FY2025 Perkins Local Application Guidance

Department of Education & Workforce

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Perkins V Local Application

According to the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134 (b), each secondary or postsecondary recipient needs to submit a local application to receive Perkins funds. The local application must address at least these nine specific requirements:

- A summary of the comprehensive local needs assessment, and
- the eight required questions included in Perkins law.

For fiscal year 2025, this process will be completed as uploaded documents in the **Comprehensive Continuous Improve Plan (CCIP)**. **Each section of the CCIP Upload Form**, a **PDF of the eligible recipient's Perkins One Plan**, and the **CCIP budget grid** for fiscal year 2025, are required to be submitted and in Authorized Representative Approved status in CCIP by **June 15, 2024**, for an eligible recipient to receive Perkins funds for fiscal year 2025.

Summary of the CLNA

The comprehensive local needs assessment (CLNA) with diverse stakeholder engagement is required to be updated for every secondary and postsecondary local recipient every two years. The responses to CLNA questions must be:

- entered and in **Completed** status in the **Perkins Local Needs Assessment** in the [MyOhio](#) **Ed STEPS** application, and,
- all funded priorities must be checked in the **Pre-Planning Tab** with the status changed to "**Sent to the Planning Tool**." The planning tool is the **Perkins One Plan**.

The **Perkins One Plan** is located in the **One Plan** in **Ed STEPS**. For each funded priority sent to the planning tool, a SMART Goal and action steps including **Student Measures**, **Strategies**, **Adult Measures** and **Funding Sources** must be completed. These SMART Goals and action steps will be referenced for any future budget revisions, the Perkins Monitoring process, and for CLNA updates so they must align with Perkins initiatives of continuous improvement and Perkins allowable expenses.

When the SMART Goals and action steps for all funded priorities are completed, they must be saved as a PDF and the **PDF version must be uploaded in CCIP.**

CCIP Upload Form

This upload form was designed for fiscal year 2025 only. After fiscal year 2025, the Perkins funding process will be located in Perkins One Funding in Ed STEPS. The form is available online at the [Office of Career-Technical Education, Planning and Funding webpage](#) to download.

Section 1: Perkins Local Targets

The agreement of state negotiated performance targets is required by Perkins V Section 113 (4)(a)(1). The signed agreement is requested every year upon the federal approval of state

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targets. This must have a signature of the Authorized Representative approving the proposed fiscal year 2025 targets. These targets have been approved by the United States Department of Education and have been submitted for public comment with Ohio's Workforce Innovation and Opportunity Act (WIOA) Combined State Plan.

Section 2: Local Application Federally Required Questions
The Perkins 4-Year Local Application must be aligned to the CLNA in the Perkins Local Needs Assessment in Ed STEPS. A crosswalk tool was developed so that eligible recipients may use the CLNA to support answering the eight required questions of the Local Application for funds. The Local Application must be completed every four years.

Section 3: Budget Narrative
The budget narrative is an annual process for the allocation of Perkins funds for the upcoming fiscal year and the 1-year budget must be aligned to the Perkins One Plan. The budget narrative replaces the requirement of adding budgeted amounts in Ed STEPS Perkins One Plan.

CCIP Submission

Eligible recipients will be notified of their FY2025 award in April 2024. After the award notification, the Local Application forms may be uploaded, and the budget grid submitted in CCIP. **Each eligible recipient must have their application submitted and in Authorized Representative Approved status by June 15, 2024, for fiscal year 2025 funds to be allocated.**

Appendices

FY25 Local Application Checklist
Due in CCIP by June 15, 2024

☐ **Document Upload - Summary of CLNA (PDF of Perkins One Plan)**

☐ **Document Upload - CCIP Upload Form**
  - ☐ **FY25 Targets signed by Authorized Representative**
  - ☐ **8 Questions of the Local Application answered**
  - ☐ **FY25 Budget Narrative**

☐ **Completed FY25 CCIP Budget Grid**

☐ **Authorized Representative Approved status**

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FAQs

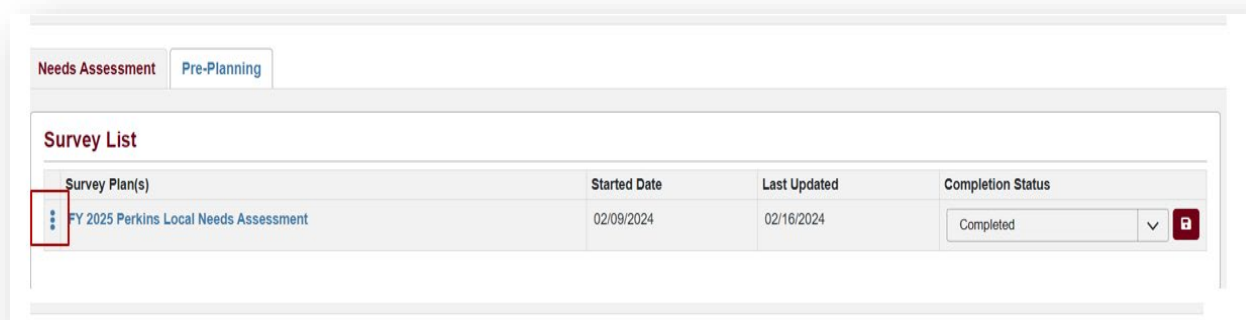**Q. How do I save a PDF of Perkins One Plan?**

A. Log into Perkins One Plan. Click the printer icon in the top right-hand corner. Once the summary appears, right click and select "print." From the print box, choose "Save as PDF" from the Destination location drop-down.

