

**GUIDE TO THE 2017-2018**

**UPDATE TO THE PERKINS IV LOCAL 5-YEAR PLAN**

**LOCAL IMPROVEMENT PLAN**

**BASIC ANNUAL APPLICATION**

**AND**

**ANNUAL REPORT**

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**2017-2018 GUIDE TO THE PERKINS IV LOCAL PLAN UPDATE**

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**I. INTRODUCTION** [<Click to return to Table of Contents>](#Introduction)

The Oregon Department of Education (ODE), Office of Learning, has developed this Guide to assist eligible recipients\* of Perkins funds in preparing their Update to the Perkins IV Local 5-Year Plan, Local Improvement Plan, Basic Annual Application, and Annual Report for the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270). [[Perkins IV]](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx) For the purposes of this document, the Update to Perkins IV Local 5‐Year Plan, Local Improvement Plan, Basic Annual Application and Annual Report will be referred to by the short title of **the Local Plan Update**; the guide to the Local Plan Update (this document) will be referred to as **the Guide**.

\**An eligible recipient of Perkins funds is a school district, community college, or CTE consortium with at least one state-approved CTE Program of Study.*

The framework for this Guide is based on the requirements of the 2006 Perkins Act, Oregon’s State Plan for Career and Technical Education 2008-2013 (available [HERE](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx)), and a renewed vision for Oregon career and technical education (CTE) built on the development and implementation of CTE Programs of Study. Elements of continuous improvement planning have also been included.

The purpose of the Local Plan Update is to:

* Plan for activities\* that will advance the implementation of CTE Programs of Study during the program year.
* Plan for activities that will improve student performance on secondary and postsecondary Perkins Performance Measures during the program year.
* Plan for local expenditure of Perkins Basic Grant funds on activities authorized by Perkins IV and the Oregon State Plan for Career and Technical Education, and delivered through state-approved CTE Programs of Study.
* Provide a convenient format for the Annual Report on the plan for the program year.
* Fulfill a legal requirement (Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 134).

\**Activities do not include equipment purchases or salaries. Those expenditures will be reported in the CIP Budget Narrative and Spending Workbook and must align with the activities identified in the Local Plan Update*.

ODE may publish your Local Plan Update, in whole or in part, on our website or through other means available to us. We look forward to reviewing your Local Plan Update and the initiatives you have chosen to implement the Perkins Act in the coming years.

**A. How to Use This Guide** [<Click to return to Table of Contents>](#Introduction)

The Introduction includes some basic information about Perkins IV and the Local Plan Update, organized as follows:

* Background – a description of Perkins IV and the development of the Local Plan Update.
* The Current Revision of the Local Plan Update – a general description of the revisions that have been made, why they were made, and what has remained the same.
* CIP Budget Narrative and Spending Workbook (BNSW) – a description of how the BNSW aligns with the Local Plan Update.
* Statement of Assurances – a description of the Statement of Assurances.
* Submission Instructions – what to send, and where to send it.
* General Guidelines for Completing the Local Plan Update – writing tips.

The Guide, with the exception of the Submission Instructions, is not meant to provide complete information about any of the topics. However, it should be enough to answer basic questions that might arise in the course of completing the Local Plan Update. CTE Program Staff are available to answer specific questions that arise as you prepare your plan (see Contacts). For assistance on other topics, see the [State CTE Staff List](http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Network.aspx)

It will be helpful to have a copy of the Local Plan Update to refer to when using this Guide. The Guide is designed to be read through in sequence or to be used as a reference to provide directions on how to complete specific items. The Table of Contents (above) includes hyperlinks to the sections of the Guide; each section includes background information and/or directions about how to complete items in the Local Plan Update and has a hyperlink to return to the Table of Contents. Directions are not duplicated for items that are in more than one place in the Local Plan Update. For instance, information on SMART Goals, Planned Activities, and Plan for Maintenance or Continuous Improvement included in the section on Indicators is not repeated for Performance Measures, since it is the same.

**B. Background** [<Click to return to Table of Contents>](#Introduction)

The intent of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is for CTE students to achieve challenging technical and academic standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. Perkins IV provides an increased focus on the academic achievement of CTE students, strengthens state and local accountability, and reinforces the connection between secondary and postsecondary education through CTE Programs of Study.

In order to implement Perkins IV, ODE convened five Task Forces during the summer of 2007. The Task Forces established a set of statewide goals to guide the local investment of Perkins IV funds through the life of the Act, and to set performance targets that all eligible recipients were expected to attain by 2012-2013. These goals were used to develop the Oregon State Plan for Career and Technical Education, 2008-2013 (available [HERE](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx)).

Eligible recipients assessed their performance against these goals and developed a five-year plan to meet the goals by the 2012-2013 program year. Each year, a local plan update to the initial 5‐year plan has been submitted. The local plan updates strategically focused activities on local secondary and postsecondary component designs for CTE Program of Study implementation, based on program performance. The intent was for each recipient to have a single, 5‐year plan that was updated annually, not a collection of five 1‐year plans.

Eligible recipients were also asked to identify evidence that would document progress toward meeting the goals. Documented progress was reported as part of each year’s Perkins Annual Report.

**C.** **Revisions of the Local Plan Update and Annual Report** [<Click to return to Table of Contents>](#Introduction)

In response to feedback from Perkins Basic Grant recipients in Oregon and the U.S. Department of Education Perkins monitoring team, the document has gone through several changes. The following is a brief synopsis of the changes.

*2009-2010*

Terminology was revised and some text was moved to an appendix or a separate guide document. Trend data worksheets and other planning tools were included to assist recipients.

*2010-2011*

Required Elements were introduced, which were to be identified with each activity identified in the plan. Required Elements were taken directly from the Perkins IV requirements for the contents of local plans and the expenditure of Perkins funds.

*2011-2012*

The Local Plan Update incorporated the Annual Report, consolidating the two documents into one.

*2013-2014*

The Carl D. Perkins Career and Technical Education Act of 2006 and the Oregon State Plan for Career and Technical Education, 2008-2013 were operational through the 2012-2013 program year. When Congress appropriated funds for the 2013 fiscal year (2013-2014 program year) as an extension of Perkins IV, the Local Plan Update required a major revision, since the timeline for the goals (2012-2013 program year) had passed. Some of the changes for the 2013-2014 Local Plan Update include:

* Goals and Required Elements were reworded as Indicators.
* It was required that at least one Indicator was addressed in the Local Plan Update.
* SMART Goals and their Measures of Success were described for each Indicator and Perkins Performance Measure addressed.
* Deliverable Outcomes were described for each Indicator.
* The Annual Report sections on SMART Goals, Status of Indicators, and Planned Activities were incorporated into the planning tables.
* A section was added to identify specific activities from the Perkins Act that were supported during the 2013-2014 program year.

