

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

**A NEW 21ST 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

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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>I. Five-Year, Long-Term Strategic Local Plan A. Twelve Questions (Sample ideas are available in a document posted at www.coloradostateplan.com in the section for Relevant Documents)</p>
<p>PART TWO OF PERKINS LOCAL PLAN:</p> <p>II. One-Year, Short-Term Strategic Local Plan A. Four questions (Five for Consortia)</p>
<p>PART THREE OF PERKINS LOCAL PLAN, PERKINS FUNDED PROJECTS:</p> <p>III. Performance Metric – One Project That Affects or Impacts the Performance A. Action Step B. Action Step C. Action Step D. Action Step E. Etc.</p> <p><i>What Perkins Required Use of Local Funds or Permissible Use of Local Funds does this project address?</i></p> <p>IV. Performance Metric – One Project That Affects or Impacts the Performance A. Action Step B. Action Step C. Etc.</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 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- “CTE Student Customized Plans of Study; 2, 4, 5, and 6. Academic Integration/Rigor/Prof Dev- “Literacy Collaboration”, “Curriculum Mapping for Rigor,” and “Curricula Analysis/Validation;” 8, 9, 10. Special Pops/Non-Trad- “CTE Student Intervention”, “Teacher/Counselor Awareness,” and “Shifting Paradigms.”

- 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; seamless learning opportunities; build strong partnerships; support high quality teaching through professional development; integrating counseling and advising; 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:

Understanding By Design; Instructional Coaches; Learning Communities; CSAP scores

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

Sample answer:

All projects were planned with all consortium members input. Any school receiving specific funds will provide year-end project analysis reports to all other members. The Teacher/Counselor Awareness project includes participation by all districts with non-traditional career area programs. Several districts are sharing one bus for State FBLA trip.

PERKINS PERFORMANCE METRICS – SECONDARY CTE

S1	Academic Attainment (Reading/Language Arts)	10 th Grade CSAP provided to CCCS from CDE
S2	Academic Attainment (Mathematics)	10 th Grade CSAP provided to CCCS from CDE
S3	Technical Skill Attainment	Initially – CTE program completion; Eventually – Assessments?
S4	Secondary School Completion	Provided to CCCS from CDE
S5	Graduation Rates	Provided to CCCS from CDE
S6	Placement	VE-135 Follow-up data and available UI data from CDLE
S7	Non-Traditional Participation	VE-135 Enrollment data
S8	Non-Traditional Completion	VE-135 Enrollment data

WHAT CTE PROJECT COULD AFFECT THE SECONDARY PERFORMANCE METRICS?

S1	Academic Attainment (Reading/Language Arts)	<i>Sample: Literacy Collaboration</i>
S2	Academic Attainment (Mathematics)	<i>Sample: Curriculum Mapping for Rigor</i>
S3	Technical Skill Attainment	<i>Sample: Curricula Analysis/Validation</i>
S4	Secondary School Completion	<i>Sample: CTE Student Intervention</i>
S5	Graduation Rates	<i>Sample: CTE Student Customized Plans of Study</i>
S6	Placement	<i>Sample: CTE Program Modernization</i>
S7	Non-Traditional Participation	<i>Sample: Teacher/Counselor Awareness</i>
S8	Non-Traditional Completion	<i>Sample: Shifting Paradigms</i>

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

PROJECTS	ACTION STEPS
Literacy Collaboration	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. Send relevant faculty to training to learn how to design joint homework assignments. 2. Provide extra-duty hours to plan joint homework assignments. 3. Provide extra-duty hours to review outcomes. 4. Send relevant faculty to CTSO leadership activities to determine what activities could be joint assignments. 5. Send students to State leadership conferences to provide experience in leading, teamwork, and language arts skills and to support a research capstone team project. 5. Purchase laptops and computers to allow students to use technology to prepare written assignments and to allow internet research activities. 6. Purchase supplemental textbook for CTE Programs on Business Writing Skills to guide literacy instruction and assessment.
Curriculum Mapping for Rigor	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. Provide extra-duty hours to remap Construction Tech classes' curricula in partnership with Math teacher. 2. Purchase construction tech tools to allow students to practice math competencies determined from mapping. 3. Provide extra-duty hours to redesign student assessments and validate for math rigor. 4. Provide extra-duty hours for Math and Construction Tech teacher to review student outcomes. 5. Purchase Math Accuplacer tests to measure student CTE program entry-level placement. 6. Purchase supplemental textbook about Geometry in Construction Technology to guide instruction and assessments.

