

# Perkins V 2024-2025 PROGRAM TOP CODE APPLICATION WORKSHEET

This worksheet includes the required elements as found in NOVA for the Perkins V Application.

Program Name:

Program TOP CODE (6):

Faculty Lead:

Dean:

Date of last Advisory Committee Meeting:

Reminder: Advisory committee meeting minutes and committee membership must be held on file in the Deans office and kept up-to-date annually.

## Core Indicators (Sec I-E)

Please review your Program's five-year historical core indicator summary spreadsheet. Explore gaps in performance across years and within individual years.

Initial that you have done so (lead faculty)

Please review the [College Aggregate form](#) before completing the following questions. Please ensure that when you visit the College Aggregate Form it is referencing Perkins V. The Chancellor's Office is in the process of updating it to reflect the Perkins V core indicators. Until it references Perkins V, please skip this step.

Initial that you have done so (lead faculty)

Select this box if the Perkins V information was not available (lead faculty)

## Certification Form for College Core Indicator Information by TOP Code

Is core indicator information available for your program's TOP code?

YES

NO

### If Yes:

Review core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator report. Enter numbers below.

How many Core Indicators are at or above the State negotiated level(s)?

How many Core Indicators are below the State negotiated level(s)?

How many Core Indicators are listed as N/R or N/A?

**Reminder:** The Institution must retain in audit files a paper copy of Section I Part F titles "College Core Indicator Information by TOP" signed by the Department Chair and Dean for each funded TOP Code. A signed copy must be submitted to District Instructional Services along with the signed institution-wide core indicator report (signed by President).

## Program Info (Sec II)

### Local Application Program Information by TOP Code

**1. Briefly describe program improvements issue(s) concerning this program and include specific examples.** [Click here for sample narrative responses](#) or see page 18. Note: A required component of this description includes data review of all [core indicators for improvement](#). 2500 Character Limit

**2. Briefly describe how the issue(s) will be addressed.** [Click here for sample narrative responses](#) or see page 18. 2,500 Character Limit

## Perkins V Activity Categories

Based on your narrative above, check all Perkins V Activity Categories that you are requesting to be funded with Perkins V Funds:

**Career Exploration and Development**

Provide career exploration and career development activities through an organized, systematic framework;

**Professional Development**

Provide professional development for a wide variety of CTE professionals;

**Skill Development**

Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;

**Skill and Program Integration**

Support integration of academic skills into CTE programs;

**Implement Achievement Programs**

Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement;

**Develop and Implement Evaluations**

Develop and implement evaluations of the activities funded by Perkins;

## Proposed Activities

*For each activity proposed for Perkins V funding, the following information is required:*

**Activity Title:**

**Activity Description:** 1000 Character Limit

**Perkins V Permissive Use:** Select from list on page 15.  
*To be completed by the lead CTE Dean*

**Perkins V Activity Category:** Select from list on page 15.  
*To be completed by the lead CTE Dean*

**Student Success Metric:** *To be completed by the lead CTE Dean*

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# Program TOP Code Budget – Funding Request

Provide dollar amount requests by account number.

<b>Account no.</b>	<b>Direct Expense</b>
1000 – Instructional Salaries	\$
2000 – Non Instructional Salaries	\$
3000 – Employee Benefits	\$
4000 – Supplies and Materials	\$
5000 – Other Operating Expenses and Materials	\$
6000 – Capital Outlay	\$
7000 – Other Outgo	\$
<b>Total</b>	<b>\$</b>

For each account number, the following information must be provided:

- Proposed activities associated with the account number
- Expenditure categories
- Dollar amount
- Description of expense

Use the following pages to complete this portion of the application.

## Program TOP Code Budget – Funding Request Details

### Account Number:

1000 – Instructional Salaries; 2000 – Non Instructional Salaries; 3000 – Employee Benefits; 4000 – Supplies and Materials; 5000 – Other Operating Expenses and Materials; 6000 – Capital Outlay; 7000 – Other Outgo

For each account number, the following information must be provided:

**Activities Associated with Expense:** Select from relevant Activity titles proposed in Activities section above. Reference all that apply.

**Expenditure Category:** Select all that apply:

(A) Curriculum Development/Instruction - *Aligns with PeopleSoft Fund 1390*

(B) Professional Development - *Aligns with PeopleSoft Fund 1392*

(C) Counseling/Direct Services to Students - *Aligns with PeopleSoft Fund 1391*

(D) Other: You must provide a description of program/services funded - *Aligns with PeopleSoft Fund 1393 & 1395*

**Direct Expenditure Dollar Amount:**

**Description of Expenditure:** 1000 character limit



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## Perkins V Activity Categories

There are six Perkins V Activity Categories:

1. **Career Exploration and Development** -Provide career exploration and career development activities through an organized, systematic framework
2. **Professional Development** -Provide professional development for a wide variety of CTE professionals
3. **Skill Development** - Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations
4. **Skill and Program Integration** - Support integration of academic skills into CTE programs
5. **Implement Achievement Programs** - Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
6. **Develop and Implement Evaluations** - Develop and implement evaluations of the activities funded by Perkins

## Perkins V Permissive Uses★

There are 20 Permissive Uses for Perkins V Section 135(c):

