Arizona Department of Education
Career and Technical Education

FY2016
CTE Grant Training

Highly Effective Schools

Learning that works for Arizona

CTE™

Arizona Career and Technical Education

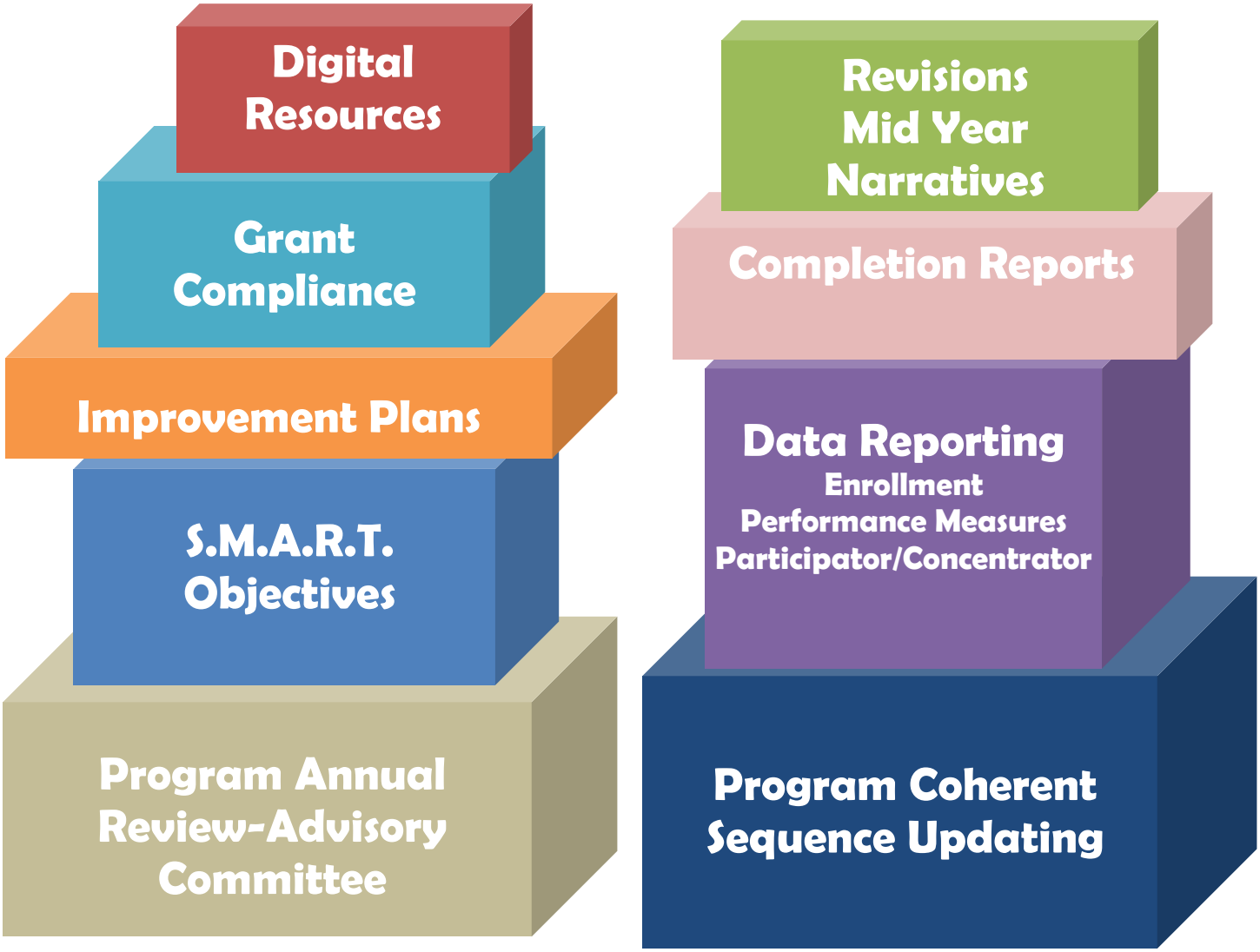
VISION: *Ensure a dynamic workforce by fully developing every student's career and academic potential.*

Mission: *Prepare Arizona students for workforce success and continuous learning.*

Approved by the CTE Advisory Committee on October 15, 2003

The *"NUTS & BOLTS"* OF

BUILDING A FY2016 GRANT APPLICATION



Learning that works for Arizona
CTE™

FY2016 FEDERAL PERKINS AND & STATE PRIORITY

GRANT SPRING TRAINING

AGENDA

8:30 AM – 11:30 AM **TRAINING SESSION**

- Welcome/Introductions
- CTE Grants Overview
- *CTE Grants Fiscal Compliance… *What's new?*
- S.M.A.R.T. Objective Development Activities
- *CTE Grant Application Process and Guidelines
- Budget Coding Activity

11:30 AM – 12:30 PM **LUNCH/NETWORKING**

12:30PM – 4:30PM **COMPUTER WORKSHOP**

Practical application opportunity for districts to work with assigned ADE Grant Program Specialists

- Edit Coherent Sequence
- Learn how to submit a FY2016 and State Priority grant application on the GME.

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HAVE YOU EVER…?

#	HAVE YOU EVER….	POINTS
1.	Climbed a mountain (over 500 ft) or rock climbed	15
2.	Lived overseas more than a year	10
3.	Sung Karaoke	15
4.	Have both a brother or a sister	5
5.	Are one of a twin	10
6.	Eaten frog legs	10
7.	Ridden a horse	5
8.	Can speak 3 or more languages	20
9.	Flown a plane, Flown in a hot air balloon, sky dive, bungee jumped, zip lined	50
10.	Broken 3 or more bones in your body	30
11.	Volunteered in the last 3 months	40
12.	Had/have a cooked a meal for more than 20 by yourself	30
13.	Can click/snap your fingers on your “non-dominant” hand	20
14.	Owned a snake	15
15.	Recited the alphabet backwards correctly under 1 minute (you must be able to prove this)	100
	TOTAL SCORE	

Part I

STATE PRIORITY GRANT – OVERVIEW

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

2. **Where do these funds come from?**
   State Priority funding is based on: ARS §15-784 C that are funds 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

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

   RELATED PLACEMENT – A related placement is one that directly uses or builds on the Career Preparation Standards acquired in a high school commencement level CTE program and enrolled as a CTE program concentrator. A student can also be considered a related placement in postsecondary education or training program and employment or military service. A related placement for any valid CTE concentrator from the previous school year may also be eligible for funding paid from the State Priority Grant.
   ***Note**:
   1) A student can only be paid once for related placement.
   2) For FY15(Aug-Sept.) the Related Placement per student was $183.41 (2003 that count was $317.88)

4. **How may State Priority funds be allocated by districts?**
   Districts may only spend Priority funds on approved CTE programs.

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

STATE PRIORITY UPDATE FOR 2015-2016

Current 2015 CTE State Priority Funding:

- Letters went out on April 9th (regarding the following) to the Superintendent/Charter Manager, Business Manager and CTE Director of each entity receiving CTE State Priority Funding.
- CTE will make one final, supplemental allocation out to the school districts using Arizona CTE State Priority Program grant funding for FY 2015.
- **In order to be eligible for these additional funds**, a district:
  - ✓ -Cannot have had excess "cash on hand" following the approval of their FY 2014 Completion Report (anything more than 20% or $10,000 whichever is greater)
  - ✓ -Must have an approved Arizona CTE State Priority Grant project for FY 2015
  - ✓ -Must have an approved 2014 Completion Report
  - ✓ -Must have no open Revisions for their state project in the Grants Management Enterprise system on **April 22, 2015**
- Those districts which are determined to be eligible recipients for additional state funds will be notified via an allocation letter on April 24, 2015.
- Districts **must** have an approved Revision in place incorporating the new funds into their approved state project no later than May 22, 2015 or **the funds will be forfeited**.
- This due date is imperative to give the ADE sufficient time to process a final payment to districts before the end of the state grant period. This also provides time to make the orderly transition to the new BREAZ accounting system.
- **Also note:** If you are not eligible for the additional Arizona CTE State Priority Program grant funding and have not yet received all of your funding payments this year, please ensure that any Revisions are approved no later than May 22, 2015 so that we can make a final payment to you.
- Again, in the new Grants Management Enterprise system, we are not able to generate a payment if a district has an open, unapproved Revision. If we are not able to make a payment to you after this date due to an open, unapproved Revision, the **remaining funds will be forfeited**.

Reminders 2016 Allocations:

- The initial 2016 Carl D. Perkins allocation does not include carryover yet- this will be added to projects later.
- The 2016 preliminary CTE State Priority funding is based on 60% of the 2015 allocation they received.

Next School Year 2015-2016:

- Districts will have to make payment requests for their CTE State Priority funding (like you do for your Perkins funding).
- Remember, payment requests are made into the system for funds that you have already expended or encumbered.
- This is different than in previous years where funds were delivered via a payment schedule.
- Emphasis must be placed on spending ALL of your CTE State Priority funding in the single fiscal year.
- This may alter how you plan to spend your funds this year in conjunction with your Perkins allocation.

FY16 PERKINS ALLOCATION
$25,381,742 Million

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 for states to improve secondary and postsecondary CTE programs. The purpose of this Act is to develop more fully the ***college-ready and career-ready*** CTE programs for secondary and postsecondary student. Each year Congress appropriates approximately $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:

   Funding can be used for; needs Assessment, teacher training, professional development, academic integration, non-traditional preparation, support partnerships, and to serve state institutions.

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

Did you know…

CAREER AND TECHNICAL EDUCATION FUTURING

PRESENT CTE PROGRAM	RESOURCES/NEEDS	21ST CTE PROGRAM

8–ESSENTIAL ELEMENTS OF AN APPROVED CTE PROGRAM

(*Aligns with §135: Local Use of Funds*)

1. Delivers a ***coherent sequence*** of instruction.
2. Teaches to all of the state-designated program standards.
3. An identified CTE Program by ADE.
4. CTE class taught by CTE content appropriate certified teacher.
5. Annually evaluate CTE program performance meets and or exceeds established Performance Measures.
6. Offer student work-based opportunities--connect the classroom to “real work” activities.
7. Require grades 7-9 student participation in Career Exploration classes and/or CTE activities.
8. Established Career and Technical Education Student Organization (CTSO) for the CTE program area.

FY16 CTE STATE PRIORITY GRANT APPLICATION CHECKLIST

Grant submission will require ongoing communication between ADE (GPS) and the Local Educational Agency (LEA) for the timely processing of the FY16 CTE State Priority grant application. The grant process includes the following steps:

- **Step 1**- CTE Grants Program Specialists (GPS) will review the applications and revisions and mark each section as "**OK" or "Not Applicable"** before Approval.
- **Step 2-** If the line is marked **"Attention Needed"** this indicates the application **needs revisions** in the stated areas.
- **Step 3-** 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.
- **Step 4**- After items are **revised** by the LEA, **resubmitted** for approval and will be approved and/or, "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 FY16 CTE STATE PRIORITY APPLICATION IS DUE JUNE 14, 2015. ALL PROJECTS WILL HAVE FINAL APPROVAL BY OCTOBER 1, 2015.***

Checklist Description

1. **Budget**
   - ✓ The total allocation must be budgeted.
   - ✓ All expenditures are listed in the appropriate function code and object code using CTE resources and USFR Chart of Accounts.
   - ✓ 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".
   - ✓ Benefits must be listed in object code 6200.
   - ✓ 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.
     - Substitutes are an allowable expenditure.
     - Use 2200-6100 for all substitutes.
   - ✓ 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.
   - ✓ Purchased Professional Services (6300)-Use for registrations for district employees to attend CTE professional development and training activities.
   - ✓ Other Purchased Services (6500)-Use for travel and per diem for district employees to attend CTE professional development and training activities.
   - ✓ 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).

2. **CTSO** –See State Priority Grant Coding Chart for allowable CTSO expenditures
   - ✓ Examples of allowable expenditures include: Student Food and Hotel Costs 1000-6800; CTSO Advisor or Teacher Chaperone Stipend 1000-6100; Program Affiliation Fees 1000-6800; Student Registrations 1000-6800; Student Transportation 2000-6500.

STATE PRIORITY GRANT CODING FOR CTSO FUNDING

State priority grant funding may be allocated for some CTSO expenditures.

<u>The following are examples of allowable expenditures:</u>

- 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

SAMPLE (MISC) GRANT EXPENDITURES

EXPENDITURES FUNCTION CODE	OBJECT CODE	SPECIFIC ITEM/DESCRIPTION	AMOUNT OF REQUEST
1000	6800	Student Food/Hotel	$1500.00
2000	6500	Student Transportation	$800.00
2600	6400	Maintenance of CTE Equipment (by contractor)	$8000.00
1000	6800	Waive fees for economically disadvantage students. (free and reduced lunch recipients)	$5000.00

STATE PRIORITY GRANT SAMPLE EXPENDITURES

Directions: You have a total allocation of State Priority Funds of $30,00 dollars. Below is a request for CTE resources. Determine how to DISTRIBUTE and CODE allocation. Spend all of your money.

CTE TEACHER/PROGRAM REQUESTS	AMOUNT	REQUESTED	TOTAL COST
Professional Development for MOS training for CTE teachers	$500.00 /per person	8	
Counselor Registration for CTE Program of Study Conference	$1,500.00 /per person	3	
Strategic Planning Consultant for CTE Programs	$600.00/per day	1	
Student Food/hotel Costs	$550.00/per student	10	
CTSO Apparel for conferences/competitions (school owned)	$35.00/per unit	20	
Viking Sewing Machines	$700/per unit	10	
Maintenance of Auto lifts	$400/per unit	4	
Nursing supervisor for clinical hours	$25/per hour	20 hours	
CTE teacher stipend for placement calls	$20/per hour	8 hours	
CTE Teacher benefits	$29.00	18% of salary	
CTE Teacher travel expenses	$500/per teacher	4	
CTE student transportation to CTE events	$1000/per day	10	
TOTAL			
REMAINING AMOUNT			

STATE PRIORITY GRANT SAMPLE EXPENDITURES

EXPENDITURE CATEGORY	QTY	COST PER UNIT	SPECIFIC ITEM/DESCRIPTION	PURPOSE	AMOUNT OF REQUEST

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	

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**

Who am I?

