

	Organization:	County District:
	Campus/Site:	ESC Region:
	SAS#: PERKAA18	School Year: 2017-2018
Vendor ID:		

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Certify and Submit

	Amendment #	Version #

Application ID:	Status:
TEA Due Date: 8/31/2017 5:00:00 PM	Application Type:
Organization:	SAS #: PERKAA18
Campus/Site:	
Warning: Be sure to exit all schedules by using the Table of Contents button, NOT the browser BACK button.	

Form Description	Required	Last Updated
<input type="checkbox"/> General Information <ul style="list-style-type: none"> <input type="checkbox"/> GS2100 - Applicant Information * <input type="checkbox"/> GS2300 - Negotiation Comments and Confirmation 		
<input type="checkbox"/> Program Description <ul style="list-style-type: none"> <input type="checkbox"/> PS3012 - Local Plan * <input type="checkbox"/> PS3350 - Accountability * <input type="checkbox"/> PS3400 - Equitable Access and Participation * 		
<input type="checkbox"/> Program Budget <ul style="list-style-type: none"> <input type="checkbox"/> BS6003 - Program Budget Summary and Support * 		
<input type="checkbox"/> Provisions Assurances and Certifications <ul style="list-style-type: none"> <input type="checkbox"/> CS7000 - Provisions, Assurances and Certifications * 		



eGrants Application TEXAS EDUCATION AGENCY	Organization: Campus/Site:	County District: ESC Region: School Year: 2017-2018
SAS#: PERKAA18	Vendor ID:	

2017-2018 Title I , Part C Carl D Perkins Career and Technical Education Act Grant Application Certify and Submit

	Amendment #	Version #

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

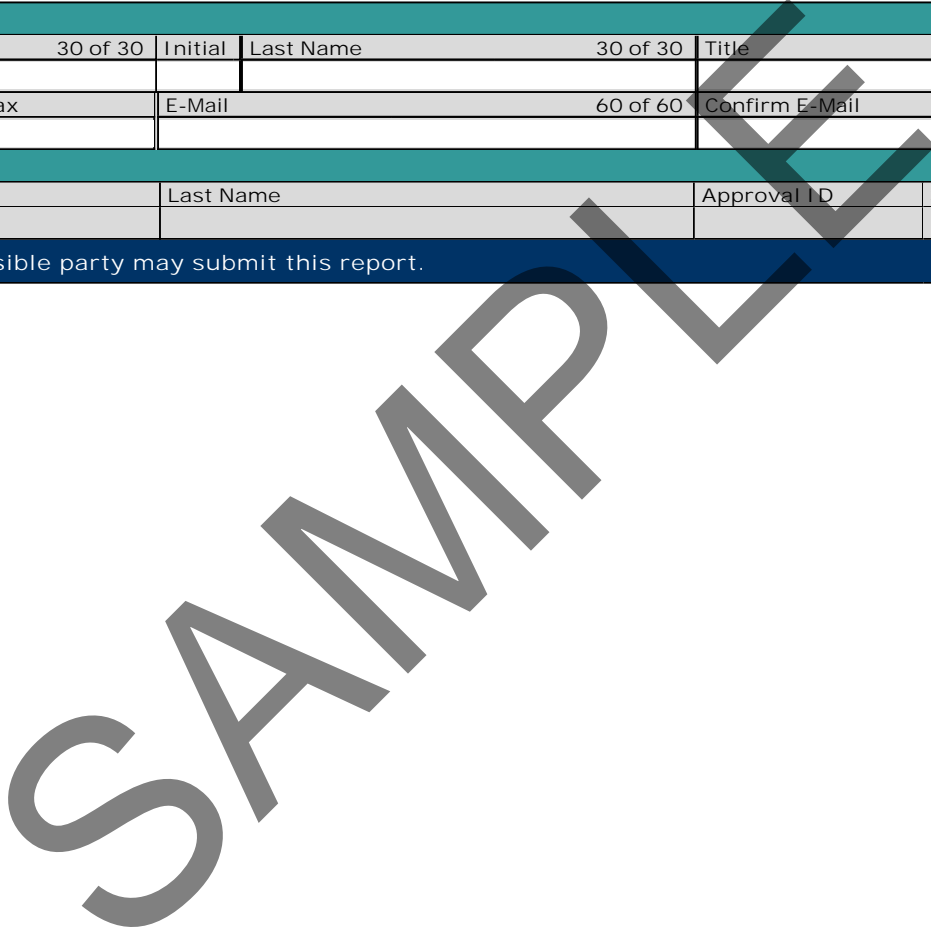
Authorized Official

First Name	30 of 30	Initial	Last Name	30 of 30	Title	40 of 40
Telephone	Ext.	Fax	E-Mail	60 of 60	Confirm E-Mail	60 of 60

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
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Only the legally responsible party may submit this report.	<input style="background-color: white; border: 1px solid black;" type="button" value="Certify and Submit"/>
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Schedule Status:		FORMULA		Application ID:	
eGrants Application		Organization:		County District:	
TEXAS EDUCATION AGENCY		Campus/Site:		ESC Region:	
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2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application					
General Information					
GS2100 - Applicant Information					
Part 1: Organization Information					

Applicant						
Organization Name						
Mailing Address Line 1		Mailing Address Line 2		City	State	Zip Code
DUNS Number						
Help						

School/Campus or Site						
Organization Name						
Mailing Address Line 1		Mailing Address Line 2		City	State	Zip Code

