Arizona Department of Education
Career and Technical Education

FY 2015
Online CTE Grant Training

Highly Effective Schools

1. What is the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)

First authorized in 1984 Carl Perkins is the principal source of federal funding under Title I to states to improve secondary and postsecondary CTE programs.

Section 2 cites: The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary students who elect to enroll in career and technical education programs; **career-ready, college-ready**.

Each year Congress appropriates about $1.1 billion dollars for Federal Perkins grants to states under Title I.

2. Funding factors…

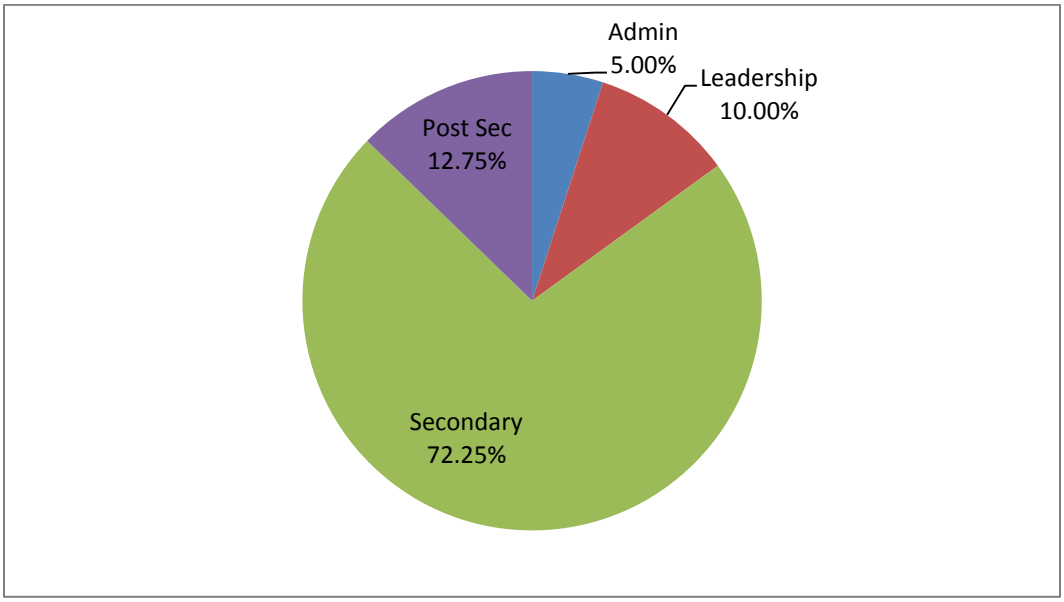
Title I grants are allotted to states through a formula based on the states' populations in certain age groups and per capita income. Challenge for growth states like AZ is the fact that the legislation also contains a hold-harmless clause ensuring a state receives an allotment at least as much as provided under Perkins III, which was authorized in 1998.

Each state determines the split of funds to be distributed to recipients at the secondary versus postsecondary level, but no less than 85 percent must go to LEAs

The state-level agency responsible for administering Perkins is limited to no more than 5 percent of their grant on administrative activities and not more than 10 percent of the award on state leadership as defined in ***§124***: Needs Assessment, teacher training, professional development, academic integration, non-traditional preparation, support partnerships, serve state institutions.

§135 describes required and permissible use of funds by LEAs: Initiate, improve, expand, & modernize CTE including relevant and emerging technology.

FY14 Perkins Allocation--$24.3 Million …



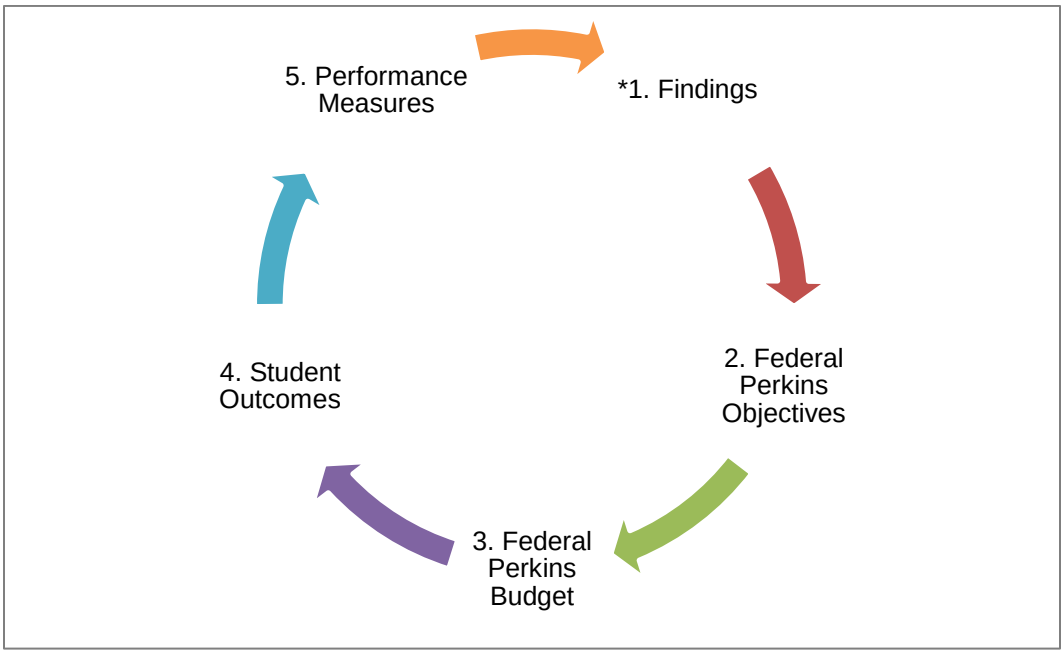
An "APPROVED" CTE PROGRAM has 8–Essential Elements…

(*Generally speaking…aligns with §135: Local Use of Funds*)

1. Delivers a coherent sequence of instruction.
2. Teach all the state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher.
5. Annually evaluate program performance to meet/exceed established Performance Measures.
6. Offer student work-based participation--connect the classroom to actual work activity.
7. Requires student participation and Career Exploration for grades 7-9.
8. Organize a Career and Technical Education Student Organization (CTSO) for the CTE program area.

$$$ Allocation…[§131.(a)(2)] "SEVENTY PERCENT.—Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year."

Federal Perkins Grant Life-Cycle …



*Findings include strategic plan, advisory committee, annual evaluation, on-site monitoring, local improvement plan, and Performance Measures data.

State Priority Grant – OVERVIEW

1. **What is the State Priority Grant?**
   Maintenance of effort funds that qualify Arizona for the Federal Perkins funding.

2. **Where do the funds come from? State Priority based on:**
   ARS §15-784 C. cites, "There is appropriated from the general fund of the state sufficient monies to meet the requirements of the acts of Congress."

   The AZ Legislature allocates ~$9.2 million/year for **program improvement** for 11th & 12th graders in occupational specific training. Note: The AZ Legislature has not increased this amount in over 20 years…despite AZ's growth in number of programs and students.

3. **Two Funding factors…enrollment & placement**
   75% Enrollment PER APPROVED COURSE

$$= \left(\frac{\text{no. 11th \& 12th enrolled}}{2}\right) \times \left(\frac{\text{minutes/week}}{225}\right) \times \left(\frac{\text{weeks/term}}{18}\right) \times \left(\text{Program Ranking}\right) \times \left(\frac{\text{Funds State Rcvd}}{\text{Weighted Count**}}\right)$$

   *For FY14 the Enrollment Weighted Count = $72.62 (in 2003 that count was $140.25)

   25% Placement PER *RELATED* PLACEMENT
   PLACEMENT (RELATED) – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated CTE concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment or military service. A related placement for any valid concentrator from the previous school year, earns funding paid from the State Priority Grant. A student can only be paid once for related placement.

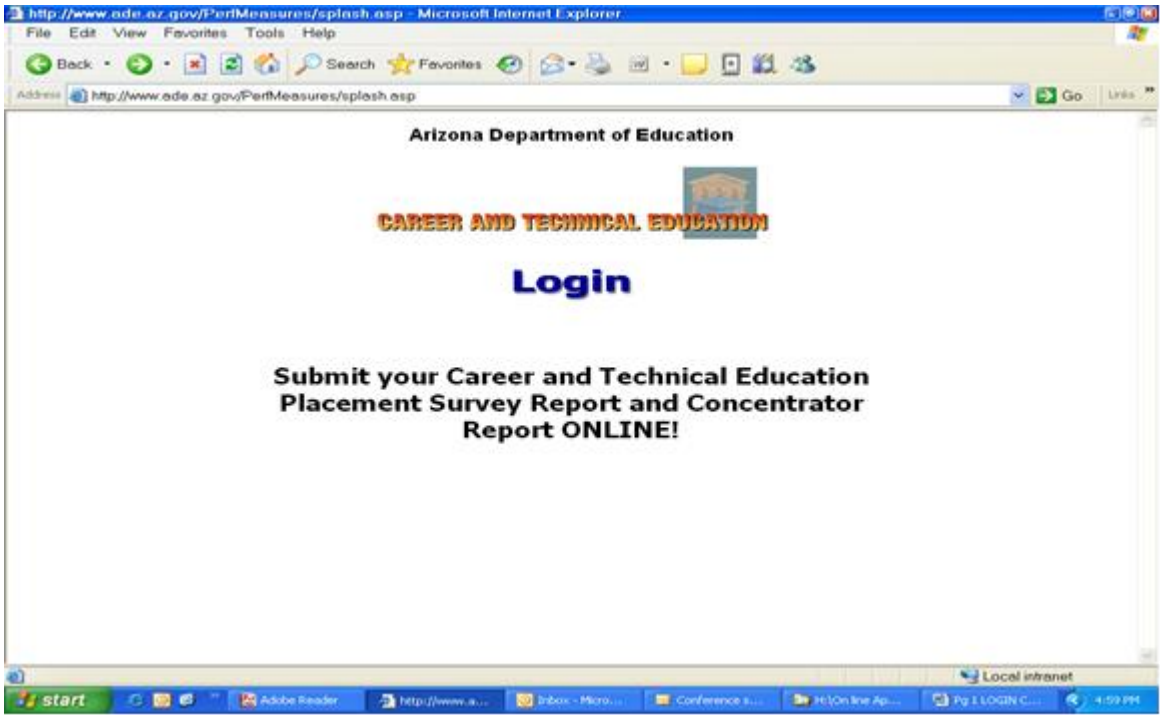
   *For FY14 (Aug-Sep) the Related Placement per Student = $183.41 (in 2003 that count was $317.88)

4. **How may districts spend State Priority funds?**
   Priority funds are straight forward. Districts may only spend Priority funds on approved CTE programs.

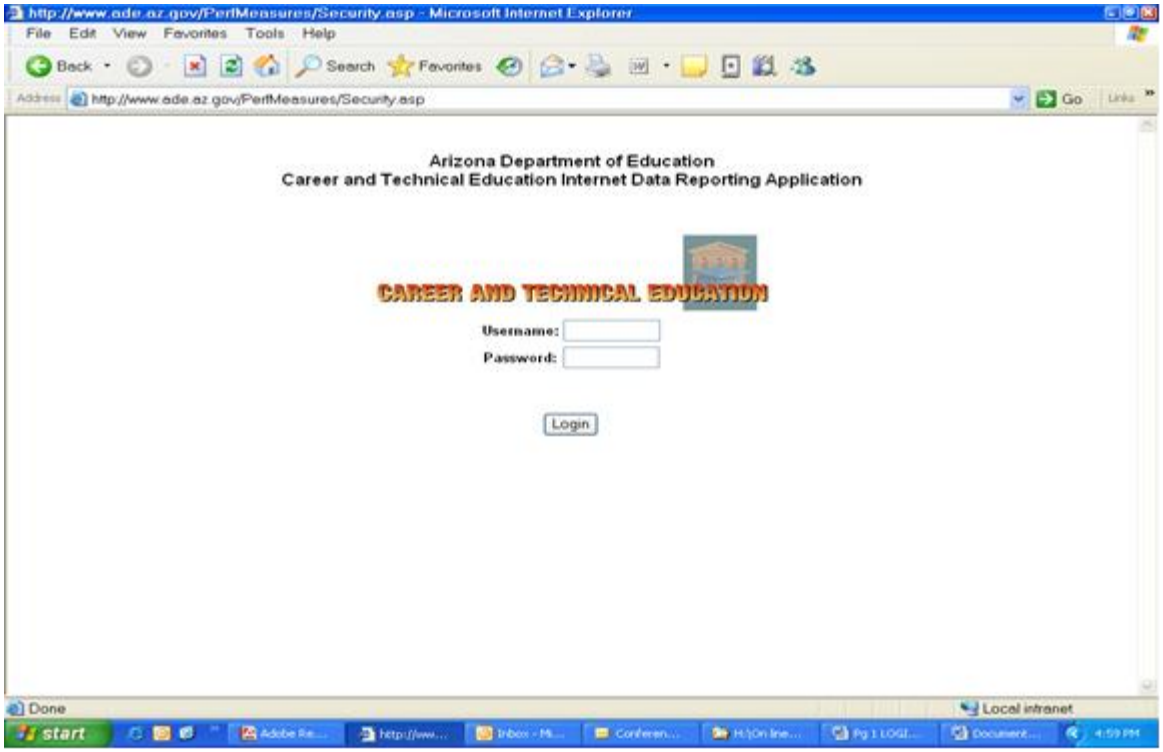
Balance the improvement of CTE programs using the strengths of each funding source.

Arizona Career and Technical Education
Updating and Managing the 2015 Coherent Sequence

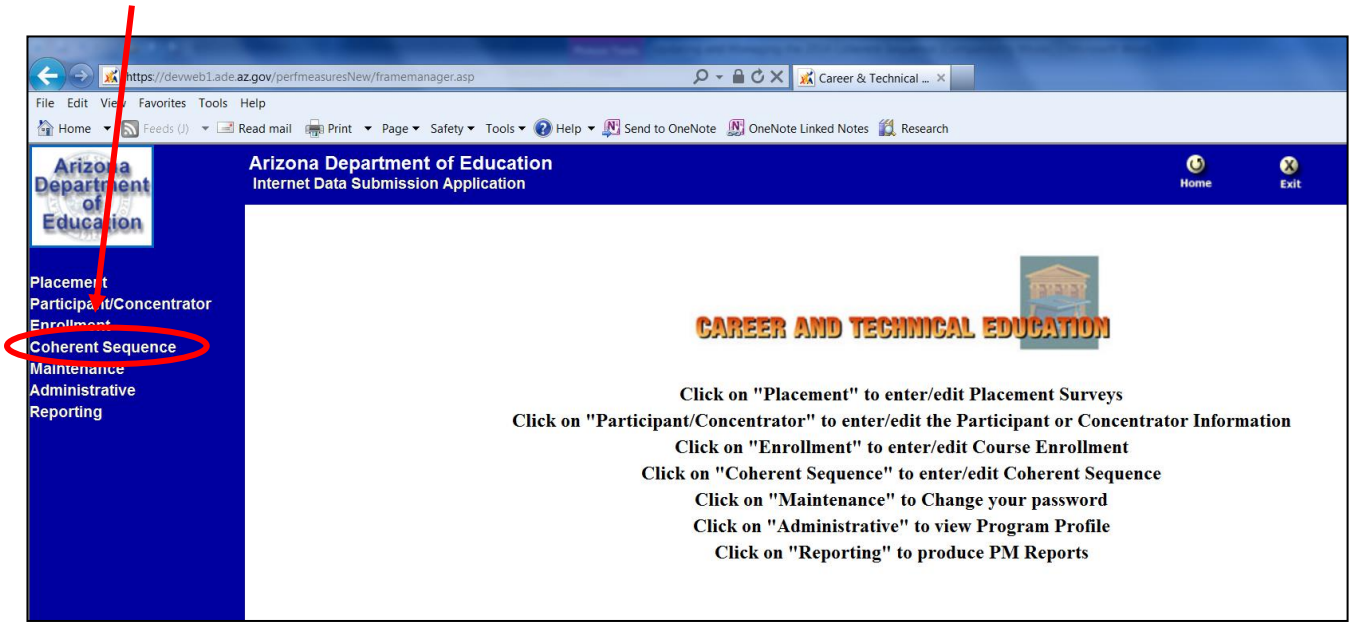
http://www.ade.az.gov/PerfMeasures/splash.asp



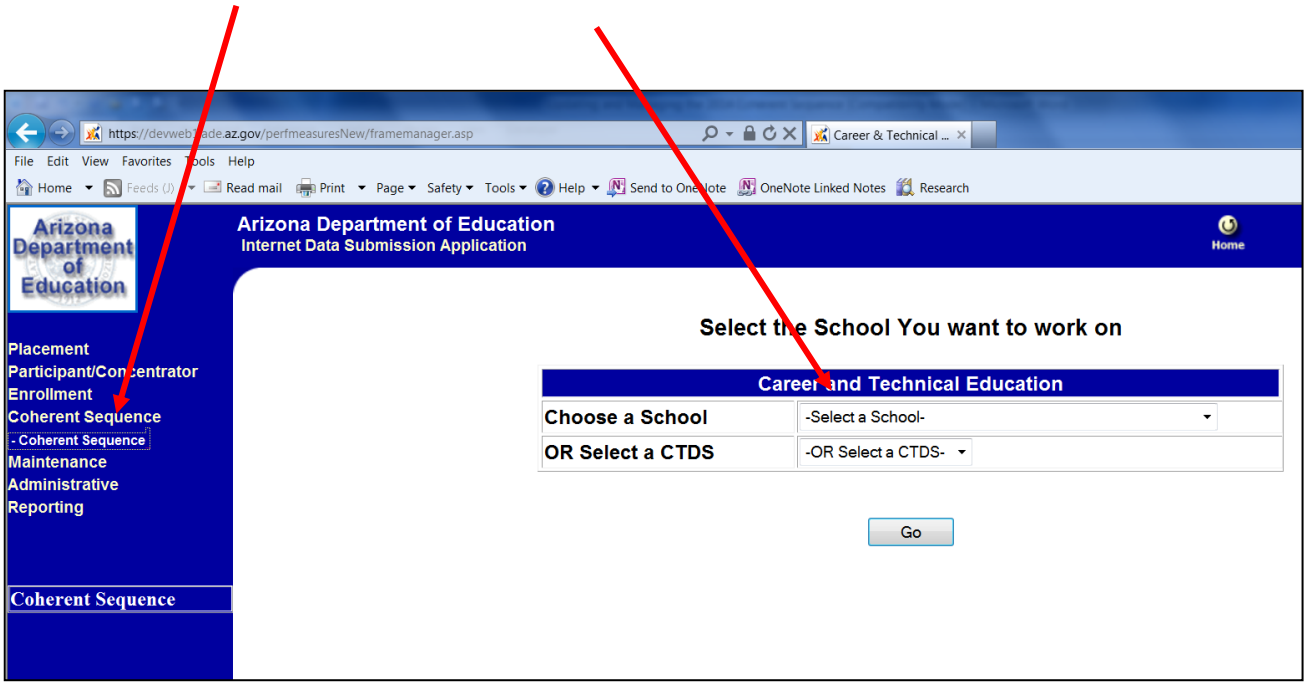
Login using Performance Measures On-Line System Username and Password



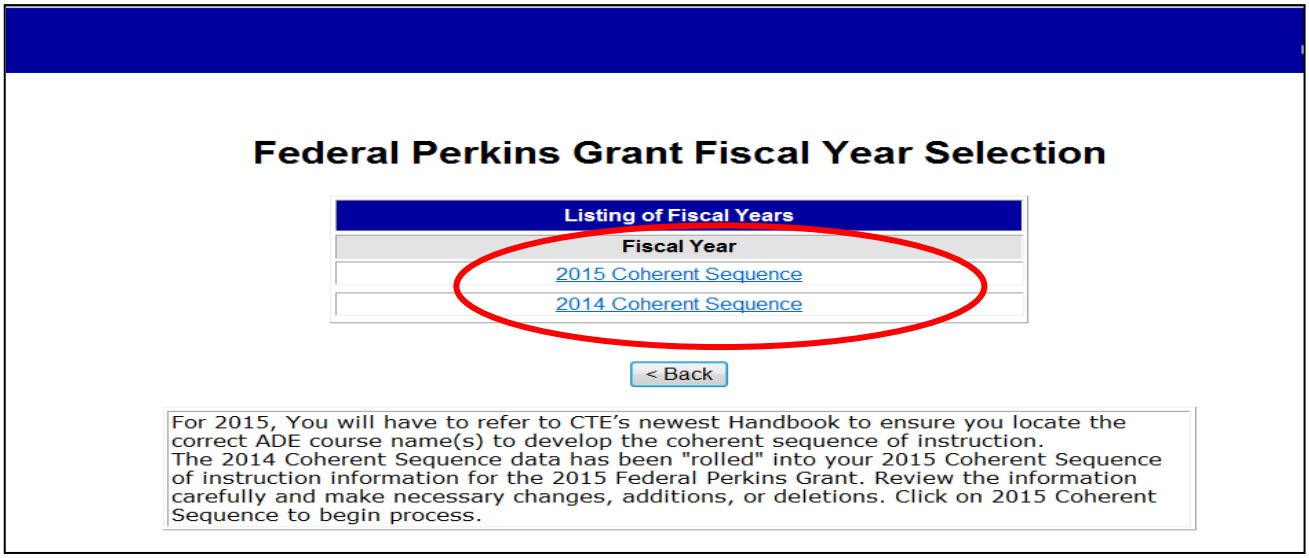
Click on Coherent Sequence



Click on Coherent Sequence and select school.



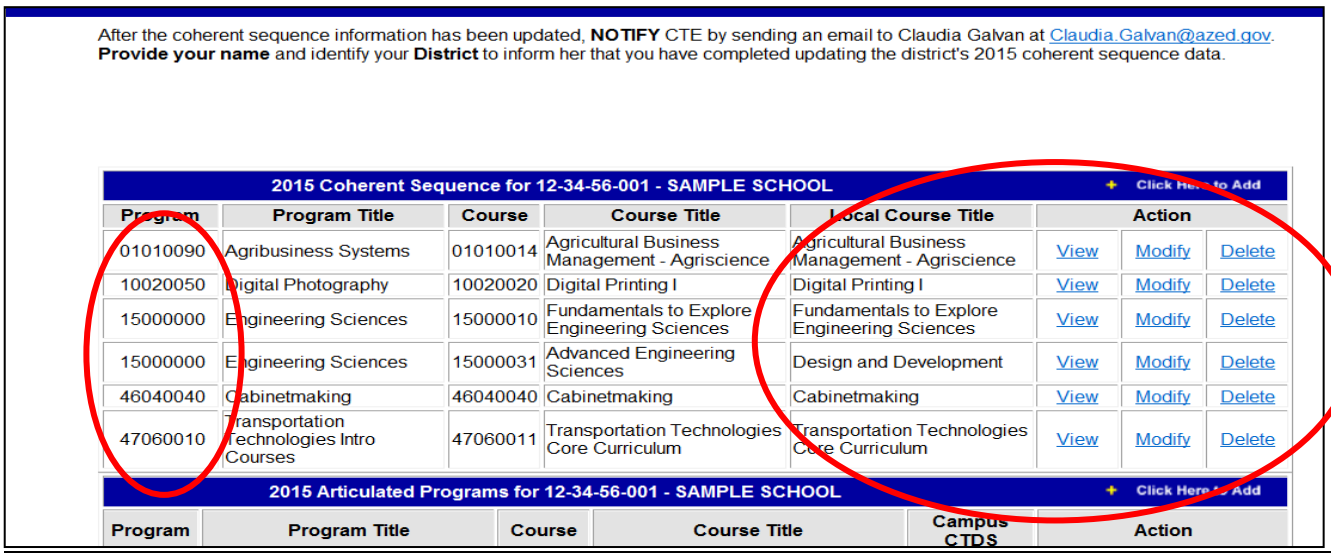
Select the 2015 Coherent Sequence for edits/updates.



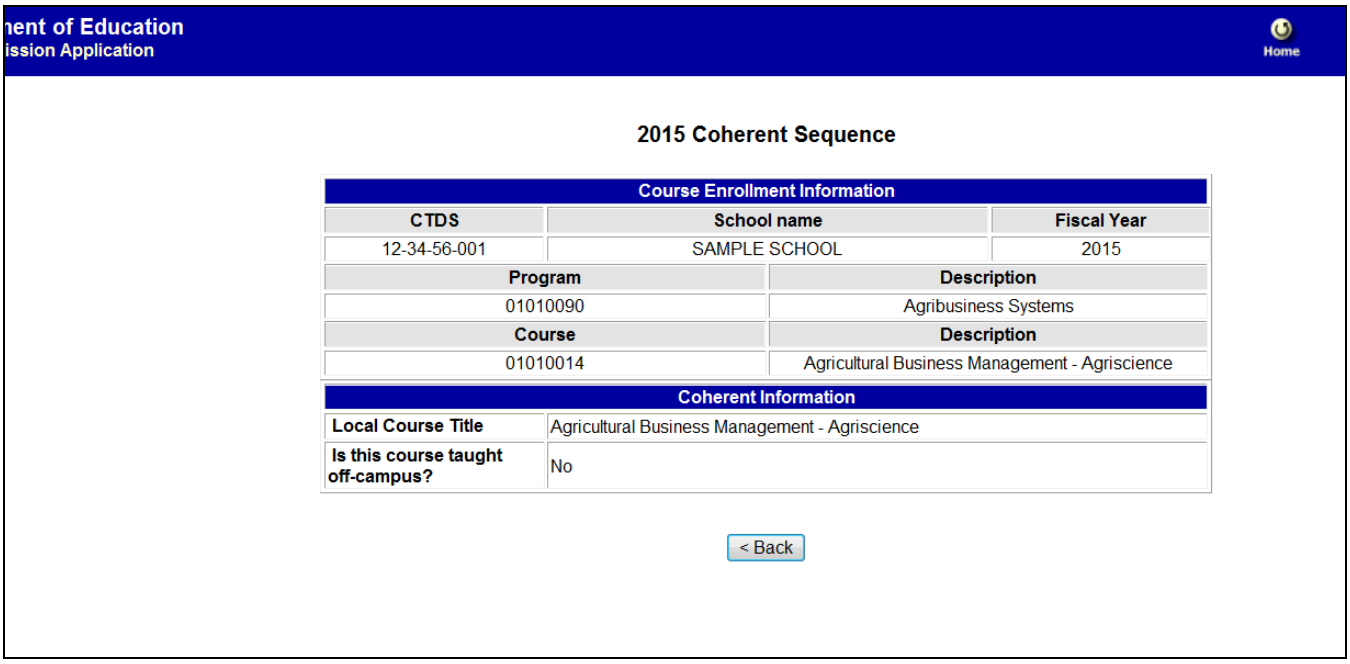
Complete instructions are included on the website.

The 2014 Coherent Sequence data has been "rolled" into your 2015 Coherent Sequence of instruction information for the 2015 Federal Perkins Grant.

Local course titles have also been loaded into the sequence where possible. Review the sequence for each school. To take an action on a record you must click on one of four functions – <u>view, modify, delete or add.</u>



View: **The following slide displays a record in the view mode.**



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ission Application

Home

2015 Coherent Sequence

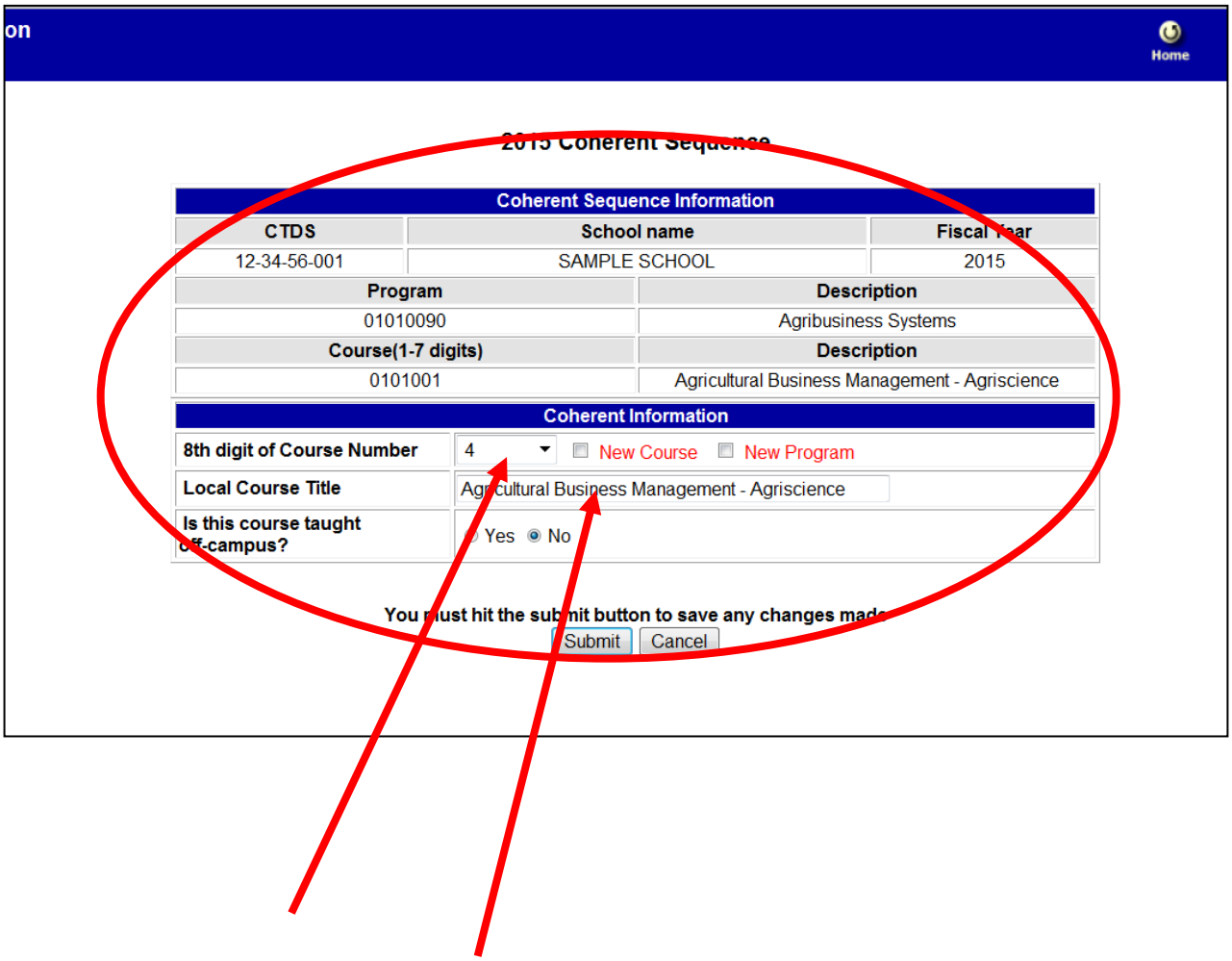
Course Enrollment Information		
CTDS	**School name**	**Fiscal Year**
12-34-56-001	SAMPLE SCHOOL	2015
Program	**Description**	
01010090	Agribusiness Systems	
Course	**Description**	
01010014	Agricultural Business Management - Agriscience	

Coherent Information	
Local Course Title	Agricultural Business Management - Agriscience
Is this course taught off-campus?	No

< Back

This screen allows you to view a record. Click on view and see what information you have for the course. If there are changes to be made to the coherent sequence information, click on "back" and you will return to the coherent sequence form screen.

<u>Modify:</u> If any modifications need to be made to the course (i.e. Local Title, where course is taught), click on Modify for that course.

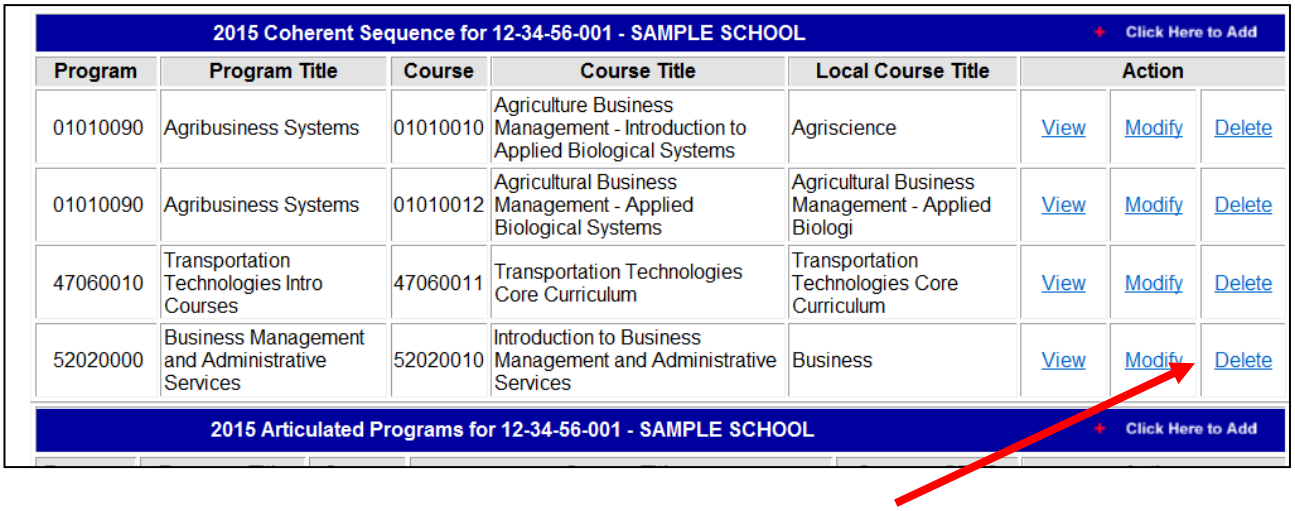


This mode allows you to make changes to the Coherent Sequence Information section only. You are allowed to enter the 8th digit of your course and provide the district's local course title. If you leave the local course title blank and you submit the record, the local course title will default to the CTE Course title.

1. **Enter the 8th digit (see note below)**
2. **Enter the local course title (if you have one different from ADE course title)**
3. **When finished making the changes, click on Submit**
4. **If no errors are detected you will see the message "There were no errors saving this record." Click on Finish to return to the report screen.**

NOTE: On some Course CIP Codes, the 8th digit cannot be changed (i.e.: .75 for internships or Ag .10, .12, .14). For programs that have a course sequence with a Fundamentals class ending in a 0 (such as Auto Tech I 47.0600.20) and an Advanced class ending in a 5 (such as Auto Tech II 47.0600.25), the 8th digit on the Fundamentals class can be 0, 1, 2, 3, or 4 and the 8th digit on the Advanced class can be 5, 6, 7, 8, or 9.

<u>Delete:</u> If you decide that the program/course is no longer part of your coherent sequence you may use this function to delete it from your coherent sequence.



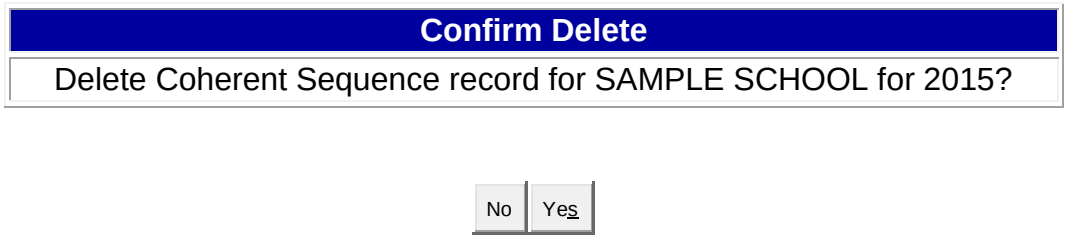
2015 Coherent Sequence for 12-34-56-001 - SAMPLE SCHOOL — Click Here to Add

Program	Program Title	Course	Course Title	Local Course Title	Action		
01010090	Agribusiness Systems	01010010	Agriculture Business Management - Introduction to Applied Biological Systems	Agriscience	View	Modify	Delete
01010090	Agribusiness Systems	01010012	Agricultural Business Management - Applied Biological Systems	Agricultural Business Management - Applied Biologi	View	Modify	Delete
47060010	Transportation Technologies Intro Courses	47060011	Transportation Technologies Core Curriculum	Transportation Technologies Core Curriculum	View	Modify	Delete
52020000	Business Management and Administrative Services	52020010	Introduction to Business Management and Administrative Services	Business	View	Modify	Delete

2015 Articulated Programs for 12-34-56-001 - SAMPLE SCHOOL — Click Here to Add

The following slide displays a record in delete mode:

Delete Confirmation



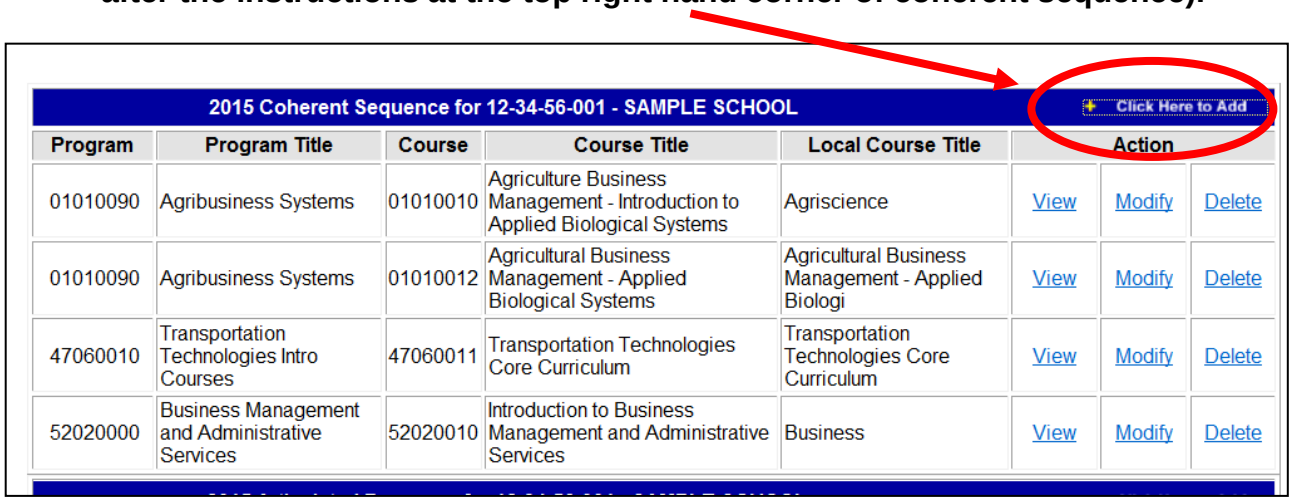
Confirm Delete

Delete Coherent Sequence record for SAMPLE SCHOOL for 2015?

