



Local Application Training

March 2019 Session



Objectives

By the end of this session, CTE directors will be able to:

- Articulate the importance of the local application,
- examine the Perkins budget for commonly purchased items to determine line items used, and
- prepare their 2019-20 local application.

Agenda



Introduction

Unpacking an Annual Action Plan

Budgets

Review ePlan Requirements

Closing



Introduction

Why is the Local Application needed?



Each LEA submits a local application to receive Perkins funding. It is a requirement.



The local application should be the guide for the CTE director for the entire school year. It provides a detailed outline of what initiatives, professional development, training, purchases, and events the LEA will engage in throughout the year.



The local application is the LEA's promise for how they will support teacher and student growth through the use of Carl Perkins funds. Share the local application with teachers to create buy-in.

Timeline

March Study Council Local Application Training	March & April Regional small local application sessions	May 1 Draft due to CORE consultants	May 14 Finalized Annual Local Application and Budget Summary submitted in ePlan	July 1 Plan must be approved in ePlan to receive funds
<i>During this time directors are...</i>	<ul style="list-style-type: none">• Drafting and revising their applications• Discussing alignment with district plan• Talking with teachers and administrators about goals and action steps• Meeting with their CORE Consultant to receive feedback	<ul style="list-style-type: none">• Emailing final draft to CORE Consultant prior to uploading	<ul style="list-style-type: none">• Working alongside CORE Consultants to revise their applications	

Documents in your folders

- Copy of this presentation
- 2019-20 Local Application Guide
- 2019-20 Local Application Template
- **Local Plan Checklist**
- Local Plan Budget
- Counselor Connection to Components
- Teacher Retention and Recruitment One Pager

The Annual Action Plan

- Annual Action Plan includes:
 - Budget
 - Local Application
 - CTE Director employment information,
 - Program of Study
 - Assurances & Conditions, and
 - Related Documents
 - Comprehensive Local Needs Assessment – CLNA,

Local Application includes:

- Section A: Goal Setting
- Section B: Action Steps
- Section C: Implementation Plan
 - C.1 | Action Steps
 - C.2 | Professional Development
 - C.3 | Equipment needs
- LEA Revisions



Agenda

Introduction

 **Unpacking an Annual Action Plan**

Budgets

Review ePlan Requirements

Closing



Unpacking an Annual Action Plan

Annual Improvement Summary

LEA: _____						
Annual Improvement Summary Report						
This report should reflect the effectiveness of your local application for career and technical education by analyzing performance data collected during the current school year , as well as indicate how federal dollars were used to improve programs.						
Goal	Required & Permissive Uses of Funds	Perkins V Funds Used (Total Dollars)	Action Steps Accomplished			Improvement made and data used to determine improvement (Bulleted statements are acceptable)
			"X" or enter No. of Action Steps			
			All	Action Steps Comp	None	
		\$ -				
		\$ -				
		\$ -				

Summary Question:
What impact have Perkins funds had on the system in 2018-19.

Comprehensive Local Needs Assessment (CLNA)

LEA: 0

Allocation:

Comprehensive Local Needs Assessment (CLNA)

For the 2019-20 Local Application, you will complete a condensed needs assessment that will connect to items submitted in the Perkins V transition plan.

Question 1: Provide a description of how offered CTE programs meet each of the following.

a. Sufficient in size, scope, and quality to meet the needs of all students served.

b. Aligned to state, regional, or local in-demand industry sectors or occupations **or** designed to meet local education or economic needs not identified by state boards or local workforce development boards.



Comprehensive Local Needs Assessment (CLNA)

- **Perkins V Impact:** CLNAs will be required for all local applications.
- For the transitional year (2019-20) LEAs must complete a mini-needs assessment answering three questions.
- Questions addressed relate directly back to question answered in Tennessee's Perkins V Transition Plan.

CLNA | Data Sources

- Acceptable sources of data would include any data gathered and distributed from:
 - TN Department of Education,
 - Local school system,
 - TN Department of Labor,
 - Local chamber of commerce, or
 - any official institution.
- These data sources can be found on the TN.gov website (external and internal on SharePoint), through communication with the department, and through communication with local labor boards.

