



# Helpful Hints for Completing the NEW Perkins 5-Year Application Plan (District Package)



The district Perkins plan is to be annually revised and approved by the school board. Refer to [page 7 of FAQs](#).

Page	District's Responsibility
<b>Page 1:</b> <b>SAS</b>	<ul style="list-style-type: none"> <li>At this time, SAS Approval is no longer applicable for the 17-18 Perkins 5-Year Application.</li> </ul>
<b>Page 2:</b> <b>Perkins Assurances</b>	<ul style="list-style-type: none"> <li>Read the assurance statements and ensure contact information is up to date.</li> <li>Select "Yes" or "No" regarding the consultation with representatives of nonprofit private schools in the geographic areas served by your district.</li> <li>Verify and/or edit the Authorized Representative Signature Block with the appropriate information.</li> <li>Save and mark the page <b>Completed</b>.</li> <li>Print and have all authorized representatives sign with current date, retain on file.</li> </ul>
<b>Page 3:</b> <b>Activities (Previous Year)</b> <b>Formerly FP 477</b> <b>Perkins End of Year</b>	<b>Section A: Staff Employed</b> <ul style="list-style-type: none"> <li>Select "Yes" or "No" to the question "The district assures OSPI the FTE and activities reported in this section reflect appropriate use of Federal Perkins funds."</li> <li>If Perkins funds <i>were</i> used to pay staff salary, check "The district assures OSPI the FTE's reported in this section reflect staff paid with Federal Perkins funds."</li> <li>Enter the Federal Perkins Funded FTE's and Number of Persons (headcount) for each staff member under the appropriate Job Classification. <ul style="list-style-type: none"> <li><b>NEW</b> – Substitutes <ul style="list-style-type: none"> <li>To calculate Substitute pay, contact your HR Department.</li> </ul> </li> <li><b>NEW</b> - Stipends paid to CTE Instructors</li> <li><b>NEW</b> - Time and Effort sheets must be filled out for any staff member paid from Perkins funding. Reference Time and Effort FAQ on CTE Website for more information.</li> </ul> </li> <li>If Perkins funds <i>were not</i> used to pay staff salary, check "District did not use Perkins funds to pay staff salary."</li> </ul>

**Page 3:**

**Activities (Previous Year)**

**Formerly FP 477**

**Perkins End of Year**

*continued*

**Section B: Desired Outcomes**

- 1 – 6: Answer thoroughly and completely.  
Helpful suggestions:
  - Be mindful of questions with multiple parts. Answer questions in their entirety to ensure a quality narrative.
- 7: Click the “new” button to create a record describing the professional development provided to CTE teachers, counselors, and administrators.
- Create a new record for each staff member who participated in professional development.
- To prevent data loss, click ‘Save” after completion of each new record.

**NEW** – Upload your Annual Program Evaluations – **(Sec. 135(6))**

The Carl Perkins Act, section 135 (6), states that “Career and Technical Education Programs must develop and implement evaluations of the career and technical programs carried out with funds under this title, including an assessment of how the needs of special populations are met.” A Program Evaluation is a method to provide continuous improvement to each CTE Program in a District.

- Check the box “I certify that the Annual Program Evaluations for CTE were developed in coordination with and approved by General Advisory Committee.
- Check the box “I certify that the Annual Program Evaluation for CTE has school-board approval.  
Helpful suggestions:
  - School board approval may include school board signature or school board minutes reflecting that program evaluated and reviewed during the reporting year.
- Save and mark the page **Completed**.

**Page 4:**  
**Perkins Performance  
Improvement Plan (PPIP)**  
(Previously on a separate form)

**NEW Perkins Performance Improvement Plan – PPIP**

- If applicable, complete separate PPIP’s for each of the core performance indicators for which you have failed to meet 90 percent of an agreed upon local adjusted level of performance.
- Click “new” to complete information for each new record
- To prevent data loss, click ‘Save” after completion of each new record.
- Save and mark the page **Completed** or **Mark as Not Applicable**

Performance data to be used when determining the need for a Perkins Performance Improvement Plan (PPIP) can be found on the Perkins IV tab within the Career and Technical Education application on EDS.

The Local Performance Measures used to determine your 17-18 District Negotiated Proposed Target are from the following school years:

- **School Year: 15-16** for Indicators: 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2
- **School Year: 14-15** for Indicator: 5S1

**Page 5:**  
**Waiver Request**

**Waiver Request**

**NEW** – Districts must provide evidence showing their attempt during the **16-17** school year to enter into a consortium for the **upcoming 17-18** school year.

- 5.1: Select “Yes” or “No”
- If “Yes”, responses are required for questions 5.2 and 5.3.

Helpful suggestions:

- Districts could describe efforts of academic integration within the CTE courses and strategies to providing student leadership opportunities.
- Districts could describe post-secondary options, articulation agreements, dual credit opportunities, etc.
- If “No”, no further response is required
- Save and mark the page **Completed**.