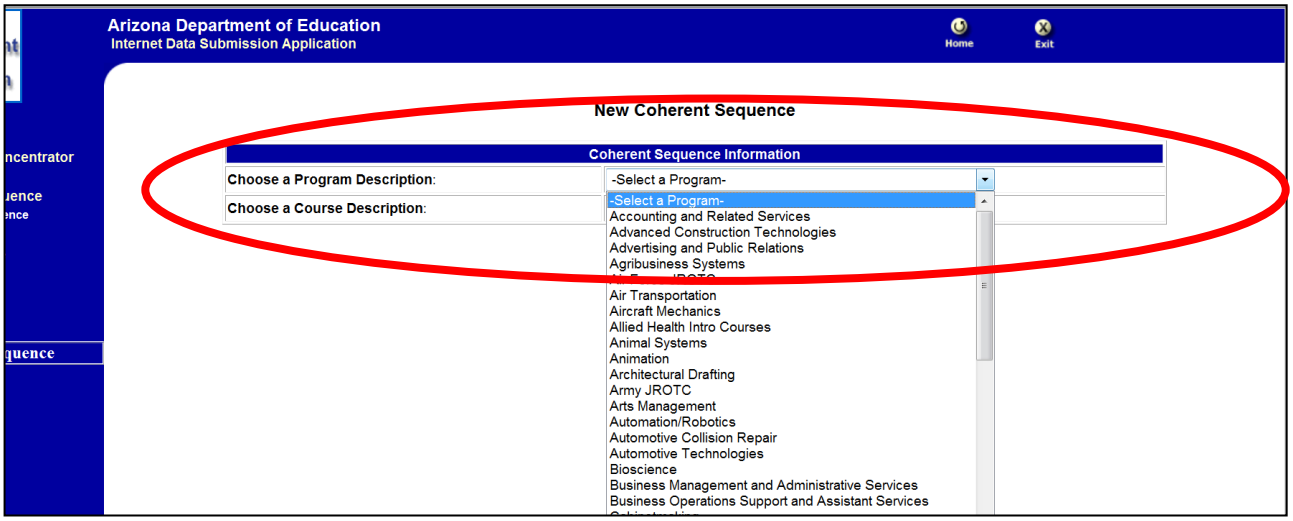
No | Yes

1. **To delete a record, select the record and click on delete.**
2. **Answer yes or no. 'Yes' will delete the record. 'No' will return you to the coherent sequence screen.**
3. **By clicking on 'Yes' the message "There are no errors saving this record," will pop up. Click on 'Finish'.**
4. **This will take you back to the coherent sequence screen.**

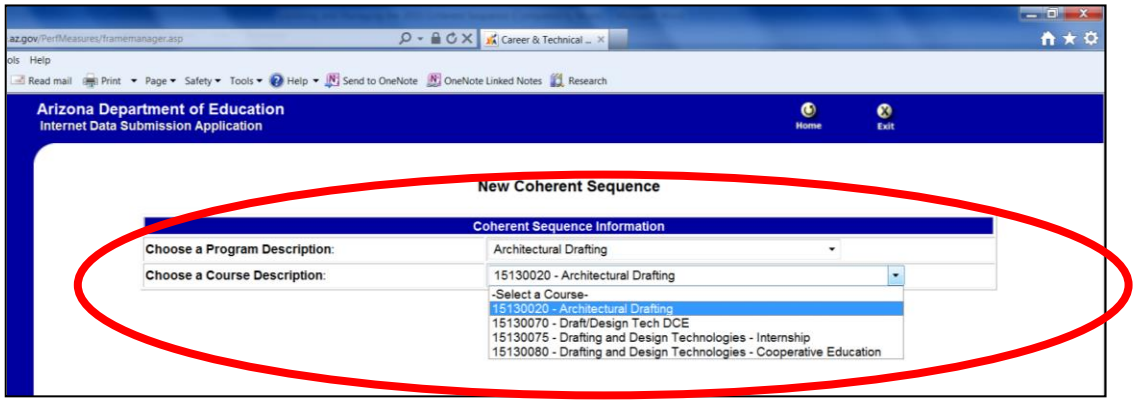
1. **<u>Adding a new course/program:</u> Click on the "+ Click Here to Add" (located after the instructions at the top right hand corner of coherent sequence).**

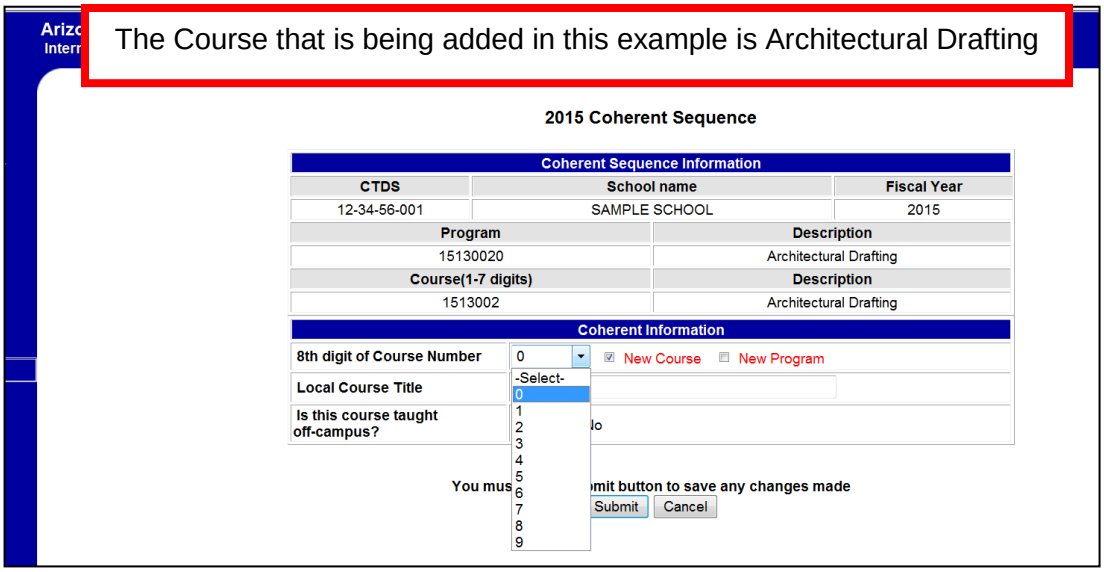


2. **Select "Choose a Program Description" first using the 2014-2015 CTE Program Codes and Titles as a guide.**



3. **Then select "Choose a Course Description". The only options for courses will be those that are part of the approved sequence for that program.**

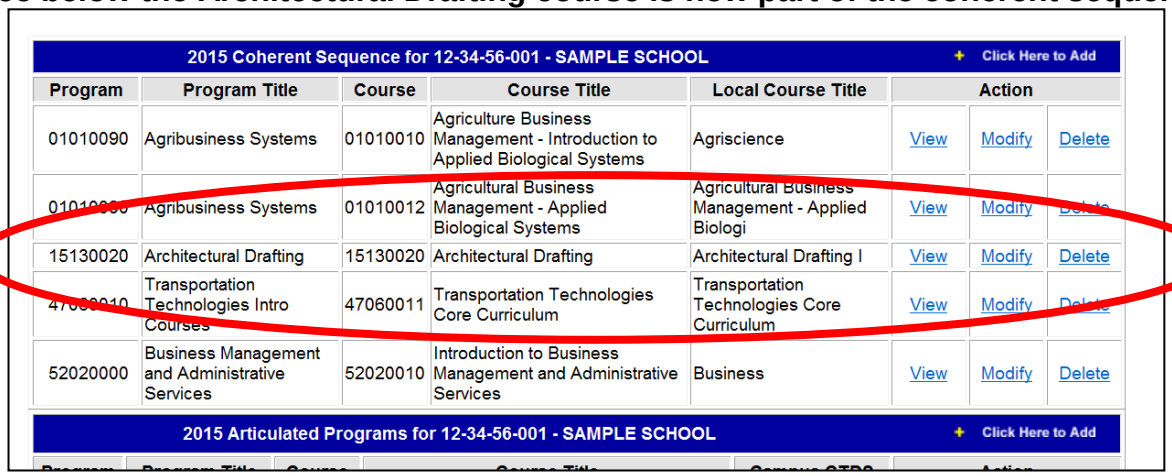




4. **For the 8th digit of the course number you will use the drop down arrow. Refer back to page 5 for specific 8th digit instructions in the "Note" box.**
5. **Check the "New Course" box if it is a new course added to an existing program/sequence.**
6. **Check the "New Program" box if it is a new program. When "New Program" is checked, "New Course" automatically fills.**
7. **Insert local course title. If you do not insert a local course title when you submit the new record the local course title will automatically default to CTE course title.**
8. **Click on submit when completed.**
9. **The message "There are no errors saving this record," will pop up. Click on 'Finish'.**
10. **This will take you back to the coherent sequence form screen.**

NOTE: THE QUESTION - "Is this course taught off campus?" is for the purpose of capturing information that identifies districts that have courses taught at another location. This automatically defaults to "No".

See below the Architectural Drafting course is now part of the coherent sequence.



2015 Coherent Sequence for 12-34-56-001 - SAMPLE SCHOOL — Click Here to Add

Program	Program Title	Course	Course Title	Local Course Title	Action		
01010090	Agribusiness Systems	01010010	Agriculture Business Management - Introduction to Applied Biological Systems	Agriscience	View	Modify	Delete
01010090	Agribusiness Systems	01010012	Agricultural Business Management - Applied Biological Systems	Agricultural Business Management - Applied Biologi	View	Modify	Delete
15130020	Architectural Drafting	15130020	Architectural Drafting	Architectural Drafting I	View	Modify	Delete
47060010	Transportation Technologies Intro Courses	47060011	Transportation Technologies Core Curriculum	Transportation Technologies Core Curriculum	View	Modify	Delete
52020000	Business Management and Administrative Services	52020010	Introduction to Business Management and Administrative Services	Business	View	Modify	Delete

2015 Articulated Programs for 12-34-56-001 - SAMPLE SCHOOL — Click Here to Add

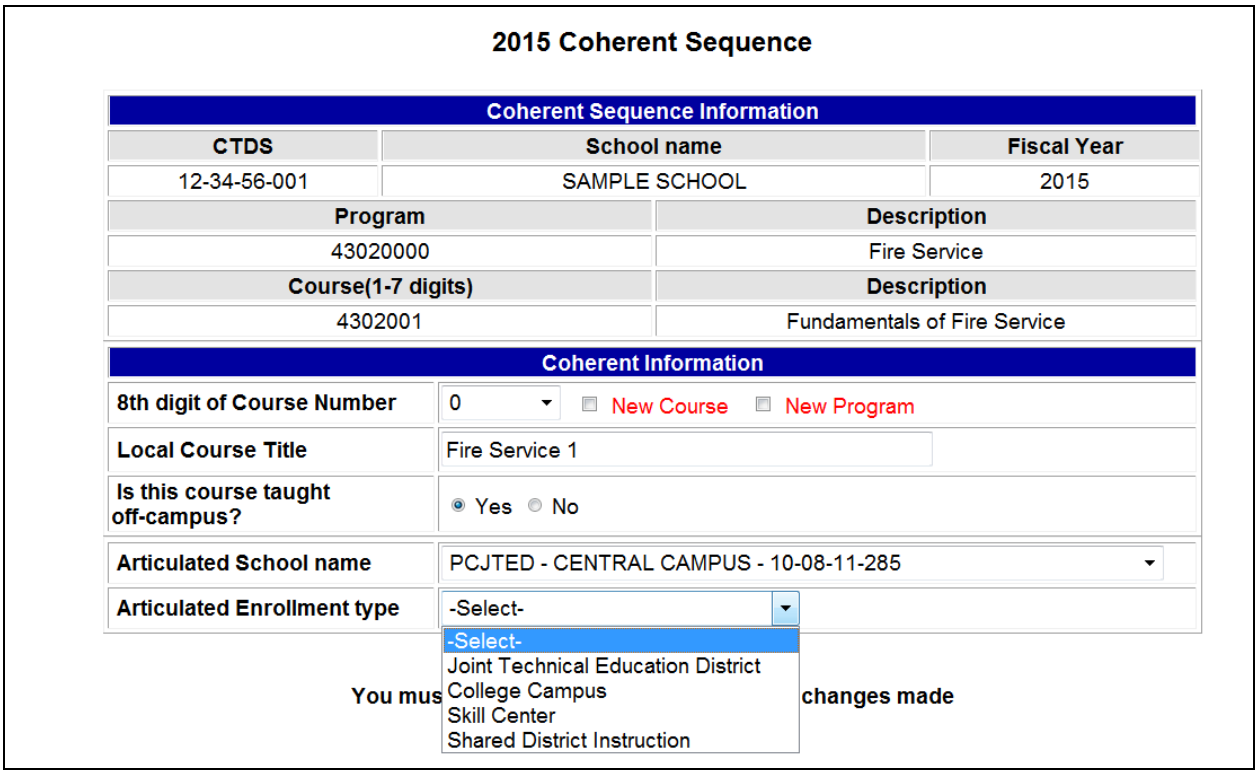
NOTE: For those programs which share an Introductory Course, the course will be added separately by selecting the Introductory Course Area Name from the Course Description drop down box. This will include the following:

Introductory Course Area Number	Introductory Course Area Name
10020010	Comm Media Technology Intro Courses
15120010	Information Technology Intro Courses
15130010	Drafting and Design Tech Intro Courses
46030010	Electrical and Power Transmission Tech Intro Courses
46040010	Construction Technologies Intro Courses
47060010	Transportation Technologies Intro Courses
48050010	Precision Manufacturing Intro Courses
51080010	Allied Health Intro Courses
52180010	Marketing Management and Entrepreneurship Intro Courses
52190010	Design and Merchandising Intro Courses

Reminders

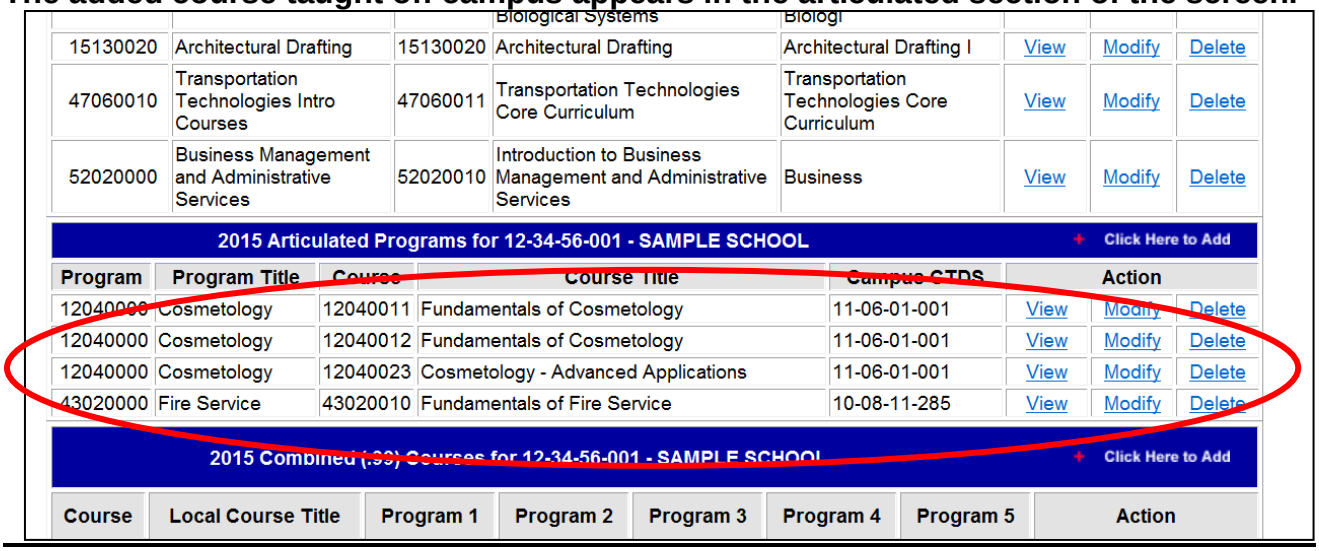
- **Add all appropriate courses to any existing program.**
- **Add all courses that will be taught in a completely new program. This information will notify the program specialists that you are implementing a new CTE program.**

Add a course that is taught off-campus: **Follow the "add a new course" instructions.**



1. **If a course is taught at another location (off-campus), answer "yes" to the questions "Is this course taught off campus?"**
2. **The "Yes" button will pop up two additional fields.**
3. **For Articulated School Name, select the location from the drop down menu box indicating where students receive instruction. (i.e. PCJTED-Central Campus). If a school does not appear in the drop down menu box, contact Donna Kerwin at donna.kerwin@azed.gov or 602-542-7881.**
4. **Identify Articulated Enrollment Type. Use *CTE Handbook*** http://www.azed.gov/career-technical-education/cte-administrators-online-handbook/ **as a guide. (I.e. JTED, College Campus)**
5. **Click on Submit and Finish to save the record.**
6. **This will take you back to the coherent sequence form screen**

The added course taught off campus appears in the articulated section of the screen.



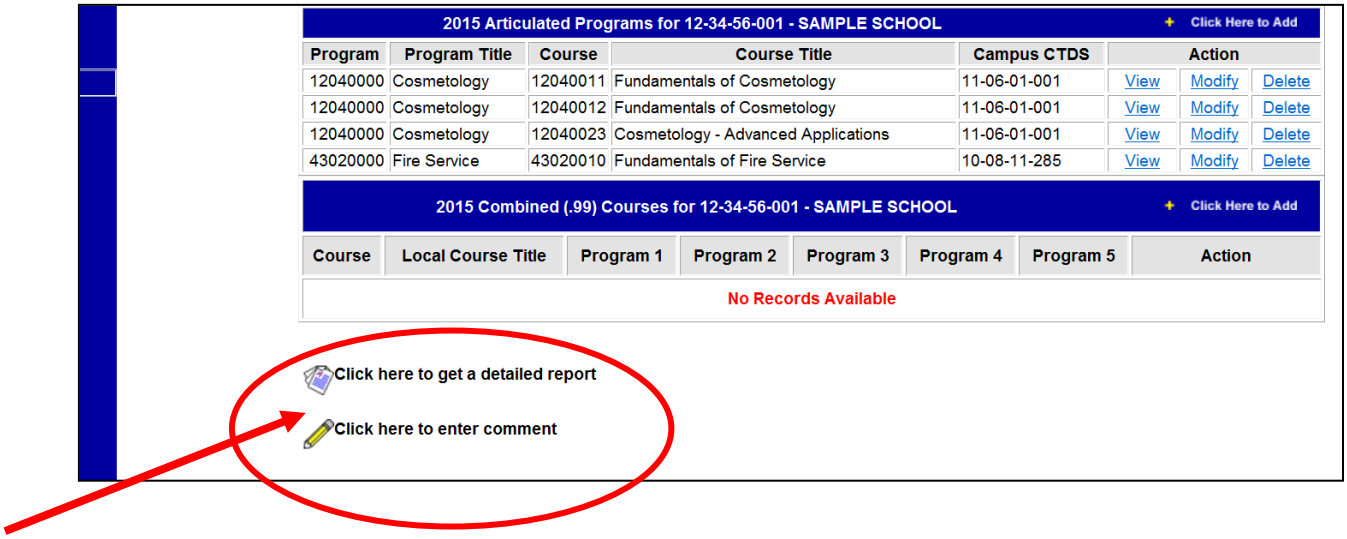
			Biological Systems	Biologi			
15130020	Architectural Drafting	15130020	Architectural Drafting	Architectural Drafting I	View	Modify	Delete
47060010	Transportation Technologies Intro Courses	47060011	Transportation Technologies Core Curriculum	Transportation Technologies Core Curriculum	View	Modify	Delete
52020000	Business Management and Administrative Services	52020010	Introduction to Business Management and Administrative Services	Business	View	Modify	Delete

2015 Articulated Programs for 12-34-56-001 - SAMPLE SCHOOL + Click Here to Add

Program	Program Title	Course	Course Title	Campus CTDS	Action		
12040000	Cosmetology	12040011	Fundamentals of Cosmetology	11-06-01-001	View	Modify	Delete
12040000	Cosmetology	12040012	Fundamentals of Cosmetology	11-06-01-001	View	Modify	Delete
12040000	Cosmetology	12040023	Cosmetology - Advanced Applications	11-06-01-001	View	Modify	Delete
43020000	Fire Service	43020010	Fundamentals of Fire Service	10-08-11-285	View	Modify	Delete

2015 Combined (.33) Courses for 12-34-56-001 - SAMPLE SCHOOL + Click Here to Add

Course	Local Course Title	Program 1	Program 2	Program 3	Program 4	Program 5	Action



2015 Articulated Programs for 12-34-56-001 - SAMPLE SCHOOL Click Here to Add

Program	Program Title	Course	Course Title	Campus CTDS	Action		
12040000	Cosmetology	12040011	Fundamentals of Cosmetology	11-06-01-001	View	Modify	Delete
12040000	Cosmetology	12040012	Fundamentals of Cosmetology	11-06-01-001	View	Modify	Delete
12040000	Cosmetology	12040023	Cosmetology - Advanced Applications	11-06-01-001	View	Modify	Delete
43020000	Fire Service	43020010	Fundamentals of Fire Service	10-08-11-285	View	Modify	Delete

2015 Combined (.99) Courses for 12-34-56-001 - SAMPLE SCHOOL Click Here to Add

Course	Local Course Title	Program 1	Program 2	Program 3	Program 4	Program 5	Action
No Records Available							

Click here to get a detailed report

Click here to enter comment

<u>Comments:</u> To use the comment section, click on the pencil icon and follow the instructions. Insert any comments you may want to relay to ADE about your coherent sequence.

<u>Reports:</u> A report is printed by clicking on the icon at the bottom of the page. See Sample Report on next page.

SAMPLE REPORT: This report shows New Program (X), New Courses (X), Articulated courses (taught off campus with CTDS of other school) and Combined courses with each of the program CIP codes.

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
COHERENT SEQUENCE INFORMATION
SCHOOL YEAR 2014-2015

REPORT DATE: 03/18/2014

CTDS: 123456001
DISTRICT: SAMPLE DISTRICT
SCHOOL: SAMPLE SCHOOL

New Course	New Program	Offer Year	Program CIP Code	Program Title	Course CIP	ADE Course Title*	Your Local Course Title	Course taught at another school
Non-Articulated Courses								
			01010090	Agribusiness Systems	01010014	Agricultural Business Management - Agriscience	Agricultural Business Management - Agriscience	
			10020050	Digital Photography	10020020	Digital Printing I	Digital Printing I	
			15000000	Engineering Sciences	15000010	Fundamentals to Explore Engineering Sciences	Fundamentals to Explore Engineering Sciences	
			15000000	Engineering Sciences	15000031	Advanced Engineering Sciences	Design and Development	
			46040040	Cabinetmaking	46040040	Cabinetmaking	Cabinetmaking	
			47060010	Transportation Technologies Intro Courses	47060011	Transportation Technologies Core Curriculum	Transportation Technologies Core Curriculum	
Articulated Courses								
X	X		12040000	Cosmetology	12040011	Fundamentals of Cosmetology	Cosmetology I	110601001

Comment

Page 1 Of 1

After the coherent sequence information has been updated, **NOTIFY** CTE by sending an email to Claudia Galvan at Claudia.Galvan@azed.gov. Identify your **District and provide your Name** to inform her that you have completed updating the district's 2015 coherent sequence data.

Important Notes

- **Coherent sequence should include all course CIP codes that will be reported on 40th and 100th day enrollment.**
- **Coherent sequence should reflect the complete program sequence that will be offered at each site.**
- **Coherent sequence can be modified any time during the reporting year to identify changes in course offerings. Notify ADE of changes.**

2015 CTE PROGRAM LIST

CIP #	CTE PROGRAM	Carnegie Units Required	NonTrad
52.0300.00	Accounting and Related Services	2	Male
46.0400.20	Advanced Construction Technologies	2	Female
52.1800.30	Advertising and Public Relations	2	*
01.0100.90	Agribusiness Systems	3	Female
49.0100.00	Air Transportation	3	Female
47.0600.50	Aircraft Mechanics	3	Female
01.0100.40	Animal Systems	3	Female
10.0200.60	Animation	3	*
15.1300.20	Architectural Drafting	2	Female
50.0500.30	Arts Management	2	Female
48.0500.20	Automation/Robotics	3	Female
47.0600.30	Automotive Collision Repair	3	Female
47.0600.20	Automotive Technologies	3	Female
41.0100.00	Bioscience	2	*
52.0200.00	Business Management and Administrative Services	2	*
52.0400.00	Business Operations Support and Assistant Services	2	Male
46.0400.40	Cabinetmaking	2	Female
46.0400.30	Carpentry	2	Female
15.1200.20	Computer Maintenance	2	*
12.0400.00	Cosmetology	2	Male
12.0500.00	Culinary Arts	2	Female
51.0600.00	Dental Assisting	2	Male
47.0600.40	Diesel Engine Repair	3	Female
10.0200.50	Digital Photography	3	Female
10.0200.20	Digital Printing	3	Female
13.1210.00	Early Childhood Education	2	Male
13.1200.00	Education Professions	2	Male
15.0300.00	Electronic Technologies	3	Female
15.1300.30	Electronics Drafting	2	Female
51.0900.30	Emergency Medical Services	2	*
15.0000.00	Engineering Sciences	3	Female
52.1800.40	Entertainment Marketing	2	*
52.1800.50	Entrepreneurship	2	*
01.0100.00	Environmental Service Systems	2	Female
52.1900.20	Fashion Design and Merchandising	2	*
10.0200.90	Film & TV	3	Female
52.0800.00	Financial Services	2	*
43.0200.00	Fire Service	2	Female
01.0100.20	Food Products and Processing Systems	3	Female
10.0200.30	Graphic/ Web Design	3	*
47.0200.00	Heating, Ventilation and Air Conditioning	2	Female
49.0200.00	Heavy Equipment Operations	2	Female
47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	3	Female
52.0900.00	Hospitality Management	2	*
46.0300.30	Industrial Electrician	2	Female
52.1900.30	Interior Design and Merchandising	2	*

2015 CTE PROGRAM LIST

CIP #	CTE PROGRAM	Carnegie Units Required	NonTrad
10.0200.40	Journalism	3	*
51.0800.30	Laboratory Assisting	2	Male
43.0100.00	Law, Public Safety and Security	2	Female
15.1300.40	Mechanical Drafting	2	Female
51.0800.60	Medical Assisting Services	2	Male
51.0800.40	Medical Imaging Support Services	2	Male
51.1500.00	Mental and Social Health Services	2	Male
10.0200.00	Music/Audio Production	3	Female
01.0100.50	Natural Renewable Resources Systems	3	Female
15.1200.30	Network Technologies	2	*
51.3900.00	Nursing Services	2	Male
51.0800.20	Pharmacy Support Services	2	Male
01.0100.30	Plant Systems	3	Female
01.0100.60	Power, Structural and Technical Systems	3	Female
48.0500.30	Precision Machining	3	Female
52.1800.20	Professional Sales and Marketing	2	*
46.0300.20	Residential Electrician	2	Female
51.0900.20	Respiratory Therapy Technician	2	*
15.1200.40	Software Development	2	*
51.0800.50	Sports Medicine and Rehabilitation Services	2	Male
51.0900.40	Surgical Technician	2	*
50.0500.20	Technical Theatre	2	Female
51.3500.00	Therapeutic Massage	2	Male
15.1200.50	Web Page Development	2	*
48.0508.00	Welding Technologies	2	Female
From this point forward are programs that meet local occupational need:			
28.0101.00	Airforce JROTC	2+	*
28.0301.00	Army JROTC	2+	*
28.0402.00	Navy/Marine Corp JROTC	2+	*
15.0506.00	Environmental Control Technologies Water Operator	2+	Female
51.0808.00	Veterinary/Animal Health Technician/Veterinary Assistant	2+	Male

Orange - New Communications Media Programs *(Replaces Multimedia Technologies)*
Purple - Emerging Program
Blue- Districts must show local need, outcomes, and approved program elements by submitting a "Proposed Occupational Program Request. Request form located: http://www.azed.gov/career-technical-education/forms/

FY15 Federal Perkins Application Guidelines

This section provides some quick references and guidelines that will help you complete the supplemental part of the application.

What's new for the FY2015 grant

- All projects will be submitted through ***ADEConnect*** in the new grants management system. The link is found on the upper right hand corner of the ADE homepage at www.azed.gov.
- **CTE Secondary Federal Perkins Grant Application Checklist** that will communicate feedback to the LEA on information to include in each area of the application and revisions that need to be made prior to approval.
- **Sections Page:** Displays all of the related pages of the funding application.
- **Sections-Status:** Displays the current status and next possible status. Check the Address Book in the grant system to identify LEA Assigned Roles.
- Not Started
- Draft Started
- Draft Completed
- LEA Business Manager Approved-Designated role by LEA
- LEA Authorized Representative Approved-Designated role by LEA. Submitted to ADE
- SEA CTE Federal Perkins Program Specialist Approved
- SEA CTE Federal Perkins Director Approved. Final approval for LEA.
- **Approval**: All funding applications must go through all status changes above to receive final approval. Two levels at the district and two levels at the state. ***Draft Completed does not send the application to ADE. The LEA Business Manager and LEA Authorized Representative must approve first.***
- ***No Rejection***: Not Approved is used instead of "rejected".

What's New in Program, Fiscal and Accountability Assurances

- **Program Assurance 7**-Page 2: Assurance of providing career exploration and annually updating the coherent sequence.
- **Program Assurance 9**-Page 2: Industry certifications
- **Fiscal Assurance 4**-Page 2: Professional development and training activities
- **Reminder-**Page 2**:** Fiscal Assurance 5 on Substantial Approval
- **Reminder-**Page 3**:** Fiscal Assurance 6 on POS-All LEAs must obligate some of the Perkins allocation (excluding capital for POS activities).

Desk Monitoring-Program Assurances

- **Program Assurance 1**-Page 4: Annual Program Evaluation must be completed by October 1 and include month/year.
- **Program Assurance 3-**Page 5**:** Equal Access is not due until October 1
- **Fiscal Assurance 4**-Page 6: Level of Student Success is not due until October 1.

Desk Monitoring-Fiscal Assurance

- Must be completed and included in the 6/15 submission.
- See pages 7-9.
- Fiscal assurances include the questions regarding audit, financial benefit, inventory, supplanting and time and effort that were on the monitoring document.
- **Professional Development Activities-**Page 7: There are 3 new questions regarding professional development activities and entertainment costs.
- Read each question and respond accordingly.

How to Complete Each Objective Page?

General Information

- Each objective page except for POS contains the same 11 boxes and boxes 1-8 and box 11 must be completed in order to save the page. For POS, complete boxes 1-7 and box 10.
- Boxes 9-10 will be used to complete the narratives and should be left blank.
- Box 11: If LEA answers "yes" another template will appear for that objective. If "no", continue on to the next objective template. LEA can have up to 3 objective pages per measure.
- See FY2015 Sample Objective for an example.
- Each LEA will have at least 11 objectives: 8 addressing each of the performance measures (1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2), 1 addressing Program of Study, 1 addressing CTSOs and 1 addressing Workplace Employability Skills.

Objectives (Box 5)

- All objectives must be developed to address and improve each of the performance measures, to enhance/implement programs of study and to provide for continuous program improvement.
- Develop SMART (Specific, Measurable, Attainable, Results-Oriented, and Timely) objectives for each of the performance measures including how the LEA will evaluate and continuously improve performance. **Objectives must include month/year.**
- Create only one objective per page. Do not combine objectives on one page.
- If objective is program specific, include program name in objective.
- Objectives should reflect what the district is actually doing to improve programs and meet or exceed State Adjusted Level of Performance (SALP).
- Must include language that states "meet/exceed the SALP" or other specific outcome.

Justification (Box 6)

- Include a justification which explains how the expenditure item or the objective will improve the CTE program performance.

Expenditure Category (Box 7)

- Select all appropriate expenditure categories using Perkins funds based on the budget.
- Align expenditure categories to budget function codes.
- If Perkins funds are not being used to support objective, "None of the Above" should be selected.

Expenditure item (Box 8)

- Only complete if Perkins funds are being used. If not, use "N/A".
- Describe the type of expenditure item that will be used to support the objective (i.e., team collaboration stipends, registration, travel and substitutes for professional development).
- Description must match items listed in the narrative on the Budget Details page.

FY15 CTE Secondary Federal Perkins Application

The purpose of this section is to provide the templates that will be part of the FY15 Federal Perkins application in the new GME system.

HISTORY LOG

- History Log
- Create Comment

ALLOCATIONS

- Allocations

CTE SECONDARY FEDERAL PERKINS

- Budget
- Budget Overview
- Assurances - Program, Fiscal And Accountability ..... Page 1
- Desk Monitoring - Program Assurances ..... Page 4
- Desk Monitoring - Fiscal Assurances ..... Page 7
- Federal Perkins Requirements ..... Page 10
- Program Details
  - PM 1S1 - Academic Reading Attainment ..... Page 11
  - PM 1S2 - Academic Math Attainment ..... Page 12
  - PM 2S1 - Technical Skill Attainment ..... Page 13
  - PM 3S1 - Secondary School Completion ..... Page 14
  - PM 4S1 - Graduation ..... Page 15
  - PM 5S1 - Placement ..... Page 16
  - PM 6S1 - Nontraditional Participation ..... Page 17
  - PM 6S2 - Nontraditional Completion ..... Page 18
  - Program of Study (POS) ..... Page 19
  - Career and Technical Student Organizations (CTSO) ..... Page 20
  - Workplace Employability Skills ..... Page 21
- Related Documents
  - Job Descriptions
  - Annual Program Evaluation
  - Improvement Plan

CONTACTS

- Contacts

SUBSTANTIALLY APPROVED DATES

- Substantially Approved Dates

CTE SECONDARY FEDERAL PERKINS CHECKLIST

- CTE Secondary Federal Perkins Checklist

ALL

PROGRAM, FISCAL AND ACCOUNTABILITY ASSURANCES

LEA provides assurance to the Arizona Department of Education that it has read, understands and affirms that the district accepts and commits to abide by the Federal Perkins Grant Program, Fiscal and Accountability Assurances.

PROGRAM ASSURANCES	
1) Eligible recipients will annually evaluate their Career and Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1) and [§134(b)(7)]. Special Populations are defined as "…individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency" [§3(29)]. 2) The Performance Measures Core Indicators will be used to measure students' progress in: (a) Attainment of challenging State-established academic, and career and technical skill proficiencies; (b) Attainment of secondary diploma or equivalent, proficiency credential in conjunction with a secondary diploma; (c) Student graduation rates; (d) Placement in postsecondary education or advanced training, placement in military service, or placement in employment; (e) Participation in and completion of Career and Technical Education programs that lead to nontraditional fields [§113(b)(2)(A)]. 3) Individuals who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations, and will not be discriminated against on the basis of their status as members of special populations [§122(c)(9)]. 4) Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage or high demand careers [§122(c)(9)]. 5) Eligible recipients shall, to the extent practicable and upon written request from nonprofit private schools offering career and technical secondary education programs located in the geographical area served by the eligible recipient, permit the participation in such programs of CTE secondary school teachers, administrators and other personnel in in-service and pre-service CTE professional development programs; may provide for the meaningful participation, in CTE programs and activities of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient; and 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 regarding the meaningful participation, in CTE programs and activities of secondary school students attending nonprofit private schools [§317(a)(b)(1)(2)]. 6) Eligible recipients will assure provision of a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope and quality to be effective [§134(b)(6), §135(b)(8)].	LEA Agrees ☐ Yes ☐ No

7) Eligible recipients will assure participation in career exploration experiences are delivered for grades 7-9 and the coherent sequence is updated annually for each site within the LEA [§135(b)(1). 8) Eligible recipients will assure that each CTE program includes these essential elements: (a) Delivers a coherent sequence of instruction; (b) Teaches all the State-designated program standards; (c) Specified on the current CTE Program List; (d) Taught by an appropriately certified teacher per CTE certification requirements; (e) Evaluates program performance annually and meets or exceeds established State Performance Measures; (f) Offers student work-based participation that involves actual work experience and connects classroom learning to work activities; (g) Requires student participation in Career Exploration for grades 7 – 9; and (h) Requires a Career and Technical Education Student Organization (CTSO) 9) When applicable, eligible recipients will collaborate with business advisory committees to select certificate/license test vendors which provide valid, reliable and portable certifications best for the LEA and local CTE programs. The licensure agency must then provide to the LEA the following data elements: license number, license date issued, full name, birth date, SSN (if approved), school (if available) and other fields TBD as necessary. The eligible recipient will assure to provide the data elements to ADE by June 15th annually.	
FISCAL ASSURANCES	
1) Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, assessment and reporting requirements [§122(c)(13)]. 2) Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(c)(11)]. Recipient agrees to maintain all books, records and other documents for at least 3 Federal fiscal years (5 years AZ recommended) after the final payment, or as described in 34CFR 74.53(b), whichever is longer. 3) Eligible recipients assure compliance with CTE Equipment Guidelines; none of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate [§122(c)(12)]. 4) Eligible recipients assure all professional development and training activities funded by Perkins excludes any entertainment costs or other unallowable costs. [OMB Circular A-87 Appendix B]. 5) Eligible recipients will assure obligation/spending of Perkins funds only after the date which application has been designated by ADE as substantially approved; no expenditures may be charged or reimbursed to the grant before date of substantial approval [34 CFR 76.703 (EDGAR)]. With substantial approval, eligible recipients agree to comply with all program, fiscal and accountability assurances.	LEA Agrees ☐ Yes ☐ No

6) Eligible recipients will assure offering at least one Program of Study (POS) within a consortium [§135(b)(2)] and obligate the necessary expenditures of their Perkins allocation (excluding capital) for POS activities. Eligible recipients will maintain all POS records including signed official POS Templates and credit agreements.	
ACCOUNTABILITY ASSURANCES	
SEC 123(b)(2) of the Carl D. Perkins Career and Technical Education Act of 2006 requires a Local Improvement Plan to be developed by eligible recipients (LEAs) identified as not meeting at least 90% of an agreed-upon Local Adjusted Level of Performance for any of the core indicators of performance. The ADE has determined that in Arizona, this Local Improvement Plan will consist of program improvement objectives developed by the LEA and approved by ADE staff. These negotiated Objectives will be included in the Federal Perkins Grant Application for the appropriate year of implementation, as well as in the district's Local Improvement Plan. The LEA will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made toward reaching the State/Local Adjusted Levels of Performance identified. The LEA will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of all CTE funding (State and Federal).	LEA Agrees ☐ Yes ☐ No

DESK MONITORING - PROGRAM ASSURANCES

Monitoring is required for districts that receive an allocation from the Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109 - 270 (Perkins IV). This report is an important step in promoting the accurate and reliable measure of student outcomes required in Perkins IV. The responses to the questions provide a continuous improvement process to track the impact of the Perkins IV funds on the performance of Arizona CTE students.

The responses to the questions on program assurances should provide data and information verifying compliance with the assurances identified on the FY14 (previous year's) grant application. The responses must be provided no later than October 1.

PROGRAM ASSURANCE 1-ANNUAL PROGRAM EVALUATION

NOTE: If LEA is part of a Perkins consortium, include the dates for each district's Annual Program Evaluation.

ASSURANCE 1: Eligible recipients will annually evaluate their Career and Technical Education Programs (using the state established Performance Standards Evaluation process) to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1) and [§134(b)(7)].	
Indicate the date the district's Annual Program Evaluation was conducted.	

PROGRAM ASSURANCE 3 - EQUAL ACCESS

NOTE: If LEA is part of a Perkins consortium, this page must be completed for each district.

ASSURANCE 3: Individuals who are members of special populations will be provided equal access to the full range of Career and Technical Education activities and programs available to individuals who are not members of special populations, and will not be discriminated against on the basis of their status as members of special populations; these programs and activities will be monitored by qualified state staff to ensure access and quality [§122(c) (9) (A) and (B)].

NOTE: This assurance determines the level of **access** for student populations by students with disabilities, male, and female. ACCESS CALCULATIONS--When calculating the percentages for **students with disabilities, DO NOT include other Special Population counts**. Use only the disabled student count.

For district enrollment, use the most current unduplicated enrollment figures.

For CTE enrollment, use the most current Year-End Participant Enrollment.

