Related Documents".

8. **Complete Conditions and Assurances:** *Read.* Signing off on the conditions and assurances means you agree and will execute each item listed.
9. **Receive ePlan Approval:** You will not be able to reimburse Perkins funds until your application has been approved by your fiscal director and director of schools and subsequently approved by the department of education.

CTE Perkins Basic: Budget

Each CTE director, including each director/LEA who is member of a consortium, must complete and submit a budget in ePlan. Below are the budget line items to assist in correctly identifying where funds will be spent.

Description (View Sections Only View All Pages)	Validation	Print ■ Select Items
All	Messages	Print
[-] History Log		Print
History Log		Print
Create Comment		
[-] Allocations		Print
Allocations		Print
[-] Contacts		Print
Contacts		Print
[-] CTE Perkins Basic		Print
Budget		Print
Budget Overview		Print
CTE Director Employment Standard		Print
Program of Study		Print
Coordination		Print
Comprehensive Local Needs Assessment		Print
Local Application – Annual Improvement Summary		Print
Local Application – Goal #1		Print
Local Application – Goal #2		Print
Related Documents		Print
[-] Assurances	Messages	Print
Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

Budget Minimums and Maximums

Minimums

5% professional development

Maximums

5% on equipment repair and maintenance

20% on CTSOs (72230-355C)

5% on administration

5% on consumable items

Budget Line Items

71300 Vocational Education Program	
71300 116	TEACHER (New program/graduated phase out) add benefits
71300 162	CLERICAL PERSONNEL (Requires job description) add benefits
71300 163	EDUCATIONAL ASSISTANT SALARIES (Requires job description)
71300 189	OTHER SALARIES AND WAGES (Requires job description)
71300 201	SOCIAL SECURITY
71300 204	STATE RETIREMENT
71300 206	LIFE INSURANCE
71300 207	MEDICAL INSURANCE
71300 208	DENTAL INSURANCE
71300 210	UNEMPLOYMENT COMPENSATION
71300 211	LOCAL RETIREMENT
71300 212	EMPLOYER MEDICARE
71300 217	RETIREMENT – HYBRID STABILIZATION
71300 299	OTHER FRINGE BENEFITS
71300 311	CONTRACTS W/OTHER SCHOOLS SYSTEMS
71300 336	MAINTENANCE or EQUIPMENT REPAIR - 5% CAP
71300 369	CONTRACTS FOR SUBSTITUTE TEACHERS - CERTIFIED
71300 399	OTHER CONTRACTED SERVICES
71300 429	INSTRUCTIONAL SUPPLIES & MATERIALS (non-consumable) Online software and site license
71300 499	OTHER SUPPLIES & MATERIALS (non-consumable) Industry certifications
71300 599	OTHER CHARGES
71300 730	CAREER AND TECHNICAL INSTRUCTION EQUIPMENT Anything over \$100 that is necessary, reasonable, & allocable

72130 Other Student Support	
72130 123	GUIDANCE PERSONNEL (Requires job description)
72130 146	BUS DRIVERS (Field trips postsecondary transition-add benefits)
72130 201	SOCIAL SECURITY
72130 204	STATE RETIREMENT
72130 206	LIFE INSURANCE
72130 207	MEDICAL INSURANCE
72130 208	DENTAL INSURANCE
72130 210	UNEMPLOYMENT COMPENSATION
72130 211	LOCAL RETIREMENT
72130 212	EMPLOYER MEDICARE
72130 217	RETIREMENT – HYBRID STABILIZATION
72130 299	OTHER FRINGE BENEFITS
72130 399	OTHER CONTRACTED SERVICES

72130 599	OTHER CHARGES	
72130 146C	BUS DRIVERS	Maximum of 20% for
72130 355C	TRAVEL (Student and Teacher CTSO travel)	CTSOs
	Student: Transportation & Hotel	(72130-146C, 72130-
	Teacher: Transportation, Meals, Hotel, & Registration	355C, and 72130-
72130 399C	OTHER CONTRACTED SERVICES (CTSO BUS CHARTER)	399C)
72130 189PD	OTHER PD SALARIES (STIPENDS-Note add benefits above)	Minimum of 5% for PD
72130 399PD	OTHER CONTRACTED SERVICES (OUTSIDE PRESENTERS' PD)	(72130-189PD 72130-
72130 524PD	In-Service/Staff Development	399PD, and 72130-524PD)

72230 Support Services/Vocational Education Program		
72230 105	CTE DIRECTOR SALARY	
72230 162	CLERICAL PERSONNEL (For directors' benefit; Job description required)	
72230 201	SOCIAL SECURITY	
72230 204	STATE RETIREMENT	Maximum of 5% for
72230 206	LIFE INSURANCE	administration (all 72230
72230 207	MEDICAL INSURANCE	budget line items, with
72230 208	DENTAL INSURANCE	exception of 72230-524)
72230 210	UNEMPLOYMENT COMPENSATION	
72230 211	LOCAL RETIREMENT	
72230 212	EMPLOYER MEDICARE	
72230 217	RETIREMENT – HYBRID STABILIAZATION	
72230 299	OTHER BENEFITS	
72230 355	CTE DIRECTOR TRAVEL	
72230 499	OTHER SUPPLIES AND EQUIPMENT	
72230 524	CTE DIRECTOR INSERVICE/PD (NOT COUNTED TOWARD 5% CAP) Regional Study Councils & Quarterly CTE Director's Meetings	
72230 599	OTHER CHARGES	
72230 790	OTHER EQUIPMENT	