**Page 6:  
Required Uses of the  
Funds (Section  
134 and Section  
135)**

**Required Uses of Funds**

Read completely and thoroughly answer the questions with a brief description of how Perkins IV funds will be used to support the following "required" uses of the funds.

- 6.1: Provide at least **two examples** (such as course equivalency, framework alignment to the Washington State Learning Standards and industry standards, and programs of study)
- 6.2: Provide at least **two examples** (such as Career Guidance Washington, student-led conferences, program of study, etc.)
- 6.3: Provide at least **two examples** (such as local/state equivalencies, state approved frameworks aligned to the Washington State Learning Standards, articulation agreements, and professional development)
- 6.4: Provide at least **two examples** (one must be a CTSO or specific leadership equivalency example and at least one other example is required; such as industry skill standards, CTSO experiences, certifications, advisory committees, field trips, career progression, and management)
- 6.5: Provide responses to both "a" and "b"
  - a. Describe how the courses are aligned to industry standards and 21<sup>st</sup> century learning skills.
  - b. Describe the credentials, and/or certifications students receive when they are assessed on the industry skills standards, such as Microsoft IT, Precision Exams, First Aid Card, OSHA 10, BBP, etc.

**Community and Educational Partnerships (Sec. 134(b)(5) Sec. 135)**

- 6.6: **Provide examples** of how the stakeholders/partnerships are involved with the development, implementation, and evaluation of the programs to include the needs of special populations (such as how the advisory committees reviews and evaluates the program for curricula, equipment and effectiveness, how the information from IEP and 504 are used to provide access)
- 6.7: Provide **one example** for each question.
  - a. Describe experiences such as paid and unpaid internships, workplace mentorships, pre-apprenticeships and apprenticeships, cooperative education, summer employment, and work-study.
  - b. Describe classroom experiences such as project-based learning, classroom visits by business and public and not-for profit employers, contextualized learning, and applied learning through internships and cooperative education.

**Page 6:  
Required Uses of  
the Funds (Section  
134 and Section  
135) cont.**

**Social Populations (Sec 134(b)(8 & 9)(A-B))**

- 6.8: Describe **one example** of how the district provides full and equal access to all student, specifically members of special populations, in CTE programs (access to courses, counseling services, IEP (accommodations and modifications), 504 plans, recruitment and promotional materials, removal of barriers, para educators)

**Preparation for Nontraditional Training and Employment (Sec. 134(b)(10))**

- 6.9: Describe **at least one example** such as posters, activities, field trips, Women in the Trades Fair, Expanding Horizons, marketing plan for recruitment
- 6.10: Describe **at least one example** of professional development such as PLC, conferences, workshops, mentor program, etc. which promotes and provides effective integration of academics and CTE, including teaching skills based on research, effective practices to improve parental and community involvement, use of data to improve instruction, etc.
- 6.11: Describe **at least one example** that describes the professional development for guidance and counseling personnel that promotes CTE opportunities for students and linkages to future education and training opportunities (workshops on programs of study, education and training options for high skills, high demand occupations, visits to business and industry partners)
- 6.12 Provide **one example** for each question.
  - a. Enhancing Career Guidance: Implement Career Guidance Washington, workshops on career pathways, education and career opportunities, field trips to post-secondary and or apprenticeships.
  - b. Bring speakers into the classroom; provide opportunities to explore workplaces and other activities to inform students about career options.
- 6.13 Describe **at least one example** of how the district markets and recruits instructors and career guidance and counseling personnel, including underrepresented groups; and the transition to teaching from business and industry.
- Save and mark the page **Completed**.

## Page 7

### Allowable Activities

#### Allowable Activities

##### Questions 7.1 – 7.15

- For any box that is checked “Yes”: Must include a narrative and total Perkins funds utilized.
- If a box is checked “No”, and no Perkins funds will be used for this activity, the description must state “**No Perkins Funds Used**”
- Should include in the narrative the expenditures associated with either the CTE program or CTSO (i.e., **ALL students** is not an acceptable use of the funds; expenditures must be allocable to CTE students).
- Reference Perkins Allowable and Unallowable Expenses on CTE Website
- Save and mark the page **Completed**.

## Page 8:

### Advisory Committees (New Page)

#### General Advisory Committee (GAC) and Program Specific Advisory Committee (PSAC)

- Mark the boxes to identify the program areas in which you offer courses

#### **NEW** - Upload your District Wide Plan or Program of Work

The District Wide Plan: The District Wide Plan refers to a districts ability to demonstrate a strategy to align the five-year planning requirement under the federal Carl Perkins act with state and district career and technical program planning requirements. The Program Evaluation tool is used to generate a Program Plan for each program offered within the district. These plans activity utilize their program specific advisory committee and instructors. The Program Plans are reviewed and prioritized by the General Advisory committee to create an overall Career and Technical District Wide Plan. The CTE District Wide Plan must have annual school board approval.

