**Carl Perkins Act Grant Application/Work Plan for**

**Local Education Agency (LEA)/Consortiums**

***This document is for informational purposes only***

**The Carl Perkins Application consists of the following sections: A) Career and Technical Education (CTE) work plan, B) Program of Study (POS) narrative, C) Non-Compliance with Core Performance Indicator narrative and D) Budget.**

1. **CTE Program Narrative Questions (9 questions):** Each LEA/Consortia Fiscal Agent shall describe how CTE programs will be carried out during funding period with funds received (Carl Perkins Act, sec134(b)):
2. Describe how professional development related to integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education will be provided to teachers, administrators and school counselors. (sec134(b)(4))
3. Describe how a wide variety of stakeholders/partners will be involved in CTE programs. List actively involved organizations: groups from business and industry; education; technical college; workforce boards; students and parents and include how they will be involved in each of the following: Design, implementation and evaluation of CTE programs. (sec134(b)(5))
4. How are partners/stakeholders informed of CTE and POS offerings (choose top 1-3 strategies you utilize) [drop down]: (sec134(b)(5))
5. Describe how CTE students will be encouraged to enroll in rigorous and challenging courses in core academic subjects. (sec134(b)(3))
6. Strategies for addressing barriers related to Special Populations (SP) :
	1. Describe how barriers related to access and success of SP will be identified and addressed (include strategies related to engagement in high-skill, high-wage and high-demand occupations). (sec134(b)(8))
	2. Describe how students who are members of SP will not be intentionally or unintentionally discriminated against based on their status of SP. (sec134(b)(9))
7. Describe how **NTO** training and activities will be supported, encouraged and promoted. (sec134(b)(10))
8. Describe how school counselors will provide linkages to postsecondary education and training opportunities for all students. (sec134(b)(11))
9. Describe planned strategies/efforts to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry. (sec134(b)(12))
10. Indicate 1-3 evaluation methods that will be used by your agency to evaluate and improve POS and CTE programs annually [choose 1-3 from drop down] (sec134(b)(7))
11. All CPA grant recipients (LEAs) must have in place at least one **Program of Study** implemented as a result of a local needs assessment including labor market information (LMI). The POS selected must be identified as a needed pathway for students in Wisconsin, which is based on labor market information, workforce community and economic development needs and that collaborative partnerships have been developed with industry leaders and postsecondary partners. Thus, it must be clearly “in process” for each of the required rubric elements for ***Implementation*** or ***Refinement*** of the POS during the grant period. The POS selected must not have any elements in Development stage at the time of application. (sec 134(b)(3)(A))

POS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:**

**Consortiums** must identify as many programs of study as needed (answering the questions below for each POS chosen) to reflect all member’s involvement in the POS development, implementation or refinement.

**Consortium Only:** List the LEA members who are developing (D), implementing (I) or refining (R) this POS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Needs assessment:
2. Wisconsin Labor Market information reflects a high demand for occupations related to this POS in your area. {drop down Yes/No}
3. What additional support exists for the continued implementation/refinement of this POS? {choose top 1-3 reasons from drop down}
4. POS Narrative (five questions):
	1. Describe how the POS is connected to relevant career and technical education content in a coordinated, non-duplicative progression of courses. Include examples of alignment to postsecondary education.
	2. Describe how the academic skills of participating students are strengthened through the same coherent and rigorous content and standards as are taught to other students. Include overview of policies, process or requirements that are implemented.
	3. Describe the activities or process by which students are provided strong experiences in, and understanding all aspects of the POS (provide examples).
	4. List opportunities provided for students to participate in dual or concurrent enrollment programs, industry-recognized credentials/certificates or list course articulation agreements that are in place for the POS or will be in place by end of grant period, including the name of the postsecondary institution(s)
5. Non-Compliance with Core Performance Indicators – This section will mirror form PI-1303-f, Section IX, used in the past to address non-compliance as documented in the district profiles (TBD). (134(b)(2))
6. Budget: Compliant with Wisconsin Uniform Accounting Requirements (WUFAR) and federally required uses of funds. (Sec134(b)(1);135(b)1-9)) . Section includes drop-down functionality with some narrative fields.