EDGAR QUICK FAQ – QUIZ

1.	A college or district may begin to obligate funds as long as its local application plan has been substantially approved, even if it has not received final approval.	TRUE FALSE
2.	Expenditures on services performed by an employee of a grantee are obligated to the Federal award on the date the services are performed.	TRUE FALSE
3.	An airplane ticket for a business conference obligates to the Federal grant award on the date the travel arrangements are booked and seat assignments are confirmed.	TRUE FALSE
4.	If colleges or LEA's do NOT spend all of the Perkins grant funds within 12 months, they may carryover the remaining funds into the next year.	TRUE FALSE
5.	If equipment is missing upon inventory review, the grantee must investigate	TRUE FALSE
6.	Generally, the salaries of administrative and clerical staff must be treated as indirect costs.	TRUE FALSE
7.	An LEA must submit an improvement plan for any indicator or performance that it failed to achieve the adjusted level of performance by at least 65%	TRUE FALSE
8.	When a CTE program no longer needs a piece of equipment purchased with Perkins funds for a Perkins supported program; you are not allowed to give it to any other program, even programs supported with Federal funds use this equipment.	TRUE FALSE
9.	Pursuant to OCTA'S policies, Perkins funds can be used to support travel, lodging, and the cost of meals at conventions for CTSOs for all CTE students	TRUE FALSE
10.	The *New EDGAR requirements, define computing devices and coded to "supplies" and no longer need to controls put in place to safeguard the property	TRUE FALSE

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 <u>not</u> 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 2 0 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

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
http://www.ed.gov/

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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

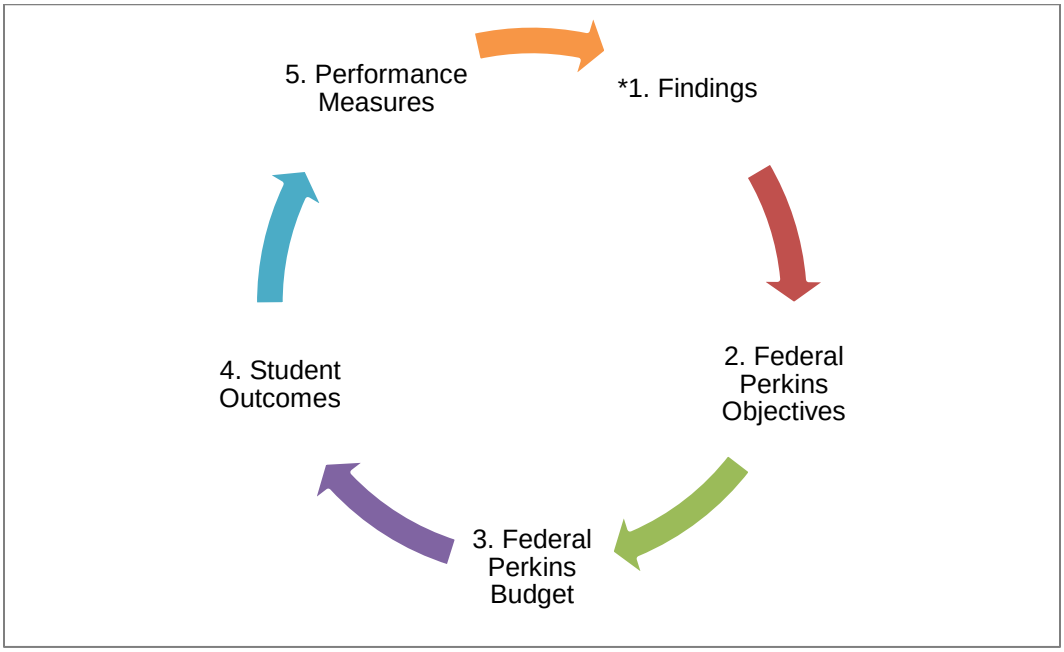
Monique M. Chism, Ph.D.
Director
Student Achievement and
School Accountability Programs

cc. Ms. Margie Vandeven

FUNDING ALLOCATIONS

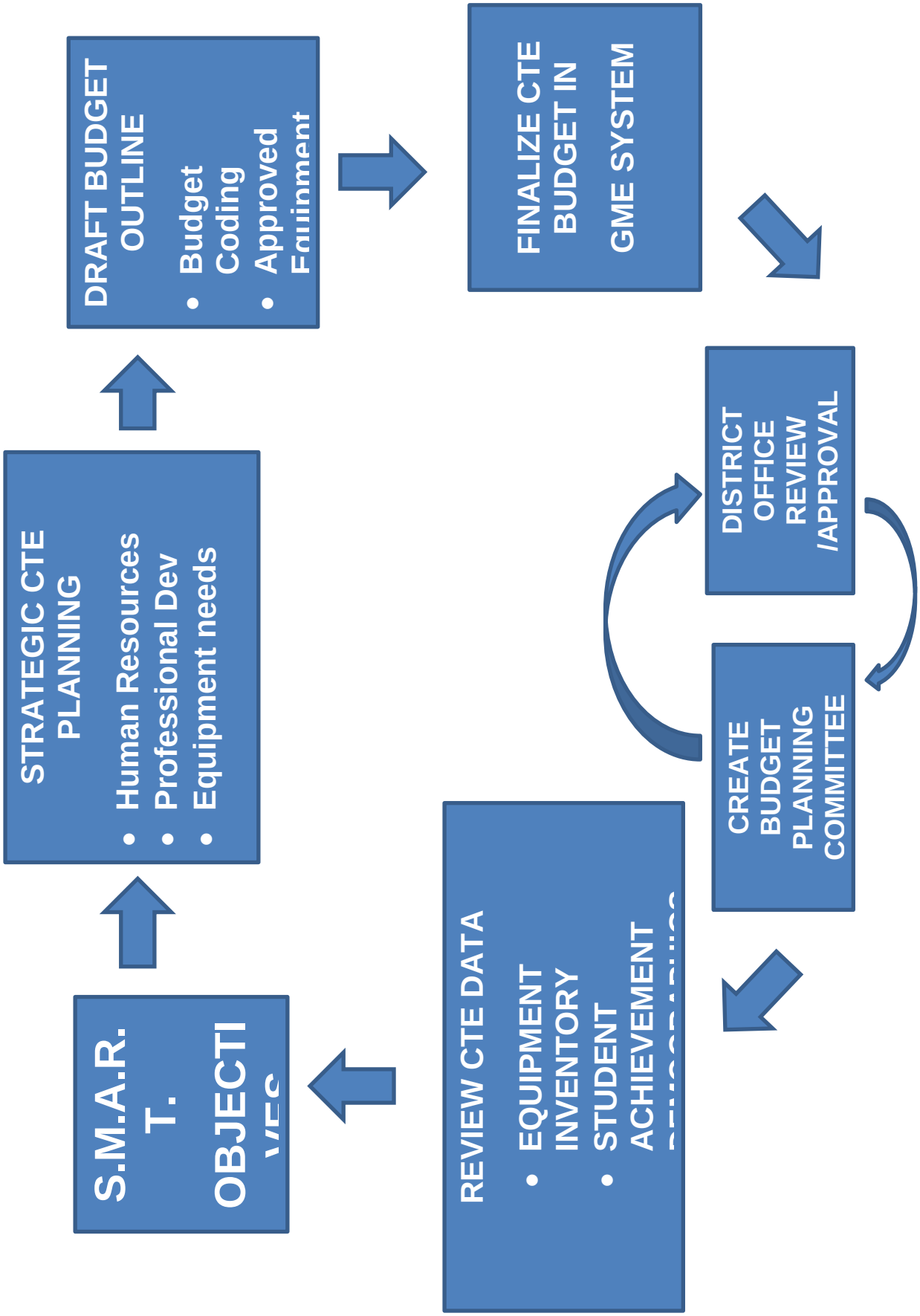
Seventy percent of funding shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive of who resides in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year. This is 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.

BUDGET PLANNING FLOW CHART



HOW TO CREATE S.M.A.R.T. OBJECTIVES

PART 1

Directions: Working in groups, review the general objectives given and create <u>CTE S.M.A.R.T. Objectives</u>.

1. GENERAL OBJECTIVE: **Students will pass end of program examinations**
S.M.A.R.T. OBJECTIVE
2. General Objective: **Teachers will improve instruction**
S.M.A.R.T OBJECTIVE

PART 2

Directions: Consider <u>your district's program/student needs</u> and create <u>TWO</u> S.M.A.R.T. OBJECTIVEs for your CTE Grant

S.M.A.R.T. OBJECTIVE # 1:

S.M.A.R.T. OBJECTIVE # 2:

Part II

STATE PRIORITY APPLICATION GUIDELINES

- All projects will be submitted through ADEConnect in the grants management system. The link is found on the upper right hand corner of the ADE homepage at www.azed.gov.
- Completing the CTE State Priority Grant Application Checklist will communicate feedback to the LEA on information to include in each area of the application and revisions that will need to be made prior to approval.
- Use the **Address Book** in the grant system to identify LEA Assigned Roles.
- **Sections Page**- Displays all of the related pages of the funding application.
- **Sections-Status**- Displays the current status and next possible status.
- 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.
- **Not Approved- is used instead of "rejected".**
- State Priority grant application must be submitted by June 15, 2016 using 60% of the FY2016 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 17, 2015, the district will amend the application based on the FY15 final state funding allocation.
- All FY2016 State Priority grants must have final approval by October 1, 2015 to receive funding for FY2016.

FY2016 FEDERAL PERKINS APPLICATION SUBMITTAL AND APPROVAL PROCESS

Federal Perkins Grant Process

- Deadline for submission of Federal Perkins Grant Application **in its entirety is June 15, 2015**.

- 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.

- FY2016 Coherent Sequence must be updated by June 15, 2015 and notify claudia.galvan@azed.gov when completed.

- Your Grants Program Specialist will review your grant and provide notification by July 1, 2015 indicating at least substantial approval for the FY2016 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, 2015 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, 2015 to receive funding for FY2016.

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.

FY16 FEDERAL PERKINS APPLICATION GUIDELINES

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

.

ADECONNECT	All projects will be submitted through the Grants Management System. The link is found at: www.azed.gov
CHECKLIST	The grant application "checklist" will communicate feedback to the LEA on missing information and other needed edits prior to approval.
SECTIONS PAGE	Displays all of the related pages of the funding application.
SECTION STATUS	Displays the current status that should prompt next needed approval review.
ADDRESS BOOK	Displays and identifies LEA assigned roles ***(use this to check next approval level)***
NOT STARTED	No draft application started
DRAFT STARTED	Outline of grant application begins ***(stays at LEA level)***
DRAFT COMPLETED	Draft completed **WILL NOT** send the application to ADE. The LEA Business Manager and LEA Authorized representative must approve prior to sending for SEA review and approval.
LEA BUSINESS MANAGER APPROVED-DESIGNATED ROLE BY LEA***	Local Education Agency personnel authorized to review and approve/not approve grant application
SEA CTE FEDERAL PERKINS PROGRAM SPECIALIST APPROVED	State Education Agency Career and Technical Education personnel authorized to provide technical assistance in the grant review and approval process. ***(Eligible to "obligate funds"/substantially approved)***
SEA CTE FEDERAL PERKINS DIRECTOR APPROVED	State Education Agency Career and Technical Education Deputy Associate Superintendent reviews SEA-Program Specialist approved grant applications for final approval.
APPROVAL	All funding applications must through all status changes above to receive final approval. (two levels at the district and two levels at the state).
NOT APPROVED	Grant application will be returned with guidance on needed edits for approval
REVISION STARTED	Grant application is returned to districts for grant edits, reallocation of funds.
REVISION COMPLETED	Grant application completed on the LEA level and sent back through Grant System process for final approval.

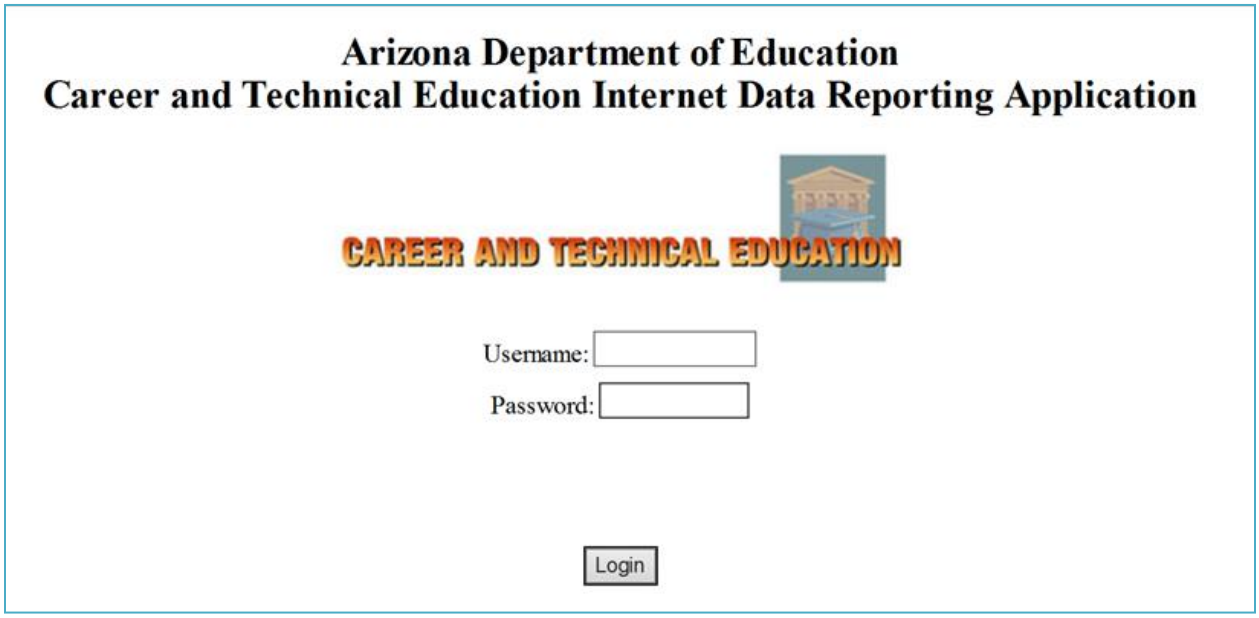
RELATED DOCUMENTS REFERENCE LIST

FY2016 FISCAL AND ACCOUNTABILITY ASSURANCES GUIDELINES

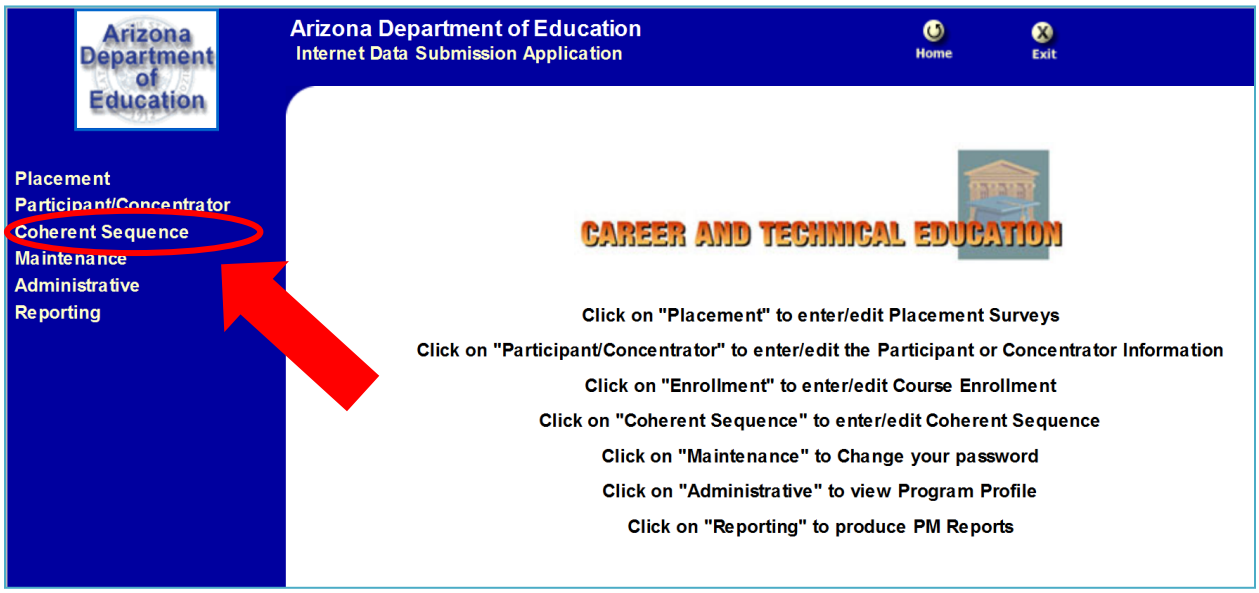
DESK MONITORING-PROGRAM ASSURANCE	This form needs to be completed and uploaded to the GME into the program assurance section located in the ***RELATED DOCUMENT SECTION*** Program assurance form.docx
IMPROVEMENT PLAN IF APPLICABLE	Schools that are notified and require to submit an improvement plan should use this form 2014-15 Improvement Plan Te
CAPITAL OUTLAY	All grants will require a Capital outlay worksheet to be upload by final approval date.
Annual Program Evaluation	All grants are required to upload a completed Annual Program Evaluation form. Also other related documents: ✓ Evaluation Committee meeting Agenda(s) (it is recommended that 2 agendas be submitted) ✓ Annual Evaluation Committee documentation (list, contact information, addresses, email/phone numbers, businesses, departments/or agencies. ✓ Executive Summary ✓ Action Plan Forms located at: www.azed.gov/career-technical-education/forms/
COHERENT SEQUENCES	LEA's required to annually update CTE program coherent sequence. To update use this link: Coherent Sequence or cut and paste the link below to your URL address bar https://www.ade.az.gov/PerfMeasures/splash.asp and log in. Once logged in follow instructions to update CTE program coherent sequence.