Local Application Goals- Getting Started

LEA: 0	Allocation: \$	-	Total Budgeted Amount: \$	-
			Goal Subtotal: \$	-
Section A - Goal Setting				
Identify which needs(s) component addresses.				
LEA Goal (in SMART Goal format)				
Which accountability focus areas will be addressed?				
What Local Application Component(s) will be included?				
What uses of funds will be used?				
Section B - Action Steps				
Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.				
Action Step #1				
Action Step #2				
Action Step #3				



Local Application Getting Started – Goal Subtotal

- The total should be the total of all action steps added together.
- There is no recommended amount for each goal.
- Total Budgeted Amount will help you ensure totals from all goals equals your allocation.

Getting Started - Example

LEA:	ABC District	Allocation:	\$	100,000.00	Total Budgeted Amount:	\$	68,200.00
					Goal Subtotal:	\$	6,300.00

Section A - Goal Setting

Identify which needs(s) component addresses.

Local Application Goals

LEA: 0	Allocation: \$	-	Total Budgeted Amount: \$	-
			Goal Subtotal: \$	-
Section A - Goal Setting				
Identify which needs(s) component addresses.				
LEA Goal (in SMART Goal format)				
Which accountability focus areas will be addressed?				
What Local Application Component(s) will be included?				
What uses of funds will be used?				
Section B - Action Steps				
Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.				
Action Step #1				
Action Step #2				
Action Step #3				

- **Must** have a minimum of two goals.
- Goals **must** be SMART, Specific, Measurable, Achievable, Relevant, and Time-bound.
- Goals **must** connect to the CLNA.
- Goal 1 **must** focus on Ready Graduate growth.
- Goal 2 **must** focus on one of the following:
 - Increasing Work-based Learning (WBL) participation
 - Implementation of new programs of study
 - Increases services that prepare students for non-traditional fields.
 - Increases services that prepare special populations of students for high-wage, high-skill, or in-demand fields/occupations.

- Goal 3 (optional) can focus on any element of Goal 2 or can be based on your district goals, needs assessment, etc.
- Goals and action steps **must** be research based.
- Goals **must** correspond to/be a continuation or improvement of prior year local plan goals.
 - Goals and action steps **must** be based on LEA's data. Data used in determining goals should include but are not limited to CTE Student Outcome Measures and Perkins Report Card Data (including subgroup data).

LEA Goal | Writing SMART Goals

- **Keep them few in number.** The recommended number of goals is 2-3.
- **Review them frequently.** While writing goals down is a powerful exercise in itself, the real action is in reviewing them on a regular basis. This is what turns goals into reality.
- **Determine what action will be needed to complete the goal.** When reviewing goals, ask yourself the following question: *What is the next step that would need to be taken to move toward this goal?*
- **Goals should build on or continue the work committed to in previous local applications.** It is possible to have the same goal with increased outcomes, but action steps should be updated to reflect work that will be done during the local plan year.



LEA Goal | Sample SMART Goals

- Increase the CTE Concentrator ACT Composite Score by .2 through enrichment opportunities by June 30, 2020.
- Increase the ACT composite score for CTE students from 19.3 to a 20.3.

Are these goals SMART?

Specific, Measurable, Achievable, Realistic, and Timely

LEA Goal Example

Section A - Goal Setting	
Identify which needs(s) component addresses.	
LEA Goal (in SMART Goal format)	
Which accountability focus areas will be addressed?	
What Local Application Component(s) will be included?	
What uses of funds will be used?	

ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2020.

Local Application Goals

LEA: 0	Allocation: \$	-	Total Budgeted Amount: \$	-
			Goal Subtotal: \$	-
Section A - Goal Setting				
Identify which needs(s) component addresses.				
LEA Goal (in SMART Goal format)				
Which accountability focus areas will be addressed?				
What Local Application Component(s) will be included?				
What uses of funds will be used?				
Section B - Action Steps				
Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.				
Action Step #1				
Action Step #2				
Action Step #3				



Accountability Focus Areas

Perkins V Impact: Accountability Focus Areas replace Core Indicators of Performance

- These are a requirement.
- For the transition year, we will not have state determined levels of performance (SDLPs), just accountability focus areas.
- The accountability focus areas are used to ensure all populations of students benefit from the use of Carl Perkins funding to enhance and increase their potential and knowledge across all content areas both within and outside of career and technical programs.

