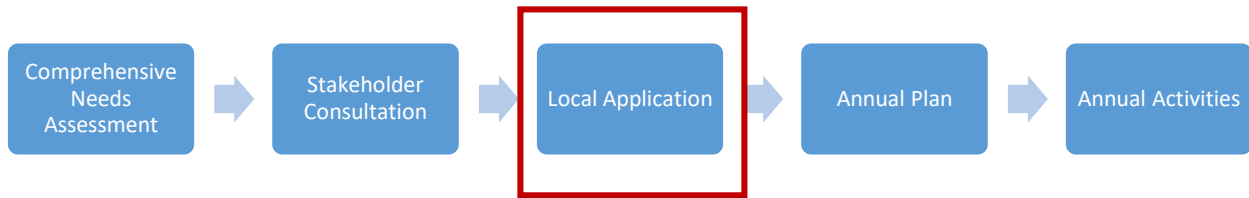


## Section 5

### Local Application

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SEC. 134(a)



#### OVERVIEW

Once the intuition completes the Comprehensive Needs Assessment and has consulted with stakeholders, the Local Application is developed to provide the direction for use of funds over the course of Perkins V.

The Local Application summarizes student performance trends and program quality elements. It prioritizes the focus areas of need for Perkins support and establishes performance targets. Funds may ONLY be used for purposes identified in the CNA and subsequently included in the Local Application. This may require a different planning process and longer term planning than has been required in the past. The Local Application will also set performance targets for the same time period.

Data fields in the Local Application are similar those in the Comprehensive Needs Assessment template. The needs assessment is the tool used to gather information; the Local Application summarizes this information and describes how funds will be focused. The Local Application will be entered into the Perkins Portal while the Comprehensive Needs Assessment will be reviewed as part of the compliance process.

#### DEFINITIONS

Definitions of common terms have changed with Perkins V. Below are the most common ones associated with the Local Application process.

**Consultation:** The act of engaging key stakeholder groups in identifying local education and workforce needs and in determining how Perkins V funds should be used to provide high quality CTE programs that meet local and regional workforce needs.

**Comprehensive Needs Assessment:** The document that is produced as a result of internal review of student performance and program quality and in consultation with stakeholders. It contains the results of stakeholder input and results of a gap analysis. The CNA identifies focus areas for use of funds over the next four years.

**Gap Analysis:** The comparison and documentation of actual performance with potential or desired performance.

**Local Application:** A four-year plan that describes how recipients will provide high quality CTE programs based on the Comprehensive Needs Assessment. Funding is limited to the focus areas identified in the CNA. Performance targets for four years are established through the Local Application.

**Annual Plan/Activities:** Describes how recipients will use funds to implement the Local Application in a specific program year. Annual activities must be related to the focus areas of need described in the Local Application. The Local Application is a broad overview; activities in the Annual Plan provide the specifics.

**Core Indicators:** Measures of performance negotiated between the state and the local recipient.

**LOCAL USES OF FUNDS-REQUIRED AND PERMISSIVE**

In order to receive funds under Perkins V, the institution must demonstrate that certain functions are being met whether with Perkins or non-Perkins funds. If gaps are identified, the institution must use Perkins funds or commit to using institutional funds to reduce them. Required uses and related permissive options are shown below.

Required	Related Permissive Options
Provide career exploration and career development activities	<ul style="list-style-type: none"> <li>• Introductory courses focused on career development, including nontraditional fields</li> <li>• Career and labor market information</li> <li>• Development of graduation and career plans</li> <li>• Career guidance and academic counseling</li> <li>• Other activities that advance knowledge of career opportunities and assist students in making informed decisions</li> <li>• Strong experience in and understanding of all aspects of an industry</li> </ul>
Provide professional development	<ul style="list-style-type: none"> <li>• Individualized academic and CTE instructional approaches, including integration of academic and technical standards in curricula</li> <li>• Ensure labor market info is used to inform programs and guidance</li> <li>• Provide faculty and staff with opportunities to advance knowledge and skills, understand all aspects of an industry including latest workplace technologies and standards</li> <li>• Support administrators in managing CTE programs</li> <li>• Implement strategies to improve student achievement and close gaps in performance of CTE programs</li> <li>• Provide faculty and staff with opportunities to improve pedagogical practices</li> <li>• Train staff to provide appropriate accommodations for individuals with disabilities</li> <li>• Train staff to effectively teach students with disabilities and who may be English learners</li> <li>• Train for effective use of community spaces that provide access to tools, technology and knowledge for learners and entrepreneurs, such as makerspaces or libraries</li> </ul>
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations	