In addition, the Reserve Grant and the Basic Grant applications followed the same format.

*2014-2015*

Minor revisions to the Local Plan Update were made for the purposes of clarification and ease. Changes included:

* “How Success in Achieving Goal Will Be Measured” was changed to “Evidence That Will Show Achievement of Goal.”
* “How Success of Planned Activity Will Be Measured” was changed to “Evidence That Will Show Success of Activity.”
* “Deliverable Outcome for Planned Activity” was deleted.
* Reports on SMART Goals, Status of Indicators, Performance Measures, and Planned Activities included “What Evidence for Achievement (or Success) . . . Shows” and “Person Responsible for Evidence.”

*2015-2016*

Minor revisions were made:

* The contact person for application submittal.
* Prioritizing the four activities listed after the exemplary activity for the annual report.

*2016-2017*

Minor revisions were made with spending requirements and accountability.

*2017-2018*

Addition of PIPE indicators to Performance Measures.

**D. CIP Budget Narrative and Spending Workbook** [<Click to return to Table of Contents>](#Introduction)

Guidance provided in this document is for the Local Plan Update only, not for the Perkins CIP Budget Narrative & Spending Workbook (BNSW). The BNSW is a separate submission using ODE’s online web application and is required for recipients of federal funds. (For more information, contact Lauren Dressen, Administrative Specialist, 503-947-5700, [lauren.dressen@ode.state.or.us](mailto:lauren.dressen@ode.state.or.us)).

The Local Plan Update is to reflect the strategic, coherent plan for the local or regional implementation of Perkins IV intent. The Local Plan Update must indicate what activities will be implemented in the program year that led to improved performance. There may be duplication in the text describing the plan’s activities and the budget narrative; this is expected and acceptable. There is an expectation for direct alignment of the plan’s activities with the budgeted expenditures. This will require collaboration between the CTE program staff and the recipient’s fiscal staff.

The budget narrative describes in detail how the annual allocation will be invested in a way that supports the 5-year Basic Grant plan or the 1-year Reserve Fund plan. Budget narrative detail will be analyzed to determine if local spending complies with the Perkins statute and EDGAR regulation. The spending workbook portion of the BNSW submission is the official sub-grant accounting document and is used by ODE fiscal staff to monitor the spending of the local or regional Perkins sub-grant allocation.

There will be a Perkins CIP Budget Narrative & Spending Workbook submission for the Local or Consortium Basic Grant and a separate submission for the Reserve Grant.

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| Equipment and non-consumable supplies should be purchased prior to December 1 of the grant cycle.  **2017-2018 CIP Budget Narrative & Spending Workbook Due Date: Thursday, June 29, 2017** |

For questions concerning the CIP Budget Narrative and Spending Workbook, please contact or Reynold Gardner, Education Specialist, [reynold.gardner@state.or.us](mailto:reynold.gardner@state.or.us), (503) 947-5615.

**E. Statement of Assurances** [<Click to return to Table of Contents>](#Introduction)

All eligible recipient fiscal agents are required to submit a Perkins Statement of Assurance signed by the eligible recipient’s highest-level administrator. **The Statement of Assurances submitted during the CIP Budget Narrative process will also apply to the Local Plan Update**.

Assurances form a binding agreement between the eligible recipient fiscal agent, the Oregon Department of Education, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to **program activities** and **expenditures of funds**. Compliance to general and specific program assurances is the legal responsibility of the eligible recipient under the authorization of the local board of education.

Signatures on the Statement of Assurances certify the statements therein, which include provisions from the Carl D. Perkins Career & Technical Act of 2006 General Assurances; Program Assurances Title I (Part C – Local Provisions); Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements. [[Perkins Assurances](http://www.ode.state.or.us/teachlearn/pte/perkins-annual-assurance-5-21-13-rev.doc)]

**F. Submission Instructions** [<Click to return to Table of Contents>](#Introduction)

Local Plan Update

Completed Local Plan Updates – including the hard copy of Page 1 – shall be received no later than **close of business (5:00 pm PST) on Thursday, June 29, 2017**. The Local Plan Update, including the cover page (Page 1), is to be submitted electronically as an attachment to an e-mail sent to the Electronic Submission Address below. A hard copy original of Page 1 ONLY is to be mailed to the Hard Copy Submission Address below. All electronic and paper documents received by the due date will be considered complete.

Annual Report

Completed Annual Reports shall be received no later than **close of business (5:00 pm PST) on Thursday, November 15, 2018**. The Local Plan Update, including the completed Annual Report sections, is to be submitted electronically as an attachment to an e-mail sent to the Electronic Submission Address below.

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| NOTE: The Budget Narrative and Spending Workbook cannot be accessed until the hard copy of Page 1 is received. |

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| Electronic Submission Address: | [Perkins.Submit@state.or.us](mailto:Perkins.Submit@state.or.us) |
| Hard Copy Submission Address: | Lauren Dressen  Office of Teaching and Learning  Oregon Department of Education  255 Capitol Street NE  Salem, OR 97310-0203 |

**G. General Guidelines for Completing the Local Plan Update** [<Click to return to Table of Contents>](#Introduction)

When completing the Local Plan Update, simple boxes will expand as you type. For tables, please do the following:

* Indicators – There has been a table provided for one Indicator, which includes sections for three Planned Activities and all related Report sections. Copy and paste a complete table for each Indicator that you will address.
* Planned Activities – There may be more than one Planned Activity that addresses each Indicator or Performance Measure and its SMART Goal; tables for three Planned Activities have been provided. Please delete any Planned Activity tables that are not needed. If you have more than three Planned Activities for an Indicator, copy and paste as many activity tables as needed. Make sure to copy all rows from the shaded Planned Activity cell through the space provided to report on the activity, and make sure the Planned Activities are numbered consecutively.
* Local Improvement Planning Process, Consortium Member Roster, and Equipment & Non-Consumable Supply Inventory – From the last cell in the table, hit TAB to create more rows, if needed; please delete any rows that are not needed.
* Performance Measures – Tables have been provided for three Performance Measures, each with three Planned Activities. If you need to address more than three Performance Measures, copy and paste a complete table for each Performance Measure. If you have more than three Planned Activities for a Performance Measure, copy and paste as many activity tables as needed. Make sure to copy all rows from the shaded Planned Activity cell through the space provided to report on the activity, and make sure the Planned Activities are numbered consecutively. Please delete any tables that you don’t need.
* Report sections – These sections are for the Annual Report and should be left blank when the plan is submitted. They may be filled in throughout the program year. The complete document is to be submitted as the **Annual Report, due Thursday, November 15, 2018.**

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| NOTE: Deleting the Report sections before submitting your Local Plan Update will limit the usefulness of the document and possibly cause complications in the reporting phase of your plan. |

Use bulleted statements when appropriate. Their advantages include being:

* Easier to write than long narratives.
* Helpful in clarifying important points.
* Easier to use for showing alignment with previous Plans.

