REQUEST FOR APPLICATION

Program Guidelines

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

Authorized by Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270

Application Closing Date—5:00 p.m., Central Time
August 31, 2017

TEXAS EDUCATION AGENCY

**College, Career, and Military Prep
Career and Technical Education Unit
1701 North Congress Avenue
Austin, Texas 78701**

Contents

Introduction to the Program Guidelines

TEA, as the pass-through entity[1], is the grantee[2] from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities[3] such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees[4]. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and the schedule instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. The application to which these instructions refer must be submitted electronically through the eGrants system.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Requirement for User Name and Password

To access eGrants and apply for this grant, you must have access to the Texas Education Agency Secure Environment (TEASE). In the near future, eGrants access will migrate from TEASE to the new secure environment, TEA Login (TEAL). Follow these steps to apply for user names and passwords on both TEASE and TEAL:

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[1] Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

[2] Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

[3] Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

[4] Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Visit the TEASE—Request Access Online page of the TEA website. Select Request New Account to begin the process of applying for a TEASE account online.

1. Visit the TEA Login (TEAL) page of the TEA website. Select Request New User Account to begin the process of applying for a TEAL account online.

2. To apply for eGrants access once you have been assigned a TEASE account, log on to TEASE and select "Add/Modify Application Access" from the Application List page.

The Applying for a Grant page of the TEA website includes links to guidance on applying for TEASE, TEAL, and eGrants access.

Application Submission through eGrants

Submit the application for this grant program electronically through the TEA eGrants system. Refer to the General and Fiscal Guidelines for more specific information about accessing eGrants and obtaining the required TEASE user ID and password.

Applications must be submitted as follows:

-   Those submitted by public LEAs must be signed electronically by the superintendent of the school district or a designee.

-   Applications submitted by regional Education Service Centers (ESCs) must be signed electronically by the executive director or a designee.

-   Applications submitted by open-enrollment charter schools must be signed electronically by the chief operating officer of the school.

-   Campuses and campus charter schools must apply through their public school district, and the application must be signed electronically by the superintendent or designee.

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. **It is critical that you review all referenced sections of the General and Fiscal Guidelines when preparing your application.**

US Department of Education Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	$49,399,163
Percentage to be financed with federal funds	100%
Amount of federal funds	$49,399,163
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	$0

Grant Timeline

For all dates related to the grant, including reporting dates, see the TEA Grant Opportunities page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270.

Additional Applicable Law and Regulations

In addition to regulations cited in CS7000—Provisions, Assurances and Certifications, the following regulations are applicable:

- 34 Code of Federal Regulations (CFR) 300 and Public Law (P.L.) 108–446
- Texas Education Code (TEC) Chapter 28, Subchapter A; Chapter 29, Subchapter F; Chapter 42, Subchapter C
- Section 42.154 Part II, Title 19, Texas Administrative Code (TAC)
- Code of Federal Regulations (CFR):
  - 34 CFR, Part 76 General Requirements*
  - 2 CFR, Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*
  - 34 CFR, Part 400 Vocational and Applied Technology Education Programs-General Provisions*

- 34 CFR, Part 403 State Vocational and Applied Technology Education Program*

    *(where not superseded by the requirements of P.L. 109–270)

Purpose of Program

The purpose of the career and technical education (CTE) program is to develop more fully the academic and career and technical skills of secondary students who enroll in CTE programs by: assisting CTE students in meeting challenging academic and technical standards, including preparation for high skill, high wage, or high demand occupations; promoting the integration of academic and career and technical instruction that links secondary and postsecondary education for CTE students; increasing flexibility in providing services and activities designed to develop, implement, and improve CTE programs; disseminating information on best practices that improve CTE; supporting partnerships among secondary schools and postsecondary institutions, local workforce boards, and business and industry; and providing professional development that improves the quality of CTE teachers, faculty, administrators, and counselors.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility Requirements.