99100 Transfers Out	
99100 504	INDIRECT COSTS
99100 590	TRANSFERS OUT

CTE Perkins Basic: CTE Director Employment Standard

Description (View Sections Only View All Pages)	Validation	Print ■ Select Items
All	Messages	Print
[-] History Log		Print
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Local Application – Annual Improvement Summary		Print
Local Application – Goal #1		Print
Local Application – Goal #2		Print
Related Documents		Print
[-] Assurances	Messages	Print
Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

Subparagraph (i) of paragraph (10) of Rule 0520-1-2-.03 Employment Standards is amended by deleting the subparagraph in its entirety and substituting instead the following language so that as amended it shall read

- (i). Persons holding career and technical education supervisory positions, including local directors, supervisors, coordinator specialists, assistant principals for career and technical education, and center administrators, shall have one of the following sets of qualifications:
1. a bachelor’s degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or (Standard 1)
 2. a bachelor’s degree with a career and technical education endorsement, three years teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical education core competencies for professional development, or (Standard 2)
 3. an endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical education core competencies for professional development (Standard 3).

CTE Perkins Basic: Programs of Study

Description (View Sections Only View All Pages)	Validation	Print ■ Select Items
All	Messages	Print
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[-] Allocations		Print
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Local Application – Goal #2		Print
Related Documents		Print
[-] Assurances	Messages	Print
Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

To receive Perkins funds, an LEA must have **two programs of study** that includes a postsecondary component. Each middle school that is a member of a consortium must declare a program of study. These programs of study must lead into a feeder high school program of study. Indicate the postsecondary component below and list the associated postsecondary institution. The programs of study that you identify for Perkins funding should be in place over time. These programs of study should meet all 5 size, scope, and quality indicators.

Program of Study

The program of study that you have chosen to qualify for Perkins funding should be one that will be in place over time. This program should meet all 10 quality

To receive Perkins funds, an LEA must have one program of study that includes a postsecondary component. Each middle school that is a member of a consort study must be a program of study that leads into a feeder high school program of study. Indicate the postsecondary component below and list the associated po

Enter the name of the program of study (and the career cluster in which it is located) your LEA has selected in order to receive Perkins funds.

* Program of Study:

* Career Cluster:

Indicate the associated postsecondary institution and the postsecondary component(s).

Postsecondary Institution:

* Postsecondary components - Select one

Dual Enrollment
 Dual Credit
 Statewide Dual Credit
 Articulation Agreement

CTE Perkins Basic: Coordination

Description (View Sections Only View All Pages)	Validation	Print Select Items
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Assurances	Messages	Print
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CTE Perkins Basic Checklist		Print

A consortium may be formed if the Perkins allocation is less than \$15,000. LEAs will be required to indicate whether or not they will be joining a consortium.

Coordination

A consortium may be formed if the Perkins allocation is less than \$15,000. Please indicate below whether or not you will be joining a consortium.

*** Consortium Options:**

- LEA plans to join a consortium (Complete all of this page but DO NOT enter a budget or complete the other grant pages)
- LEA will act as the Fiscal Agent for other LEAs (Complete all of this page, enter a budget, and complete all other grant pages)
- LEA does not plan to join a consortium (DO NOT complete the remainder of this page, but please enter a budget and complete all other grant pages)

If the LEA does join a consortium, they will be asked to respond to the following questions. The CTE directors for each consortium will be responsible for negotiating the levels of performance for the LEA. The methodology for reaching agreement on local levels of performance with the consortia is the same as with single recipients and will be negotiated separately for each LEA within the consortium.

1. Identify consortium members (LEAs)
2. Identify consortium fiscal agent
3. Identify how the consortium goals and action steps are determined.
4. Identify the process for reporting data on performance levels.

CTE Perkins Basic: Comprehensive Local Needs Assessment (CLNA)

LEA's must answer the following questions as part of the bi-annual comprehensive local needs assessment (CLNA). Additional information on the CLNA is available in the CLNA resources available at <https://www.tn.gov/education/career-and-technical-education/cte-accountability-and-data-reporting.html>.

When entering the CLNA in ePlan, select **Comprehensive Local Needs Assessment** under "CTE Perkins Basic".

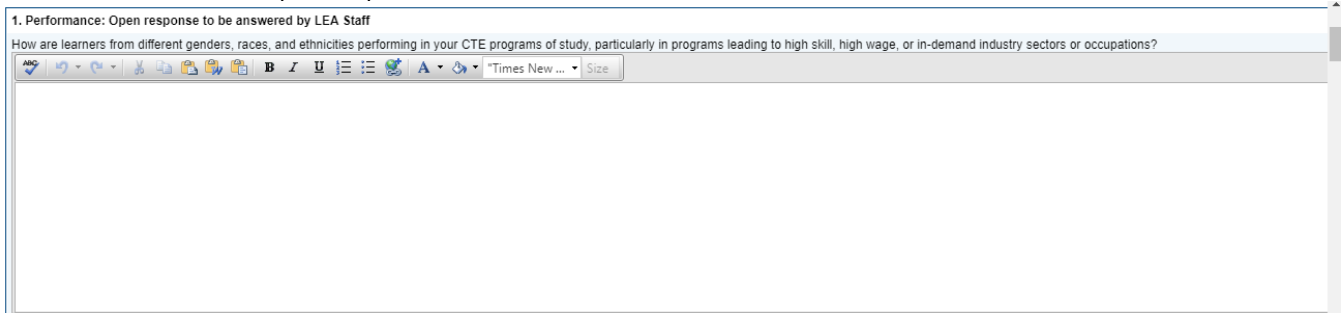
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Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

Sections 1, 3, 4, and 5

- Questions are open response

1. Performance: Open response to be answered by LEA Staff

How are learners from different genders, races, and ethnicities performing in your CTE programs of study, particularly in programs leading to high skill, high wage, or in-demand industry sectors or occupations?