Important functions of the Local Plan Update include the following:

* Serving as a useful planning tool for Perkins Basic Grant recipients.
* Demonstrating that the expenditure of Perkins funds is reasonable, appropriate, and necessary to meet the desired goals.
* Providing enough detail about activities to clearly show how Perkins funds will be expended.
* Aligning activities with the CIP Budget Narrative and Spending Workbook.
* Reporting on activities and progress made as a result of the Local Plan Update.

**II. DIRECTIONS FOR APPLICATION SECTIONS OF THE LOCAL PLAN UPDATE**

For directions on completing the Annual Report sections, see III Directions for Annual Report Sections of the Local Plan Update. [link]

**A. Program Design Performance** [<Click to return to Table of Contents>](#Introduction)

In the Program Design Performance section, recipients describe the context of the plan in the Overview to the Local Plan Update and the content of the plan in the Core Elements sections. The Core Elements are:

* Standards and Content
* Alignment and Articulation
* Accountability and Evaluation
  + Including Perkins Performance Measures
* Student Support Services (for designated CTE Programs of Study)
* Professional Development

In each Core Element section, recipients will:

* Evaluate the Indicators for that Core Element.
* Identify the Indicator(s) that will be addressed.
* Discuss the current status of the identified Indicator(s).
* Identify a SMART Goal for each Indicator.
* Identify the evidence that will show if each SMART Goal has been achieved.
* Describe at least one Planned Activity designed to support the achievement of each SMART Goal.
* Identify the evidence that will show if each Planned Activity was successful.
* Report\* what the evidence for success shows for each Planned Activity.
* Identify the person who is responsible for that evidence.
* Report\* what the evidence for achievement shows for each SMART Goal and Status of Indicator.
* Identify the person who is responsible for that evidence.
* Describe how performance will be maintained or continuously improved.

**\**The Annual Report is due* Thursday, November 15, 2018.\***

In the Perkins Performance Measures section there is only one Indicator; Performance Measures will be addressed instead of Indicators, as above.

**Overview to the Local Plan Update** [<Click to return to Table of Contents>](#Introduction)

The Program Design Performance section begins with the Overview to the Local Plan Update. The purpose of this Overview is to provide a context for the Local Plan Update by briefly describing the work of a school, community college, district, or consortium in developing and implementing CTE Programs of Study, and identifying the major opportunities and challenges that will be addressed in the Local Plan Update. The Overview to the Local Plan Update is based on Sections 134(b)(1) and 134(b)(3)(A) of the Perkins law.

*Identify major opportunities and challenges that are addressed in this plan* – Each recipient will have a different set of opportunities and challenges to identify, which may affect the entire Local Plan Update or just certain Indicators or Performance Measures. **Opportunities that will be leveraged/connections that will be made/collaborations that will be pursued** are any circumstances or conditions that might positively influence the Local Plan Update, and that a recipient will leverage to further career and technical education. Some things to consider might include the following:

* District or regional initiatives to improve student achievement or to invest in CTE
* Businesses that may become partners
* Teachers and/or administrators that show an interest in CTE

**Challenges that will be addressed** are any circumstances or conditions that might negatively influence the Local Plan Update, and that a recipient will consider during planning activities in order to mitigate any negative influences. Some things to consider might include the following:

* District or regional initiatives to divert local support from CTE to other areas
* A change in status of key business partners
* Changes that may challenge the alignment of the program with the industry

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| Include only those challenges that are specific to you. For instance, do not include general or statewide economic difficulties that affect everyone. |

*Briefly describe the work of your school, district, or consortium in developing, implementing, and maintaining CTE Programs of Study* – A successful Overview will give the reader an idea of what is being done to develop, implement, and maintain CTE Programs of Study, and will contain a level of detail that is reasonable, depending on the size of the recipient (i.e., the number of programs served by the recipient).

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| For instance, in a district with only one high school it may be reasonable to include a list of the CTE Programs of Study and a summary of the work to be done on each one. However, for a district or consortium with many high schools, that level of detail is not necessary. Instead, it may be reasonable to include a summary of the work to be done, organized by district, by Career Learning Area, by Core Element, etc. |

Some examples of what successful Overviews have included :

* Decisions that will focus the CTE work
* Numbers or percent of programs that have done specific work the plan will build on
* What has been done in the past year(s)
* How adjustments are being made for the coming year

**Indicators** [<Click to return to Table of Contents>](#Introduction)

Each Core Element has Indicators associated with it. (See Background for more information about Indicators.) Recipients are expected to evaluate their performance on each of the Indicators and choose those that will most effectively focus and direct investment of Perkins funds to improve their performance. (For more information about evaluation of Indicators, see Appendix D.)

*Indicator* – At least one Indicator must be identified for each Core Element. Copy and paste the chosen Indicator into the shaded Indicator cell. If your Local Plan Update will address more than one Indicator, copy and paste a complete table for each additional Indicator.

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| Include the number with the Indicator statement. For example: SS5 Programs are designed to enable the special populations to meet the local adjusted levels of performance. |

*Current Status of Indicator* – Briefly discuss the current status of the Indicator, as revealed by the evaluation of performance on each of the Indicators. Include any pertinent factors that influenced the choice of the Indicator. Factors to consider might include the following:

* How important is the need for improvement, compared to other Indicators?
* What has made progress on this Indicator easy or difficult?
* What have you monitored to gauge your success on this Indicator?
* What activities have you tried in the past, and how successful were they?
* Are there any unusual aspects of, or influences on, this Indicator or its measurement?

**SMART Goals** [<Click to return to Table of Contents>](#Introduction)

*SMART Goal for Indicator or Performance Measure* – Identify a SMART Goal for each Indicator or Performance Measure that you will address (SMART Goals are Specific, Measureable, Attainable, Relevant, and Time-bound).