Local educational agencies (LEAs) including open-enrollment charter schools in Texas that enroll a minimum of 10 CTE concentrators (code 2 students) in coherent sequences of career and technical education (CTE) courses as demonstrated by prior-year Public Education Information Management System (PEIMS) fall enrollment data are eligible to apply for a 2017-2018 Title I, Part C Carl D. Perkins Career and Technical Education Act Grant (Perkins). A CTE concentrator is a secondary student who has a four-year plan or high school personal graduation plan, §TEC 28.02121, that includes taking two (2) or more CTE courses for 3 or more credits to develop occupational knowledge, skills, and competencies relating to a CTE program of study.

To be eligible for Perkins funding, your organization must currently operate CTE programs in Texas that are of sufficient size, scope, and quality to be effective. Texas defines sufficient size to mean a minimum of 10 CTE concentrators (code 2 students). A CTE concentrator is a secondary student who has a four-year plan or high school personal graduation plan, §TEC 28.02121, that includes taking two (2) or more CTE courses for 3 or more credits to develop occupational knowledge, skills, and competencies relating to a CTE program of study. Eligible applicants will be identified by TEA. Eligible applicants and other public educational entities may apply on behalf of and in coordination with an LEA. Each eligible applicant that receives a grant shall use such funds to develop new and improve existing CTE programs, with the full participation of individuals who are members of special populations.

Eligible applicants whose grant allotment is equal to or greater than $15,000 must file an application to receive federal funds. An eligible applicant whose grant allotment is less than $15,000 may still participate in the grant allotment by forming a shared services arrangement (SSA) with other LEAs or a regional education service center to meet the minimum grant requirement of $15,000. (See Shared Services Arrangements.) An eligible applicant may apply for a waiver as a rural, sparsely populated area or as a charter school that is not able to join an SSA. Evidence must be presented to justify the waiver request.

The following eligibility requirements also apply:

- TEA reserves the right not to award a grant to an eligible applicant that is identified by TEA as a high-risk grantee.
- The applicant must be in compliance with submitting the annual audit to TEA, as described in the General and Fiscal Guidelines.

Eligibility List

Allocations for the 2017-2018 Title I, Part C Carl D. Perkins Career and Technical Education Act Grant Application can be viewed at Entitlements, Division of Grants Administration page.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are allowed.

An eligible applicant may choose to join or form an SSA with other local educational agencies (LEAs), an education service center, or a postsecondary institution. LEAs that join an SSA lose entitlement to their initial allocation; SSA funds must be used for purposes that are mutually beneficial to all members of the SSA. Each member of the SSA must conduct and submit a Program Effectiveness Report for its CTE programs.

Once an application is submitted, an SSA member may not withdraw from the SSA.

See the SSA Use of Funds section for information on the proper use of SSA allocations.

More Than One Campus

Eligible applicants may not apply for the grant on behalf of more than one campus.

Application Funding

See the following sections of the General and Fiscal Guidelines:

- Grant Funding
- Fund Management
- Use of Funds

It is anticipated that approximately 400 grants will be awarded.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds

See the General and Fiscal Guidelines, Administrative Costs.

Authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded for any fiscal year.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Reallocation of Carl D. Perkins Career and Technical Education Funds

LEAs or consortia with approved 2017–2018 Perkins applications will receive a reallocation of available funding by December 2017. It will not be necessary for LEAs to amend their Perkins applications to receive reallocation funding.

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contacts for Clarifying Information

See the General and Fiscal Guidelines, TEA Contacts.

The following TEA staff members should be contacted with questions about the RFA, the grant program, or for assistance with the applicants' conference:

Program Contact

Diane Salazar, Director, Career and Technical Education, College, Career, and Military Prep
diane.salazar@tea.texas.gov
Phone: (512) 936-6060

Funding Contact

Celeste H. Padilla, Grant Manager, Grants Administration
celeste.padilla@tea.texas.gov
Phone: (512) 463-8525
Fax: (512) 463-9811

Errata Notices

See the General and Fiscal Guidelines, Errata Notices.

Email Bulletins

See the General and Fiscal Guidelines, Email Bulletins.

Program Elements

This section provides detailed information about the grant program.

Program Description

This grant provides formula allocations to CTE programs operated by LEAs.

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.