Program of Work: Program of Work, or Program Plan, refers to goals and objectives that must be developed for all Career & Technical Education Programs. For each program area that you are offering courses, the Program of Work must be uploaded. Program of Work documents could be combined to create a District Wide Plan.

- Regardless of which document(s) is uploaded, all boxes must be checked to certify:
  - There is an active General Advisory council that holds regular meetings throughout the school Year.
  - That the District Wide Plan for CTE was developed in coordination with and approved by General Advisory Committee.
  - That the District Wide Plan for CTE has school board approval.
  - That all Programs of Work were developed in coordination with the Program Specific Advisory Committee and approved by the General Advisory Committee.
- Save and mark the page **Completed**.

**Page 9:  
Program of  
Study/Certification**

**Tech Prep – If Applicable**

**NEW** - Upload Tech Prep Articulation Agreements - RCW 28A.700.030

As required by law, districts must have an articulation agreement signed by the college and school district designees from each participating institution.

- If you district has no Tech Prep courses, no uploads are necessary.
- Save and mark the page **Completed**.

**Programs of Study**

- **9.1:** Describe how the district will offer CTE programs of study that will assist students in planning for and completing future course work (i.e. sequence of courses, articulation plans, and industry certifications, etc.)
- **9.2:** Within the description at least one example must be included.
  - a. District must describe how they will expand programs of study that bring together a sequence of career courses that start in high school and extend through college, in multiple career pathways.
  - b. District must describe how it will expand the use of “dual credit” opportunities within a Program of Study that transfer to postsecondary.
- Under **List a Minimum of One Program of Study**, the district must identify current Program of Study.
- Select a Career Cluster and identify a Pathway associated with the Career Cluster.
- Check the appropriate box(es) identifying the name of the institution(s)
- The program of study leading to state or nationally recognized must be indicated as either “Yes” or “No”.
- If “Yes”, identify the certification.
- Identify the High School Building Code (in the case of multiple campuses, at least one must be included. The link is provided in application.)
- Save and mark the page Completed.

## Core Indicators of Performance

### Core Indicators of Performance

- School districts can accept the state target (leaving the negotiated target blank) OR based on their performance, can negotiate for a 3% increase from the local performance.
- If local performance was “0” then default to the state target.
  - Helpful Suggestions:
    - It is recommended that districts negotiated proposed target be lower than that of the state target. It would be in the best interest of the district to leave the negotiated column blank for districts meeting or exceeding state target. There may be instances where a district barely meets a state target, but a negotiated target of 3 percentage point increase would place the district at a higher target than that of the state. In this instance, the district should leave the negotiated column blank.
- 10.1: Describe how the district will increase the number of \*CTE Concentrators who meet proficiency standards on the English Language Arts (ELA) section of the Smarter Balanced Assessment.
- 10.2: Describe how the district will increase the number of \*CTE Concentrators who meet proficiency standards on the Mathematics section of the Smarter Balanced Assessment.
- 10.3: Describe how the district will increase the number of \*CTE Concentrators who pass technical skill assessments aligned with industry-recognized standards.
  - A secondary school diploma (student graduation rates)
  - A GED credential
- 10.4: Describe how the district will increase the number of \*CTE Concentrators who earn a High School Diploma or a General Education Development (GED) credential.
- 10.5: Describe how the district will increase the Number of \*CTE concentrators who enroll in a postsecondary education or advanced training program, enlist in the military, or secure full-time employment in the second post-exit-quarter.
- 10.6: Describe how the district will increase the Number of \*CTE participants from underrepresented gender groups who participate in a program that leads to employment in nontraditional fields.
- 10.7: Describe how the district will increase the Number of \*CTE concentrators from underrepresented gender groups who complete a program that leads to employment in nontraditional fields.
- Save and mark the page **Completed**.

**\*CTE Participant** - A secondary student who has enrolled in one or more courses in any CTE program area.

**\*CTE Concentrator** - A secondary student who has enrolled in 2 or more CTE courses above the exploratory level in a single cluster.



**Page 11:  
Instructor Data**

**Instructor Data**

- 11.1: Districts must indicate the number of teachers teaching CTE (headcount),
- Click “new” to enter instructor’s first name, last name, email, certification number, and program area.
- District must identify school counselor(s) funded out of Perkins with the same information as in 11.1
- Create a new record for each instructor.
- To prevent data loss, click ‘Save’ after completion of each new record.
- Save and mark the page **Completed**.

**Page 12:  
Perkins  
Reserve Special  
Projects**

**Perkins Reserve Special Projects (PRSR)**

- Not applicable to districts at this time.
- Page will be required for any PRSR for any qualifying districts in the future.
- Keep page blank and marked as **Completed**