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

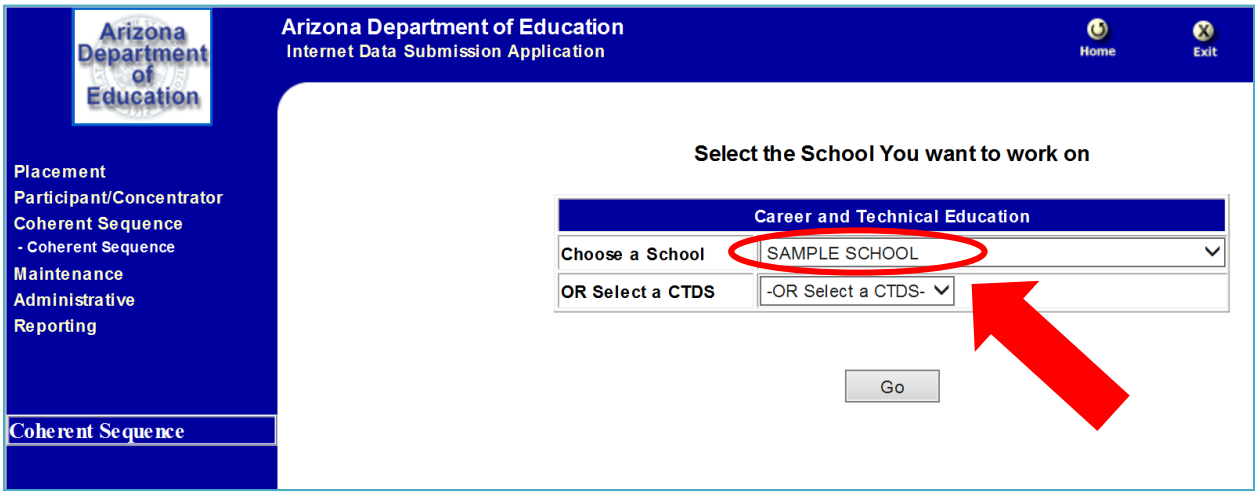
Login using Performance Measures On-Line System Username and Password



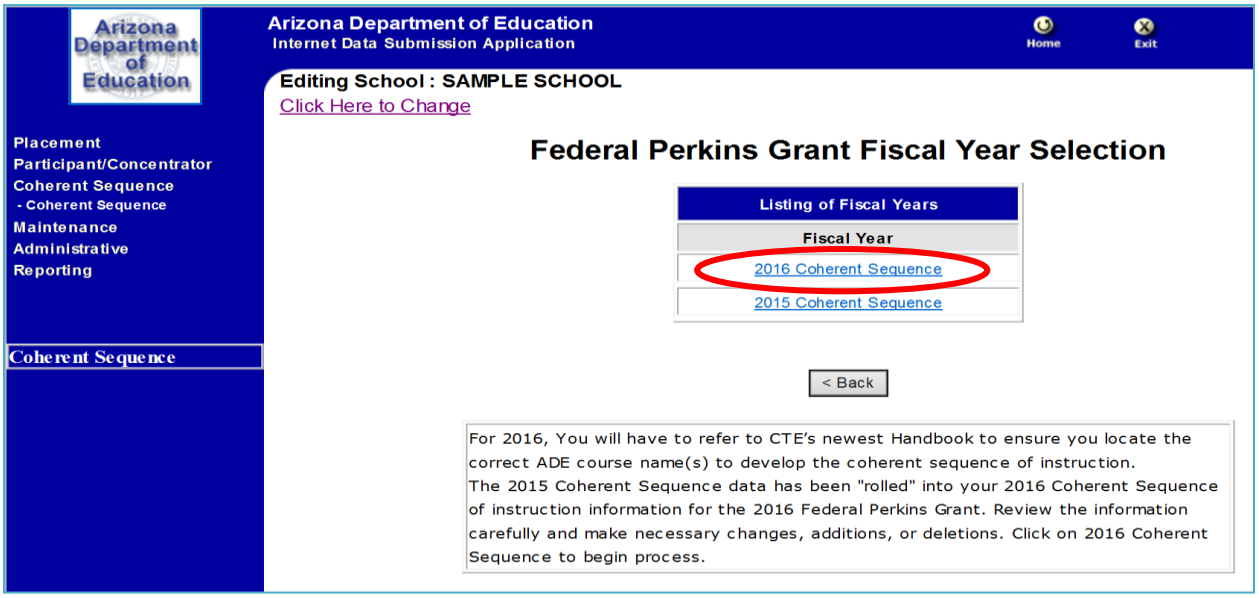
Click on Coherent Sequence



Select a school



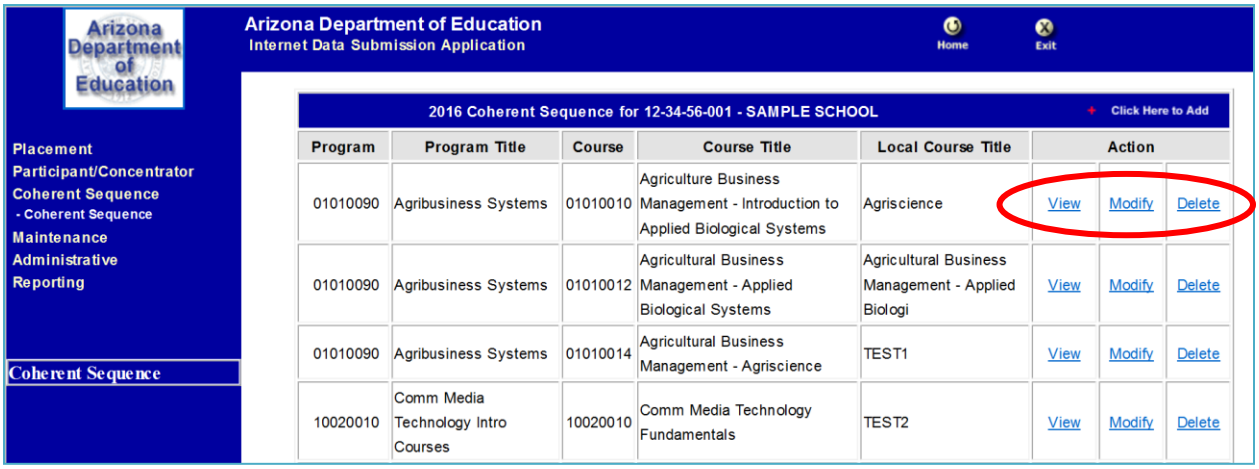
Select the 2016 Coherent Sequence for edits/updates.



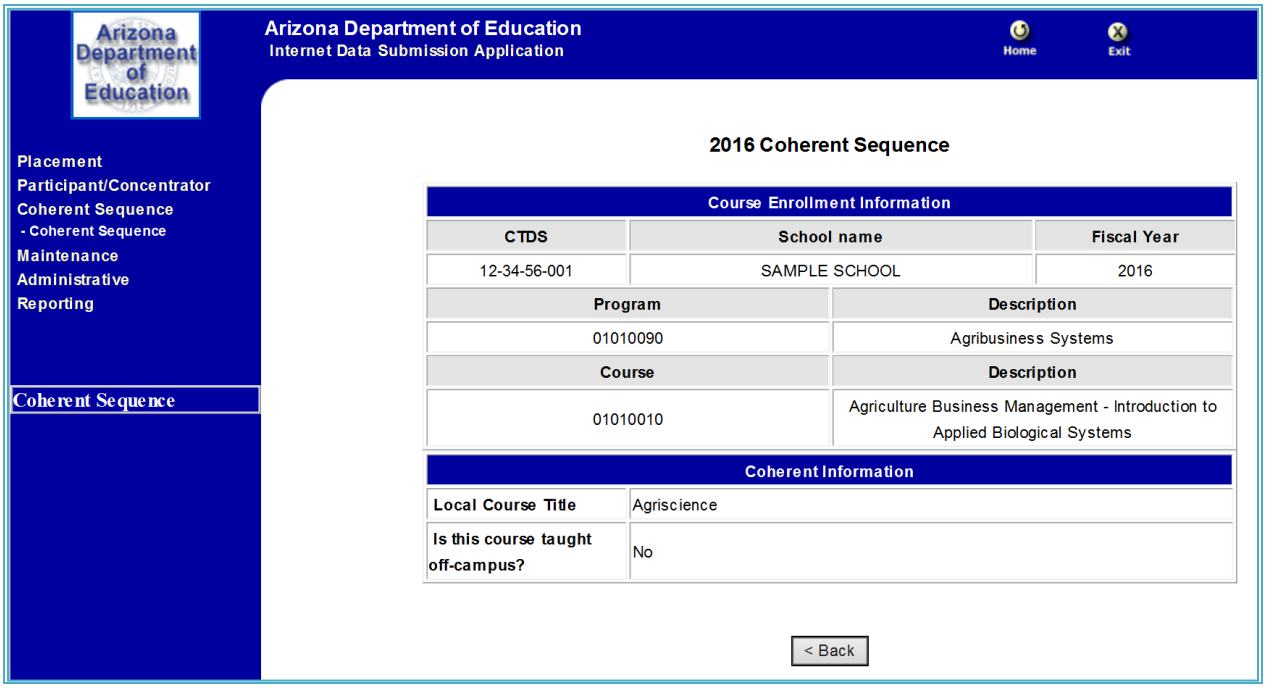
Complete instructions are included on the website.

The 2015 Coherent Sequence data has been "rolled" into your 2016 Coherent Sequence of instruction information for the 2016 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 – view, modify, delete, or add.

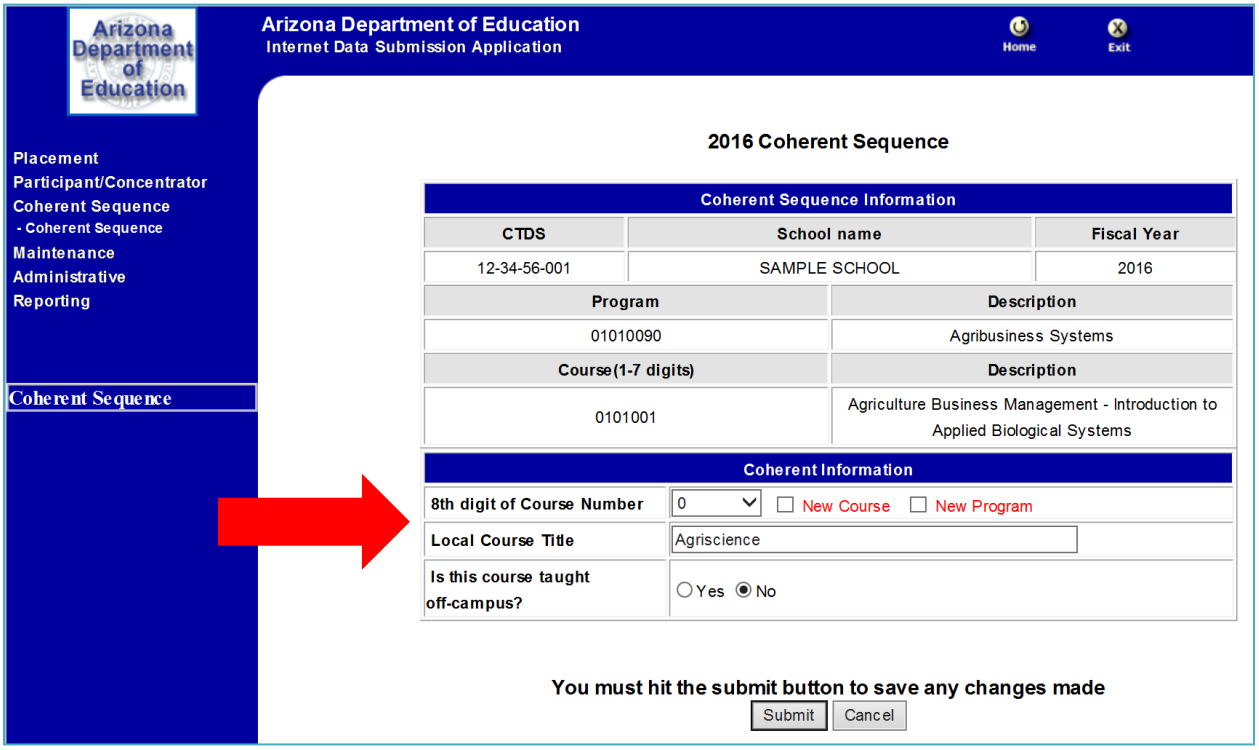


VIEW: The following slide displays a record in the view mode.



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.

MODIFY: 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.

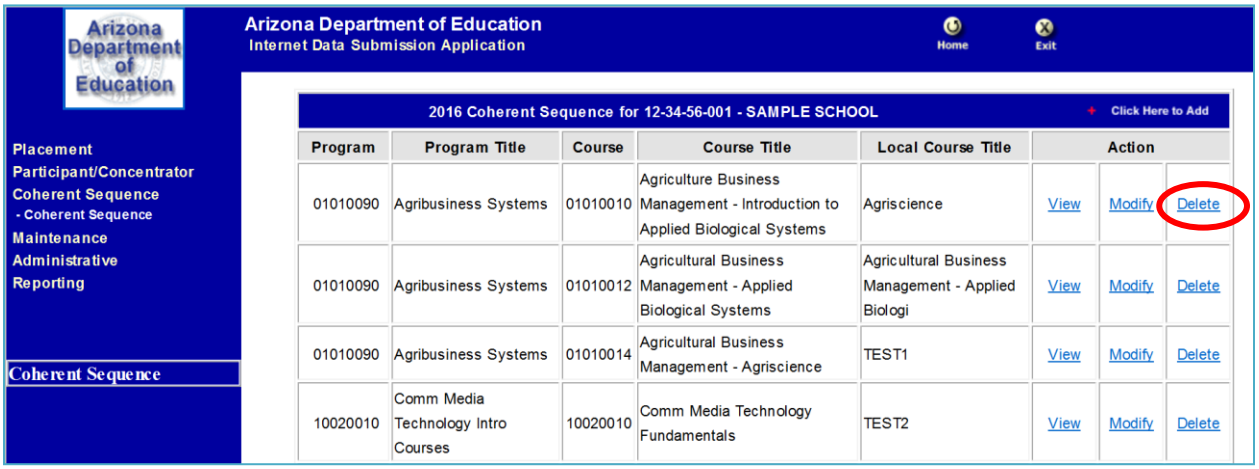
1. Enter the 8th digit (see note below)
2. Enter the local course title (if you have one different from ADE course title)
3. When finished making the changes, click on Submit
4. If no errors are detected you will see the message "There were no errors saving this record." Click on Finish to return to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

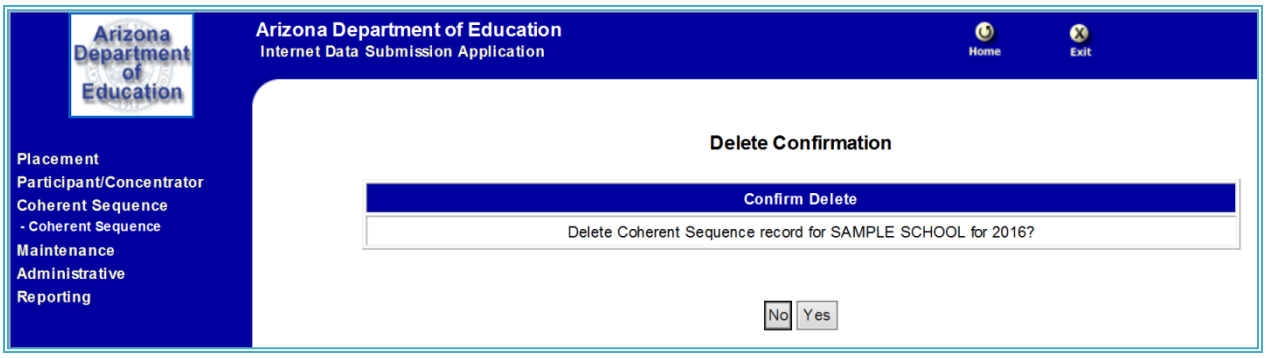
DELETE: If you decide that the program/course is no longer part of your coherent sequence you may use this function to delete it from your coherent sequence.

To delete a record:

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

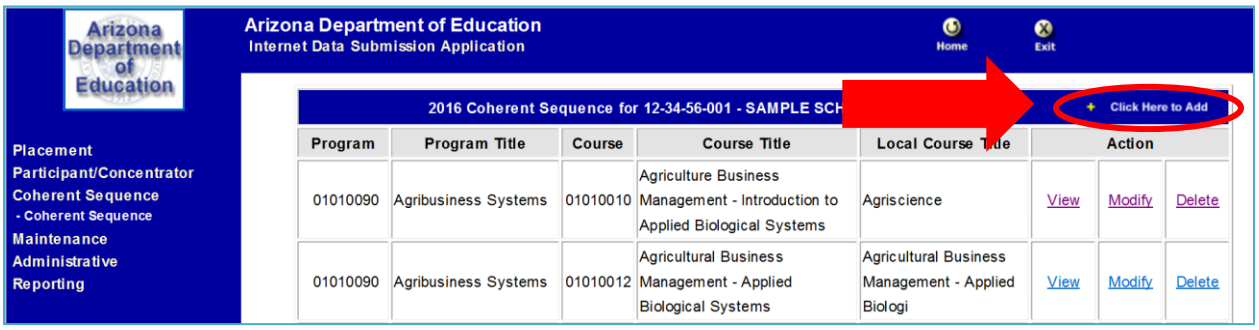


The following slide displays a record in delete mode:
Delete Confirmation



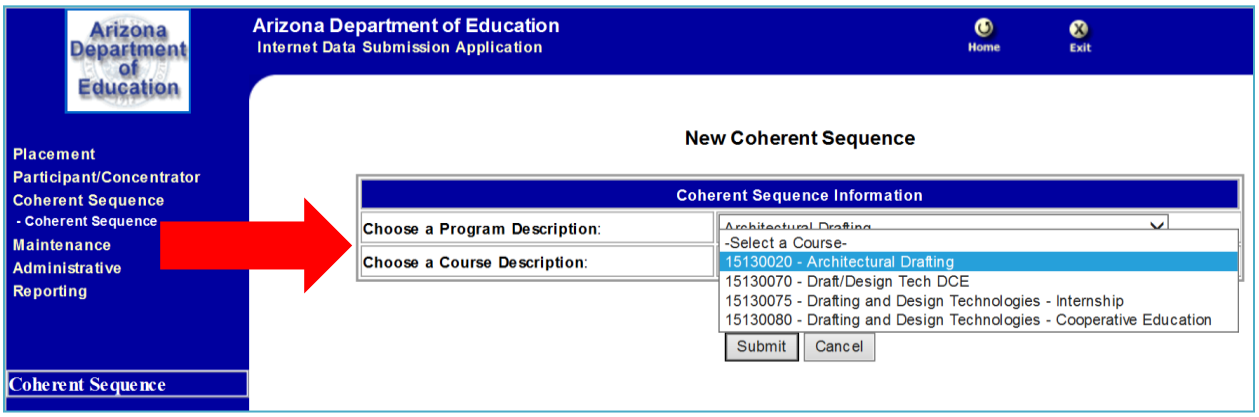
ADD: Adding a new course/program

1. 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 [2015-2016 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.