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

- Integrate academics with CTE programs using a coherent sequence of courses.
- Link CTE at the secondary and postsecondary levels.
- Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning.
- Develop, improve, or expand the use of technology in CTE programs.
- Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating CTE programs.
- 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.
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope, and quality to be effective.
- Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Division of Grants Administration Administering a Grant page.

The supplement, not supplant provision does apply to this grant program.

Indirect Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this federally funded grant.

Refer to the Indirect Cost Handbook, posted in the Handbooks and Other Guidance section of the Division of Grants Administration Administering a Grant page for more information on indirect costs and the correlation to the supplement, not supplant provision.

Use the Maximum Indirect Costs Worksheet, posted on the Division of Federal Fiscal Compliance and Reporting Indirect Cost Rates page, to calculate the maximum indirect costs that can be claimed for a grant.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

■ Statutory requirements (requirements defined in the authorizing statute)

■ TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The following requirements are defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding:

Each eligible recipient that receives an allotment under the grant shall use such funds to improve CTE programs. Funds made available under this grant shall be used to provide CTE programs that accomplish the following:

1. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the following:

   a. The core academic subjects

   b. CTE subjects

2. Link CTE at the secondary and postsecondary level, including offering the relevant elements of not less than one program of study from at least three Career Clusters®.

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

4. Develop, improve, or expand the use of technology in CTE, which may include the following:

   a. Training CTE teachers, faculty, and administrators to use technology, which may include distance learning;

    b. Providing CTE students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; and

    c. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students.

5. Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including the following:

    a. In-service and preservice training on the following:

        i. Effective integration and use of challenging academic and CTE provided jointly with academic teachers, to the extent practicable

        ii. Effective teaching skills based on research that includes promising practices

        iii. Effective practices to improve parental and community involvement

        iv. Effective use of scientifically based research and data to improve instruction

    b. Support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry

    c. Internship programs that provide relevant business experiences

    d. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction

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, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

The nine requirements for eligible recipients of Perkins funding may be fulfilled entirely with Perkins funding or with a combination of Perkins and other funding sources. All nine required uses of funds must be fulfilled for a district to receive Perkins funds.

In addition, applicants must address the following requirements.

1. LEAs may apply for funding as single applicants if they are eligible for at least $15,000 under this grant.

2. An LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a $15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school campus and for that reason it is unable to enter into an SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join an SSA. An LEA policy that prevents a charter school from joining an SSA is not sufficient grounds for a waiver. If the district or charter school meets the waiver criteria, complete Part 3 of BS6003—Program Budget Summary and Support.

3. The federal funds from this grant will be used by your organization to improve CTE programs, with the full participation of individuals who are members of special populations. Students who are members of special populations shall have access to CTE in the most integrated setting possible (for students with disabilities, the least restrictive environment).

4. Parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the development, implementation, and evaluation of CTE programs, and such individuals and entities should be effectively informed about and assisted in understanding the requirements of this Act, including CTE programs of study.

Local Plan Requirements

The Perkins application serves as the local plan for career and technical education. Applicants must address the following elements in the application:

1. If local performance indicated on Schedule PS3350—Accountability does not meet or exceed state targets, explain the steps that the LEA is taking to improve performance.

2. Describe strategies to ensure equitable access to and participation in CTE programs.

3. Provide a budget for use of Perkins funds.

4. Describe how the LEA is meeting the nine requirements for use of Perkins funds.

5. Provide a local plan for use of Perkins funds that provides the information specified in the application, including the following:

   a. Describe how the CTE programs will be carried out with funds received under this title.

   b. Describe how the CTE activities will be carried out with respect to meeting the state and local adjusted levels of performance.

   c. Describe how the eligible recipient will accomplish the following:

      i. Offer the appropriate courses of not less than three CTE programs of study in three different Career Clusters.

    ii.   Improve the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the core academic subjects and CTE subjects.

    iii.   Provide students with strong experience in and understanding of all aspects of an industry.

    iv.   Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are all other students.

    v.   Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

d.   Describe how comprehensive professional development 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.

e.   Describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities are effectively informed about and assisted in understanding Perkins requirements, including CTE programs of study.

f.   Assure that CTE programs will be of such size, scope, and quality to bring about improvement in the quality of CTE programs.

g.   Describe the process that will be used to evaluate and continuously improve the performance of CTE students.

h.   Describe how your organization will accomplish the following:

    i.   Review CTE programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

    ii.   Provide programs that are designed to enable special populations to meet the local adjusted levels of performance.

    iii.   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.

i.   Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

j.   Describe how funds will be used to promote participation for nontraditional fields.