Part 2: Applicant Contact									
Primary Contact									
First Name		30 of 30	Initial	Last Name	30 of 30	Title	40 of 40		
Telephone	Ext.	Fax	E-Mail		60 of 60	Confirm E-Mail			
Mailing Address 1		35 of 35	Mailing Address 2		35 of 35	City	35 of 35	State	Zip Code
Secondary Contact									
First Name		30 of 30	Initial	Last Name	30 of 30	Title	40 of 40		
Telephone	Ext.	Fax	E-Mail		60 of 60	Confirm E-Mail			
Mailing Address 1		35 of 35	Mailing Address 2		35 of 35	City	35 of 35	State	Zip Code

2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description
PS3012 - Local Plan

Part 1: Career Clusters Offered (select at least 3)

Career Cluster	Description
<input type="checkbox"/> Agriculture, Food and Natural Resources	Producing, processing, marketing, distributing, financing and developing agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
<input type="checkbox"/> Architecture and Construction	Designing, planning, managing, building, and maintaining the built environment
<input type="checkbox"/> Arts, A/V Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services
<input type="checkbox"/> Business Management and Administration	Planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
<input type="checkbox"/> Education and Training	Planning, managing, and providing education and training services, and related learning support services
<input type="checkbox"/> Finance	Planning and services for financial and investment planning, banking, insurance, and business financial management
<input type="checkbox"/> Government and Public Administration	Executing governmental functions including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels
<input type="checkbox"/> Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development
<input type="checkbox"/> Hospitality and Tourism	Managing, marketing, and operating restaurants and other food services, lodging, attractions, recreation events, and travel-related services
<input type="checkbox"/> Human Services	Career pathways relating to families and human needs
<input type="checkbox"/> Information Technology	Entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services
<input type="checkbox"/> Law, Public Safety, Corrections and Security	Planning, managing, and providing legal, public safety, and protective services and homeland security, including professional and technical support services
<input type="checkbox"/> Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
<input type="checkbox"/> Marketing	Planning, managing, and performing marketing activities to reach organizational objectives
<input type="checkbox"/> Science, Technology, Engineering and Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services
<input type="checkbox"/> Transportation, Distribution and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance

Part 2: Programs of Study Help

Programs of Study Characteristics	
<input type="checkbox"/>	CTE students are enrolled in coherent and rigorous academic and CTE courses.
<input type="checkbox"/>	Students and parents are given the opportunity to choose a program of study with an identified coherent sequence of courses.
<input type="checkbox"/>	Based on the Foundation High School Program that prepares students for college and career.
<input type="checkbox"/>	Promotes seamless transition from high school to college and career.
<input type="checkbox"/>	Provides opportunities for students to earn dual credit, Advanced Technical Credit, locally articulated credit, or AP/IB credit.
<input type="checkbox"/>	Provides opportunities for students to learn all aspects of an industry, including industry-recognized certification if appropriate.
<input type="checkbox"/>	Other (Specify):

Describe how students will be provided with strong experience in, and understanding of, all aspects of an industry. 1500 of 1500

Describe how the district will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. 1500 of 1500

Describe how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students. 1500 of 1500

Describe how one program of study offered meets the elements found in Carl D. Perkins Career and Technical Improvement Act of 2006, P.L. 109-270, section 122(c)(1)(A). Click the Help button for more information. 1500 of 1500

Part 3: Integration Plan

#	Curriculum Areas	Academic Teachers	Technical Teachers	Industry Representatives	Administrators	Guidance Counselor(s)
1	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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eGrants Application TEXAS EDUCATION AGENCY		Organization:	County District:		
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Program Description					
PS3012 - Local Plan					
Part 4: Methods of Integration					
<input type="checkbox"/>	Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.				
<input type="checkbox"/>	Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.				
<input type="checkbox"/>	Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.				
<input type="checkbox"/>	Academic and CTE teachers participate in professional development activities, including business and industry training.				
<input type="checkbox"/>	Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.				
<input type="checkbox"/>	Academic teachers have strengthened the academic components of CTE curriculum.				
<input type="checkbox"/>	Academic teachers, in some instances, teach individual lessons or modules for CTE courses, help CTE teachers to develop their own academic exercises, or provide additional opportunities for CTE students to enhance academic skills.				
<input type="checkbox"/>	The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students.				
<input type="checkbox"/>	Both academic curriculum and CTE curriculum have been aligned and linked by using more practical applications in academic area courses and more academic skills in CTE courses.				
<input type="checkbox"/>	Teachers from both the academic and CTE coordinate the content of what they teach at a particular time or jointly develop the curriculum for both academic and CTE courses.				
<input type="checkbox"/>	School-Within-A-School - Academic teachers in English, math, science, and social studies are paired with CTE teachers and focus on a particular career cluster such as health science technology. Teacher teams remain with the same group of students over time and coordinate course content and instruction. In some instances, close relationships have been established with business and industry partners, thereby providing students with additional motivation, mentors, and internships.				
<input type="checkbox"/>	Career Clusters - Courses have been organized around occupational clusters facilitating cooperation among academic and CTE teachers. Teachers from each of the disciplines provide emphasis appropriate to a student's career goal.				
<input type="checkbox"/>	Labor-market-driven career clusters have been implemented as a means to deliver coherent sequences of courses for addressing all aspects of the industries within each career cluster, and for providing career guidance and academic counseling.				
<input type="checkbox"/>	Career academies have been developed and implemented for one or more career clusters. A strong business and industry component supports integration of technical knowledge and skills into the instruction of all teachers in the academy.				
<input type="checkbox"/>	Other (Specify):				
Part 5: Activities Utilized to Promote Preparation of Students for Nontraditional Fields					
<input type="checkbox"/>	Provision of Recruitment Materials				
<input type="checkbox"/>	Presentations by Counselors or Teachers				
<input type="checkbox"/>	Presentations by Individuals in Nontraditional Fields				
<input type="checkbox"/>	Professional Development Activities				
<input type="checkbox"/>	Other (Specify):				
Part 6: Special Populations (Individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers; individuals with limited English proficiency; migrant students; and nontraditional enrollees)					
<input type="checkbox"/>	Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.				
<input type="checkbox"/>	Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of CTE programs and services provided to students who are members of special populations.				
<input type="checkbox"/>	An expedited appeals procedure has been established by which parents, students, teachers, and community members will be able to participate in local decisions regarding programs and services for students who are members of special programs.				
<input type="checkbox"/>	Parent-teacher conferences are held regularly to discuss students' progress and placement.				
<input type="checkbox"/>	Parent training is provided by the district/shared services arrangement.				
<input type="checkbox"/>	Professional development is provided that assists teachers, counselors and administrators in meeting the needs of special populations.				
<input type="checkbox"/>	Other (Specify):				
Describe the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.					1500 of 1500
Describe how the district will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Include a list of the activities provided for special populations.					1500 of 1500
Describe how the district will review CTE programs to identify barriers for special population students' access to, or success in, CTE programs.					1500 of 1500