Section 2 | Justify Alignment

- Data collection grid for each program of study.
 - Enter **Student Enrollment** for the last completed school year
 - Select all applicable boxes for **Labor Market Need**. Data sources to support labor market need selections will be required uploads in "Required Documents" section of ePlan.
 - Select "Yes" or "No" to identify if the program of study **Meets SSQI**, Tennessee's definition of size,

- scope, and quality. Size, scope and quality is defined in this document.
- Select all applicable boxes for **EPSO Attainment**. This should indicate that that least one student has attained the EPSO during the last completed school year.
- Enter **WBL Enrollment** for the last completed school year.

2. Justify Alignment														
	Student Enrollment	Labor Market Need			Meets SSQI	EPSO Attainment								WBL Enrollment
		High Skill	High Wage	In-Demand		Advanced Placement	Cambridge International Exam	EPSOs	Dual Enrollment	International Baccalaureate	Local Dual Credit	Statewide Dual Credit	Industry Certification	
Advanced Manufacturing Career Cluster														
Electromechanical Technology	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Select... ▼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Machining Technology	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Select... ▼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechatronics	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Select... ▼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welding	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Select... ▼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Specify)	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Select... ▼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Row														

- The following questions are open-ended for Section 2.
 1. What is the involvement of the advisory council in the development, implementation, and/or closure of CTE programs of study?
 2. How does EPSO attainment vary across programs of study or student groups?
 3. To what degree are career and technical student organizations (CTSOs) integrated within classroom experiences and programs of study with opportunities for students to participate, and how does this vary across programs of study and student groups?

CTE Perkins Basic: Local Application – Goal #1 and #2

To begin entering goals, select on either "Local Application – Goal #1" or "Local Application – Goal #2".

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
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Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

LEA Two-Year Goals

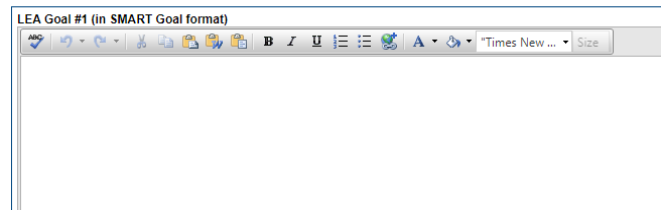
1. **Must** have two goals.
2. Goals **must** connect to the findings of the Comprehensive Local Needs Assessment (CLNA).
3. Goals **must** be SMART, Specific, Measurable, Achievable, Relevant, and Time-bound.
4. Goals and action steps **must** be based on LEA's data. Data used in determining goals should include but are not limited to regional or local labor market data and the Core Indicator Performance Report.
5. Goals will cover the 2020-21 and 2021-22 school years.

Local Application – Goal #1

Davidson County (190) Public District - FY 2021 - CTE Perkins Basic - Rev 0 - CTE Perkins Basic

This is the TEST site. Please be sure to complete your work on the LIVE site.

[Save And Go To](#)



Core Indicator of Performance

Which core indicator of performance will be addressed? A core indicator of performance may be used multiple times, but **all must be addressed** in the local application. Refer to pages 30-32 of this guide for the core indicators of performance.

Which core indicator of performance will be addressed?	
<input type="checkbox"/>	1S1
<input type="checkbox"/>	2S1
<input type="checkbox"/>	2S2
<input type="checkbox"/>	2S3
<input type="checkbox"/>	3S1
<input type="checkbox"/>	4S1
<input type="checkbox"/>	5S1
<input type="checkbox"/>	5S2

Local Application Component(s)

Which local application component(s) does this goal address? When a component is included, select the component number from the drop-down list. Components may be used multiple times, but **all must be addressed** in the application. Refer to Guide, page 33 for a listing of local application components.

Which Local Application Component(s) will be included?	
<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5
<input type="checkbox"/>	6
<input type="checkbox"/>	7
<input type="checkbox"/>	8
<input type="checkbox"/>	9

Uses of Funds

Which use of funds will be used to address this goal? When a use of funds is included, identify the funds number (1-6). Refer to pages 35-38 for a listing of the uses of funds.

What uses of funds will be used?	
<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5
<input type="checkbox"/>	6

Connection to CLNA

Which section of the CLNA informed this goal? Refer to page 29 for a listing of the CLNA sections.