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

l. Describe efforts to improve the following:

    i. The recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession

    ii. The transition to teaching from business and industry

TEA Program Requirements

There are no TEA program requirements for the 2017-2018 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

See the Administering a Grant page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- Field trips for educational purposes that address specific CTE Texas Essential Knowledge and Skills (TEKS), that are course and/or program related (not CTSO related events). Field trips must be open to all students participating in the CTE course or program.

Field Trips will require a written justification form. To access the Field Trips Justification form, refer to the Administering a Grant page. Grantees must keep field trip documentation locally.

Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory councils are allowable:

- The advisory council includes parents, representatives of business and industry (including small businesses), and to the extent possible, labor organizations, higher education representatives and faculty, administrators, representatives of special populations, CTE and academic teachers, students, and community partners; and

■ The role of the advisory council is to participate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-State Travel will require a written justification form. To access the Out-of-State Travel Justification form, refer to the Administering a Grant page. Grantee must keep out-of-state travel documentation locally.

General Allowable Activities and Use of Funds

Perkins funds may be used to purchase blocks of industry-recognized certification assessments only if the certification assessments will be reported to the state as a performance measure for 2S1 technical skill attainment on the Perkins Performance Effectiveness Report (PER) as required by section 113 of Perkins IV, 20 U.S.C. § 2323(c). Districts should consider whether paying for students' technical skill assessments would be an efficient use of limited Perkins IV funds and whether the costs would be reasonable and necessary.

Allowable activities and use of funds for this grant may include but are not limited to the following:

1. Involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

2. Provide career guidance and academic counseling for students participating in CTE programs that do the following:

   a. Improve graduation rates and provide information on postsecondary career options— including baccalaureate degree programs—for secondary students, which may include the use of graduation and career plans.

   b. Provide assistance for postsecondary students, including adult students who are changing careers or updating skills.

3. Provide support for local education and business partnerships, including for the following:

   a. Work-related experiences for students, such as internships, work-based learning, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs;

   b. Adjunct faculty arrangements for qualified industry professionals; and

   c. Industry experience for teachers and faculty.

4. Provide programs for special populations.

5. Assist career and technical student organizations (CTSOs).

6. Provide mentoring and support services.

7. Lease, purchase, upgrade, or adapt equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

8. Provide teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.

9. Develop or expand postsecondary program offerings at times and in formats, including through the use of distance education, that are accessible for students, including working students.

10. Develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including the following:

    a. Articulation agreements

    b. Dual and concurrent enrollment programs

    c. Academic and financial aid counseling for CTE students

    d. Other initiatives as follows:

        i. To encourage postsecondary education

        ii. To overcome barriers to enrollment, including geographic and other barriers affecting rural students and special populations

11. Provide activities to support entrepreneurship education and training.

12. Improve or develop new CTE courses, including new proposed CTE innovative courses and programs of study for consideration by TEA; courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations; and dual and concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree.

13. Develop and support small, personalized career-themed learning communities.

14. Provide support for family and consumer sciences programs.

15. Provide CTE programs for adults and school dropouts to complete their secondary school education or upgrade their technical skills.

16. Provide assistance to individuals who have participated in CTE programs in continuing their education or training or finding an appropriate job, such as through referral.

17. Support training and activities (such as mentoring and outreach) in nontraditional fields.

18. Provide support for training programs in automotive technologies.

19. Pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include the following:

    a. Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; and

    b. Establishing, enhancing, or supporting systems for the following:

        i.   Accountability data collection for Perkins;

        ii. Reporting data required by Perkins;

    c. Implement career and technical programs of study and Career Clusters; and

    d. Implement technical assessments.