**§135(c)(1):** to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

**§135(c)(2):** to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

**§135(c)(3):** for local education and business (including small business) partnerships, including for:  
**a)** work-related experiences for students, such as internships, cooperative education, school- based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;  
**b)** adjunct faculty arrangements for qualified industry professionals; and  
**c)** industry experience for teachers and faculty;

**§135(c)(4):** to provide programs for special populations;

**§135(c)(5):** to assist career and technical student organizations;

**§135(c)(6):** for mentoring and support services;

**§135(c)(7):** for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

**§135(c)(8):** for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

**§135(c)(9):** to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

**§135(c)(10):** to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including:

- a)** articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
- b)** postsecondary dual and concurrent enrollment programs;
- c)** academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
- d)** other initiatives:
  - i)** to encourage the pursuit of a baccalaureate degree; and
  - ii)** to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

**§135(c)(11):** to provide activities to support entrepreneurship education and training;

**§135(c)(12):** for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

**§135(c)(13):** to develop and support small, personalized career-themed learning communities;

**§135(c)(16):** to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

**§135(c)(17):** to support training and activities (such as mentoring and outreach) in nontraditional fields;



**§135(c)(19):** to support innovative initiatives, which may include:

- a)** improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
- b)** establishing, enhancing, or supporting systems for:
  - i)** accountability data collection under this Act; or
  - ii)** reporting data under this Act;
- b)** implementing career and technical programs of study described in section 122(c)(1)(A); or
- c)** implementing technical assessments; and

**§135(c)(20):** to support other career and technical education activities that are consistent with the purpose of this Act.

## SAMPLE NARRATIVES

**Briefly describe program improvement issue(s) concerning this TOP code and include specific examples.**

- **Example A:** Core Indicators 2, 3, and 5P1 are below the state-negotiated levels. These outcomes indicate that this program needs to focus completion, retention, and nontraditional recruitment. The Perkins district planning team has asked the district to provide for employment data of Auto Tech students and non-traditional/special population students. Completing Auto Tech students frequently asked faculty about internships that may lead to employment opportunities. However, local employers have related that many of our Auto Tech students lack the “soft skills” that would make them more competitive.
- **Example B:** 1. Facilities for EMT’s & Paramedics need to be improved. The classroom, restrooms, lab and storage space provided are extremely inadequate. 2. Out -dated equipment needs to be replaced with current industry standard equipment. 3. EMT and Paramedic faculty need to stay current in the field. 4. Attracting and retaining nontraditional populations to CTE programs is an overall goal. Female enrollment in the program has decreased. Bringing female numbers up needs to be a priority. 5. Program and course SLOs and assessments are not in place and need to be developed to increase student learning feedback loops.

**Briefly describe how the issue(s) will be addressed**

- **Example A:** The district will 1) gather region-wide effective strategies/practices on improving retention, completion and nontraditional recruitment in Auto Tech programs, 2) continue to work on improving its data collection methods, 3) increase effort to work with local firms to place more Auto Tech students in internships, and 4) integrate “soft skills” into the curriculum to increase employment potential.
- **Example B:** 1. Funding from the recently approved bond measure will provide construction funding for new classroom and lab space. Perkins funds will be used to purchase and install new and existing equipment in the new facilities. 2. Industry advisory committee members recommend partnering with an industry equipment manufacturer to replace outdated networking equipment. They also suggest seeking private sector donations to expand tech equipment to accommodate increasing student. Perkins funds will be used to leverage industry contributions. 3. EMT/Paramedic faculty will be encouraged to participate in industry training workshops and other related professional development opportunities using Perkins funds. Faculty will also be encouraged to attend training specifically directed to better serve nontraditional career technical students. 4. Increase efforts to find a part time EMT/Paramedic female instructor, or at a minimum as a guest lecturer, to serve as a role model and implement best practices in recruiting and retaining nontraditional students 5. Staff and faculty will work with members of the advisory committee to develop SLOs and a plan and timeline for implementation.

## **Perkins V Required Uses** **As listed in the Perkins V Act**

### **Section 135 Local Uses of Funds**

**(b) REQUIREMENTS FOR USES OF FUNDS.**--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(1A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(1B) readily available career and labor market information, including information on--

(1Bi) occupational supply and demand;

(1Bii) educational requirements;

(1Biii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(1Biv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) 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; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

Perkins V Application  
Required Uses

(2A) 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;

(2B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(2C) 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;

(2D) 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;

(2E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(2F) 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;

(2G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(2H) 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; or

(2I) training for the effective use of community spaces that provide access to

Perkins V Application

Required Uses

tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(4A) 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; and

(4B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(5A) a curriculum aligned with the requirements for a program of study;

(5B) 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;

(5C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(5D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

## Perkins V Application

### Required Uses

(5E) a continuum of work-based learning opportunities, including simulated work environments;

(5F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(5G) 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;

(5H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(5I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;

(5J) expanding opportunities for students to participate in competency-based education programs;

(5K) 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;

(5L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(5M) 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;

(5N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(5O) 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;

(5P) making all forms of instructional content widely available, which may include

Perkins V Application

Required Uses

use of open educational resources;

(5Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(5R) 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;

(5S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(5T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).