- **Academic Attainment** . Increase attainment of challenging academic standards as defined by the Elementary and Secondary Education Act of 1965 and outlined in the LEA plan.
- **Secondary School Completion** (Concentrators). Increase rate at which CTE student participants matriculate to CTE concentrator as defined by the Perkins V legislation.
- **Graduation** . Increase the number of CTE concentrators who graduate from high school as measured by the four-year adjusted cohort graduation rate as defined by the Elementary and Secondary Education Act of 1965 and outlined in the LEA plan.
- **Secondary Placement** (Follow-up) . Increase the 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, are volunteers as described by the Peace Corps Act, or are employed.
- **Non Traditional**. Increase the number of CTE concentrators in CTE programs of study that lead to non-traditional fields.

Accountability Focus Areas - Example

Section A - Goal Setting	
Identify which needs(s) component addresses.	
LEA Goal (in SMART Goal format)	
Which accountability focus areas will be addressed?	
What Local Application Component(s) will be included?	
What uses of funds will be used?	

Academic Attainment, Follow-up, Non Traditional

Local Application Goals

LEA: 0	Allocation: \$	-	Total Budgeted Amount: \$	-
			Goal Subtotal: \$	-
Section A - Goal Setting				
Identify which needs(s) component addresses.				
LEA Goal (in SMART Goal format)				
Which accountability focus areas will be addressed?				
What Local Application Component(s) will be included?				
What uses of funds will be used?				
Section B - Action Steps				
Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.				
Action Step #1				
Action Step #2				
Action Step #3				

Perkins V Impact: Decreased from 17 to 9

- When a component is included, identify the component with the numerical value by that component (Example: 1).
- A component may be used multiple times.

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;

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.

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.

Local Application Components - Example

Section A - Goal Setting

Identify which needs(s) component addresses.

LEA Goal (in SMART Goal format)	
Which accountability focus areas will be addressed?	
What Local Application Component(s) will be included?	
What uses of funds will be used?	

1, 5, 3, 8, and 9

Uses of Funds

LEA: 0	Allocation: \$	-	Total Budgeted Amount: \$	-
			Goal Subtotal: \$	-
Section A - Goal Setting				
Identify which needs(s) component addresses.				
LEA Goal (in SMART Goal format)				
Which accountability focus areas will be addressed?				
What Local Application Component(s) will be included?				
What uses of funds will be used?				
Section B - Action Steps				
Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.				
Action Step #1				
Action Step #2				
Action Step #3				



Uses of Funds

Perkins V Impact: Decreased from 29 required and permissive uses of funds to 6 uses of funds.

- When a use of funds is included, identify the use of funds with the numerical value by that component (Example: 1).
- Many uses of funds identify activities that may be included.
- A use of funds may be used multiple times.
- All uses of funds must be used.



Uses of Funds

- All expenditures in the budget should be referenced in your local plan 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 2019-2020 programs of study that meet all Quality Program Indicators.

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.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or indemand industry sectors or occupations;

4. Support integration of academic skills into career and technical education programs and programs of study to support
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
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).

Uses of Funds - Example

Section A - Goal Setting

Identify which needs(s) component addresses.

LEA Goal (in SMART Goal format)	
Which accountability focus areas will be addressed?	
What Local Application Component(s) will be included?	
What uses of funds will be used?	

1, 4, 5

Action Steps

LEA: 0	Allocation: \$ -	Total Budgeted Amount: \$ -
		Goal Subtotal: \$ -

Section A - Goal Setting

Identify which needs(s) component addresses.

LEA Goal (in SMART Goal format)	
Which accountability focus areas will be addressed?	
What Local Application Component(s) will be included?	
What uses of funds will be used?	

Section B - Action Steps

Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment.

Address Special Populations as applicable.

Action Step #1	
Action Step #2	
Action Step #3	

Action Steps

- **Action Steps** are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment.
- Descriptively list the action you plan to take to ensure you will be able to progress toward your goal.
- Address Special Populations as applicable.

Action Steps

A strong action step should be clearly aligned to the goal, and be specific and measurable. Each action step should tell us explicitly what should be accomplished within a set period of time.

It should answer two questions:

- 1) What specifically is going to happen?**
- 2) How will the outcome be reached?**

Action Steps - Practice

Example action step related to a Ready Graduate goal:

- Support CTE Special Programs and Activities that provide project - based and extended learning opportunities for students and increase student participation, retention, generate interest, create awareness of Career and Technical Education programs, career pathways, non-traditional careers, innovations, technology and current trends.

Does it answer these two questions:

1) What specifically is going to happen?

2) How will the outcome be reached?

