

ATTACHMENT P

Local Grant Approval Checklist

Attachment P – Local Grant Checklist

DRAFT LOCAL PERKINS PLAN-APPROVAL REQUIREMENTS

CHECKLIST COMPILED FROM INDIVIDUAL APPROVALS AT BOTTOM OF EACH SECTION ON THE ONLINE GRANT SYSTEM

Site Profile (20-A chapter 313)

Secondary

- ◆ List of programs
- ◆ Affirmation of a consortium or cooperative agreement
- ◆ Date of first meeting of your schools advisory (centers) or cooperative (regions) board.

Postsecondary

- ◆ Organizational structure
- ◆ List of programs, degrees or certificates offered
- ◆ Give percentage of CTE students

Administration Plan (Perkins Act section 135 (d))

- ◆ a) Perkins funded (for Postsecondary Admin is used at System level)
- ◆ b) Total CTE Programming.

Academic Attainment / Credential, Certificate or Degree

(Perkins Act Section 134(b) 3, 135 (B) 2; and 135 (b) 1, Section 122 (c) (1)) (1S1, 1S2, 2P1)

- ◆ One Actual Program of Study included in grant
- ◆ List of additional Programs of Study
- ◆ Hard copies of all Programs of Study mailed to MDOE
- ◆ Identification of what specific programs of study are being planned for/working towards this year
- ◆ Identified which academics are integrated with CTE Programs of study
- ◆ Description of how are these academics integrated with the career and technical program of study and strategies to be employed to strengthen academic rigor
- ◆ strategies/activities will be used to ensure learning in the core academic areas identified
- ◆ strategies will be used to encourage career and technical education students to enroll in rigorous and challenging core academic subjects identified
- ◆ strategies/activities will be employed to ensure that students in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as all other students identified
- ◆ strategies to increase and improve literacy and numeracy in reading/language arts, math, science and technology

CURRICULUM DEVELOPMENT (Section 134-4)

- ◆ school-wide or specific program curriculum improvement effort and plans identified

Placement (5S1, 4P1)

- ◆ Description of the articulation agreement process in school.
- ◆ Indication of what benefits/advantages are available to the students as a result of the secondary/post-secondary linkage
- ◆ Identification of required articulation contact
- ◆ Description of specific articulation agreements working towards this year
- ◆ Description of what enhanced articulation projects working towards this year
- ◆ Table completed
- ◆ strategies will be used to provide students with strong experience and understanding of “all aspects of the industry” which may include work-based learning experiences identified

Services for Special Populations (Maine State Performance Measure – Special Populations) (Section 134-8C and 135-9) (Section 135-6)

- ◆ Review of career and technical education programs, and identification of strategies to overcome barriers.
- ◆ Description of how school enrolls assesses and monitors the students' needs.
- ◆ Does description include the following?
 - a. Describe how you enroll, assess and monitor the students' needs.
 - b. Include an outline of the students Individual Education Plan process along with the associated
 - c. Instructional methods and modifications
 - d. Equipment Adaptations
 - e. Support Services
 - f. Outreach Efforts
 - g. Examples of any "best practices" in individualized instruction.
- ◆ Provided a listing of services and programs that are designed to enable the special populations to meet the local adjusted accountability levels of performance required by Perkins.
- ◆ Application includes a complete and detailed description of courses of study, programs, activities and services to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency
- ◆ description of how school complies with Maine "State Standards of Service for Special Populations"
- ◆ assurance that individuals who are members of special populations will not be discriminated against on the basis of their special population status:
- ◆ Description of the evaluation process for determining how well the needs of Special Populations are being met

Preparation for Nontraditional Careers (Section 134-10)

- ◆ detailed description of how Perkins funds, or other funds, will be used for nontraditional training and employment

Completion/Graduation/School Retention and Transfer

(3S1, 4S1, 4P1) (Perkins 134b"(11))

- ◆ CTE Student Organizations (Skills USA, DECA, HOSA, FFA, etc.)
- ◆ Strategies to improve CTE program retention and transfer
- ◆ Strategies/activities to be used to remedy any program deficits identified through local assessment of students
- ◆ Description of the "size, scope, and quality" of program improvement projects and explanation of how these projects support continuous improvement in the quality of career and technical education
 - A. EXISTING PROGRAM DEVELOPMENT/ENHANCEMENT(Section 135-4,7)
 - ◆ How will funds be used to improve/enhance the existing programs identified
 - ◆ How will school initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology identified
 - ◆ Where are each of these program(s) in relation to becoming a program of study identified
 - B. NEW PROGRAM DEVELOPMENT
 - ◆ new programs being developed identified
 - C. NEW PROGRAM IMPLEMENTATION
 - ◆ New program implementation description
 - D. ONE –YEAR OLD PROGRAM UPDATE
 - ◆ How will funds be used to improve the new career and technical education program(s)/course(s) identified
 - ◆ MDOE Program approval date identified

Collaboration Plan ((Section 134 "(5) (State plan guide II A 11.) (Sec. 122(c)(20))

- ◆ Description of how stakeholders as required by application are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title.
- ◆ Description of how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study
- ◆ Description of how school has involved local workforce investment board
 - Postsecondary
Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system. (Page 11 state plan guide)
- ◆ Description of collaboration and other coordination systems in place.
- ◆ Mandatory postsecondary WIA collaboration
 - Secondary
- ◆ Description of any coordination efforts your school is involved in. *You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners.*

Evaluation (Section 134-7 and 135-6)

- ◆ Description on evaluation including
 - Who evaluates programs
 - How often do you internally (within your school) review programs and what evaluation tool is used
 - How often do you externally review your programs
 - Identification of which required school wide review process is used
 - Programs has a plan to meet the needs of employees and are current with technological changes
 - Description of the assessment that determines that the needs of special populations are being met.
 - Description of the process for updating, suspending, canceling and replacing programs
 - Description of the involvement of PACs
 - Description of the PAC process to review program skill assessments to assure third party Skill Assessment are used when available and appropriate.

Skill Attainment (2S1, 1P1)

- ◆ Strategies to be used to ensure learning and skill attainment in the CTE programs
- ◆ Strategies to be used to ensure that CTE students meet skill assessment standards
- ◆ Strategies to be used to ensure that CTE students have adequate skills to enter employment, further education or the military
- ◆ Strategies to be used to ensure CTE programs acquire the needed equipment to remain current with the industry
- ◆ Activities engaged in to assure CTE programs meet Perkins IV skill assessment requirements
TECHNOLOGY IMPROVEMENT (Section 135-4)
- ◆ Description of how school will develop, improve, or expand the use of technology in career and technical education

Professional Development Plans (Section 134-B-4 and 135-5A to 5D) (134 b "(12)

- ◆ In service and pre service training for CTE staff on:
 - a. Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable (such as numeracy and literacy)
 - b. Effective teaching skills based on research that include promising practices
 - c. Effective use of scientifically based research and data to improve instruction
 - d. Effective training on technical skill assessment
- ◆ Identification of support of education programs for teachers of career and technical education and other public school personnel involved in the direct delivery of educational services to career and technical education students to ensure that CTE teachers and other personnel stay current with all aspects of the industry
- ◆ Internship programs that provide relevant business experience
- ◆ Programs designed to train CTE teachers specifically in the effective use and application of technology to improve instruction
- ◆ The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors for CTE students, including individuals in groups underrepresented in the teaching profession
- ◆ The transition of CTE personnel to teaching from business and industry.

Accountability (Section 134-b-2) (section 113)

- ◆ Assurance that all programs meet the requirements of the "Core Measures and Standards"
- ◆ Local negotiations plans- agreed upon performance levels accepted