

**FIELD GUIDE TO UNDERSTANDING  
WEB-ENABLED PERKINS LOCAL  
PLANS WITH SAMPLES FOR  
POSTSECONDARY  
PERKINS RECIPIENTS**

**A NEW 21<sup>ST</sup> CENTURY TOOL – YOUR LOCAL  
PERKINS PLANS**

**A BALANCE BETWEEN MEETING FEDERAL REQUIREMENTS,  
AUDIT REQUIREMENTS AND LOCAL ADMINISTRATORS'  
CONVENIENCE**

**PHILOSOPHY: STRATEGIC DEPLOYMENT OF  
FEDERAL PERKINS LOCAL ALLOCATIONS**

This document was developed January 29, 2008  
By Colorado Community College System Perkins staff

TABLE OF CONTENTS

Local Plan is like an Outline.....3

- Postsecondary Performance Metrics
- Postsecondary Performance Metric Projects (samples)
- Postsecondary Action Steps (samples)
- Postsecondary Action Steps as a Budget (samples)
- Postsecondary Summary Budget (sample)
- Postsecondary Sample in Outline format

Notes:

THE PERKINS LOCAL PLAN IS LIKE AN **OUTLINE** FOR A WRITTEN DOCUMENT:

OUR FY2009 PERKINS LOCAL PLAN OUTLINE

<p>PART ONE OF PERKINS LOCAL PLAN:</p> <p><b>I. Five-Year, Long-Term Strategic Local Plan</b> <b>A. Twelve Questions (Sample ideas are available in a document posted at <a href="http://www.coloradostateplan.com">www.coloradostateplan.com</a> in the section for Relevant Documents)</b></p>
<p>PART TWO OF PERKINS LOCAL PLAN:</p> <p><b>II. One-Year, Short-Term Strategic Local Plan</b> <b>A. Four questions (Five for Consortia)</b></p>
<p>PART THREE OF PERKINS LOCAL PLAN, PERKINS FUNDED PROJECTS:</p> <p><b>III. Performance Metric – One Project That Affects or Impacts the Performance</b> <b>A. Action Step</b> <b>B. Action Step</b> <b>C. Action Step</b> <b>D. Action Step</b> <b>E. Etc.</b></p> <p><i>What Perkins Required Use of Local Funds or Permissible Use of Local Funds does this project address?</i></p> <p><b>IV. Performance Metric – One Project That Affects or Impacts the Performance</b> <b>A. Action Step</b> <b>B. Action Step</b> <b>C. Etc.</b></p> <p><i>What Perkins Required Use of Local Funds or Permissible Use of Local Funds does this project address?</i></p> <p>The Action Steps “feed” the Budget Summary.</p>

**SINCE THE OBJECTIVE OF EACH  
PROJECT IS BASED ON A PERFORMANCE METRIC:**

- **TOTAL PROJECTS FOR SECONDARY RECIPIENTS = 8**  
(See page 6 for a list of the Secondary Performance Metrics)
- **TOTAL PROJECTS FOR POSTSECONDARY RECIPIENTS = 6**

**NO LIMIT TO NUMBER OF ACTION STEPS**

**FIVE-YEAR, LONG-TERM STRATEGIC LOCAL PLAN QUESTIONS:**

(A List of sample ideas for answers to these questions is available at [www.coloradostateplan.com](http://www.coloradostateplan.com) in the “Relevant Documents” section.)

1	How your district/consortia/college will offer the appropriate courses of not less than one of the CTE plans of study.
2	How your district/consortia/college will improve the academic and technical skills of students participating in CTE programs through integration.
3	How your district/consortia/college will provide students with strong experience in, and understanding of, all aspects of an industry.
4	How your district/consortia/college will ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
5	How your district/consortia/college will encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.
6	How comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academics.
7	How a wide variety of stakeholders are involved in the development, implementation and evaluation of CTE programs and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE plans of study.
8	How your district/consortia/college will review CTE programs, identify and adopt strategies to overcome barriers for special populations, provide programs that enable special populations to meet local performance levels, and provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self sufficiency.
9	How individuals who are members of special populations will not be discriminated against based on this status.
10	How funds will be used to promote preparation for non traditional fields.
11	How career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.
12	What efforts will be made to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups; and to facilitate the transition to teaching from business and industry.

**ONE-YEAR, SHORT-TERM STRATEGIC LOCAL PLAN QUESTIONS:**

**(AND SAMPLES BASED ON SECONDARY PROJECT SAMPLES ON FOLLOWING PAGES)**

- 1 A description of the requirements outlined in your 5-Year, Long-Term Strategic Local Plan that are being addressed through your Funded Projects Worksheet for this year.