The Course that is being added in this example is Architectural Drafting

2016 Coherent Sequence

Coherent Sequence Information		
CTDS	**School name**	**Fiscal Year**
12-34-56-001	SAMPLE SCHOOL	2016

Program	**Description**
15130020	Architectural Drafting
Course(1-7 digits)	**Description**
1513002	Architectural Drafting

Coherent Information	
8th digit of Course Number	0 ☐ New Course ☐ New Program
Local Course Title	Architectural Drafting
Is this course taught off-campus?	○ Yes ◉ No

You must hit the submit button to save any changes made

Submit Cancel

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.

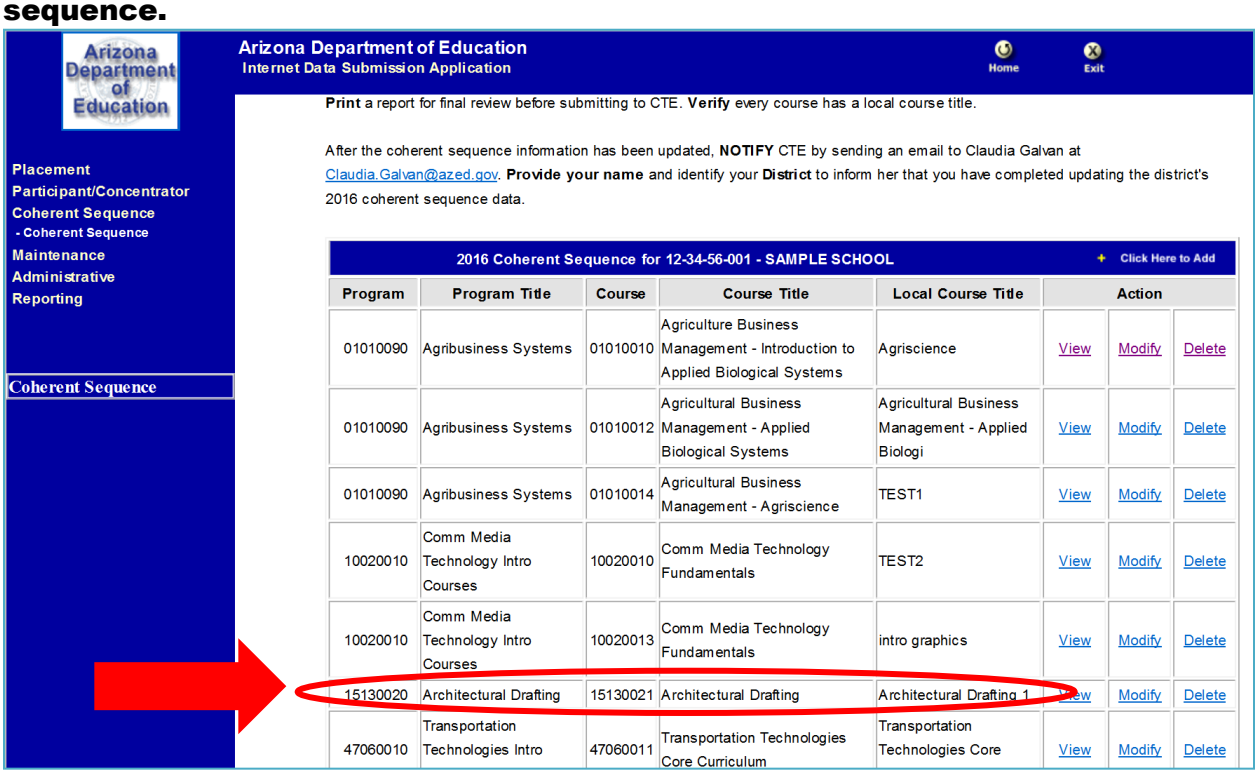
8. Click on submit when completed.

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.



Arizona Department of Education
Internet Data Submission Application

Home Exit

Placement
Participant/Concentrator
Coherent Sequence
- Coherent Sequence
Maintenance
Administrative
Reporting

Coherent Sequence

Print a report for final review before submitting to CTE. **Verify** every course has a local course title.

After the coherent sequence information has been updated, **NOTIFY** CTE by sending an email to Claudia Galvan at Claudia.Galvan@azed.gov. **Provide your name** and identify your **District** to inform her that you have completed updating the district's 2016 coherent sequence data.

2016 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
01010090	Agribusiness Systems	01010014	Agricultural Business Management - Agriscience	TEST1	View	Modify	Delete
10020010	Comm Media Technology Intro Courses	10020010	Comm Media Technology Fundamentals	TEST2	View	Modify	Delete
10020010	Comm Media Technology Intro Courses	10020013	Comm Media Technology Fundamentals	intro graphics	View	Modify	Delete
15130020	Architectural Drafting	15130021	Architectural Drafting	Architectural Drafting 1	View	Modify	Delete
47060010	Transportation Technologies Intro	47060011	Transportation Technologies Core Curriculum	Transportation Technologies Core	View	Modify	Delete

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.

2016 Coherent Sequence

Coherent Sequence Information		
CTDS	School name	Fiscal Year
12-34-56-001	SAMPLE SCHOOL	2016

Program	Description
52030000	Accounting and Related Services
Course(1-7 digits)	**Description**
5203001	Introduction to Business and Accounting

Coherent Information	
8th digit of Course Number	-Select- ☑ New Course ☑ New Program
Local Course Title	Intro to Business and Accounting
Is this course taught off-campus?	◉ Yes ○ No
Articulated School name	SAMPLE SCHOOL - 12-34-56-001
Articulated Enrollment type	Shared District Instruction

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.

15130020	Architectural Drafting	15130021	Architectural Drafting	Architectural Drafting 1	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

2016 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
52030000	Accounting and Related Services	52030011	Introduction to Business and Accounting	12-34-56-001	View	Modify	Delete

2016 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		
52030099	TEST5	52020000	52040000				View	Modify	Delete

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

REPORT DATE: 04/10/2015

SCHOOL YEAR 2015-2016

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	01010010	Agriculture Business Management - Introduction to Applied Biological Systems	Agriscience	
			01010090	Agribusiness Systems	01010012	Agricultural Business Management - Applied Biological Systems	Agricultural Business Management - Applied Biologi	
			01010090	Agribusiness Systems	01010014	Agricultural Business Management - Agriscience	TEST1	
			10020010	Comm Media Technology Intro Courses	10020010	Comm Media Technology Fundamentals	TEST2	
			10020010	Comm Media Technology Intro Courses	10020013	Comm Media Technology Fundamentals	intro graphics	
X			15130020	Architectural Drafting	15130021	Architectural Drafting	Architectural Drafting 1	
			47060010	Transportation Technologies Intro Courses	47060011	Transportation Technologies Core Curriculum	Transportation Technologies Core Curriculum	
			52020000	Business Management and Administrative Services	52020010	Introduction to Business Management and Administrative Services	Business	
Articulated Courses								
			12040000	Cosmetology	12040011	Fundamentals of Cosmetology	Cosmetology I	110601001
			12040000	Cosmetology	12040012	Fundamentals of Cosmetology	Cosmetology II	110601001
			12040000	Cosmetology	12040023	Cosmetology - Advanced Applications	Cosmetology III	110601001
			43020000	Fire Service	43020010	Fundamentals of Fire Service	Fire Service 1	100811285

Page 1 Of 2

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 2016 coherent sequence data.

Important Notes

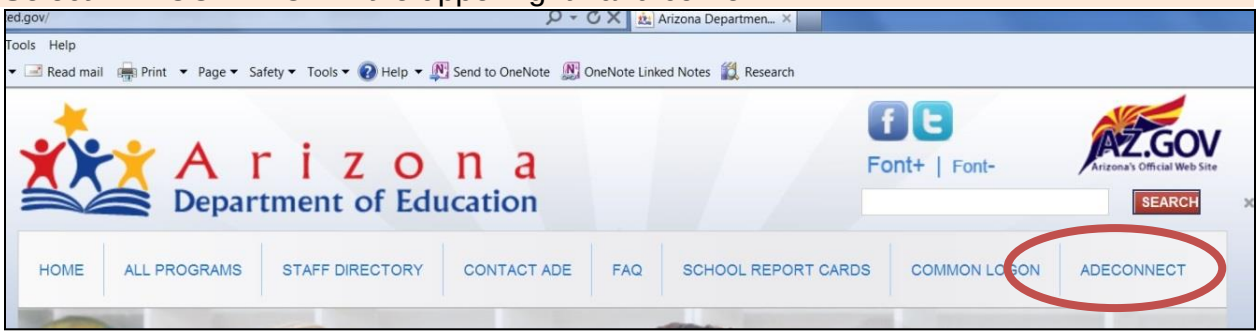
- Coherent sequence should include all course CIP codes that will be reported on 40th and 100th day enrollment.
- Coherent sequence should reflect the complete program sequence that will be offered at each site.
- Coherent sequence can be modified any time during the reporting year to identify changes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

For additional information, visit: http://www.azed.gov/career-technical-education/

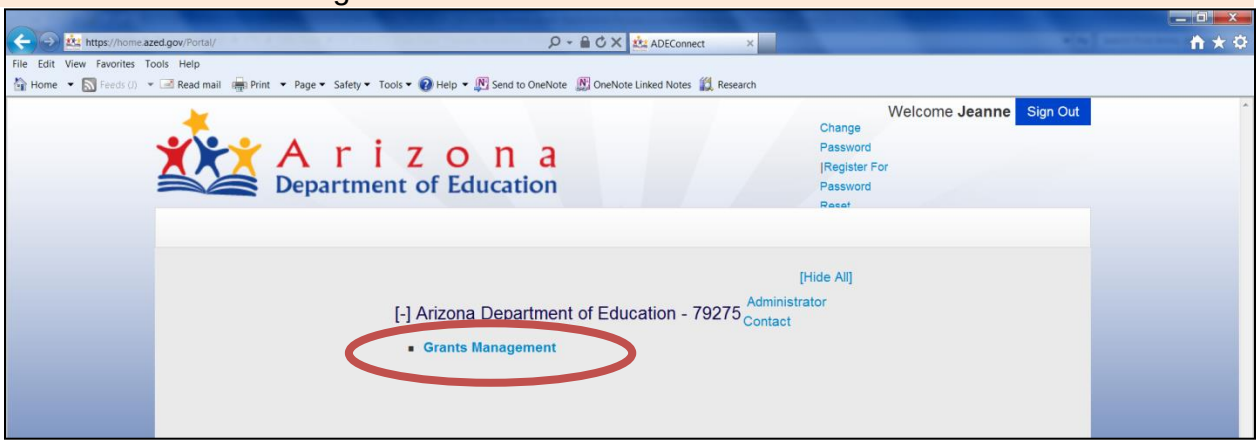
FY 2016 CTE STATE PRIORITY GRANT ONLINE APPLICATION PROCESS

PART I: ENTERING THE GME SYSTEM FOR THE CTE STATE PRIORITY GRANT

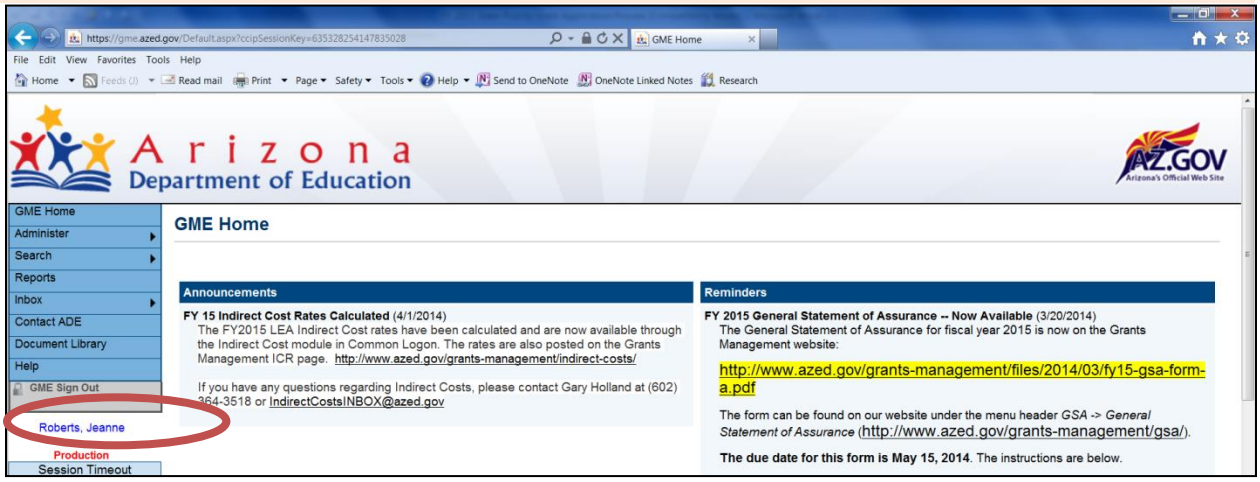
1. Go to the ADE Home Page at http://www.azed.gov/
Select ADECONNECT in the upper right hand corner.



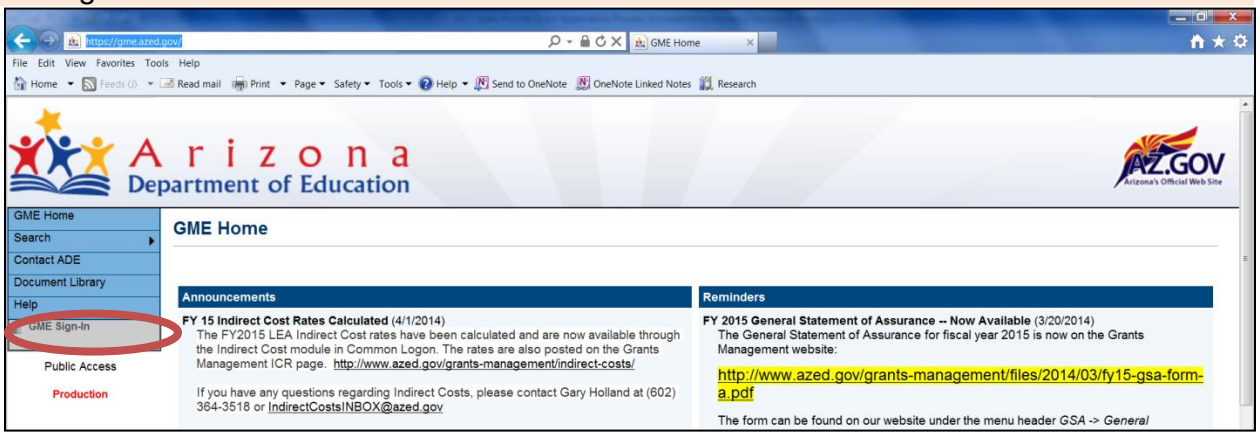
2. Select Grants Management



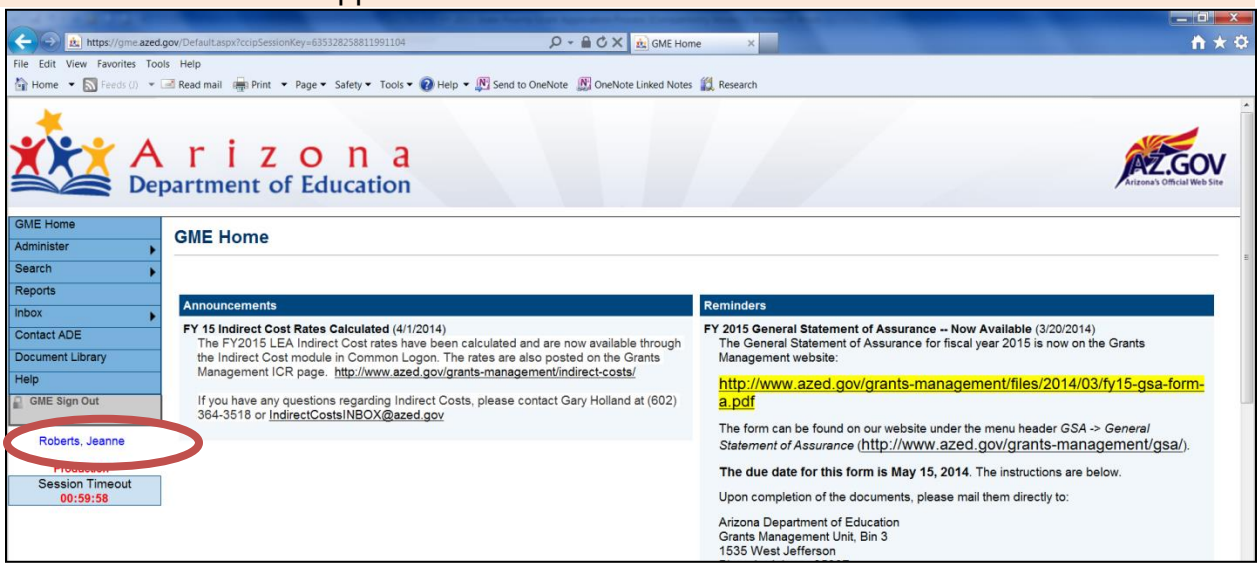
3. The GME Home page will appear and your name should appear on left-hand column.