SAMPLE

eGrants Application
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA18

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Program Description
 PS3012 - Local Plan

Part 7: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement

- The Career Development courses are offered at the middle/junior high school level.
- Career Development courses are provided by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
- Career interest and aptitude assessment is conducted for all students in the seventh or eighth grade, and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
- Career interest and aptitude assessment is conducted for all students in the ninth grade and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
- A 4-year plan at high school personal graduation plan is developed for each student pursuing a career cluster. The graduation plan identifies an appropriate coherent sequence of courses that includes academic and CTE courses leading to college and career success.
- Career resources are available on all high school campuses.
- Career resource centers are available on all middle school campuses.
- A career placement coordinator assists students to continue their education and training.
- Students are provided information on careers that are nontraditional for their gender.
- Students are provided opportunities to understand opportunities in nontraditional fields.
- Students are provided access to CTE courses based on personal academic and career goals.
- Students are provided information on financial aid resources.
- Linkage to future education training/opportunities is offered.
- Other (Specify):

Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. 1500 of 1500

Part 8: Delivery of Professional Development

Required In-Service and Pre-Service Training

#	Professional Development	Teachers	Administrators	Counselors
1	Effective Integration and Use of Challenging Academic and Career and Technical Education Provided Jointly with Academic Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Effective Teaching Skills Based on Research That Includes Promising Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Effective Practices to Improve Parental and Community Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Effective Use of Scientifically Based Research and Data to Improve Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Required Professional Development

#	Professional Development	Teachers	Administrators	Counselors
1	Education Programs to Ensure that CTE Teachers Are Current with All Aspects of an Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Business Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Train Teachers to Effectively Use Technology to Improve Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). 1500 of 1500



Program Description
 PS3012 - Local Plan

Part 9: Developing, Improving, or Expanding the Use of Technology in CTE Programs

<input type="checkbox"/>	Teacher Professional Development in Using Technology to Enhance Teaching and Learning
<input type="checkbox"/>	Teacher Professional Development in State-of-the-Art Technologies
<input type="checkbox"/>	Offering CTE Programs That Lead to High Technology and Telecommunications Careers
<input type="checkbox"/>	Partnerships with High Technology Industries for Internships and Mentoring Programs
<input type="checkbox"/>	Partnerships with High Technology Industries for Externships for Teachers
<input type="checkbox"/>	Students Earn Valuable Certifications/Licensures in High Technology Careers
<input type="checkbox"/>	Distance Learning Opportunities
<input type="checkbox"/>	Online Learning Opportunities
<input type="checkbox"/>	Other (Specify):

Part 10: Partnerships

#	Group	Development	Implementation	Evaluation
1	Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Academic Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Business, Industry and Labor (including small businesses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Representatives of Special Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Community Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	CTE Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Describe how the above groups are involved in development, implementation, and evaluation of the career and technical education program. 1500 of 1500

Part 11: Educator Recruitment and Retention

Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. 1500 of 1500

Describe efforts to improve the transition to teaching from business and industry, including mentorship programs. 1500 of 1500



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Program Description			
PS3350 - Accountability			
Summary of Forms			
<p>You must complete this schedule for yourself and each member of your shared services arrangement. Click on the link for the Fiscal Agent, Member, or Individual Applicant listed below to access and complete the schedule. A PS3350 must be prepared for each Fiscal Agent, Member, or Individual Applicant listed below to complete this schedule. After all have been completed, click Save below.</p>			
Status	Fiscal Agent/ Member /I ndividual Applicant	Last Updated	
	 PS3350 - for Applicant -		

SAMPLE

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Individual Applicant:					
Part 1: Perkins Performance Measures (See the TEASE application CTER (Career and Technology Education Reports) for performance measure/core indicator definitions, described after each performance table.)					
Actual for 2012-2013	Actual for 2013-2014	Actual for 2014-2015	Statewide Target %	Local Target %	Explain why the Local Target percentage was less than the Statewide Target percentage and describe strategies the LEA will use to improve CTE student performance.
1S1 - Academic Attainment - Reading/Language Arts					
1S2 - Academic Attainment - Mathematics					
2S1 - Technical Skill Attainment					
3S1 - Secondary School Completion					
4S1 - Student Graduation Rates					
5S1 - Secondary Placement					
6S1 - Nontraditional Participation					
6S2 - Nontraditional Completion					
Describe district programs that are designed to enable special populations students to meet Perkins performance targets.					
Describe the process that will be used to evaluate and continually improve the district's performance.					