20. Support other CTE activities that are consistent with the purpose of the Carl D. Perkins Act.

Examples of Allowable Uses of Perkins Funds

1. Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program

2. Acquisition of equipment, print, visual, audio, and technology-based college and career guidance resources for use in the delivery of career development guidance and counseling

3. Implementation of a college and career information center organized and administered by a certified counselor, including the acquisition of a college and career information system, college and career resource materials, and other college and career guidance and placement materials

4. Purchase of instructional materials, equipment, and resources for the delivery of instruction in career orientation programs

5. Appropriate supplementary services—including curriculum modification, equipment modification, supportive personnel, instructional aids and devices, childcare, and transportation—for students who are members of special populations

6. Career counseling and instructional activities designed to facilitate transition to work-based learning or postsecondary education activities for students who are members of special populations

7. A special populations coordinator, paid in whole or in part with federal funds, who is a certified counselor or teacher, to ensure that individuals who are members of special populations are receiving adequate services and occupational skill training

8. Development and acquisition of curriculum materials that include the essential knowledge and skills established by the State Board of Education (SBOE) for CTE

9. Purchase of new state of the art equipment or modification of equipment to meet current business and industry specifications

10. Professional development for academic and CTE teachers to integrate academic and career and technical skills

11. Supplemental accelerated instruction for students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations

12. Programs for secondary students that address all aspects of an industry in high-skill, high-wage, or high-demand occupations

13. Acquisition of materials promoting nontraditional fields

14. Provision of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions

15. Activities for training sponsors from business and industry

16. Support for the development and implementation of CTE programs of study and Career Clusters (i.e., the work of CTE and academic teachers in implementing relevant CTE programs of study for students)

17. Administrative costs (authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded for any fiscal year)

18. Allowable travel expenses including travel for professional development for both academic and CTE teachers providing instruction to students who are enrolled in CTE programs; travel for staff accompanying students attending CTE student leadership activities above the local district level; travel for counselor and career orientation staff to attend professional development activities directly related to career guidance and placement activities

19. Acquisition of career interest and aptitude assessment materials and scoring costs, if applicable

20. Recruitment and affirmative outreach activities to ensure access to quality CTE programs for students who are members of special populations

21. Purchase of learning styles inventories and scoring costs, if applicable

22. Work-based learning programs, i.e., internship, mentorships, paid employment, services and activities with community-based organizations, and apprenticeship programs

23. Purchase of linguistically appropriate assessment and other CTE instructional and supportive materials for special populations and individuals with limited English proficiency

24. Services required in an individualized educational plan (IEP) developed pursuant to Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act

25. Services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to CTE programs

26. Affiliation fees that an LEA or fiscal agent pays to affiliate eligible career and technical education (CTE) students with a related career and technical student organization (CTSO) provided that the fee benefits all CTE students who are eligible to participate in the organization. (Payment of this fee constitutes a contract between the LEA and the CTSO.)

27. Rental or lease of buildings or space in buildings

28. Debt service for lease purchases. Lease-purchase of a facility is allowed only for unique special education instruction or instructionally-related activities

SSA Use of Funds

Funds allocated to SSAs shall be used for Perkins-eligible purposes and programs that are mutually beneficial to all members of the SSA. Fiscal agents may not reallocate funds to individual members of the consortium for purposes or programs benefiting only one member of the SSA. The action of flowing funds back to members of the SSA for purposes that are only beneficial to individual members does not constitute compliance with the "mutually beneficial purposes and programs" requirement.

Funds in the SSA must be used for programs that are of sufficient size, scope, and quality as to be effective; integrate academic and CTE; provide CTE programs of study for students; and provide equitable participation for students who are members of special populations.

Payments to individual members of SSAs must not equal the amount of funds contributed by individual members to the SSA and may not be used to benefit only one member of the SSA.

Examples of Mutually Beneficial Uses of Perkins Funds by SSAs

Following are examples of mutually beneficial programs that may be offered by SSAs:

1. Employ counselors to provide career development, guidance, and counseling programs to all students within the SSA.

2. Employ a full- or part-time special populations coordinator to work directly with individuals who are members of special populations to ensure services or job-specific training for such students on the campus of each member of the SSA.

3. Establish a common site for offering CTE courses. This goal could be accomplished in one or more of the following ways:

   - Establish a separate campus.