EQUAL ACCESS/SPECIAL POPULATIONS

District 9-12 Students with Disabilities Enrolled (A)	District 9-12 Total Population Enrolled (B)	District Students with Disabilities Percentage (SWD/Total Population) (A/B)	CTE 9-12 Students with Disabilities Enrolled (D)	CTE 9-12 Total Population Enrolled (E)	CTE Students with Disabilities Percentage (SWD/Total Population) (E/F)

EQUAL ACCESS/MALES

District 9-12 Males Enrolled (A)	District 9-12 Total Population Enrolled (B)	District Percentage Enrolled by Sex (Sex/Total Population) (A/B)	CTE 9-12 Males Enrolled (D)	CTE 9-12 Total Population Enrolled (E)	CTE Percentage Enrolled by Sex (Sex/Total Population) (D/E)

EQUAL ACCESS/FEMALES

District 9-12 Females Enrolled (A)	District 9-12 Total Population Enrolled (B)	District Percentage Enrolled by Sex (Sex/Total Population) (A/B)	CTE 9-12 Females Enrolled (D)	CTE 9-12 Total Population Enrolled (E)	CTE Percentage Enrolled by Sex (Sex/Total Population) (D/E)

PROGRAM ASSURANCE 4-LEVEL OF STUDENT SUCCESS

NOTE: If LEA is part of a Perkins consortium, this page must be completed for each district.

ASSURANCE 4: Individuals who are members of special populations and are identified as needing appropriate supplemental support services, strategies, and activities will receive services to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage or high demand careers [§122(c)(9)].

Note: This assurance determines the level of **success** for students groups. Calculate non special populations and special populations concentration percentages. For **Special Population counts include all categories (Disabled, LEP, Economically Disadvantaged, Single Parent)**.

For CTE Participants, use the most current Year-End Participant Enrollment.
Nonspecial Pops Participants + Special Pops Participants = Total Participants.

Non Special Pops concentrators (A)	Non Special Pops Participants (B)	Non Special Pops Concentrators Percentage (A/B)	Special Pops Concentrators (D)	Special Pops Participants (E)	Special Pops Concentrators Percentage (D/E)

Based on the Calculated Concentrator percentages on the preceding page, are special population CTE students concentrating at the same rate -- that is within +/- 5 percentage points-- as non-special populations CTE students?	☐ Yes ☐ No

DESK MONITORING - FISCAL ASSURANCES

By responding to these questions, the district provides evidence to the Arizona Department of Education on how the LEA is meeting Federal Perkins Grant Fiscal Assurances.

THE RESPONSES TO THE QUESTIONS BELOW SHOULD PROVIDE DATA AND INFORMATION VERIFYING COMPLIANCE WITH THE ASSURANCES IDENTIFIED ON THE FY14 (PREVIOUS YEAR'S) GRANT APPLICATION.

Fiscal Assurance -FINANCIAL AUDIT: Eligible recipients will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title [§122(c)(11)].		
1	What is the date of the most recent annual district audit conducted by an independent CPA and the name of the firm?	
2	Describe all audit exceptions of the district's Federal Perkins Grant funds. If none, use **N/A.**	
3	Are you requesting an audit of your Federal Perkins grant at this time?	☐ Yes ☐ No
Fiscal Assurance - FINANCIAL BENEFIT: None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate [§122(c)(12)].		
1	Were items purchased with Federal Perkins funds from a vendor that employs a district employee or relative of a district employee?	☐ Yes ☐ No
2	If **"YES"** to above, provide explanation and corrective action plan to address deficiency.	
3	Were items purchased with Federal Perkins funds from a vendor in which a district employee has a financial investment?	☐ Yes ☐ No
4	If **"YES"** to above, provide explanation and corrective action plan to address deficiency.	
PROFESSIONAL DEVELOPMENT ACTIVITIES: None of the funds expended under this title will be used to support professional development and training activities which include entertainment costs.		
1	Did the district pay for any professional development or training activities which included ***separate, identifiable entertainment costs?***	☐ Yes ☐ No
2	**Were the entertainment costs charged to your Perkins grant?**	☐ Yes ☐ No
3	If **"YES"** to the above ***questions on entertainment cost,*** provide an explanation and the corrective action plan to address the deficiency.	
SECONDARY DISTRICT CAPITAL EQUIPMENT INVENTORY: The USFR VI-E guidelines require that equipment with a unit cost equal to or greater than $5000 must be listed on the district's general fixed assets listing. A district may select a lower cost amount at which items must be listed on their fixed asset listing.		
1	Does district have an established process for the purchase, identification, and inventorying of capital/equipment purchased with Federal Perkins funds? (USFR Accounting Procedures, Fixed Assets VI-E & Memorandum No. 224)	☐ Yes ☐ No

2	Based upon an approved project capital expenditure page, does equipment with a unit cost of $5000 or more, purchased with Federal Perkins funds, appear on the district's fixed assets listing? Note: If the district guidelines stipulate an amount less than $5000, the fixed asset listing should reflect the district guidelines.	☐ Yes ☐ No
3	If **"NO"** to above, provide a corrective action plan to address deficiency.	
4	Does the above listing provide the district tag number, serial number or other number that identifies the item and the item's physical location or disposition (if lost, sold or stolen) of the capital item?	☐ Yes ☐ No
4	If **"NO"** to above, provide a corrective action plan to address deficiency.	
5	Does the District maintain a stewardship list for items costing at least $1,000 but less than $5,000 (or the District's capitalization threshold if less than $5,000)? (USFR Accounting Procedures Memorandum No. 224)	☐ Yes ☐ No
6	Does the stewardship list include the item's physical location (school, department, building, etc.), identification number (tag number, serial number, or other number that specifically identifies the item), and the description (model number, size, color, etc.)?	☐ Yes ☐ No
7	If **"NO"** to above, provide a corrective action plan to address deficiency.	
SUPPLEMENT NOT SUPPLANT [§311.(a)]: Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out CTE activities.		
1	Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?	☐ Yes ☐ No
2	If **"YES"** to above, provide an explanation.	
3	Did the Federal Perkins Grant application request funds to purchase textbooks?	☐ Yes ☐ No
4	If **"YES"** to above, are these textbooks required for the course/program?	
5	If these textbooks are required for the course/program, please explain why Perkins funds were used.	
6	Did the Federal Perkins grant application request additional funding for personnel costs over and above the previous year's grant?	☐ Yes ☐ No
7	If **"YES"** to above, please provide explanation.	
TIME & EFFORT [OMB CIRCULAR NO. A-87 2/2012]		
1	Are Federal Perkins funds being used to pay salaries/stipends of staff working less than 100% of their time on CTE activities?	☐ Yes ☐ No

2	**IF "YES" RESPONSE TO PREVIOUS QUESTION, ANSWER QUESTIONS 2-12. IF "NO", SKIP THE REMAINING QUESTIONS.** Does the employee's position description (PD) detail their CTE responsibility?	☐ Yes ☐ No
3	If **"NO"** to above, provide a corrective action plan to address deficiency.	
4	Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages should be supported by personnel activity reports or equivalent documentation. OMB CIRCULAR NO. A-87, Attachment B, Item 8 (Compensation for personal services). Does the district have a formal time and effort reporting system in place?	☐ Yes ☐ No
5	Does the employee's PD state the percentage of time they will work on CTE activities?	☐ Yes ☐ No
6	Does the district time and effort reporting system reflect an after the fact distribution of the actual activity of each employee?	☐ Yes ☐ No
7	Does the district time and effort reporting system account for the total activity for which each employee is compensated?	☐ Yes ☐ No
8	Does the district time and effort reporting system meet the following standard of the reports prepared at least monthly and coincide with one or more pay periods?	☐ Yes ☐ No
9	Does the district time and effort reporting system meet the following standard of the time and effort reports signed by the employee?	☐ Yes ☐ No
10	Do the budget estimates or other distribution percentages reflect a reasonable approximation of the CTE activity actually performed?	☐ Yes ☐ No
11	Does the LEA conduct quarterly (or more frequent) comparisons of actual costs to budgeted distributions based on the monthly activity reports? (Note: costs charged to Federal awards to reflect adjustments made as a result of the activity actually performed may be recorded annually if the quarterly comparisons show the differences between budgeted and actual costs are less than 10%.)	☐ Yes ☐ No
12	The budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances.	☐ Yes ☐ No

FEDERAL PERKINS REQUIREMENTS

These are the Career and Technical Education Federal Perkins Requirements to be regularly reviewed, addressed, and met throughout the project period. Read these requirements and select LEA AGREES.
The Local Education Agency (LEA) hereby assures to the State Education Agency (SEA) that the LEA will meet the Federal Perkins Requirements below:

	LEA Agrees
LOCAL PLAN FOR CTE - Provide a Coherent Sequence Of Instruction in Career and Technical Education programs [§135(b)(1)]. List all of your CTE programs and the related courses offered in the Coherent Sequence Of Instruction to deliver all state designated standards [§122(c)(1)(A)]. Provide teachers and students with strong experience in and understanding of all aspects of an industry, including internships and technology training [§134(b)(3)(C)] [§135(b)(5)(B)(C)(D)].	☐ Yes ☐ No
PERFORMANCE LEVELS - Carry out CTE programs to meet state/local adjusted levels of performance [§134(b)(2)]. Accept the SALP or negotiate a LALP for each measure [§113(b)(4)(A)(ii)]. Develop and implement evaluations of CTE programs, including assessment of how the needs of special populations are being met [§135(b)(6)]. Independently evaluate and continuously improve performance [§123(b)(1)] [§134(b)(7)].	
SKILL ATTAINMENT - Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)].	
PROGRAM IMPROVEMENT - Based upon the State Program of Study models, eligible recipient must begin planning to participate in at least one Program of Study as described in Section 122(c)(1)(A); [§134(b)(3)(A) and §135(b)(1)]. Develop, improve, expand technology in CTE programs [§135(b)(4)(7)].	
INVOLVE STAKEHOLDERS - Strengthen collaboration with stakeholders, especially those from business and industry, as well as inform and involve parents, students, academic and CTE teachers, faculty, administrators, career guidance, and academic counselors, representatives of Tech Prep consortia, administrators, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of CTE programs, including programs of study [§134(b)(5)] [§135(c)(1)].	
ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations [§134(b)(9)]. Identify and adopt strategies to overcome barriers to access/success for special populations [§134(b)(8)(A)]. Provide programs designed to enable special populations to meet state/local adjusted levels of performance [§134(b)(8)(B)]. Provide activities to prepare special populations for self-sufficiency [§134(b)(8)(C) and [§135(b)(9)].	
NONTRADITIONAL TRAINING - Describe how funds will be used to promote preparation for nontraditional fields [§134(b)(10)].	
PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel, including training for integration of rigorous academic standards with relevant CTE [§134(b)(4)] [§135(b)(5)].	
ARTICULATION - Link secondary and postsecondary CTE programs including offering at least one Program of Study that may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways, including Tech Prep, to acquire postsecondary education credits [§135(b)(2)] [§122(a)(3)(c)(1)(A)(iii)].	
CAREER GUIDANCE - Provide career guidance and academic counseling through a career information system, resulting in a career plan for all CTE students [§134(b)(11)].	
FACULTY RECRUITMENT AND RETENTION - Provide efforts to improve recruitment and retention of CTE teachers, faculty, counselors, those groups underrepresented in the teaching professions, and the transition to teaching from business and industry [§134(b)(12)].	

PERFORMANCE MEASURE 1S1; ACADEMIC READING ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Students must attain state-established challenging academic content standards. AIMS scores will measure academic reading attainment. CTE teachers are expected to deliver identified academic standards to ensure academic skill attainment on the statewide high school reading assessment administered by the state under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP).

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 1S1, Objective One). When submitting more than one objective for this PM, sequentially number as 1S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next measure.	☐ Yes ☐ No

PERFORMANCE MEASURE 1S2; ACADEMIC MATH ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Students must attain state-established challenging academic content standards. AIMS scores will measure academic math attainment. CTE teachers are expected to deliver identified academic standards to ensure academic skill attainment on the statewide high school mathematics assessment administered by the state under Sec. 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP).

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 1S2, Objective One). When submitting more than one objective for this PM, sequentially number as 1S2, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 2S1; TECHNICAL SKILL ATTAINMENT

Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)]. Effective SY2011-2012, all eligible CTE concentrators will participate in the online assessment for identified programs. To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the state-designated sequence of instruction. Each concentrator record must indicate the minimum number of credits required, which authorizes these concentrators to take the online assessment.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 2S1, Objective One). When submitting more than one objective for this PM, sequentially number as 2S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state “N/A”.	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 3S1; SECONDARY SCHOOL COMPLETION

The student rate of completion for a secondary school diploma or a GED will be matched to GED data obtained from the Division of Adult Education at the ADE to determine the concentrators who obtained a GED.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 3S1, Objective One). When submitting more than one objective for this PM, sequentially number as 3S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 4S1; GRADUATION

Student graduation rate is determined by the number of CTE concentrators who graduated and the total number of CTE concentrators reported in the state's computation of its graduation rate as described in Sec. 1111(b)(2)(C)(vi) of the ESEA.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 4S1, Objective One). When submitting more than one objective for this PM, sequentially number as 4S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURE 5S1; PLACEMENT

Sub-recipients must conduct a follow-up survey on all high school CTE graduates that left school in the prior year. Survey CTE concentrators for placement between October 1 and December 31 each year to determine current placement status. A concentrator is considered "placed" if that student is in postsecondary education or advanced training, employment or military service in the reporting year. The placement, for purposes of the federal measure, need not be related to the student's high school CTE program. State placement funding is generated by CTE concentrators under ARS §15-202; §15-782; §15-784.C; Laws 1992, Ch. 305, §1; Laws 1997, 1st S.S., Ch. 4, §10; and Annual FY Appropriation Report.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 5S1, Objective One). When submitting more than one objective for this PM, sequentially number as 5S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state “N/A”.	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURES 6S1; NONTRADITIONAL PARTICIPATION

Describe how funds will be used to promote preparation for nontraditional fields [§134(b)(10)]. Nontraditional Participation uses participant information reported in the online reporting system as students enrolled in those programs that are designated as nontraditional.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 6S1, Objective One). When submitting more than one objective for this PM, sequentially number as 6S1, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PERFORMANCE MEASURES 6S2; NONTRADITIONAL COMPLETION

Describe how funds will be used to promote preparation for nontraditional fields [§134(b)(10)]. Nontraditional Completion uses concentrator information and data reported on students who have completed the minimum number of credits required for each program, took and passed the assessment, and left secondary education in the reporting year.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 6S2, Objective One). When submitting more than one objective for this PM, sequentially number as 6S2, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

PROGRAM OF STUDY (POS)

Eligible recipients will assure offering at least one Program of Study (POS) and will participate in the POS Consortium activities [§135(b)(2)]. Based upon the State POS models, eligible recipients must elevate and maintain at least one program to include all 10 POS components [§122(c)(1)(A), §134(b)(3)(A), and §135(b)(1)(2)]. Eligible recipients will spend their Perkins allocation--excluding capital purchases--on activities for one or more POS that include sustained staff development, collaboration, and work efforts outlined in the ADE's Program of Study Development and Implementation Guide located at: **http://www.azed.gov/career-technical-education/programs-of-study/.**

1	**Program of Study and Objective Number:** Identify the Objective Number (e.g., POS, Objective One). When submitting more than one objective for the POS, sequentially number as POS, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will elevate and maintain at least one program to include all POS components. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
5	**Justification:** Explain how the objective and/or the expenditure item will improve the POS.	
6	**Expenditure Category: I**dentify the USFR Expenditure Category used to support this objective. Check all that apply.	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900)
7	**Expenditure Item** (description only). Describe the type of Perkins expenditure item that will be used to support the objective.	
8	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
9	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
10	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next objective.	☐ Yes ☐ No

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Eligible recipients will assure that each CTE program will establish and support an appropriate Career and Technical Student Organization (CTSO) [§135(c)(5)].

1	**Objective Number:** Identify the Objective Number (e.g., CTSO, Objective One). When submitting more than one objective for this CTSO, sequentially number as CTSO, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state "N/A".	
4	Does each CTE program have an established Career and Technical Student Organization?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will establish and/or maintain an appropriate CTSO for each program. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will establish and/or maintain the CTSO.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

WORKPLACE EMPLOYABILITY SKILLS

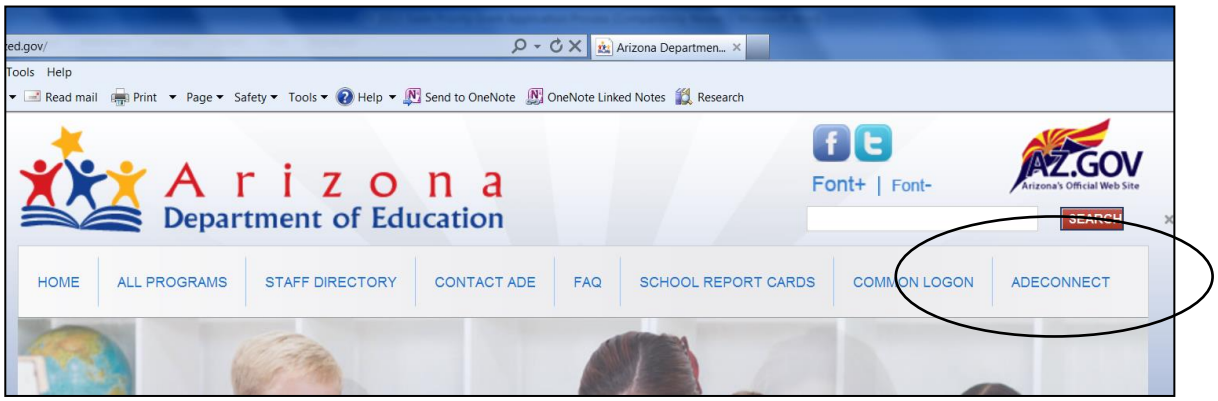
Eligible recipients will assure that each CTE program implements the workplace employability skills and teaches all the State-designated program standards as an essential element of an approved CTE program [§135(b)(3)].

1	**Objective Number:** Identify the Objective Number (e.g., WES, Objective One). When submitting more than one objective for this, sequentially number as WES, Objective Two.	
2	Will this objective be implemented district wide or only at one or more sites?	☐ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state “N/A”.	
4	Has the district implemented the workplace employability skills?	☐ Yes ☐ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will implement workplace employability standards in each CTE program. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	
6	**Justification:** Explain how the objective and/or the expenditure item will implement the workplace employability standards.	
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☐ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

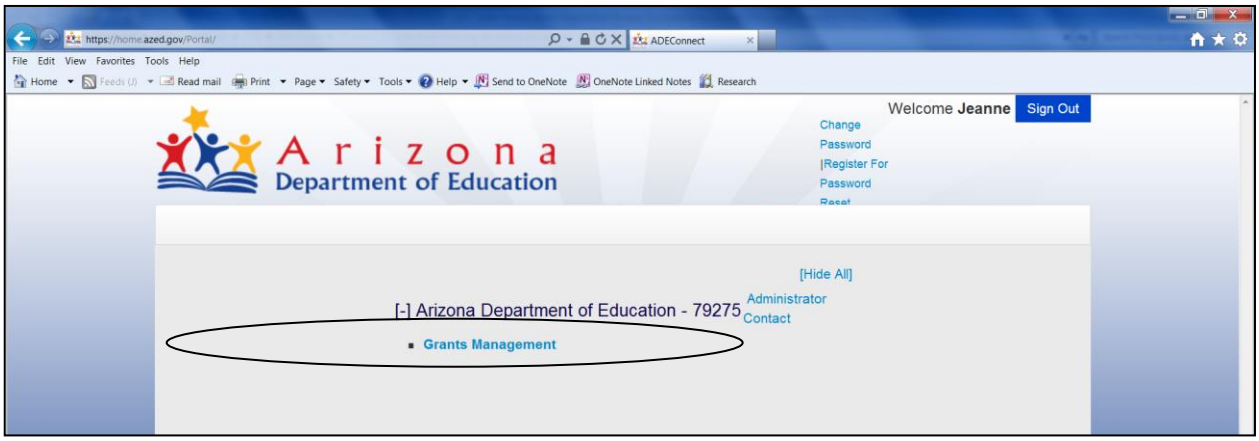
FY 2015 CTE Federal Perkins Grant Application Process

Part I: Entering the GME System for the CTE Federal Perkins Grant

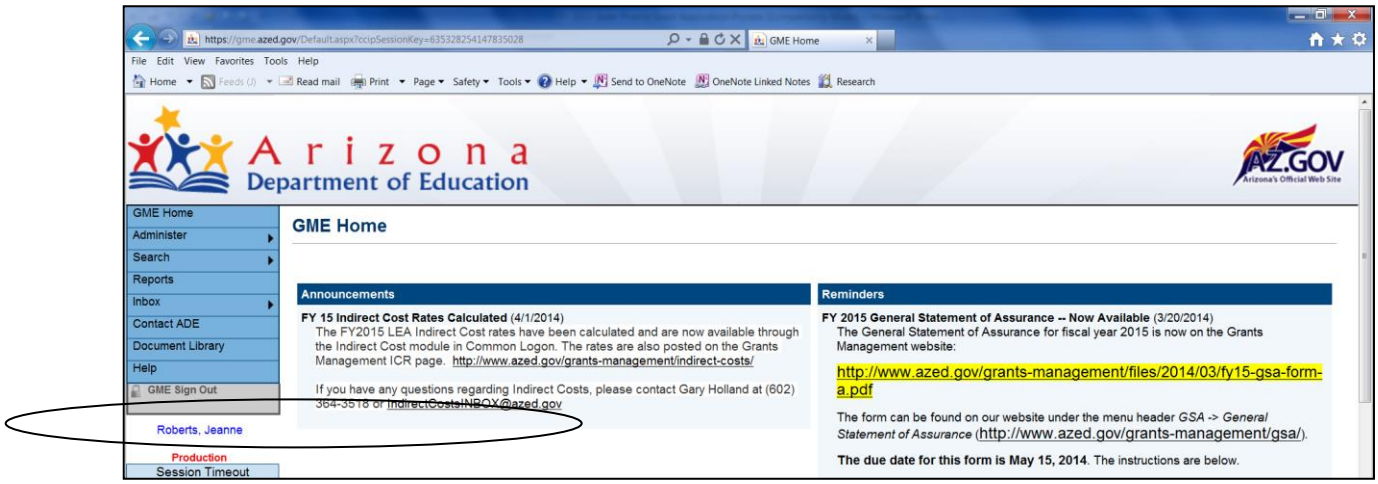
1. Go to the ADE Home Page at **http://www.azed.gov/**
   Select **ADECONNECT in the upper right hand corner.**



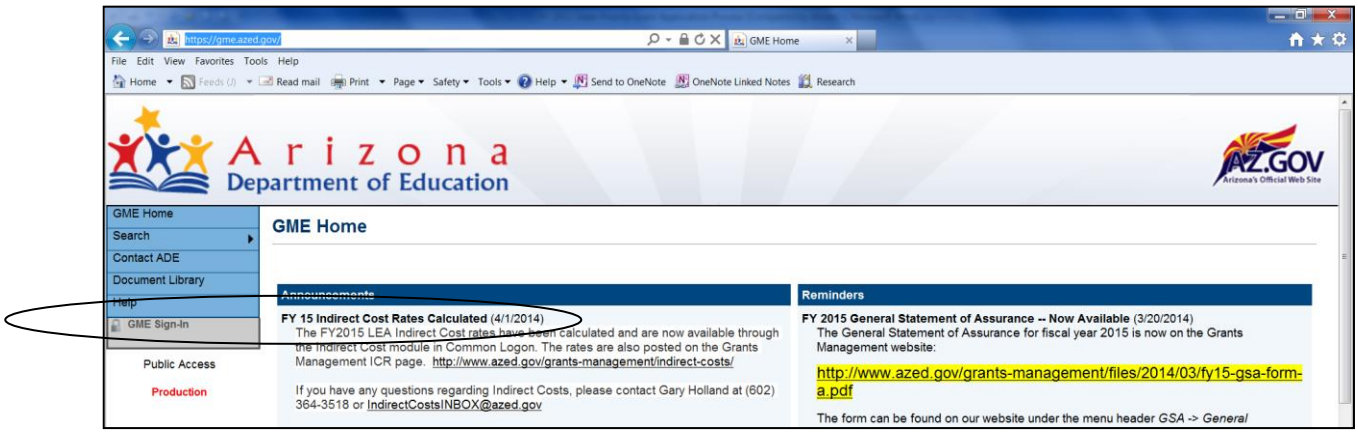
2. Select Grants Management



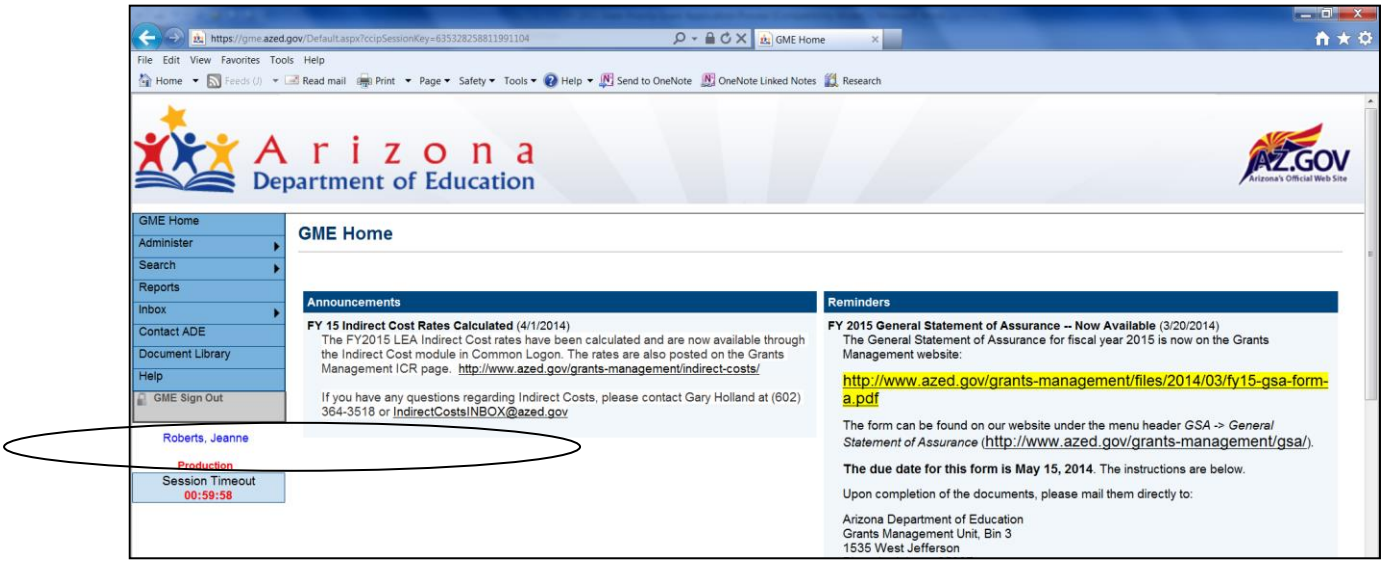
3. **The Grants Management Enterprise (GME) home page will appear and your name should appear on left-hand column.**



4. **The GME system can also be accessed through https://gme.azed.gov/. Select GME Sign-In.**

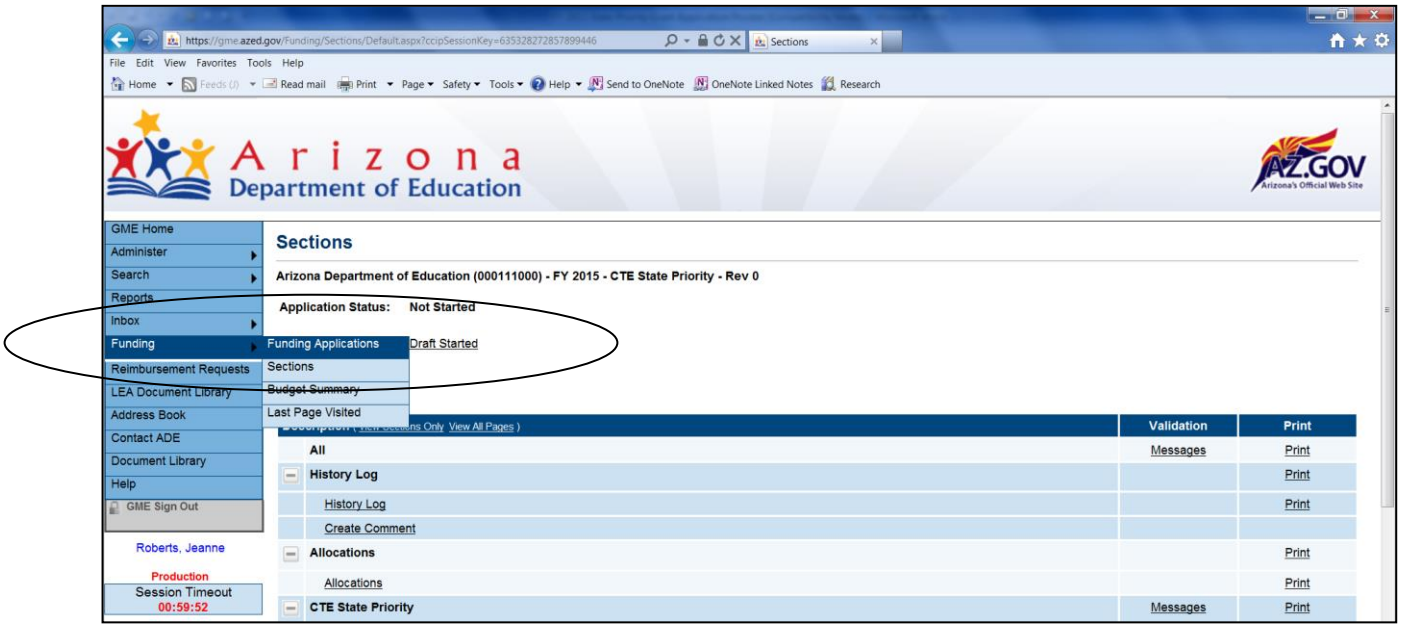


5. **Your name should appear on left hand column.**

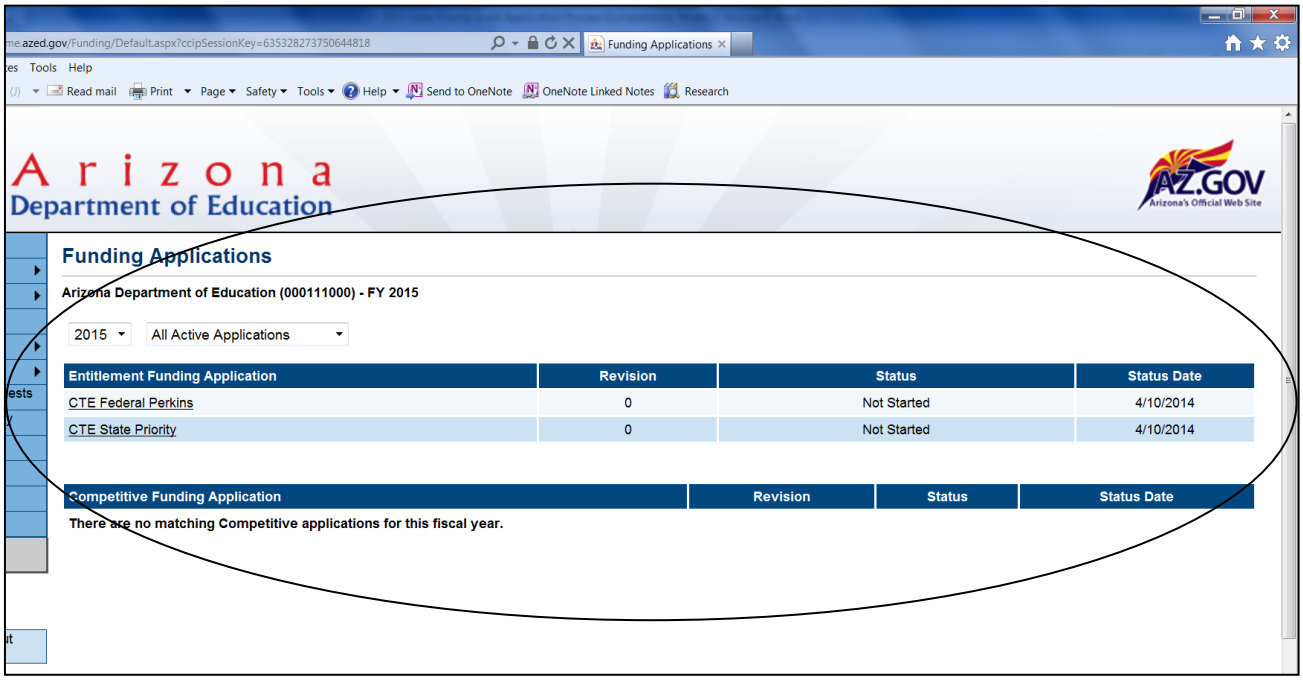


Part II: Creating the CTE Federal Perkins Grant Application

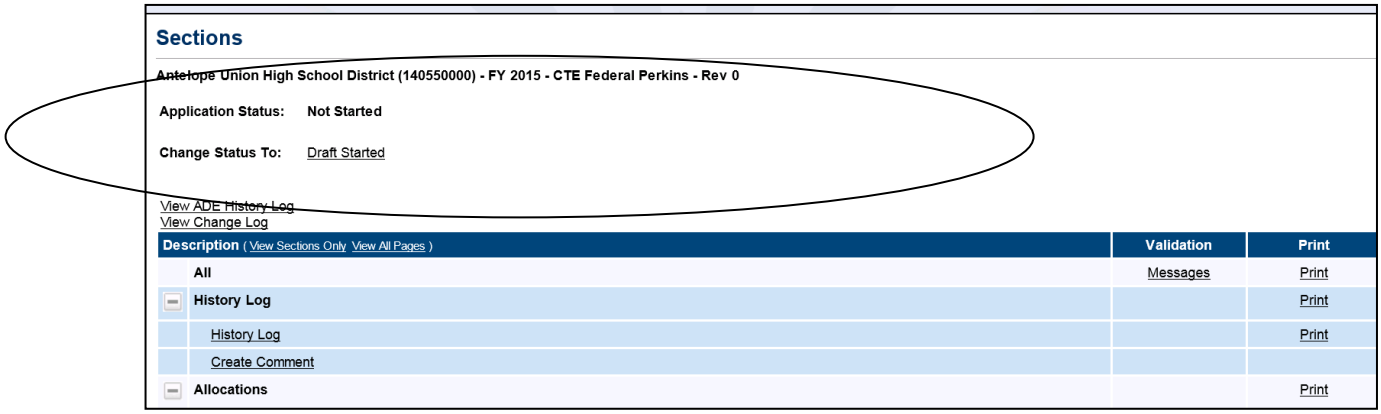
1. Select Funding and Funding Applications



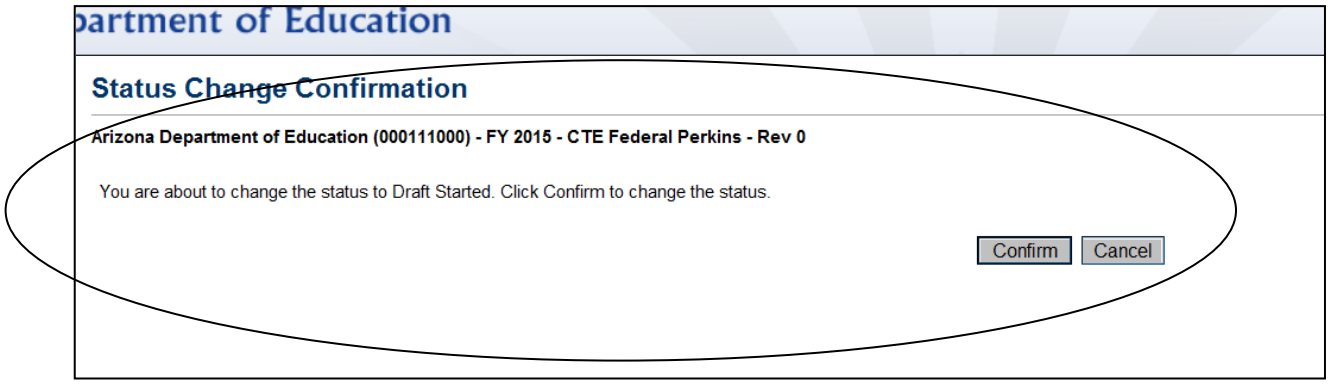
2. The grants available to the district are listed with the status "**Not Started**". **Note**: The Funding Year may need to be changed to 2015 to find that list.



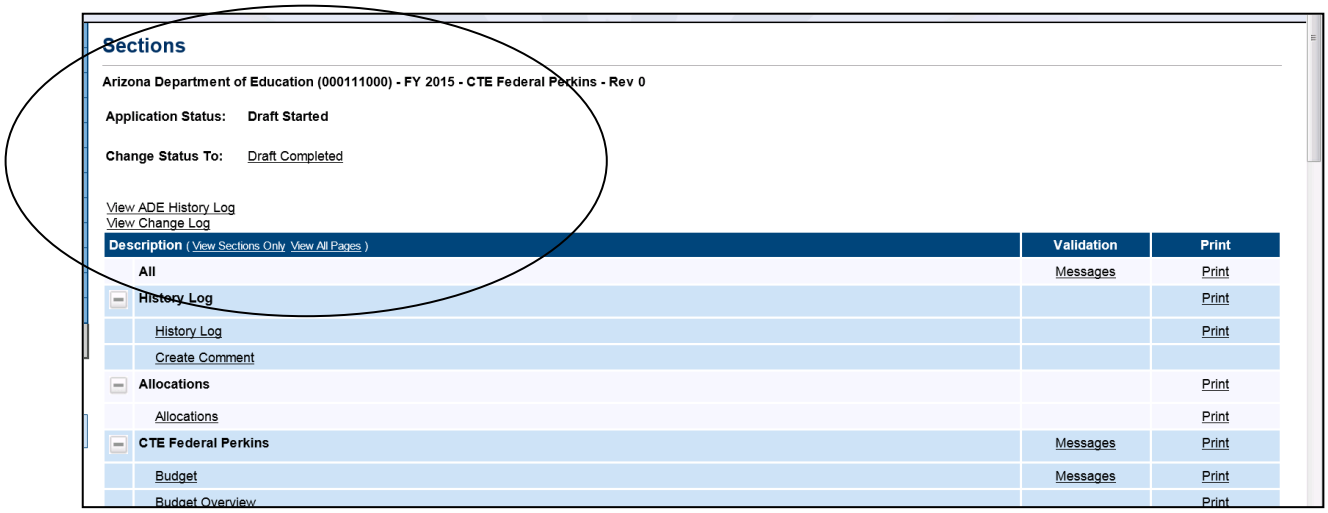
3. Select **CTE Federal Perkins** and then select **Draft Started**.