*Sample answer:*

*1, 11. Plans of Study/Career Guidance- “Student Support Services” and “Outreach and Overcoming Barriers;”  
2, 3, 4, 5. Academic Integration/Rigor - “Certificates as Degree Building Blocks”, “Building CTE Hybrid Classes,” and “Alumni Outreach;”  
6, 8, 9, 10. Special Pops/Non-Trad/Prof. Dev. - “Build CTE Hybrid Classes”, “Student Support Services,” “Outreach and Overcoming Barriers,” and “Transition Partnerships and Industry Collaboration;”  
7. Multiple Stakeholders – “Certificates as Degree Building Blocks,” “Outreach and Overcoming Barriers”, “Transition Partnerships and Industry Collaboration.”*

- 2 A description of how your district's/consortia's/college's advisory committee(s) determined the need for the projects.

*Sample answer:*

*Each CTE program’s advisory committee reviews the CTE program’s Perkins requests before the requests are submitted to the Perkins planning group. Copies of the program’s committee meeting minutes accompany Perkins requests.*

- 3 A description of how the projects relate to the Colorado CTE Strategic Plan. (A “clickable link to this document will be located here.)

*Sample answer:*

*Support students in acquiring rigorous core knowledge; specific career-related learning; build strong partnerships; support high quality teaching through professional development; ensuring equitable representation among underserved populations.*

- 4 A description, if applicable, of how other initiatives are addressed by the projects (for example, High School Reform, Colorado Paradox, Minority Graduation/College Entrance, State Board Priorities, College Strategic Plan, NCLB, IDEA/ADA Projects, etc.)

*Sample answer:*

*Colorado Paradox, College Strategic Plan, Wired*

- 5 For consortia, a description of how the projects are mutually beneficial to all members of the consortium.

*Sample answer:*

*N/A*

**PERKINS PERFORMANCE METRICS – POSTSECONDARY CTE**

<b>PS1</b>	<b>Technical Skill Attainment</b>	Initially – CTE Program completion – Degrees granted files (certificates/degrees); Eventually: Assessments, if data available.
<b>PS2</b>	<b>Certificate or Degree</b>	Degrees granted files
<b>PS3</b>	<b>Student Retention</b>	Banner – enrollment data
<b>PS4</b>	<b>Placement</b>	VE-135 postsecondary follow-up data and available UI data from CDLE
<b>PS5</b>	<b>Non-traditional Participation</b>	Banner – enrollment data
<b>PS6</b>	<b>Non-traditional Completion</b>	Banner – enrollment data

**WHAT CTE PROJECT COULD AFFECT THE POSTSECONDARY PERFORMANCE METRICS?**

<b>PS1</b>	<b>Technical Skill Attainment</b>	<i>Sample: Certificates as Degree Building Blocks</i>
<b>PS2</b>	<b>Certificate or Degree</b>	<i>Sample: Building CTE Hybrid Classes</i>
<b>PS3</b>	<b>Student Retention</b>	<i>Sample: Student Support Services</i>
<b>PS4</b>	<b>Placement</b>	<i>Sample: Alumni Outreach</i>
<b>PS5</b>	<b>Non-traditional Participation</b>	<i>Sample: Outreach and Overcoming Barriers</i>
<b>PS6</b>	<b>Non-traditional Completion</b>	<i>Sample: Transition Partnerships and Industry Collaboration</i>

**WHAT FUNDED ACTION STEPS COULD APPLY WITHIN THESE POSTSECONDARY SAMPLE PROJECTS? WHAT ARE WE DOING? WHAT DOES IT ACCOMPLISH?**

<b>PROJECTS</b>	<b>ACTION STEPS</b>
Certificates as Degree Building Blocks	<p><i>Postsecondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Hire contractor to review degree requirements for 3 CTE degrees to provide recommendations about aligning certificates and course scheduling so students can reach degrees in certificate steps.</i></li> <li>2. <i>Fund business/industry advisory committee meetings that support the review of proposed redesigns.</i></li> <li>3. <i>Prepare brochures that introduce the certificate building programs to illustrate opportunities to underrepresented populations.</i></li> <li>4. <i>Purchase equipment, tools, etc. needed to accommodate the redesigned course layouts.</i></li> </ol>
Building CTE Hybrid Classes	<p><i>Postsecondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Send CTE faculty to distance learning workshops.</i></li> <li>2. <i>Provide extra-duty pay to allow CTE teachers to design CTE hybrid classes.</i></li> <li>3. <i>Purchase necessary technology to allow CTE teachers to design and offer CTE hybrid classes.</i></li> </ol>