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

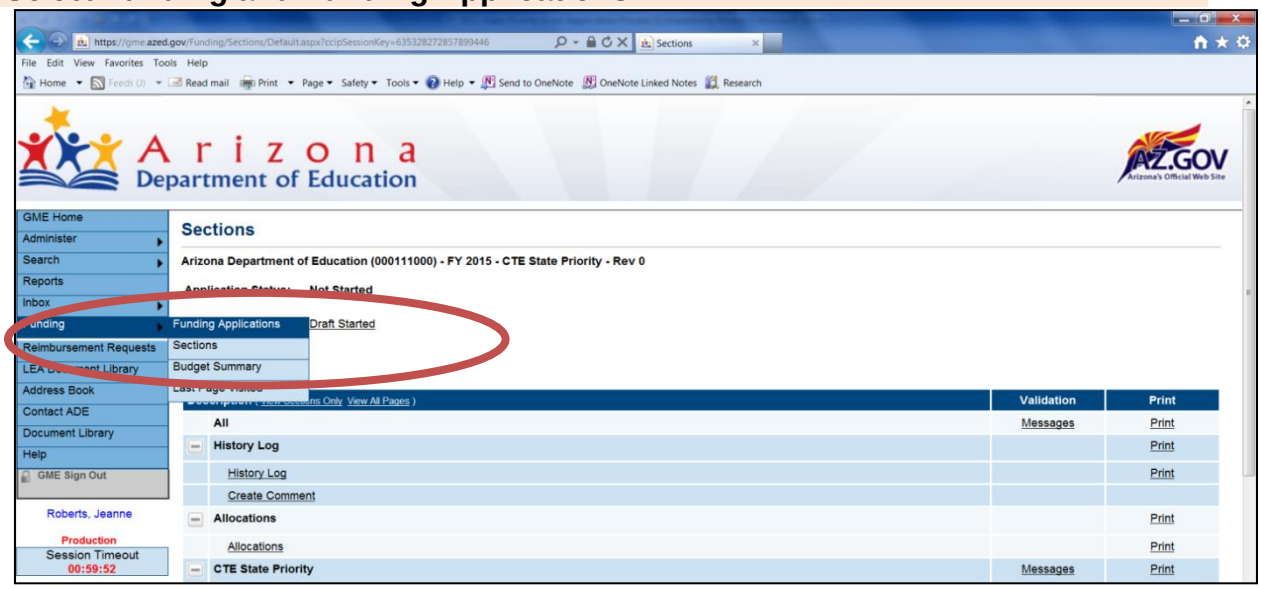


5. Your name should appear on left hand column.

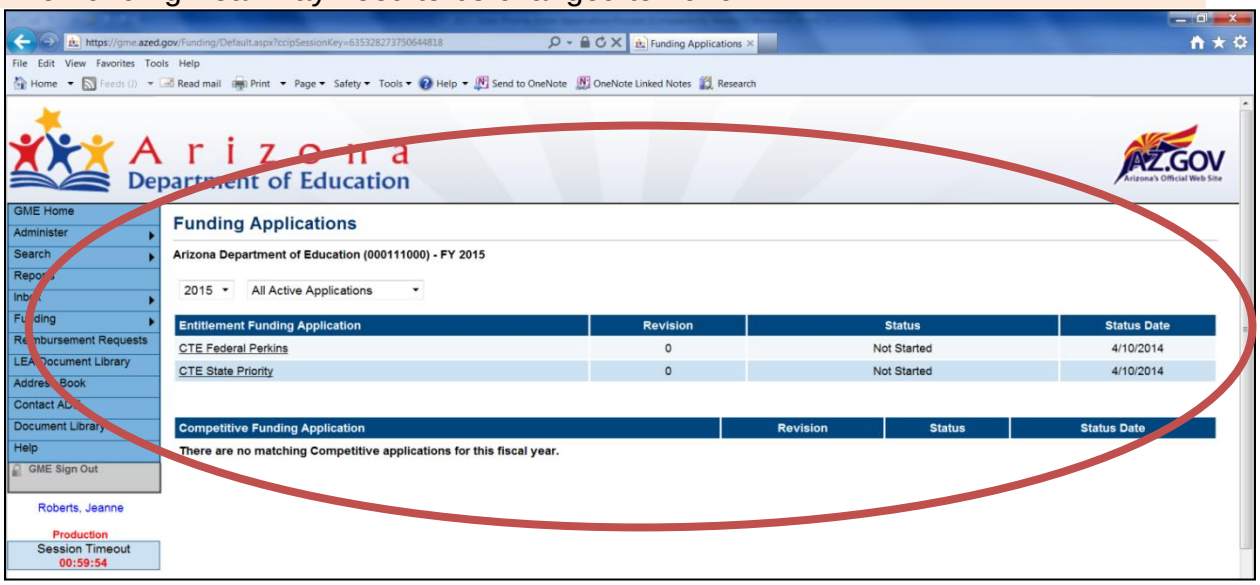


PART II: CREATING THE CTE STATE PRIORITY GRANT APPLICATION

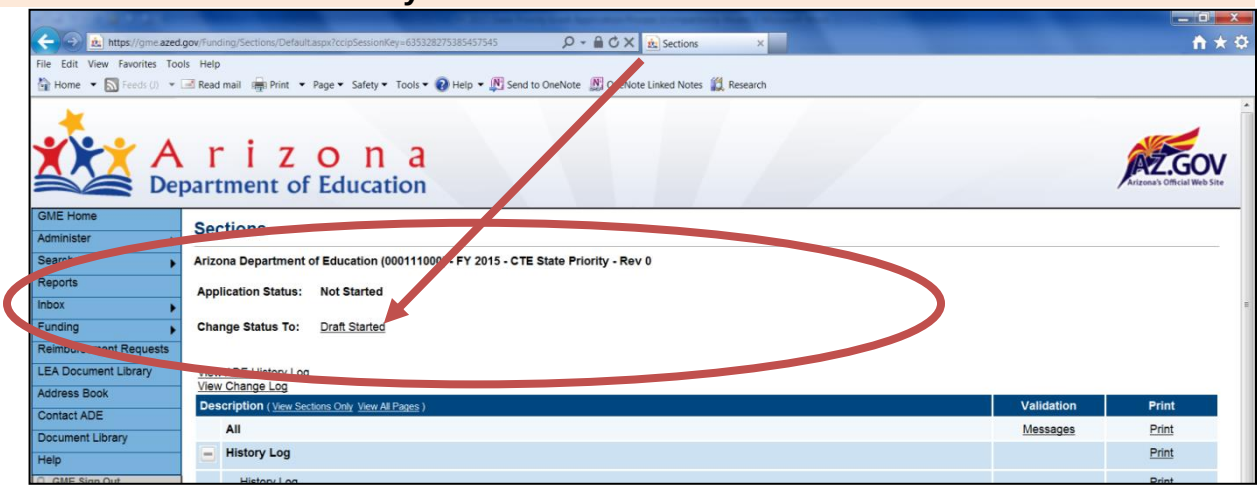
1. Select **Funding and Funding Applications**



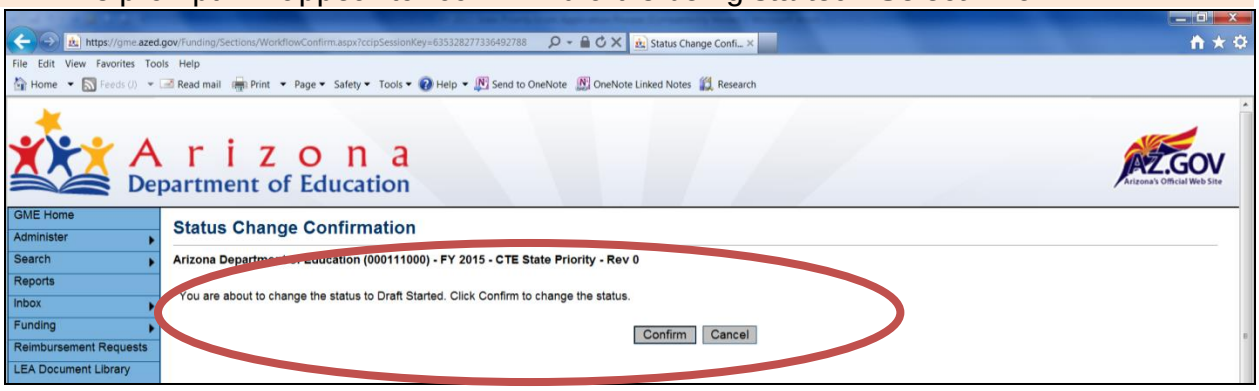
2. The grants available to the district are listed with the status "**Not Started**." Note: The Funding Year may need to be changed to 2016.



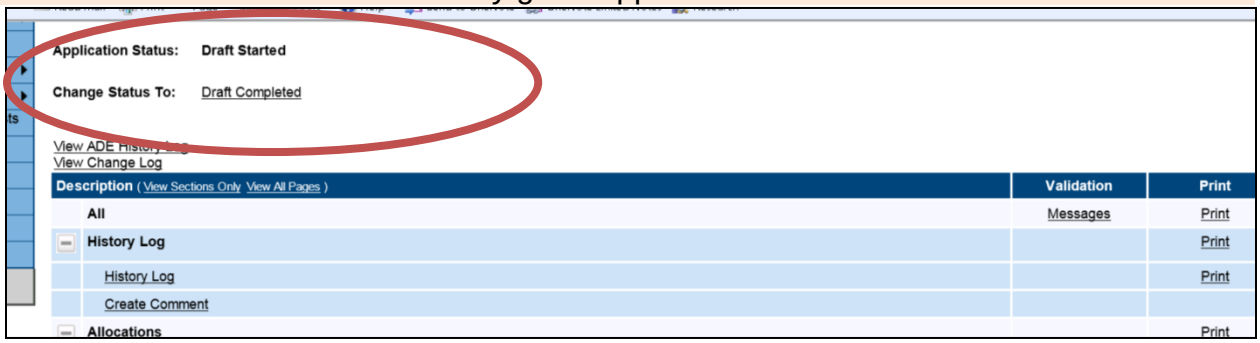
3. Select **CTE State Priority** and then select **Draft Started**.



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

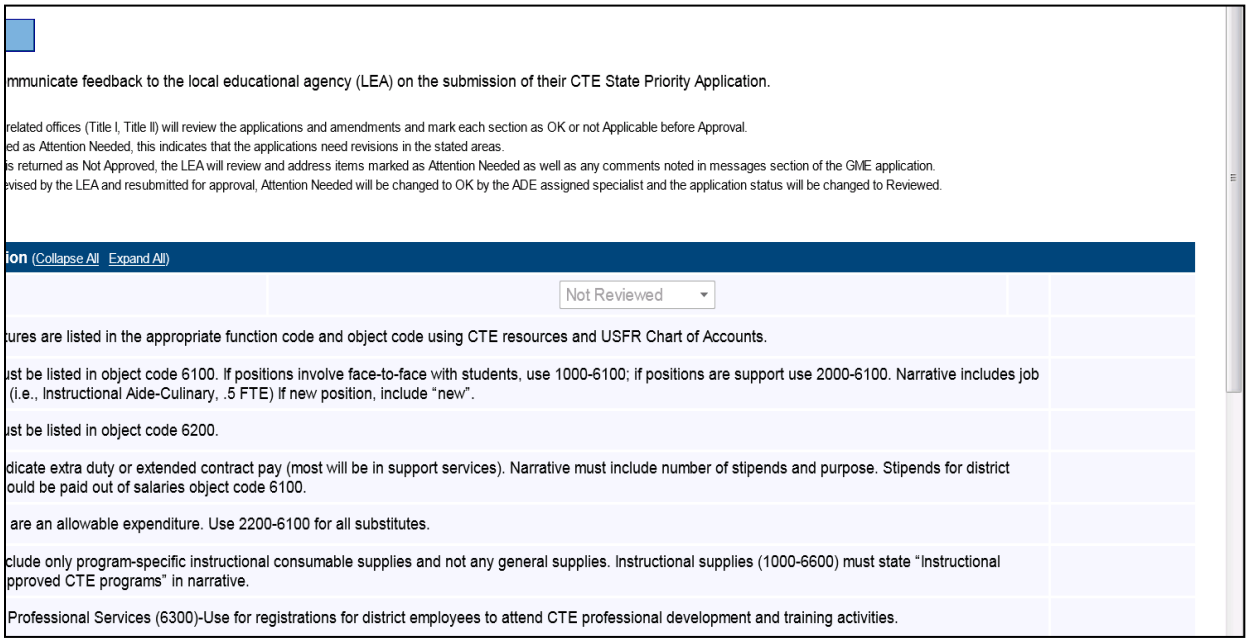


5. The Application Status changed from **Not Started** to **Draft Started**. This shows all the Sections of the State Priority grant application.



6. Refer to the step-by-step instructions on creating the budget in the FY16 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.


mmunicate feedback to the local educational agency (LEA) on the submission of their CTE State Priority Application.

related offices (Title I, Title II) will review the applications and amendments and mark each section as OK or not Applicable before Approval.
ed as Attention Needed, this indicates that the applications need revisions in the stated areas.
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.
evised 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.

ion (Collapse All Expand All)

Not Reviewed

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

ust 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 (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include "new".

ust be listed in object code 6200.

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

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

clude only program-specific instructional consumable supplies and not any general supplies. Instructional supplies (1000-6600) must state "Instructional pproved CTE programs" in narrative.