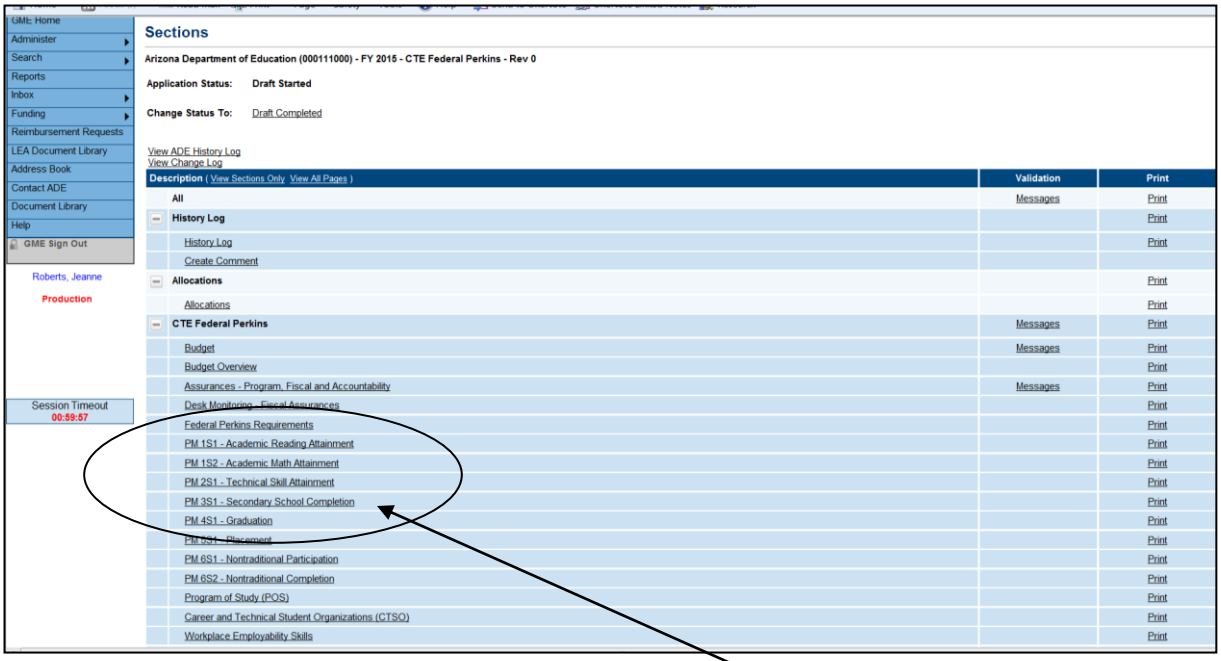
4. This prompt will appear to confirm draft is being started. Select **"Confirm".**



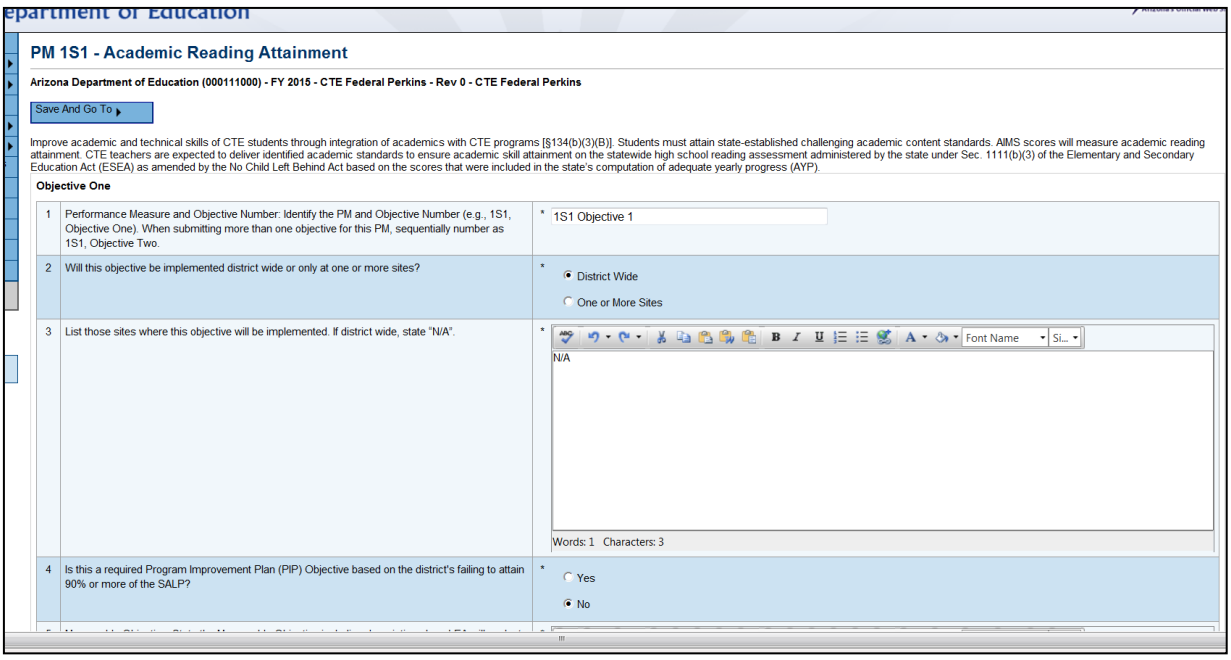
5. The Application Status changed from **Not Started** to **Draft Started**. This page shows all the Sections of the grant application.



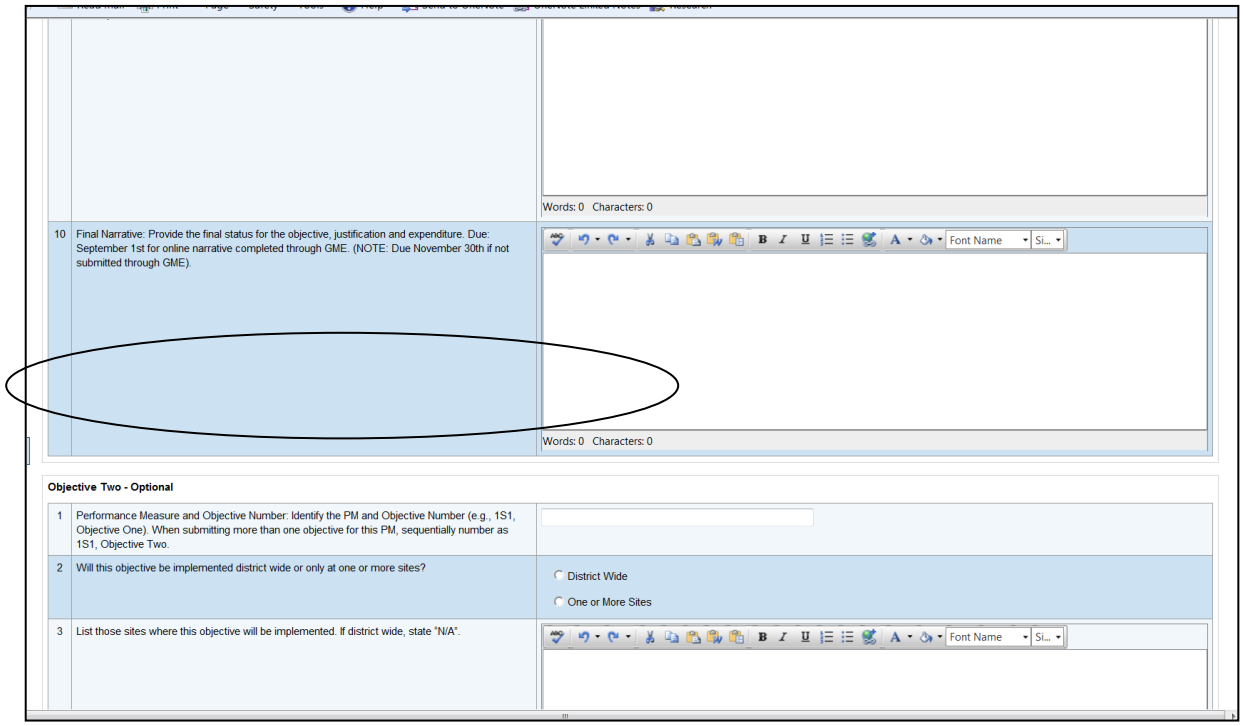
6. This is the Sections page of the application which will appear every time you enter the grant system. The items listed are the same as the items that appeared in the old GME system which include the assurances, desk monitoring and objectives.



7. To complete the Assurances and Objectives, select the item and a new page will open. Follow the instructions for completing each page filling in boxes 1-3.

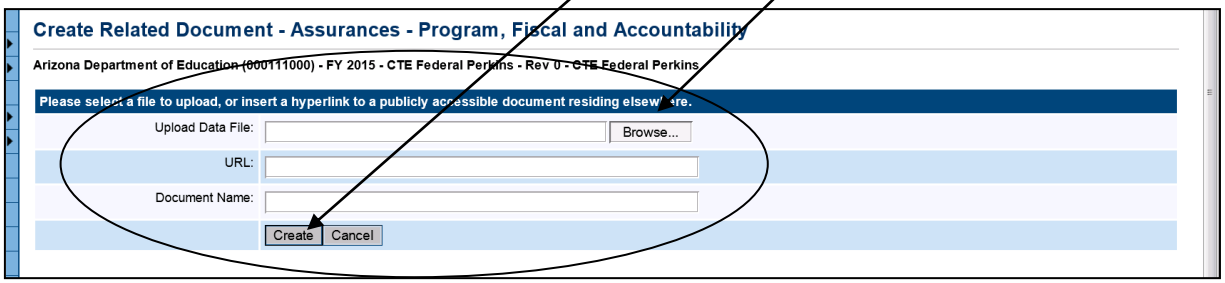


On the objectives page, you can develop up to 3 different objectives per Performance Measure if needed. Complete boxes 1-8 and scroll down to the optional second objective.

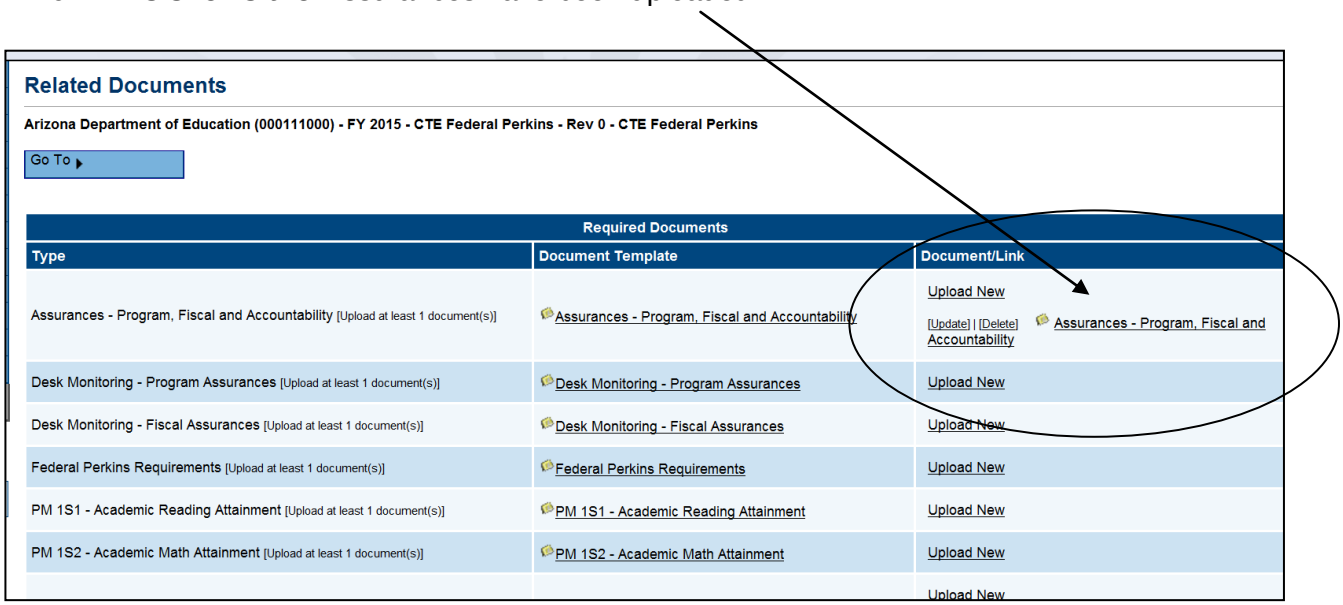


8. In Related Documents, you will find a template for the Desk Monitoring Program Assurances. This is not due until October 1. Select Related Documents on the Sections page, then select Desk Monitoring Program Assurances. Complete the forma and save it to your desktop.

   Select **Upload New.** A new page will appear for you to "**Browse**" for the document. Select document and then select **Create**.



9. This shows the Assurances have been uploaded.



Related Documents

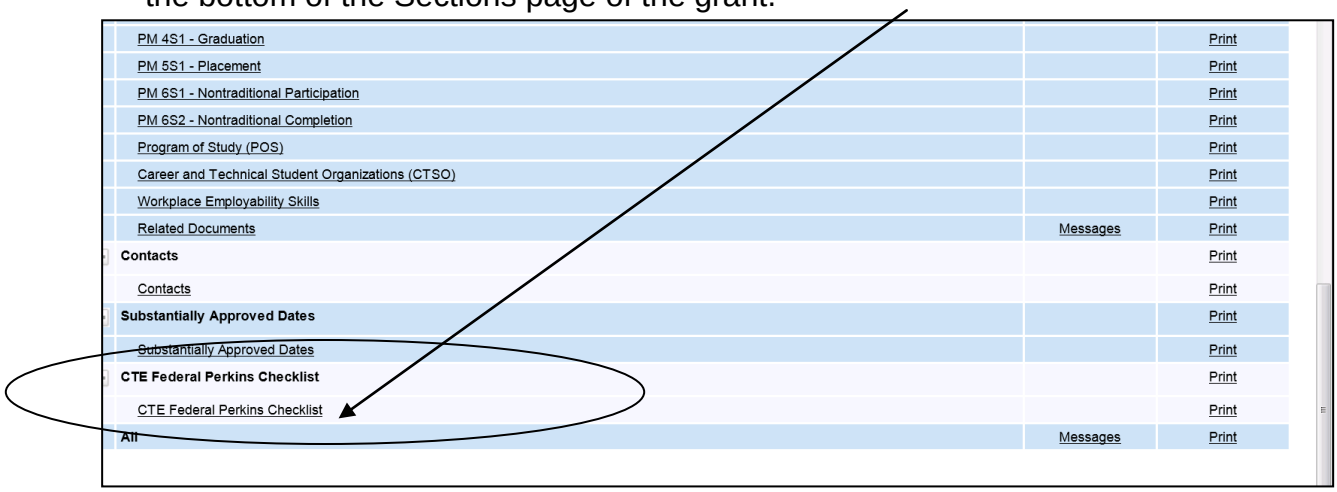
Arizona Department of Education (000111000) - FY 2015 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins

Go To

Required Documents		
Type	**Document Template**	**Document/Link**
Assurances - Program, Fiscal and Accountability [Upload at least 1 document(s)]	Assurances - Program, Fiscal and Accountability	Upload New [Update] | [Delete] Assurances - Program, Fiscal and Accountability
Desk Monitoring - Program Assurances [Upload at least 1 document(s)]	Desk Monitoring - Program Assurances	Upload New
Desk Monitoring - Fiscal Assurances [Upload at least 1 document(s)]	Desk Monitoring - Fiscal Assurances	Upload New
Federal Perkins Requirements [Upload at least 1 document(s)]	Federal Perkins Requirements	Upload New
PM 1S1 - Academic Reading Attainment [Upload at least 1 document(s)]	PM 1S1 - Academic Reading Attainment	Upload New
PM 1S2 - Academic Math Attainment [Upload at least 1 document(s)]	PM 1S2 - Academic Math Attainment	Upload New
		Upload New

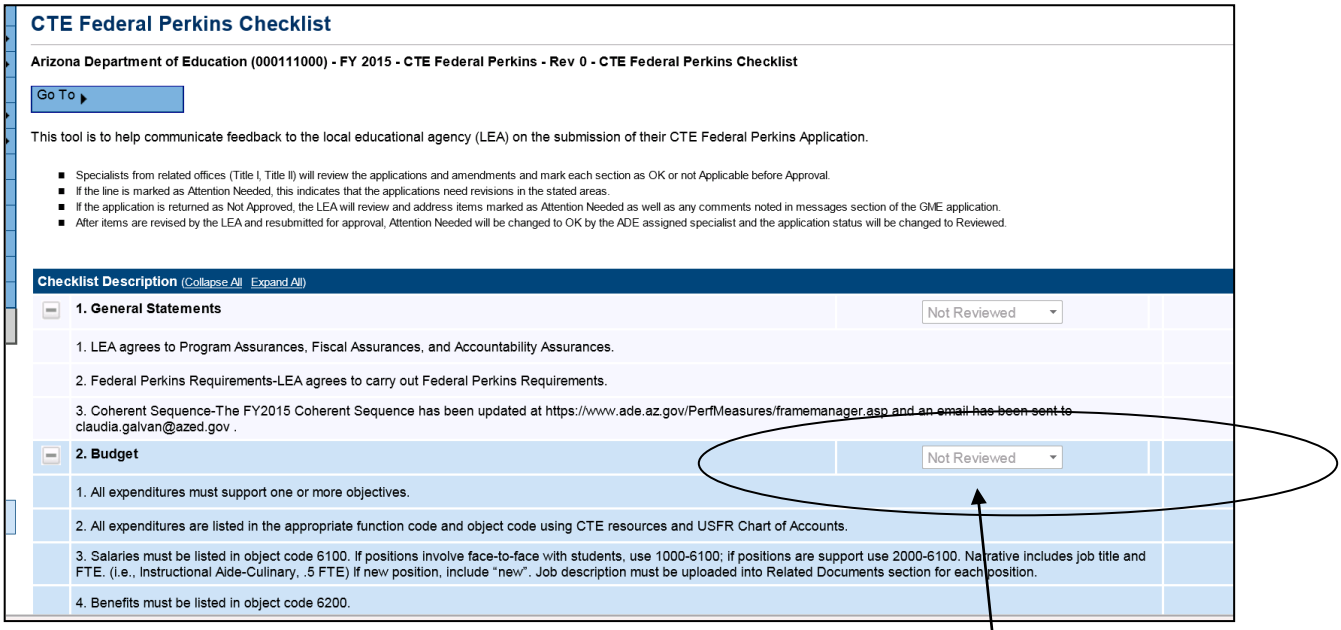
CTE Federal Perkins Checklist

1. The most useful resource to use while creating the FY15 CTE Federal Perkins grant application is the **CTE Federal Perkins Checklist**. This can be found near the bottom of the Sections page of the grant.



PM 4S1 - Graduation		Print
PM 5S1 - Placement		Print
PM 6S1 - Nontraditional Participation		Print
PM 6S2 - Nontraditional Completion		Print
Program of Study (POS)		Print
Career and Technical Student Organizations (CTSO)		Print
Workplace Employability Skills		Print
Related Documents	Messages	Print
Contacts		Print
Contacts		Print
Substantially Approved Dates		Print
Substantially Approved Dates		Print
CTE Federal Perkins Checklist		Print
CTE Federal Perkins Checklist		Print
All	Messages	Print

2. Either print the checklist or have it open on the screen while the grant is being developed. It includes all the details, specifics, criteria, etc that will be used to review the application.



CTE Federal Perkins Checklist

Arizona Department of Education (000111000) - FY 2015 - CTE Federal Perkins - Rev 0 - CTE Federal Perkins Checklist

Go To

This tool is to help communicate feedback to the local educational agency (LEA) on the submission of their CTE Federal Perkins Application.

- Specialists from related offices (Title I, Title II) will review the applications and amendments and mark each section as OK or not Applicable before Approval.
- If the line is marked as Attention Needed, this indicates that the applications need revisions in the stated areas.
- If the application is returned as Not Approved, the LEA will review and address items marked as Attention Needed as well as any comments noted in messages section of the GME application.
- After items are revised by the LEA and resubmitted for approval, Attention Needed will be changed to OK by the ADE assigned specialist and the application status will be changed to Reviewed.

Checklist Description (Collapse All Expand All)

1. General Statements	Not Reviewed
1. LEA agrees to Program Assurances, Fiscal Assurances, and Accountability Assurances.	
2. Federal Perkins Requirements-LEA agrees to carry out Federal Perkins Requirements.	
3. Coherent Sequence-The FY2015 Coherent Sequence has been updated at https://www.ade.az.gov/PerfMeasures/framemanager.asp and an email has been sent to claudia.galvan@azed.gov .	
2. Budget	Not Reviewed
1. All expenditures must support one or more objectives.	
2. All expenditures are listed in the appropriate function code and object code using CTE resources and USFR Chart of Accounts.	
3. Salaries must be listed in object code 6100. If positions involve face-to-face with students, use 1000-6100; if positions are support use 2000-6100. Narrative includes job title and FTE. (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include "new". Job description must be uploaded into Related Documents section for each position.	
4. Benefits must be listed in object code 6200.	

3. The assigned GPS will review each section on the checklist and determines if it meets the criteria to be approved. If it does, this box will say OK or approved. It will include the name of the reviewer and the date.

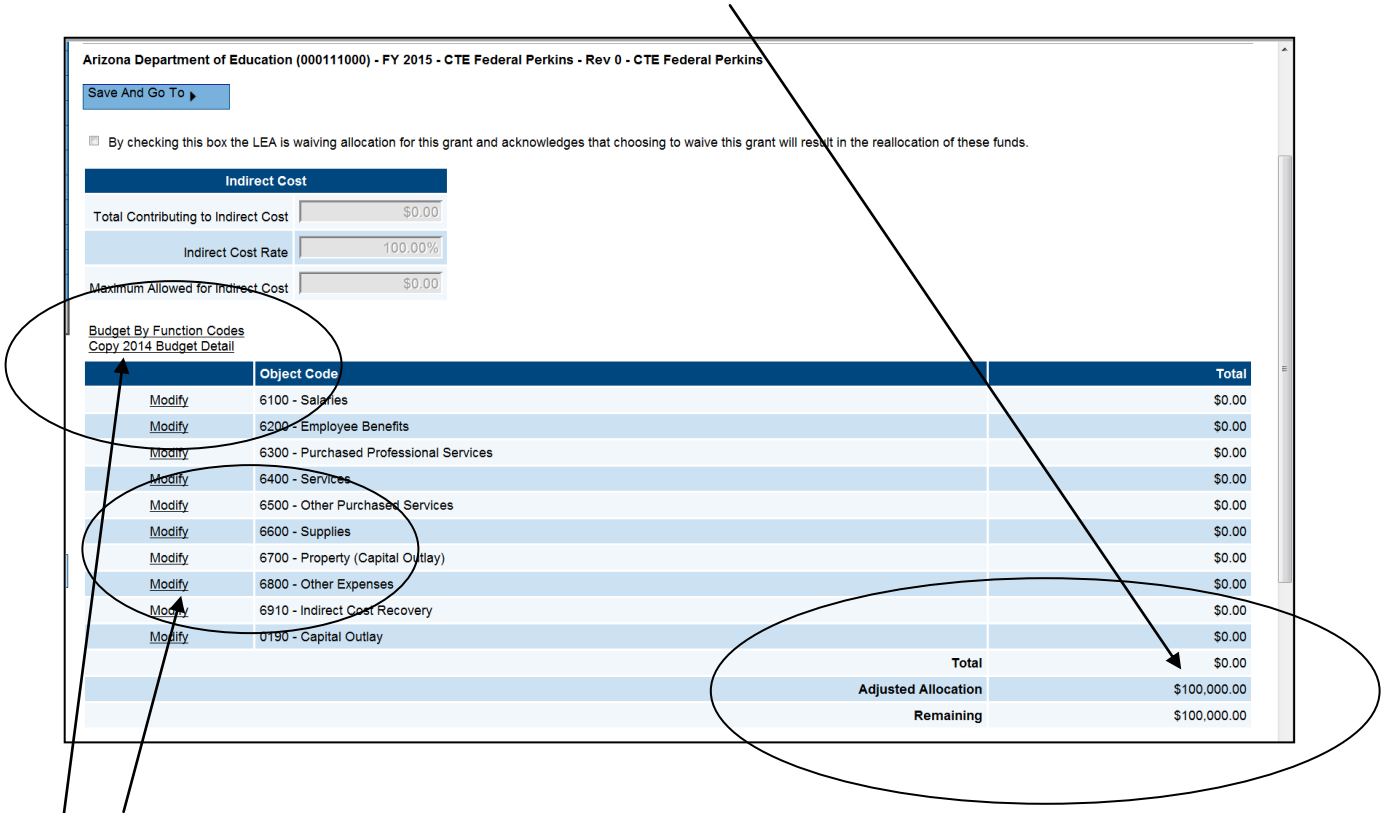
4. If one or more of the items within the section (i.e. budget) need revisions, the item will be identified as "**Attention Needed**" and a narrative will explain what needs to be revised for approval.

   For example, if the following objective was reviewed by the GPS, and in box 5, the LEA did not include a date or a specific outcome, the GPS would check box 5 and a Narrative box will pop up below box 5. The GPS would write comments to explain what must be done in that box.

6. PM 2S1 - Technical Skill Attainment	Not Reviewed	
1. Box 1: Includes the performance measure and objective number (i.e. 2S1, Objective 1).		
2. Box 2: LEA selects applicable response based on objective.		
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.		
4. Box 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".		
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely). Objectives must be appropriate for the PM. Objectives must include a date (month/year). Objectives must focus on continuous improvement. Must include language that states "meet/exceed the SALP" or other specific outcome.		
6. Box 6: Justification explains how the objective or expenditure will improve the PM.		
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes. If Perkins funds are not being used to support objective, "None of the above" should be selected.		
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A. Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development). Description must match items listed in the narrative on the budget overview.		
9. Boxes 9 and 10: Leave blank until due date.		
10. Box 11: Select "Yes" if another objective is needed for this performance measure or "No" if this is the only objective needed for this PM.		

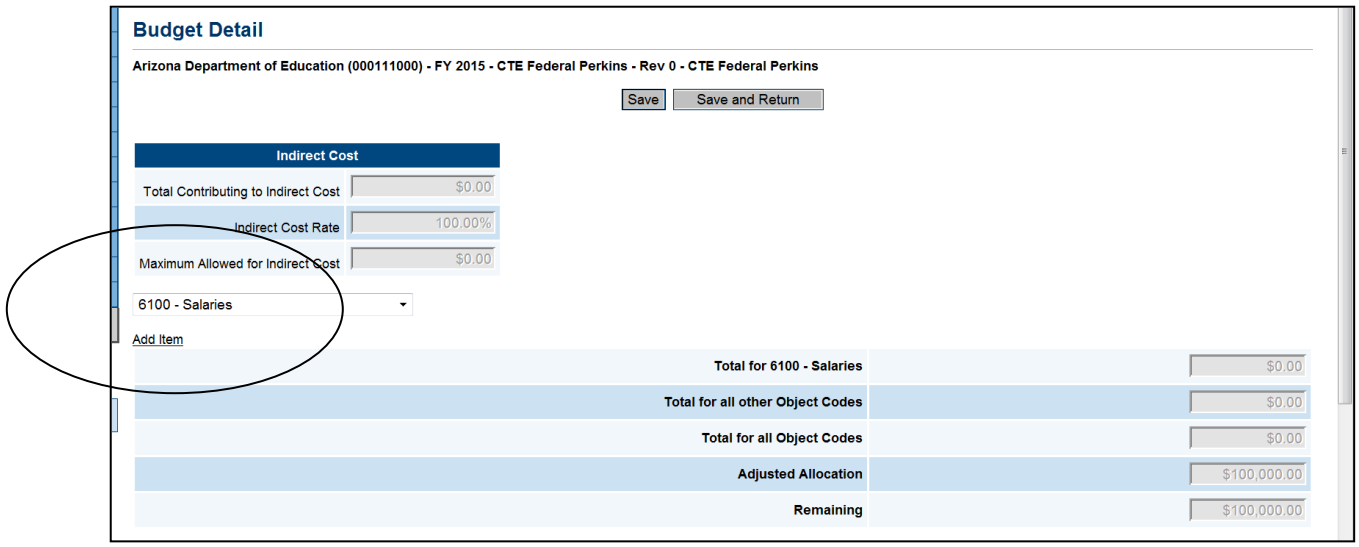
5. The checklist must have **OK or Approved** in each section before it can be fully approved. Use the checklist in developing the budget, completing the monitoring sections and creating the objectives.

<u>Creating the Budget:</u> The FY2015 allocation has been uploaded into the budget pages.

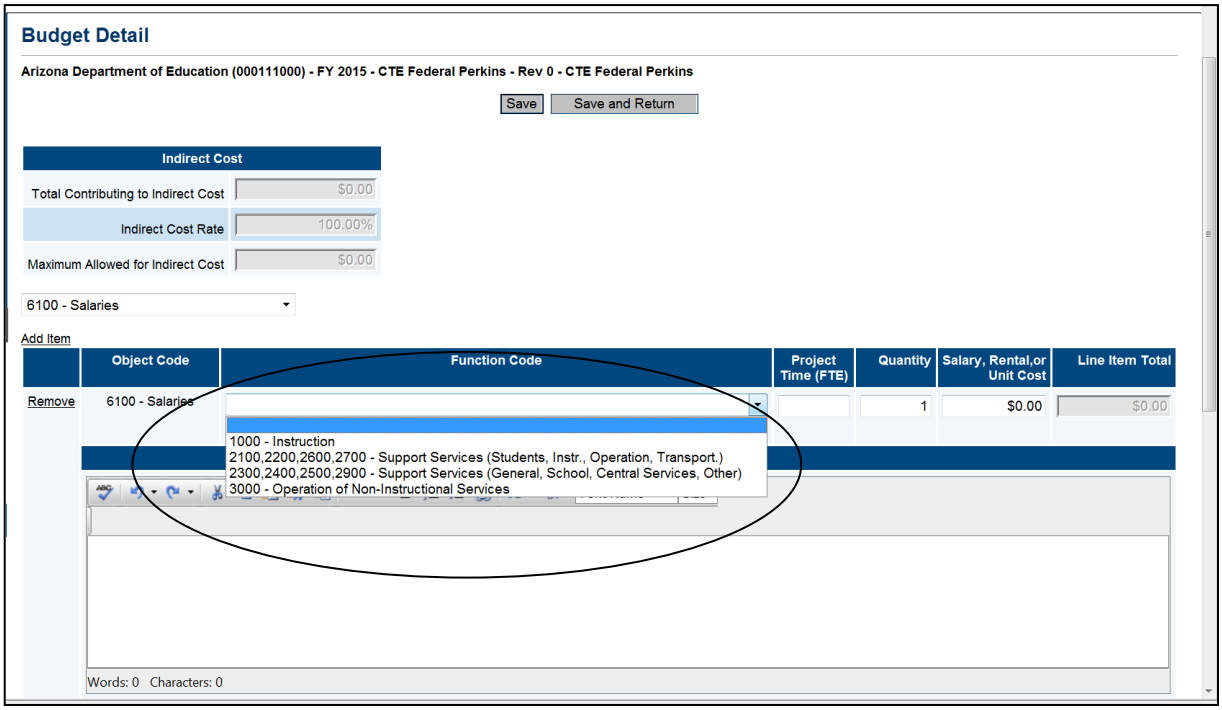


1. **Modify Budget**: Select **Modify** on the desired object code. If the grant budget will have similar expenditures to the previous year's grant, ***select Copy 2014 Budget Detail.*** **<u>Note:</u>** Budgets can also be added by object code.

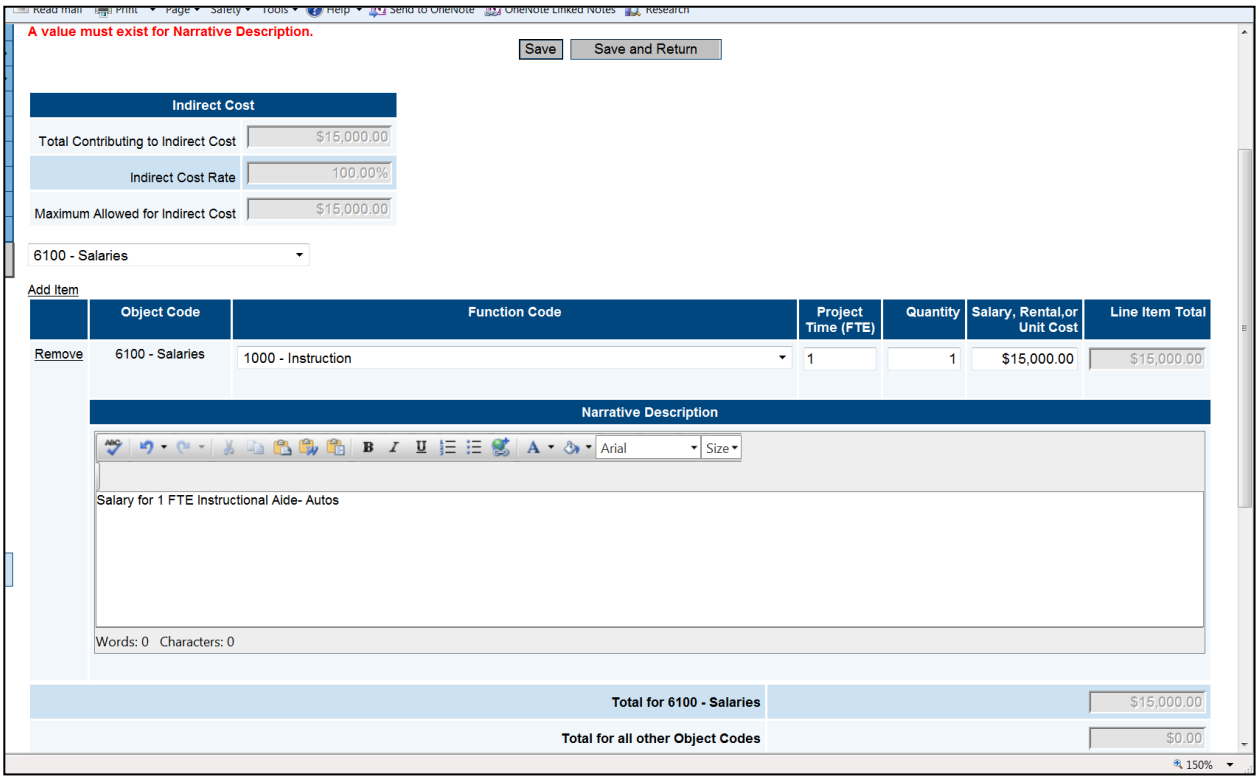
2. On the Budget Detail screen, select **Add Item**. This screenshot illustrates adding by Object code.



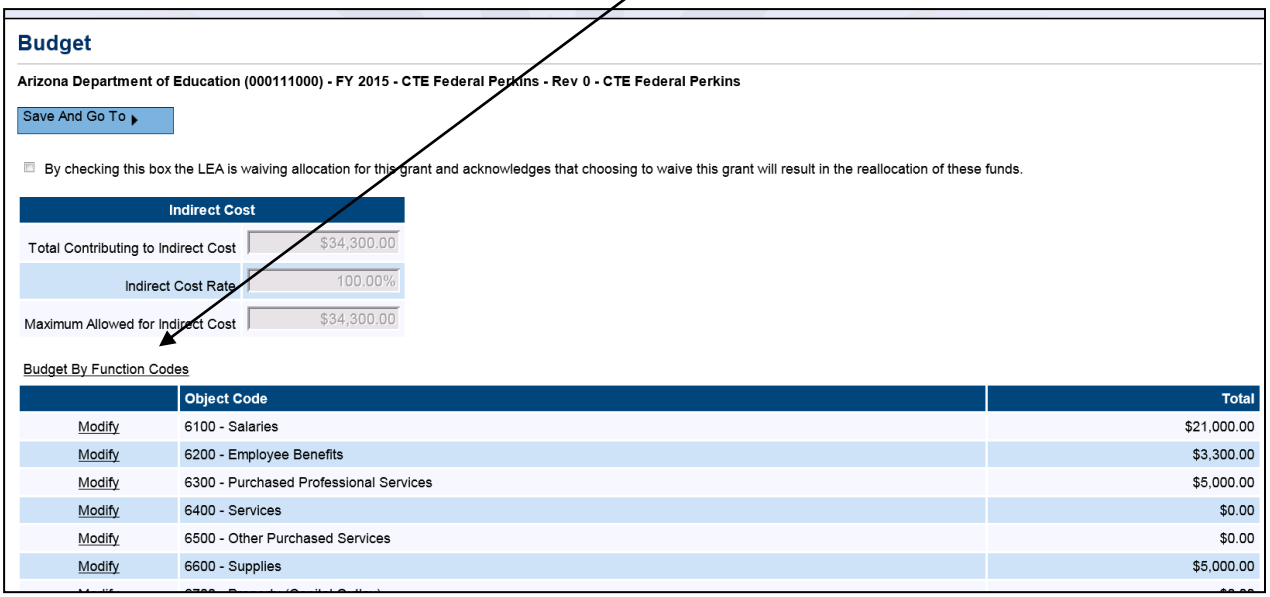
3. On the new page select the Function Code that will be used for the Object Code 6100-Salaries.



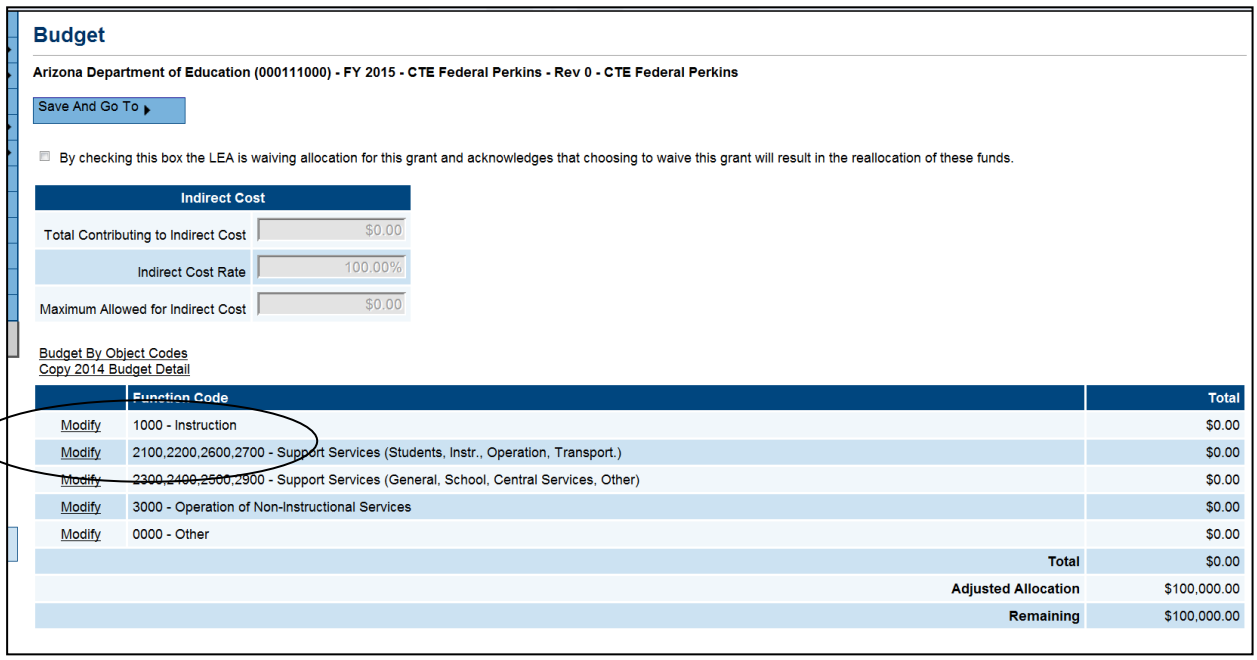
4. After selecting the Function Code add in Unit cost. On positions, the FTE can be added also. A narrative description is required for all expenditure categories. The narrative description is similar to the line item descriptions in the old GME system. Select **Save**.