SAMPLE

Schedule Status:		FORMULA		Application ID:	
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Program Description					
PS3400 - Equitable Access and Participation					
Barriers and Strategies Help					
		All	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for:	€	€	€	€
Barrier: Gender-Specific Bias			Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Gender-Specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically under-represented groups to fully participate.	€	€	€	
A02	Provide staff development on eliminating gender bias.	€	€	€	
A03	Ensure strategies and materials used with students do not promote gender bias.	€	€	€	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender.	€	€	€	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.	€	€	€	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program.	€	€	€	
A99	Other:	€	€	€	
Barrier: Cultural, Linguistic, or Economic Diversity			Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language.	€	€	€	
B02	Provide interpreter/translator at program activities.	€	€	€	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	€	€	€	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds.	€	€	€	
B05	Develop/maintain community involvement/participation in program activities.	€	€	€	
B06	Provide staff development on effective teaching strategies for diverse populations.	€	€	€	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity.	€	€	€	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider.	€	€	€	
B09	Provide parenting training.	€	€	€	
B10	Provide a parent/family center.	€	€	€	
B11	Involve parents from a variety of backgrounds in decision making.	€	€	€	
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents come to the school.	€	€	€	
B13	Provide child care for parents participating in school activities.	€	€	€	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	€	€	€	
B15	Provide adult education with High School Equivalency test and/or English as a Second Language (ESL) classes, or family literacy program.	€	€	€	
B16	Offer computer literacy courses for parents and other program beneficiaries.	€	€	€	
B17	Conduct an outreach program for traditionally "hard to reach" parents	€	€	€	
B18	Coordinate with community centers/programs	€	€	€	
B19	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color.	€	€	€	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color.	€	€	€	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program.	€	€	€	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints.	€	€	€	
B99	Other:	€	€	€	

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Program Description

PS3400 - Equitable Access and Participation

Barrier: Gang-Related Activities Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention.	€	€	€
C02	Provide counseling.	€	€	€
C03	Conduct home visits by staff.	€	€	€
C04	Provide flexibility in scheduling activities.	€	€	€
C05	Recruit volunteers to assist in promoting gang-free communities.	€	€	€
C06	Provide mentor program.	€	€	€
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
C08	Provide community service programs/activities.	€	€	€
C09	Conduct parent/teacher conferences.	€	€	€
C10	Strengthen school/parent compacts.	€	€	€
C11	Establish collaborations with law enforcement agencies.	€	€	€
C12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
C13	Seek collaboration/assistance from business, industry, or an IHE.	€	€	€
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues.	€	€	€
C99	Other:	€	€	€

Barrier: Drug-Related Activities Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	€	€	€
D02	Provide counseling.	€	€	€
D03	Conduct home visits by staff.	€	€	€
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	€	€	€
D05	Provide mentor program.	€	€	€
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
D07	Provide community service programs/activities.	€	€	€
D08	Provide comprehensive health education programs.	€	€	€
D09	Conduct parent/teacher conferences.	€	€	€
D10	Establish school/parent compacts.	€	€	€
D11	Develop/maintain community collaborations.	€	€	€
D12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
D13	Seek collaboration/assistance from business, industry, or an IHE.	€	€	€
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues.	€	€	€
D99	Other:	€	€	€

Barrier: Visual Impairments Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	€	€	€
E02	Provide program materials/information in Braille.	€	€	€
E03	Provide program materials/information in large type.	€	€	€
E04	Provide program materials/information in digital/audio formats.	€	€	€
E05	Provide staff development on effective teaching strategies for visual impairment.	€	€	€
E06	Provide training for parents.	€	€	€
E07	Format materials/information published on the internet for ADA-accessibility.	€	€	€
E99	Other:	€	€	€

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Program Description

PS3400 - Equitable Access and Participation

Barrier: Hearing Impairments Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	€	€	€
F02	Provide interpreters at program activities.	€	€	€
F03	Provide captioned video material.	€	€	€
F04	Provide program materials and information in visual format.	€	€	€
F05	Use communication technology, such as a telephone device for the deaf (TDD)/relay.	€	€	€
F06	Provide staff development on effective teaching strategies for hearing impairment.	€	€	€
F07	Provide training for parents.	€	€	€
F99	Other:	€	€	€

Barrier: Learning Disabilities Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	€	€	€
G02	Expand tutorial/mentor programs.	€	€	€
G03	Provide staff development in identification practices and effective teaching strategies.	€	€	€
G04	Provide training for parents in early identification and intervention.	€	€	€
G99	Other:	€	€	€

Barrier: Other Disabilities or Constraints Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Other Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other disabilities/constraints.	€	€	€
H02	Provide staff development on effective teaching strategies.	€	€	€
H03	Provide training for parents.	€	€	€
H99	Other:	€	€	€

Barrier: Inaccessible Physical Structures Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	€	€	€
J02	Ensure all physical structures are accessible.	€	€	€
J99	Other:	€	€	€

Barrier: Absenteeism/Truancy Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	€	€	€
K02	Develop and implement a truancy intervention plan.	€	€	€
K03	Conduct home visits by staff.	€	€	€
K04	Recruit volunteers to assist in promoting school attendance.	€	€	€
K05	Provide mentor program.	€	€	€
K06	Provide before/after school recreational or educational activities.	€	€	€
K07	Conduct parent/teacher conferences.	€	€	€
K08	Strengthen school/parent compacts.	€	€	€
K09	Develop/maintain community collaborations.	€	€	€
K10	Coordinate with health and social services agencies.	€	€	€
K11	Coordinate with the juvenile justice system.	€	€	€
K12	Seek collaboration/assistance from business, industry, or an IHE.	€	€	€
K99	Other:	€	€	€