Professional Services (6300)-Use for registrations 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:

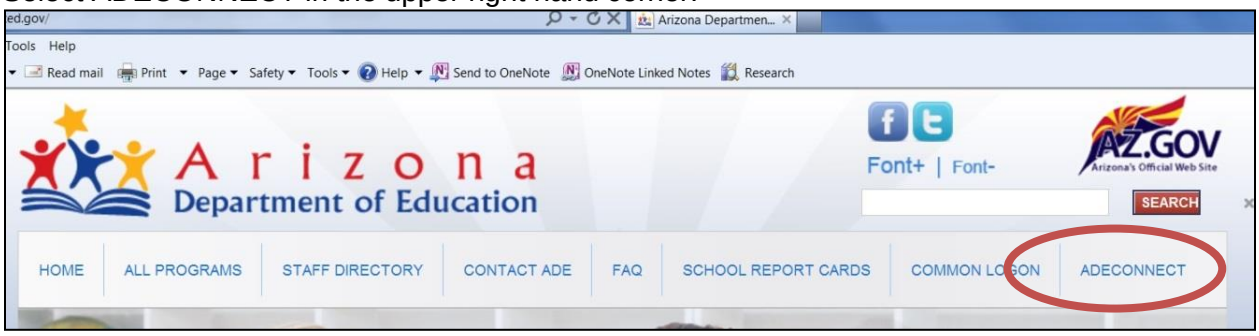
- Draft Started
- Draft Completed
- LEA Business Manager Approved
- LEA Authorized Representative Approved-arrives at ADE/CTE for review
- SEA CTE State Priority Program Specialist Approved (your assigned GPS)
- SEA CTE State Priority Director Approved

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

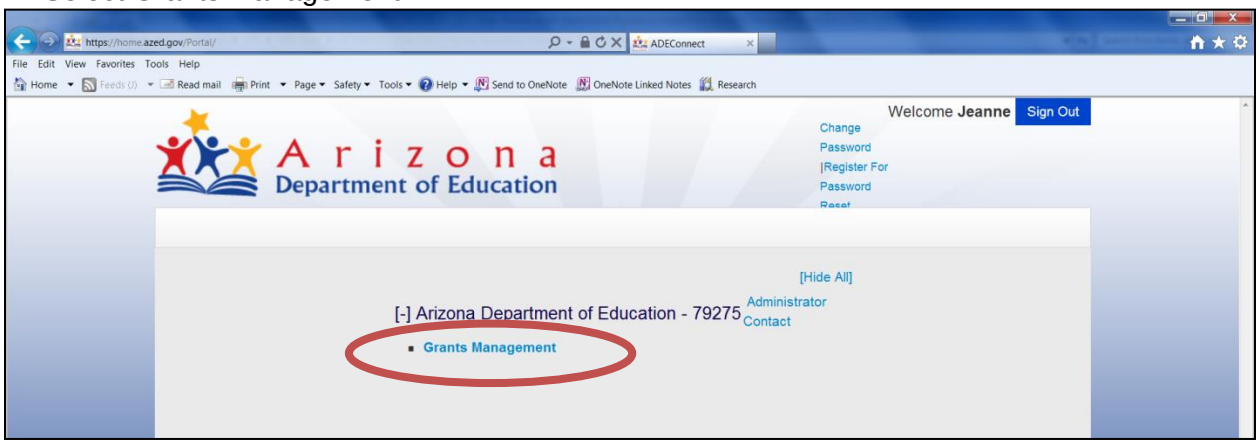
FY 2016 CTE FEDERAL PERKINS GRANT ONLINE APPLICATION PROCESS

PART I: ENTERING THE GME SYSTEM FOR THE CTE FEDERAL PERKINS GRANT

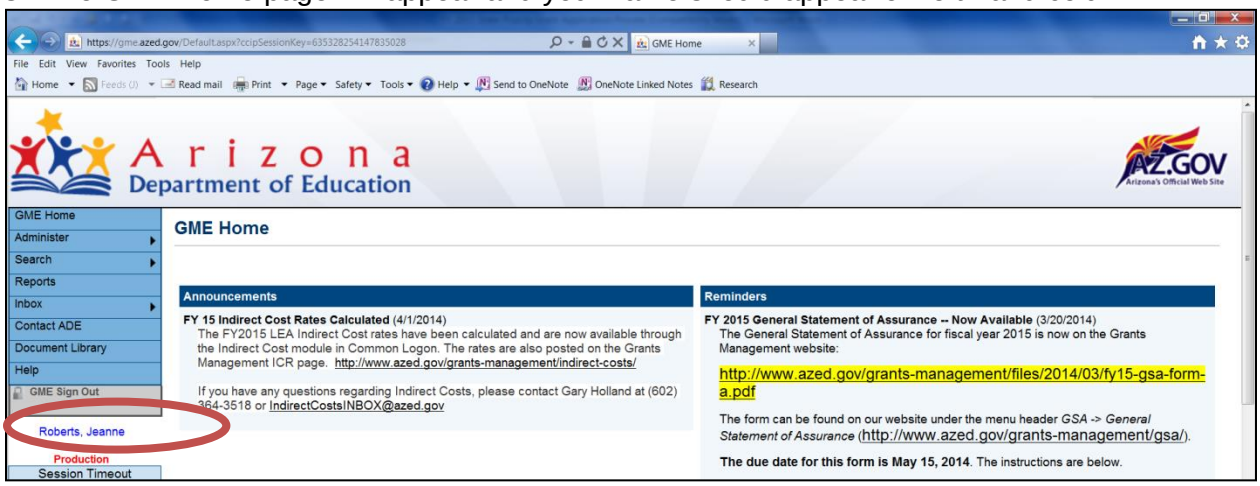
1. Go to the ADE Home Page at http://www.azed.gov/
Select ADECONNECT in the upper right hand corner.



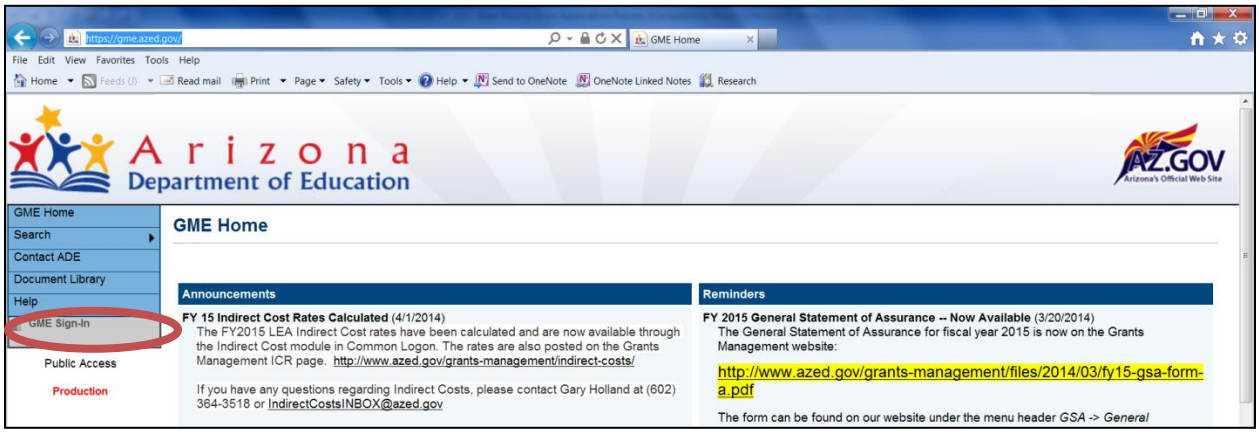
2. Select Grants Management



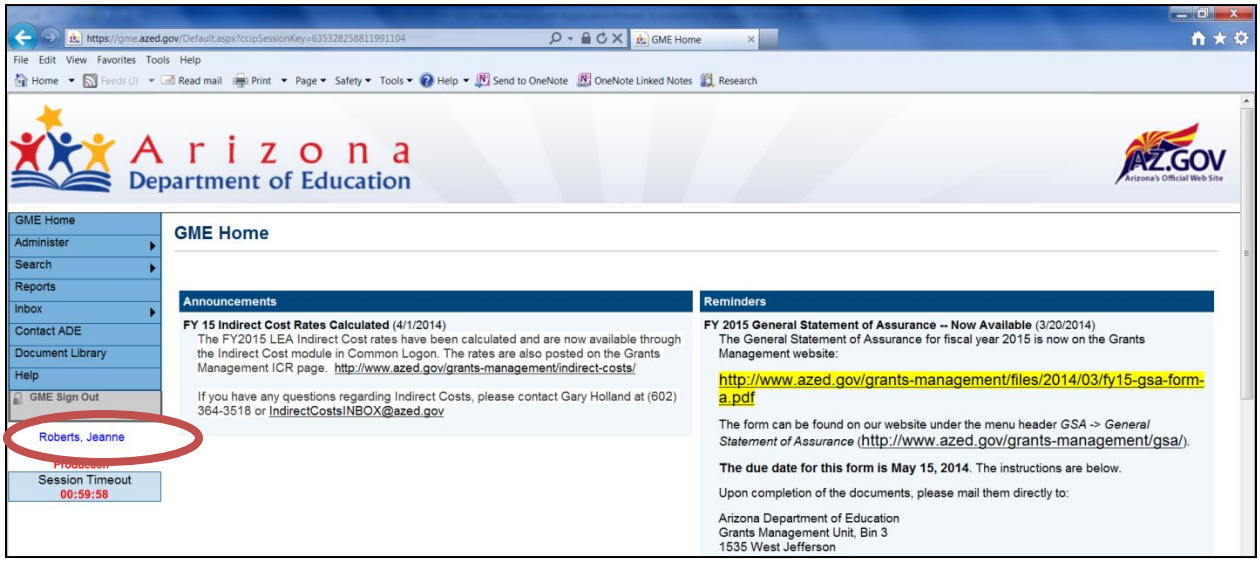
3. The GME Home page will appear and your name should appear on left-hand column.



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

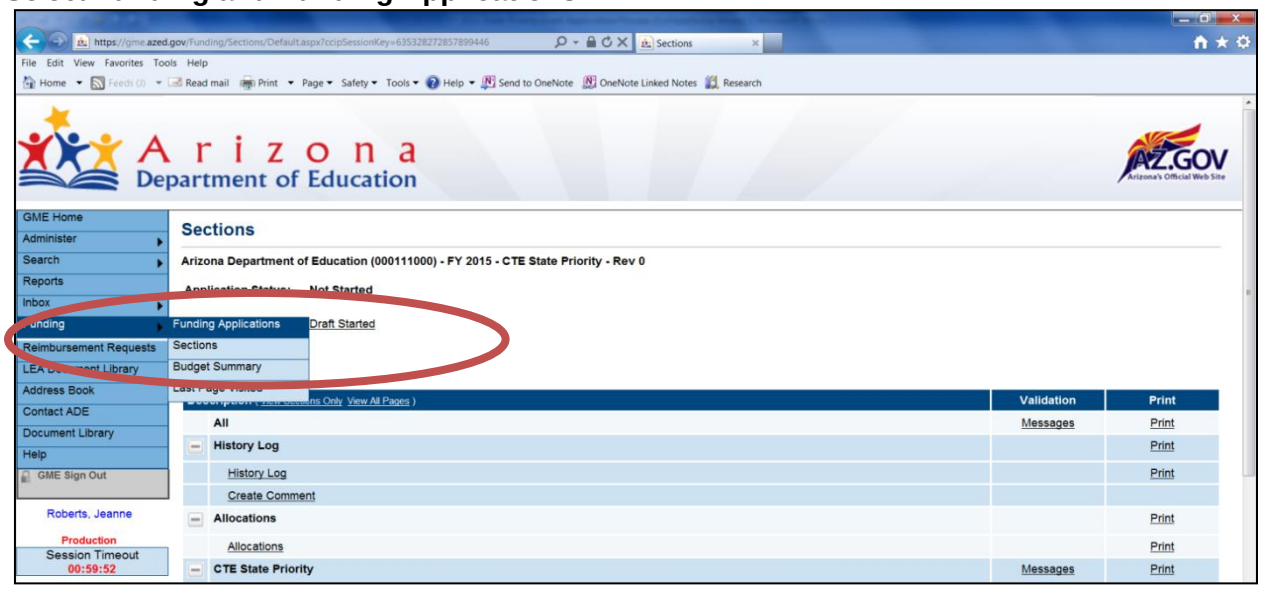


5. Your name should appear on left hand column.

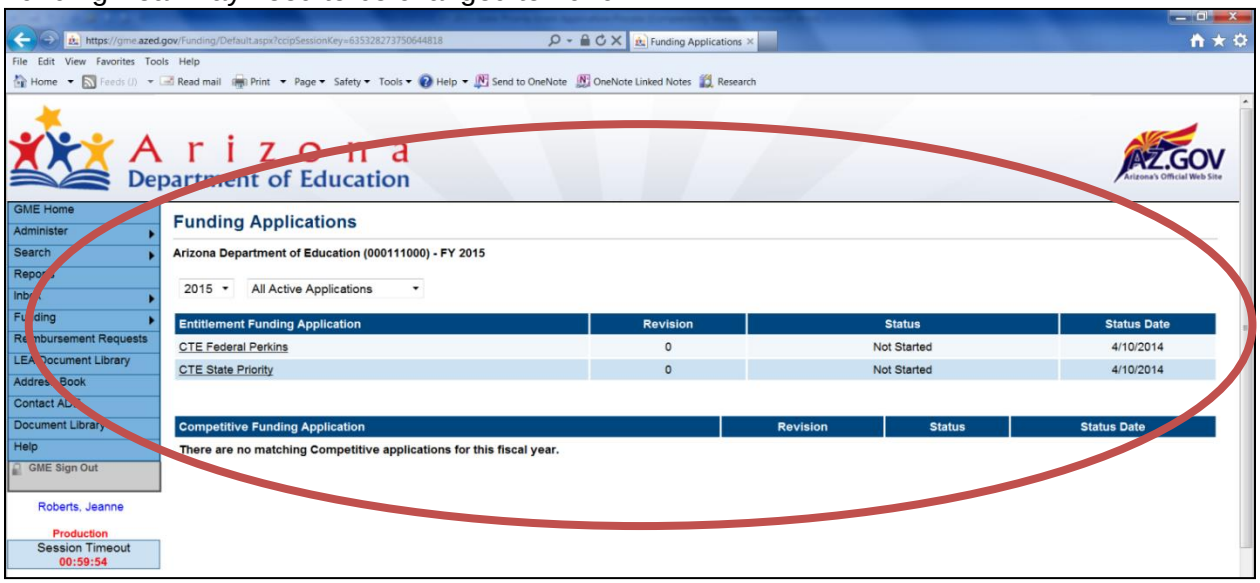


PART II: CREATING THE CTE FEDERAL PERKINS GRANT APPLICATION

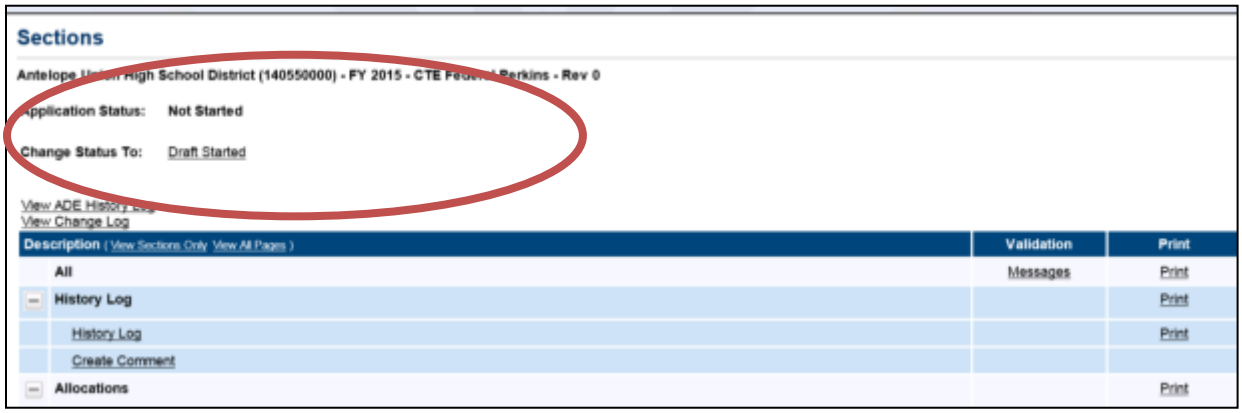
1. Select **Funding and Funding Applications**



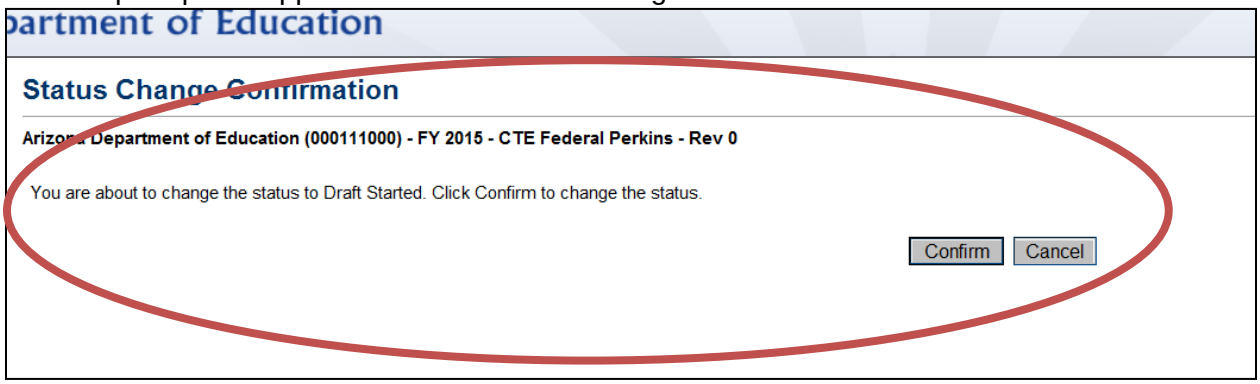
2. The grants available to the district are listed with the status "**Not Started**." Note: The Funding Year may need to be changed to 2016.