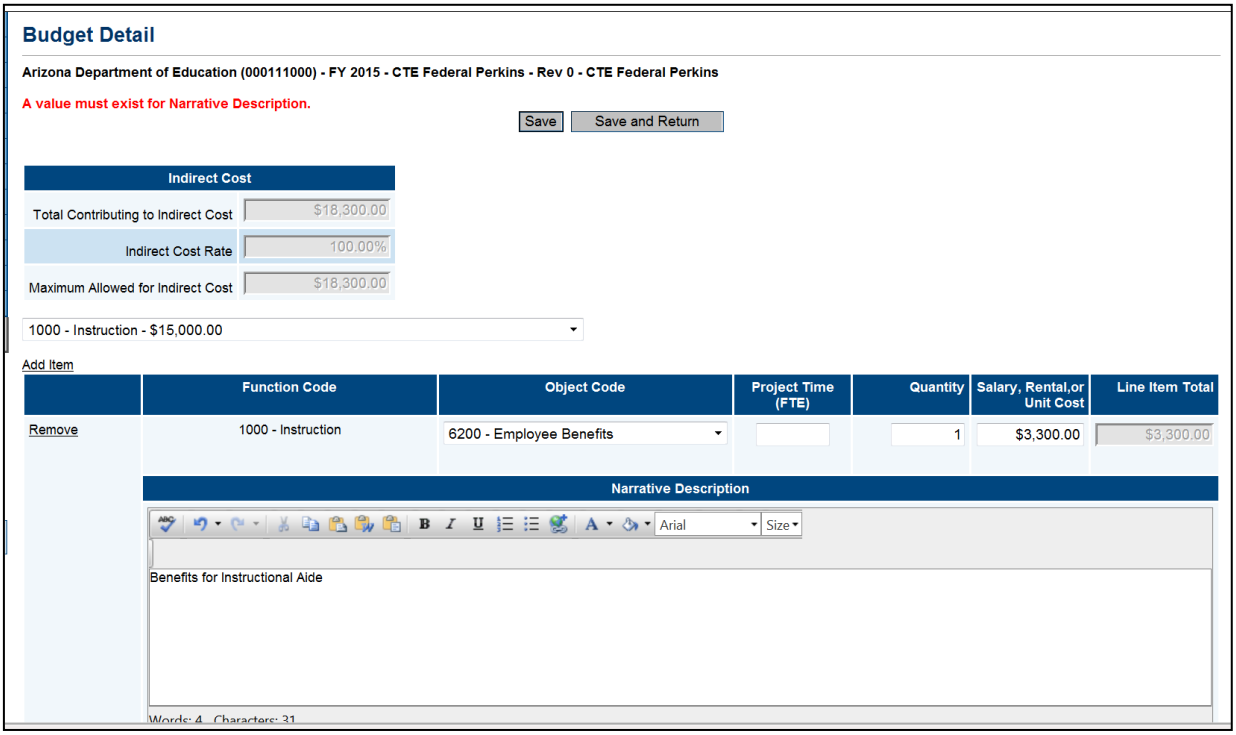
5. If you prefer adding your budget by Function Code, select Budget by Function Codes.



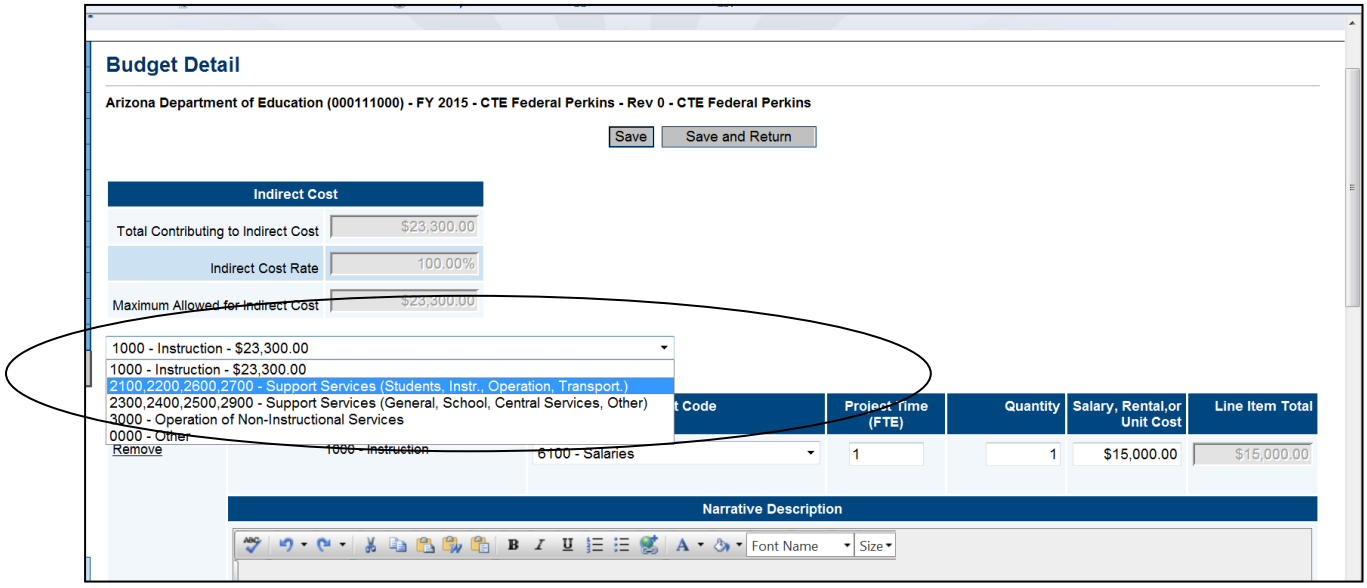
6. Select **Modify** on the appropriate Function Code requiring a budget.



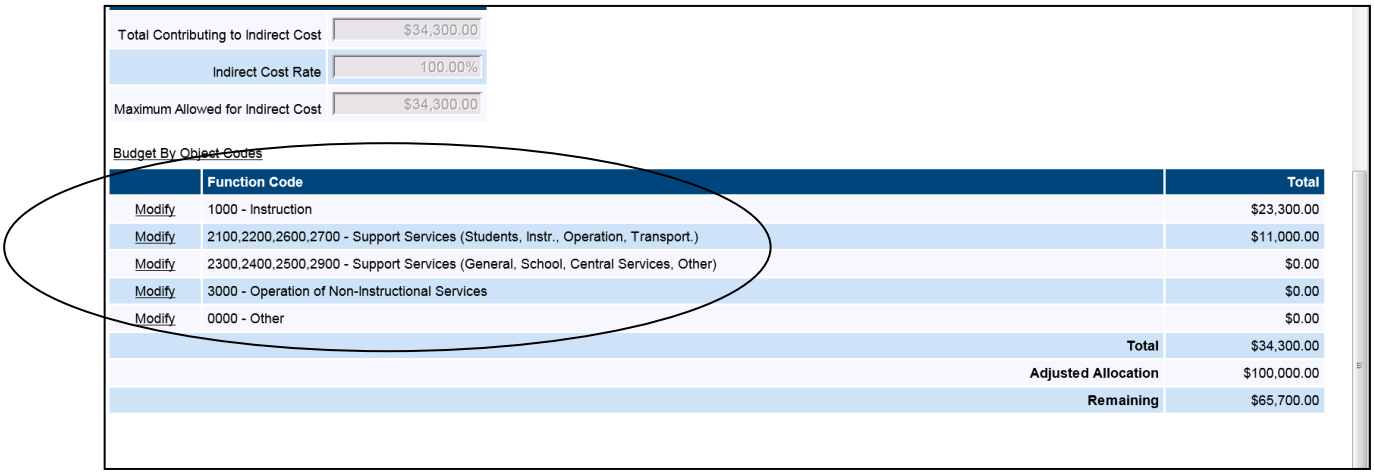
7. In this case, add the item by selecting the appropriate object code, then add the dollar amount and narrative description. **Note: All object codes under one function code can be added on this page (i.e. Instructional Salaries, Support Services stipends, etc).**



8. A second Function Code can be selected and then the object code selected.



9. Continue adding the expenditures for Instruction, Support Services and Support Services Admin.

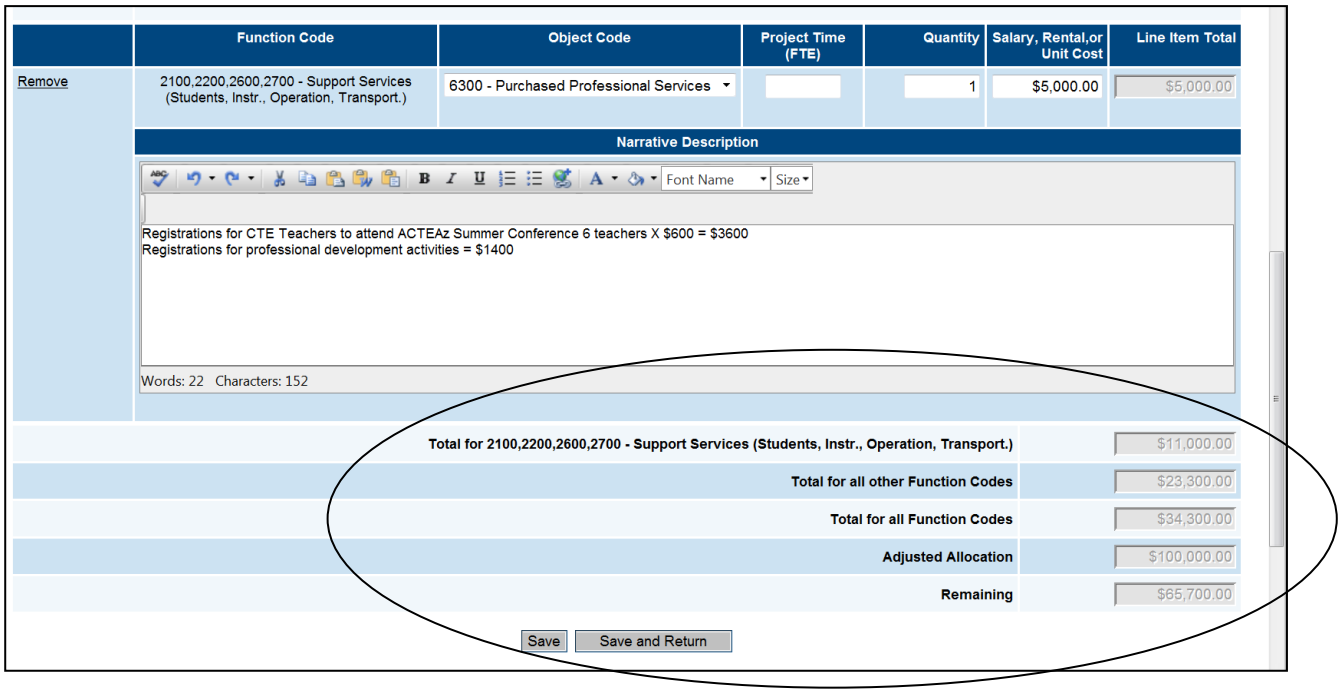


Total Contributing to Indirect Cost	$34,300.00
Indirect Cost Rate	100.00%
Maximum Allowed for Indirect Cost	$34,300.00

Budget By Object Codes

	Function Code	Total
Modify	1000 - Instruction	$23,300.00
Modify	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	$11,000.00
Modify	2300,2400,2500,2900 - Support Services (General, School, Central Services, Other)	$0.00
Modify	3000 - Operation of Non-Instructional Services	$0.00
Modify	0000 - Other	$0.00
	Total	$34,300.00
	Adjusted Allocation	$100,000.00
	Remaining	$65,700.00

10. The Budget Details page will always give a running total based on the total allocation.



	Function Code	Object Code	Project Time (FTE)	Quantity	Salary, Rental,or Unit Cost	Line Item Total
Remove	2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	6300 - Purchased Professional Services		1	$5,000.00	$5,000.00

Narrative Description

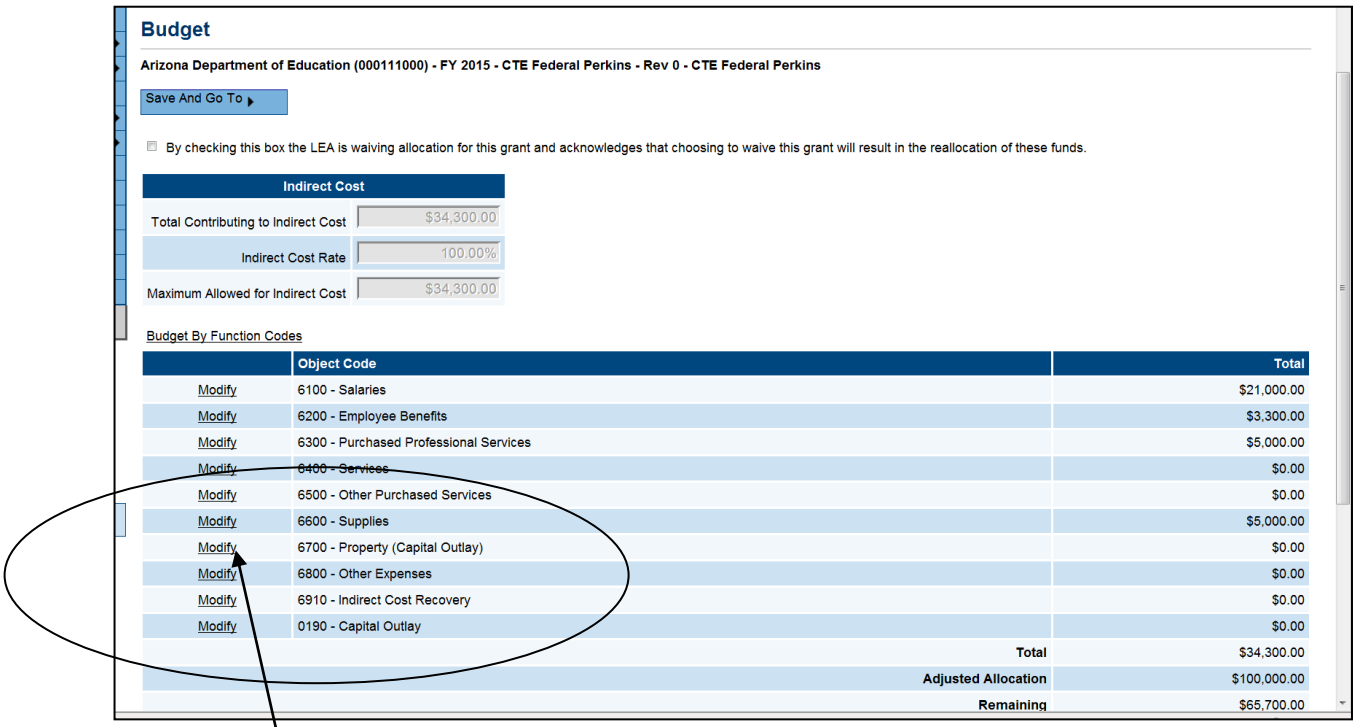
Registrations for CTE Teachers to attend ACTEAz Summer Conference 6 teachers X $600 = $3600
Registrations for professional development activities = $1400

Words: 22 Characters: 152

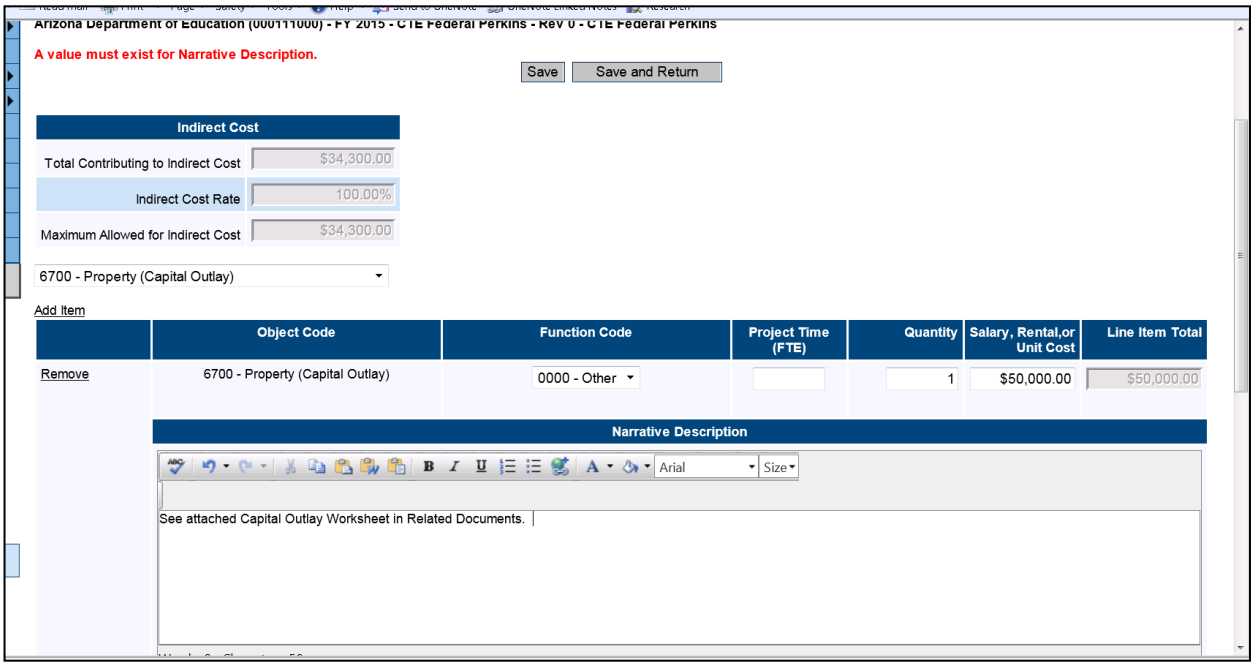
Total for 2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	$11,000.00
Total for all other Function Codes	$23,300.00
Total for all Function Codes	$34,300.00
Adjusted Allocation	$100,000.00
Remaining	$65,700.00

Save | Save and Return

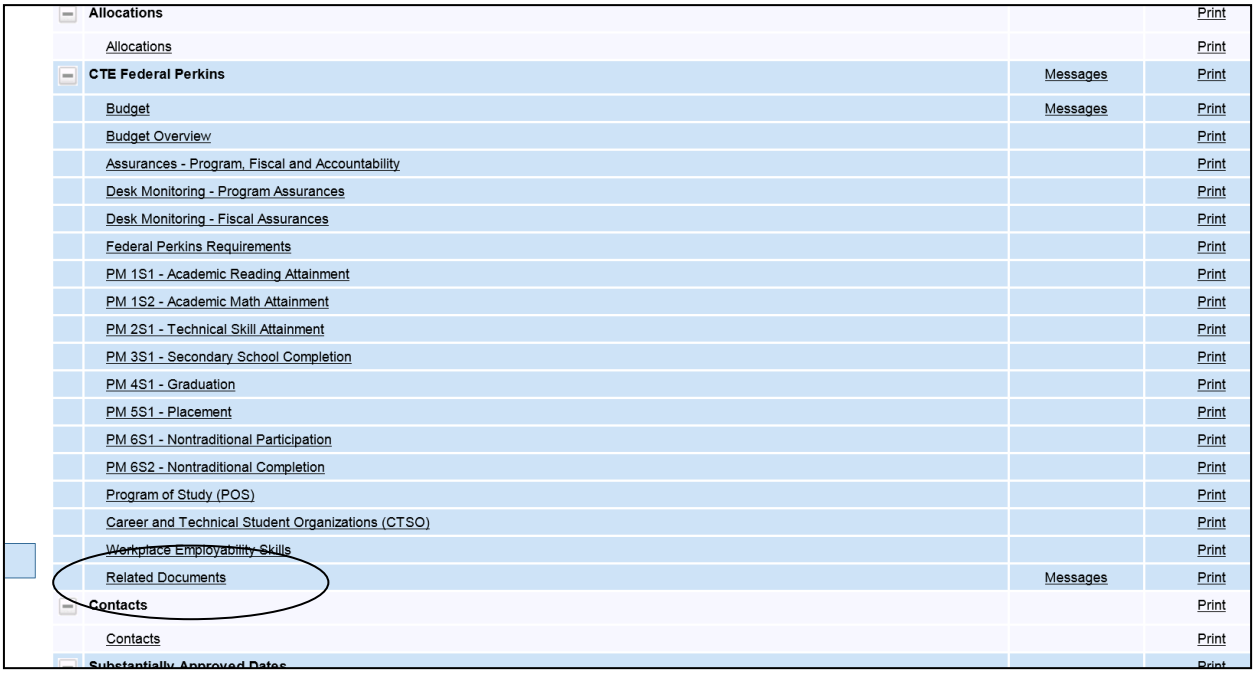
11. Capital must be added by selecting 6700-Property (Capital Outlay) on the **Budget by Object Code page**.



12. Select **Modify** and add the dollar amount for 6700-Capital. Add Item, add total cost, and in narrative description add **"See Attached Capital Outlay Worksheet in Related Documents".**

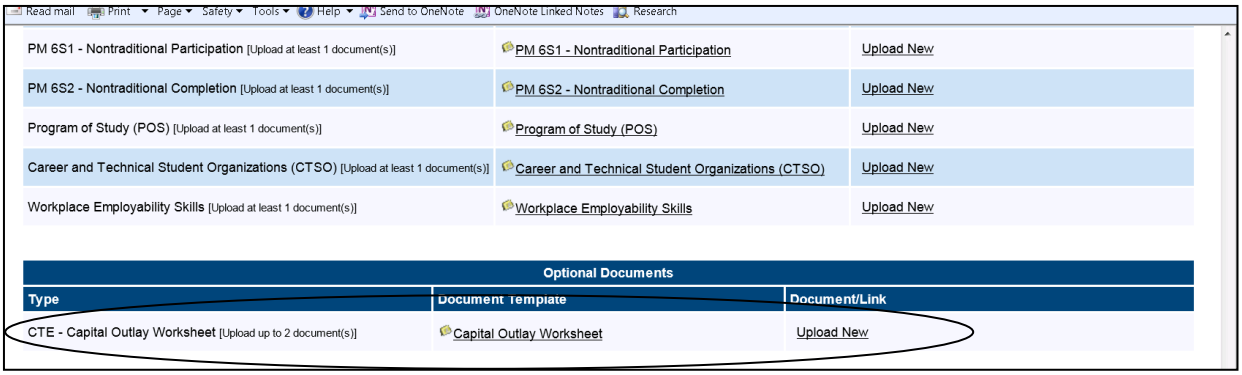


13. Go back to Sections page and select Related Documents.



Allocations		Print
Allocations		Print
CTE Federal Perkins	Messages	Print
Budget	Messages	Print
Budget Overview		Print
Assurances - Program, Fiscal and Accountability		Print
Desk Monitoring - Program Assurances		Print
Desk Monitoring - Fiscal Assurances		Print
Federal Perkins Requirements		Print
PM 1S1 - Academic Reading Attainment		Print
PM 1S2 - Academic Math Attainment		Print
PM 2S1 - Technical Skill Attainment		Print
PM 3S1 - Secondary School Completion		Print
PM 4S1 - Graduation		Print
PM 5S1 - Placement		Print
PM 6S1 - Nontraditional Participation		Print
PM 6S2 - Nontraditional Completion		Print
Program of Study (POS)		Print
Career and Technical Student Organizations (CTSO)		Print
Workplace Employability Skills		Print
Related Documents	Messages	Print
Contacts		Print
Contacts		Print
Substantially Approved Dates		Print

14. Select **Capital Outlay Worksheet** under Document Templates.



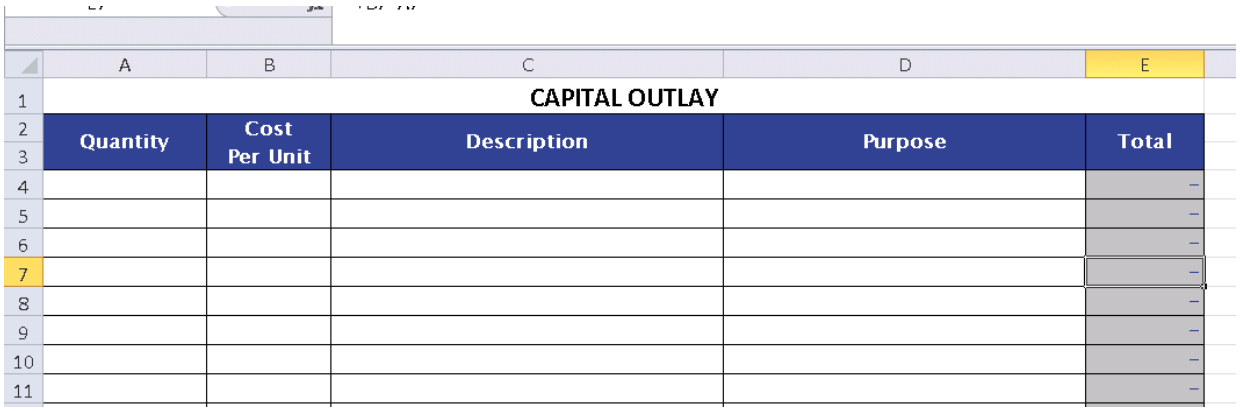
Read mail | Print | Page | Safety | Tools | Help | Send to OneNote | OneNote Linked Notes | Research

PM 6S1 - Nontraditional Participation [Upload at least 1 document(s)]	PM 6S1 - Nontraditional Participation	Upload New
PM 6S2 - Nontraditional Completion [Upload at least 1 document(s)]	PM 6S2 - Nontraditional Completion	Upload New
Program of Study (POS) [Upload at least 1 document(s)]	Program of Study (POS)	Upload New
Career and Technical Student Organizations (CTSO) [Upload at least 1 document(s)]	Career and Technical Student Organizations (CTSO)	Upload New
Workplace Employability Skills [Upload at least 1 document(s)]	Workplace Employability Skills	Upload New

Optional Documents

Type	Document Template	Document/Link
CTE - Capital Outlay Worksheet [Upload up to 2 document(s)]	Capital Outlay Worksheet	Upload New

15. An Excel worksheet will appear.

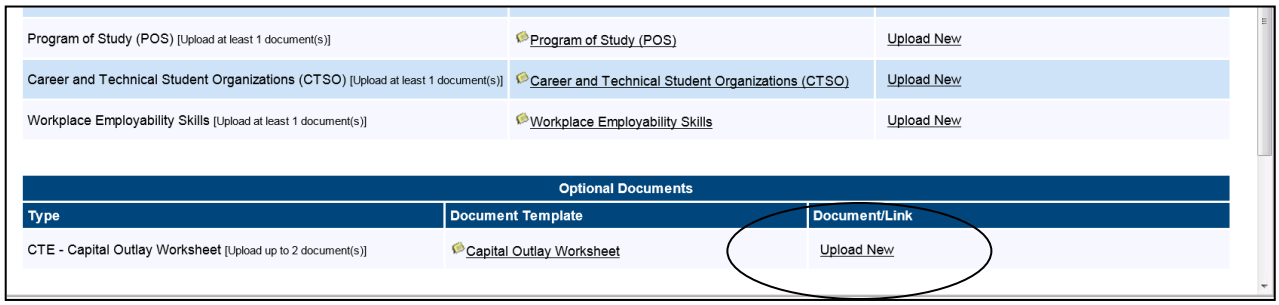


	A	B	C	D	E
1			CAPITAL OUTLAY		
2–3	Quantity	Cost Per Unit	Description	Purpose	Total
4					–
5					–
6					–
7					–
8					–
9					–
10					–
11					–

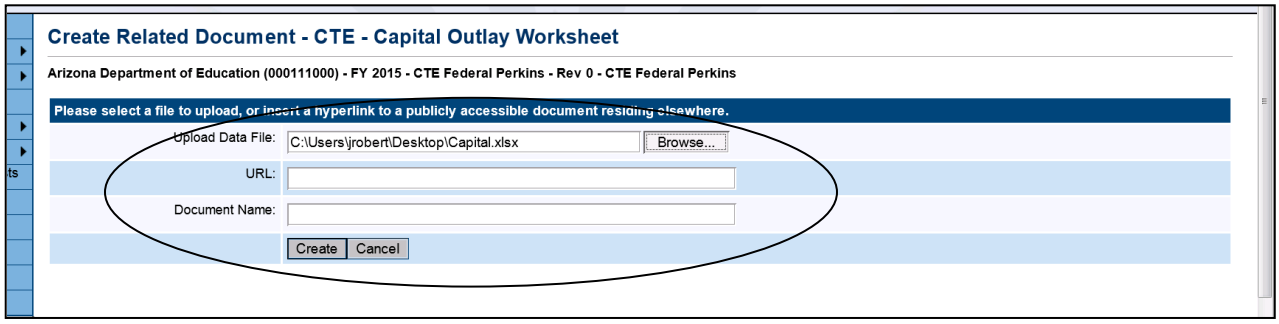
16. List capital outlay items separately. Include quantity, cost per unit, detailed description, and the purpose for the item (what program and site if multi-site district). The chart calculates by line and by total amount.

	A	B	C	D	E	F
1			CAPITAL OUTLAY			
2–3	Quantity	Cost Per Unit	Description	Purpose	Total	
4	1	8,500.00	Auto Engine Analzyer	Autos program in Somewhere HS	8,500.00	
5	18	900.00	HP ENVY 23' Touch Smart All in One	Upgrade Computers for AHS	16,200.00	
6					–	
7					–	
8					–	
9					–	
10					–	
11					–	
12					–	
13					–	
14					–	
15					–	
16					–	
17					–	
18					–	
19					–	
20					–	
21					–	
22					–	
23					–	

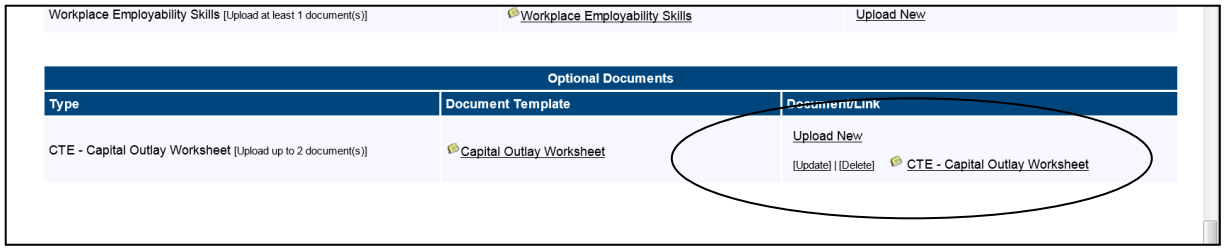
17. When the Capital Outlay worksheet is completed, save it and return to the Related Documents page. Select **Upload New.**



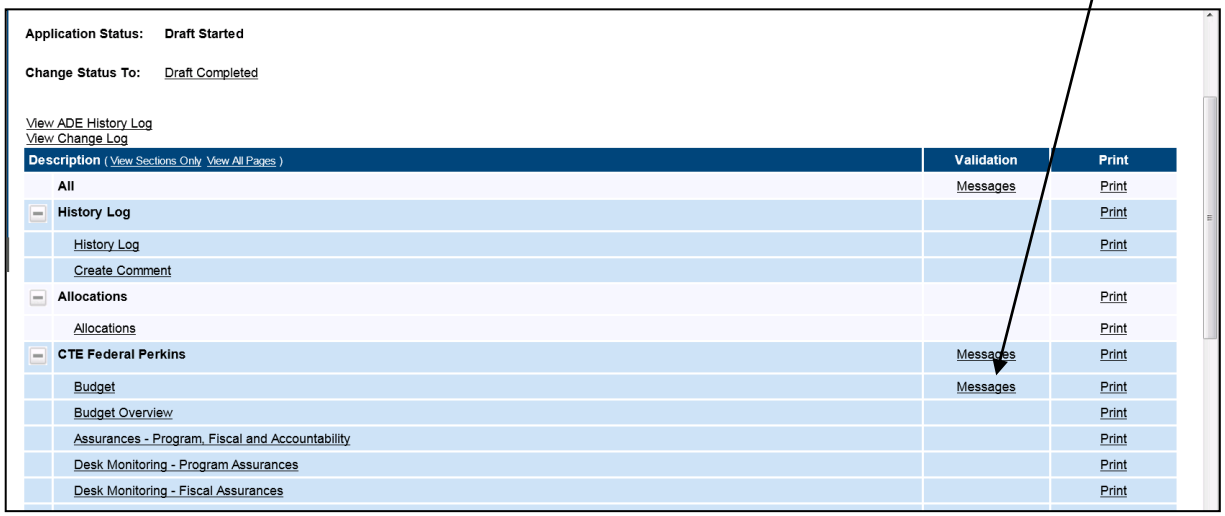
18. Select **Browse** and then **Create** to upload the Excel spreadsheet.



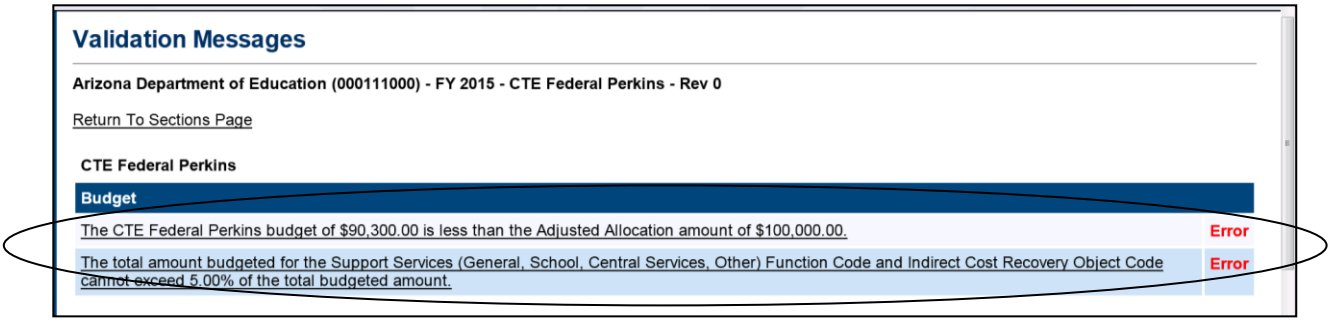
19. The uploaded worksheet is now part of Related Documents. It can be updated or removed.



20. If you have completed all the sections of the application, the next step is to move the application status to **Draft Completed**. However, first review the **Messages** on the Sections page.

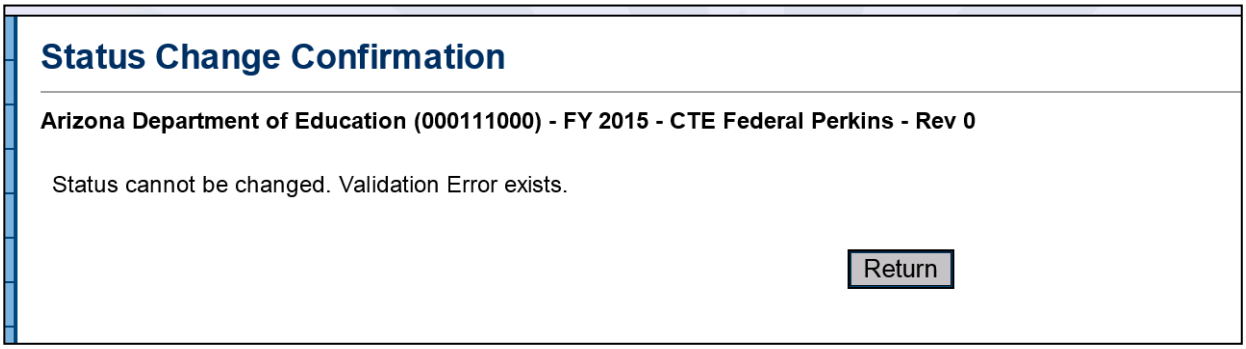


21. The Messages will explain if there is inaccurate information, missing information or other items that are preventing the application from moving to the next status level.



In this case, validations have been set so that the Perkins application cannot be submitted if the 5% Admin cap is exceeded or if the budget is less than the total allocation.

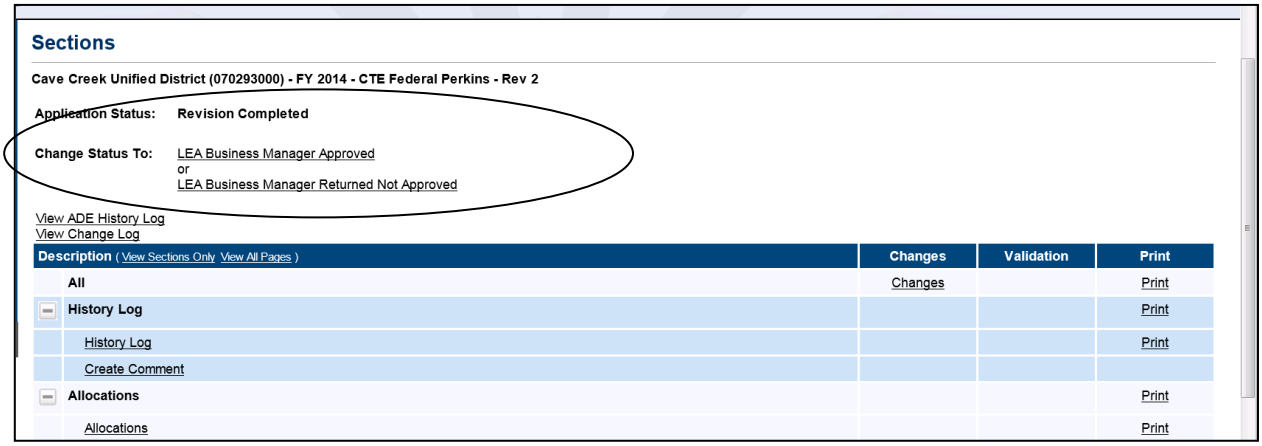
22. If you tried to change the application status to **Draft Completed** when there are outstanding issues, the following message will appear. The application cannot move any further without changes.



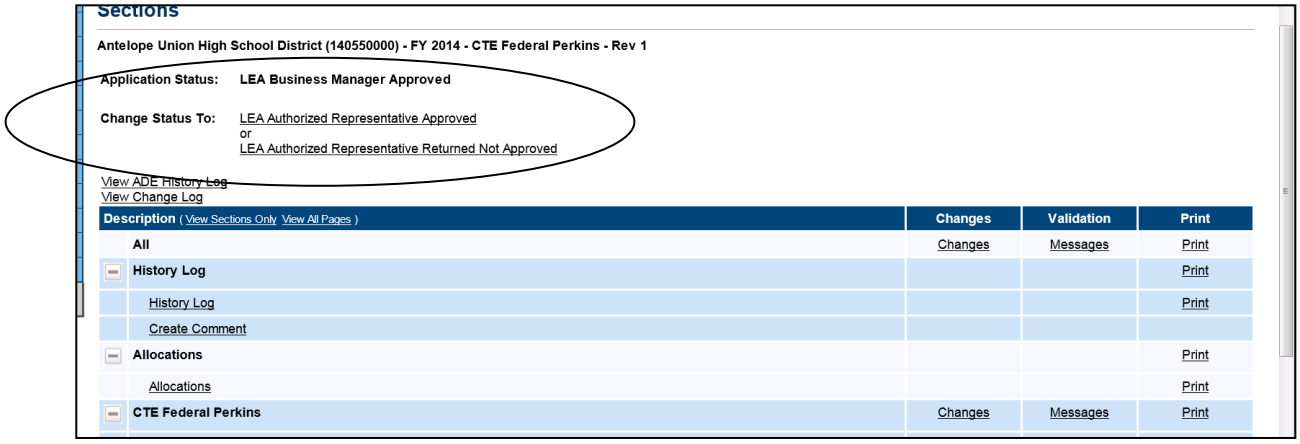
23. Once the validation errors or any other messages are corrected, the application status should be changed to **Draft Completed.**

Note: This does not send the application to ADE for review. All applications must go through two additional status level changes at the LEA (Local Education Agency) before it reaches the Grants Program Specialist at ADE.