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Program Description

PS3400 - Equitable Access and Participation

Barrier: High Mobility Rates Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies.	€	€	€
L02	Establish collaborations with parents of highly mobile families.	€	€	€
L03	Establish/maintain timely record transferal system.	€	€	€
L99	Other:	€	€	€

Barrier: Lack of Support from Parents Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	€	€	€
M02	Conduct home visits by staff.	€	€	€
M03	Recruit volunteers to actively participate in school activities.	€	€	€
M04	Conduct parent/teacher conferences.	€	€	€
M05	Establish school/parent compacts.	€	€	€
M06	Provide parenting training.	€	€	€
M07	Provide a parent/family center.	€	€	€
M08	Provide program materials/information in home language.	€	€	€
M09	Involve parents from a variety of backgrounds in school decision making.	€	€	€
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€
M11	Provide child care for parents participating in school activities.	€	€	€
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	€	€	€
M13	Provide adult education with High School Equivalency test and/or ESL classes, or family literacy program.	€	€	€
M14	Conduct an outreach program for traditionally "hard to reach" parents.	€	€	€
M15	Facilitate school health advisory councils four times a year.	€	€	€
M99	Other:	€	€	€

Barrier: Shortage of Qualified Personnel Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	€	€	€
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups.	€	€	€
N03	Provide mentor program for new personnel.	€	€	€
N04	Provide intern program for new personnel.	€	€	€
N05	Provide an induction program for new personnel.	€	€	€
N06	Provide professional development in a variety of formats for personnel.	€	€	€
N07	Collaborate with colleges/universities with teacher preparation programs.	€	€	€
N99	Other:	€	€	€

Barrier: Lack of Knowledge Regarding Program Benefits Intended Beneficiaries of Strategies

#	Strategies to Overcome Barrier of Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits.	€	€	€
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	€	€	€
P03	Provide announcements to local radio stations, newspapers, and other appropriate electronic media about program activities/benefits.	€	€	€
P99	Other:	€	€	€

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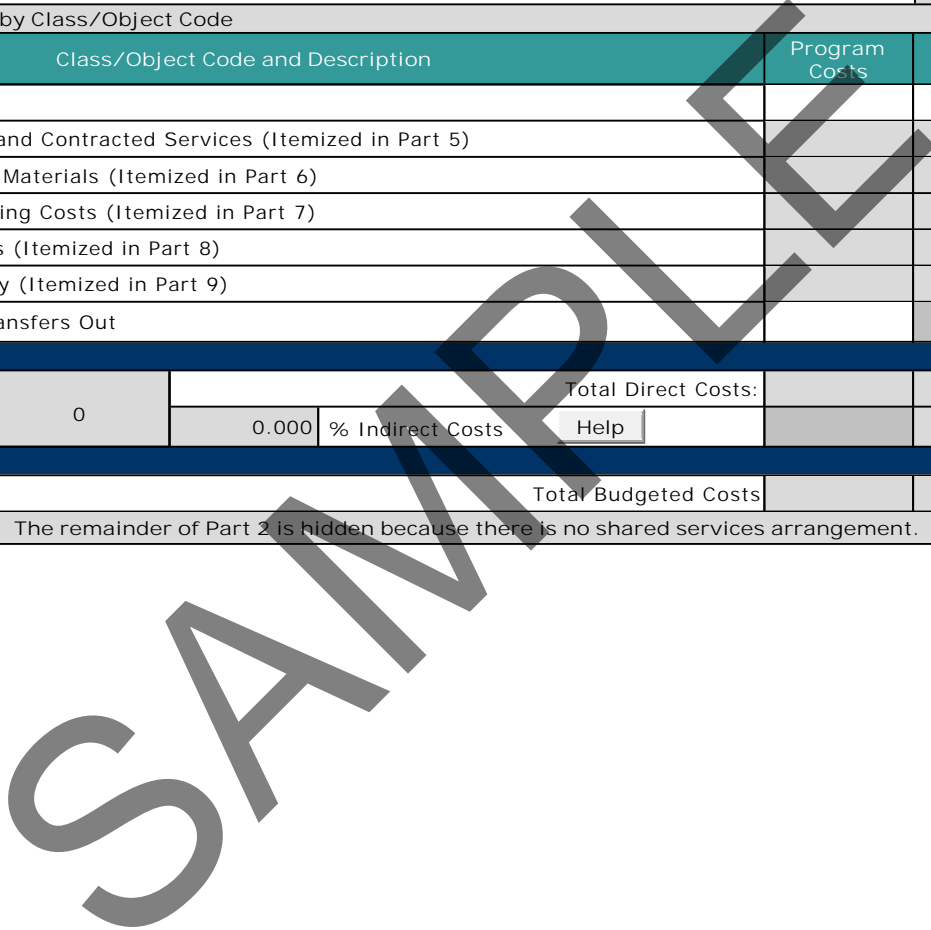
Program Description

PS3400 - Equitable Access and Participation

Barrier: Lack of Transportation to Program Activities		Intended Beneficiaries of Strategies		
#	Strategies to Overcome Barrier of Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	€	€	€
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€
Q03	Conduct program activities in community centers and other neighborhood locations.	€	€	€
Q99	Other:	€	€	€
Barrier: Other Barrier				
#	Strategies to Overcome Barrier of Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	€	€	€
	Other Strategy:			

SAMPLE

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Program Budget						
BS6003 - Program Budget Summary and Support						
Statutory Authority:					Fund Code FAR/SSA	
Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270					244/331	
Part 1: Available Funding						
Final Amount				View List of Members		
Reallocation						
Grand Total						
					Total Funds Available:	
Part 2: Budget Summary by Class/Object Code						
Class/Object Code and Description				Program Costs	Admin Costs	Total Budget
6100	Payroll Costs					
6200	Professional and Contracted Services (Itemized in Part 5)					
6300	Supplies and Materials (Itemized in Part 6)					
6400	Other Operating Costs (Itemized in Part 7)					
6500	Debt Services (Itemized in Part 8)					
6600	Capital Outlay (Itemized in Part 9)					
8911	Operating Transfers Out					
Subtotal						
Maximum Allowable Indirect Costs:		\$	0	Total Direct Costs:		
		0.000	% Indirect Costs	Help		
Grand Total						
				Total Budgeted Costs		
The remainder of Part 2 is hidden because there is no shared services arrangement.						