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| There are many resources for writing SMART Goals, including the following:   * <http://en.wikipedia.org/wiki/SMART_criteria>   + A good general overview, brief but thorough. * <http://www.brocku.ca/webfm_send/1394>   + Includes some useful questions to evaluate your SMART Goal. |

There will only be one SMART Goal for each Indicator or Performance Measure, but there may be multiple Planned Activities that address each goal. Remember that goals are bound by the timeframe of the grant, and must be completed and evaluated in time for the Annual Report (due **Thursday, November 15, 2018**.

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| For example, activities to improve student performance on Performance Measure 6S2 Nontraditional Completion may be designed for ninth graders, but the effect won’t be seen until after they complete high school. In cases such as this, interim measures of success need to be identified that may reasonably be assumed to predict an improvement in the Performance Measure of the students who participated in the activity. One possibility would be increased nontraditional enrollment in tenth grade. |

*Evidence That Will Show Achievement of Goal* – When describing how success in achieving the goal will be measured, include both the data you will examine and how you will collect that data. (This is especially important for locally collected data.)

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| Indicators vary in their ease of measurement, and in the ways they might be measured. For example:   * To measure the percentage of CTE Programs of Study that operate with signed articulation agreements (Indicator AA3), one could count the number of programs with, and those without, signed agreements. * To measure the percentage of Perkins-eligible CTE Programs of Study that use relevant technology that directly supports increasing student academic knowledge and technical skill attainment (Indicator SC5), one could decide what constitutes relevant technology and then examine planned course statements to find out how many programs contain courses that use it appropriately.   + Another option would be to gather that information in a survey of Perkins teachers.   Consider that some information might already exist at the institutional level. Any difficulties in measuring progress on an Indicator can be explained in the Current Status of Indicator. |

**Planned Activities for 2017-2018** [<Click to return to Table of Contents>](#Introduction)

The Planned Activities section is where you specifically describe what you plan to do, and the evidence you will use to measure the success of your activities.

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| List only activities in the Local Plan Update. Expenditure of funds for equipment and salaries will be identified in the CIP Budget Narrative and Spending Workbook and must align with activities listed but they are not, by themselves, to be considered activities. The Local Plan Update is where you list the activities that those expenditures make possible. |

*Description of Planned Activity to Achieve SMART Goal* – Clearly describe the activities that you are planning to support your achievement of the SMART Goal. When creating your plan, assume that you will meet your goals for the previous year. (If there is an early indication that you won’t meet a goal, plan accordingly and include that information in the reasons why an activity was chosen.) Other items to consider might include the following:

* Why an activity was chosen.
* How the activity will impact student performance.
* Who is responsible for implementation and monitoring of the activity.
* Timeline for the activity.
* Reasons why an activity is being repeated.
* Enhancements to a repeated activity.
* Identification of any non-Perkins funds used.

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| Reasons to repeat an activity may include things like the following:   * The activity made an appreciable positive impact on your performance. * The activity requires more than one school year to make an appreciable impact.   If the impact wasn’t as positive as you thought it might have been, or the context for the activity has changed, you may decide to enhance the activity to improve its impact. |

*Evidence That Will Show Success of Activity* – Be clear, specific, and complete in your explanation of how you will measure the success of the activity. Include the objective measures and/or data that you will use. If appropriate, describe any processes you will use to collect the data.

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| The ultimate measure of the success of an activity would be student performance on a Performance Measure. However, you may wish to monitor interim results. For example, providing tutorial help may increase student performance; an interim result might be an increase in the number of students who use the service.  Keep in mind that the activity may be successful, but it may not produce the expected progress toward meeting your goal. For instance, you may provide a professional development opportunity that is well attended, and all instructors learn a new strategy that they use in the classroom. However, you may find that the strategy did not positively affect performance toward achieving the goal. |

**Plan for Maintenance or Continuous Improvement in 2017-2018**   
 [<Click to return to Table of Contents>](#Introduction)

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| NOTE: This section is to be completed as part of the Local Plan Update, not the Annual Report. If revisions to the plan become necessary during the program year, they may be updated for the Annual Report. |

Briefly outline your plan to ensure *maintenance or continuous improvement* of your performance on the Indicators or Performance Measures. Things to consider might include the following:

* What factors might influence your future performance?
* What will you need to monitor so you will be prepared to respond to changes in your performance?
* If you have met your desired performance, what will you need to do to maintain that performance?
* What conditions would merit a change of strategy?

Provide enough information so that a reader will understand the factors that might influence your future performance, and the adjustments that you believe will ensure continued high performance or improvement. This section could be used to explain how the strategies and activities in the Local Plan Update align with previous Local Plan Updates, the 2008-2013 5-Year Plan, and previous Annual Reports. This alignment reflects Oregon’s intent of having extensions to a 5-year plan by updating it annually, not a collection of separate 1-year plans.

**Perkins Performance Measures** [<Click to return to Table of Contents>](#Introduction)

Each Performance Measure that did not meet the 90% threshold must be addressed in this section. It is **highly recommended** that any Performance Measure that has not met the yearly target by a comfortable margin also be addressed.

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| NOTE: In the event that you have met all of the Performance Measure targets, you may wish to identify Performance Measures that you will use to focus your work for next year, and complete the table. Include your reasoning for focusing on those Performance Measures in the Current Performance section. |

*Performance Measure* – Identify each Performance Measure for which you are designing activities, with only one Performance Measure per table. Include the number and title of the Performance Measure. (For example: 5S1 Student Placement)

*Current Performance* – List your current performance on the Performance Measure. (If you have any questions about your current performance, please contact your [CTE Regional Coordinator](http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Network.aspx).) Include any pertinent factors that may be influencing your performance. Factors to consider might include the following:

* What has made progress on this Performance Measure easy or difficult?
* What activities have you tried in the past, and how successful were they?
* Are there any unusual aspects of, or influences on, this Performance Measure or its measurement?

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| For information on SMART Goals, Planned Activities, and Plan for Maintenance or Continuous Improvement, see pp. 11-13. |

**B. Local Improvement Planning Process** [<Click to return to Table of Contents>](#Intro2)

The improvement planning process available for use by Oregon school districts has been adopted and modified as a model for reporting the process used for Perkins planning. The items below may be answered based on whatever planning model is used. **Evidence of an improvement planning process is required**.

*List the Improvement Planning Team members and their roles and responsibilities in the planning process* – Include anyone who has had direct input into your planning decisions. Expand the table to accommodate as many team members as you need.

*Describe the different people/groups you consulted* – List those people/groups that did not have direct input into your planning decisions but on whom you relied for information to assist you in making decisions, and explain how you worked with them.