   - Provide career programs of study and CTE courses on one campus that could serve students from each member of the SSA. This could mean that one member district houses all the CTE coherent sequences and students from all member districts attend CTE courses in that member district, or that various member districts offer unique programs that students from any member district may attend from their home district. A teacher or teachers could teach a sequence of courses by moving from campus to campus.

4. Enhance and expand connections to postsecondary education, activities for career planning and guidance, integration of CTE with academics, or blocks of certifications for students only if the certifications will be reported to the state for the 2S1 technical skill attainment performance measure on the Perkins Program Effectiveness Report (PER).

5. Provide career and technical education for the disabled (CTED) services at a central location for special-needs students enrolled in SSA member districts.

6. Provide or expand career development programs at member districts.

7. Increase student industry certifications and implementation of Career Clusters through alignment of coherent sequences with USDE Career Clusters.

8. Establish a career guidance center with a career information delivery system for all member districts.

9. Audit and upgrade CTE programs to meet industry and articulation standards.

10. Increase the number of industry certifications for teachers.

11. Implement a career guidance program and training for students to create a college-going culture and career research and testing options.

12. Employ a seamless transition coordinator to work directly with members of the SSA on PEIMS coding and articulation agreements, and strengthen the academic and technical skills of career and technical students.

13. Develop shared CTE materials available to students of member districts.

14. Enhance connections with postsecondary institutions, including opportunities to earn postsecondary credit; implement or improve industry certification programs.

15. Establish and expand CTE distance learning opportunities for member districts.

16. Provide supplemental accelerated instruction for students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations.

Travel

Travel paid from federal Perkins funds must be used to improve, not maintain, CTE programs, services, and activities. Refer to the Travel Guidelines and Current Reimbursements Rates, posted in the Handbooks and Other Guidance section of the Division of Grants Administration Administering a Grant page for more information on using federal funds for travel.

Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the Administering a Grant page for unallowable costs.

Perkins funds may not be used to pay for individual student certifications. In addition, Perkins funds may not be used to purchase blocks of industry-recognized certification assessments unless the certification assessment information will be reported to the state as a performance measure for 2S1 technical skill attainment as required by section 113 of Perkins IV, 20 U.S.C. § 2323(c). Districts should consider whether paying for students' technical skill assessments would be an efficient use of limited Perkins IV funds and whether the costs would be reasonable and necessary.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

1. Cost of memberships in any civic or community organization

2. Hosting or sponsoring of conferences

3. Travel costs for officials such as executive director, superintendent, or board members

4. Construction, renovation, or remodeling of facilities

5. Food costs, except as specified in the Allowable Cost Guidance section of the Administering a Grant page, and alcoholic beverages

6. Alcoholic beverages

7. Payment for students who are employed by and receiving training from a private business or organization

8. Salaries and bonuses for classroom CTE teachers

9. Academic remediation for CTE students

10. Any purchase order or encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant

11. In-state travel or per diem in excess of state rates (not to exceed actual costs); out-of-state travel in excess of federal government rates for the locale (also not to exceed actual costs)

12. Travel that is required by SBOE rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)

13. Travel for students, including travel and/or registration fees for students to attend CTSO leadership activities

14. Individual career and technical student organization (CTSO) membership dues on behalf of individual CTE students

15. Furniture, except when the furniture is considered industry-specific instructional equipment

16. Consumable supplies, defined as items that are expected to be used within a short period of time, such as office supplies, paper, computer supplies, building and maintenance supplies, and laboratory supplies

17. Motorized vehicles

18. Work-study programs

19. Payment with 2017–2018 Perkins funds for travel that occurs before July 1, 2017, or the stamp-in date of the application, whichever is later

20. Pre-payment or reimbursement with 2017–2018 Perkins funding for travel-related expenditures that occur after August 15, 2018

21. Membership fees in professional or social organizations for individual staff

22. Insurance coverage for students

23. Rental or lease of land

24. Debt service (lease-purchase)

Program Evaluation

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

The applicant agrees to collect data and report on Schedule PS3350—Accountability the following mandatory performance measures:

- 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

An additional column containing the grantee's previous actual performance percentage has been added for informational purposes.