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Program Budget

BS6003 - Program Budget Summary and Support

Part 3: Waiver from the Minimum \$15,000 Requirement

Rural Sparsely Populated Area:
 The number of highway miles from the high school which is the nearest neighbor is at least 30 and the school is unable to enter into a consortium to provide programs, services, and/or activities authorized under Secondary School Career and Technology.

Number of Highway Miles from the High School:	Name of High School:
-----------------------------------------------	----------------------

Approved Charter School That Is Unable to Join an SSA

If either box above is checked, describe why the LEA is unable to join a shared services arrangement:

Part 4: 6100 - Itemized Payroll Costs

Number of Positions

#	Position Title	Number of Program Positions	Number of Admin Positions
1.	Administrators [012] (6119)		
2.	Aides [033] (6129)		
3.	Career Coordinators [058/080] (6119)		
4.	Clerical Staff (6129)		
5.	Counselors [008] (6119)		
6.	Program Coordinator (6119/6129)		
7.	Special Populations Coordinators (6119/6129)		
8.	Supervisors [080] (6119)		
9.	Support Center Staff (6119/6129)		
10.	Other:		
11.	Other:		
12.	Other:		
13.	Other:		
14.	Other:		
15.	Other:		
16.	Other:		
17.	Other:		
18.	Other:		
19.	Other:		
20.	Other:		
21.	Other:		
22.	Other:		
23.	Other:		
24.	Other:		
25.	Other:		

Substitute, Extra-Duty, Benefits Help

1.	For Schoolwide Personnel Not Coded 8911	<input type="checkbox"/>	<input type="checkbox"/>
2.	Extra-Duty Pay/Beyond Normal Work Hours for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>
3.	Substitutes for Public and Charter School Personnel for Positions Not Indicated Above	<input type="checkbox"/>	<input type="checkbox"/>

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Program Budget

BS6003 - Program Budget Summary and Support

Part 5: 6200 - Itemized Professional and Contracted Services Costs

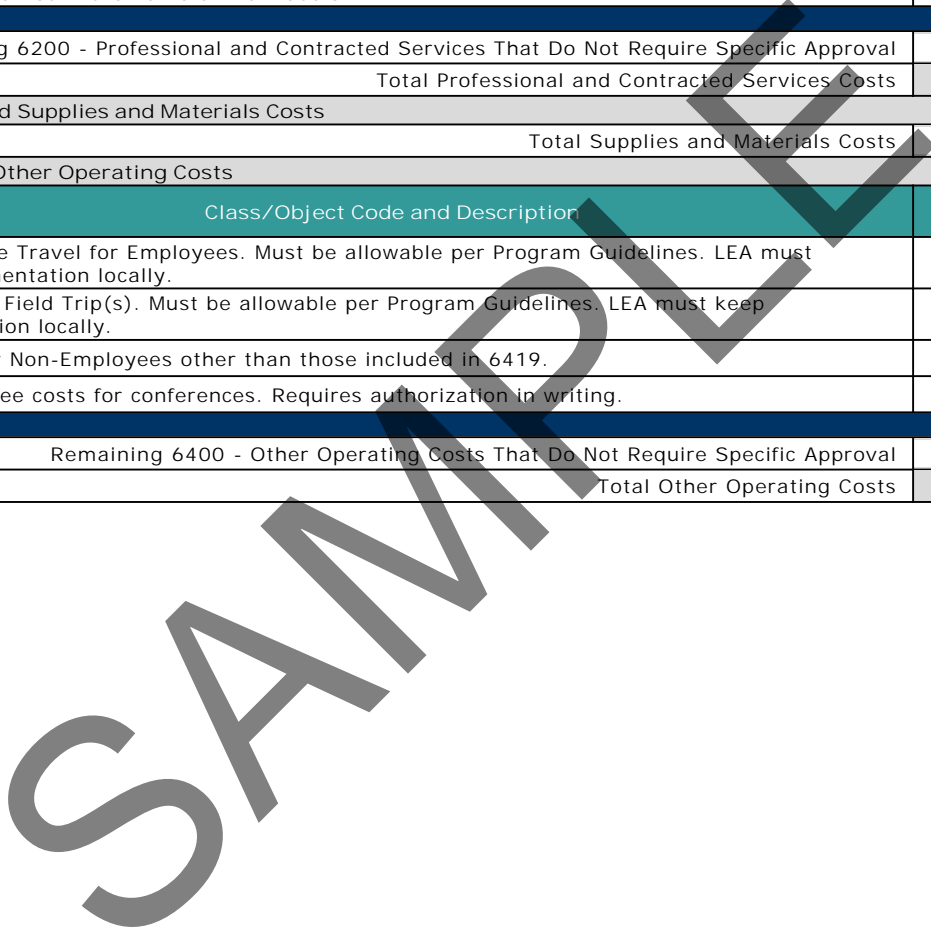
#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6219/ 6239/ 6291 Professional and Consulting Services		
2.	6269 Rental or Lease of Buildings, Space in Buildings, or Land		
3.	6220 Postsecondary CTE tuition for students, for tuition in excess of the amount of ADA funds generated by those students. Allowable only when tuition payments are for groups of students and not in the name of individuals.		
Subtotal			
Remaining 6200 - Professional and Contracted Services That Do Not Require Specific Approval			
Total Professional and Contracted Services Costs			