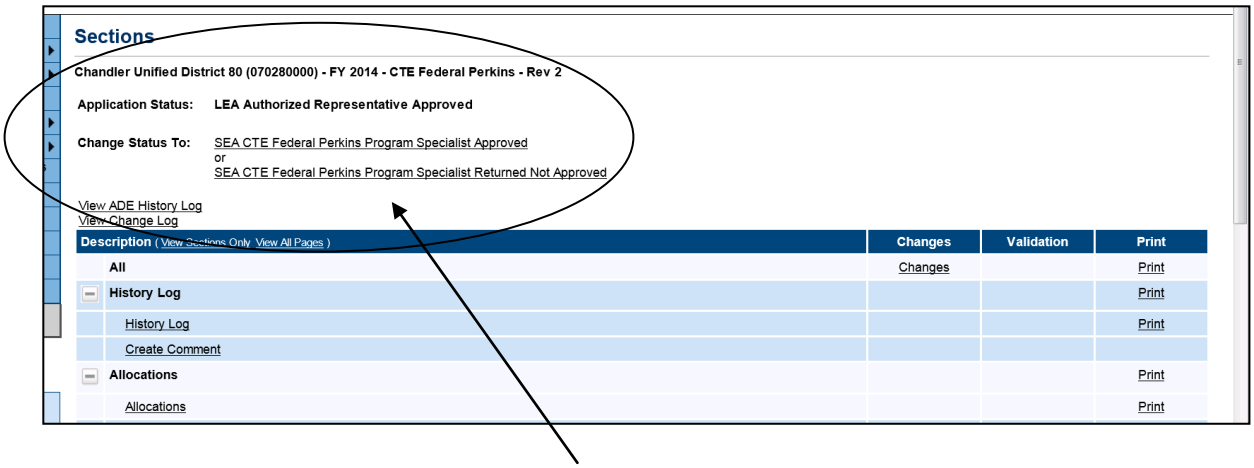
24. Once the application status is changed to **Draft Completed,** the designated LEA Business Manager must change the status to LEA Business Manager Approved or LEA Business Manager Not Approved. (NOTE: The example below shows Revision Completed which is showing an amendment).



25. Once the application status is LEA Business Manager Approved, the designated **LEA Authorized Representative** must change the status to **LEA Authorized Representative Approved or LEA Authorized Representative Not Approved.**



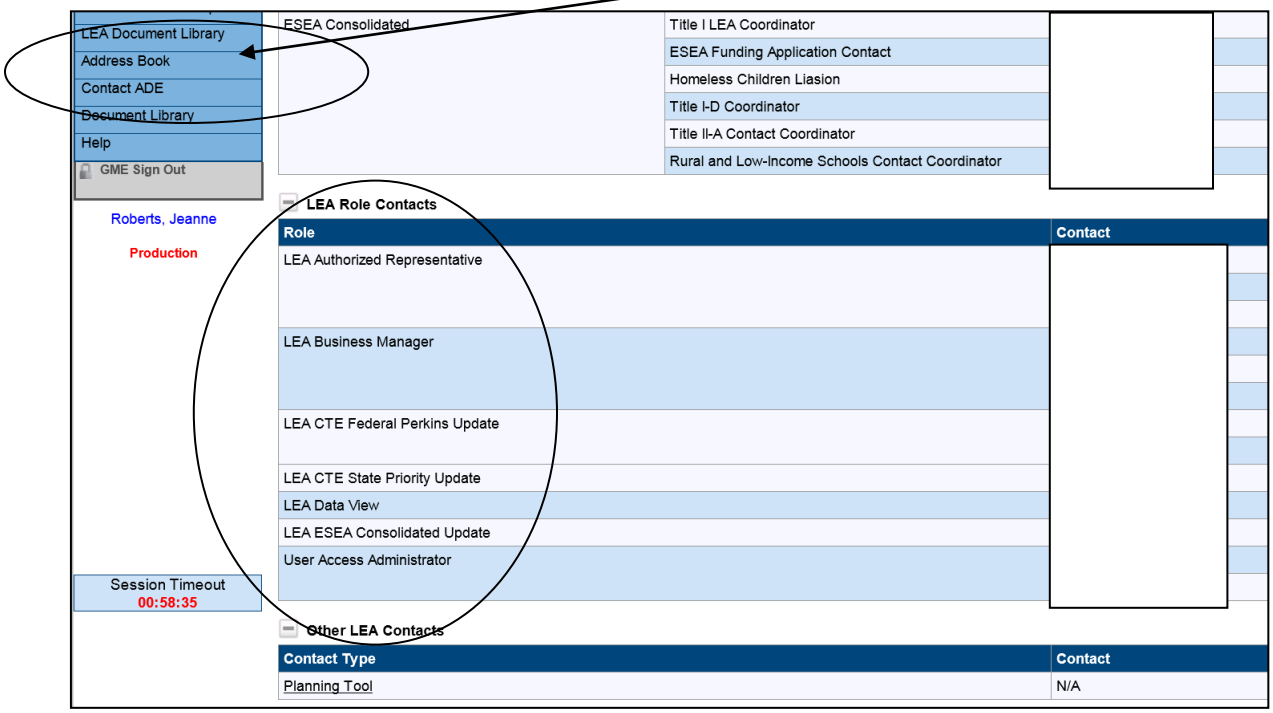
26. The application is not submitted to ADE until the Application Status says **LEA Authorized Representative Approved.**



27. Now it is ready for the assigned Grant Program Specialist to review the application using the checklist.

28. There are two levels of approval at the State Education Agency (SEA).
    a. SEA CTE Federal Perkins Program Specialist Approved (this is your assigned GPS)
    b. SEA CTE Federal Perkins Director Approved (This is Dan Brown)

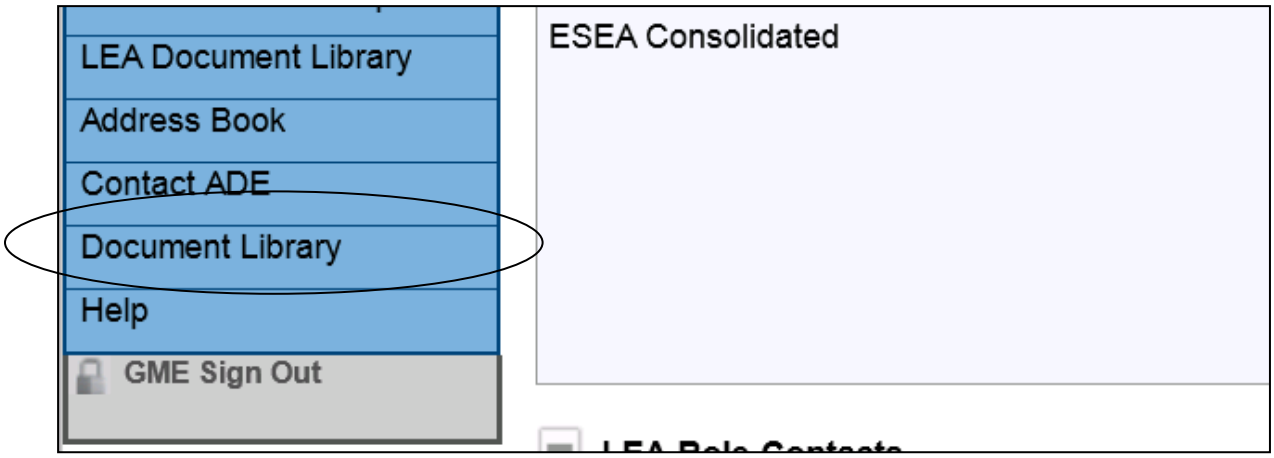
NOTE: If you are not sure of the LEA designated role status, refer to the Address Book to see who has been assigned to which role.



The above screen shows the individuals for the different roles in this district.

Final Tips:

- There is a 60 minute time out; however, every time you enter in the system it reloads the time.
- When the project is “not approved”, read the comments carefully to make the necessary revisions to move the project through to final approval.
- Contact your Grants Program Specialist with any program or grant questions.
- Refer to resources in the Document Library on the left side of the GME home page for help on navigating the GME system.



FY15 CTE Secondary Federal Perkins Grant Application Checklist

This tool is to help communicate feedback to the Local Educational Agency (LEA) on the submission of the FY15 CTE Secondary Federal Perkins grant application.

- CTE Grants Program Specialists will review the applications and revisions and mark each section as "OK" or "Not Applicable" before Approval.
- If the line is marked "Attention Needed", this indicates the application needs revisions in the stated areas.
- If the application is returned as "Not Approved", the LEA will review and address items marked as "Attention Needed" as well as any comments noted in the Messages section of the GME application.
- After items are revised by the LEA, resubmitted for approval and the GPS has approved, "Attention Needed" will be changed to "OK" by the assigned CTE Grants Program Specialist and the application status will be changed to Reviewed.

DUE DATES: THE FY15 CTE SECONDARY FEDERAL PERKINS GRANT APPLICATION IS DUE JUNE 15, 2014. SUBSTANTIAL APPROVAL WILL BE GRANTED BY JULY 1, 2014 AS APPROPRIATE. ALL PROJECTS WILL HAVE FINAL APPROVAL BY OCTOBER 1, 2014.

Checklist Description

General Statements

1. Program, Fiscal and Accountability Assurances
   - LEA agrees to Program Assurances.
   - LEA agrees to Fiscal Assurances.
   - LEA agrees to Accountability Assurances.
2. Federal Perkins Requirements-LEA agrees to carry out Federal Perkins Requirements.
3. Coherent Sequence-The FY2015 Coherent Sequence has been updated at https://www.ade.az.gov/PerfMeasures/framemanager.asp and an email has been sent to claudia.galvan@azed.gov .

Budget

1. All expenditures must support one or more objectives.
2. The total allocation must be budgeted.
3. All expenditures are listed in the appropriate function code and object code using CTE resources and USFR Chart of Accounts.
4. Salaries must be listed in object code 6100. If positions involve face-to-face with students, use 1000-6100; if positions are support use 2000-6100.
   - Narrative includes job title and FTE. (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include "new".
   - Job description must be uploaded into Related Documents section for each position.
5. Benefits must be listed in object code 6200.
6. Stipends indicate extra duty or extended contract pay (most will be in support services).
   - Narrative must include #hours X $/hour X #people=total stipend.
   - Stipends for district employees are charged to salaries object code 6100.
   - Narrative must include activities to be performed.
   - CTSO Advisor stipends are allowable in 1000-6100.
7. Substitutes are paid only when CTE teachers attend training and professional development (including CTSO activities).
   - Perkins does not pay subs for sick leave.
   - Use 2200-6100 for all substitutes.
   - Narrative must indicate # sub days X $/day = total subs.

8. Supplies includes only program-specific instructional consumable supplies and not any general supplies
   - Instructional supplies (1000-6600) must include a general list of supplies with dollar amount and program area in the narrative to be considered for approval. If multi-site district, include site.
   - Instructional software must list specific software, dollar amount and program.
   - Support services supplies should include a general list of types of supplies.
9. Purchased Professional Services (6300)-Use for registrations for district employees to attend CTE professional development and training activities including CTSO conferences.
10. Other Purchased Services (6500)-Use for travel and per diem for district employees to attend CTE professional development and training activities including CTSO conferences.
    - NOTE: For both 6300 and 6500 professional development and training activities, supporting documentation should be available upon request.
11. Refer to Federal Perkins Grant Budget Guidelines for allowable CTSO expenditures.
12. Capital Outlay: Must be CTE program-specific equipment.
    - Must include quantity, cost, description, purpose (includes CTE program name and site if a multi-site district)
13. Support Services Admin includes expenditures for district administration.
14. Support Services Admin + indirect cost cannot exceed more than 5% admin cap of total allocation.

Desk Monitoring

1. Desk Monitoring – Program Assurances
   a. Program Assurance 1-Include month and year for Annual Program Evaluation. If part of consortium, dates must be provided for each site.
   b. Program Assurance 3-**Information is not required until October 1.**
      i. LEA uses CTE End-of-Year Unduplicated Participant Enrollment Report for calculations.
   c. Program Assurance 4-**Information is not required until October 1.**
      i. LEA uses concentrators who left school for box A and D.
      ii. Box B + Box E = CTE End-of-Year Unduplicated Participant Enrollment Report.
      iii. Special pops includes all categories (Disabled, LEP, Economically Disadvantaged, Single Parent).
2. Desk Monitoring – Fiscal Assurances
   a. Financial Audit Box 1 must include month/year for audit date and name of firm.
   b. All yes/no questions must be answered.
   c. Explanations and corrective action plans must be provided for any questions requiring such.

PM 1S1-Academic Reading Attainment

1. Box 1: Includes the performance measure and objective number (i.e. 1S1, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected “Districtwide” in box 2, box 3 should say N/A. If selected “One or More Sites” in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states “*meet/exceed the SALP*” or other specific outcome.

6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, “None of the above” should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 1S2-Academic Math Attainment

1. Box 1: Includes the performance measure and objective number (i.e. 1S2, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected “Districtwide” in box 2, box 3 should say N/A. If selected “One or More Sites” in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, “None of the above” should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 2S1-Technical Skill Attainment

1. Box 1: Includes the performance measure and objective number (i.e. 2S1, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected “Districtwide” in box 2, box 3 should say N/A. If selected “One or More Sites” in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.

5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states "*meet/exceed the SALP*" or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, "None of the above" should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select "Yes" if another objective is needed for this performance measure or "No" if this is the only objective needed for this PM.

PM 3S1-Secondary School Completion

1. Box 1: Includes the performance measure and objective number (i.e. 3S1, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states "*meet/exceed the SALP*" or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, "None of the above" should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select "Yes" if another objective is needed for this performance measure or "No" if this is the only objective needed for this PM.

PM 4S1-Graduation

1. Box 1: Includes the performance measure and objective number (i.e. 4S1, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states "*meet/exceed the SALP*" or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, "None of the above" should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select "Yes" if another objective is needed for this performance measure or "No" if this is the only objective needed for this PM.

PM 5S1-Placement

1. Box 1: Includes the performance measure and objective number (i.e. 5S1, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states "*meet/exceed the SALP*" or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, "None of the above" should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.

9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 6S1-Nontraditional Participation

1. Box 1: Includes the performance measure and objective number (i.e. 6S1, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected “Districtwide” in box 2, box 3 should say N/A. If selected “One or More Sites” in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, “None of the above” should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select “Yes” if another objective is needed for this performance measure or “No” if this is the only objective needed for this PM.

PM 6S2-Nontraditional Completion

1. Box 1: Includes the performance measure and objective number (i.e. 6S2, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected “Districtwide” in box 2, box 3 should say N/A. If selected “One or More Sites” in box 2, must list the appropriate sites in box 3.
4. Box 4: If on Improvement Plan for the previous year’s performance measure, should say “Yes”. If not, should say “No”.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for the PM.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states “*meet/exceed the SALP*” or other specific outcome.
6. Box 6: Justification explains how the objective or expenditure will improve the PM.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, “None of the above” should be selected.

8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
    - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
    - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select "Yes" if another objective is needed for this performance measure or "No" if this is the only objective needed for this PM.

Program of Study (POS)

1. Box 1: Includes POS and objective number (i.e. POS, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.
4. Box 4: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
    - Objectives must be appropriate for the POS.
    - Objectives must include a date (month/year).
    - Objectives must focus on enhancing or maintain one program to include all POS components.
    - Must include language that states specific outcome.
5. Box 5: Justification explains how the objective or expenditure will improve or enhance the POS.
6. Box 6: LEA selects all appropriate expenditure categories. Align expenditure categories to budget function codes.
    - Some funds must be designated as POS expenditures.
7. Box 7: Perkins funds must be used to support POS (excluding capital outlay).
    - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
    - Description must match items listed in the narrative on the budget overview.
8. Boxes 8 and 9: Leave blank until due date.
9. Box 10: Select "Yes" if another objective is needed for the POS or "No" if this is the only objective needed for the POS.

Career and Technical Student Organization (CTSO)

1. Box 1: Includes objective number (i.e. CTSO, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.
4. Box 4: "Yes" or "No" selected as applicable.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
    - Objectives must be appropriate for the CTSO
    - Objectives must include a date (month/year).
    - Objectives must focus on continuous improvement.
    - Must include language that states specific outcome.
6. Box 6: Justification explains how the objective or expenditure will establish/maintain CTSO.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
    - If Perkins funds are not being used to support objective, "None of the above" should be

selected.

- Refer to Federal Perkins Grant Budget Guidelines for allowable CTSO expenditures.

8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select "Yes" if another objective is needed for the CTSO or "No" if this is the only objective needed for the CTSO.

Workplace Employability Skills (WES)

1. Box 1: Includes the objective number (i.e. WES, Objective 1).
2. Box 2: LEA selects applicable response based on objective.
3. Box 3: If selected "Districtwide" in box 2, box 3 should say N/A. If selected "One or More Sites" in box 2, must list the appropriate sites in box 3.
4. Box 4: "Yes" or "No" as applicable.
5. Box 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely).
   - Objectives must be appropriate for WES.
   - Objectives must include a date (month/year).
   - Objectives must focus on continuous improvement.
   - Must include language that states specific outcome.
6. Box 6: Justification explains how the objective or expenditure will implement the WES.
7. Box 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget function codes.
   - If Perkins funds are not being used to support objective, "None of the above" should be selected.
8. Box 8: Only complete if Perkins funds are being used. If not, use N/A.
   - Must include a description of the expenditure items needed to support the objective. (i.e., teacher registration and travel for professional development).
   - Description must match items listed in the narrative on the budget overview.
9. Boxes 9 and 10: Leave blank until due date.
10. Box 11: Select "Yes" if another objective is needed for WES or "No" if this is the only objective needed for WES.

Creating S.M.A.R.T. Objectives

Specific Measurable Attainable Relevant Time-Based

You and your teachers are working very hard to meet the grant Performance Measures. How are the objectives helping your students, and the programs?

Specific

A specific objective has a much greater chance of being accomplished than a general objective. The more specific the objective, the more questions it answers.

Who: Who is involved? *CTE teachers, Math teachers, Counselors, English Teachers.*

What: (Required) What needs to be accomplished? Increase NT PM, meet/exceed SALP, Increase concentrators. Pass the program assessments

Where: Identify a location: School and Program

When: (Required) Establish a time frame. Month/Year

Which: Identify requirements and constraints. Meet/Exceed SALP, complete the Program Improvement Plan

Why: Specific reasons, purpose or benefits of accomplishing the goal. *To pass program assessments and pass College Career Assessments.*

Measurable

Establish concrete criteria for measuring progress toward the attainment of each objective. To measure progress, use target dates. To determine if the objective is measureable, ask questions such as… How much? How many? How will I know when it is accomplished? *Number or percentage of teachers involved, do teachers include information on lesson plans or show student work.*

Attainable

When identifying objectives, develop practical and reasonable goals. Attainable objectives need to be challenging, but realistic. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Be sure that every objective represents an opportunity for substantial progress. 100% of all students participate…unattainable? Meet/Exceed SALP

Relevant

To be relevant, an objective must represent a goal toward which you are both willing and able to accomplish and aligned with what the agency is trying to achieve. *What is the focus of your school? College career standards? Math or reading integration? Is there a workplace or community connection?*

Time-Based

An objective should be grounded within a timeframe. With no timeframe tied to it there is no sense of importance. Ex: If you want the inventory of mowing equipment completed, when do you want it completed? "Someday" will not work; however, if you anchor it within a timeframe, "by November 1, 2014", then you have set the unconscious mind into motion to begin working on the goal. *Month / Year*

OBJECTIVE FORMAT

By month/year, who will (person or persons),
action-what are you going to do (break down into action steps) to meet/exceed the performance measure

Sample Objective

PERFORMANCE MEASURE 2S1; TECHNICAL SKILL ATTAINMENT - - Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)]. Effective SY2011-2012, all eligible CTE concentrators will participate in the online assessment for identified programs. To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the state-designated sequence of instruction. Each concentrator record must indicate the minimum number of credits required, which authorizes these concentrators to take the online assessment.

1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 2S1, Objective One). When submitting more than one objective for this PM, sequentially number as 2S1, Objective Two.	2S1 Technical Skill Attainment Objective 1
2	Will this objective be implemented district wide or only at one or more sites?	☒ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state “N/A”.	N/A
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☒ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	By June 2015, 100% of all CTE teachers whose programs have an ADE CTE Assessment will write and implement two (2) lessons that correlate to at least two (2) different specific assessment standards / measurement criteria that are below average in student achievement to meet or exceed the SALP.
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	Using assessment results and reviewing achievement on specific standards will help teachers differentiate instruction and improve student outcomes.
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☒ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	Teacher collaboration
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☐ No

Sample Objective

PERFORMANCE MEASURE 2S1; TECHNICAL SKILL ATTAINMENT - - Improve academic and technical skills of CTE students through integration of academics with CTE programs [§134(b)(3)(B)]. Teach CTE students the same rigorous and challenging academic standards, per ESEA of 1965, as all other students, and encourage CTE students to enroll in rigorous courses [§134(b)(3)(D)(E)] [§135(b)(1)]. Effective SY2011-2012, all eligible CTE concentrators will participate in the online assessment for identified programs. To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the state-designated sequence of instruction. Each concentrator record must indicate the minimum number of credits required, which authorizes these concentrators to take the online assessment.

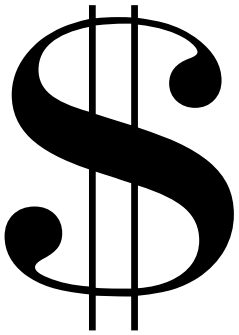
1	**Performance Measure and Objective Number:** Identify the PM and Objective Number (e.g., 2S1, Objective One). When submitting more than one objective for this PM, sequentially number as 2S1, Objective Two.	2S1 Technical Skill Attainment Objective 1
2	Will this objective be implemented district wide or only at one or more sites?	☒ District Wide ☐ One or More Sites
3	List those sites where this objective will be implemented. If district wide, state “N/A”.	N/A
4	Is this a required Program Improvement Plan (PIP) Objective based on the district's failing to attain 90% or more of the SALP?	☐ Yes ☒ No
5	**Measurable Objective:** State the Measurable Objective including descriptions how LEA will evaluate and continuously improve performance. Objective must be SMART--Specific, Measurable, Attainable, Results-oriented, and Timely.	CTE teachers, CTE Administrator and support staff will create a detailed plan to correctly identify all eligible CTE students for the practice and final assessments by October 2014. They will cross check for names of eligible students to ensure accuracy of registration. Schedule assessments to allow for necessary make ups for students that missed taking the assessments.
6	**Justification:** Explain how the objective and/or the expenditure item will improve the PM.	This will help improve PM scores by correctly and systematically identifying the correct students for the required assessments.
7	**Expenditure Category:** Check if Perkins Funds will be used to address this Objective identifying the USFR Expenditure Category. Check all that apply. If none will be used to meet this objective, choose **"None of the above".**	☐ Instruction (1000) ☒ Support Services (2100, 2200, 2600, 2700) ☐ Support Services - Admin (2300, 2400, 2500, 2900) ☐ Capital Outlay (6400 lease or 6700/190 purchase) ☐ None of the above
8	**Expenditure Item** (description only). **If Perkins funds are being used**, describe the type of expenditure item that will be used to support the objective. If none used, state N/A.	For team collaboration after contract hours.
9	**Mid-Year Narrative:** Provide the mid-year progress and status update for the objective, justification and expenditure. **Due: March 31st**	
10	**Final Narrative:** Provide the final status for the objective, justification and expenditure. **Due: September 1st for online narrative completed through GME. (NOTE: Due November 30th if not submitted through GME).**	
11	Does LEA need to create another objective for this measure? If yes, a second template will appear. If no, go to next PM.	☐ Yes ☒ No

FY 2015 CTSO PROGRAM LIST

CIP #	CTE PROGRAM	CTSO
52.0300.00	Accounting and Related Services	FBLA
46.0400.20	Advanced Construction Technologies	SkillsUSA
52.1800.30	Advertising and Public Relations	DECA
01.0100.90	Agribusiness Systems	FFA
28.0101.00	Air Force JROTC	Varies
49.0100.00	Air Transportation	SkillsUSA
47.0600.50	Aircraft Mechanics	SkillsUSA
01.0100.40	Animal Systems	FFA
10.0200.60	Animation	SkillsUSA/TSA
15.1300.20	Architectural Drafting	SkillsUSA/TSA
28.0301.00	Army JROTC	Varies
50.0500.30	Arts Management	SkillsUSA
48.0500.20	Automation/Robotics	SkillsUSA/TSA
47.0600.30	Automotive Collision Repair	SkillsUSA
47.0600.20	Automotive Technologies	SkillsUSA
41.0100.00	Bioscience	HOSA/FFA
52.0200.00	Business Management and Administrative Services	FBLA/DECA
52.0400.00	Business Operations Support and Assistant Services	FBLA
46.0400.40	Cabinetmaking	SkillsUSA
46.0400.30	Carpentry	SkillsUSA
15.1200.20	Computer Maintenance	FBLA/SkillsUSA
12.0400.00	Cosmetology	SkillsUSA
12.0500.00	Culinary Arts	FCCLA/SkillsUSA
51.0600.00	Dental Assisting	HOSA
47.0600.40	Diesel Engine Repair	SkillsUSA
10.0200.50	Digital Photography	SkillsUSA
10.0200.20	Digital Printing	SkillsUSA
13.1210.00	Early Childhood Education	FCCLA/FEA
13.1200.00	Education Professions	FEA
15.0300.00	Electronic Technologies	SkillsUSA
15.1300.30	Electronics Drafting	SkillsUSA/TSA
51.0900.30	Emergency Medical Services	HOSA
150000.00	Engineering Sciences	SkillsUSA/TSA
52.1800.40	Entertainment Marketing	DECA
52.1800.50	Entrepreneurship	DECA
15.0506.00	Environmental Control Technologies Water Operator	SkillsUSA
01.0100.00	Environmental Service Systems	FFA
52.1900.20	Fashion Design and Merchandising	FCCLA
10.0200.90	Film & TV	FBLA/SkillsUSA
52.0800.00	Financial Services	FBLA
43.0200.00	Fire Service	SkillsUSA
01.0100.20	Food Products and Processing Systems	FFA
10.0200.30	Graphic/ Web Design	FBLA/SkillsUSA
47.0200.00	Heating, Ventilation and Air Conditioning	SkillsUSA
49.0200.00	Heavy Equipment Operations	SkillsUSA
47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	SkillsUSA

FY 2015 CTSO PROGRAM LIST

CIP #	CTE PROGRAM	CTSO
52.0900.00	Hospitality Management	FCCLA/DECA
46.0300.30	Industrial Electrician	SkillsUSA
52.1900.30	Interior Design and Merchandising	FCCLA
10.0200.40	Journalism	SkillsUSA/TSA
51.0800.30	Laboratory Assisting	HOSA
43.0100.00	Law, Public Safety and Security	SkillsUSA
15.1300.40	Mechanical Drafting	SkillsUSA/TSA
51.0800.60	Medical Assisting Services	HOSA
51.0800.40	Medical Imaging Support Services	HOSA
51.1500.00	Mental and Social Health Services	HOSA
10.0200.00	Music/Audio Production	SkillsUSA/TSA
01.0100.50	Natural Renewable Resources Systems	FFA
28.0401.00	Navy/Marine Corp JROTC	Varies
15.1200.30	Network Technologies	FBLA/SkillsUSA
51.3900.00	Nursing Services	HOSA
51.0800.20	Pharmacy Support Services	HOSA
01.0100.30	Plant Systems	FFA
01.0100.60	Power, Structural and Technical Systems	SkillsUSA
48.0500.30	Precision Machining	SkillsUSA
52.1800.20	Professional Sales and Marketing	DECA
46.0300.20	Residential Electrician	SkillsUSA
51.0900.20	Respiratory Therapy Technician	HOSA
15.1200.40	Software Development	FBLA/SkillsUSA
51.0800.50	Sports Medicine and Rehabilitation Services	HOSA
51.0900.40	Surgical Technician	HOSA
50.0500.20	Technical Theatre	SkillsUSA
51.3500.00	Therapeutic Massage	HOSA
51.0808.00	Veterinary/Animal Health Technician/ Veterinary Assistant.	FFA/HOSA
15.1200.50	Web Page Development	FBLA/SkillsUSA
48.0508.00	Welding Technologies	SkillsUSA



Supplement *vs.* Supplant

Perkins §311. FISCAL REQUIREMENTS.
"(a) SUPPLEMENT NOT SUPPLANT.— Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities."

A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. §1120A of the Elementary and Secondary Education Act At its most basic, Title I's supplement not supplant provision requires states and districts to use Title I funds to add to (supplement), and not to replace (supplant), the state and local funds they spend on education. In other words…

Title I funds are not meant to substitute for state or local funds, but rather provide an additional layer of support.

…Thus, states and districts are required to demonstrate that Title I funds are used to purchase extra services, staff, programs or materials the state or district would not normally provide.

Supplement not supplant is best understood as a fiscal test states and districts must apply to verify they are ***spending Title I funds on extra costs***. It is one of three fiscal tests a school district must meet in order to spend Title I funds and each test operates differently.

Test 1 – Maintenance of Effort
The maintenance of effort provision focuses on spending at the school district level. To receive Title I funds ***a district generally may not reduce the amount of state and local money it spends for public education from one year to the next***. This test looks at the total amount of state and local money a district spends each year.

Test 2 – Comparability
The comparability provision focuses on services supported at the school level with state and local funds and is a prerequisite for receiving Title I funds. To receive Title I funds, a district must verify it uses state and local funds to provide services in Title I schools that, taken as a whole, are ***at least comparable to the services provided in schools that are not receiving Title I funds***.

Test 3 – Supplement not Supplant
The supplement not supplant provision focuses on individual costs as it is currently enforced. A state, district, or school that receives Title I funds ***must verify all costs paid with Title I funds are additional to what the agency would otherwise provide*** with state and local funds. This test looks at what the agency would have done in the absence of federal funds. At the school level, supplanting is analyzed differently in a Title I "targeted assistance" school versus a "schoolwide" school which is discussed in further depth in section IV.

FY15 Federal Perkins Grant Budget Guidelines

This section provides some quick references to expenditures for Perkins and includes some new and/or different approaches. New items are in ***Bold.***

Function and Object Codes Quick Guide

- Function Code 1000 Instruction "face-to-face" with students
- Function Code 2000 Support Services-enhance instruction (curriculum development and staff training)
- Object Codes Support Services 6300-Registrations for district employees
- Object Codes Support Services 6500-travel and per diem for district employees

Salaries

- Job descriptions are required for all positions paid by Perkins annually.
- If included on the grant, **upload the job description in Related Documents on the Sections page in the Job Description folder.**
- ***On the Budget Detail page include job title and FTE (i.e. Instructional aide .5 FTE) in the narrative description.***
- Salaries should be in Object Code 6100, benefits in Object Code 6200. If face to face with students use Function Code1000, if support services use Function Code 2000.
- If new position paid by Perkins, indicate as such (i.e. .5 FTE Instruction Aide-New)
- ***Job titles listed in the budget details or on an objective must match the title on job description.***

Stipends

- Generally are in support services-Object Code 6100 with benefits in Object Code 6200 if a district employee.
- Paid for extra duty or extended contract pay (e.g., collaboration, curriculum writing)
- ***Narrative description on Budget Detail Page*** must include:
  - #hours X $/hour X # people = Total stipend (40 hours X $22/hour X 2 Auto teachers=$1760)
  - Activities to be performed (i.e. POS collaboration with community college)

Substitutes

- Perkins can pay for substitute teachers while regular CTE teachers attend training and professional development (including CTSO activities).
- **If subs are substituting for any teacher other than CTE, a time and effort log must be kept.**
- Perkins does not cover subs for sick leave.
- Use budget codes 2200-6100 for all substitutes.
- ***Narrative description on Budget Detail Page*** for substitutes should indicate # sub days X $/day=total sub $ (25 sub days X $85/day = $2125)

Supplies: Must include program specific instructional consumable supplies and ***not*** include any general supplies.

- All program specific instructional supplies (1000-6600) must include a **general list of supplies with dollar amount and program area to be considered for approval.** (i.e. Supplies for Fashion Design such as tracing paper, pattern making paper, pins, cutting boards, thread, sample fabrics, plotter paper =$500).
- If purchasing instructional software, list specific software, dollar amount and program.
- A multi-site district will need to include the supply list by site also.
- All support service supplies must also include a general list with dollar amount.
- Supply lists should be included in the ***narrative description of the Budget Details page***.
- Backup for detailed supply list with quantities should be available upon request.

Administrative Costs:

- Admin costs cannot exceed more than 5% of the total Perkins allocation.
- Admin costs include any expenditure in Support Services Admin + Indirect Costs.
- ***Grants Management system will validate the 5% cap and will not allow the application to be completed if the admin costs exceed 5%.***

Capital Outlay

- Cost is not a factor—items whose useful life must be equal to or longer than one year.
- Capital items must include a description (not just computers) and in the purpose area include the CTE program and site if a multi-site district. (i.e., Culinary Arts at Anywhere High School).
- Capital items must include quantity and dollar amount per unit.
- GPS will review the capital items with the Program Specialist for the CTE program area.
- Laptops, iPads and tablets are approvable expenditures depending on program, application and/or purpose. All must be housed in a secure cabinet or cart.
- **Reminder:** Follow the CTE Equipment Guidelines to insure all items are appropriately tagged, housed in a secure location, inventoried, etc. The district is responsible for providing the insurance for the items if lost or stolen and the maintenance agreement for repairs.

New Section-Professional Development

- None of the funds expended under Perkins can be used to support professional development and training activities which include entertainment costs.
- Perkins cannot be used to pay for any professional development or training activities which include ***separate, identifiable entertainment costs.***
- Perkins can pay for the registration and travel, but not the entertainment costs.

CTSO Expenditures

Perkins could be used for the following although the State Priority and JTED funds still allow more leeway.

- Teacher registration (Object Code 6300) and travel including per diem (Object Code 6500) to CTSO conferences or CTSO professional development activities (Use Function Code 1000 or 2000 depending on activity)
- Non-district employee training on CTSO activities (1000-6300 or 2000-6300)
- CTSO instructional or training materials utilized in instruction to ALL students in a program (1000-6600)
- CTSO Advisor stipend (1000-6100)
- Subs while teachers attend CTSO activities and professional development (2000-6100)
- Classroom set of CTSO jackets that stay in classroom and are not personalized (2100-6800)
- Instructional supplies and capital equipment for CTSO activities and presentations (1000-6600 or 1000-6700)

Career Exploration Reminders

- Perkins can be used for **some** career exploration expenditures.
- Perkins **cannot** be used to buy equipment for career exploration in 7th and 8th grade.
- Perkins **can** be used for equipment if career exploration is offered in 9th grade.
- Perkins **can** be used for career exploration instructional materials, including software at 7th, 8th or 9th.
- Perkins **cannot** be used for staff salaries at 7th and 8th grade.
- Perkins **can** be used for professional development activities for 7th and 8th grade staff.
- Note: Perkins is for use in secondary schools and Perkins defines "secondary schools" as having the meaning given the term in section 5210 and 9101 of the ESEA of 1965. That states "the term secondary school means a nonprofit institutional day or residential school, including a public secondary charter school that provides secondary education, as determined under State law". For the Arizona definition of secondary schools, refer to ARS §15-781.1. It states" career and technical education and vocational education means vocational and technical preparation programs for pupils in grades nine through twelve".

Programs of Study Expenditures (POS)

- All districts must obligate the necessary expenditures of their Perkins allocation (excluding capital outlay) for POS activities per the assurances.
- See specific information on POS expenditures in ADE's *Program of Study Development and Implementation Guide*.
- The POS expenditures must be identified and described on the ***POS objective***.

OBJECT CODE	OBJECT NAME	INSTRUCTION 1000	SUPPORT SERVICES 2100, 2200, 2600, 2700	SUPPORT SERVICES ADMINISTRATION 2300, 2400, 2500, 2900	OPERATION OF NON-INSTRUCT-IONAL SERVICES 3000	FACILITIES ACQUISITION & CONSTRUCT-ION 4000	DEBT SERVICE 5000
6100	Salaries	Teacher/Project Director, Teachers, Coaches, Tutors, Substitute Teachers, P. E. Teachers, Speech Teachers, Teacher's Aides, Reading Specialists Classroom Paraprofessional (Para Pros) **Substitute teacher to replace teacher during regular instructional day**	Librarians Counselors Audiovisual, Curriculum Consultants, Program Evaluators, Audiologists, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Bus Drivers, Maintenance Workers, Security, Speech Pathologists, Instructional Staff Trainers, Janitors, Custodians, Printers/Publishers, Tutors, **Stipends, (for teachers above & beyond teaching)** Monitors Bus. *** 2213 : Providing substitute teachers in the classroom (while regular teachers attend training)**	Researchers, Public Relations, Superintendent, Principals, Project Directors, Clerical, Purchasers, Personnel, Governing Board, Accounting, Human Resources, Printers/Publishers, Budgeting, Lobbyists Warehousing, Staff Trainers, Data Processing	Cooks, Bookstore Staff, Dieticians	School Staff doing in-house construction	
6200	Employee Benefits	Benefits	Benefits ***6240: Tuition Reimbursement – Amounts reimbursed by the school district to any employee qualifying for tuition reimbursement on the basis of school district policy**	Benefits	Benefits	Benefits	
6300	Purchased Professional Services	Contracted Teachers, Contracted Substitutes – *to replace teacher during a regular instructional day.* (Not an employee) **Contracted substitute teacher to replace teacher during a regular instructional day.**	Contracted- Consultants, Counselors, Therapists, Dentists, Doctors, Instructional Staff Trainers, Tuition (pd. Directly to college for teacher/aid), In-service / ADE Training., Conf. Registration., Stipends ***6360: Employee Training and Professional Development Services- training costs for personnel listed in INSTRUCTION obj 6100**	Auditors, Lawyers, Accountants, Staff Trainers ***6360: Employee Training and Professional Development Services-Training cost for personnel listed in Support Services obj 6100** ***Non-instructional personnel training**	Architects, Engineers		

OBJECT CODE	OBJECT NAME	INSTRUCTION 1000	SUPPORT SERVICES 2100, 2200, 2600, 2700	SUPPORT SERVICES ADMINISTRATION 2300, 2400, 2500, 2900	OPERATION OF NON-INSTRUCT-IONAL SERVICES 3000	FACILITIES ACQUISITION & CONSTRUCT-ION 4000	DEBT SERVICE 5000
6400	Purchased Property Services	Rental of Instruction Equipment	Utility Services, Cleaning Services, Repair and Maintenance Services, Rentals, Other Property Services	Rental of Equipment and Vehicles, Other Property Services	Rentals	Construction Services	
6500	Other Purchased Services	Miscellaneous Services, Non-Student Travel, Tuition, Communications Telephone & Internet	Advertising, Student Transportation Services, Printing and Binding, Insurance, Misc. Services, Communications, Telephone & Internet, Internet Fees, Student Travel **(includes Field Trip Trans**), Bus tokens, Student Incentives, Mileage, Per Diem, **Teacher site to site travel**	Other Communications, Travel, Postage	Bookstore Management, Food Service Management, Travel	Travel	
6600	Supplies	General Supplies, Library books, Textbooks, and Periodicals, Instructional Aids (including **Instructional software)** Internet fees-Site license	General Supplies, Energy, Books, Library Books and Periodicals) Testing Materials ***6650 Supplies—Technology-Related—Technology-related supplies that are typically used in conjunction with technology-related hardware or software. Some examples are diskettes, parallel cables, and monitor stands.**	General Supplies, Books and Periodicals (including software) ***6650 Supplies—Technology-Related—Technology-related supplies that are typically used in conjunction with technology-related hardware or software. Some examples are diskettes, parallel cables, and monitor stands.**	General Supplies, Energy, Food	General Supplies	
6800	Other Expenses	Dues and Fees, Misc., **Field trip entrance fees** ***6890 Students' food and hotel costs associated with student travel, as well as student entrance fees paid by the district should be coded here.**	Dues and Fees, non-payroll taxes, ***6890 Students' food and hotel costs associated with student travel, as well as student entrance fees paid by the district should be coded here.**	Misc. Judgments, Dues & Fees	Miscellaneous	Miscellaneous	Interest

*** To view the Auditor General's updated USFR Chart of Accounts with major changes or to download the complete USFR / USFRCS, please go to the Auditor General's website http://www.auditorgen.state.az.us/manuals_schooldistrict.htm**

FEDERAL PERKINS GRANT SAMPLE DETAILED EXPENDITURES

Salary Examples

Expenditure Category	Specific Item/Description	F.T.E.	Amount of Request
1000-6100	Salary for classroom CTE Aide	0.75	$8,600.00
1000-6200	Benefits for classroom aide		$860.00
2200-6100	Substitute Teachers Salary - in the classroom while CTE teacher attends training (6 subs @ $100/day x 3 days)		$1,800.00
2100-6100	Salary for Special Needs Coordinator	0.50	$9,400.00
2100-6200	PM-Benefits for coordinator		$940.00
2100-6100	Salary for office CTE Aide	0.75	$8,600.00
2100-6200	Benefits for CTE Aide		$860.00
2200-6100	Extended salary for annual evaluation (6 teachers at $200/day x 3 days)		$3,600.00
2200-6200	Benefits for teachers		$360.00
2200-6100	POS-Extended salary for curriculum revision (2 teachers at $200/day x 10 days)		$4,000.00
2200-6200	POS-Benefits for teachers		$400.00
2400-6100	Salary for Clerical Support	0.50	$6,700.00
2400-6200	Benefits for clerical staff		$670.00

FEDERAL PERKINS GRANT SAMPLE DETAILED EXPENDITURES

Purchased Services Examples

Expenditure Category	Specific Item/Description	Amount of Request
2100-6300	Registration for Special Needs Coordinator, Aide professional development	$1,200.00
2200-6300	Purchased Services; revise Curriculum (contract with a non-district consultant)	$4,000.00
2200-6300	Registration for teacher professional development	$1,200.00
2200-6890	LEA serving as Fiscal Agent for sub- recipient district funded less than $15,000 in CPIV funding (applicant sends hardcopy subordinate budgets that must match the 2200-6800 line).	$12,053.78
2300-6300	Registration for Superintendent professional development	$95.00
2400-6300	Registration for Principal professional development	$95.00
2500-6300	Data Processing Purchased Services	$2,500.00
2200-6300	Registration for CTSO Advisor professional development	

FEDERAL PERKINS GRANT SAMPLE DETAILED EXPENDITURES

Travel Examples

Expenditure Category	Specific Item/Description	Amount of Request
2100-6500	Expenses for Classroom Aide Travel (if this is directly involving students)	$100.00
1000-6500	POS-Expenses for teacher travel (if this is directly involving students)	$1,000.00
2100-6500	Expenses for Special Needs Coordinator travel	$1,000.00
2100-6500	Expenses for staff travel to conferences and workshops	$750.00
2100-6500	Expenses for CTE Aide travel	$200.00
2200-6500	POS Expenses for teacher travel (not involving students)	$1,000.00
2300-6500	Expenses for Superintendent travel	$50.00
2400-6500	Expenses for Clerical Aide travel	$200.00
2300-6500	Expenses for Principal travel	$50.00
2100-6500	Travel for CTSO Advisor	$700.00

FEDERAL PERKINS GRANT SAMPLE DETAILED EXPENDITURES

Supply Examples

Expenditure Category	Specific Item/Description	Amount of Request
1000-6600	Science Activity Workbooks to use in Nursing classroom	$100.00
1000-6600	Livestock Management videos for use in Ag classroom	$200.00
2100-6600	IDEAS Interest Inventories & Career Aptitude Assessments for 7th - 8th grades	$600.00
2100-6600	Career Guidance videos	$150.00
2100-6600	Career guidance reference books	$90.00
1000-6600	Periodicals and Journals (CTE program specific)	$250.00

FEDERAL PERKINS GRANT SAMPLE DETAILED EXPENDITURES

Equipment Examples

Expenditure Category	Specific Item/Description	Amount of Request
1000-6700	Four (4) Computer stations with CD-ROM Sports Medicine Program - Millennium	$8,600.00
1000-6700	Automatic Water System for Livestock	$4,089.00
1000-6700	Law Enforcement Evidence Kit	$1,799.00
1000-6700	Software site License for Windows 8.1 (50 stations) BMAS - Paradise Valley	$12,000.00
2100-6700	Computer station for career guidance CTE Agua Fria High School	$1,450.00
2100-6700	Bridges Software – Career Guidance Software Site License Payson High School	$2,700.00
1000-6700	Adobe software for Entertainment Marketing Program – Buckeye High School	$2,000.00
1000-6700	Microscope Simulation software to use in Biomedical Health classroom	$599.00
	*Some districts require software to be listed in 1000-6600. Please check with your district.	