PROJECTS	ACTION STEPS
Curricula Analysis/Validation	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. <i>Conduct business/industry advisory committee meetings to review course curriculum.</i> 2. <i>Purchase new student workbooks to align with revised curriculum knowledge and skills.</i> 3. <i>Send faculty and business partners to national industry expo to validate current content and tools.</i> 4. <i>Purchase new tools as recommended by business/industry advisory committees.</i>
CTE Student Intervention	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. <i>Provide tutors for students to assure they learn the curriculum competencies.</i> 2. <i>Provide one-to-one instructional aid to allow special population students to learn curriculum competencies.</i> 3. <i>Purchase adaptive tools/technology to allow special population students access to hands-on experiences.</i> 4. <i>Purchase academic improvement software to allow special need students the opportunity to keep up with curriculum standards.</i>
CTE Student Customized Plans of Study	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. <i>Send plans of study information to all parents of all 8th graders.</i> 2. <i>Partner with colleges to sponsor career/college fair for students and parents.</i> 3. <i>Send teachers/counselors to plans of study workshops.</i> 4. <i>Use substitutes to cover classes and other duties while teachers and counselors help students work to build customized plans of study.</i>

PROJECTS	ACTION STEPS
CTE Program Modernization	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. <i>Purchase equipment, tools, technology, software and supplies as recommended by business/industry advisory committees to modernize existing CTE programs and fund teachers or others to set-up and make new equipment operable.</i> 2. <i>Purchase updated, supplemental textbooks and instructional resources to guide instruction and assessments.</i> 3. <i>Purchase simulation equipment to allow more student hands-on praxis.</i> 4. <i>Purchase videos and/or instructional software that reflect updated competencies.</i>
Teacher/Counselor Awareness	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. <i>Send non-traditional career area CTE program teachers and counselors to workshops about recruiting underrepresented genders into their program.</i> 2. <i>Provide books and resources to research non-traditional careers and related student strategies.</i> 3. <i>Implement a non-traditional career council.</i> 4. <i>Purchase classroom posters depicting underrepresented genders working in the career.</i> 5. <i>Mail brochures about job security and career potential incomes for non-traditional CTE programs offered to parents of all 9th graders to stimulate new career option ideas.</i>
Shifting Paradigms	<p><i>Secondary Sample Action Steps:</i></p> <ol style="list-style-type: none"> 1. <i>Feature underrepresented gender guest speakers in CTE program classes.</i> 2. <i>Provide extra-duty hours to allow sponsorship of a non-traditional students support group.</i> 3. <i>Fund field trips to industries that employ underrepresented genders in non-traditional careers.</i> 4. <i>Survey underrepresented genders to determine reasons they exited a non-traditional CTE program to correct their concerns.</i> 5. <i>Purchase and show non-traditional career videos to introduce options and present role-models.</i> 6. <i>Fund extra-duty pay and necessary supplies to develop income report documents that can be distributed to all students to demonstrate career opportunities and to alert underrepresented genders of reasons to select careers.</i>

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

SAMPLE OF SECONDARY ACTION STEPS AS PURCHASES:

(Actions Steps from “Literacy Collaboration” Project Sample, Page 6)

Action Step: (Do x to accomplish y.)	Item	Category	Amount	Grant
*1. Send relevant faculty to training to learn how to design joint homework assignments.	Flight, meals, lodging	*Travel	\$3000	Basic
*1. Send relevant faculty to training to learn how to design joint homework assignments.	Substitute Teacher	Personnel	\$300	Reserve
2. Provide extra-duty hours to plan joint homework assignments.	Supplemental salary	Personnel	\$1500	Reserve
3. Provide extra-duty hours to review outcomes.	Supplemental salary	Personnel	\$700	Reserve
4. Send relevant faculty to CTSO leadership activities to determine what activities could be joint assignments.	Mileage, meals, lodging	*Travel	\$500	Basic
5. Send students to State leadership conferences to provide experience in leading, teamwork, and language arts skills and to support a research capstone team project.	Bus driver fee – FBLA	Personnel	\$400	Reserve
6. Purchase laptops and computers to allow students to use technology to prepare written assignments and to allow internet research activities.	3 Laptops, 10 Computers	Other	\$9000	Basic
7. Purchase supplemental textbook for CTE Programs on Business Writing Skills to guide literacy instruction and assessment.	35 supplemental textbooks	Other	\$1120	Basic

SAMPLE OF SECONDARY ACTION STEPS AS PURCHASES CONTINUED:

(Actions Steps from “Curriculum Mapping for Rigor” Project Sample, Page 6)