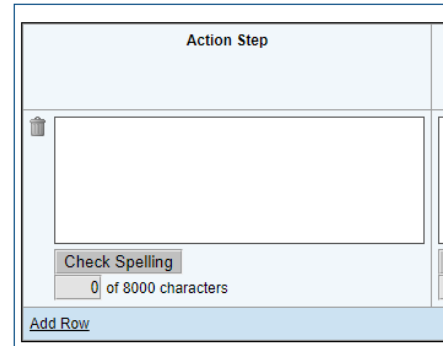
Which section of the CLNA informed this goal?	
<input type="checkbox"/>	1
<input type="checkbox"/>	2
<input type="checkbox"/>	3
<input type="checkbox"/>	4
<input type="checkbox"/>	5

One-Year Action Steps

Define Action Steps

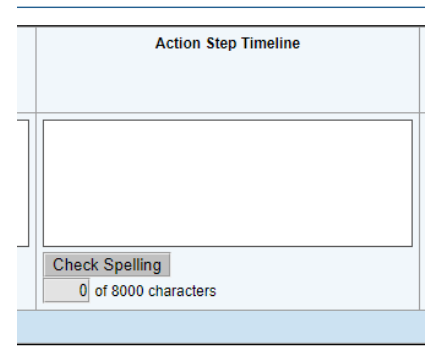
What activities will take place during the 2020-21 school year that will show progress toward reaching your two-year goal? Each action step must be research-based and descriptive, including how it meets required components. The following must be addressed in action steps:

- activities,
- equipment,
- use of new and emerging technology,
- professional development, and
- special populations



Identify the Timeline

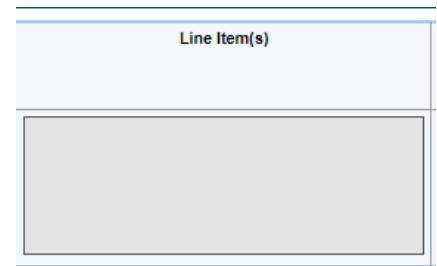
When will the activity take place? Example: August-December 2019, April-May 2020. **Do not use ongoing or July-June for all timelines.** Action step timelines which target a specific timeframe will facilitate implementation and evaluation of the action step.



Line Item(s)

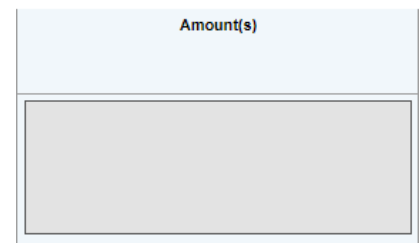
Line items should match the budget line item submitted in the budget. If the action step uses multiple line items, put each line item on its own line. If no Perkins funding is necessary for the action step, enter "no Perkins funds needed" for the line item.

If any action steps require salaries, then a **job description must be uploaded** in ePlan. Refer to pages 10-11 for a listing of all line items.



Amount

Indicate the amount of Perkins funds which will be used to implement the action step per line item. Amounts should match the amount submitted in the budget. If no funding is necessary for the action step, enter "0" for the action step.



Professional Development Activity

What is the professional development activity? Describe, using specific terms, the professional development activity to address the identified action step(s). Professional development must accompany at least one action steps regardless of the funding required.

<p>PD Activity</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p style="text-align: right;"> <input type="button" value="Check Spelling"/> 0 of 8000 characters </p>

PD Audience

Who will benefit from the professional development activity? This can include more than those who attend the professional development activity. Refer to page 34 in this guide for professional development guidelines.

PD Audience			
Teachers	Admin / Leadership	Counselors	Paraprofessionals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

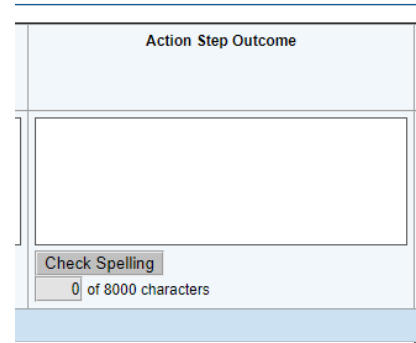
Equipment

The purchasing of equipment to improve programs should be indicated in an action step. LEAs will identify the planned equipment purchases, by career cluster, program of study, and school. Equipment should be specific (writing "computers" is not acceptable; however, 15 Dell laptops is acceptable).

Equipment	Equipment POS and School
<div style="border: 1px solid gray; height: 60px; width: 100%;"></div> <p style="text-align: right;"> <input type="button" value="Check Spelling"/> 0 of 8000 characters </p>	<div style="border: 1px solid gray; height: 60px; width: 100%;"></div> <p style="text-align: right;"> <input type="button" value="Check Spelling"/> 0 of 8000 characters </p>

Action Step Expected Outcome

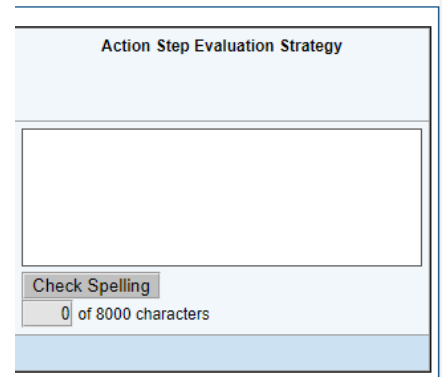
What does success look like for this action step? Outcomes should **align to the goal** the action step is reinforcing.



