

**Perkins Local Plan
Approval Checklist for FY2008**

Answer each question under each part. If the answer is no, write a comment on the review notes form and work with the local recipient to obtain the missing/incorrect information or to obtain more details.

Yes No N/A-
08

Part I: Verification of Approved Programs

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is a printed list of approved programs for the sub-recipient included? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Were the expiration dates of CTE programs for which spending is planned circled and initialed? (If not, comment that this should be done in future plan submittals on the review notes form.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do each of the CTE programs for which spending is planned have an expiration date that occurs within the current fiscal year or later? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did any CTE programs for which spending is planned expire prior to the current fiscal year? (If yes, inform sub recipient that program must be renewed prior to June 30, 2008 in order to avoid required return of any funds spent on that program this fiscal year.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part II: Assurances - General (Signature Sheet)

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Are all required signatures included? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (5) 2. Does the recipient provide additional signatures that are not required, but that does indicate involvement by more stakeholders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part III: One Year Transition Plan

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| Perkins S134 (b) (3) (A) 1. Does the plan indicate that the sub-recipient plans to develop at least one plan of study by FY2009? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (3) (A) 2. Does the plan describe how the sub-recipient intends to develop and implement at least one plan of study? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (3) (A) 3. Does the plan describe how the local recipient will develop and implement articulation agreements between secondary and postsecondary institutions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (3) (B) 4. Does the plan from secondary sub-recipients describe how the secondary local recipient will make available information about the CTE plans of study? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (3) (C) 5. Does the plan list what activities will be carried out to develop, improve and expand access to appropriate technology in CTE programs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Perkins S134 (b) (3) (D) 6. Does the plan describe what criteria will be used at the local level to evaluate programs for: Promotion of continuous improvement in academic achievement? Promotion of continuous improvement in technical skill attainment? Identifying and addressing current or emerging occupational opportunities? | <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"/> |
| Perkins S134 (b) (3) (E) 7. Does the plan describe how programs at the secondary level will prepare CTE students, including special populations to graduate with a diploma? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (4) 8. Does the plan describe how activities will prepare CTE students, including special populations , academically and technically for opportunities in: postsecondary education, or entry into high-skill, high-wage, or high-demand occupations, and how CTE students will be made aware of such opportunities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does the plan describe how funds will be used to improve or develop CTE courses: at Secondary level, that align with rigorous and challenging Colorado Academic Content Standards at Postsecondary level, that are relevant and challenging and that lead to employment in high skill, high wage or high demand occupations? | <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"/> |
| Perkins S134 (b) (6) 10. Does the plan describe how funds will be used to effectively link academic and CTE courses in a manner that increases student academic and CTE achievement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (7) 11. Does the plan describe strategies for special populations including how special populations: will not be discriminated against on the basis of their status as members of special populations; and will be provided with programs designed to enable the special populations to: meet or exceed State sub-indicator performance goals prepare for further learning; and prepare for high-skill, high wage, or high demand occupations? | <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"/> |

Part IV - This should be removed from the local plan files and placed in the "Performance Negotiation Process Feedback" folder for State staff review as the State five-year plan is written. This is a one-year only Part that will not be included in future year's local plan documents.

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Part V: Funded Projects (To address Section 134, (b), (1))

Note: Complete this part after reviewing all funded projects., answering in reference to the projects as a whole. Individual project comments will be in the Review Notes.

| | | | |
|---|--------------------------|--------------------------|-------------------------------------|
| 1. Are sections 1-3 complete? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the Local Objective in section 5 relate to the Colorado CTE strategic plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perkins S134 (b) (2) 3. Does section 6 address local, community, regional, state, or national issues? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the project description in section 7 fully explain a project that reflects that the sub-recipient will fund a CTE project that is of such size, scope, and quality to bring about improvement in the quality of CTE programs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the project timeline in section 8 logical for the scope and description of the project? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are the outcomes included in section 9 measurable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Will the outcomes included in section 9 indicate whether the Local Objective in section 5 was met? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does section 10 clearly explain how funding this project benefits all students (and, if appropriate, all members of the consortium?) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does section 12 include a Perkins requirement that is logical to the scope and description of the project? (If not, the recipient must also submit the Requirements Assurance document.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is section 14 completed? If yes, is the performance outcome expected from this project a logical approach to the Perkins sub-indicator listed? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11. Has the sub-recipient addressed all performance deficiencies through either a funded project or within the data analysis form? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 12. Are the purchases listed specific? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Are the cost estimates for the specific purchases reasonable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | Yes | No | N/A- 08 |
|--|--------------------------|--------------------------|--------------------------|
| 14. Are the specific purchases listed allowable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part VI: Requirements Assurance

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Do the funded projects ONLY address permissible activities and therefore require assurances that all the requirements are completed:? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 2. If question 1. above is yes, has a status, and description of completed requirements been provided for each of the 9 requirements? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3. Did the recipient provide the Requirements Assurance showing status and description of completed requirements even though it was not needed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Part VII: Year End Narrative Report

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Does the narrative provide a clear picture regarding the success or lack of success of last year's projects? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 2. Does the narrative report indicate thoughtful reflection of how the previous year's projects could have been better? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

| | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3. Does the narrative report indicate that program advisory committees are made aware of how Perkins funds are used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 4. Does the narrative report indicate quality impact or change? If not, is a logical explanation provided on why the funds did not have immediate impact? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. In comparing the previous year narrative to current year funded projects, does it appear that the sub-recipient is not re-investing in projects that provide poor returns? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Part VIII: Data Analysis

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Does the analysis provide a clear picture regarding the level of progress the local recipient is making towards improving their performance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

| | | | |
|---|--------------------------|--------------------------|-------------------------------------|
| 2. If progress was not made in the last year, does the new local plan address performance issues? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|---|--------------------------|--------------------------|-------------------------------------|

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- | | Yes | No | N/A-08 |
|---|--------------------------|--------------------------|--------------------------|
| 3. Based on staff review of supporting data, does staff agree with progress attained? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do previous strategies or unfunded strategies logically relate to the measurement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part IX: Budget Forms

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Has the List of All Planned Purchases worksheet been completed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are the descriptions of the purchases specific enough to determine allowability of purchases? | | | |
| Does each purchase listed relate to a funded project? | | | |
| Are "indirect costs" included? If yes, are they correctly calculated? | | | |
| 2. Has the "Itemized- Basic " budget form been completed accurately? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has the "Itemized- Reserve " worksheet been completed accurately? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If equipment purchases of equipment \geq \$5,000 are planned, has the Equipment Request form been completed with the Program, Site, Item and Cost information complete? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has the Budget Summary worksheet been completed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do the worksheets tie together accurately in terms of total grant amount and spending planned for the categories of personnel, equipment and other? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|---|--------------------------|--------------------------|-------------------------------------|
| <i>Recommend priority for on-site monitoring?</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Recommend for Local Improvement Plan (not meeting 90% of agreed upon Local Adjusted Performance Level for any of the core indicators)?</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Document Location: Q:Perkins/Perkins Continuation Plan Reviews/Blank Forms

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|-----|----|------------|
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