<p>Support integration of academic skills into CTE programs</p>	<ul style="list-style-type: none"> <li>• Activities at postsecondary level that improve academic skills of CTE students</li> </ul>
<p>Improve student achievement on performance indicators</p>	<ul style="list-style-type: none"> <li>• Aligned programs of study</li> <li>• Sustainable relationships among education, industry and community stakeholders</li> <li>• Expand opportunity for early college credit within CTE programs of study</li> <li>• Provide appropriate equipment, technology and instructional materials aligned with business and industry needs</li> <li>• Provide work-based learning opportunities, including simulated work environments</li> <li>• Provide industry-recognized certification examinations or other assessments leading to a recognized postsecondary credential</li> <li>• Recruit and retain CTE faculty and staff</li> <li>• Coordinate with education and workforce development programs that provide transition related services</li> <li>• Expand distance CTE and blended learning programs</li> <li>• Improve career guidance and academic counseling programs</li> <li>• Support integration of employability skills into CTE programs</li> <li>• Support programs that increase access to and success in STEM fields for students in underrepresented groups in these fields</li> <li>• Provide CTE for adults or out-of-school youth to complete high school or upgrade technical skills</li> <li>• Support CTSOs including preparation for competitions aligned with CTE programs</li> <li>• Make all forms of instructional content widely available which may include use of open educational resources</li> <li>• Support integration of arts and design skills into CTE programs</li> <li>• Partner with intermediaries to improve training, development of public-private partnerships, systems development, capacity-building and scalability for delivery of high quality CTE programs</li> <li>• Support to reduce/eliminate out-of-pocket expenses for special population students participating in CTE</li> <li>• Other activities to improve CTE programs</li> </ul>
<p>Develop and implement evaluations of the activities carried out with Perkins funds, including funds necessary to complete the local needs assessment and the local report</p>	

## SUMMARY OF LOCAL APPLICATION ELEMENTS

Below are the elements that must be included in the Local Application with references to the law provided.

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(1)	<b>COMPREHENSIVE NEEDS ASSESSMENT RESULTS SUMMARY</b>	Sec 134(b)(1)
	Student Performance	
	Other	
	Prioritization	
(2)	<b>CTE OFFERINGS</b>	
	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)
(3)	<b>WIB COLLABORATION</b>	
	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)
(4)	<b>STRENGTHEN ACADEMIC AND TECHNICAL SKILLS</b>	Sec 134(b)(4)
(5)	<b>SPECIAL POPULATIONS</b>	
	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)
(6)	<b>WORK BASED LEARNING</b>	Sec 134(b)(6)
(7)	<b>EARLY COLLEGE CREDIT</b>	Sec 134(b)(7)
(8)	<b>COORDINATION WITH HIGHER EDUCATION IN FACULTY DEVELOPMENT</b>	
	All Students	Sec 134(b)(8)
	Underrepresented Groups	Sec 134(b)(8)
(9)	<b>PROCESS FOR ADDRESSING DISPARITIES AND GAPS</b>	Sec 134(b)(9)
	Achieving Local Performance Measures	
	Reducing Gaps and Disparities	
	Strategy Absent Meaningful Progress	
<b>SECTION 135: LOCAL USE OF FUNDS</b>		
(10)	<b>CAREER EXPLORATION &amp; DEVELOPMENT</b>	Sec 135(B)(1)
(11)	<b>PROFESSIONAL DEVELOPMENT</b>	Sec 135(B)(2)
(12)	<b>HIGH SKILL, WAGE, IN DEMAND PREP</b>	Sec 135(B)(3)
(13)	<b>INTEGRATION OF ACADEMICS INTO CTE</b>	Sec 135(B)(4)
(14)	<b>INCREASE STUDENT ACHIEVEMENT</b>	Sec 135(B)(5)
(15)	<b>EVALUTON OF PROGRAMS</b>	Sec 135(B)(6)
(16)	<b>POOLING OF FUNDS</b>	Sec 135(c)
(17)	<b>ADMINISTRATIVE FUNDS</b>	Sec 135(d)

**SECTION 113: ACCOUNTABILITY**

**(18) BASELINE AND TARGETS**

Sec 113b)(A)(ii)

- Factors Influencing Targets for 1P1
  - Factors Influencing Targets for 2P1
  - Factors Influencing Targets for 3P1
  - Additional Information
- 

**LOCAL APPLICATION ELEMENTS**

The template that follows is of the same general format as found in the Perkins Portal. Once information is entered into the portal, it is submitted to ADHE for review and approval. The Annual Plan cannot be finalized until the Local Application is approved.

**Section 134-Local Application**

Based upon results of the Comprehensive Needs Assessment and input from key stakeholders, the Local Application details how needs will be addressed, which programs and services will be supported for the four-year duration of the Local Application, and establishes performance targets. 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. Performance targets required in Section 113 are included in the Local Application,

- (1) Describe thoroughly the results of the Comprehensive Needs Assessment conducted and how needs were prioritized. [Sec 134(b)(1)]**

**Student Performance Analysis Findings**

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**Other Needs Assessment Findings**

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**How Needs Were Prioritized**

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- (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 Health 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:

*(Multiple focus areas will be available in the portal.)*

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

*(Only the Program of Study template is required to be uploaded through the Portal but supporting documentation such as articulation agreements and course equivalencies will be reviewed during compliance procedures.*

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 in 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 in 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 the college 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 Uses of Funds**

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.

(10) 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)]

(11) 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)]

(12) 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)]

(13) 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)]

(14) 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)]

(15) 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)]

(16) 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)]

(17)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, it will be uploaded into the Portal. [Sec. 135(d)]

**Section 113-Accountability**

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 Performance Targets**

**(18) Enter performance targets for each of the four years covered by the Local Application. Each year should include an increase for meaningful progress.**

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.