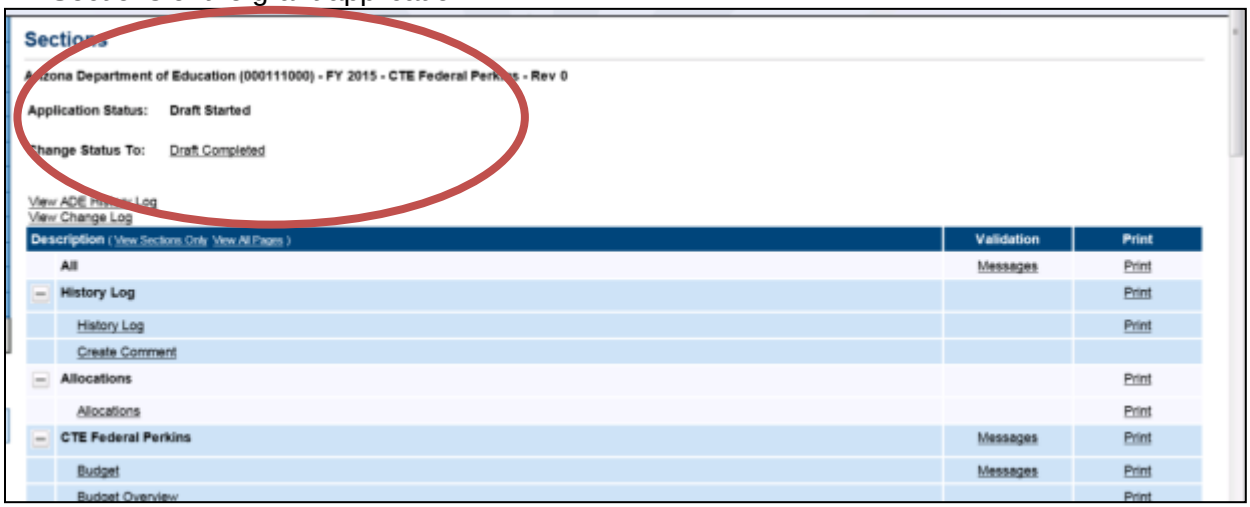
3. Select **CTE Federal Perkins** and then select **Draft Started**.



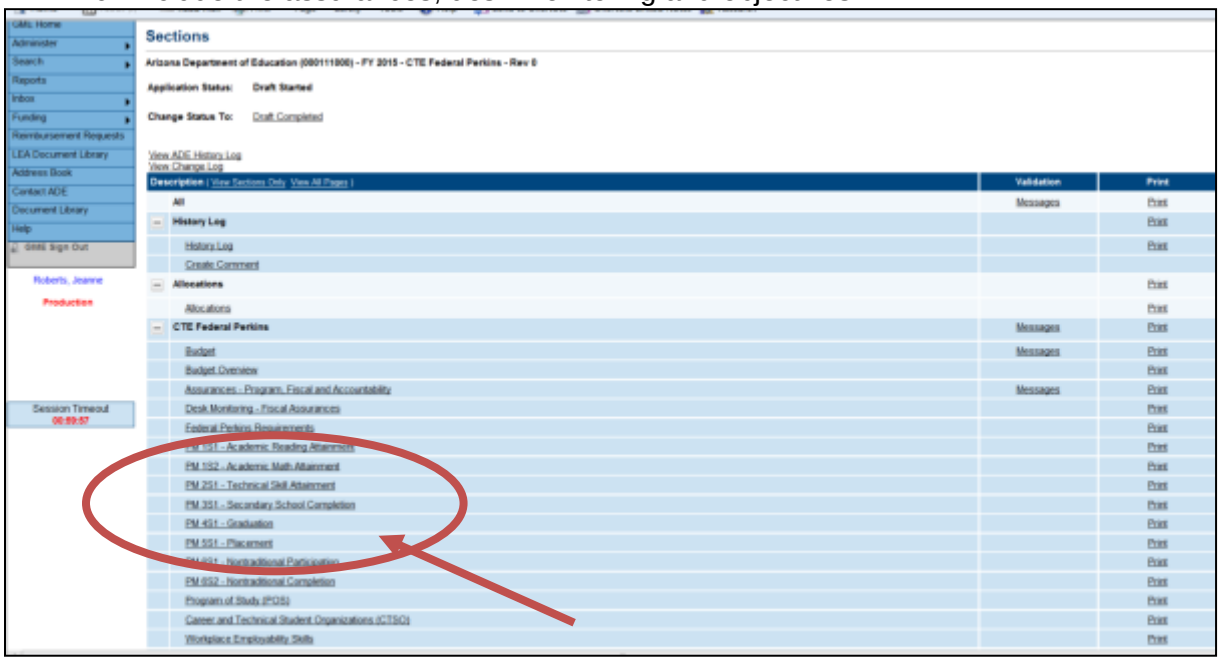
4. This prompt will appear to confirm draft is being started. Select **"Confirm".**



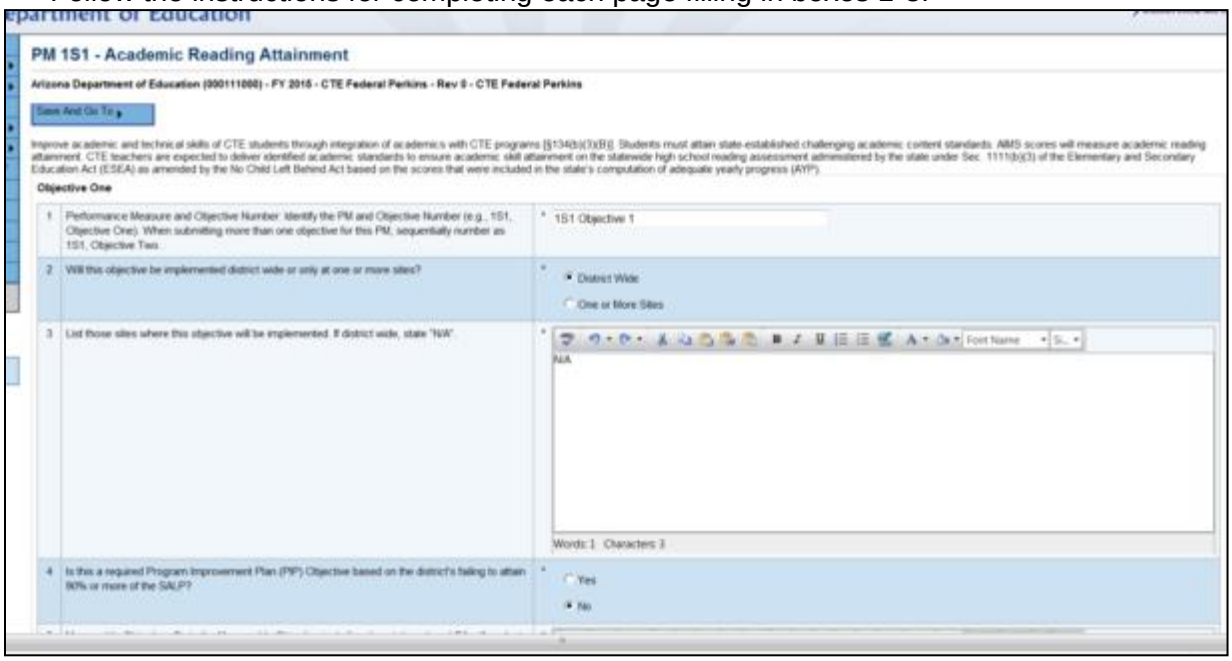
5. The Application Status changed from **Not Started** to **Draft Started**. This page shows all the Sections of the grant application.



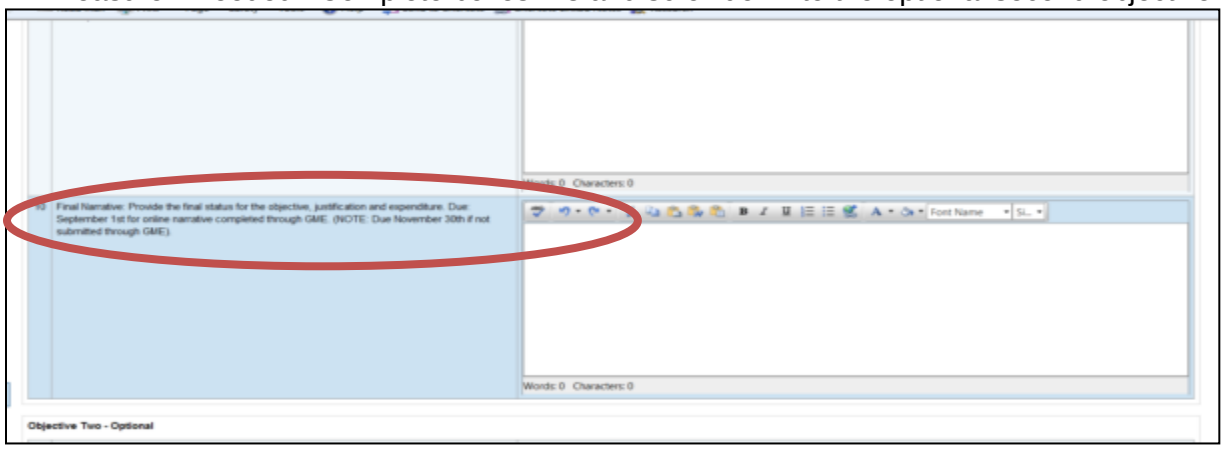
6. This is the Sections page of the application which will appear every time you enter the grant system. The items listed are the same as the items that appeared in the old GME system which include the assurances, desk monitoring and objectives.



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.

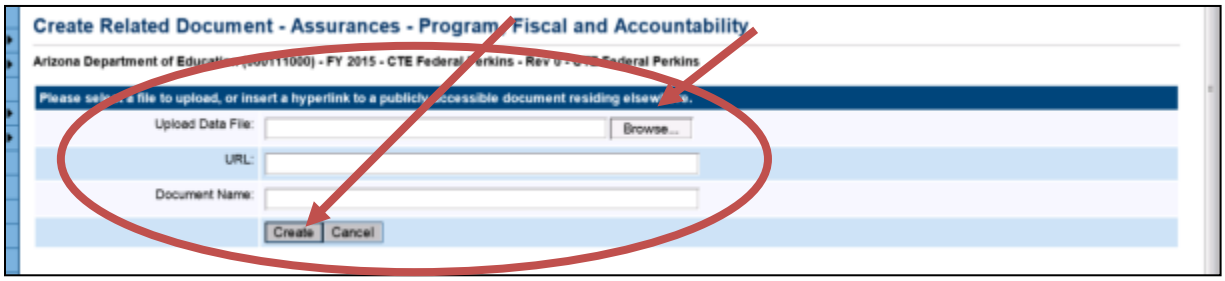


8. On the objectives page, you can develop up to 3 different objectives per Performance Measure if needed. Complete boxes 1-8 and scroll down to the optional second objective.

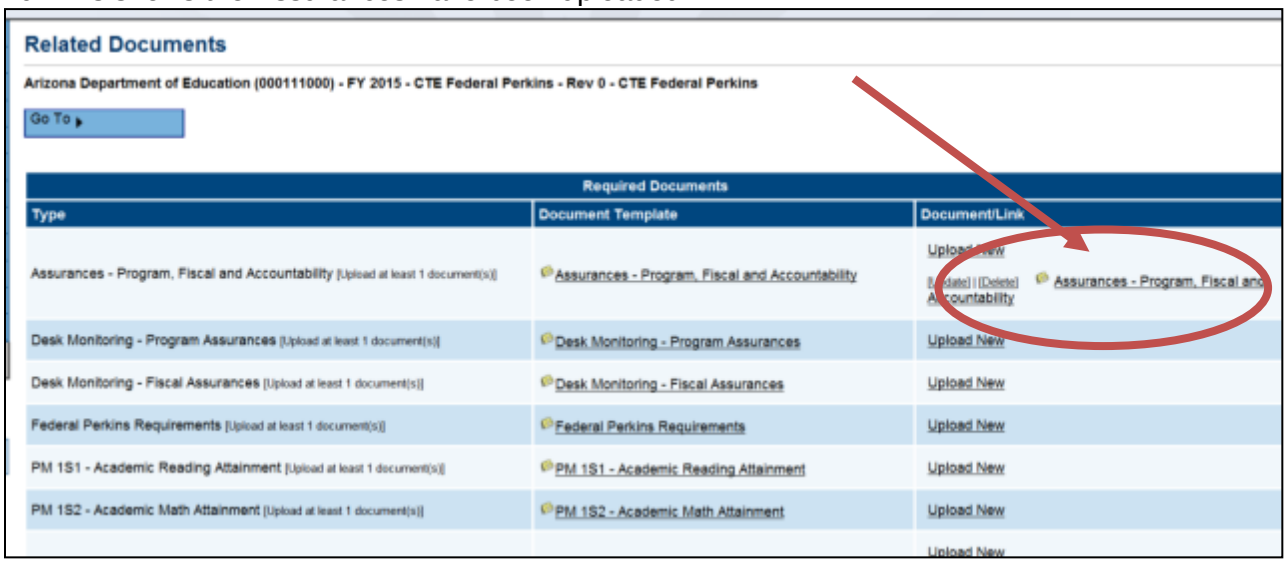


9. In Related Documents, you will find a template for the Desk Monitoring Program Assurances. This is not due until October 1. Select Related Documents on the Sections page, then select Desk Monitoring Program Assurances. Complete the forma and save it to your desktop.

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

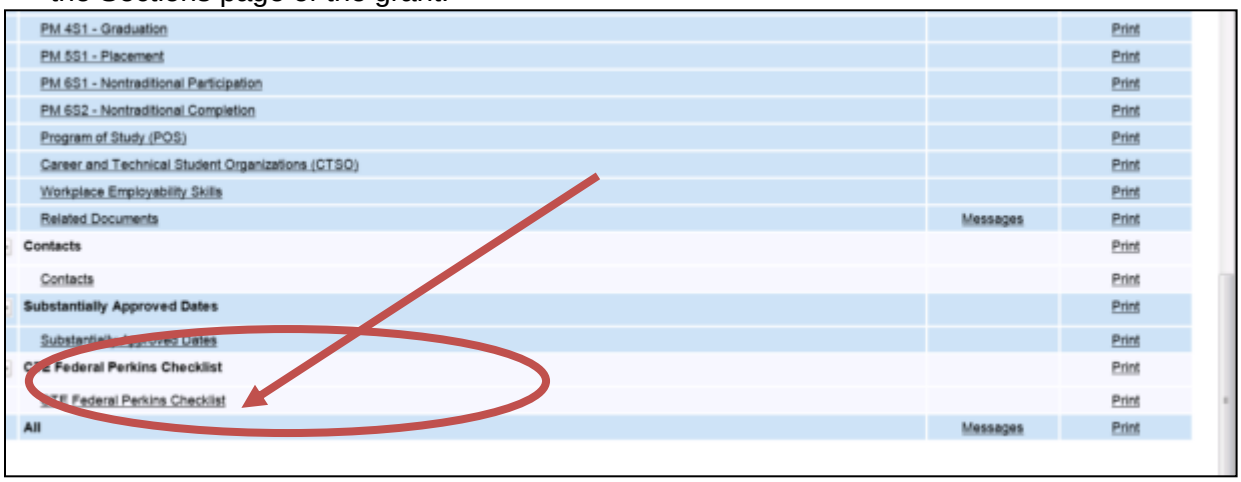


10. This shows the Assurances have been uploaded.

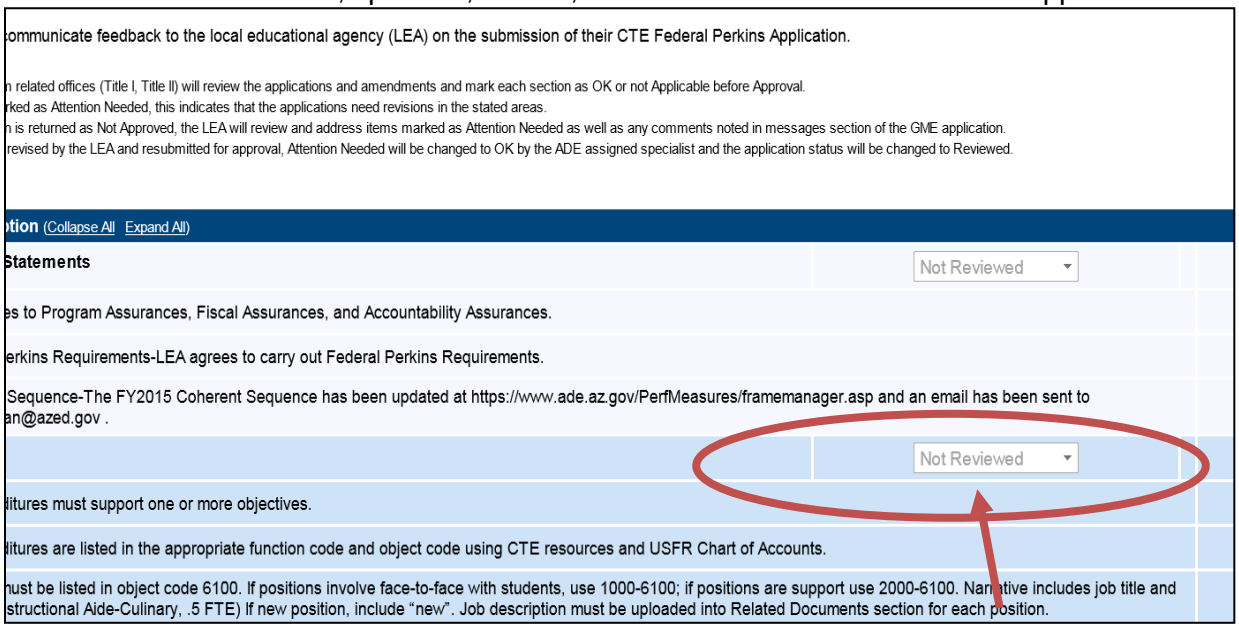


PART III: CTE FEDERAL PERKINS CHECKLIST

1. The most useful resource to use while creating the FY16 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.



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.