*Briefly describe the processes used* – The items provided are designed to help you describe your improvement planning process. They may be used with any model for continuous improvement planning. No matter what model is used, briefly answer the questions so that a reader will understand the process that resulted in your Local Plan Update. There is no need to duplicate information that you may have submitted elsewhere in the application. The following questions are offered as examples to help guide you in addressing each item:

* Evaluating Indicator status – How did you evaluate the status on the Indicators? What data was most significant to your decision? What other influences did you consider?
* Identifying priority Indicators – How did you identify your priority Indicators? What factors did you consider? Whom did you consult?
* Developing SMART Goals – How did you develop your SMART Goals? What factors did you consider, and how might they support or impede your progress? How are your goals linked to each other, and to previous plans?
* Identifying strategies and activities – How did you decide what strategies and activities would help you meet those targets? What research influenced your decision? Whom did you consult? What other resources influenced your decision?
* Developing Planned Activities – How did you develop your Planned Activities? Who made the final decisions about the plans? What resources were helpful? What factors did you consider? How did you evaluate the need for any changes to activities?
* Developing monitoring and evaluation plans – How did you develop your monitoring and evaluation plans? Whom did you consult? What factors and/or resources influenced your plans? What timelines did you consider? How will you know if an activity is being implemented, is on time, and is within the budget?
  + Who will evaluate the performance of your plan? What criteria will be used? How will adjustments be made? \*

\*Much of the Local Plan Update is concerned with the performance of students and programs. However, Public Law 109-270 (Perkins IV) Section 134(b)(7) asks that Local Plan Updates “describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.”

|  |
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| NOTE: If you used a comprehensive process that included all of the above steps, describe it in the first cell (Evaluating Indicator status). However, make sure to address all six of the above steps, using the provided questions as a guide for your response. |

**Data Analysis and Planning** [<Click to return to Table of Contents>](#Intro2)

Effective local improvement planning starts with an examination of data. Trend Data Analysis Worksheets are available on the ODE website ([HERE](http://www.oregon.gov/ode/learning-options/CTE/FedFund/Pages/PerkinsIVAppsReports.aspx), under 2015-16 column), but recipients may use other tools. In your brief description of data tools used, include the years examined and what trends were identified.

While some Indicators may be evaluated using Perkins Performance Measures (e.g., SS6, CTE Programs of Study provide students with access to educational opportunities for careers that are nontraditional for a student’s gender), most will rely on local data. The only Indicator that relies on Perkins Performance Measures is AE6, CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance. The Perkins Performance Measure data is provided in the 90% Met Reports, which are sent to CTE Regional Coordinators.

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| NOTE: For 4S1 Student High School Graduation in the Trend Data Analysis Worksheets, use your performance for HS Graduation for 15-16 using single year rate. |

If it is believed that the 90% Met Report data are not correct, you may consider using locally available data or locally adjusted Perkins performance data. When identifying activities in the Local Plan Update, an explanation about the data anomaly may be helpful to understand the selection of activities. Include that explanation in the section entitled “Current Performance” (of the Perkins Performance Measure).

The process used in trend analysis for Perkins Performance Measure data may also be applied to evaluation of Indicators; the Trend Data Analysis Worksheets will need to be modified at the local level. For more information, contact Denise Brock, Education Specialist, at [denise.brock@state.or.us](mailto:denise.brock@state.or.us) , (503) 947-5794.

**C.** **Consortium Regional Investment Planning** [<Click to return to Table of Contents>](#Intro2)

[Required for Consortia Only]

Funds allocated to a consortium formed to meet Perkins IV requirements shall be used only for the purposes and programs that are mutually beneficial to all members of the consortium and can be used only for approved CTE Programs of Study. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. [Section 131(f)(2)]

In addition to the completed Consortium Member Roster in the application, a copy of the signed consortium operational agreement and job descriptions for staff funded by Perkins consortium dollars must be attached to the application.

Your consortium operational agreement should be a brief description of your consortium and its purpose, including the following:

* How funds are used “only for the purposes and programs that are mutually beneficial to all members of the consortium.” [Section 132(a)(3)(B)]
* How you will build collaboration using:
  + Geography.
  + Partnership history and relationships.
  + Enrollment patterns of students.
  + CTE Program of Study collaborative goals that have been set for the consortium.
* How you will assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success.
* How continuum of service will be put into practice to achieve program success within the consortium.
* How the vision for CTE within your region will be promoted.
* How relationships among consortium members will be supported and fostered.
* The leadership structure for meeting the goals of the consortium.
* Practices and/or processes used to build and implement CTE Programs of Study, identify and measure technical skill attainment, and address accountability.
* Fiscal/administrative rules needed for the operation of the consortium.
* How dialogue around accountability measures and activities that are designed to meet consortium goals will be promoted.
* How effective collaborative practices will be continued.
* How the consortium will manage the resources to assist all members in implementing CTE Programs of Study to improve student performance.
  + Rationale for the management of regional resources.

**III.** **Directions for Annual Report Sections of the Local Plan Update**

[<Click to return to Table of Contents>](#Intro2)

Each recipient of a Perkins Basic Grant is required to submit an Annual Report. The Annual Report for this program year is due **Thursday, November 15, 2018**. The purpose of the Perkins Basic Grant Annual Report is to:

* Describe implementation status of the activities identified in the Local Plan Update.
* Account for expenditure of local Perkins Basic Grant funds as approved in the CIP Budget Narrative and Spending Workbook.
* Assist recipients in preparing for the Perkins Basic Local Plan Update.
* Fulfill a legal requirement (Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 113, 4C, i).

The Local Plan Update has the Annual Report for the program year embedded throughout the document. The Annual Report sections and their placement in the Local Plan Update are as follows:

* Summary Report of CTE Strategies and Accomplishments.
  + Following the Overview to the Local Plan Update.
  + Includes identification of exemplary highlight(s) of the year and Other Supported Activities.
* Report on SMART Goal and Status of Indicator.
  + In each Indicator table.
* Report on Planned Activity.
  + In each Planned Activity table for Indicators and Perkins Performance Measures.
* Report on SMART Goal and Performance Measure.
  + In each Performance Measure table.
* Perkins IV Basic Grant Budget Spending Report.
  + Following the Consortium Regional Investment Planning section.
* Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory.
  + Following the Perkins IV Basic Grant Budget Spending Report.

It is hoped that this structure will assist recipients in connecting the Annual Report to specific items in the plan. It will also encourage using the Local Plan Update as a ‘living’ document to track progress toward meeting the goals.