Part 6: 6300 - Itemized Supplies and Materials Costs

Total Supplies and Materials Costs			
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Part 7: 6400 - Itemized Other Operating Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6411 Out-of-State Travel for Employees. Must be allowable per Program Guidelines. LEA must keep documentation locally.		
2.	6412/ 6494 Educational Field Trip(s). Must be allowable per Program Guidelines. LEA must keep documentation locally.		
3.	6413 Stipends for Non-Employees other than those included in 6419.		
4.	6419 Non-employee costs for conferences. Requires authorization in writing.		
Subtotal			
Remaining 6400 - Other Operating Costs That Do Not Require Specific Approval			
Total Other Operating Costs			



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Program Budget

BS6003 - Program Budget Summary and Support

Part 8: 6500 - Itemized Debt Service

#	Property Description				Class/Object Code and Description		Program Costs	Admin Costs
1.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
2.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
3.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
4.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
5.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
6.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
Total Costs								
							Total Debt Service Costs	

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2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 9: 6600 - Itemized Capital Outlay

Description of Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value or Useful Life (not ordinary repairs and maintenance)	Program Costs	Admin Costs

Equipment and Other Capital Outlay - Regardless of Unit Cost

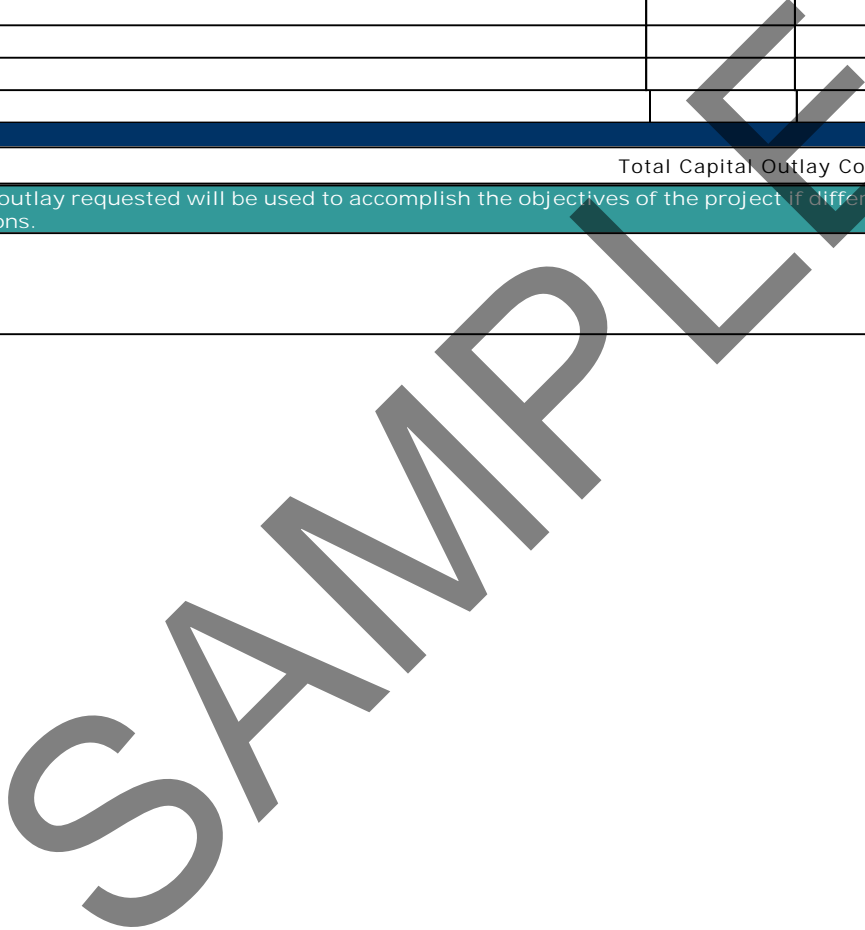
€ Capital Outlay for Schoolwide Programs (not coded 8911)

#	Generic Item Description	PEIMS Code	Quantity	Program Costs	Admin Costs
1.					
2.					
3.					
4.					
5.	€				

Total Costs

Total Capital Outlay Costs		
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Describe how the capital outlay requested will be used to accomplish the objectives of the project if different from the general uses described in the instructions.



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Program Budget

BS6003 - Program Budget Summary and Support

Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements

1. Integrate Academics with CTE Programs Using a Coherent Sequence of Courses

<input type="checkbox"/>	We are implementing the College and Career Initiative.
<input type="checkbox"/>	We are providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.
<input type="checkbox"/>	Our CTE students have programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.
<input type="checkbox"/>	We utilize web pages for all teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	Our academic and CTE teachers collaborate to develop lesson plans that allow students to demonstrate skills (both academic and technical) in contextual hands-on activities.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

2. Link CTE at the Secondary and Postsecondary Level

<input type="checkbox"/>	Our CTE students follow programs of study that link secondary and postsecondary education.
<input type="checkbox"/>	Some or all of our CTE teachers are qualified to teach courses for Advanced Technical Credit.
<input type="checkbox"/>	Our LEA offers opportunities for students to enroll in courses that lead to dual credit or articulated credit.
<input type="checkbox"/>	Our LEA encourages CTE students to participate in the Foundation High School Program with Endorsements.
<input type="checkbox"/>	Our students use career exploration software to research postsecondary requirements for their personal career goals.
<input type="checkbox"/>	Our LEA utilizes Go Centers to assist students in planning postsecondary education.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