CAREER AND TECHNICAL EDUCATION (CTE) EQUIPMENT GUIDELINES

1. Equipment is defined as follows:

   a. Tangible personal property (equipment), as opposed to real property (land, buildings).
   b. Items whose useful life must be equal to or longer than one year.

2. Equipment with a purchase price limitation of $1,000 or more must be accounted for and controlled in accordance with the provisions of the Uniform System of Financial Records VI-E (USFR) for Arizona public schools. Equipment with a unit cost of $5,000 or more must be listed on the district's general fixed assets listing. (A district may select a lower cost amount at which items must be listed.) Charter schools are subject to the provisions of the Uniform System of Financial Records for Arizona Charter Schools (USFRCS). Non-secondary public schools, such as universities and community colleges, must follow the equipment purchase and inventory guidelines set forth under state law for their particular type of institution.

   Property contract procedures should include the Stewardship Listing provided under the provisions of USFR VI-E, for equipment costing at least $1,000 but less than $5,000, or similar controls for recipients to whom the USFR does not apply.

   All CTE equipment purchased with Federal Perkins funds should have a tag indicating it was purchased with CTE funds (in addition to the district asset tag). Follow the district tagging inventory requirements for procedures. This should include all CTE equipment items regardless of dollar amount. NOTE: This practice is highly recommended for any capital items purchased with ANY CTE funds.

3. The acquisition cost is to include actual costs, including ancillary charges necessary to put the assets in use. Ancillary costs include tax, freight charges, assembly and installation, and other incidental costs.

4. Equipment must be logically related to, and necessary to, the occupation being taught. The equipment is to be used only for CTE programs or loaned/shared with other school-based programs so as <u>not</u> to interfere with the CTE program for which the equipment was originally purchased.

5. Eligible recipient will have available upon request requisitions, purchase orders and invoices for all CTE equipment purchases.

6. Equipment will have been received and be operational in sufficient time to make an impact on the current program.

7. All purchased equipment will have adequate insurance coverage.

8. Eligible recipients will have available upon request a physical inventory of CTE equipment. Districts and recipients should update their stewardship and general fixed assets listing at least annually for acquisitions and disposals.

9. Property records of CTE equipment with a unit cost of $5,000 or more shall include:

   a. Location (school, department, building, etc.)
   b. Identification number (tag number, serial number, or other number that specifically identifies the item)
   c. Description (model number, size, color, etc.)
   d. Method of acquisition (purchase, donation, construction, trade, or lease-purchase)

Equipment Guidelines (continued):

e. Source of funding
f. Acquisition date (month and year of acquisition)
g. Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)
h. Actual or estimated historical cost
i. Condition of asset (for assets with unit costs of $5,000 or more purchased with federal monies)
j. Percentage of federal participation (for assets with unit costs of $5,000 or more purchased with federal monies)

10. Property records for items costing at least $1,000 but less than $5,000 (Stewardship List) shall include specific details a, b, c, and f, consistent with listing for item 9 above.

11. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.

12. Adequate maintenance procedures must be developed to keep property in good condition. Maintenance costs are the responsibility of the grant recipient and typically would not be an allowable Perkins grant cost. The use of Perkins funding to cover maintenance costs for equipment must be specifically authorized in the recipient's approved grant application.

13. Eligible recipient will show that proper procedures were followed when disposing of CTE equipment. A summary of required procedures is as follows:

    a. Disposition - when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

        1. Items of equipment with a current per unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
        2. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
        3. In cases where a grantee or subgrantee fails to take appropriate disposition action, the awarding agency may direct the grantee or subgrantee to take excess (amount) and disposition action.

    b. Right to transfer title - the federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:

        1. The property shall be identified in the grant or otherwise made known to the grantee in writing.

Equipment Guidelines (continued):

2. The federal awarding agency shall issue disposition instruction within 120 calendar-days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions within the 120-calendar day period, the grantee shall follow EDGAR 34 CFR 80.32(e).
3. When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

14. All procurement transactions must be in compliance with state law and local regulations.

(See Uniform System of Financial Records (USFR), General Fixed Assets, VI-E-1 through 15)

(See 34 CFR 80.32, Equipment)

Equipment Usage:

Please note that the federal regulations require:

a. that a district will not expend funds under this grant to acquire equipment (including computer software) that results in direct financial benefit to any purchasing entity or its employees or any affiliate of such an organization; and

b. that the district will use equipment for other instructional purposes only if (1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity; (2) the equipment is used after regular school hours or on weekends; and (3) such other use is:

   1. Incidental to the use of the equipment;
   2. Does not interfere with the use of that equipment for the purpose under which it was purchased; and
   3. Does not add to the cost of using that equipment for the purpose under which it was purchased.

In addition, the state requires that:

Equipment purchased with monies awarded for CTE must be used to support ongoing CTE programs. If a CTE program ends, the equipment must be used to support other ongoing, approved CTE programs.

In the event an eligible recipient no longer offers CTE or the equipment is no longer needed by any of the eligible recipient's CTE programs, the state may request that the equipment be transferred to another eligible recipient. If the state elects not to request the equipment be transferred, then the eligible recipient may transfer or dispose of the equipment in accordance with their own policies, subject to the requirements of state law or federal law, depending upon the source of funds used to purchase the equipment.

Frequently Asked Questions to Assist U.S. Department of Education Grantees To Appropriately Use Federal Funds for Conferences and Meetings

Using Federal Grant (Discretionary and Formula) Funds to Host a Meeting or Conference

1. May a grantee receiving funds from the U.S. Department of Education (Department) use its Federal grant funds to host a meeting or conference?

Yes. Federal grant funds may be used to host a meeting or conference if doing so is:

a. Consistent with its approved application or plan;

b. For purposes that are directly relevant to the program and the operation of the grant, such as for conveying technical information related to the objectives of the grant; and

c. Reasonable and necessary to achieve the goals and objectives of the approved grant.

2. What are examples of "technical information" that may be conveyed at a meeting or conference?

Examples of technical information include, but are not limited to, the following, each of which must be related to implementing the program or project funded by the grant:

- Specific programmatic, administrative, or fiscal accountability requirements;
- Best practices in a particular field;
- Theoretical, empirical, or methodological advances in a particular field;
- Effective methods of training or professional development; and
- Effective grant management and accountability.

3. What factors should a grantee consider when deciding whether to host a meeting or conference?

Grantees should consider whether a face-to-face meeting or conference is the most effective or efficient way to achieve the desired result and whether there are alternatives, such as webinars or video conferences, that would be equally or similarly effective and more efficient in terms of time and costs than a face-to-face meeting. In addition, grantees should consider how the meeting or conference will be perceived by the public; for example, will the meeting or conference be perceived as a good use of taxpayer dollars?

4. Are there conflict-of-interest rules that grantees should follow when selecting vendors, such as logistics contractors, to help with a meeting or conference?

Grantees, other than States, must, as appropriate, comply with the minimum requirements in 34 CFR 74.42 and 80.36(b)(3) and should follow their own policies and procedures (or their local or State policies, as applicable) for ensuring that there are no conflicts of interest in the procurement process.

5. When a meeting or conference is hosted by a grantee and charged to a Federal grant, may the meeting or conference be promoted as a U.S. Department of Education event?

No. Meetings and conferences hosted by grantees are directed by the grantee, not the U.S. Department of Education. Therefore, the meeting or conference may <u>not</u> be promoted as a U.S. Department of Education meeting or conference, and the seal of the U.S. Department of Education

must not be used on conference materials or signage without Department approval. In addition, all meeting or conference materials paid for with Federal grant funds must include appropriate disclaimers, such as the following, which is provided in EDGAR § 75.620 and states:

> The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Using Federal Grant Funds to Pay for Food

6. When a grantee is hosting a meeting, may the grantee use Federal grant funds to pay for food, beverages, or snacks?

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.

While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

If program offices have questions, they should consult with their program attorney.

7. May Federal grant funds be used to pay for food and beverages during a reception or a "networking" session?

In virtually all cases, using grant funds to pay for food and beverages for receptions and "networking" sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference.

8. May a grantee enter into a contract with a hotel under which Federal grant funds will be used to provide meals, snacks, and beverages as part of the cost for meeting rooms and other allowable conference-related costs?

Federal grant funds may only be used for expenses that are reasonable and necessary. In planning a conference or meeting and negotiating with vendors for meeting space and other relevant goods and services, grantees may only pay for allowable costs. If a hotel vendor embeds food and beverage costs into a hotel contract for meeting space, the grantee should work with the hotel to have the food and beverage costs identified and "backed out" of the contract, and have the price they are paying for meeting space appropriately adjusted to reflect the fact that food and beverages are not being purchased. The fact that food and beverages are embedded in a contract for meeting space does not mean that the food and beverages are being provided at no cost to the grantee.

9. **What if a hotel or other venue provides "complimentary" beverages (e.g., coffee, tea) and there is no charge to the grantee hosting the meeting?**

   The grantee has an obligation, under these circumstances, to confirm that the beverages are truly complimentary and will not be reflected as a charge to the grant in another area. For example, many hotels provide complimentary beverages to all guests who attend a meeting at their facility without reflecting the costs of those beverages in other items that their guests or, in this case, the grantee purchases. As noted above, it would not be acceptable for a vendor to embed the cost of beverages in other costs, such as meeting space.

10. **May indirect cost funds be used to pay for food and beverages**?

    The cost of food and beverages, because they are easily associated with a specific cost objective, such as a Department grant, are properly treated as direct costs, rather than indirect costs. As noted above, Federal grant funds cannot be used to pay for food and beverages unless doing so is reasonable and necessary.

11. **May Federal grant funds be used to pay for alcoholic beverages?**

    No. Use of Federal grant funds to pay for the cost of alcoholic beverages is strictly prohibited.

12. **May a grantee use non-Federal resources (e.g., State or local resources) to pay for food or beverages at a meeting or conference that is being held to meet the goals and objectives of its grant?**

    Grantees should follow their own policies and procedures and State and local law for using non-Federal resources to pay for food or beverages, including its policies and procedures for accepting gifts or in-kind contributions from third parties. However, if non-Federal funds are used to pay for food at a grantee-sponsored meeting or conference, the grantee should make clear through a written disclaimer or announcement (e.g., a note on the agenda for the meeting) that Federal grant funds were not used to pay for the cost of the food or beverages. Grantees should also be sure that any food and beverages provided with non-Federal funds are appropriate for the grantee event, and do not detract from the event's purpose.

13. **May grantees provide meeting participants with the option of paying for food and beverages (e.g., could a grantee have boxed lunches provided at cost for participants)?**

    Yes. Grantees may offer meeting participants the option of paying for food (such as lunch, breakfast, or snacks) and beverages, and arrange for these items to be available at the meeting.

Using Federal Grant Funds to Pay for Costs of Attending a Meeting or Conference Sponsored by ED or a Third Party

14. **May grantees use Federal grant funds to pay for the cost of attending a meeting or conference?**

    If attending a meeting or conference is necessary to achieve the goals and objectives of the grant, and if the expenses are reasonable (based on the grantee's own policies and procedures, and State and local laws), Federal grant funds may be used to pay for travel expenses of grantee employees, consultants, or experts to attend a meeting or conference. To determine whether a meeting or conference is "necessary," grantees should consider whether the goals and objectives of the grant can be achieved without the meeting or conference and whether there is an equally effective and more efficient way (in terms of time and money) to achieve the goals and objectives of the grant (see

question #3). To determine whether the expenses are "reasonable," grantees should consider how the costs (e.g., lodging, travel, registration fees) compare with other similar events and whether the public would view the expenses as a worthwhile use of Federal funds.

15. What should a grantee consider when planning to use Federal grant funds for attending a meeting or conference?

Among other considerations, grantees should consider how many people should attend a meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant. The grantee should also determine whether it is necessary to attend the entire meeting or conference, or whether attending only a portion of the meeting or conference is reasonable and necessary.

16. What travel expenses may be paid for with Federal grant funds?

Grantees may use Federal grant funds for travel expenses only to the extent such costs are reasonable and necessary and do not exceed charges normally allowed by the grantee in its regular operations consistent with its written travel policies. In the absence of an acceptable written policy regarding travel costs, grantees must follow the Federal travel and subsistence rates established by the General Services Administration. 48 CFR 31.205-46(a) (established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances")). Federal grant funds may be used to pay expenses for transportation, per diem, and lodging if the costs are reasonable and necessary. Grantees should follow their own travel and per diem rules and costs when charging travel expenses to their Federal grant. As noted in the cost principles, grantees that do not have travel policies must follow:

> …the rates and amounts established under subchapter I of Chapter 57, Title 5, United States Code ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee) pursuant to any provisions of such subchapter shall apply to travel under sponsored agreements (48 CFR 31.205-46(a)).
>
> See 2 CFR Parts 220, 225, and 230.

Questions Regarding the Allowable Use of Federal Grant Funds

17. What resources are available to help grantees determine whether costs associated with meetings and conferences are reasonable and necessary?

Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the U.S. Office of Management and Budget's Cost Principles for Federal grants that are set out at:

- 2 CFR Part 225 (OMB Circular A-87; State, Local, and Indian Tribal Governments), (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part225.xml);
- 2 CFR Part 220 (OMB Circular A-21; Educational Institutions), (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part220.xml); and

- 2 CFR 230 (OMB Circular A-122; Non-Profit Organizations) (http://www.gpo.gov/fdsys/pkg/CFR-2011-title2-vol1/xml/CFR-2011-title2-vol1-part230.xml).

18. May Federal grant funds be used to pay for entertainment?

Federal grant funds may not be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

19. Is it allowable for a person whose travel costs are being paid with Federal grant funds to attend a conference in Washington, DC, and lobby members of Congress while in town?

Appropriated funds may not, except under very limited circumstances,[1] be used for expenses related to any activity designed to influence the enactment of legislation, appropriations, regulations, administrative actions, or Executive Orders proposed or pending before the Congress or the Administration. To the extent that a portion of time at a conference is spent on lobbying activities, costs associated with the lobbying, including transportation to and from Washington, DC, lodging, and per diem, may not be charged to the Federal grant. For example, if a meeting or conference lasts for two days and a visit to lobby a member of Congress requires an additional day of travel, 1/3 of all costs involved in attending the meeting or conference, including travel to and from Washington, DC, may not be charged to the grant.

20. What are the consequences of using Federal grant funds on unallowable expenses?

The Department may seek to recover any Federal grant funds identified, in an audit or through program monitoring, as having been used for unallowable costs, including unallowable conference expenses.

21. Whom should grantees call if they have specific questions about the allowable use of Federal grant funds?

Grantees are encouraged to contact their U.S. Department of Education program officer to discuss the allowable use of Federal grant funds, including the allowable use of Federal grant funds for meetings and conferences.

[1] 2 CFR Part 230 (Cost Principles for Non-Profit Organizations), Appendix B., 25(b) and 2 CFR Part 220 (Cost Principles for Educational Institutions), 28(b).

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

FEB 20 2014

Ms. Pat Kaiser
Director, Federal Financial Management
Missouri Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102

Dear Ms. Kaiser:

As you know, in May 2013, the U.S Department of Education (ED) issued *Frequently Asked Questions to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Conferences and Meetings* (FAQs) [available at: http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html]. Those FAQs include a number of questions regarding using Federal grant funds to pay for food. As a general rule, the FAQs state:

> Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks. In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.
>
> While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost would be permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.

Since the FAQs were issued, you posed a number of scenarios regarding whether the "unique circumstances" referenced in this FAQ would include using Federal funds to provide meals during a "working lunch." Some of those scenarios involve the use of Title I, Part A funds; others involve the use of funds from other Federal education programs. Because my responsibilities include Title I, Part A, I am responding with guidelines that address the use of Title I, Part A funds only. However, I believe the guidelines discussed below will be helpful to you in also evaluating the use of other Federal education funds.

Providing meals during a "working lunch" may be an allowable use of Title I, Part A funds if, in order to carry out a conference or meeting agenda within the time available, it is necessary to work through lunch. As noted above, however, a State educational agency (SEA) or local

educational agency (LEA) must make a compelling case for this cost. As an initial matter, an SEA or LEA should determine whether a face-to-face meeting or conference is the most cost-effective way to conduct business or whether video conferencing or other technological approaches would suffice. Assuming a face-to-face meeting or conference is necessary, the SEA or LEA should determine if it is possible to accomplish the agenda of the meeting or the conference without working through lunch, because Federal grant funds may not be used to pay for a "working lunch" that is not necessary.

To evaluate the appropriateness of using Title I, Part A funds for a working lunch, an SEA or LEA should consider the following guidelines:

1. *Is a working lunch necessary?* An SEA or LEA using Title I, Part A funds to host a conference or meeting should, before deciding that a working lunch is necessary, plan the agenda and, consistent with these guidelines, determine that there are no alternatives to working through lunch in order to accomplish all the key business of the conference or meeting. For that reason, it is not appropriate to decide — prior to planning the agenda — that a working lunch is desired or needed and then construct an agenda in order to justify that decision.

2. *Is the portion of the agenda to be carried out during lunch substantive and integral to the overall purpose of the conference or meeting?* Attendance during a working lunch must be necessary to ensure attendees' full participation in substantive discussions, lectures, or speeches that are integral to the purpose of the meeting or conference. "Inspirational talks, testimonials, entertainment, award ceremonies, and informal discussions among attendees or networking, in most instances, would not be an appropriate agenda item for a working lunch." If a working lunch is not justifiable, an SEA or LEA might offer attendees the opportunity to purchase a lunch that the SEA or LEA delivers to the conference or meeting site. Alternatively, the SEA or LEA might deduct the cost of lunch from any per diem paid to attendees. These options could suffice, for example, if there are not opportunities near the meeting site to purchase lunch or if disabilities prevent individuals from easily going off site to procure lunch.

3. *Is there a genuine time constraint that requires the working lunch?* If a conference or meeting agenda could, without unduly disrupting attendee schedules or making the day unreasonably long, e.g., starting an hour earlier or ending later, a working lunch might not be justified. If, however, an SEA or LEA has designed a day-long meeting in order to save lodging costs and some participants must travel a considerable distance to attend, a working lunch might be appropriate because, absent the working lunch, it would not be possible for the SEA or LEA to cover the entire agenda and still provide participants sufficient time to return home in order to avoid the additional costs of lodging.

4. *If a working lunch is necessary, is the cost of the working lunch reasonable?* A working lunch, when it is necessary, must also be reasonable in cost. Lunches that include extravagant components would not only raise appearance concerns, but also violate the requirements of the Education Department General Administrative Regulations and the cost principles that costs charged to Federal grants must be reasonable.

5. *Has the SEA or LEA carefully documented that a working lunch is both reasonable and necessary?* An SEA or LEA that is hosting a conference or meeting and determines that a working lunch is reasonable and necessary should carefully document its justification for using Title I, Part A funds for this purpose, including any cost savings that result from working through lunch. In the example above, avoiding lodging costs would likely result in considerable cost savings compared to paying for meals during a working lunch.

Please note that, aside from a working lunch that meets these guidelines, it is unlikely that other food and beverage costs for a conference or meeting — for example, breakfast, dinner, snacks, or networking receptions — would be reasonable and necessary and, therefore, an allowable cost under Title I, Part A. Moreover, please remember that entertainment costs, including costs for amusement, diversion, and social activities, are never allowable.

In providing this guidance, I want to make clear that it does not preclude an SEA or LEA from paying the travel expenses of those attending a conference or meeting that is necessary to carry out its Title I program, which could include a per diem for food. For example, an SEA may pay the travel and per diem costs for members of its Committee of Practitioners to attend regularly scheduled meetings of the Committee. Similarly, if an SEA or LEA is hosting a meeting and needs certain people to attend to effectively conduct grant business, such as a parent or teacher advisory meeting, the SEA or LEA may pay travel and per diem costs if they are reasonable and necessary and consistent with the SEA's or LEA's policies and procedures on travel and per diem. And, if an SEA or LEA provides a working lunch to conference or meeting attendees, the per diem of the attendees paid for with Title I, Part A funds should be reduced to reflect the fact that the attendee did not have to pay for lunch.

If you have questions about this letter, please contact Todd Stephenson of my staff at: (202) 205-1645.

Sincerely,

Monique M. Chism

Monique M. Chism, Ph.D.
Director
Student Achievement and
School Accountability Programs

cc. Ms. Margie Vandeven

FY15 State Priority Application Guidelines

What's new for the FY2015 grant? (same as for Perkins)

- All projects will be submitted through ***ADEConnect*** in the new grants management system. The link is found on the upper right hand corner of the ADE homepage at www.azed.gov.
- **CTE State Priority Grant Application Checklist** that will communicate feedback to the LEA on information to include in each area of the application and revisions that need to be made prior to approval.
- **Sections Page:** Displays all of the related pages of the funding application.
- **Sections-Status:** Displays the current status and next possible status. Check the Address Book in the grant system to identify LEA Assigned Roles.
  - Not Started
  - Draft Started
  - Draft Completed
  - LEA Business Manager Approved-Designated role by LEA
  - LEA Authorized Representative Approved-Designated role by LEA. Submitted to ADE
  - SEA CTE Federal Perkins Program Specialist Approved
  - SEA CTE Federal Perkins Director Approved. Final approval for LEA.
- **Approval**: All funding applications must go through all status changes above to receive final approval. Two levels at the district and two levels at the state. ***Draft Completed does not send the application to ADE. The LEA Business Manager and LEA Authorized Representative must approve first.***
- ***No Rejection***: Not Approved is used instead of "rejected".

The State Priority Puzzle Piece

- State Priority grant application must be submitted by June 15, 2014 using 60% of the FY2014 allocation.
- Budget pages must provide information in the narrative descriptions of the Budget Details page
  - Refer to specifics on application checklist
  - Supplies can be listed as "Instructional Supplies for Approved CTE Programs".
  - Capital outlay must include description, program and site.
- Starting August 16, the district will amend the application based on the FY15 final state funding allocation.
- All FY2015 State Priority grants must have final approval by October 1 to receive funding for FY2015.

State Priority Grant Coding for CTSO Funding

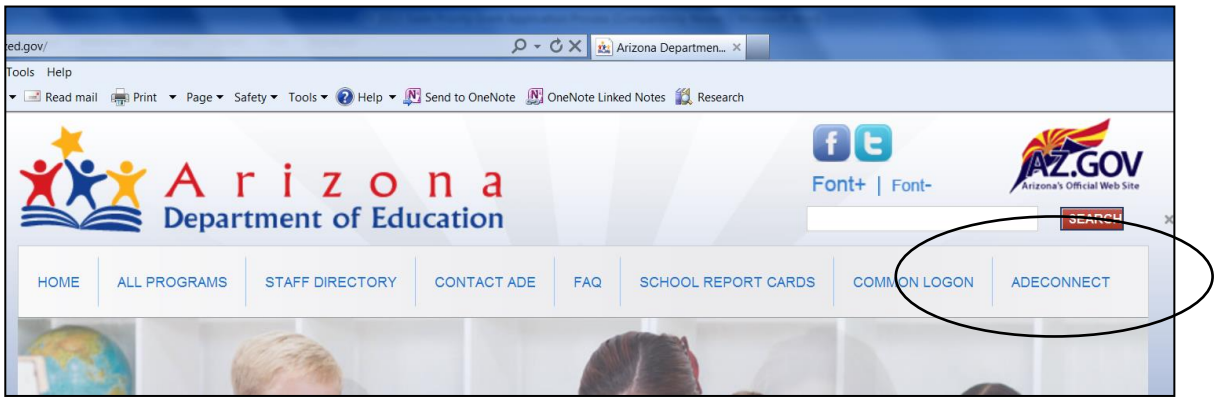
State priority grants have much more leeway in CTSO expenditures. The following are examples of allowable expenditures:

- Student Transportation- 2000-6500
- Student Food and Hotel Costs 1000-6800
- Teacher Stipend for Chaperoning 1000-6100
- Student registrations 1000-6800
- CTSO Program fees up to minimum 1000-6800 (list be program/CTSO/site)
- CTSO Advisor Stipend 1000-6100
- Supplies and equipment for CTSO instructional and competitive purposes 1000-6600 or 1000-6700
- Student CTSO apparel to loan 1000-6800
- Student affiliation fees 1000-6800

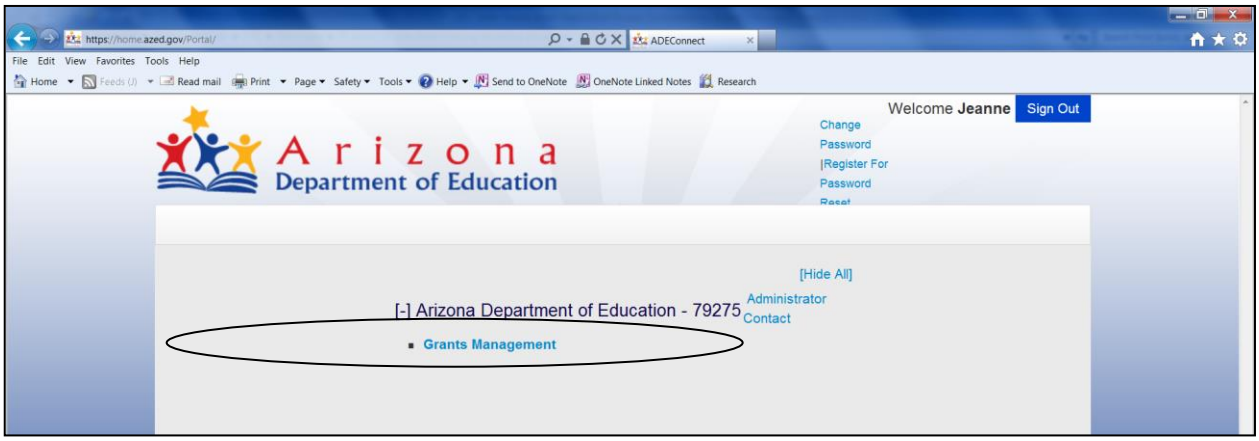
FY 2015 CTE State Priority Grant Application Process

Part I: Entering the GME System for the CTE State Priority Grant

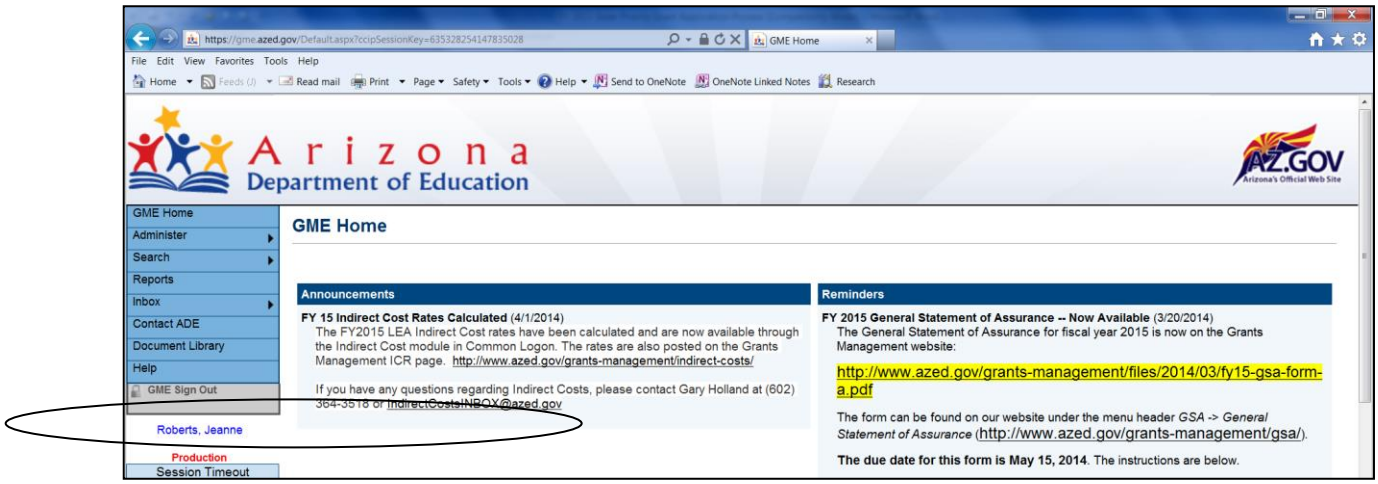
1. Go to the ADE Home Page at **http://www.azed.gov/**
   Select **ADECONNECT in the upper right hand corner.**



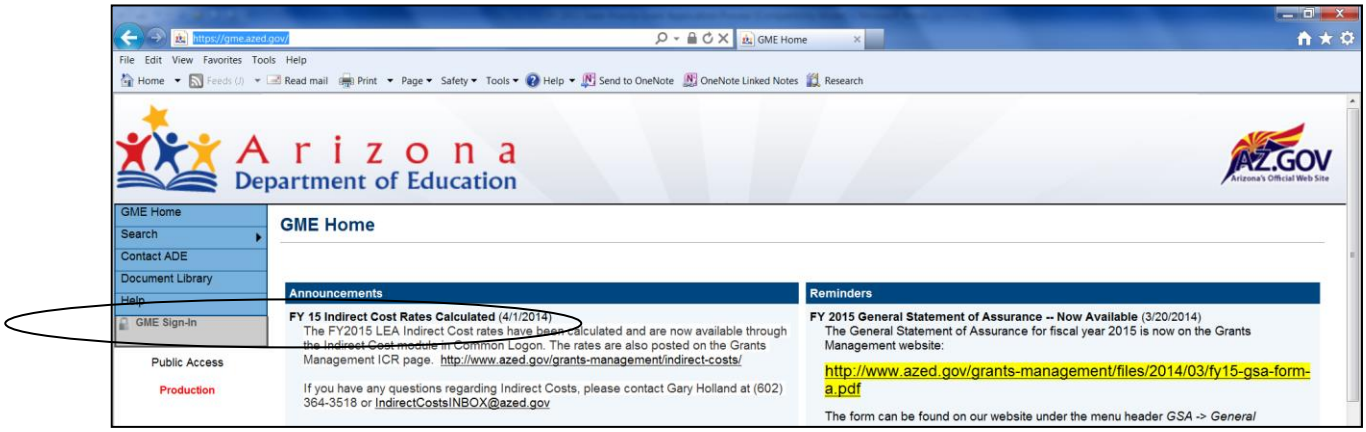
2. Select Grants Management



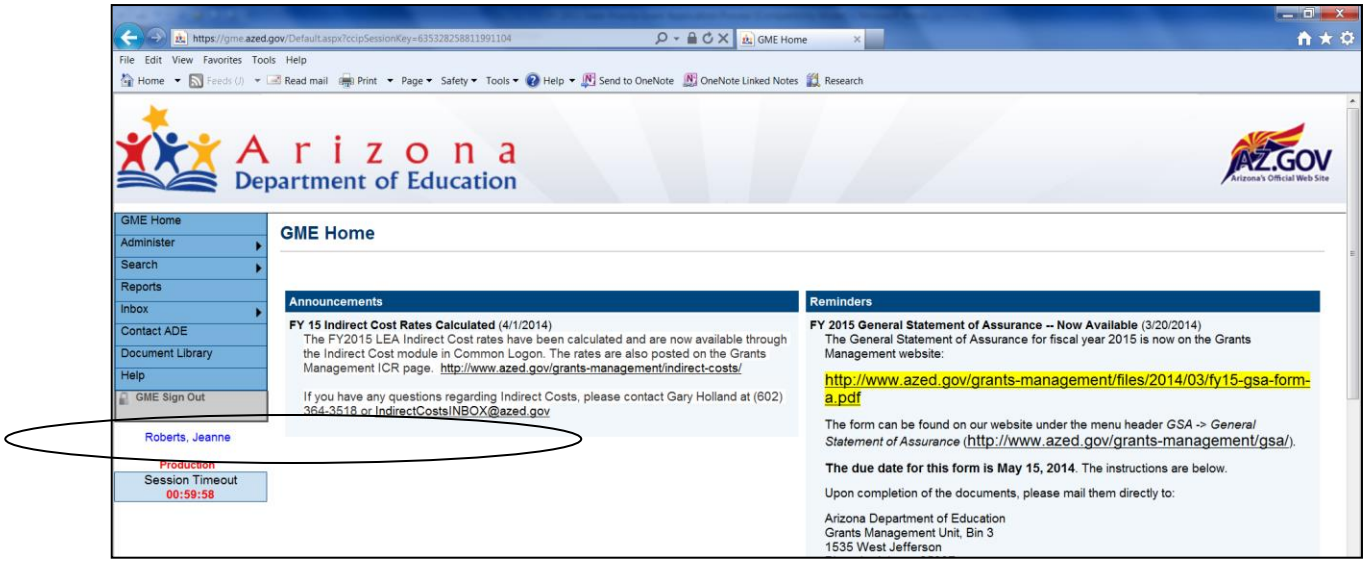
3. **The GME Home page will appear and your name should appear on left-hand column.**



4. **The GME system can also be accessed through https://gme.azed.gov/. Select GME Sign-In.**



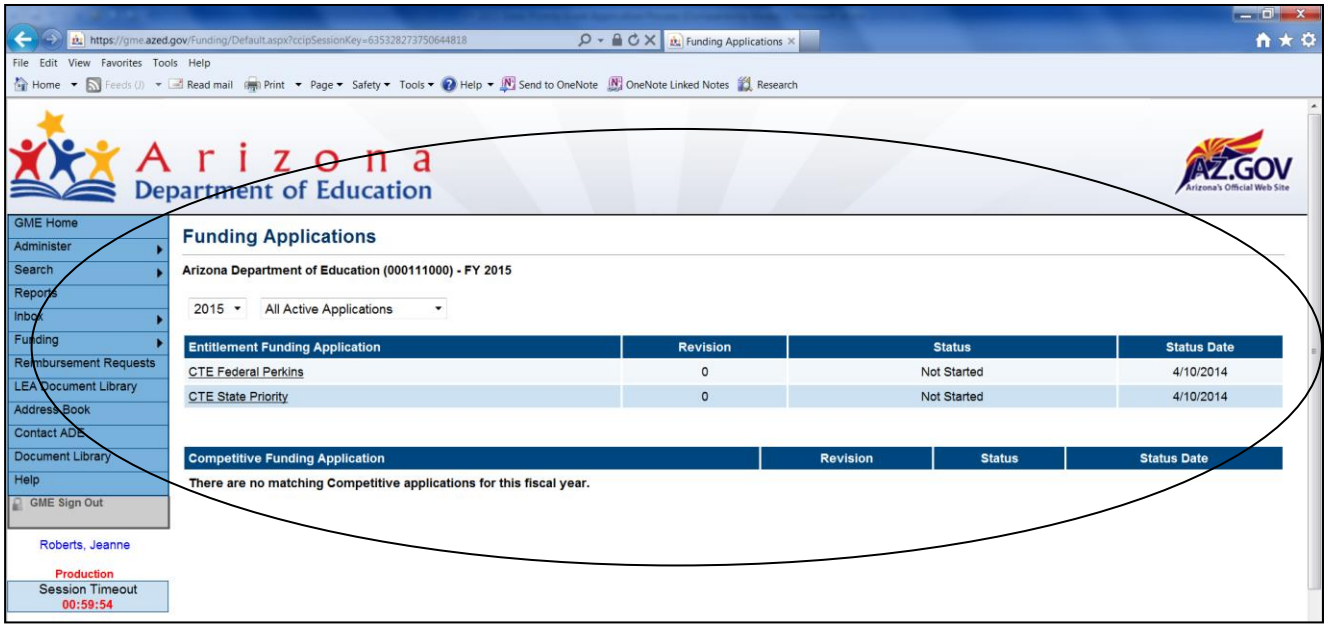
5. **Your name should appear on left hand column.**



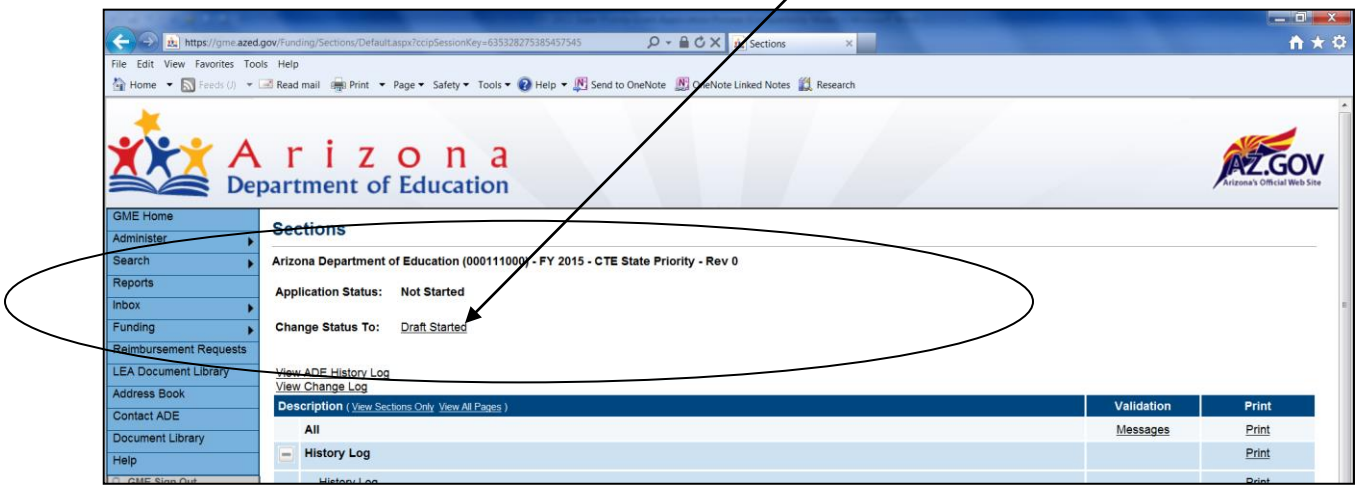
Part II: Creating the CTE State Priority Grant Application

1. Select **Funding and Funding Applications**

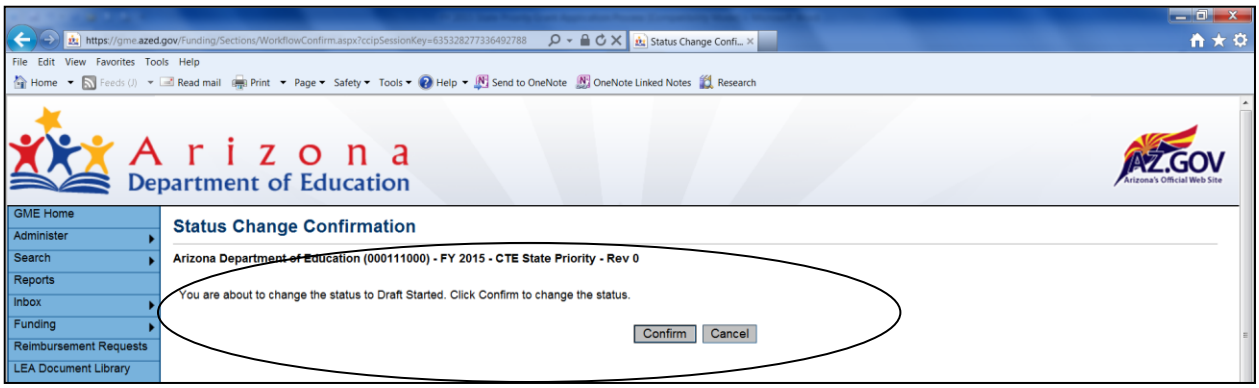
2. The grants available to the district are listed with the status "**Not Started**". Note: The Funding Year may need to be changed to 2015.