Action Steps - Practice

Example action step related to a Ready Graduate goal:

- CTE Director will provide professional development opportunities for CTE Teachers with emphasis on Writing, ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings (PLCs and data). Teachers will also be provided with resources from the district instructional coach and RTI/Data Coordinator. CTE director will participate in professional development and learning opportunities as well.

Does it answer these two questions:

1) What specifically is going to happen?

2) How will the outcome be reached?

Action Steps

- Special Populations



Take 2 minutes and write down all groups that you think would be considered a part of special populations.

Special Populations

Perkins V Impact: Special populations definition has been updated to:

- individuals with disabilities;
 - individuals from economically disadvantaged families, including low-income youth and adults;
 - individuals preparing for nontraditional fields;
 - single parents, including single pregnant women,
 - out-of-workforce individuals;
 - English learners;
 - Homeless individual described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)
 - youth who are in , or have aged out of, the foster care system; and
 - youth with a parent who
 - is a member of the armed forces
 - is on active duty
-
- We often include sub groups when discussing special populations, but these are not included:
 - Genders (male/female) or
 - Race



Action Steps - Activity

With special populations in mind, discuss with your table groups or partners examples of when you were able to affect special populations.

- What wording did you use in the action step?
- How did you plan to evaluate the action step in regards to special populations?
- Was it a separate action step in regards to special populations or was it included in an existing action step?

Action Steps - Example

Section B - Action Steps

Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.

Action Step #1

Action Step #2

Action Step #3

Action Step #4

AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings

AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions

AS3 CTE Department will support the use of technical writing and reading activities in CTE courses and incorporate daily ACT vocabulary in content

AS4 Provide support for CTSO activities and travel that promote competition rigorous academic activities, and leadership skills for all students including non-traditional and special populations while promoting student academic growth and understanding of all aspects of an industry. Implement Math and ELA within the CTSO competitions to improve ACT scores.

C.1 | Implementation of Action Steps

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	

C.1 | Action Steps - Example

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	

AS1 and AS3

C.1 | Timeline

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	

C.1 | Timeline

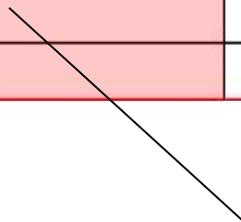
- The timeline should answer: *When will the activity take place?*
 - Example: August-December 2019, April-May 2020.
- Action step timelines will be more specific for the one-year action steps.
- Do not use ongoing or July–June for all timelines.
 - July –June may be appropriate for a few but not all. Action step timelines which target a specific timeframe will facilitate implementation and evaluation of the action step.

C.1 | Timeline - Example

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	



July 2019 – Institute for CTE Educators
September, November and May 2019 - Professional Development Days
Scheduled CTE Department Meeting

C.1 | Evaluation Strategy

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	



C.1 | Evaluation Strategy

- When creating action steps think about how you will determine if the action step is completed or not?
- What measurable components will be used to make the determination?
- How often will this be assessed? When are your check-in points?

C.1 | Evaluation Strategy - Example

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	

CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2019

CTE Director will collaborate with the CTE, ELA, and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.

C.1 | Line Item & Amount

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	



C.1 | Line Item & Amount

- Specifics will be addressed later in our Budgets section.

C.1 | Expected Outcome

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	

C.1 | Expected Outcome

- **Outputs** reflect the quantity of products actually produced, such as the number of degrees awarded, the number of majors in a program, the number of students who have transferred to other institutions, and the number of students who have graduated.
- **Outcomes** cover the quality of programs, activities, and services, and their benefits to students, states, or society. Common outcome measures in CTE include retention and seamless postsecondary enrollment, industry certification pass rate, etc.
- The outcomes for goals and action steps should be based on data pulled from SharePoint and CTE report card.

C.1 | Expected Outcome - Samples

Good examples:

- Students will see a reduction in remedial coursework required by elevating reading and English sections of the ACT through rigorous ELA instruction strategies in CTE courses.
- Increase in student placements at regional and state conferences through integration of CTSO resources and standards in CTE courses.

Examples needing improvement:

- Increase success
- More students sitting for industry certifications

C.1 | Expected Outcome - Example

Section C.1 - Implementation Plan | Action Steps

For each action step, identify a timeline, evaluation strategy, line item, amount, and expected outcome. "Revisions" will be used once the application is approved.