Q. Where can I view the State of Ohio WIOA Plan?

A. [The plan can be viewed here on the Ohio Department of Jobs and Family Services website.](#)

Q. How do I print/save a PDF of the CLNA answers from the Perkins Local Needs Assessment?

A. One logged into the FY25 Perkins Local Needs Assessment for the IRN of the eligible recipient, click the three blue dots to the left of the Survey as seen below:

Select "Download PDF." From the print box, choose "Save as PDF" or "Print" from the Destination location drop-down.

Q. What is the difference between the CLNA and the Local Application?

A. The CLNA is a comprehensive current self-assessment of the eligible recipients' career-technical education delivery universe. The CLNA is meant to inform the Perkins 4-year application of funds, which is the Local Application. The Local Application consists of a summary of the CLNA and eight federally-required questions. These questions ask how the eligible recipient will apply Perkins funds for the 4-year period. The CLNA is required by Perkins to be updated every two years, the Local Application is required every four years.

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Q. What are the sections and subsections of the CLNA?

A.
- Evaluation of Student Performance
- Size, Scope, and Quality (Secondary & Postsecondary Specific Questions)
- Labor Market Alignment
- Progress Towards Implementing CTE Programs of Study
    - Alignment of CTE Across Secondary & Postsecondary
    - Credential Attainment
- Recruitment, Retention and Training of CTE Educators
- Improving Equity & Access
    - Access
    - Student Supports & Equitable Outcomes

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FY25 Local Application & CLNA Crosswalk

The purpose of this tool is to provide guidance regarding how the Comprehensive Local Needs Assessment (CLNA) questions and answers may provide context in answering the eight questions of the Local Application.

Local Application Question	CLNA Questions
1. What career-technical education course offerings and activities will the eligible recipient provide or support with funds under this part, including [ref: Sec. 134(b)(2)]	
A. how the results of the CLNA informed the selection of the specific career and technical education programs and activities selected to be funded	**SSQ Secondary Question 2** Describe how the CTPD is meeting the secondary size requirements of the Ohio Revised Code, 3301-61-03, by listing all approved pathways in the district and associated career fields. **SSQ Postsecondary Question 5** Describe how the local applicant meets all standards of postsecondary size, scope and quality.
B. a description of any new programs of study the eligible recipient will develop and submit to the state for approval, and	**LMA Question 2** Describe the process implemented by the local applicant to review state, regional and local market data to identify pathways not currently being offered and the planning to develop these pathways **LMA Question 6** Describe how the local applicant receives and reviews information from Local Workforce Development Boards about plans for the county and regional workforce and economic development opportunities for planning career pathways aligned to the opportunities.
C. how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.	**SSQ Secondary Question 4** Describe how the CTPD ensures all students have access to career-technical student organizations. **SSQ Postsecondary Question 3** Describe how the local applicant provides equitable access to high-quality career and technical education programs for all students specifically addressing students in special populations. **IEQ, Access Question 1** Describe the career exploration activities, processes, partnerships, or systems implemented by the local applicant to introduce

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	or recruit potential students to career-technical education.

Local Application Question	CLNA Question
2. Please describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery system and other partners, will provide: [ref. Sec. 134[b][3]]	
A. career exploration and career development coursework, activities, or services;	**IEA, Access Question 1** Describe the career exploration activities, processes, partnerships, or systems implemented by the local applicant to introduce or recruit potential students to career-technical education.
B. career information on employment opportunities that incorporate the most up-to-date information high-skill, high-wage, in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment;	**LMA Question 1** Describe how the pathways being offered by the local applicant are aligned to state, regional and local in demand occupations using state, regional and/or local market data **LMA Question 2** Describe the process implemented by the local applicant to review state, regional and local market data to identify pathways not currently being offered and the planning to develop these pathways **LMA Question 5** Describe how the local applicant engages with local stakeholder groups, Business Advisory Councils, and/or Local Workforce Development Boards to ensure career-technical education pathways are aligned to in demand occupations in the region. **LMA Question 6** Describe how the local applicant receives and reviews information from Local Workforce Development Boards about plans for the county and regional workforce and economic development opportunities for planning career pathways aligned to the opportunities.
C. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	**SSQ Postsecondary Questions 2** Describe what student support services are offered by the local applicant for accreditation purposes. **PTI CTE POS, Alignment of CTE Across Secondary & Postsecondary Question 1**

	Describe the activities, processes, partnerships, or systems implemented by the local applicant to create articulation or continuation of secondary career-technical pathways to postsecondary career-technical programs of study. **IEA, Access Question 2** Describe how the recruitment activities implemented by the local applicant embed support for students in special populations groups. **IEA, Student Supports and Equitable Outcomes Question 3** Describe what universal supports are provided to all CTE students by the local applicant to reduce barriers to learning and promote equitable outcomes.

