Key Points for Completing the Title I, Part C, Carl D Perkins Career and Technical Education Act Grant Application

Program Purpose and Goals

Program Purpose. The purpose of the program is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in CTE programs.

Program Goals. LEAs must demonstrate in the application that they are fulfilling the following nine requirements with Perkins funds or a combination of Perkins and other funds:

1. Integrate academics with CTE programs using a coherent sequence of courses.
2. Link CTE at the secondary and postsecondary levels.
3. Provide students with strong experience in and understanding of all aspects of an industry.
4. Develop, improve, or expand the use of technology in CTE programs.
5. Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating CTE programs.
6. Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

GS2100 – Applicant Information

- US Congressional District Number, DUNS Number. A valid congressional district number and DUNS number must be entered.
- Contact Information. Two contacts should be listed. One should be the CTE Director. These contacts should be knowledgeable about the grant application, program, and able to respond to negotiations when called by a TEA staff member.

PS3012 – Local Plan

- Part 1: Career Clusters Offered. A minimum of three career clusters must be selected.
- Part 2: Programs of Study. At least one program of study must be selected.
- Part 2a (Narrative): Strong experience in all aspects of an industry. The narrative must describe how students will be provided with opportunities to obtain strong experience in, and understanding of, all aspects of an industry, e.g. work-based learning, career preparation, job shadowing, practicum, internships, or field trips. The narrative should focus on all CTE students in various programs, not just one specific program.
Part 2b (Narrative): Strategies for enrollment in core academic subjects. The narrative should describe strategies used to encourage CTE students to enroll in rigorous and challenging courses in the core academic subjects. Be sure to address academic excellence, relevant rigorous courses, the integration of academic and CTE coursework, and monitoring of academic performance.

Part 2c (Narrative): Academic Standards. The narrative should describe how CTE students are taught to the same academic standards as all other students. Curricula, instructional strategies, and professional development should be included.

Part 2d (Narrative) Description of one program of study. The narrative should describe how one program of study meets the seven elements found in the Carl D. Perkins Career and Technical Improvement Act of 2006.

Part 3: Integration Plan. This section lists the core curriculum content that is being integrated into CTE programs and the non-CTE personnel who are participating in the integration activities. For each core curriculum area that is being integrated with CTE, the type of personnel who will participate in the integration activities should be checked. At least one box should be checked for each curriculum area.

Part 4: Methods of Integration. Use this section to select the strategies and methodologies used to achieve integration of academic and CTE education. Check all the boxes that describe how the academic and CTE disciplines will be integrated. If “Other” is selected, a description must be provided.

Part 5: Activities Used to Promote Preparation of Students for Nontraditional Fields. In this section, select descriptions to identify activities that will be used to encourage students to pursue nontraditional occupations. At least one box must be checked to indicate which activities will be used. If “Other” is selected, a description of the activity must be provided.

Part 6: Special Populations. At least one box must be checked indicating how the needs of special populations enrolled in CTE programs will be met. If “Other” is selected, a description must be entered.

Part 6a (Narrative): Discrimination. The narrative should describe steps taken, activities, policies, procedures, etc., currently in place to ensure special populations are not discriminated against and how it is published for interested stakeholders.

Part 6b (Narrative): Preparation of Special Populations for High-Skill, High-Wage, or High-Demand Occupations. The narrative should outline specific activities to prepare special populations, including single parents, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. Examples may include work-based learning programs, transition planning, childcare, teen parenting classes, alternative schools with CTE programs, etc. Note: Special populations for the Carl D Perkins Career and Technical Act is more inclusive than most grants and includes single parents, displaced homemakers, and limited English proficient students.

Part 6c (Narrative): Barriers of Special Population Students. The narrative should describe the process that is in place for identifying barriers of special population students’ access to, or success in, CTE programs and how stakeholders are involved in the process.
Part 7: Career Guidance and Counseling Provided to all Students in the District. At least one box should be checked that describes how the LEA or SSA will ensure that guidance and counseling is provided to all students in the district or SSA. If “Other” is checked, a description must be provided.

Part 7a (Narrative): Career Guidance and Academic Counseling. The narrative should describe how career guidance and academic counseling will be provided to CTE students and how they are connected with post-secondary education and training opportunities.

Part 8: Required In-Service and Pre-Service Training. For each required in-service and pre-service training, at least one box must be checked that identifies the appropriate recipient(s) of the service.

Part 8: Other Required Professional Development. For each required professional development activity, at least one box must be checked that identifies the appropriate recipient(s) of the service.

Part 8a (Narrative): Professional Development. The narrative should describe comprehensive professional development to integrate CTE and academics for all CTE, academic, guidance, and administrative personnel.

Part 9: Developing, Improving, or Expanding the Use of Technology in CTE Programs. At least one box should be checked that identifies techniques used to develop, improve, or expand the use of technology in CTE programs. If “Other” is checked, a description must be provided.