Action Step (select connected action step(s))	Timeline (when)	Evaluation Strategy (who & how)	Line Item	Amount	Expected Outcome
				\$ -	
				\$ -	

Increase in rigorous instruction strategies in CTE courses better prepare students for the ACT and course completion test (EOC and/or equivalent)

C.2 | Professional Development

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

C.2 | Action Steps - Example

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

AS1 and AS3

C.2 | Professional Development Activity

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

C.2 | Professional Development Activity

- Identify professional development component(s) addressed in Goal 1. Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.
- Be specific about what professional development is being offered.

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.

C.2 | Professional Development Activity

Guide, page 19

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.

C.2 | Professional Development Activity - Example

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

Monthly CTE / General Education Collaboration PLC's; monthly retention and monitoring program meetings; quarterly CTE departmental meetings.

C.2 | Timeline

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

C.2 | Timeline - Example

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

August 19 – May 20

C.2 | Evaluation Strategy

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome



C.2 | Evaluation Strategy

- When creating professional development activities think about how you will determine if the activity is completed or not?
- What measurable components will be used to make the determination?
- How often will this be assessed? When are your check-in points?

C.2 | Evaluation Strategy - Example

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

CTE Director will monitor **teacher attendance at the CTE Summer Institute in July 2019**

C.2 | PD Audience

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

Professional Development **must** be provided the following audiences.

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

C.2 | PD Audience - Example

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

Secondary teachers, paraprofessionals, school leaders, career coach, etc.

C.2 | Expected Outcome

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

C.2 | Expected Outcome

- **Outputs** reflect the quantity of products actually produced, such as the number of degrees awarded, the number of majors in a program, the number of students who have transferred to other institutions, and the number of students who have graduated.
- **Outcomes** cover the quality of programs, activities, and services, and their benefits to students, states, or society. Common outcome measures in CTE include retention and seamless postsecondary enrollment, industry certification pass rate, etc.
- The outcomes for professional development should be based on data pulled from SharePoint and CTE report card.

C.2 | Expected Outcome - Example

Section C.2 - Implementation Plan | Professional Development

Identify professional development component(s) addressed in this goal. For each professional development activity, identify the timeline, evaluation strategy, core indicator deficiency (if any) and expected outcome. "Revisions" will be used once the application is approved.

Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.

Action Step (select connected action step(s))	PD Activity (what)	Timeline (when)	Evaluation Strategy (who & how)	PD Audience	Expected Outcome

Teachers will intentionally integrate TN math standards into architectural and engineering design courses.

C.3 | Implementation Plan | Equipment List

Sec. C.3 - Implementation Plan Equipment List				
Action Step (select connected action step(s))	Career Cluster	Program of Study	School	Equipment

C.3 | Equipment List

- Equipment List to Support Goal Action Steps (Identify programs and equipment to be purchased.) The list ***must be specific.***
- Equipment should be detailed in description.
- Include POS and school where the equipment will be used.

C.3 | Action Steps - Example

Sec. C.3 - Implementation Plan Equipment List				
Action Step (select connected action step(s))	Career Cluster	Program of Study	School	Equipment

AS1 and AS3

C.3 | Career Cluster, Programs of Study, & School

Sec. C.3 - Implementation Plan Equipment List				
Action Step (select connected action step(s))	Career Cluster	Program of Study	School	Equipment

C.3 | Equipment

Sec. C.3 - Implementation Plan Equipment List				
Action Step (select connected action step(s))	Career Cluster	Program of Study	School	Equipment

C.3 | Equipment Example

Sec. C.3 - Implementation Plan Equipment List				
Action Step (select connected action step(s))	Career Cluster	Program of Study	School	Equipment
AS1	Human Services		ABC High School	New school. Equipment will be assessed and needs determined upon move.
AS2	Architecutre and Construction		DEF High School	Equipment: Plasma Cutter
AS1	Information Technology		GHI High School	Equipment: The Oculus Rift and new computer to run program.

LEA Revisions

LEA Revisions (once application is approved)

When making revisions to your approved local application, include revision number, date of revision, action step impacted, and implementation changes.

Impacted Action Step	Revision Number	Revision Date	Revised Plan(s)

LEA Revision Example

LEA Revisions (once application is approved)

When making revisions to your approved local application, include revision number, date of revision, action step impacted, and implementation changes.

Impacted Action Step	Revision Number	Revision Date	Revised Plan(s)

AS5

1

01-19-20

No longer purchasing 20 Macbooks. Instead will purchase 2 3D printers.



