**PERKINS PLAN –LANGUAGE & GUIDANCE**

Perkins applications for each program funded and/or across all program funding require a description of program improvement gaps as specified in the CLNA and/or if all gaps are covered with Perkins V or In-kind funding, additional gaps identified by specific program Advisory Committees. A second requirement of the application is to then describe how the gaps will be addressed by activities with corresponding budget detail. Below is sample language to add a Catapult masterclass into your Perkins V application to fill a professional development gap. Statements have been formatted to be “copied & pasted” into your grant proposal/application.

***Institution-wide Example***

**Issue:** The Comprehensive Local Needs Assessment (CLNA) has shown a need across all programs to improve employment within our institution’s programs of study. Work based learning, career readiness, a need to partner with a qualified intermediary to improve training, the development of public and private partnerships, systems development and capacity building as specified in §135(b)(5)(R) is needed to facilitate changes that will improve this gap.

**Addressing the Issue:** Improving employment through contracting with Catapult for a masterclass that is open to all District employees and consists of: Five keynote speakers, interactive playbook, session recording access, logistical support to help in execution, access to an online community with exclusive content and effective practices, five coaching sessions for an identified strategic team to identify specific tactics and tailored plans with the goal of promoting sustainable and meaningful change within the institution ($25,000).

***Team of 3 Example***

**Issue:** The Comprehensive Local Needs Assessment (CLNA) has shown a need across all programs to improve employment within our programs of study. Work based learning, career readiness, a need to partner with a qualified intermediary to improve training, the development of public and private partnerships, systems development and capacity building as specified in §135(b)(5)(R) is needed to facilitate changes that will improve this gap.

**Addressing the Issue:** Improving employment through contracting with Catapult for a masterclass for a strategic team of three that will receive: Five keynote speakers, interactive playbook, session recording access, Q&A sessions, access to an online community with exclusive content and effective practices. The goals are relevant professional development, to train a strategic team to further the work, and to determine how an institution-wide license will be beneficial in advancing our plan ($3,000).

**Guidance & Reference Guide to Specific Title V Code Attached**

**HOW TO FULFILL PERKINS V GAPS USING CATAPULT**

Perkins V consists of Building Career Technical Education (CTE) Programs/Programs of Study from Secondary to Postsecondary to Employment (within in-demand industry sectors of sufficient size, scope and quality – leading to economic self-sufficiency and opportunities for advancement). Perkins V states that as an integral part of success is professional development that develops strategies for providing knowledge and skills necessary to enable students to succeed in CTE to meet challenging State academic standards or achieve academic skills at the (post)secondary level.

The Act specifies that this professional development is sustained (not stand-alone, 1-day, or short-term workshops). It requires that intensive, collaborative, job-embedded, data-driven, classroom-focused and to the extent practicable evidence-based activities are funded.

The overarching statement for Perkin V Title I-C §135 Local Uses of Funds states that Districts receiving an allocation shall use it to develop, coordinate implement or improve CTE programs to meet the needs identified in the Comprehensive Local Needs Assessment (CLNA) required every two-years and are of sufficient size, scope, and quality (as defined by the state) to be effective. CLNAs identify gaps in, accountability (retention, completion, employment and Non-Traditional students); In-demand industry sectors/programs of study; and determine process gaps that prevent student success.

Catapult is redefining professional development with an innovative and unique approach designed to actually move the needle. The Masterclasses (CTE Recruitment & Marketing, Work Based Learning, Career Readiness, and Instructional Excellence) elevate how your institution engages, integrates, and experiences paradigm-shifting training to help facilitate and ensure true institutional impact (based on the pillars – Information, Motivation, Collaboration, and Transformation). These Masterclasses meet the “sustained professional development” requirement (as specified above) and cover many statewide defined CLNA gaps. The crosswalk below shows required and permissive objectives within Perkins V Title I-C §135 and how these relate to Catapults Masterclasses.

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| **§135(b)(1) Career Exploration and Career Development** | | |
| **Perkins V Reference** | **Masterclass** | **Objective** |
| §135(b)(1)(B)(i) | Career Readiness  CTE Recruitment & Marketing  Work Based Learning  Instructional Excellence | Occupational supply and demand |
| §135(b)(1)(C) | Career Readiness | Programs and activities related to the development of student graduation and career plans. |
| §135(b)(1)(D) | Career Readiness  CTE Recruitment & Marketing | Career guidance and academic counselors that provide information on postsecondary education and career options. |
| §135(b)(1)(E) | Career Readiness  CTE Recruitment & Marketing  Work Based Learning  Instructional Excellence | Any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields. |
| §**135(b)(2) Professional Development** | | |
| **Perkins V Reference** | **Masterclass** | **Objective** |
| §135(b)(2)(A) | Work Based Learning  Instructional Excellence | Professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula. |
| §135(b)(2)(c) | Career Readiness  CTE Recruitment & Marketing  Work Based Learning  Instructional Excellence | Providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials. |
| §135(b)(2)(D) | Instructional Excellence | Supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators. |
| §135(b)(2)(E) | Career Readiness  CTE Recruitment & Marketing  Work Based Learning  Instructional Excellence | Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs. |
| §135(b)(2)(F) | Instructional Excellence | Providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices. |
| §135(b)(2)(H) | Instructional Excellence | Training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support. |

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| **§135(b)(3) CTE Skills necessary to Pursue Careers** | | |
| **Perkins V Reference** | **Masterclass** | **Objective** |
| §135(b)(3) | Career Readiness  CTE Recruitment & Marketing  Work Based Learning  Instructional Excellence | Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. |
| **§135(b)(4) support integration of academic skills into career and technical education programs and programs of study to support** | | |
| **Perkins V Reference** | **Masterclass** | **Objective** |
| §135(b)(4)(A) | Instructional Excellence | CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located. |
| §135(b)(4)(B) | Instructional Excellence | CTE participants at the postsecondary level in achieving academic skills. |
| **§135(b)(5) CTE Program and Programs of Study** | | |
| **Perkins V Reference** | **Masterclass** | **Objective** |
| §135(b)(5)(B) | Work Based Learning  Instructional Excellence | Sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations. |
| §135(b)(5)(E) | Work Based Learning | A continuum of work-based learning opportunities, including simulated work environments. |
| §135(b)(5)(F) | Work Based Learning  Instructional Excellence | Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential. |
| §135(b)(5)(G) | CTE Recruitment & Marketing | Efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals. |
| §135(b)(5)(I) | CTE Recruitment & Marketing | Expanding opportunities for students to participate in distance career and technical education and blended-learning programs. |

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| **§135(b)(5) CTE Program and Programs of Study *(Continued)*** | | |
| **Perkins V Reference** | **Masterclass** | **Objective** |
| §135(b)(5)(J) | Work Based Learning | Expanding opportunities for students to participate in competency-based education programs. |
| §135(b)(5)(K) | Career Readiness | Improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling. |
| §135(b)(5)(L) | Work Based Learning  Instructional Excellence | Supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs. |
| §135(b)(5)(M) | CTE Recruitment & Marketing | Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields. |
| §135(b)(5)(O) | Instructional Excellence | Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula. |
| §135(b)(5)(P) | Instructional Excellence | Making all forms of instructional content widely available, which may include use of open educational resources. |
| §135(b)(5)(Q) | Instructional Excellence | Supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study. |
| §135(b)(5)(R) | Work Based Learning | Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education. |
| §135(b)(5)(T) | Career Readiness  CTE Recruitment & Marketing  Work Based Learning  Instructional Excellence | Other activities to improve career and technical education programs. |