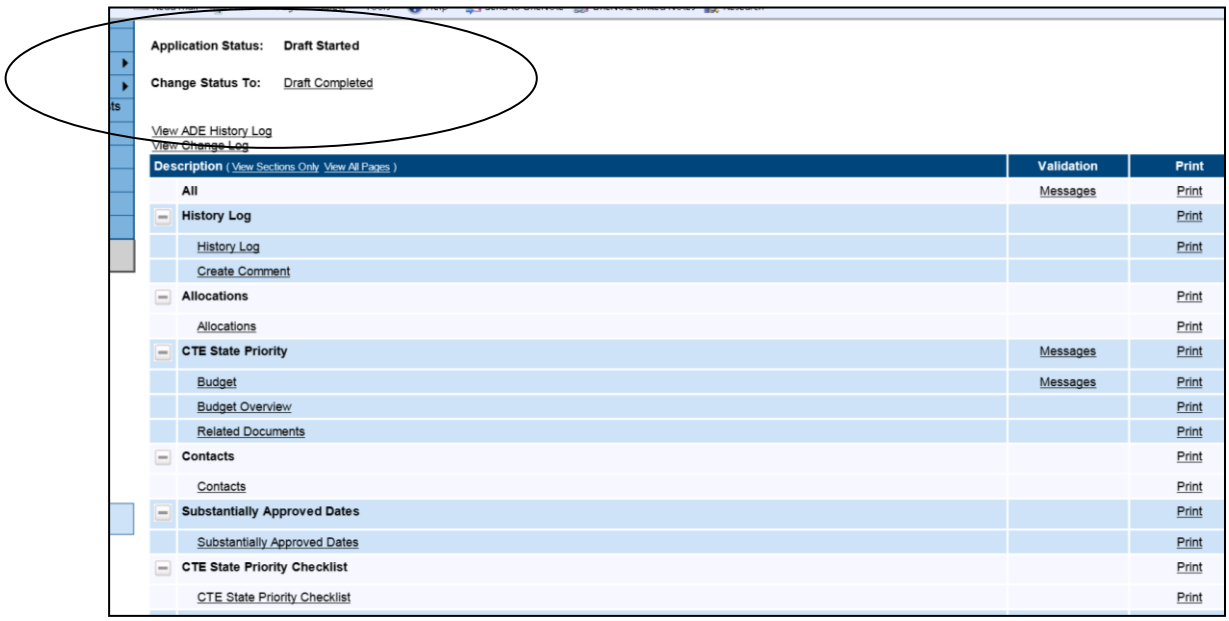
3. Select **CTE State Priority** and then select **Draft Started**.



4. This prompt will appear to "confirm" draft is being started. Select **"Confirm".**

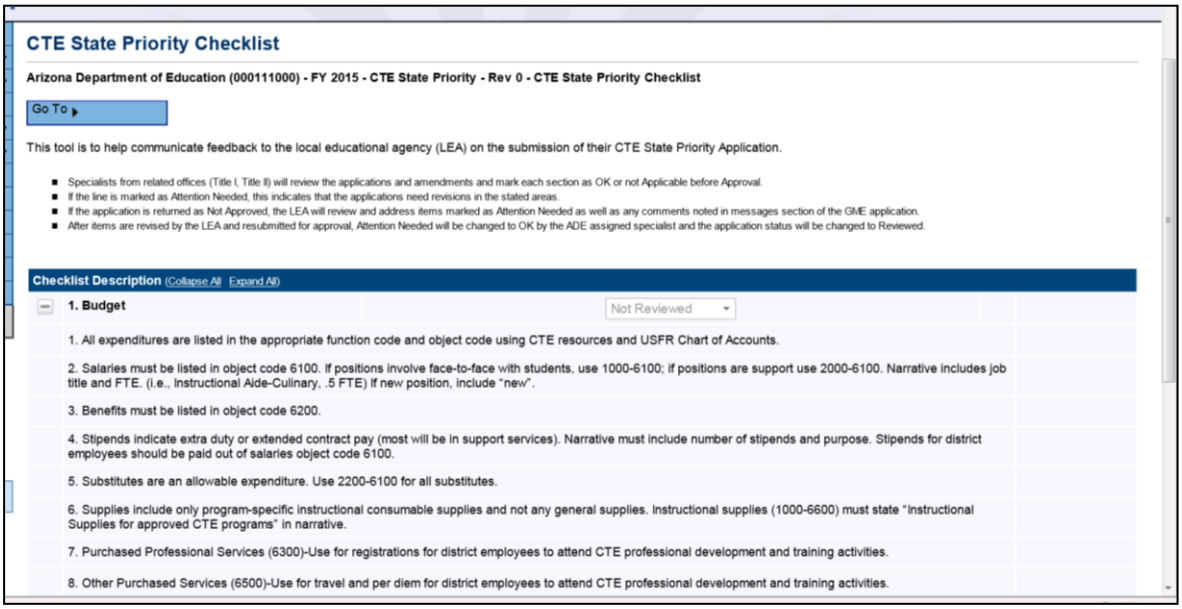


5. The Application Status changed from **Not Started** to **Draft Started**. This shows all the Sections of the State Priority grant application.



6. Refer to the step by step instructions on creating the budget in the FY15 Federal Perkins Grant Application Process handout found in Section 2, pages 10-18.

7. Use the CTE State Priority Checklist as a guide in the requirements for completing the budget pages.



CTE State Priority Checklist

Arizona Department of Education (000111000) - FY 2015 - CTE State Priority - Rev 0 - CTE State Priority Checklist

Go To

This tool is to help communicate feedback to the local educational agency (LEA) on the submission of their CTE State Priority Application.

- Specialists from related offices (Title I, Title II) will review the applications and amendments and mark each section as OK or not Applicable before Approval.
- If the line is marked as Attention Needed, this indicates that the applications need revisions in the stated areas.
- If the application is returned as Not Approved, the LEA will review and address items marked as Attention Needed as well as any comments noted in messages section of the GME application.
- After items are revised by the LEA and resubmitted for approval, Attention Needed will be changed to OK by the ADE assigned specialist and the application status will be changed to Reviewed.

Checklist Description (Collapse All Expand All)

1. Budget — Not Reviewed

1. All expenditures are listed in the appropriate function code and object code using CTE resources and USFR Chart of Accounts.

2. Salaries must be listed in object code 6100. If positions involve face-to-face with students, use 1000-6100; if positions are support use 2000-6100. Narrative includes job title and FTE. (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include "new".

3. Benefits must be listed in object code 6200.

4. Stipends indicate extra duty or extended contract pay (most will be in support services). Narrative must include number of stipends and purpose. Stipends for district employees should be paid out of salaries object code 6100.

5. Substitutes are an allowable expenditure. Use 2200-6100 for all substitutes.

6. Supplies include only program-specific instructional consumable supplies and not any general supplies. Instructional supplies (1000-6600) must state "Instructional Supplies for approved CTE programs" in narrative.

7. Purchased Professional Services (6300)-Use for registrations for district employees to attend CTE professional development and training activities.

8. Other Purchased Services (6500)-Use for travel and per diem for district employees to attend CTE professional development and training activities.

8. The GPS will review and for those items with "**Attention Needed**" a narrative will follow the specific item indicating the additional revisions required.

9. The approval process for the CTE State Priority Grant is as follows:

   - Draft Started
   - Draft Completed
   - LEA Business Manager Approved
   - LEA Authorized Representative Approved-arrives at ADE/CTE for review
   - SEA CTE State Priority Program Specialist Approved (your assigned GPS)
   - SEA CTE State Priority Director Approved

If you need any assistance, contact your Grants Program Specialist.

STATE PRIORITY GRANT SAMPLE DETAILED EXPENDITURES

Miscellaneous Costs

Expenditure Category		**Specific Item/Description**	**Amount of Request**
Function Code Instruction	Object Code		
1000	6800	Student food /hotel costs	$1,500.00
2000	6500	Student transportation (bus, plane)	$800.00
1000	6800	CTSO Program fees BMAS-FBLA Westwood - includes membership for 12 students, 1 advisor (cannot be paid via Perkins)	$200.00
2100	6800	CTSO apparel to loan - school owned	$500.00
1000	6800	Waive student fees for economically disadvantaged students who qualify for free and reduced lunch program	$5,000.00
1000	6800	Student registration for State Competition FBLA, DECA, SkillsUSA	$1,000.00
1000	6800	CTSO program affiliation fee for SkillsUSA, Cabinet Making Chandler High School, 100% or program enrollment (cost based on program enrollment numbers)	$400.00
2100	6300	Cleaning of CTSO school owned apparel	$300.00
2600	6400	Maintenance of CTE equipment by contractor	$8,000.00
2100	6300	Drug testing for nursing students 20 students at $15	$300.00

STATE PRIORITY GRANT SAMPLE DETAILED EXPENDITURES

Purchased Supplies

Expenditure Category		**Specific Item/Description**	**Amount of Request**
Function Code Instruction	Object Code		
1000	6600	Supplies and instruction materials to support approved CTE programs at each school	$4,060.00
1000	6600	CTSO instructional competitive preparation materials and supplies	$200.00

STATE PRIORITY GRANT SAMPLE DETAILED EXPENDITURES

Purchased Professional Services

Expenditure Category		Specific Item/Description	Amount of Request
Function Code Purchased Support Services	Object Code		
2100	6300	CTE Teacher registration - Professional development	$3,000.00
2100	6300	CTE Teacher registration - Professional development for Final Cut Pro 10	$500.00
2100	6300	CTE Teacher registration - Professional development for Microsoft Office Specialist MOS training	$500.00
2100	6300	CTE Teacher registration - Professional development Certified internet webmaster (CIWM)	$700.00
2100	6300	CTE Aide registration to CTE conferences	$1,000.00
2400	6300	Registration CTE Administrator / HS Principal to attend CTE conferences	$3,000.00
2100	6300	Counselor registration for CTE POS conference	$1,500.00
2200	6300	Strategic Planning for CTE Consultant - contracted	$1,000.00

STATE PRIORITY GRANT SAMPLE DETAILED EXPENDITURES

Salary Examples

Expenditure Category		Specific Item/Description	Amount of Request
Function Code Support Services	Object Code		
1000	6300	Nursing supervisor for clinical 20 hours at $25/hour - contracted	$500.00
1000	6100	Teacher stipend for chaperoning CTSO students 8 hours at $20/hour	$160.00
1000	6200	Benefits at 18%	$29.00
2100	6100	Teacher stipend for placement calls 8 hours at $15/hour	$120.00
2100	6200	Benefits at 18%	$21.60
2400	6100	Clerical support for CTE 10 hours at $15/hour	$150.00
2400	6200	Benefits at 18%	$27.00
2100	6100	CTE Teacher training on CTE programs, stipend off-contract - ECAP, POS 20 hours at $15/hour	$300.00
2400	6200	Benefits at 18%	$54.00
2100	6100	Counselors POS ECAP training stipend 20 hours at $15/hour	$300.00
2400	6200	Benefits at 18%	$54.00

STATE PRIORITY GRANT SAMPLE DETAILED EXPENDITURES

Travel Examples

Expenditure Category		**Specific Item/Description**	**Amount of Request**
Function Code	Object Code		
2100	6500	CTE Teacher travel expenses for Professional Development	$2,000.00
2100	6500	CTE Aide travel expenses to CTE conferences	$500.00
2400	6500	CTE Administrator/HS Principal travel expenses	$1,000.00
2100	6500	Counselor travel expenses for CTE POS conference	$600.00
2000	6500	Student transportation	$1,000.00

STATE PRIORITY GRANT SAMPLE DETAILED EXPENDITURES

Equipment Examples

Expenditure Category	Qty.	Cost Per Unit	Specific Item/Description	Purpose	Amount of Request
6700					
	3	$716.00	Viking 1100 Sewing Machines	To be used by fashion design students at Roberts High School	$2,148.00
	2	$85.00	Rowena Steam/Dry iron	To be used by fashion design students at Roberts High School	$170.00
	1	$2,899.00	10" SawStop table saw with safety system, 99% dust collection, quick change blade guard MT	To be used by construction students at Brown High School-safety feature	$2.899.00
	1	$1,264.00	Treatment Table	Table to be used by Sports Med students at Shovlin High School	$1,264.00

TO: LOCAL CTE ADMINISTRATORS

FROM: RYAN HAMILTON, CTSO TEAM LEADER

SUBJECT: CTSO PROGRAM FEE FOR THE 2014-2015 SCHOOL YEAR

DATE: MARCH 1, 2014

CC: JAN BRITE, PS TEAM MANAGER & JEANNE ROBERTS, GPS TEAM MANAGER

CTSO MEMBERSHIP OPTIONS

Below you will find the three CTSO membership options for the 2014-2015 school year. These options can be paid via JTED and State Priority Grant Funds. The use of Federal Perkins funds is NOT allowed for ANY of these options. Feel free to contact me with any questions.

1. **CTSO Program Fee** (cannot be paid via Perkins)
    a. Cost: $200.00 (per chapter – please identify program, site, and CTSO chapter)
    b. Includes:
        i. Printed Informational material (brochures, posters, etc.)
        ii. On-site classroom visit/presentations.
        iii. Chapter management resources.
        iv. Discounted advisor registration for Fall Leadership Conference and Advisor trainings.
        v. *Up to 12 student membership and 1 advisor membership slots.
    c. Deadlines:
        i. October 1 – contract deadline
        ii. November 1 – 12 members and 1 advisor name deadline
2. **Traditional Membership** (cannot be paid via Perkins)
    a. Cost: per student fee based on specific CTSO
    b. Includes: membership only
3. **Program Affiliation Fee** (cannot be paid via Perkins)
    a. Cost: based on program enrollment numbers
    b. Includes:
        i. Printed Informational material (brochures, posters, etc.)
        ii. On-site classroom visit/presentations.
        iii. Chapter management resources.
        iv. Full membership for entire program.
        v. Other benefits by specific CTSO

*If this is an issue, please work directly with your Grants Program Specialist and appropriate CTSO Director to work out a professional development plan for the teacher/program with less than 12 members. If there are less than 12 students in the program then no plan needs to be developed.

TO: LOCAL CTE ADMINISTRATORS

FROM: RYAN HAMILTON, CTSO TEAM LEADER

SUBJECT: CTSO PROGRAM FEE PROCESS

DATE: APRIL 3, 2014

CC: JAN BRITE, PS TEAM MANAGER & JEANNE ROBERTS, CTE DIRECTOR OF OPERATIONS

CTSO PROGRAM FEE PROCESS

This memo is designed to outline the process of utilizing the CTSO Program Fee that has been offered as an option for the 2014-2015 school year. Please contact me with any questions:

1. The Local CTE Administrator should be the one to initiate the use of the CTSO Program Fee. As a reminder, this option is $200 per CTSO (per program, if applicable) and can only be utilized if it is included in the 2014-2015 State Priority Grant or paid via JTED funding. (not for use in Federal Perkins Grant).
2. If the decision is made to participate in the CTSO Program Fee, the Local CTE Administrator should contact the CTSO Team Leader (Ryan.Hamilton@azed.gov) and their specific Grant Program Specialist. The CTSO Team Leader will provide the Local Director with the appropriate contract (CTSO specific) for each CTSO Program Fee and the Grant Program Specialist will ensure that the CTSO Program Fee is reflected in the priority grant application (or amendment).
3. The CTSO Program Fee contract can then be used to create a Purchase Order which should be sent to the specific CTSO.
4. Upon receiving the Purchase Order, the CTSO will invoice the district *and* the CTSO will send specific instructions on how to report membership slots and utilize the other benefits to the Local Director.
5. The Local CTE Administrator will then work with the local advisor(s) to report membership slots and utilize the other benefits.

As this is a new process, please feel free to contact the CTSO Team Leader (Ryan.Hamilton@azed.gov) at any point for clarification or with questions.

Quick Reference Guide for CTE Grant Expenditures

				Instruction (1000)							Support Services (2100, 2200, 2600, 2700)							Support Services Admin (2300, 2400, 2500, 2900)						
Expenditure Items	Perkins	Priority	Capital 6700	6100	6200	6300	6400	6500	6600	6800	6100	6200	6300	6400	6500	6600	6800	6100	6200	6300	6400	6500	6600	6800
CTSO: $200 program fee	N	Y								X														
CTSO: Student membership (per person) (traditional)	N	Y								X														
CTSO: Teacher membership (per person)	N	Y								X														
CTSO: Affiliation membership (100% enrollment)	N	Y								X														
CTSO: Student registration fees for leadership conference	N	Y								X														
CTSO: Teacher registration fees for leadership conference	Y	Y				X																		
CTSO: Student registration fees for competitive conference	N	Y								X														
CTSO: Teacher registration fees for competitive conference	N	Y				X																		
Transportation: Student	N	Y													X									
Transportation: Teacher to student conference	Y	Y						X																
Transportation: Teacher to teacher PD conference	Y	Y													X									
Transportation: CTE administrator to PD conference	Y	Y													X									
Food: Student at conference	N	Y								X														
Food: Teacher at student conference	Y	Y						X																
Food: Teacher at PD conference	Y	Y													X									
Food: CTE admin at PD conference	Y	Y													X									
Hotel: Student at conference	N	Y								X														
Hotel: Teacher at student conference	Y	Y						X																
Hotel: Teacher at PD conference	Y	Y													X									
Hotel: CTE admin at PD conference	Y	Y													X									
Stipend: Chaperone for CTSO	Y	Y		X																				
Stipend: CTE admin	Y	Y									X													
Stipend: CTSO advisor	Y	Y		X																				
Salary: Substitute teacher	Y	Y									X													
Benefits: CTE admin	Y	Y										X												
Benefits: CTE teacher	Y	Y			X																			
Benefits: Substitute teacher	Y	Y										X												
Waive student fees - economically disadvantaged	Y	Y								X														
Purchased Service: Curriculum revision	Y	Y									X													

Quick Reference Guide for CTE Grant Expenditures

				Instruction (1000)							Support Services (2100, 2200, 2600, 2700)							Support Services Admin (2300, 2400, 2500, 2900)						
Expenditure Items	Perkins	Priority	Capital 6700	6100	6200	6300	6400	6500	6600	6800	6100	6200	6300	6400	6500	6600	6800	6100	6200	6300	6400	6500	6600	6800
Purchased Service: Data processing (out of district)	Y	Y																		X				
Registration: Student	N	Y								X														
Salary: CTE instructional aide	Y	Y		X																				
Benefits: CTE instructional aide	Y	Y			X																			
Stipend: Teachers for curriculum revision	Y	Y									X													
Registration: Teacher to student conference	Y	Y				X																		
Registration: Teacher to teacher PD conference	Y	Y											X											
Registration CTE administrator to PD conference	Y	Y											X											
Supplies: Various supplies to support CTE class	Y	Y							X															
Supplies: Required textbooks (only for dual enrollment)	N	Y							X															
Supplies: Supplemental textbooks	Y	Y							X															
Supplies: Classroom set of uniforms (CTSO)	Y	Y															X							
Salary: CTE clerical support	Y	Y																X						
Registration: Principal to ACTE conference	Y	Y											X											
Career guidance reference books	Y	Y														X								
Instructional software	Y	Y	X						X															
Bridges software - Career guidance (for CTE)	Y	Y														X								
Tire changer - auto	Y	Y	X																					
Non-traditional informational materials (student prepared)	Y	Y							X															
Computers for Career Exploration in 7th grade	N	Y	X																					
Instructional material for CTSO curriculum (for entire class)	Y	Y							X															
Chef coats for culinary	Y	Y							X															
Program specific periodicals	Y	Y							X															

Object Codes Key		
6100 - Salaries	6400 - Purchased property Services	6700 - Capital Outlay
6200 - Benefits	6500 - Other Purchased Services	6800 - Other Expenses
6300 - Purchased Professional Services	6600 - Supplies	

FY2015 Federal Perkins Application Submittal and Approval Process

Federal Perkins Grant Process

- Use resources, instructions and guidelines included in Puzzle Piece 2 and 3 to complete the Federal Perkins application.
- Deadline for submission of Federal Perkins Grant Application **in its entirety is June 15, 2014**. Since the date falls on Sunday, the system will remain open until close of business on June 16.
- For any grant applications not submitted by the due date, the following will occur:
  - GPS will contact CTE Administrator on 6/17 to provide technical assistance.
  - If no response within 48 hours, a district administrator will be contacted.
  - A submission date will be established to ensure substantial approval by July 1.
  - If the application is not submitted to meet substantial approval by July 1, no funds can be obligated and funding may be jeopardized.
- FY2015 Coherent Sequence must be updated by June 15, 2014 and notify claudia.galvan@azed.gov when completed.
- Your Grants Program Specialist will review your grant and provide notification by July 1, 2014 indicating at least substantial approval for the FY2015 Federal Perkins Grant. Date of substantial approval will be in the grants system. Refer to the ***Substantially Approved Dates*** on the Sections Page.
- The following must be completed to receive substantial approval:
  - Grant submitted in its entirety including objectives and budget
  - Coherent sequence updated for all sites
- Districts obtaining Substantial Approval may begin obligating Perkins funds as of July 1, 2014 or thereafter based on date of Substantial Approval.
- If your district does not meet the requirements to be substantially approved by July 1, you may not obligate any funds until substantial approval status has been obtained. ***Funds may not actually be expended until final approval is attained.***
- The review process will continue using the checklist until the grant attains final approval.
- All Federal Perkins Grants must have final approval by October 1, 2014 to receive funding for FY2015.
- **Please submit your application as soon as possible in order to insure prompt approval of your application. Utilize the afternoon computer workshop to expedite the process.**

FY2015 State Priority Grant Submittal and Approval Process

State Priority Grant Process

- Follow instructions and guidelines in Puzzle Piece 4 State Priority Grants
- Deadline for submission of State Priority Grant Application **utilizing 60% of FY 2014 total allocation is June 15, 2014**. Since the date falls on Sunday, the system will remain open until close of business on June 16.
- For any grant applications not submitted by the due date, the following will occur:
    - GPS will contact CTE Administrator on 6/17 to provide technical assistance.
    - If no response within 48 hours, a district administrator will be contacted.
    - A submission date will be established to ensure that funding is not jeopardized.
- Your Grants Program Specialist will review your grant and provide notification on the status either approving or not approving the application using the checklist.
- Beginning August 16, the district may amend the approved application based on the FY2015 final state funding allocation.
- All State Priority Grants must have final approval by October 1, 2014 to receive funding for FY2015.
- **Please submit your application as soon as possible in order to insure prompt approval of your application. Utilize the afternoon computer workshop to expedite the process.**

FY 2015 Assigned CTE Grants Program Specialist (Federal Perkins and State Priority Grants)

Bruce Watkins (602) 364-1643	**Carole Whitlock** (602) 364-1368	**Carrie Wolf** (602) 542-5565	**Chelsea Inmon** (602) 364-3839	**Gerry Corcoran** (602) 542-5315	**Jan Brite** (602) 542-4365	**Jane Shovlin** (602) 542-5770	**Jeanne Roberts** (602) 364-2211	**Karen Lattin** (602) 542-5143
AZ Agribusiness & Equine Center	Flowing Wells	Bisbee	Apache Junction	Colorado City	Glendale	Ajo	Amphitheater	Agua Fria
AZ Dept of Juvenile Corrections (COR)	Fort Thomas	Cochise JTED -San Simon, Valley Union	CAVIT - Santa Cruz Valley Union - Eloy	Fredonia/Moccasin	Peoria	Baboquivari	Phoenix	Buckeye
AZ State School for the Deaf & Blind	Globe	Douglas	EVIT	Heber-Overgaard		Catalina Foothills		Mammoth-San Manuel
Casa Grande	Miami	Dysart	JO Combs	Kingman		Sahuarita		Maricopa
Ganado	Pima	Nogales	Tempe	Page		Santa Cruz Valley Unified- Rio Rico		MIJTED Ash Fork, Bagdad, Mayer, Seligman
Greyhills Academy	Safford	Tombstone	Tuba City	Williams		Sunnyside		Paradise Valley
Kayenta	Thatcher		Vail			Tanque Verde, Ajo		Payson
San Carlos								Tolleson

Marci Barlow (602) 542-3040	**Oleg Shvets** (602) 542-5354	**Oscar Olivas** (602) 542-5515	**Rachael Mann** (602) 364-1838	**Rose See** (602) 542-8726	**Ryan Hamilton** (602) 542-5350	**Shea Padilla** (602) 542-5049	**Tracy Rexroat** (602) 364-0322	**Tyler Grandil** (602) 542-5564
Chandler	Bicentennial	Antelope	Camp Verde	All Community Colleges	Holbrook	ACYR AZ Call-A-Teen	Blue Ridge	Benson
CVIT Hayden-Winkleman, Superior	Cave Creek	Chinle Unified	Chino Valley		Joseph City	American Charter Schools - Desert Hills	Round Valley	Gilbert
GIFT - Duncan, Morenci	Colorado River	NATIVE Red Mesa	Flagstaff		Marana	Coolidge	Scottsdale	Sierra Vista
Grand Canyon	Deer Valley	Pinon Unified	Humboldt		Pima Prevention Partnership - Pima Partnership, AZ Collegiate	Florence	Show Low	St. David
Saddle Mountain	Lake Havasu	Sanders	Mingus			Fountain Hills	Snowflake	Willcox
Wickenburg	Parker	Window Rock	Prescott		Tucson	Higley	St. Johns	Young
		Yuma	Sedona/Oak Creek District		Winslow	Mesa	Whiteriver	
						Queen Creek		

2015 CTE Program Specialist Contact List

Program Area	CIP	Programs
Agricultural and Community Service Careers Program Specialist: Bruce Watkins Phone: 602-364-1643 Email: Bruce.Watkins@azed.gov	01.0100.90	Agribusiness Systems
	01.0100.40	Animal Systems
	01.0100.00	Environmental Service Systems
	01.0100.20	Food Products and Processing Systems
	01.0100.50	Natural Renewable Resources Systems
	01.0100.30	Plant Systems
	01.0100.60	Power, Structural and Technical Systems
	43.0100.00	Fire Service
	43.0200.00	Law, Public Safety and Security
	28.0202.00	Air Force ROTC
	28.0301.00	Army ROTC
	28.0401.00	Navy/Marine ROTC
Business, Marketing and Media Program Specialist: Shea Padilla Phone: 602-542-5049 Email: Shea.Padilla@azed.gov	52.0300.00	Accounting and Related Services
	52.0200.00	Business Management and Administrative Services
	52.0400.00	Business Operations Support and Assistant Services
	10.0200.60	Animation
	10.0200.50	Digital Photography
	10.0200.20	Digital Printing
	10.0200.90	Film and TV
	10.0200.30	Graphic/Web Design
	10.0200.40	Journalism
	10.0200.00	Music/Audio Production
	52.0800.00	Financial Services
	52.1800.30	Advertising and Public Relations
	52.1800.40	Entertainment Marketing
	52.1800.50	Entrepreneurship
	52.1800.20	Professional Sales and Marketing
Education and Training Program Specialist: Chelsea Inmon Phone: 602-364-3839 Email: Chelsea.Inmon@azed.gov	13.1210.00	Early Childhood Education
	13.1200.00	Education Professions
Engineering Sciences and Information Technologies Program Specialist: Tracy Rexroat Phone: 602-364-0322 Email: Tracy.Rexroat@azed.gov	15.0300.00	Electronic Technologies
	15.0000.00	Engineering Sciences
	48.0500.20	Automation/Robotics
	48.0500.30	Precision Machining
	15.1200.20	Computer Maintenance
	15.1200.30	Network Technologies
	15.1200.40	Software Development
	15.1200.50	Web Page Development
Family and Consumer Sciences Program Specialist: Rachael Mann Phone: 602-364-1838 Email: Rachael.Mann@azed.gov	12.0500.00	Culinary Arts
	52.1900.20	Fashion Design and Merchandising
	52.1900.30	Interior Design
	52.0900.00	Hospitality Management

2015 CTE Program Specialist Contact List

Program Area	CIP	Programs
Health Careers Program Specialist: Carole Whitlock Phone: 602-364-1368 Email: Carole.Whitlock@azed.gov	51.0800.30	Laboratory Assisting
	51.0800.60	Medical Assisting Services
	51.0800.40	Medical Imaging Support Services
	51.0800.20	Pharmacy Support Services
	51.0800.50	Sports Medicine and Rehabilitation Services
	41.0100.00	Bioscience
	12.0400.00	Cosmetology
	51.0600.00	Dental Assisting
	51.0900.30	Emergency Medical Services
	51.0900.20	Respiratory Therapy Technician
	51.0900.40	Surgical Technician
	51.1500.00	Mental and Social Health Services
	51.3900.00	Nursing Services
	51.3500.00	Therapeutic Massage
	51.0808.00	Veterinary/Animal Health Technician/Veterinary Assistant
Industrial Trades Program Specialist: Oscar Olivas Phone: 602-542-5515 Email: Oscar.Olivas@azed.gov	49.0100.00	Air Transportation
	46.0400.20	Advanced Construction Technologies
	46.0400.40	Cabinetmaking
	46.0400.30	Carpentry
	15.1300.20	Architectural Drafting
	15.1300.30	Electronic Drafting
	15.1300.40	Mechanical Drafting
	46.0300.30	Industrial Electrician
	46.0300.20	Residential Electrician
	47.0200.00	Heating, Ventilation and Air Conditioning
	49.0200.00	Heavy Equipment Operations
	47.0300.00	Heavy/Industrial Equipment Maintenance Technologies
	47.0600.50	Aircraft Mechanics
	47.0600.30	Automotive Collision Repair
	47.0600.20	Automotive Technologies
	47.0600.40	Diesel Engine Repair
	15.0506.00	Environmental Control Technologies-Water Operator
	48.0508.00	Welding Technologies
Performing Arts Program Specialist: Lynn Tuttle Phone: 602-364-1534 Email: Lynn.Tuttle@azed.gov	50.0500.30	Arts Management
	50.0500.20	Technical Theatre

CTE Timelines for FY 2015

PLEASE NOTE: If any of the dates below fall on a Saturday or Sunday, the item is due the following Monday. Timeline does not include Assessment dates.

CTE Grants and Reports	
Due Date	Item/Document/Report
04/15/14	ADE provides notification of FY 2015 CTE Secondary Federal Perkins Grant allocation depending on notification from the USDOE
	GME Online CTE Secondary Federal Perkins Grant Application opens
06/15/14	Deadline for FY 2015 CTE Secondary Federal Perkins Grant submittal
	Deadline for FY 2015 CTE State Priority Grant submittal (submit using 60% of FY 2014 allocation)
	Deadline for FY 2015 CTE Program of Study Consortia application submittal
08/16/14	Districts receive Final State Priority Funding notification for FY 2015 funding allocation
	Districts begin submitting revisions based on State Final Funding
10/01/14	All FY 2015 CTE Secondary Federal Perkins Grants and CTE State Priority Grants will have final approval*
	All FY 2015 Program of Study Consortia Grants will have final approval
03/31/15	Revisions due for all FY 2015 CTE State Priority projects
	Midyear Narrative Reports due for Federal Perkins grant projects through Grants Management
06/30/15	Final deadline for Fiscal amendments for all FY 2015 Federal Perkins grant projects
09/01/15	Deadline for online final narrative completed through Grants Management
09/30/15	Completion reports due for CTE State Priority grant projects
11/30/15	Final Narrative Reports due for CTE Federal Perkins grant projects not submitted through GME
	Improvement Plans submitted for Performance Measures not met within 90% in prior year
	Deadline for Annual Program Evaluation Report for 2014-2015
12/31/15	Completion Reports due for CTE Federal Perkins Grant projects

CTE Course Enrollment and Performance Measures Reporting	
Due Date	Item/Document/Report
10/01/14	Online Performance Measures System open for Graduate Placement Surveys
11/15/14	40th Day Course Enrollment Report due
	40th Day Course Enrollment Signed Verification Reports due
	ADE closes Enrollment 40th day online system after 5:00 PM
12/31/14	Complete Student Graduate Placement Surveys (students placed between Oct 1-Dec 31) may enter online through Apr 15
01/01/15	Online System opens for input of Participants/Concentrators
03/10/15	100th Day Course Enrollment Report due
	100th Day Course Enrollment Signed Verification Reports due
	ADE closes Course Enrollment 100th day online system after 5:00 PM
04/15/15	FY 2014 Placement Verification Reports due
05/01/15	ADE opens the 40th Day & 100th Day Enrollment online system
06/15/15	Participant and Concentrators Verification Reports due
	Deadline for LEAs to submit Exemption Request
	Final changes/corrections to Course Enrollment and Performance Measures data due
	ADE closes the online system after 5:00 PM
06/30/15	FY 2015 Preliminary State Funding Reports for FY 2016 funding allocation available online
07/31/15	Appeal for all funding issues due
08/15/15	Performance Measures Reports available on the ADE/CTE website
09/01/15	FY 2015 Final Funding Reports for FY 2016 funding allocation available online

CTE Timelines for FY 2015

Grants, Reports, Course Enrollment, and Performance Measures Reporting

PLEASE NOTE: If any of the dates below fall on a Saturday or Sunday, the item is due the following Monday. Timeline does not include Assessment dates.

Due Date	Item/Document/Report
04/15/14	ADE provides notification of FY 2015 CTE Secondary Federal Perkins Grant allocation depending on notification from the USDOE
	GME Online CTE Secondary Federal Perkins Grant Application opens
06/15/14	Deadline for FY 2015 CTE Secondary Federal Perkins Grant submittal
	Deadline for FY 2015 CTE State Priority Grant submittal (submit using 60% of FY 2014 allocation)
	Deadline for FY 2015 CTE Program of Study Consortia application submittal
08/16/14	Districts receive Final State Priority Funding notification for FY 2015 funding allocation
	Districts begin submitting revisions based on State Final Funding
10/01/14	All FY 2015 CTE Secondary Federal Perkins Grants and CTE State Priority Grants will have final approval*
	Online Performance Measures System open for Graduate Placement Surveys
	All FY 2015 Program of Study Consortia Grants will have final approval
11/15/14	40th Day Course Enrollment Report due
	40th Day Course Enrollment Signed Verification Reports due
	ADE closes Enrollment 40th day online system after 5:00 PM
12/31/14	Complete Student Graduate Placement Surveys (students placed between Oct 1-Dec 31) may enter online through Apr 15
01/01/15	Online System opens for input of Participants/Concentrators
03/10/15	100th Day Course Enrollment Report due
	100th Day Course Enrollment Signed Verification Reports due
	ADE closes Course Enrollment 100th day online system after 5:00 PM
03/31/15	Revisions due for all FY 2015 CTE State Priority projects
	Midyear Narrative Reports due for Federal Perkins grant projects through Grants Management
04/15/15	FY 2014 Placement Verification Reports due
05/01/15	ADE opens the 40th Day & 100th Day Enrollment online system
06/15/15	Participant and Concentrators Verification Reports due
	Deadline for LEAs to submit Exemption Request
	Final changes/corrections to Course Enrollment and Performance Measures data due
	ADE closes the online system after 5:00 PM
06/30/15	Final deadline for Fiscal amendments for all FY 2015 Federal Perkins grant projects
	FY 2015 Preliminary State Funding Reports for FY 2016 funding allocation available online
07/31/15	Appeal for all funding issues due
08/15/15	Performance Measures Reports available on the ADE/CTE website
09/01/15	Deadline for online final narrative completed through Grants Management
	FY 2015 Final Funding Reports for FY 2016 funding allocation available online
09/30/15	Completion reports due for CTE State Priority grant projects
11/30/15	Final Narrative Reports due for CTE Federal Perkins grant projects not submitted through GME
	Improvement Plans submitted for Performance Measures not met within 90% in prior year
	Deadline for Annual Program Evaluation Report for 2014-2015
12/31/15	Completion Reports due for CTE Federal Perkins Grant projects