**Perkins Grant Application 2023-24 through 2026-27**

**COLLEGE NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Section 134 of Perkins V requires colleges who are requesting funding to submit a local application. The purpose of the local application is to implement the findings of the Comprehensive Local Needs Assessment (CLNA) through the local use of funds as described in Perkins V (Section 135). The local application will be reviewed and approved by the NCCCS Perkins Program post-secondary CTE Coordinator and CTE Director.

This application is written for the 23-24 through 26-27 academic years. The local plan and budget will be submitted and approved on an annual basis. This application should be signed and submitted in the CLNA/Application Moodle on NC Perkins.org. It will be reviewed and approved by the NCCCS CTE Coordinator and Director.

During the term of the application, it may be modified and submitted for approval by the State CTE Coordinator and CTE Director.

**Definitions**

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| **Program Areas (Clusters)**  The 10 program areas are defined in the Curriculum Standards.  <https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards> |
| **Program Titles (Programs of Study)**  The program titles are subsets of the program areas. Each program title has a specific program code.  <https://www.nccommunitycolleges.edu/academic-programs/curriculum-standards>  Essential elements of this section are:   1. Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 2. Addresses both academic and technical knowledge and skills, including employability skills. 3. Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area. 4. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction). 5. Has multiple entry and exit points that incorporate credentialing; and 6. Culminates in the attainment of a recognized postsecondary credential. |

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| **Pathways**  **A 9-14 Pathway-** A sequenced set of courses that infuses academic and technical skills in a coherent educational plan that includes career guidance, employer input, work-based learning, post- secondary and/or industry recognized credential through multiple entry and exit points. Pathways are aligned with labor market needs and result in a career in a high demand, high wage or high skill occupation.  **WIOA definition**  Career Pathway —The term ‘‘career pathway’’ means  a combination of rigorous and high-quality education, training, and other services that—   1. aligns with the skill needs of industries in the economy of the State or regional economy involved. 2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ‘‘apprenticeship’’, except in section 3226 of this title). 3. Includes counseling to support an individual in achieving the individual’s education and career goals. 4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. 5. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable. 6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential, and 7. Helps an individual enter or advance within a specific occupation or occupational cluster. |
| **Special Populations**  Perkins V identifies 9 categories of students that may need additional college and community support in completing their programs.   1. Individuals with disabilities. 2. individuals from economically disadvantaged families, including low-income youth and adults. 3. individuals preparing for non-traditional fields. 4. single parents, including single pregnant women. 5. out-of-workforce individuals. 6. English learners. 7. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a) 8. youth who are in, or have aged out of, the foster care system, and 9. youth with a parent who — 10. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code), and 11. is on active duty (as such term is defined in section 101(d)(1) of such title.     Students from major racial and ethnic groups (Section 1111(c) (2)(B) of ESEA) |

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Complete the following.

1. Check the Programs Areas that have current CLNAs.

* Agriculture &/Nat. Resources Tech
* Biological & Chemical Tech
* Business Tech
* Commercial & Artistic Production Tech
* Construction Tech
* Engineering Tech
* Health Tech
* Industrial Tech
* Public Service Tech
* Transportation Tech

1. For Program Areas to be funded, provide the following Information:
   1. Describe the process used to determine which CTE programs were selected to be reviewed for the CLNA.
   2. Describe how you decided which gaps you chose to address with Perkins funding.
   3. Describe any new program title(s) the college will fund with Perkins.
   4. How will the college inform students, including students who are members of special populations, about the college’s CTE Programs?
2. How will the college collaborate with workforce development boards (WIOA), other local workforce agencies, and industry partners to provide:
   1. Career exploration and career development coursework?
   2. Current information on employment opportunities in CTE fields that are in-demand, high-wage or high-skill?
   3. An organized system of career guidance and counseling?
   4. Activities such as work-based learning and job-placement activities that support the programs of study and blend resources to improve student retention, completion, and employment in occupations with a sustainable wage.
3. How will the college improve the academic and technical skills of CTE students?
   1. CTE Curriculum/Program Reviews take place every \_\_\_\_ years.
   2. Describe how working with advisory committees strengthens the academic and technical education components of CTE programs.
   3. Describe strategies implemented to improve academic and technical attainment in the last four years.
4. How does/will the college:
   1. Provide activities to prepare special populations for occupations that are in-demand, high-wage or high-skill?
   2. Prepare (recruit and support) CTE participants for non-traditional fields?
   3. Provide equal access for special populations in CTE programs?
   4. Ensure members of special populations are not discriminated against?
5. Describe the variety of work-based learning opportunities the college provides (will provide) to CTE students.
   1. Include how the college will work with industry, advisory committees, NC Work centers to expand these opportunities.
   2. Describe how the college includes opportunities such as Apprenticeship, internships, work study, WBL, PTE, and Career Technical Student Organizations to support students.
6. The college will provide opportunities for students to gain post-secondary credits while still attending high school through:

Career and College Promise

Local/Regional Articulation Agreements

Statewide Articulation Agreement

1. Describe the college process for recruiting diverse CTE faculty, staff, and administrators.

Provide a description of how the college supports preparation and retention of faculty, staff and administrators through professional development and training opportunities to maintain and enhance professional skills.

(Note: Most colleges have a professional development plan for CTE faculty and staff skill development and credentialing. It will be enough to summarize that program here and link to college master professional development plan.)

1. How will the college address disparities and gaps between special populations and all CTE Concentrators for each performance indicator for each of the plan years? (Refer to Special Population Performance Data Graphs)

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**Signatures**

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise.  
(U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

College: <enter name>

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| Name | Signature | Date |
| <enter name>  College Perkins Contact |  |  |
| <enter name>  College Chief Academic Officer |  |  |
| <enter name>  College Chief Financial Officer |  |  |

Approved by:

|  |  |  |
| --- | --- | --- |
| Name | Signature | Date |
| NCCCS CTE Coordinator |  |  |
| Dr. Robert J. Witchger  NCCCS CTE Director |  |  |