**PORTAL NAVIGATION OVERVIEW FOR LOCAL APPLICATION**

**Green is the Section Headers**

**Red is the Label for Major Navigation Items (individual areas of Local Application)**

**Black is the sections in the Major Navigation (fields were information is to be input)**

**SECTION 134: LOCAL APPLICATION**

1. Comprehensive Needs Assessment Results Summary Sec 134(b)(1)

Student Performance

Other

Prioritization

1. CTE Offerings

Focus Areas for Perkins V Funding Support Sec 134(b)(2)

Required Program of Study Sec 134(b)(2)

How CNA Informed Local Application Sec 134(b)(2)(A)

New Programs of Study Identified Sec 134(b)(2)(B)

Student Awareness of Course Offerings and Programs of Study Sec 134(b)(2)(C)

Special Populations Awareness of Course Offerings and Programs of Study Sec 134(b)(2)(C)

1. WIB Collaboration

Career Exploration and Development Sec 134(b)(3)(a)

Career Information Related to High Skill/High Wage/In-demand Sec 134(b)(3)(B)

Career Guidance and Academic Counselling System Sec 134(b)(3)(C)

1. Strengthen Academic and Technical Skills Sec 134(b)(4)
2. Special Populations

Prepare Special Populations for High Skill/High Wage/In-demand Employment Sec 134(b)(5)(A)

Prepare Students for Nontraditional Fields Sec 134(b)(5)(B)

Provide Equal Access for Special Populations Sec 134(b)(5)(C)

Prevent Discrimination Based on Status as Special Populations Sec 134(b)(5)(D)

1. Work Based Learning Sec 134(b)(6)
2. Early College Credit Sec 134(b)(7)
3. Coordination with Higher Education in Faculty Development

All Students Sec 134(b)(8)

Underrepresented Groups Sec 134(b)(8)

1. Process for Addressing Disparities and Gaps Sec 134(b)(9)

Achieving Local Performance Measures

Reducing Gaps and Disparities

Strategy Absent Meaningful Progress

**SECTION 135: LOCAL USE OF FUNDS**

1. cAREER EXPLORATION & DEVELOPMENT Sec 135(B)(1)
2. PROFESSIONAL DEVELOPMENT Sec 135(B)(2)
3. HIGH SKILL, WAGE, IN DEMAND PREP Sec 135(B)(3)
4. INTEGRATION OF ACADEMICS INTO CTE Sec 135(B)(4)
5. INCREASE STUDENT ACHIEVEMENT Sec 135(B)(5)
6. EVALUTON OF PROGRAMS Sec 135(B)(6)
7. POOLING OF FUNDS Sec 135(c)
8. ADMINISTRATIVE FUNDS Sec 135(d)

**SECTION 113: ACCOUNTABILITY**

1. Baseline and Targets Sec 113b)(A)(ii)

Factors Influencing Targets for 1P1

Factors Influencing Targets for 2P1

Factors Influencing Targets for 3P1

Additional Information

**SECTION 134: LOCAL APPLICATION (REQUIRED FOR PORTAL AND STATE APPROVAL)**

**Based upon results of the comprehensive needs assessment and input from key stakeholders, the Local Application details how needs will be addressed and which programs and services will be supported for the four-year duration of the Local Application. Perkins funds may not be used for activities that were not identified in the needs assessment process. It is critical that gaps and deficiencies identified during the assessment phase be prioritized for maximum impact on program improvement and performance target success. If Perkins funds will not be used to support particular areas, describe what the college is doing with institutional or other funds. [Sec 134(b)(1)] The Local Application also addresses Section 135 Local Uses of Funds. There is some overlap in Section 134 and 135 and references to each are provided as needed but separate entries are required for each section.**

1. **Describe thoroughly the results of the comprehensive needs assessment conducted and how needs were prioritized. [Sec 134(b)(1)]**

**Student Performance Analysis Findings**

**Other Needs Assessment Findings**

**How Needs Were Prioritized**

**(2) Based on findings in the needs assessment, describe the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, including not less than 1 program of study approved by the State.**

Which programs and services will be supported by Perkins funds during July 1, 2020 through June 30, 2024? These should be general areas from which specific activities will be drawn for funding in annual plans. These areas may be expressed as specific program areas (such as Allied Heath or Culinary) or broader activities (such as adjunct training or developing work based learning opportunities). If a specific program area is selected, any activities associated with that program would be permissible. Broader areas will require more specific detail.

Activities Supported with Perkins Funds [Sec 134 (b)(2)]

Focus Area 1:

Click to Add Focus Area

Required Program of Study [Sec 134 (b)(2)]

Describe how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities selected to be funded. [Sec 134 (b)(2)(A)]

Describe any new programs of study that will be developed and submitted to the state for approval. [Sec 134 (b)(2)(B)]

Describe how all students will learn about career and technical education course offerings and whether each course is part of a career and technical education program of study. [Sec 134 (b)(2)(C)]

Describe how students who are members of special populations will learn about career and technical education course offerings and whether each course is part of a career and technical education program of study. [Sec 134 (b)(2)(C)]

(3) Describe how the college, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

Career exploration and career development coursework, activities, or services. [Sec 134 (b)(3)(A)]

Career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment. [Sec 134 (b)(3)(B)]

An organized system of career guidance and academic counseling designed to aid students, in making informed plans and decisions about future education and career opportunities and programs of study to students before enrolling and while participating in a career and technical education program. [Sec 134 (b)(3)(C)] See also Local Uses of Funds [Sec 135(b)(1)]

(4) Describe how the college will offer programs and activities which integrate challenging academic standards aligned with technical instruction. [Sec 134 (b)(4)] See also Local Uses of Funds [Sec 135(b)(4)]