Part 10: Partnerships. Each row should have at least one box checked indicating the extent of involvement of parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of career and technical education programs. All groups should be represented.

Part 10a (Narrative). The narrative should describe how all groups in the checklist in Part 10 will be involved in the development, implementation, and evaluation of the CTE program. May include parental involvement committees, district improvement committees, and/or advisory committees that meet to discuss new programs, program implementation, program/process improvement, etc.

Part 11a (Narrative): Recruitment and Retention. The narrative should include a description of recruitment and retention strategies for all CTE staff including individuals in groups underrepresented in the teaching profession. Examples may include job fairs, mentoring, professional development, regional alternative certification programs, incentives for teachers, extra-duty stipends, etc.

Part 11b (Narrative): Transitioning from Business and Industry to the Classroom. The narrative should describe mentoring programs, training, alternative certification programs, teacher preparation programs, or other strategies for partnering with teachers transitioning from business and industry to the classroom.

PS3350 – Accountability

Part 1. If an LEA or SSA member is not within 90% of the identified statewide target, a narrative must be provided that adequately explains why the LEA or SSA member is below target and describes strategies to improve CTE student performance.

Part 2a (Narrative). The narrative should describe specific district programs that are in place to enable special population students to meet Perkins performance targets. Examples may include
professional development, monitoring of performance standards, content mastery services, credit recovery and online programs, and use of job coaches or placement specialists.

- Part 2b (Narrative). The narrative should adequately describe the process and data used to evaluate and continuously improve the district’s performance.

**PS3400 – Equitable Access and Participation**

- At least one barrier should be checked for each group.
- If the district is below the state target on PS3350 – Accountability 6S1 – Nontraditional Participation, strategies must be selected under Barrier: Lack of Knowledge Regarding Program Benefits (P01-P99). No barriers (000) must not be selected.

**BS6003 – Program Budget Summary and Support**

- Part 2 (Administrative Costs). Administrative funds must be budgeted within the maximum allowable amount for administration which is 5%. **NOTE:** Administrative costs include direct and indirect costs.
- Part 2 (Shared Services Arrangement). If the application is for an SSA and the box is checked on line 6493 that payments will be made to member districts of an SSA, the fiscal agent must attach a document listing all members of the SSA and payments to each member of the SSA. Payments to SSA members should not match their individual allocations.
- Part 2 (Shared Services Arrangement - Mutually Beneficial Purposes). If the application is for an SSA, at least one box must be checked indicating a mutually beneficial purpose/program that will be provided to ALL members of the SSA. If “Others” is selected, a description should be provided that indicates that the proposed use of funds is mutually beneficial to ALL members and that no funding will be used to benefit only one member of the SSA.
- Part 2 (Shared Services Arrangement - Assurances). Both assurances must be checked.
- Part 3 (Waiver from the Minimum $15,000 Requirement). If “Rural or Sparsely Populated Area” is checked, the number of highway miles from the nearest high school must be at least 30 miles. The name of the high school must be listed and a valid description of why the district is unable to join an SSA must be included.
- Part 3 (Waiver from the Minimum $15,000 Requirement). If the box “Approved Charter School that is Unable to Join an SSA” is checked, a description must be provided that adequately describes the inability to join an SSA.
- Part 4 (Payroll Costs). If positions are budgeted, the number of positions should entered, not a dollar amount. Funds should not be budgeted for teacher’s salaries, positions listed must be appropriate for the grant, and positions should be appropriately categorized as administrative or program costs.
- Part 5 (Professional and Contracted Services). Professional and contracted services should be appropriately categorized as administrative or program costs.
- Part 6 (Supplies and Materials). Supplies and materials should be appropriately budgeted and categorized as administrative or program costs. The entire supply allocation should not be placed in the advisory council/committee line.
• **Part 7 (Other Operating Costs).** Other Operating Costs should be budgeted and categorized appropriately as administrative or program costs. All funds should not be placed in Travel for Superintendent or Local School Board Members.

• **Part 9 (Capital Outlay).** Capital Outlay for Schoolwide Programs should be checked only if there is an approved schoolwide program.

• **Part 9 (Capital Outlay).** All costs must be reasonable, necessary and allocable to accomplish the objectives of the project.

• **Part 9 (Capital Outlay).** PEIMS codes for requested capital outlay items must match the clusters requested in the local plan, Schedule 3012, Part 1.

• **Part 10 (LEA Practices that Meet the Nine Perkins Funding Requirements).** At least one box must be checked for each of the nine required uses of funds. If “Other” is selected, a description must be entered that fulfills the required use.

• **Part 11.** Perkins, state, or local funds must be budgeted for each of the nine required uses of Perkins funds. All of the required uses must be addressed through Perkins, state, or local funds.

• **Part 12.** If funds will be pooled, the amount of funds to be pooled, the county district numbers for LEAs that will pool funds, and at least one purpose for pooling funds must be included.

• **All budgeted costs, in each class object code, must be allowable, reasonable, necessary, and allocable to accomplish the objectives of the project.**