Writing Your Best Perkins Grant – A Conversation on Tips and Suggestions

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Presentation Goals

- Identify some best practices pulled from sample Perkins grants
- Capture additional best practices, suggestions and tips that can be helpful in writing your next Perkins grant

The Narrative

- Look beyond your CTE activities to an overview of district initiatives. Examples: MTSS, common core, Kagan Cooperative Learning, One to One, Literacy First, school improvement plans, formative assessments, PLCs, and career academies
- Data, data, data
- Timeline should reflect current and future actions
- Look for opportunities to mention your business/industry partnerships, postsecondary partnerships, advisory committee input, academic and technical skills integration

What do the Perkins indicators really measure?

- 1S1 Academic Attainment in Reading/Language Arts
- 1S2 Academic Attainment in Mathematics
- 2S1 Technical Skill Attainment
- 3S1 School Completion
- 4S1 Student Graduation Rates
- 5S1 Placement
- 6S1 Nontraditional Participation
- 6S2 Nontraditional Completion

Action Plans for Improvement

All performance measures for the district were met in FY 2013?	__ __ Yes _ __ No
Is this a repeat unmet performance measure from FY 2011 and 2012?	__ __ Yes _ __ No

Performance measure to be addressed on this page:

<div align="center">

1S1   1S2   2S1   3S1   4S1   5S1   6S1   6S2
(Address only one performance measure per page.)

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Root Cause:	**Person(s) Responsible:**

Solution: (Must include start and end dates when addressing the solutions.)

Action Plans for Improvement

- What are root causes?
- Solutions to address root causes?
- Who should be responsible?
- Timeline
- KSDE website

Equipment and Supplies/Materials/Software/Resources

Program Area(s)	Description	Quantity	Unit Cost	Describe Professional Development/Curriculum Needs That Will Support the Item To Be Purchased	Total Cost

- Equipment must have a per unit cost of $500 or more and an life span of use of more than one year
- Supplies have a per unit cost of less than $500 and/or have an expected life span of use one year or less, and are not consumables
- Resources may include supplemental materials used in a CTE classroom or counseling services, and are not consumable
- Consumables must be purchased with local funds

Equipment and Supplies/Materials/Software/Resources

- Equipment is $500 or more
- Equipment is a life span greater than one year
- Consumables use local funds
- Resources

Required Uses

- Performance (Intended Outcomes)
  - What change are you attempting to achieve?
  - Action verbs are our friends here.
    - Increase, improve, update, establish, create, facilitate, deliver…..
- Programmatic (Activities and/or Strategies to Meet Intended Outcomes)
  - What will be done and who will do it?
- Data and/or Deliverables Used to Measure Success
  - What will you measure to gauge the impact of your activity/strategy?
  - What will a positive result look like?
- Goal/Indicator
  - What is your target goal for your progress measures?
  - How much? How many? By when?
- Core Indicator(s) of Performance
  - Which Perkins indicator should benefit from this activity/strategy?

Required Uses

Performance: Intended Outcomes	Programmatic: Activities and/or Strategies	Data and/or Deliverable used to measure success	Goal/Indicator	Core Indicators
Pathway established for Hospitality and Tourism	CTE teachers will participate in summer honorariums to develop pathway	KSDE approval of pathway	Pathway approval, March 2012	1s1, 1s2, 2s1
Curriculum revisions implemented to ensure alignment to common core standards and Rigorous Programs of Study	CTE teachers will participate in summer honorariums to develop and improve curriculum	Qualitative alignment to common core standards	Curriculum approved by district C/I, July 2012	1s1, 1s2, 2s1
Development and implementation of program specific cross-curricular projects	Local professional development to support collaboration, integration and cross-curricular projects in seminar period by cluster	Career specific seminar activities, cluster specific- qualitative and quantitative measures	Minimum of two activities implemented in each cluster by April 2012	1s1, 1s2

Required Use 1: Strengthen skills through integration of academics and CTE

- Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.

- Narrative and required uses need to align

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1.				
2.				
3.				

