**Perkins Local Plan Instructions**

**FY2025-28**

1. List the names and titles of the Perkins cross-functional team.

2. Recap the results of the Comprehensive Local Needs Assessment.

It’s important to keep an equity lens as well as continuous improvement in mind when recapping. Please keep this summary succinct – this is not a copy of the needs assessment. Instead this is a summary of the key findings from the 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%.

Please refer to your college-level Perkins V excel spreadsheet (e.g., PerkinsV\_CollegeInitials.xlsx, formerly known as the FAUPL) and the identified special populations with large equity gaps that need a specific target/goal to help close this gap for the 2022 Perkins Cohort.

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 2022. 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.

Describe how you will leverage Perkins funding and opportunities to help meet your set equity targets and improve student outcomes.

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;

 A – 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;

The LNA identified challenges your college is facing. Perkins grants can help address these issues; i.e., the Strengthening Grant can support program improvement and activities could be funded from any of the grants to promote student support, equity and success. How will this support your equity targets (#3 above)?

 B – Describe any new programs/programs of study the college will develop and submit to the state for approval.

This could include CTE programs of study that you’re creating with your district high schools, programs your college is working on as well as areas in the next four years that your college is interested in creating or expanding. Some examples might be STEM, clean technology, etc.

C – Describe how students, including students who are member of special populations, will learn about their colleges career and technical education course offerings and whether each course is part of a career and technical education program of study;

This could include secondary connections, literature, websites, opportunities/strategies for advising and counseling. The second part of the question is more a secondary than postsecondary situation, in the case of our colleges, you could state all courses using Perkins funds are CTE.

1. 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:

A – Describe how the college will provide career exploration and career development coursework, activities, or services;

Describe how the college helps students choose and enter a pathway. This could include Career Prep activities, campus visits, boot camps, job shadowing are a few examples of what could fit here. It should also include strategies you have in place for adult students (out of high school with a high school diploma or equivalent). If applicable, how will this support your equity targets (#3)?

B – Describe how the college will provide 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;

Explain how you expose students to career information that would inform them about high-skill, high-wage and high-demand occupations and employment opportunities available.

C – Describe the colleges organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education programs;

Explain how your college is helping students to enter a pathway and then how you keep them on the pathway. How will this support your equity targets (#3)?

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

Explain how you will work to keep the student on a pathway through support to improve course completion. This should include strategies to improve both academic and technical course completion that could lead to credential attainment. How will this support your equity targets (#3)?

1. A description of how the college will –

A - provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations;

Activities could include career exploration, counseling/advising, student support, resumes writing, mock interviews etc. (This section was section 2.a.iii in the Perkins IV local plan). How will this support your equity targets (#3)?

B - prepare CTE participants for non-traditional fields;

Same as above.

C - identify an NTO coordinator/leader by name and title who is responsible for outreach, retention and career development activities;

D - provide equal access for special populations to CTE courses, programs, and programs of study; and

Share your process for how special populations are supported and provided equal access, and how you ensure that this is effective (e.g., how do you measure/track this?). How will this support your equity targets (#3)?

E - ensure that members of special populations will not be discriminated against;

This section is the same as 2.b in the Perkins IV local plan.

1. 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;

Summarize available work-based learning opportunities; e.g., internships, bootcamps, service-learning, etc.

1. 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;
2. 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; and

Summarize hiring and onboarding processes and professional development and retention opportunities (e.g., FQAS).