|  |
| --- |
| Perkins IV Plan and Application Checklist |
| *The following checklist outlines the essential components that determine the completeness of Five-Year Plan narratives and Perkins IV Application submissions:* |
| Met | Unmet | Five-Year CTE Plan (Plan Narratives and Forms A-N) provides sufficient detail regarding how: |
| [ ]  | [ ]  | CTE programs will be carried out. |
| [ ]  | [ ]  | CTE activities will meet state and local adjusted levels of performance. |
| [ ]  | [ ]  | The recipient will * + offer CTE programs that include at least one New York State CTE-approved program
	+ improve the academic and technical skills of students participating in CTE programs through integration
	+ provide students with strong experience in, and understanding of, all aspects of an industry
	+ ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students
	+ encourage CTE secondary students to enroll in rigorous academic subjects
 |
| [ ]  | [ ]  | professional development will be provided to academic, guidance and administrative personnel to promote the integration of content aligned with academic standards and CTE. |
| [ ]  | [ ]  | stakeholders are educated about CTE programs and Perkins requirements, and how they contribute to development, implementation and evaluation of CTE programs. |
| [ ]  | [ ]  | programs are of size, scope and quality to improve CTE quality. |
| [ ]  | [ ]  | the evaluation process ensures continuous performance improvement. |
| [ ]  | [ ]  | the review process ensures strategies employed in CTE programs prepare special populations for high-skill, high-wage or high-demand occupations.  |
| [ ]  | [ ]  | * + 1. special populations will not be discriminated against.
 |
| [ ]  | [ ]  | funds will be used to promote student preparation for nontraditional fields. |
| [ ]  | [ ]  | CTE students receive career guidance, and, academic counseling(including further education and employment opportunities). |
| [ ]  | [ ]  | efforts are employed to improve the recruitment, transition to teaching, and retention of CTE teachers, faculty, and career guidance and academic counselors, including underrepresented groups. |
| Met | Unmet | Fund Use—provides clear alignment between Perkins requirements, performance data, Plan for Program Improvement and major effort detail: |
| [ ]  | [ ]  | Major Effort Description Form(s) |
| [ ]  | [ ]  | Budget Category and Narrative FormsFS-20 Budget Summary Form |
| Met | Unmet | Grant Administration—all of the following are complete and signed according to the application directions: |
| [ ]  | [ ]  | Transmittal LetterApplication Cover PageSummary of Consortium ParticipantsConsortium Fund Use Agreement FormStatement of AssurancesCertification Regarding Lobbying, Debarment, Suspension |