**Perkins Local Plan**

**FY2025-28**

The Local Perkins Plan is an overview of college activities used to promote a culture of equity and continuous improvement. The Performance Indicators measured by Perkins also support statewide initiatives like 60 Forward and the Student Success Center which work toward improving successful outcomes and credential attainment of our students. The Local Plan should demonstrate how the Perkins funds support strategies to increase access and success for all students.

Each college must submit a Local Plan to be eligible for funding, and the local plan should cover the same time period as the state plan (four years). The local plan must include:

1. A list of the cross-functional team with names and titles that will coordinate Career & Technical Education for the 21st Century Act work at the college (e.g., grants, needs assessment, plan).

2. A description of the results identified in the local needs assessment;

3. A description of the targets set by the college for any special population or race/ethnicity group whose success rate is lower than the all student’s success rate in 2P1 and 3P1. Targets should be set when the equity gap for any group in indicator 2P1 – Credential Attainment is >6%, and 3P1 – NTO Concentrators is >4%.

4. A description of how the college will address disparities of gaps in performance between groups of students in each of the plan years, designing strategies to help address and remove these gaps by the 2026 Perkins Cohort. If no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

5. Information on the Career and Technical Education course offerings and activities to be provided with Perkins funds, including at least one state-approved program of study;

1. 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;
2. a description of any new programs of study the colleges will develop and submit to the state for approval;
3. how students, including students who are member of special populations, will learn about the colleges career and technical education course offerings and whether each course is part of a career and technical education program of study;

6. A description of how the college, in collaboration with local workforce development boards, and other local workforce agencies, one-stop delivery systems and other partners, will provide;

1. career exploration and career development coursework, activities, or services;
2. career information on employment opportunities that incorporate the most up-to-date information on high-skilled, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment;
3. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs;

7. A description of how the college will improve the academic and technical skills of students participating in CTE programs;

8. Identify an NTO coordinator/leader by name and title who is responsible for outreach, retention and career development activities and a description of how the college will;

1. provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations;
2. prepare CTE participants for non-traditional fields;
3. provide equal access for special populations to CTE courses, programs, and programs of study; and
4. ensure that members of special populations will not be discriminated against;

9. A description of the work-based learning opportunities the college will provide to students participating in career and technical education programs and how the college will work with employer representatives to develop or expand work-based learning opportunities for career and technical education students, as applicable;

10. A description of how the college will provide students participating in career and technical education programs the opportunity to gain postsecondary credit while still attending high school, such as dual or concurrent enrollment programs or early college high school as practicable; and

11. A description of how the college will 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.