Action Step: (Do x to accomplish y.)	Item	Category	Amount	Grant
1. Provide extra-duty hours to remap Construction Tech classes’ curricula in partnership with Math teacher.	Salary	Personnel	\$1000	Reserve
2. Purchase construction tech tools to allow students to practice math competencies determined from mapping.	Asstd. hand tools, lathe, table saw, 5 drills	Other	\$2600	Basic
3. Provide extra-duty hours to redesign student assessments and validate for math rigor.	Salary	Personnel	\$300	Reserve
4. Provide extra-duty hours for Math and Construction Tech teacher to review student outcomes.	Salary	Personnel	\$700	Reserve
5. Purchase Math Accuplacer tests to measure student CTE program entry-level placement.	60 student assessment instruments	Other	\$750	Basic
6. Purchase supplemental textbook about Geometry in Construction Technology to guide instruction and assessments.	25 supplemental textbooks	Other	\$525	Basic

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

SAMPLE OF SECONDARY BUDGET SUMMARIES:

BASIC GRANT

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Literacy Collaboration (See pages 8 and 11)	0	0	=9000+1120	=3000+500	\$13,620
Curriculum Mapping for Rigor (See pages 8 and 12)	0	0	=2600+750+525	0	\$3875

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Literacy Collaboration	0	0	10120	3500	13620

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Curriculum Mapping for Rigor	0	0	3875	0	3875

BASIC GRANT

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Literacy Collaboration	0	0	\$10,120	3,500	\$13,620
Curriculum Mapping for Rigor	0	0	3,875	0	3,875
Sub Total	0	0	13,995	3,500	\$17,495

RESERVE GRANT

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Literacy Collaboration (See pages 8 and 11)	=300+1500+700+400	0	0	0	\$2900
Curriculum Mapping for Rigor (See pages 8 and 12)	=1000+300+700	0	0	0	\$2000

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Literacy Collaboration	2900	0	0	0	2900

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Curriculum Mapping for Rigor	2000	0	0	0	2000

RESERVE GRANT

Project Name	Personnel	Equipment	Other	Travel	Sub Total
Literacy Collaboration	2,900	0	0	0	\$2,900
Curriculum Mapping for Rigor	2,000				2,000
Sub Total	4,900	0	0	0	\$4,900

SAMPLE LOCAL PLAN TOTAL BUDGET SAMPLE:

BASIC GRANT

Project Name	Personnel	Equipment	Other	Travel	Sub Total
<i>Literacy Collaboration</i>	0	0	\$10,120	3,500	\$13,620
<i>Curriculum Mapping for Rigor</i>	0	0	3,875	0	3,875
<i>Curricular Analysis/Validation</i>					
<i>CTE Student Intervention</i>					
<i>CTE Student Customized Plans of Study</i>					
<i>CTE Program Modernization</i>					
Sub Total	0	0	13,995	3,500	\$17,495

RESERVE GRANT

Project Name	Personnel	Equipment	Other	Travel	Sub Total
<i>Literacy Collaboration</i>	2,900	0	0	0	\$2,900
<i>Curriculum Mapping for Rigor</i>	2,000				2,000
<i>Curricular Analysis/Validation</i>					
<i>Teacher/Counselor Awareness</i>					
<i>Shifting Paradigms</i>					
Sub Total	4,900	0	0	0	\$4,900

SUMMARY:

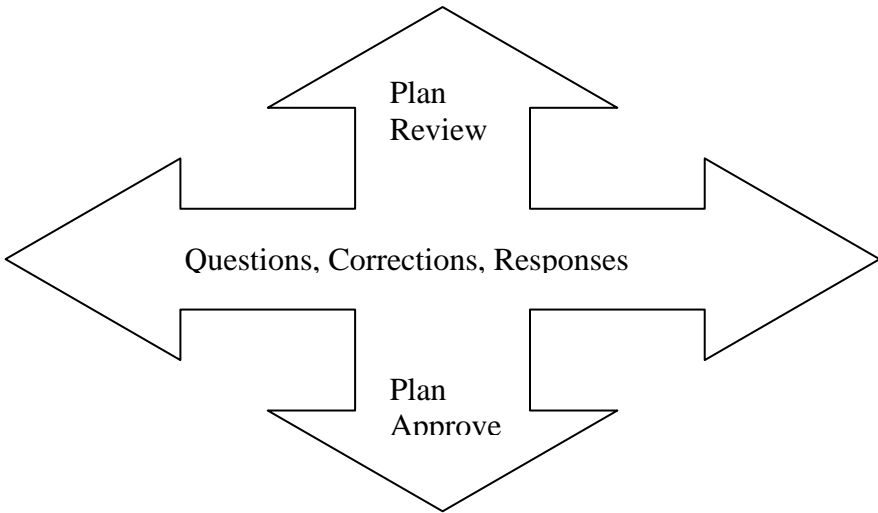
E-mail Notification that Performance Metrics Report is posted in your account.

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.