Action Step Evaluation Strategy

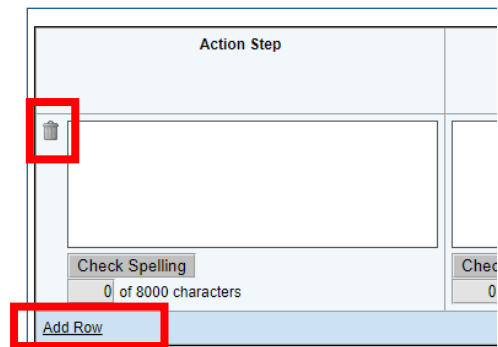
How will you know your expected outcome is reached? Who will evaluate the action step's outcome for success? Below is a listing (non-inclusive) of questions to ask yourself as you develop the evaluation strategy.

- Who is responsible for evaluating the action steps progress toward success?
- What are looking for to determine the action steps progress toward success?
- When will you evaluate the action steps progress toward success?
- What is the impact on any, or all, of the core indicators?



Removing and Adding Action Steps

- To remove an action step, click on the trash can.
- Select "Add Row" below the "Action Step" box to add additional action steps.



CTE Perkins Basic: Related Documents

Description <small>(View Sections Only View All Pages)</small>	Validation	Print ■ Select Items
All	Messages	Print
[-] History Log		Print
History Log		Print
Create Comment		
[-] Allocations		Print
Allocations		Print
[-] Contacts		Print
Contacts		Print
[-] CTE Perkins Basic		Print
Budget		Print
Budget Overview		Print
CTE Director Employment Standard		Print
Program of Study		Print
Coordination		Print
Comprehensive Local Needs Assessment		Print
Local Application – Annual Improvement Summary		Print
Local Application – Goal #1		Print
Local Application – Goal #2		Print
Related Documents		Print
[-] Assurances	Messages	Print
Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

LEAs are **required to submit the data sources** used to determine if an offered program of study meets one or more labor market needs in the CLNA, Section 2. These documents will be uploaded in the Related Documents section.

If the LEA uses Perkins Basic funding for personnel (contracted or other), job descriptions must be uploaded in this section.

Assurances: Assurances

Description <small>(View Sections Only View All Pages)</small>	Validation	Print ■ Select Items
All	Messages	Print
[-] History Log		Print
History Log		Print
Create Comment		
[-] Allocations		Print
Allocations		Print
[-] Contacts		Print
Contacts		Print
[-] CTE Perkins Basic		Print
Budget		Print
Budget Overview		Print
CTE Director Employment Standard		Print
Program of Study		Print
Coordination		Print
Comprehensive Local Needs Assessment		Print
Local Application – Annual Improvement Summary		Print
Local Application – Goal #1		Print
Local Application – Goal #2		Print
Related Documents		Print
[-] Assurances	Messages	Print
Assurances	Messages	Print
[-] CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

LEAs must sign off on the conditions and assurances, which indicates that you agree and will execute each item listed.

Statement of Assurances

The Board of Education hereby assures that the LEA shall:

1. Provide Career and Technical Education services to individuals of special populations.
2. Address special populations and provide Career and Technical Education program(s)/project(s) in the most integrated setting possible by:
 - i. curriculum modification;
 - ii. equipment accommodation;
 - iii. classroom accommodation;
 - iv. supportive personnel; and/or
 - v. instructional aids and devices
- b. identify the number of special populations students enrolled in Career and Technical Education (CTE programs);
- c. assess the Career and Technical needs of the students identified as special population; and
- d. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students
- e. Provisions will be made for including appropriate representation of Career and Technical Education personnel on Individualized Education Plan (IEP) Committees and/or Transition Planning Committees for students with disabilities.
3. Have Career and Technical Education programs in compliance with equal access provisions of Section 504

of the Rehabilitation Act of 1973. Individuals covered under this Act will be monitored for compliance of equal access to quality Career and Technical programs. All students must have access to the CTE programs.

4. Comply with the statutory requirement in Section 135 of the Carl D. Perkins Career and Technical and Technology Education Act of 2006 for Required Uses of Funds and Permissive Uses of Funds and local plan required components
5. Provide a program in Career and Technical Education which:
 - a. encourages students, through career counseling, to pursue a coherent sequence of courses in a program of study within a career cluster which leads to a high skill, high wage, or high demand job culminating in a credential, certificate, or higher education degree;
 - b. assists students who are economically disadvantaged, handicapped, limited English proficiency, in the care of foster parents and nontraditional students to succeed through supportive services such as counseling, English-language instruction, childcare, special aids; and
 - c. is of such sequence, scope and quality as to bring about improvement in the quality of education offered by the school.
6. Provide required information for reporting to the State Board of Education to enable it to comply with provisions of Section 121.
7. Evaluate local programs of Career and Technical Education and report annually, using core indicators and measures of performance as approved by the State Board of Education, and in compliance with requirements of Section 122 of the Carl D. Perkins Career and Technical Education Act of 2006. The Tennessee Department of Education is required to evaluate and report annually to the US Department of Education on data collection, monitoring, etc.
8. Provide counseling and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services.
9. Designate a Career and Technical Education administrator, supervisor or director (full or part-time) for the administration of Career and Technical Education funded programs in their LEA. Persons holding career and technical education supervisory positions including local directors, supervisors, coordinator specialists, assistant principals for career and technical education and center administrators shall have one of the following sets of employment standards:
 - a. A bachelor's degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or
 - b. A bachelors' degree with a career and technical education endorsement, three years of teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development, or
 - c. An endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development.
10. Provide equal opportunities in Career and Technical Education programs to persons without discrimination because of race, gender, religious preference, national origin, or disability.
11. Not use federal funds to supplant state or local funds designated for Career and Technical Education. Federal funds will only be used to supplement.
12. Submit in a timely manner statistical, financial, student data and descriptive reports required by the State

Board of Education and/or the Tennessee Department of Education regarding Career and Technical Education programs in order to expend Perkins funds.