(5) Describe how the college will—

Provide CTE instructions and activities to prepare all students including special populations with the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. [Sec 134 (b)(5)(A)] See also Local Uses of Funds [Sec 135(b)(3)]

Prepare CTE participants for nontraditional fields. [Sec 134 (b)(5)(B)]

Provide equal access for special populations to career and technical education courses, programs, and programs of study. [Sec 134 (b)(5)(C)]

Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec 134 (b)(5)(D)]

(6) Describe the work-based learning opportunities that the college will provide to students participating CTE programs and how it will work with representatives from employers to develop or expand work based learning opportunities for CTE students, as applicable. [Sec 134 (b)(6)]

(7) Describe how the college will provide high school students participating CTE programs with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. [Sec 134 (b)(7)]

(8) Describe how the college will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession. [Sec 134 (b)(8)] See also Local Uses of Funds [Sec 135(b)(2)]

All Students

Underrepresented Groups

(9) Describe the process to be used by the college to ensure support for implementation of CTE programs that result in increasing student achievement on the local levels of performance and address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps. The description should address the process that will be used instead of specific activities. (Specific strategies are addressed in the Comprehensive Needs Assessment. [Sec 134 (b)(9)] See also Local Uses of Funds [Sec 135(b)(5)]

How local performance levels will be achieved

How Disparities and Gaps Will Be Addressed

Actions to be Taken Absent Meaningful Progress by Third Year

**SECTION 135: LOCAL USE OF FUNDS (REQUIRED FOR PORTAL AND STATE APPROVAL)**

**Perkins recipients are required to provide certain services as a condition of receiving funding. The Local Application must identify how the college is meeting these requirements. The requirements can be met with either Perkins or institutional funds but a description of how they will be met is required regardless of funding. There may be some duplication in Sections 134 and 135 but information is needed individually for each section to assure compliance during federal monitoring.**

1. Describe how the college will provide career exploration and career development activities through an organized, systemic framework designed to aid students in making informed plans and decisions about future education and career opportunities and programs of study. [Sec 135 (b)(1)] See also Local Application [Sec 134(b)(3)(C)]
2. Describe how the college will provide professional development for teachers, faculty, administrators, instructional support personnel, career guidance and academic counselors or paraprofessionals. [Sec 135 (b)(2)] See also Local Application [Sec 134(b)(8)]

1. Describe how the college will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [Sec 135 (b)(3)] See also Local Application [Sec 134(b)(5)(A)]
2. Describe how the college will support integration of academic skills into career and technical education programs and programs of study. [Sec 135 (b)(4)] See also Local Application [Sec 134(b)(4)]
3. Describe how the college will plan and carry out elements that support the implementation of career and technical education programs that result in increasing student achievement of the local levels of performance targets. [Sec 135 (b)(5)] See also Local Application [Sec 134(b)(9)]
4. Describe how the college will develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive needs assessment and the analysis of local accountability performance reports. [Sec 135(b)(6)]
5. The college may pool a portion of its Perkins funds received under this Act with one or more Perkins eligible recipients to support implementation of programs of study through the professional development activities described in Sec 135(b)(2). If pooling will not be used, enter N/A. [Sec. 135(c)]
6. The college shall not use more than 5 percent of Perkins funds for costs associated with the administration of activities that are necessary for the proper and efficient performance of its duties to fulfill obligations related to the Perkins grant. Use of administrative funds will be described in the Annual Plan. If the college has negotiated an indirect cost rate, upload it here. [Sec. 135(d)]

Upload

**SEC 113. CORE INDICATOR PERFORMANCE TARGETS (REQUIRED FOR PORTAL AND STATE APPROVAL)**

**The college shall establish performance targets for each year of the period covered by the Local Application. Baselines will be based on the average of actual results from the three most recent program years. The state will determine local levels of performance for colleges but provide an opportunity to negotiate should local conditions warrant. *[Sec 113(b)(2)(B)] and [Sec 113(b)(4)]***

**Targets shall:**

* Be expressed in percentage form.
* Require the college to continually make meaningful progress.
* Take into account unanticipated circumstance that may have contributed to extraordinarily high or low baselines.
* Be available to stakeholders for comment and input.

**Core Indicator Definitions**

**1P1: Retention/Placement**

The percentage of CTE concentrators who, during the second quarter after program completion:

1. Remain enrolled in postsecondary education
2. Are placed or retained in employment
3. Are in advanced training
4. Are in military service
5. Are in a service program that receives assistance under Title I of the National and Community Service Act of 1990.
6. Are volunteers as described in section 5(a) of the Peace Corps Act

**2P1-Credential Attainment**

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation during or within 1 year of program completion.

The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102).

1. Industry-recognized certificate or certification
2. Certificate of completion of an apprenticeship
3. License recognized by the State or Federal Government
4. Associate degree

*(TEGL: DoL Training and Education Guidance Letter)*

*(Sec. 3. (43) Definitions)*

*Baccalaureate degree removed by Technical Correction in the Consolidated Appropriations Act of 2019*

**3P1-Nontraditional Participation**

1. The percentage of gender nontraditional CTE concentrators that were enrolled in nontraditional career and technical education programs that lead to non-traditional fields.

**Core Indicator Performance Targets**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Indicator** | **Baseline** | **2020-21** | **2021-22** | **2022-23** | **2023-24** |
| 1P1: Retention/Placement |  |  |  |  |  |
| 2P1: Credential Attainment |  |  |  |  |  |
| 3P1: Nontraditional Participation |  |  |  |  |  |

Factors influencing targets for 1P1: Retention/Placement

Factors influencing targets for 2P1: Credential Attainment

Factors influencing targets for 3P1: Nontraditional Participation

Provide any additional information that should be considered when negotiating core indicator targets

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