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71300 - Instruction

Guide, pages 11-12

ACCOUNT NUMBER	EXPENDITURE TITLE AND EXAMPLES	FEDERAL ALLOCATION	NOTES
71300 - Vocational Education Program - Instruction			Funds spent under this account number must be directly linked to instruction
71300 116	TEACHER SALARIES	\$0.00	New program with graduated phase out Must manually calculate benefits below
71300 162	CLERICAL PERSONNEL	\$0.00	Requires a job description to be uploaded Must manually calculate benefits below
71300 163	EDUCATIONAL ASSISTANT SALARIES	\$0.00	Requires a job description to be uploaded
71300 189	OTHER SALARIES AND WAGES	\$0.00	Requires a job description to be uploaded
71300 201	SOCIAL SECURITY	\$0.00	
71300 204	STATE RETIREMENT	\$0.00	
71300 206	LIFE INSURANCE	\$0.00	
71300 207	MEDICAL INSURANCE	\$0.00	
71300 208	DENTAL INSURANCE	\$0.00	
71300 210	UNEMPLOYMENT COMPENSATION	\$0.00	
71300 212	EMPLOYER MEDICARE	\$0.00	
71300 299	OTHER FRINGE BENEFITS	\$0.00	
71300 311	CONTRACTS W/ OTHER SCHOOLS SYSTEMS	\$0.00	
71300 336	MAINTENANCE or EQUIPMENT REPAIR	\$0.00	This line item has a 5% cap
71300 399	OTHER CONTRACTED SERVICES	\$0.00	
71300 429	INSTRUCTIONAL SUPPLIES & MATERIALS <i>Online software and site license</i>	\$0.00	Only nonconsumable supplies are allowab
71300 499	OTHER SUPPLIES & MATERIALS <i>Industry certifications</i>	\$0.00	
71300 599	OTHER CHARGES	\$0.00	
71300 730	CAREER AND TECHNICAL INSTRUCTION EQUIPMEN <i>Tangible items over \$100</i>	\$0.00	Must be listed in the annual action plan
Total 71300		\$0.00	

- Clerical Personnel is PD or Curriculum Development (work related to administrating the grant should be 72230 162).
- 5% cap on maintenance or equipment repair: 71300-336
- Online software and licenses: 429
- Industry Certifications: 499

72130 – Other Student Support

Guide, pages 11-12

ACCOUNT NUMBER	EXPENDITURE TITLE AND EXAMPLES	FEDERAL ALLOCATION	NOTES
72130 - Other Student Support			
72130 123	GUIDANCE PERSONNEL	\$0.00	Requires a job description to be uploaded
72130 146	BUS DRIVERS <i>Field trips and transportation to IHE</i>	\$0.00	Must manually calculate benefits below
72130 201	SOCIAL SECURITY	\$0.00	
72130 204	STATE RETIREMENT	\$0.00	
72130 206	LIFE INSURANCE	\$0.00	
72130 207	MEDICAL INSURANCE	\$0.00	
72130 208	DENTAL INSURANCE	\$0.00	
72130 210	UNEMPLOYMENT COMPENSATION	\$0.00	
72130 212	EMPLOYER MEDICARE	\$0.00	
72130 299	OTHER FRINGE BENEFITS	\$0.00	
72130 399	OTHER CONTRACTED SERVICES	\$0.00	
72130 599	OTHER CHARGES	\$0.00	
CTSO EXPENDITURES			All CTSO expenditures have a 20% cap
72130 146 C	BUS DRIVERS	\$0.00	Must manually calculate benefits above
72130 355	TRAVEL <i>Student: Transportation & Hotel</i> <i>Teacher: Transportation, Meals, Hotel, & Registration</i>	\$0.00	
72130 399 C	OTHER CONTRACTED SERVICES <i>CTSO Bus Charter</i>	\$0.00	
TOTAL CTSO TRAVEL		\$0.00	
PROFESSIONAL DEVELOPMENT			All PD must total atleast 5% of allocation
72130 189PC	OTHER PD SALARIES <i>Teacher Stipends</i>	\$0.00	Must manually calculate benefits above
72130 399PC	OTHER CONTRACTED SERVICES <i>Outside Presenters' PD</i>	\$0.00	
72130 524PC	IN-SERVICE/STAFF DEVELOPMENT	\$0.00	
TOTAL PROFESSIONAL DEVELOPMENT		\$0.00	
TOTAL 72130		\$0.00	

- CTSO Travel:
20% Cap
 - 72130-146C
 - 72130-355
 - 72130-399C
- Professional Development:
5% Minimum
 - 72130-189PD
 - 72130-399PD
 - 72130-524PD
 - 72230-524

72230 - Administration

Guide, pages 11-12

- CTE Admin: 5% Cap
- All 72230 line items with the exception of 524 count towards 5% PD but not towards 5% cap on admin.
- Indirect costs are also included in the 5% cap.