13. Provide an opportunity for individuals enrolled in private schools to participate in Career and Technical Education programs, services, and activities. Notices of program offerings to the private sector will be offered.
14. Target the expenditure of federal funds toward quality programs which meet the ten quality program indicators as listed in the State Plan and Local Plan Application. If teacher/program does not meet all ten quality program indicators, the program should not receive funding.

Tennessee Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools 0520-1-2-.03(10) (l).

15. Use state and local funds to provide services in secondary schools or sites served with federal funds awarded under the Act.
16. Provide counseling and instructional services designed to facilitate in the transition from high school to post-secondary education, employment and career opportunities, or the military.
17. Have a written process in place to verify that federal program improvement funds are spent on only those programs that meet the ten Career and Technical Education quality program indicator criteria. This process and verification should be used prior to spending dollars and should be made available to auditors and for a review during the risk based monitoring process.
18. Ensure that Quality Program Indicators are checked no less than yearly by the CTE Director or designee to ensure that programs are meeting all ten Quality Program Indicators.
19. Maintain an active, current Advisory Council. This council must meet a minimum of two times per year and be comprised of business and industry representatives of programs offered within the LEA. Agendas and minutes of these meetings are checked through the risk based monitoring process.

Conditions

Reports and other information required by the Tennessee Department of Education will be submitted within the dates established, and documentation will be maintained for the duration of Perkins V.

1. Federal Career and Technical Education funds made available will be used to supplement and increase the amount of state and local funds for Career and Technical Education and in no case to supplant such state and local funds.
2. An inventory will be maintained of all equipment purchased in whole or in part with Carl Perkins funds provided by the State Board of Education, and all such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.
3. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds provided by the State Board of Education) in any program, project or activity other than for which it was originally purchased or disposed of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR). Inventory must be maintained (for the length of the Perkins V law) and items appropriately tagged.
4. Carl Perkins funds will not be expended in any manner other than as budgeted in the original plan or amended plan.
 - a. In the event that funds should need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to

- amend the plan and this request must include an explanation of proposed changes along with a revised copy of the budget. A form has been provided to systems for this purpose.
5. Carl Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan.
 6. Career and Technical Education programs will operate consistently with all federal and state requirements and regulations including Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars 133, 87, and 102.
 7. This plan and budget were prepared using the instructions provided by the Tennessee Department of Education and accurately reflect the information required at the time of preparation.
 8. All required parties were involved in the development of the Perkins plan.
 9. The eligible recipient certifies that the conditions stipulated in this application will be complied with in providing programs, services, and activities for Career and Technical Education and funds will be used as stipulated in the application.
 10. Parents of each Career and Technical Education student will be provided with or have access to a list of standards and competencies at the beginning of each course taken.
 11. Teachers will apprise students of course content and learning expectations using competency profiles at the beginning of the course.

Submission of Local Application

Steps to submitting a local application.

1. From the Sections screen:
 - a. Read messages in the Validation column
 - b. Review and correct any errors in the Validation column.

Description (View Sections Only View All Pages)	Validation	Print
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allocations		Print
Allocations		Print
Contacts		Print
Contacts		Print
CTE Perkins Basic		Print
Budget		Print
Budget Overview		Print
CTE Director Employment Standard		Print
Program of Study		Print
Coordination		Print
Comprehensive Local Needs Assessment		Print
Local Application – Annual Improvement Summary		Print
Local Application – Goal #1		Print
Local Application – Goal #2		Print
Related Documents		Print
Assurances	Messages	Print
Assurances	Messages	Print
CTE Perkins Basic Checklist		Print
CTE Perkins Basic Checklist		Print

2. Click "Draft Completed" to send the application to the next level of review.

Application Status: Draft Started

Change Status To: Draft Completed

3. Once you change status to draft completed in ePlan, the next person identified in your roles and responsibilities will be notified by email to log in and approve. The approval chain is identified below.
 - a. LEA Perkins Basic Grant Director (you)
 - b. LEA Fiscal Representative
 - c. LEA Authorized Representative
 - d. TDOE CTE CORE Consultant
 - e. TDOE CTE Perkins Basic Reviewer

Any person along this chain can send back the application for revisions prior to approval.

4. Final approval from the TDOE CTE Perkins Basic Reviewer will be granted no later than June 30, assuming the application was submitted by the district by March 2, 2020.

Appendix

Advisory Panel Membership¹

Required local advisory members

1. Teachers
2. Career guidance and academic counselors
3. Principals and other school leaders
4. Administrators
5. Specialized support personnel and paraprofessionals
6. CTE postsecondary faculty and administrators
7. State board or local workforce development boards
8. Range of local or regional businesses or industries
9. Parents
10. Students
11. Representatives of special populations
12. Representatives of regional or local agencies serving out of school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)
13. Representative of Indian Tribes and Tribal organizations, where applicable.