You are required to provide a Program Effectiveness Report by September 17, 2018. You are not in compliance with grant conditions and requirements until this report is received by TEA. Eligibility to receive future grants–including continuation grants–from TEA may be impacted by such noncompliance.

You shall agree to accept the state's secondary adjusted levels of performance as local adjusted levels of performance or to negotiate with TEA to reach agreement on new local adjusted levels of performance for each of the core indicators of performance for CTE activities. The levels of performance established shall, at minimum, meet these requirements:

- Be expressed numerically, so as to be objective, quantifiable, and measurable
- Require your organization to continually make progress toward improving the performance of CTE students

Critical Success Factors

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

Federal Grant Requirements

Equitable Access and Participation

See the General and Fiscal Guidelines, Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Nontraditional Programs

The district/SSA should provide CTE programs and instruction for students enrolled in CTE courses that are nontraditional for their gender. Every effort is to be made to eliminate sex bias and stereotyping in curriculum, instruction, and services. Materials and practices (instructional and counseling) should be reviewed for gender equity. If materials or practices are determined to be biased toward either gender, the district/SSA should establish and implement a plan that will eliminate stereotypical practices and gender bias.

In-Service Training for Meeting the Needs of Special Populations

The district should provide in-service training for all CTE teachers to upgrade their teaching skills so that they can better serve the needs of students who are members of special populations.

Private Nonprofit School Participation

See the General and Fiscal Guidelines, Private Nonprofit School Participation.

This requirement does apply to this federally funded grant program. Upon written request from a nonprofit private school that offers career and technical secondary education programs and that is located in the region served by the applicant, the applicant must request the Private Nonprofit

School Participation schedule from the Division of Grants Administration to be submitted as an attachment in an amendment to the application.

Personnel

An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in non-profit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

Student Participation

1. **Student Participation:** Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

2. **Consultation:** An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Maintenance of Effort

See the General and Fiscal Guidelines, Maintenance of Effort.

This requirement does not apply to this federally funded grant program.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Required Attachments

See the following sections of the General and Fiscal Guidelines:

- Fiscal-Related Documentation Required to Be on File
- Required Fiscal-Related Attachments
- Required Program-Related Attachments

This section describes the two types of attachments that may be required to be submitted with the application: fiscal-related attachments and program-related attachments.

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for a general description of fiscal-related documents that can be required as attachments to the application.

No fiscal-related attachments are required for this grant program.

Required Program-Related Attachments

No program-related attachments are required for this grant program.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Internet Explorer. If you are using another browser, please change to Internet Explorer before attaching files.

Documents only need to be attached once. Do not attach duplicate documents with each amendment. Only attach more than once if the attachment is being revised.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc). Use a meaningful name that identifies the specific document.

Make sure that each attachment has a file extension (.pdf, .doc, .rtf, .xls, .bmp, .zip, .txt).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.

- Try to avoid creating .jpg files. If possible, create PDF documents with the scanner.

Zipping Files

If your files are too large, add them to a zip file to save space ([download a free version of WinZip and find instructions on creating zip files](#)).

Attaching Files to an eGrants Application

1. Ensure that the security level for your internet browser is set to Medium (Tools > Internet Options, Security tab).

2. Ensure that the document is saved on your computer, using the naming instructions above.

3. On the Grant Menu page, select Attach File. The required attachments are listed and described at the top of the dialog box. If you are attaching a document that is not listed, check Other.

4. In the Add Attachments pane, select the title of the attachment from the list, or if you selected Other above, type in the title.

5. Select the Browse button. A standard Windows browser appears. Find the file.

6. Select Attach.

7. Select Refresh to see the name of the document in the Documents Submitted in This Version pane. If the attachment does not appear, you may have to rename your document with a shorter name and start over.

8. Repeat this process to attach all your documents.

Reference Material and Appendixes

Federal Flexibility and Accounting for Federal Funds in Schoolwide Programs

For information on increasing flexibility with federal funds and combining Perkins funds for schoolwide programs, see the Schoolwide Programs guidance on the [Federal Flexibility Initiative](#) page.