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| NOTE: Deleting the Report sections before submitting your Local Plan Update will limit the usefulness of the document and possibly cause complications in the reporting phase of your plan. |

The Annual Report, which consists of the Local Plan Update with the Annual Report sections completed, shall be received no later than **close of business (5:00 pm PST) on Thursday, November 15, 2018**. It is to be submitted electronically as an attachment to an e-mail. (See p.7 for details.) *[Add link]*

**General Guidelines for Writing the Annual Report**

A few guidelines for writing the Annual Report sections:

* Use past tense. The reports are about what already happened during the program year. Accordingly, make sure that you are using the past tense in your reports.
* Be truthful. Report what actually happened as a result of your plan.
* Provide enough detail about how Perkins funds were expended for a reader to understand the expenditures and be confident that they were appropriate.
* Provide enough detail about what worked and what did not work. Also, if the activity was not implemented, explain what the obstacles were. The Annual Reports can provide a clear picture of successful practices that may function as models for others to follow. Examples of what did not work might help others avoid difficulties.
* Provide enough detail about any alterations made to the plan or the activities. When describing the impact of an activity, make sure to report any changes made to your Planned Activities. Those changes may act as models for others.

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| Consider completing the corresponding report section for each activity once it is finished. When all activities for a SMART Goal are finished, complete the Report on SMART Goal and Status of Indicator. This may improve the accuracy of reporting and spread the burden over the year instead of limiting it to the end of the grant cycle. |

**Report of 2017-2018 CTE Strategies and Accomplishments**

*Exemplary activity/highlight of the year* – Describe any outstanding successes you achieved during the year; include as many as you feel are noteworthy. If you wish to highlight a Planned Activity that was successful, you don’t need to repeat information from your Report on Planned Activity; simply refer to it so that a reader can find it. (E.g., “See Planned Activity #2 for Indicator SS11.”)

*Opportunities that were leveraged/connections made/collaborations that were useful* – Describe any opportunities you were able to leverage, ways that you were able to connect with other activities, and/or collaborations that helped you complete the activities of your Plan.

*Major challenges, both met and unmet* – Describe the challenges that arose during the year, how you met them or didn’t meet them, and what impact they had on your plan. Report challenges that specifically affected your plan, but not general challenges. (For example, include things like, “We could not coordinate our efforts with Program X because it was eliminated due to funding cuts;” but do not include things like, “Budget cuts made it difficult to complete the plan.”)

*Other Supported Activities* – This section is where you report information about activities that you supported but are not reflected in the Local Plan Update. The first table is for House Bill 2912, which encourages the establishment of joint high school and community college advisory committees; report the number of such joint committees in the provided table. The second table is for local requirements of Perkins IV; indicate which activities you have supported by marking the corresponding box “X.”

**Report on SMART Goals and Status of Indicators or Performance Measures**

Embedded in the tables for the Local Plan Update you will find the report sections for performance on SMART Goals, Indicators, Planned Activities, and Performance Measures. Using the evidence that was identified in the plan to show the achievement of your goals and the success of your activities, evaluate and briefly describe your performance on each.

If challenges developed in gathering the evidence, or unexpected concerns arose about the reliability of the evidence, briefly explain the situation and what actions you took to complete your evaluation. Also explain any changes that were necessary during the implementation of your activities, or any anomalies that affected your success. If the evidence you planned to collect was unattainable, describe the steps you took to evaluate your progress.

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| NOTE: As you report your progress, make sure to discuss the status of the Indicator or Performance Measure. |

Included in each report section is a space to identify the Person Responsible for Evidence. This should be the person who is most knowledgeable about the SMART Goal, Indicator, or Performance Measure. This may also be the person who collected the evidence, received the evidence, or knows where the evidence has been filed. This person could answer any questions about the evidence, or would know who could.

**Budget Spending Report, and Equipment & Non-Consumable Supply Inventory**

Using the tables provided, enter the values from your CIP Budget Narrative and identify the following by function and object code:

* $$ Planned – The planned expenditures (based upon the September 2015 Approved Budget by Reynold Gardner).
* $$ Spent – The actual expenditures (totals from the ending financial reports).
* % Change – The percent of change from the beginning of the grant period to the end of the grant period, by function code or by object code.
* Approval date for changes >10% – The date you received approval for changes of 10% or more. (Approval is required when there is an adjustment of 10% or more in the budget, by function or by object code [EDGAR, 34CFR Part 80.30].)
* Justification for % change – What changed in your plan that required changes in the budget?

Complete the information requested on the Perkins IV Basic Grant Equipment & Non-Consumable Supply Inventory for all equipment and non-consumable supplies purchased with Perkins funds. Minimum value of items to be included is **$200.00**. [Edgar, 34, CFR Part 74.34]

**IV. APPENDICES**

**A. Contacts** [<Click to return to Table of Contents>](#Intro2)

|  |  |
| --- | --- |
| For questions about: | Please contact: |
| How to complete the Local Plan Update | Denise Brock, Education Specialist  Denise.brock@state.or.us (503) 947-5794 |
| The CIP Budget Narrative and Spending Workbook | Lauren Dressen, Administrative Specialist, 503-947-5700, [lauren.dressen@ode.state.or.us](mailto:lauren.dressen@ode.state.or.us) OR  Reynold Gardner, Education Specialist  [reynold.gardner@state.or.us](mailto:reynold.gardner@state.or.us), (503) 947-5615 |
| Your current performance on Performance Measures | [Your CTE Regional Coordinator](http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/CTE-Network.aspx) |
| Consortium agreements | Lauren Dressen, Administrative Specialist, 503-947-5700, [lauren.dressen@ode.state.or.us](mailto:lauren.dressen@ode.state.or.us) |
| Other Perkins IV Information | Donna Brant, Education Specialist  [donna.brant@state.or.us](mailto:donna.brant@state.or.us), (503) 947-5622 |

**B. Definitions of the Core Elements**  [<Click to return to Table of Contents>](#Intro2)

**Standards and Content is a Core Element of Perkins-Eligible CTE Programs of Study and includes the following:**

* Relevant, rigorous standards-based content aligned with challenging academic standards.
* Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets, or other industry-based standards which are validated through national and/or state business and industry input.
* Systemic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards.
* Assure secondary and postsecondary students are prepared for high-demand and high-wage careers and occupations that are responsive to regional, state or global employment trends.

**Alignment and Articulation is a Core Element of Perkins-Eligible CTE Programs of Study and includes** **the following:**

* An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integration of challenging academic and technical standards in curriculum, instruction, and assessment.
* A unified, cohesive sequence of content among secondary and postsecondary partners; a non-duplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
* Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g., Oregon’s credit for proficiency, dual credit).
* Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

**Accountability and Evaluation is a Core Element of Perkins-Eligible CTE Programs of Study and requires** **the following:**

* Each eligible recipient’s CTE student and program performance will be measured against the set of Perkins-required performance measures.
* ODE collects data and reports student and program performance using the measurement definitions described in Perkins IV Measurement Definitions.