Others to consider:

- County Commission
- Chamber of Commerce
- Industrial Board
- Media Rep. (newspaper, radio, etc.)
- Labor representative, Local Teacher Organization, etc.
- Director of Schools
- Mayor
- Local legislator
- Professional and social organizations president

School representatives should serve in an ex-officio manner only – not as a voting member.

Note: If a schoolwide advisory committee is in place, each career cluster must be represented by the committee.

¹ Section 134 of the *Strengthening Career and Technical Education for the 21st Century Act*.

Comprehensive Local Needs Assessment Sections

Section 1 | Performance

Learners' performance on state accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups.

Section 2 | Justify Alignment

Evaluation of programs of study, as a whole and individually, to address industry demand, student need, and meet the definition of "size, scope, and quality."

Section 3 | Growth Opportunities

Evaluation of alignment between programs of study offered and current and emerging labor market needs of the local area and region.

Section 4 | Recruitment, Retention, and Training

Assessment and development of plans to improve the quality of their staff through recruitment, retention, training and professional development, with attention paid to diversity in the profession.

Section 5 | Access and Equitable Participation

Evaluation of progress in providing equal access to CTE programs, particularly CTE programs that lead to strong positive outcomes for learners, and in providing CTE in ways that maximize success for special populations, especially in programs leading to high skill, high wage, or in-demand industry sectors or occupations.

Core Indicators of Performance

Each of the following must be addressed at least one time in the LEAs goals.

1S1 | 4-Year Graduation Rate

The percentage of CTE concentrators who graduate high school, as measured by the 4-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).” In Tennessee, indicator 1S1 will be measured to assess performance and accountability using the district 4-year adjusted cohort graduation rate, as reported to the department. For indicator 1S1 the following calculation will be used:

- 1S1n: Number of CTE concentrators who earned a regular high school diploma by the end of the 4-years plus any summer school terms, including the summer school term after 12th grade which were identified for the reporting year.
- 1S1d: Total number of CTE concentrators who entered the 9th grade, plus those students who transferred in, minus those students who transfer out, emigrate, or become deceased which were identified for the reporting year.

2S1 | Academic Proficiency in Reading/Language Arts

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.” In Tennessee, the indicator 2S1 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Reading subject test (18 or above for 2018-19) of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the English II end of course assessment. For indicator 2S1 the following calculation will be used:

- 2S1n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Reading subject test of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the English II end of course assessment.
- 2S1d: Total number of cohort CTE concentrators during the reporting year who took the ACT Reading or the English II end of course assessment.

2S2 | Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.” In Tennessee, the indicator 2S1 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Reading subject test (18 or above for 2018-19) of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the English II end of course assessment. For indicator 2S2 the following calculation will be used:

- 2S2n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Math subject test of the ACT assessment; or achieved the level of “on track” or “mastered” on the Algebra II or Integrated Math III end of course assessment.
- 2S2d: Total number of CTE cohort concentrators during the reporting year who took the ACT Math or the Algebra II or Integrated Math III end of course assessment.

2S3 | Academic Proficiency in Science

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.” In Tennessee, the indicator 2S1 will be measured to assess performance using the number of CTE cohort concentrators who have met either (a) the College Readiness Benchmark on the Reading subject test (18 or above for 2018-19) of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the English II end of course assessment. For indicator 2S3 the following calculation will be used:

- 2S3n: Number of CTE cohort concentrators during the reporting year who have met either the College Readiness Benchmark on the Science subject test of the ACT assessment; or (b) achieved the level of “on track” or “mastered” on the Biology end of course assessment.
- 2S3d: Total number of CTE cohort concentrators during the reporting year who took the ACT Science or Biology end-of-course assessment.

3S1 | Postsecondary Placement

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.” In Tennessee, secondary Indicator 3S1 will mirror postsecondary indicator 1P1, and will be measured to assess performance at the program of study level using follow-up survey data and any supplemental data gathered through the state reported, longitudinal employment data system. For indicator 3S1 the following calculation will be used:

- 3S1n – Number of CTE concentrators who in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- 3S1d – Total number of CTE concentrators who were reported to have graduated in the 4-year adjusted graduation cohort from the previous school year.

4S1 | Non-traditional Program Enrollment

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.” In Tennessee, Indicator 4S1 will mirror postsecondary indicator 3P1, and will be measured to assess performance at the program of study level. Representatives from secondary, postsecondary, and the Tennessee Department of Labor and Workforce will evaluate state reported, longitudinal employment data to determine a unified list of non-traditional occupations or fields of work for use during the 4- year Perkins V plan. For indicator 4S1 the following calculation will be used:

- 4S1n – Number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields from an underrepresented gender.
- 4S1d – Total number of CTE concentrators during the reporting year who were enrolled in programs of study leading to non-traditional occupations or fields.