ACCOUNT NUMBER	EXPENDITURE TITLE AND EXAMPLES	FEDERAL ALLOCATION	NOTES
72230 - Administration			Funds spent under this account number are limited to a 5% cap
72230 105	CTE DIRECTOR SALARY	\$0.00	
72230 162	CLERICAL PERSONNEL	\$0.00	Provides benefit to the CTE director Requires a job description to be uploaded
72230 201	SOCIAL SECURITY	\$0.00	
72230 204	STATE RETIREMENT	\$0.00	
72230 206	LIFE INSURANCE	\$0.00	
72230 207	MEDICAL INSURANCE	\$0.00	
72230 208	DENTAL INSURANCE	\$0.00	
72230 210	UNEMPLOYMENT COMPENSATION	\$0.00	
72230 212	EMPLOYER MEDICARE	\$0.00	
72230 299	OTHER BENEFITS	\$0.00	
72230 355	CTE DIRECTOR TRAVEL	\$0.00	
72230 499	OTHER SUPPLIES AND EQUIPMENT	\$0.00	
72230 524	CTE DIRECTOR INSERVICE/PD <i>Any CTE Director PD is allowable</i>	\$0.00	Counts towards 5% PD minimum Does not count towards 5% cap on admin
72230 599	OTHER CHARGES	\$0.00	
72230 790	OTHER EQUIPMENT	\$0.00	
99100 590	TRANSFERS TO OTHER FUNDS (INDIRECT COST)	\$0.00	
TOTAL ADMINISTRATIVE (5% CAP)		\$0.00	\$0.00
TOTAL FEDERAL ALLOCATION		\$0.00	\$0.00



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Review ePlan Requirements

- Conditions and Statement of Assurances
- ePlan approval
- CTE Director Employment Standard
- Quality Program of Study
- Coordination Status
- Budget
- Local Application Excel File
- Core Indicators of Performance

ePlan Compliance Areas – Quality Program of Study

Program of Study

CTE Perkins Basic -

Go To

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 of study must include a postsecondary component. To receive Perkins funds, an LEA must have one program of study that includes a postsecondary component. Each middle school and high school program of study. Indicate the postsecondary component below and list the associated postsecondary institution.

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

* Program of Study:

Automotive Maintenance and Light Repair

* Career Cluster:

Transportation and Logistics

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

Postsecondary Institution:

Tennessee College of Applied Technology (Athens, TN)

* Postsecondary components - Select at least one

- Dual Enrollment
- Dual Credit
- Statewide Dual Credit
- Articulation Agreement

Ensure the most recent name for the POS is listed.

Be specific and ensure the information for post secondary coordination is accurate. This is checked during Risk Based Monitoring.



ePlan Planning Areas

- Purchasing Equipment
 - Directors have to fill in all columns each year.
 - Place check marks where you spent (or will spend) funds on equipment.
 - This is checked during Risk Based Monitoring.
- Goal Sheets
 - Ensure the correct version is uploaded.
 - Remove all comments before uploading.

ePlan Planning Areas

- Needs Assessment, Annual Improvement Summary, and Goal Sheets
 - Ensure the correct version is uploaded.
 - Remove all comments before uploading.



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Closing

Timeline Recap

- **May 1:** Send a copy of your local application to your CTE CORE consultant prior to entry into ePlan and to await communication for approval to submit, no later than May 1, 5:00 pm.
- **May 14:** Both the completed Local Application and Budget Summary are due (in ePlan) May 14, 11:59 pm.
 - This means you must have your application completed and signed off by all parties in ePlan to meet this deadline.
 - Fiscal representative, director of schools, etc.
- If your application is not approved by July 1, then your district can not spend Perkins funds until the Department of Education does final approval.

Regional Sessions

- **CORE CONSULTANTS: Update this slide with details for your plans for regional sessions**

Exit Ticket



On two post-it notes, answer these questions and add your post-its to the appropriate poster paper on your way out.

1. Write one question that you still have about the local application.
2. What additional support do you need?



Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