**Student Support Services is a Core Element for Perkins-Eligible CTE Programs of Study and includes** **the following:**

* All CTE students will have informational career guidance, academic advising, and instructional support to assist them in progressing through a CTE Program of Study in a non-duplicative manner (e.g. Career Pathway Roadmaps and CTE POS Templates, Education Plan and Profile, appropriate accommodations, ELL services).

**Professional Development intent and design require activities that enhance the teachers’ ability to do the following:**

* Promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
* Be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards.
* Encourage applied learning that contributes to the academic and CTE knowledge of the student.
* Provide the knowledge and skills needed to work with and improve instruction for special populations.
* Assist in accessing and utilizing CTE accountability data, student achievement data, and data from assessments.

**C. Indicators by Core Element** [<Click to return to Table of Contents>](#Intro2)

**Standards and Content**

|  |  |
| --- | --- |
| Indicator | Source |
| SC1 CTE Programs of Study align with Oregon Skill Sets or other industry-based standards. | Goal 1a |
| SC2 Coherent and rigorous content aligned with challenging academic standards is integrated with relevant CTE programs. | Sections 34(b)(3)(B), 135(b)(1) |
| SC3 CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all students. | Section 134(b)(3)(D) |
| SC4 CTE students are provided with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields. | Section 135(b)(4)(B) |
| SC5 CTE Programs of Study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment. | Goal 1b |

**Alignment and Articulation**

|  |  |
| --- | --- |
| Indicator | Source |
| AA1 CTE is linked at the secondary and postsecondary levels. | Section 135(b)(2) |
| AA2 CTE Programs of Study operate with signed alignment agreements. | Goal 2a |
| AA3 CTE Programs of Study operate with signed articulation agreements. | Goal 2b |
| AA4 CTE Programs of Study lead to an industry-recognized, postsecondary certificate or degree in a high-wage, high-demand occupation based on regional or state labor market information. | Goal 2c |

**Accountability and Evaluation**

|  |  |
| --- | --- |
| Indicator | Source |
| AE1 Evaluations of the CTE programs carried out with funds under Perkins IV are developed and implemented, including an assessment of how the needs of special populations are being met. | Section 135(b)(6) |
| AE2 Stakeholders are involved in the development, implementation, and evaluation of CTE programs. | Section 134(b)(5) |
| AE3 Stakeholders are informed about, and assisted in understanding, the Perkins law and CTE Programs of Study. | Section 134(b)(5) |
| AE4 CTE concentrators who complete the secondary or postsecondary component of their Program of Study demonstrate performance on valid and reliable technical skill assessments that align to industry-based standards. | Goal 3a |
| AE5 Secondary CTE concentrators who complete the secondary component of their Program of Study do not require remediation at postsecondary entry. | Goal 3b |
| AE6 CTE Programs of Study meet state-approved levels of performance on Perkins IV core indicators of performance. | Goal 3c |

**Student Support Services**

|  |  |
| --- | --- |
| Indicator | Source |
| SS1 CTE programs are reviewed, and strategies are identified and adopted to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. | Section 134(b)(8)(A) |
| SS2 CTE Programs of Study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high-wage, high-demand careers that lead to self-sufficiency. | Goal 4b |
| SS3 Individuals who are members of special populations are not discriminated against on the basis of their status as members of the special populations. | Section 134(b)(9) |
| SS4 Special populations, including single parents and displaced homemakers, are prepared for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. | Sections 134(b)(8)(C), 135(b)(9) |
| SS5 Programs are designed to enable the special populations to meet the local adjusted levels of performance. | Section 134(b)(8)(B) |
| SS6 CTE Programs of Study provide students with access to educational opportunities for careers that are nontraditional for a student’s gender. | Goal 4a |
| SS7 Preparation for non-traditional fields is promoted. | Section 134(b)(10) |
| SS8 Career guidance and academic counseling are provided to CTE students, including linkages to future education and training opportunities. | Section 134(b)(11) |
| SS9 Secondary CTE students are encouraged to enroll in rigorous and challenging courses in core academic subjects. | Section 134(b)(3)(E) |
| SS10 CTE Programs of Study provide students with relevant career-related learning experiences. | Goal 4a |
| SS11 CTE Programs of Study provide postsecondary students with cooperative work experience. | Goal 4a |
| SS12 The use of technology in CTE – which may include encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students – is being developed, improved, or expanded. | Section 135(b)(4)(C) |
| SS13 Students are provided with strong experience in, and understanding of, all aspects of an industry. | Sections 134(b)(3)(C), 135(b)(3) |
| SS14 CTE Programs of Study provide secondary students with student leadership opportunities. | Goal 4a |

**Professional Development**

| Indicator | Source |
| --- | --- |
| PD1 Comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel is provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). | Section 134(b)(4); Goal 5a |
| PD2 Professional development programs that are consistent with section 122 are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including in-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable. | Section 135(b)(5)(A)(i) |
| PD3 In-service and pre-service training is provided on effective teaching skills, based on research that includes promising practices. | Section 135(b)(5)(A)(ii) |
| PD4 In-service and pre-service training is provided on effective practices to improve parental and community involvement. | Section 135(b)(5)(A)(iii) |
| PD5 In-service and pre-service training is provided on effective use of scientifically based research and data to improve instruction. | Section 135(b)(5)(A)(iv) |
| PD6 Education programs are supported for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. | Section 135(b)(5)(B) |
| PD Professional development programs are provided, including internship programs that provide relevant business experience. | Section 135(b)(5)(C) |
| PD8 Programs are provided to train teachers specifically in the effective use and application of technology to improve instruction. | Section 135(b)(5)(D) |
| PD9 The use of technology in CTE – which may include training of CTE teachers, faculty, and administrators to use technology (which may include distance learning) – is being developed, improved, or expanded. | Section 135(b)(4)(A) |
| PD10 Secondary CTE teachers follow a formal, professional development plan focused on instruction. | Goal 5b.1 |
| PD11 Postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction. | Goal 5b.2 |

**D. Evaluating Indicators** [<Click to return to Table of Contents>](#Intro2)

Recipients are required to address at least one Indicator for each Core Element, although it may be desirable to address several. There are many approaches to deciding which Indicator(s) the plan will address, but some evaluation is necessary. One approach includes the following:

* Evaluating each Indicator.
* Determining if the Indicator is a priority.
* Identifying the opportunity to reach full implementation.