<b>PROJECTS</b>	<b>ACTIONS STEPS</b>
Student Support Services	<p><i>Postsecondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Provide tutors to help CTE students attain CTE classes' competencies.</i></li> <li>2. <i>Provide student support services to help students overcome barriers that may interfere with completing their programs.</i></li> <li>3. <i>Provide special needs services and adaptive equipment/furniture to assure program access to students with disabilities.</i></li> <li>4. <i>Provide ESL instruction to support success for students with limited English proficiency.</i></li> <li>5. <i>Purchase instructional materials, aids, workbooks or technology to enhance student learning experiences.</i></li> </ol>
Alumni Outreach	<p><i>Postsecondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Implement a post-graduate survey system to increase contact with students who obtained certificates and degrees.</i></li> <li>2. <i>Support CTE program alumni gatherings to encourage alumni advisory input about program quality and improvement.</i></li> <li>3. <i>Support alumni as guest speakers and student interviewers to connect students with current industry practices.</i></li> </ol>

<b>PROJECTS</b>	<b>ACTION STEPS</b>
Outreach and Overcoming Barriers	<p><i>Postsecondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> <li>1. <i>Survey non-traditional gender incoming students to determine perceptions about non-traditional careers.</i></li> <li>2. <i>Present a non-traditional careers event to allow student hands-on career exploration and to meet CTE faculty.</i></li> <li>3. <i>Assure representation of the underrepresented gender at career fairs.</i></li> <li>4. <i>Determine student barriers for enrollment in a non-traditional career field and overcome those barriers.</i></li> <li>5. <i>Provide assistance for work-related employment and fund extra-duty pay for faculty to visit students at job sites.</i></li> <li>6. <i>Improve facilities (not capital expenses) to assure welcoming environment.</i></li> </ol>
Transition Partnerships and Industry Collaboration	<ol style="list-style-type: none"> <li>1. <i>Fund faculty extra-duty time to visit graduates at their work sites.</i></li> <li>2. <i>Send faculty and advisors to non-traditional careers recruitment and retention conferences.</i></li> <li>3. <i>Implement an industry training night to help business and industry professionals learn how to welcome the underrepresented gender into the workforce.</i></li> <li>4. <i>Provide funding to allow non-traditional graduates to return as guest speakers to model career success.</i></li> </ol>

**ACTION STEPS ARE A “LIST OF ALL PLANNED PURCHASES” OR A “LINE ITEM BUDGET:”**

**SAMPLE OF POSTSECONDARY ACTION STEPS AS PURCHASES:**

<b>Action Step: (Do x to accomplish y.)</b>	<b>Item</b>	<b>Category</b>	<b>Amount</b>	<b>Grant</b>
Hire contractor to review degree requirements for 3 CTE degrees to provide recommendations about aligning certificates and course scheduling so students can reach degrees in certificate steps.	Independent Contractor	Other	\$3200	Basic
Fund business/industry advisory committee meetings that support the review of proposed redesigns.	10 Official Functions	Other	\$1000	Basic
Prepare brochures that introduce the certificate building programs to illustrate opportunities to underrepresented populations.	Printing, copying, mailing for 7 programs	Other	\$3300	Basic
*Purchase equipment, tools, etc. needed to accommodate the redesigned course layouts.	1 Robotic simulator	Equipment	\$6795	Reserve
*Purchase equipment, tools, etc. needed to accommodate the redesigned course layouts.	CAD 3-D printer	Equipment	\$8300	Reserve
*Purchase engine diagnostic analyzer to provide students experience with current industry technology.	Mitchell SGJ-1200	Other	\$2395	Basic

**SAMPLE OF POSTSECONDARY ACTION STEPS AS PURCHASES CONTINUED:**

<b>Action Step: (Do x to accomplish y.)</b>	<b>Item</b>	<b>Category</b>	<b>Amount</b>	<b>Grant</b>
*Send CTE faculty to distance learning workshops.	Mileage, meals, lodging	Travel	\$450	Basic
*Send CTE faculty to distance learning workshops.	Substitute teacher	Personnel	\$300	Basic
Provide extra-duty pay to allow CTE teachers to design CTE hybrid classes.	Salary	Personnel	\$1200	Basic
Purchase necessary technology to allow CTE teachers to design and offer CTE hybrid classes.	35 computers, 1 Smartboard, 10 Macromedia software licenses	Other	\$45,000	Basic

**THE ACTION STEPS, IN THE BUDGET FORMAT, FEED THE BUDGET SUMMARIES:**

**SAMPLE OF POSTSECONDARY BUDGET SUMMARIES:**

**BASIC GRANT**

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Certificates As Degree Building Blocks (See pages 8 and 11)	0	0	=3,200+1,000+3,300+2,395	0	\$9,895
Building CTE Hybrid Classes (See pages 8 and 12)	=300+1,200	0	45,000	450	\$46,950

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Certificates As Degree Building Blocks	0	0	9,895	0	9,895

