

Review of Local Secondary Perkins Plans

Reviewed by:

Date:

1. Were all required components of plan submitted?

- a. Part I – Eligibility & Administrative Sign Off
 - i. Signed application cover sheet
 - ii. Signed Certifications & Assurances
 - iii. List of Center Programs as in Appendix D
 - iv. Self Assessment on Institutional Eligibility
 - v. Description of Public Engagement Process
- b. Part II – Strategic Plan
 - i. Tentative self reflection on current status and improvement goals in each of the following areas:
 1. academic rigor/integration
 2. professional development
 3. Special populations
 4. guidance & counseling
 5. program of study
 - ii. Summary of center’s 5 year strategic improvement goals
- c. Part III – Description of FY09 Perkins Improvement projects
 - i. Completed templates on project goals, objectives, tasks
 - ii. EXCEL sub-grant budget for each project
 - iii. Proposed federal performance targets for center

2. Review Criteria

- a. Part I
 - i. Correct authorizing signatures on documents
 - ii. Compare list of center programs to list from FY08; identify/verify any changes (omissions; additions) to ensure list is accurate with correct competency lists and CIP Codes
 - iii. Evaluate the self assessment for accuracy and in depth reflection (e.g. does self rating shows variance from item to item or all just done the same; did areas identified as lower show up later in plans improvement goals); pay special attention to:
 1. coherence of center programming in relation to sequence of courses (e.g. PTF leads to existing full programs; full programs have PTF introductory courses)
 2. documented technical skill proficiency
 3. all aspects of industry embedded in programs
 4. work based learning
 5. policy compliance issues (instructional time; RAB’s; PAC’s)
 - iv. Did center describe and document a true public engagement process for developing their local plan? (key stakeholders involved; role they had to influence local plan)

- b. Part II
 - i. Comprehensive Professional Development Plan
 - 1. PD directly linked to center improvement goals
 - 2. Long term, sustained PD plan of activities that directly lead to improvement goals for center and for individual teachers
 - 3. includes an array of PD learning opportunities for teachers (e.g. workshops; peer study groups; independent study; on site consultation; visits to other schools; mentoring; curriculum design teams; effective use of faculty meetings and supervisory coaching) that each contribute to the overall PD goals
 - 4. describes a concrete and measurable process for evaluating the effectiveness of PD and organizational support for changed teacher practices
 - ii. Special Populations
 - 1. quantitatively and qualitatively describes center's and individual programs performance in serving special populations (e.g. special pop enrollment trends; special pop achievement trends)
 - 2. sets specific and measurable goals for improving services to special pops based on analysis of current performance and practices
 - iii. Program of Study
 - iv.
 - 1. Did center accurately and comprehensively identify critical areas of weakness in center programming and define measurable improvement goals in regards to:
 - a. HSHWHD
 - b. Strong all aspects of industry curriculum & instruction
 - c. Introductory 9/10 programming leading to more advanced CTE program choices
 - d. Extent of PS linkages and alignment
 - e. Extent and quality of collaborative projects with industry and high schools
 - f. Valid and reliable skill assessments linked to credentials
 - g. Value added benefits for students
 - 2. Did plan describe coherent and effective strategies and actions for strengthening programming in preparation for 9-14 programs of study?
 - v. Summary list of 5 year improvement goals is clear and measurable. 5 year strategies describe how they will work in a sustained way to move toward their selected improvement goals.

c. Part III

- i. Proposed federal targets are reasonable based on historic performance levels (not too high or too low)
- ii. FY09 improvement projects are directly linked to 5 year goals and strategies defined in Part II; focus on most important areas for center improvement
- iii. Each project is substantive
 1. no project less than \$50,000
 2. planned actions within project are reinforcing progress toward goal; actions part of strategy that has high potential for actually accomplishing the goal; planned activities well thought out and comprehensive with specific objectives and tasks and timeline
- iv. EXCEL budget
 1. budget plan directly supports the project goals and activities
 2. budget is numerically accurate with allocation award
 3. expenditures are correctly coded to Perkins required and permissive categories
 4. in full compliance with allowable expenditures under Perkins/EDGAR (e.g. 75% in required; no marketing; no direct student payments; no supplanting)