



# Helpful Hints for Completing the 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>If SAS is requested, complete this page and page 2. Please save and mark the page <b>Completed</b>.</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>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>Waiver Request</b>	<ul style="list-style-type: none"> <li>District must provide responses to the three questions with either "Yes" or "No".</li> <li>If district replies "Yes" to the third question, then a response is required for questions 3.1 and 3.2.               <p>Helpful suggestions:</p> <p>3.1 – Districts could describe efforts of academic integration within the CTE courses and strategies to providing student leadership opportunities.</p> <p>3.2 – Districts could describe post-secondary options, articulation agreements, dual credit opportunities, etc.</p> </li> <li>If district replies "No" to the third question, no further response is required.</li> <li>Save and mark the page <b>Completed</b>.</li> </ul>

**Page 4:**  
**Required Uses of the Funds**  
**(Section 134 and Section**  
**135)**

- 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.
- 4.1: Provide at least **two examples** (such as course equivalency, framework alignment to the Washington State Learning Standards and industry standards, and programs of study)
- 4.2: Provide at least **two examples** (such as Career Guidance Washington, student-led conferences, program of study, etc.)
- 4.3: 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)
- 4.4: 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)
- 4.5: 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.
- 4.6: **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)
- 4.7: 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.

- 4.8: 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)
- 4.9: Describe **at least one example** such as posters, activities, field trips, Women in the Trades Fair, Expanding Horizons, marketing plan for recruitment
- 4.10: 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.
- 4.11: 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)
- 4.12 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.
- 4:13 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 5**  
**Allowable Activities**

- For any box that is checked: Must include a narrative and total Perkins funds utilized.
- If a box is not checked, 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 6**  
**State Levels of Performance**

- School district 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, whichever is lower.
- If their local performance was “0” then they should default to the state target.
- Helpful Tip: Districts negotiated proposed target should be lower than that of the State. 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.
- 6.1: Describe **at least one example** of best practices they will implement to increase student achievement in Language Arts/Math.
- 6.2: Describe **at least one example** of how students are utilizing assessments/certifications (examples Microsoft IT, Precision Exams, OSHA) to demonstrate skill proficiency
- 6.2a: Describe **at least one example** of how the district is increasing the number of students who take and pass industry-recognized skills certificates.
- 6.3: Describe plan to increase diploma, graduation rate and/or GED credential.
- 6.4: Describe plan to identify placement in postsecondary, military, or in employment.
- 6.5: Describe how the district will increase enrollment in the districts non-traditional training and employment programs.
- 6.6: Describe how the district will review their CTE programs to identify and adopt strategies for equal access for students, with emphasis on special populations, that will prepare them for high demand occupations.

- 6.7: Describe how the district will complete a Program Evaluation (Examples include: 5 year plan document that may include evaluation procedures demonstrating the occupational skills gained by students, teacher evaluations of staff development activities, and procedures used to demonstrate outcomes realized by students through improved technology).
- Save and mark the page **Completed**.

**Page 7  
Perkins Performance  
Improvement Plan**

- If your district failed to meet standard in the last reported year for one or more Perkins Performance Indicators, you will need to complete the section that corresponds to the measure the district failed to meet.
- Save, mark the page **Completed**, print, obtain appropriate signatures, and save on file.

**Page 8  
Teacher Data**

- 8.1 District must indicate the number of teachers teaching CTE (headcount), teachers first and last name, email, certification number, and program area.
- 8.2 District must identify school counselor(s) funded out of Perkins with the same information as in 8.1.
- Save and mark the page **Completed**.

**Page 9  
Program(s) 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”.
- Then if it is “Yes”, then identify the certification.
- Then 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**.

*September 2016*