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Building CTE Hybrid Classes	1,500	0	45,000	450	46,950

**BASIC GRANT**

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Certificates As Degree Building Blocks	0	0	9,895	0	9,895
Building CTE Hybrid Classes	1,500	0	45,000	450	46,950
<b>Sub Total</b>	<b>\$1,500</b>	<b>0</b>	<b>\$54,895</b>	<b>\$450</b>	<b>\$56,845</b>

**RESERVE GRANT**

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Certificates As Degree Building Blocks -- (See pages 8 and 11)	0	=6,795+8,300	0	0	\$15,095
Building CTE Hybrid Classes (See pages 8 and 12)	0	0	0	0	0

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Certificates As Degree Building Blocks	0	15,095	0	0	15,095

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Building CTE Hybrid Classes	0	0	0	0	0

**RESERVE GRANT**

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
Certificates As Degree Building Blocks	0	15,095	0	0	15,095
Building CTE Hybrid Classes	0	0	0	0	0
<b>Sub Total</b>	0	\$15,095	0	0	<b>\$15,095</b>

**SAMPLE LOCAL PLAN TOTAL BUDGET SAMPLE:**

**BASIC GRANT**

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
<i>Certificates as Degree Building Blocks</i>	0	0	9,895	0	9,895
<i>Building CTE Hybrid Classes</i>	1,500	0	45,000	450	46,950
<i>Student Support Services</i>					
<i>Alumni Outreach</i>					
<i>Outreach and Overcoming Barriers</i>					
<i>Transition Partnerships and Industry Collaboration</i>					
<b>Sub Total</b>	<b>1,500</b>	<b>0</b>	<b>54,895</b>	<b>450</b>	<b>\$56,845</b>

**RESERVE GRANT**

<b>Project Name</b>	<b>Personnel</b>	<b>Equipment</b>	<b>Other</b>	<b>Travel</b>	<b>Sub Total</b>
<i>Certificates as Degree Building Blocks</i>	0	15095	0	0	15095
<i>Building CTE Hybrid Classes</i>	0	0	0	0	0
<i>Student Support Services</i>					
<i>Alumni Outreach</i>					
<i>Outreach and Overcoming Barriers</i>					
<i>Transition Partnerships and Industry Collaboration</i>					
<b>Sub Total</b>	<b>0</b>	<b>15,095</b>	<b>0</b>	<b>0</b>	<b>\$15,095</b>

**SUMMARY:**

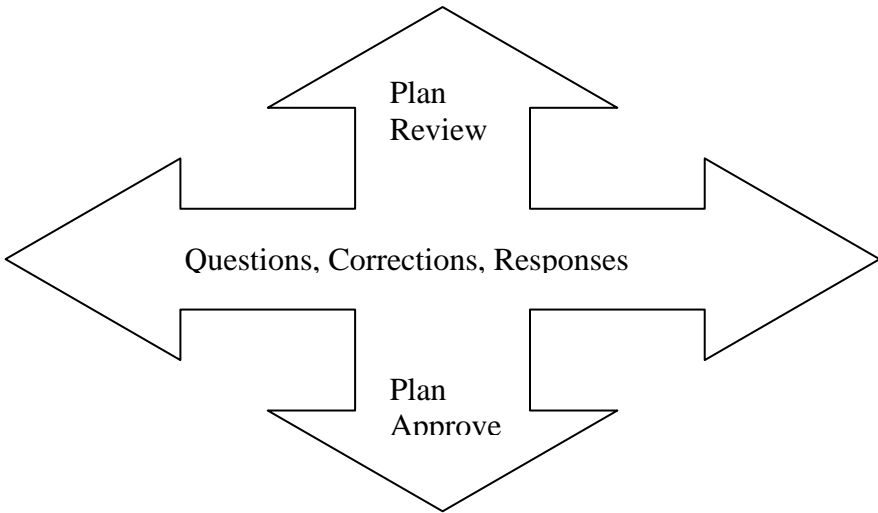
E-mail Notification that Performance Metrics Report is posted in your account.

E-mail Notification that Allocation Estimate is posted in your account.

Five-Year, Long-Term Strategic Local Plan

One-Year, Short-Term Strategic Local Plan

Funded Projects – Action Steps, Items, Category, Amount  
Budget Summary  
**September 30 Deadline or before obligate funds**



Revisions – New threshold: 10% or \$25,000 (whichever is smaller), or Equipment – **May 1**

Project Year End Analysis:  
Auto Fill:  
Performance Metric, Actual, Goal.  
  
Your entries:  
Meet goal? (Yes/No), Comments.

Budget to Actual Year End Analysis:  
Same look as Budget Summary;  
Enter “actuals” – **August 1 Deadline**  
  
Auto-calculates and asks for justification if variance occurs.