3. Provide Students with Strong Experience in and Understanding of All Aspects of an Industry (may include career preparation learning experiences)

<input type="checkbox"/>	Our LEA offers multiple career preparation learning opportunities for our students.
<input type="checkbox"/>	Our LEA has instructional partnerships with business and industry to provide relevant experiences for students.
<input type="checkbox"/>	Business and industry partners regularly provide us with input to ensure that our students receive strong experience in and understanding of all aspects of their industries.
<input type="checkbox"/>	Our LEA offers multiple opportunities for students to achieve industry licensures and certifications.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

4. Develop, Improve, or Expand the Use of Technology in CTE Programs

<input type="checkbox"/>	Our LEA strives to ensure that the technology and software in our classrooms are equivalent to technology used by business and industry.
<input type="checkbox"/>	Our LEA requires or encourages our students to receive industry licensures and certifications utilizing various technological applications.
<input type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.
<input type="checkbox"/>	Our LEA utilizes web pages for teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	We offer web-based instructional opportunities to our students.
<input type="checkbox"/>	Our students use software to explore career options and postsecondary educational requirements.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

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Program Budget

BS6003 - Program Budget Summary and Support

Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements (continued)

5. Provide Professional Development Programs to Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors

Who Are Involved in Integrated CTE Programs

- Our CTE and academic teachers are required to engage in professional learning to integrate academic and technical skills, to share best practices, and to improve instruction for students.
- Our teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.
- Our CTE teachers attend state professional development conferences for their instructional areas.
- We offer professional development in academic/CTE integration, articulated credit, industry certifications, technology trends and products, service to special populations, nontraditional fields, and industry/job market trends.
- Members of business and industry provide professional development to our staff about workplace requirements.
- Other:
- Other:

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

- We evaluate our CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.
- Other:
- Other:

7. Initiate, Improve, Expand, and Modernize Quality CTE Programs, Including Relevant Technology

- Our CTE programs are evaluated each year to ensure that current industry-standard equipment is utilized.
- Our CTE teachers are provided with technological tools to enhance instruction.
- We offer professional development in technology and industry/job market trends.
- Other:
- Other:

8. Provide Services and Activities That Are of Sufficient Size, Scope, and Quality to Be Effective

- Our LEA is implementing the College and Career Initiative
- All or most our CTE students are pursuing a coherent sequence of courses.
- Other:
- Other:

9. Provide Activities to Prepare Special Populations for High-Skill, High-Wage, or High-Demand Occupations That Will Lead to Self-Sufficiency

- Our CTE staff collaborate with special education staff to provide appropriate support activities for students of special populations and to assure that the students are being served in programs to match student interest and aptitude.
- We provide activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.
- Our CTE teachers receive professional development in strategies to enhance teaching and learning for students with special needs.
- Our LEA employs a Special Populations Coordinator to ensure that the needs of special populations students are met.
- CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.
- Other:
- Other:

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Program Budget

BS6003 - Program Budget Summary and Support

Part 11: Required Uses of Funds Required Uses of Funds

Use of Perkins Funds (Program Costs Plus Administration Costs)

#	Required Use of Perkins Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration								
2.	Link to Postsecondary CTE								
3.	All Aspects of an Industry								
4.	Expand the Use of Technology								
5.	Provide Professional Development								
6.	Evaluate Perkins-Funded Programs								
7.	Initiate, Improve, and Expand Quality CTE Programs								
8.	Sufficient Size, Scope, and Quality								
9.	Activities for Special Populations								
Subtotals (Total percentage may not equal 100% due to rounding.)									
							Indirect Costs		
							Total Budgeted Costs		

Use of State & Local Funds

#	Required Use of State & Local Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration								
2.	Link to Postsecondary CTE								
3.	All Aspects of an Industry								
4.	Expand the Use of Technology								
5.	Provide Professional Development								
6.	Evaluate Perkins-Funded Programs								
7.	Initiate, Improve, and Expand Quality CTE Programs								
8.	Sufficient Size, Scope, and Quality								
9.	Activities for Special Populations								
Subtotals (Total percentage may not equal 100% due to rounding.)									
Grand Total (Excluding Indirect Costs)									

Part 12: Pooling of Perkins Funds (SSAs Not Eligible)

<input type="checkbox"/> Funds will not be pooled	<input type="checkbox"/> Funds will be pooled
What amount of funds will be pooled?	
List County/District Numbers for LEAs That Will Pool Funds:	
<input type="checkbox"/> Improving the Initial Preparation and Professional Development of CTE Teachers, Faculty, Administrators, and Counselors	
<input type="checkbox"/> Establishing, Enhancing, or Supporting Systems for Perkins Accountability Data, or Report Perkins Data	
<input type="checkbox"/> Implementing CTE Programs of Study	
<input type="checkbox"/> Implementing Technical Assessments	

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Provisions Assurances					
CS7000 - Provisions, Assurances and Certifications					
General and Fiscal Guidelines					
<input type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.					
Program Guidelines					
<input type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.					
General Provisions and Assurances					
<input type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.					
Debarment and Suspension Certification					
<input type="checkbox"/> I certify I am not debarred or suspended. <input type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.					
Program-Specific Provisions and Assurances					
<input type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.					
Lobbying Certification					
<input type="checkbox"/> I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.					
<input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.					
<ol style="list-style-type: none"> 1. Complete and attach the Disclosure of Lobbying Activities form. 2. To complete the online form, follow the instructions on Page 2 of the form. 3. Click the Print button on the bottom of Page 1. 4. Sign the form. 5. Scan the signed form. 6. Save the scanned form to your desktop. 7. Use the Attach File button on the Application Menu page to attach your signed form to this eGrants application. 					

SAMPLE