Local Application Question	CLNA Question
3. How will the eligible recipient improve the academic and technical skills of students participating in career and technical education programs, by strengthening the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education [Ref. Sec. 134 (b)(4)]	**SSQ Secondary Question 8** If the district is not meeting the secondary size, scope, and quality criteria, explain the plan by the district to meet the criteria. **SSQ Postsecondary Question 4** Describe the policies and practices the local applicant has implemented to maintain accreditation and high-quality academic standards for programs.

Local Application Question	CLNA Question
4. How will the eligible recipient: [ref. Sec.134(b)(5)]	
A. provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency	**IEA, Access Question 4** Describe any barriers that exist for all students, specifically addressing the students in special population groups, interested in participating in embedded activities offered by the local applicant like work-based learning, dual enrollment, and career-technical education student organizations? **IEA, Student Supports and Equitable Outcomes Question 1** Describe the activities, processes, partnerships, or systems implemented by the local applicant to prepare students in special populations groups for self-sufficiency in in-demand occupations.

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B. prepare CTE participants for non-traditional fields,	**IEA, Access Question 7** Describe how the local applicant prepares students entering into a pathway as a nontraditional student
C. provide equal access for special populations to CTE courses, programs, and programs of study; and	**IEA, Access Question 6** Describe the plan to provide equitable access for all students interested in career-technical education. Equitable access strategies can include preventing waitlists, expanding pathways, flexible hours, flexible teaching options and other strategies to remove barriers to access for all students. **IEA, Student Supports and Equitable Outcomes Question 2** Describe how the local applicant provides required support staff, accommodations and learning supports for students with disabilities and English learner students to reduce barriers to learning and promote equitable outcomes. **IEQ, Student Supports and Equitable Outcomes Question 3** Describe what universal supports are provided to all CTE students by the local applicant to reduce barriers to learning and promote equitable outcomes.
D. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations	**IEA, Access Question 3** Describe any barriers in the admission process for students having equal access to CTE offered by the local applicant. Admission criteria are examples of barriers. **IEA, Student Supports and Equitable Outcomes Question 2** Describe how the local applicant provides required support staff, accommodations and learning supports for students with disabilities and English learner students to reduce barriers to learning and promote equitable outcomes. **IEA, Student Supports and Equitable Outcomes Question 3** Describe what universal supports are provided to all CTE students by the local applicant to reduce barriers to learning and promote equitable outcomes.

Local Application Question	CLNA Question
5. Describe the work-based learning opportunities that will be provided to students participating in the CTE programs	**SSQ Secondary Question 3**

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	Describe how the CTPD integrates work-based learning opportunities for students in CTE programs.
and how the eligible recipient will work with representative from employers to develop or expand work-based learning opportunities for career and technical education students [ref. Sec 134(b)(6)	**IEA, Student Supports and Equitable Outcomes Question 1**
	Describe the activities, processes, partnerships, or systems implemented by the local applicant to prepare students in special populations groups for self-sufficiency in in-demand occupations.

Local Application Question	CLNA Question
6. Describe how the eligible recipient will provide students participating in CTE programs with the opportunity to obtain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practical [ref. Sec. 134(b)(7)]	**PTI CTE POS, Alignment of CTE Across Secondary & Postsecondary Question 1** Describe the activities, processes, partnerships, or systems implemented by the local applicant to create articulation or continuation of secondary career-technical pathways to postsecondary career-technical programs of study.

Local Application Question	CLNA Question
7. Describe how the eligible recipient will coordinate with the Ohio Department of Education and Workforce and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, who meet applicable Ohio certification and licensure requirements, including individuals from groups underrepresented in the teaching professions [ref. Sec. 134(b)(8)]	**RRT of CTE Educators Question 1** Describe the teacher, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors recruitment process of the local applicant. **RRT of CTE Educators Question 2** Describe the professional development and continuing education opportunities that are offered to career-technical teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors by the local applicant. **RRT of CTE Educators Question 4** Describe how the local applicant encourages career-technical teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors to participate in professional development about differentiating learning strategies for diverse learners, identifying student learning needs, universal supports and social emotional and trauma informed pedagogy and supports. **RRT of CTE Educators Question 6**

	Describe the plans to improve recruitment and retention of teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors of individuals representing subgroups who are underrepresented in such professions by the local applicant.

Local Application Question	CLNA Question
8. Describe how the eligible recipient will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, describe additional actions the eligible recipient will take to eliminate these disparities or gaps. [ref. Sec. 134(b)(9)]	**Student Performance Question 4** How has the local applicant addressed disparities or gaps in performance for the special population groups and subgroups that do not meet the state-identified levels of performance for the federal performance indicators?

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