Required Use 1: Strengthen skills through integration of academics and CTE

- Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.
  - Develop and implement pathway specific improvement projects to strengthen academic and technical skills of CTE students.
  - Revise or develop pathway programs of study to emphasize the importance of rigorous academics in quality CTE pathways.
  - Increase student academic and technical skill attainment through active participation in CTSOs.
  - Increase the awareness of the positive impact of CTE pathways on college and career readiness among school-based staff.
  - Implement required writing experiences with every CTE course.
  - Develop and implement projects that stress the relevance of math and language skills in CTE courses.
  - Strengthen integration of (pathway name) and core curricula through appropriate professional development.
  - Align curriculum/crosswalk skills between English 9 and Computer Applications (or any appropriate pairing of academic and CTE courses)

Required Use 2: Postsecondary Linkages

- Link secondary and postsecondary education. Links can be achieved through at least one program of study, transition curriculums, articulation agreements, and joint professional development activities.
  - Review, revise and/or create articulation agreements to increase opportunities for dual credit
  - Develop and implement curriculum revisions to ensure alignment with postsecondary programs and RPOS components
  - Create transition supports for student entering postsecondary CTE programs

Required Use 3: All aspects of an industry

- Provide programs that address all aspects of an industry, meaning that the student must have strong experience (work-based learning) and a comprehensive understanding of the industry s/he is preparing to enter.
  - Increase exposure to industry to students through multiple venues (interactive career fairs, classroom speaker, industry tours, shadow days)
  - Represent all aspects of industry in CTE pathway curriculum and through building-based counseling services. (This will be accomplished through CTE teacher and counselor externships that align with high demand occupations.)

Required Use 4: Develop, improve and expand the use of technology

- Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging students to work with high technology industries offering externships and mentoring programs.
    - Provide professional development to support the implementation of new technology.
    - Equipment, software and resources will be integrated into the curriculum to expose students to the latest technology.
    - Update curriculum to meet current industry standards in ….pathway.
    - Update curriculum to support new software in …..pathway.

Required Use 5: Sustainable PD

- Provide sustainable professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.

  - Develop and implement pathway specific improvement projects with supporting professional development through participation in workshops, conference and meetings.

  - Increase college and career readiness with supportive professional development.

  - Support CTE staff and teacher participation in professional organizations.

  - Provide guidance counseling services to CTE through Career development facilitator (CDF) training to select counseling staff.

Required Use 6: Evaluate programs serving all students

- Evaluate programs serving all students and assess how special populations are being served.
  - Develop and implement pathway specific improvement projects related to special populations.
  - Address the educational and training needs of special population students. (Honorariums provided to identify and meet these needs.)
  - Develop formative assessments for use in (pathway or specific course)
  - Use business/industry partners and advisory committee to assist in program evalution

Required Use 7: Improve, expand and modernize programs, including technology

- Initiate, improve, expand and modernize programs, including relevant technology. In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded.
  - Increase technical skills attainment of students through the implementation of (new technology or equipment).
  - Develop and implement pathway specific improvement projects that integrate relevant technology into the classroom.
  - Integrate equipment, supplies and resources into the curriculum that exposes students to the latest technology being used by business and industry.

Required Use 8: Provide services of sufficient size, scope and quality

- Provide services of sufficient size, scope and quality. This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the world of work or additional education and training.
  - Provide career guidance and counseling services that align with and support CTE pathways.
  - Facilitate opportunities for students to learn about registered apprenticeship opportunities as a relevant source of additional training and education.
  - Support CTE programs through administration of resources and opportunities for CTE students.
  - Provide online CTE courses to consortium districts aligned to state CTE profiles.

Required Use 9: Preparing special population students for high wage, high skill and high demand occupations

- Provide activities to prepare special population students for high-skills, high-wage or high-demand occupations.
  - Implement activities that address non-traditional participation and completion in CTE pathways.
  - Develop and implement pathway specific improvement plans to address the needs of special population students.
  - Address obstacles facing non-traditional students in CTE pathways.
  - Increase student interactive opportunities with professional and postsecondary representatives (through mock interviews, career jumping events, workplace tours and classroom speakers).

Permissive Uses of Funds

- If all nine of the required uses of funds have been met, funding may be requested to support the permissive uses of funds. The request for funding must be used to enhance, expand or improve a program/cluster/pathway to be considered.
  - Grant managed in an effective and efficient manner. (Hiring of a grant manager of coordinator.)
  - Provide individualized assistance to consortium member districts to improve specific CTE pathways.
  - Provide support for sponsor expenses associated with CTSO's.

Budget and Finances

- Get it to balance!
- Amounts and subtotals need to match between the overall budget sheet and the individual required uses sub-budgets

Local Approval

- Number of Meetings/consultations
- Minutes to Reflect Approval
- Include list of constituent/advisory groups