The evaluation of Indicators will provide the basis for completing the Local Plan Update. Some questions that the planning team might consider when evaluating an Indicator include the following:

* What is the straightforward, literal meaning and intent of the Indicator?
* How would we know the extent to which the Indicator is implemented?
* What data must be analyzed to determine the level of implementation?
* What instruments must be created to gather the data?
* Who will make the data available?
* What does it look like now?
* What does the trend data indicate?

By evaluating an Indicator, the planning team will determine if it has:

* Full implementation.
* Limited implementation.
* No implementation.

**E.** **Application Review Form** [<Click to return to Table of Contents>](#Intro2)

Review of the Perkins IV Basic Grant Application

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

**Program Year 2017-2018**

Recipient:

Reviewer:       Date:

***COMPLETE THIS LAST*!**

**Summary** **Evaluation of Application** *(Check all that apply.)*

|  |  |  |  |
| --- | --- | --- | --- |
| Needs further action or review |  | Some sections are exemplary |  |
| Missing Improvement Plan |  | Some or all sections meet expectations |  |
| Justification or Comments: *(Please provide a summary paragraph about the application as a whole.)* | | | |
|  | | | |

**Program Design Performance**

**Overview to the Local Plan Update** *(Check only if complete information is included.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **O.1**. Major opportunities and challenges addressed in the plan are identified. |  | **O.2**. Work of the school, district, or consortium in developing, implementing, and maintaining CTE Programs of Study is described. |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

**Core Element 1: Standards and Content**

|  |  |  |  |
| --- | --- | --- | --- |
| *Check if true, leave blank if not* | | *Rank on a scale of 1 to 3:*  *3 – exemplary response*  *2– response meets expectations*  *1– response is below expectations*  *NA – Did not respond* | |
| **1.1** One or more Indicator is identified and current status is clearly described. |  | **1.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. |  |
| **1.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound. |  | **1.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. |  |
| **1.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **1.3A** The selected activities will directly influence achievement of the goal. |  |
| **1.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  | |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

**Core Element 2: Alignment and Articulation**

|  |  |  |  |
| --- | --- | --- | --- |
| *Check if true, leave blank if not* | | *Rank on a scale of 1 to 3:*  *3 – exemplary response*  *2– response meets expectations*  *1– response is below expectations*  *NA – Did not respond* | |
| **2.1** One or more Indicator is identified and status is clearly described. |  | **2.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. |  |
| **2.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound. |  | **2.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. |  |
| **2.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **2.3A** The selected activities will directly influence achievement of the goal. |  |
| **2.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  | |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

**Core Element 3: Accountability and Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| *Check if true, leave blank if not* | | *Rank on a scale of 1 to 3:*  *3 – exemplary response*  *2– response meets expectations*  *1– response is below expectations*  *NA – Did not respond* | |
| **3.1** One or more Indicator is identified and status is clearly described. |  | **3.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. |  |
| **3.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound. |  | **3.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. |  |
| **3.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **3.3A** The selected activities will directly influence achievement of the goal. |  |
| **3.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  | |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

**Perkins Performance Measures**

|  |  |  |  |
| --- | --- | --- | --- |
| *According to the stoplight documents the following Improvement Plans are* ***required:*** | | | |
| **Secondary:**  None  1S1  1S2  1S3  2S1  3S1  4S1  5S1  6S1  6S2 | | **Postsecondary:**  None  1P1  1P2  2P1  3P1  4P1  5P1  5P2 | |
| *Check if true, leave blank if not* | | *Rank on a scale of 1 to 3:*  *3 – exemplary response*  *2– response meets expectations*  *1– response is below expectations*  *NA – Did not respond* | |
| **PPM1** Each Performance Measure that did not meet the 90% threshold is addressed and Current Performance includes factors that may be influencing performance. |  | **PPM1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. |  |
| **PPM2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound. |  | **PPM2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. |  |
| **PPM3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **PPM3A** The selected activities will directly influence achievement of the goal. |  |
| **PPM4** There is a plan for maintenance or continuous improvement for each Performance Measure addressed. |  |  | |
| Justification or Comments: *(Please list which required performance indicators – if any – are not addressed. Then provide 4-10 sentences to affirm or question EACH improvement plan included.)* | | | |
|  | | | |

**Core Element 4: Student Support Services**

|  |  |  |  |
| --- | --- | --- | --- |
| *Check if true, leave blank if not* | | *Rank on a scale of 1 to 3:*  *3 – exemplary response*  *2– response meets expectations*  *1– response is below expectations*  *NA – Did not respond* | |
| **4.1** One or more Indicator is identified and status is clearly described. |  | **4.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. |  |
| **4.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound. |  | **4.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. |  |
| **4.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **4.3A** The selected activities will directly influence achievement of the goal. |  |
| **4.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  | |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

**Core Element 5: Professional Development**

|  |  |  |  |
| --- | --- | --- | --- |
| *Check if true, leave blank if not* | | *Rank on a scale of 1 to 3:*  *3 – exemplary response*  *2– response meets expectations*  *1– response is below expectations*  *NA – Did not respond* | |
| **5.1** One or more Indicator is identified and status is clearly described. |  | **5.1A** Descriptions of activities are clear and concise, with enough detail to understand what will occur. |  |
| **5.2** SMART Goals are Specific, Measureable, Attainable, Relevant, and Time bound. |  | **5.2A** Descriptions of evidence that will show success of activities include objective measures and/or data to be used. |  |
| **5.3** Evidence that will show achievement of goal(s) is clear, concise, and relevant. |  | **5.3A** The selected activities will directly influence achievement of the goal. |  |
| **5.4** There is a plan for maintenance or continuous improvement for each Indicator addressed. |  |  | |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

**Local Improvement Planning Process**

*(Check only if complete information is included.)*

|  |  |  |  |
| --- | --- | --- | --- |
| P.1 Improvement Planning Team members and their roles and responsibilities in the planning process are listed. |  | P.3 The process that will be used to evaluate and continuously improve the performance of applicant is described.\* |  |
| P.2 Description of different people/groups consulted for the Local Plan Update includes how applicant worked with them. |  | P.4 Description of data tools and processes used for analysis is clear and concise. |  |
| Justification or Comments: *(Please provide at least 4-10 sentences to affirm or question response.)* | | | |
|  | | | |

*\*The following items should be addressed:*

1. *Evaluating Indicator status.*
2. *Identifying priority Indicators.*
3. *Developing SMART Goals.*
4. *Identifying strategies and activities.*
5. *Developing Planned Activities.*
6. *Developing monitoring and evaluation plans.*