5S1 | Program Quality through Work-Based Learning (WBL)

The percentage of CTE concentrators graduating from high school having participated in work-based learning.” To report this program quality indicator during the 4-Year State plan, the department will measure performance using cohort CTE concentrator course enrollment in a WBL identified course using the following calculation:

- 5S1n – Number of CTE concentrators who were enrolled in any of the following WBL courses during the

reporting year: Work-Based Learning: Career Practicum (C20H17), Manufacturing Practicum (C13H08), Engineering Practicum (C17H21), Construction Practicum (C17H22), Applied Arts Practicum (C05H11), Business & Entrepreneurship Practicum (C12H35), Virtual Enterprise International1 (C12H23), Health Services Administration Practicum (C12H38), Human Resources Management Practicum (C12H37), Teaching as a Profession Practicum (C25H07), Educational Therapy and Support Practicum (C25H13), Public Health Practicum (C14H23), Clinical Internship (C14H11), Nursing Education (C14H16), Emergency Medical Services Practicum (C14H24), Human Services Practicum (C19H20), Coding Practicum (C10H08), IT Clinical Internship (C10H12), Web Design Practicum (C10H18), Cybersecurity Practicum (C10H21), Criminal Justice Practicum (C15H17), Supply Chain Management Practicum (C12H43), STEM Practicum (C03H18), BioSTEM Practicum (C21H10), Virtual Enterprise International (C12H23), and Work-Based Learning: Special Education Transition (S23H01).

- 5S1d – Total number of CTE cohort concentrators who were identified in the reporting year.

5S2 | Program Quality through Ready Graduate Attainment

Attainment will be reported on a one-year lag with Indicator 3S1 – Postsecondary Placement. To report this program quality indicator during the 4-Year State plan, the department will measure performance using the following calculation:

- 5S2n – Number of CTE cohort concentrators who earned a regular high school diploma and who have met at least one of the Ready Graduate indicator measures:
 - Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
 - Complete 4 early postsecondary opportunities; or
 - Complete 2 EPSOs and earn a department promoted industry certification; or
 - Complete 2 EPSOs and earn a qualifying score of military readiness on ASVAB AFQT.
- 5S2d – Total number of CTE cohort concentrators who entered the 9th grade, plus those students who transferred in, minus those students who transfer out, emigrate, or become deceased which were identified for the reporting year.

Local Application Components

To meet the requirements for Perkins V (Sec. 134(b) (1-9)), *all of the following application components must be addressed each year*. Components may be used more than once.

1. a description of the results of the comprehensive needs assessment;
2. information on the CTE course offerings and activities to be provided with Perkins funds, which shall include at least one state-approved program of study;
3. a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities;
4. description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through integration;
5. a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
6. a description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable;
7. a description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school, as practicable;
8. a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. a description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the application years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

Professional Development Guidelines

Under Perkins V, professional development must be continuous and consist of sustainable activities². Professional development activities **must** be provided for

- secondary teachers,
- faculty, school leaders, administrators,
- career counselors and academic counselors, and/or
- paraprofessionals

The following professional development components **may** be included as either pre-service or in-service training:

- Effective general education and career and technical integration,
- Effective teaching skills based on research,
- Effective practices to improve parental and community involvement,
- Effective use of scientifically based research and data to improve instruction, and
- Support of education programs for teachers of CTE to ensure teachers and personnel stay current with all aspects of industry.

Additional professional development activities relevant to goals, objectives, and strategies include the following:

- Planning internship or externship programs which provide relevant business experience: intern and extern programs are highly encouraged for each teacher every 5 years. There are two (2) routes for completion – local programs and statewide through externship program (teacher must apply and meet requirements for statewide externships).
- Promoting the use and application of technology to improve instruction;
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology; and
- Provide activities to prepare special populations for high-skill, high-wage, or high-demand jobs.

² Strengthening Career and Technical Education for the 21st Century Act, Section 3(40)

Uses of Funds

Reminders:

- All expenditures in the budget should be referenced in your local application goal sheets. In addition, the budget should reflect improvements to be made on those levels of performance not met last year.
- Perkins funds may only be spent on the most recent State Board of Education approved CTE courses.
- Perkins funds may only be spent on 2020-2021 programs of study that meet Size, Scope, and Quality Indicators (SSQIs).

Funds **must** be used to:

1. provide **career exploration and career development activities** through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in **making informed plans and decisions about future education and career opportunities and programs of study**, which may include—
 - a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields; ‘
 - b. readily available career and labor market information, including information on—
 - i. occupational supply and demand;
 - ii. educational requirements; ‘
 - iii. other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and ‘
 - iv. employment sectors; ‘
 - c. programs and activities related to the development of student graduation and career plans; ‘
 - d. career guidance and academic counselors that provide information on postsecondary education and career options;
 - e. any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - f. providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
2. provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
 - a. professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section

- 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
- c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - d. supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - e. supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - f. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - h. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
3. provide within career and technical education the **skills** necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
 4. support **integration of academic skills** into career and technical education programs and programs of study to support—
 - a. CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - b. CTE participants at the postsecondary level in achieving academic skills;
 5. plan and carry out elements that support the implementation of career and technical education programs and **programs of study** and that **result in increasing student achievement** of the local levels of performance established under section 113, which may include—

- a. a curriculum aligned with the requirements for a program of study;
- b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
- c. where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
- d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
- e. a continuum of work-based learning opportunities, including simulated work environments;
- f. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
- g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
- h. where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
- i. expanding opportunities for students to participate in distance career and technical education and blended learning programs;
- j. expanding opportunities for students to participate in competency-based education programs;
- k. improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
- l. supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
- m. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

- n. providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - o. supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - p. making all forms of instructional content widely available, which may include use of open educational resources;
 - q. supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - r. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - s. support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or
 - t. other activities to improve career and technical education programs; and
6. develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the **comprehensive needs assessment** required under section 134(c) and the local report required under section 113(b)(4)(B).