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.

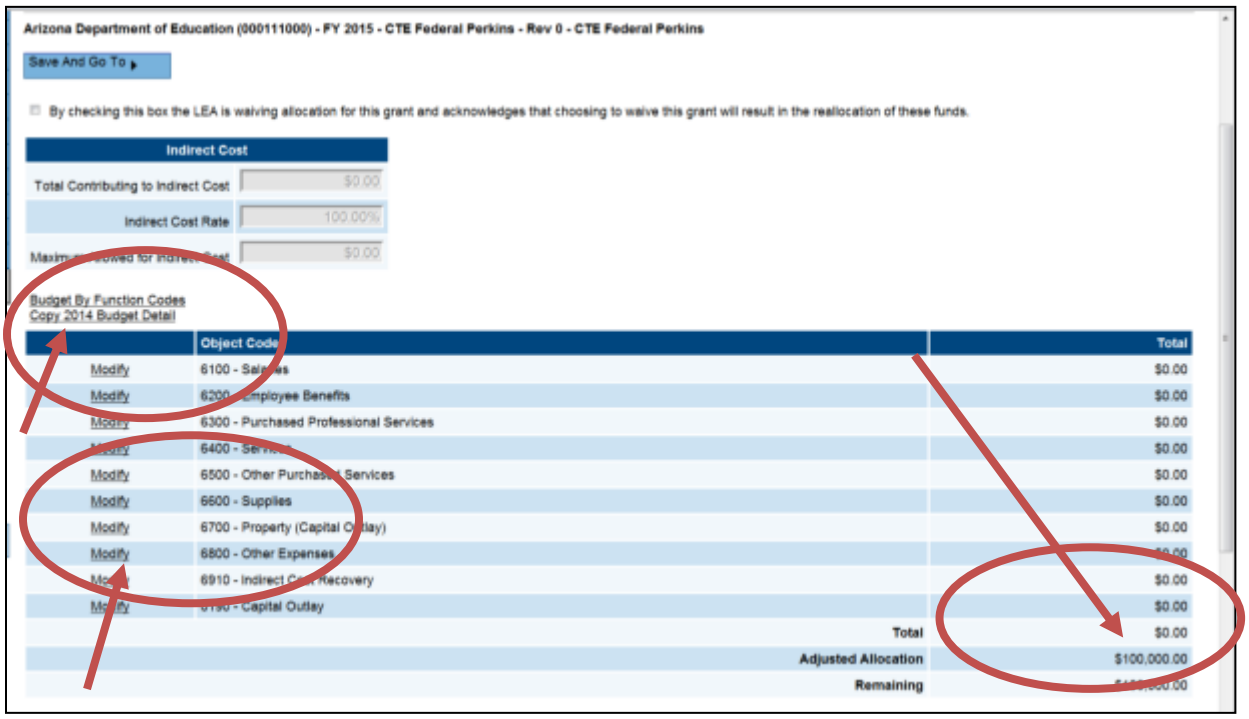
   For example, if the following objective was reviewed by the GPS, and in box 5, the LEA did not include a date or a specific outcome, the GPS would check box 5 and a Narrative box will pop up below box 5. The GPS would write comments to explain what must be done in that box.

x 2: LEA selects applicable response based on objective.	
x 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.	
x 4: If on Improvement Plan for the previous year's performance measure, should say "Yes". If not, should say "No".	
x 5: Must be a SMART objective (specific, measurable, attainable, results-oriented, timely). Objectives must be appropriate for the PM. ctives must include a date (month/year). Objectives must focus on continuous improvement. Must include language that states "meet/exceed ALP" or other specific outcome.	
x 6: Justification explains how the objective or expenditure will improve the PM.	
x 7: LEA selects all appropriate expenditure categories using Perkins funds based on the budget. Align expenditure categories to budget on codes. If Perkins funds are not being used to support objective, "None of the above" should be selected.	
x 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 tive. (i.e., teacher registration and travel for professional development). Description must match items listed in the narrative on the budget iew.	
xes 9 and 10: Leave blank until due date.	

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.

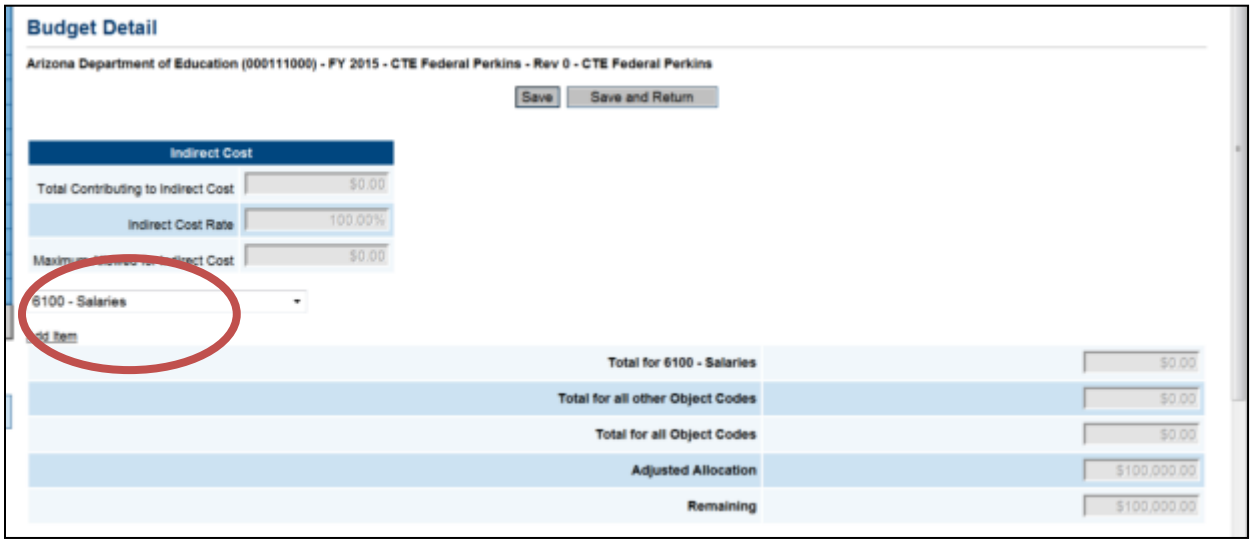
PART IV: CREATING THE BUDGET

The FY2016 allocation has been uploaded into the budget pages.

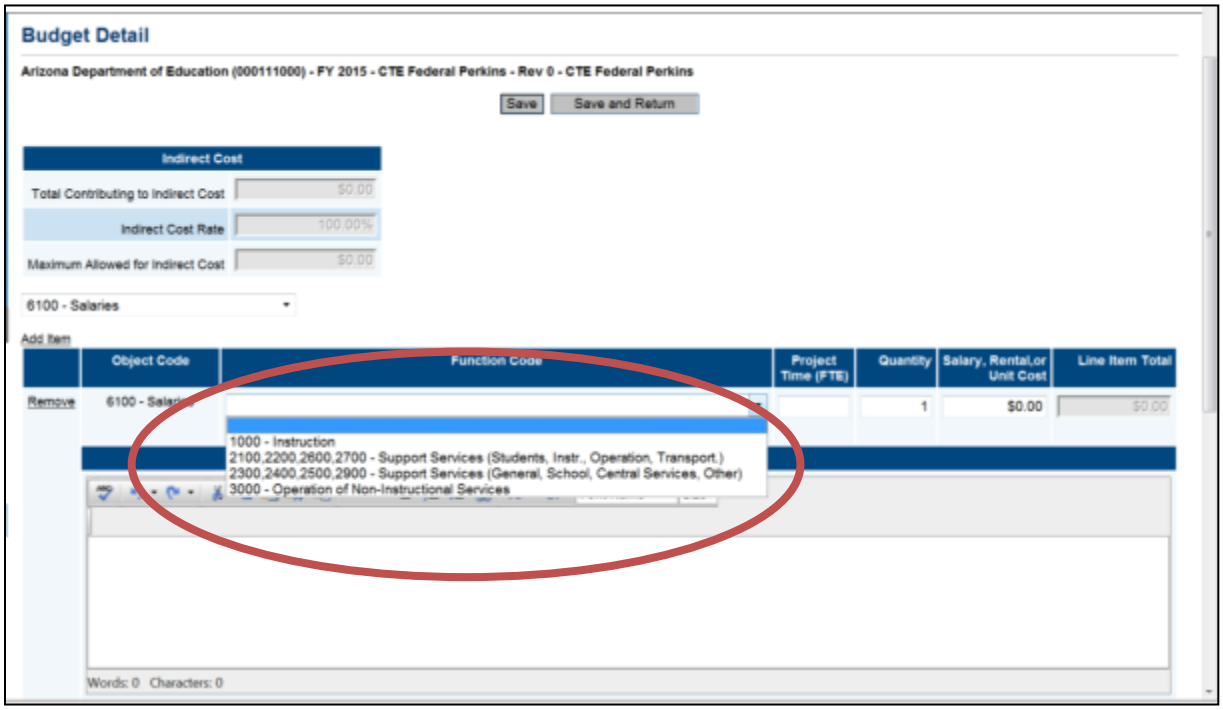


1. **Modify Budget**: Select **Modify** on the desired object code. If the grant budget will have similar expenditures to the previous year's grant, ***select Copy 2014 Budget Detail.*** **<u>Note:</u>** Budgets can also be added by object code.

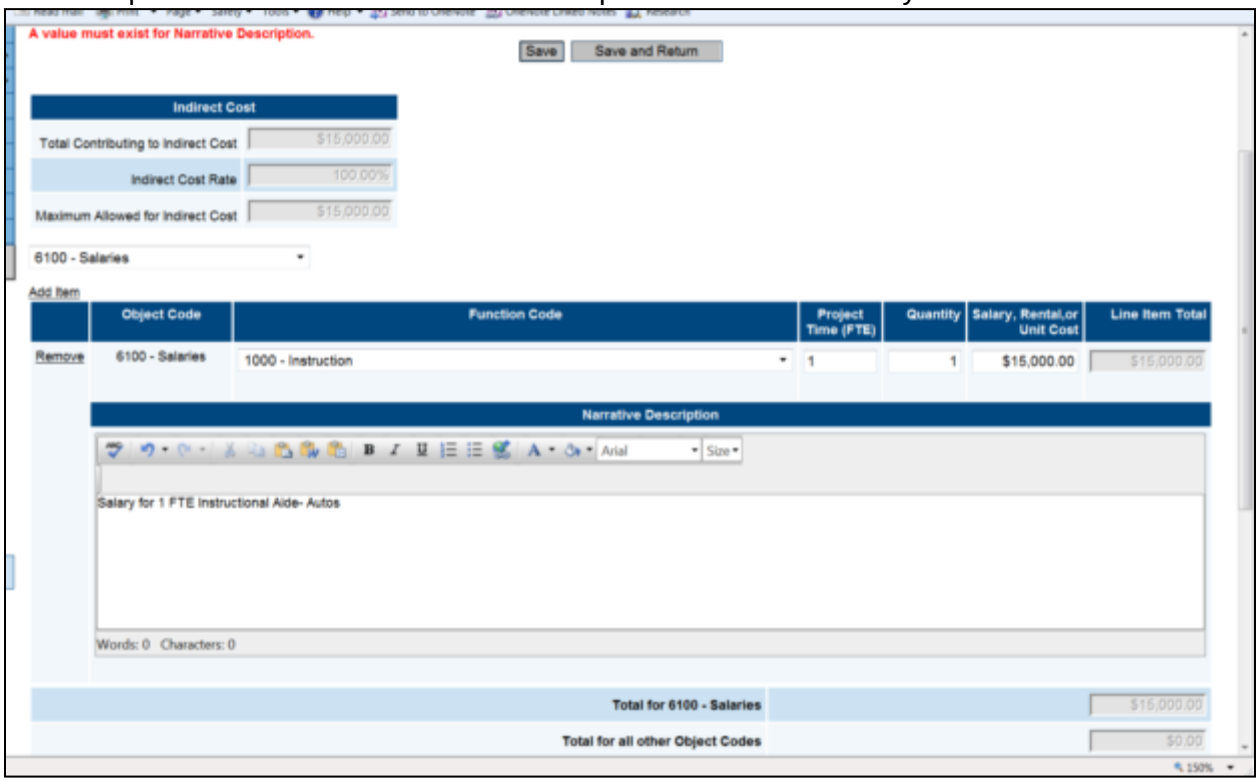
2. On the Budget Detail screen, select **Add Item**. This screenshot illustrates adding by Object code.



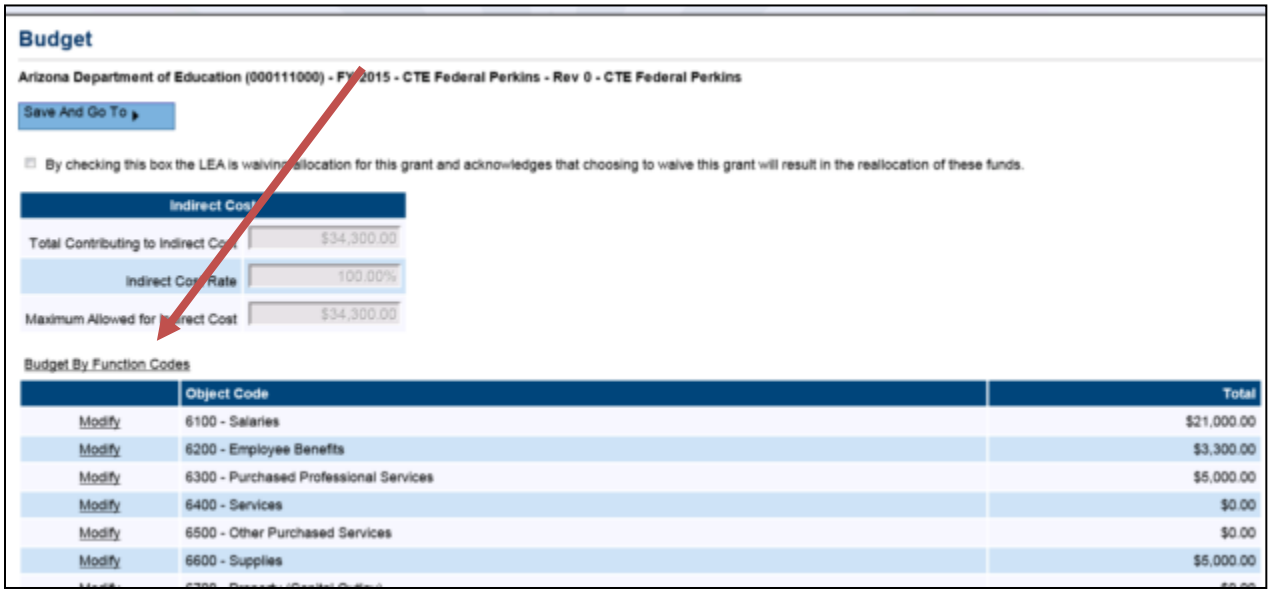
3. On the new page select the Function Code that will be used for the Object Code 6100-Salaries.



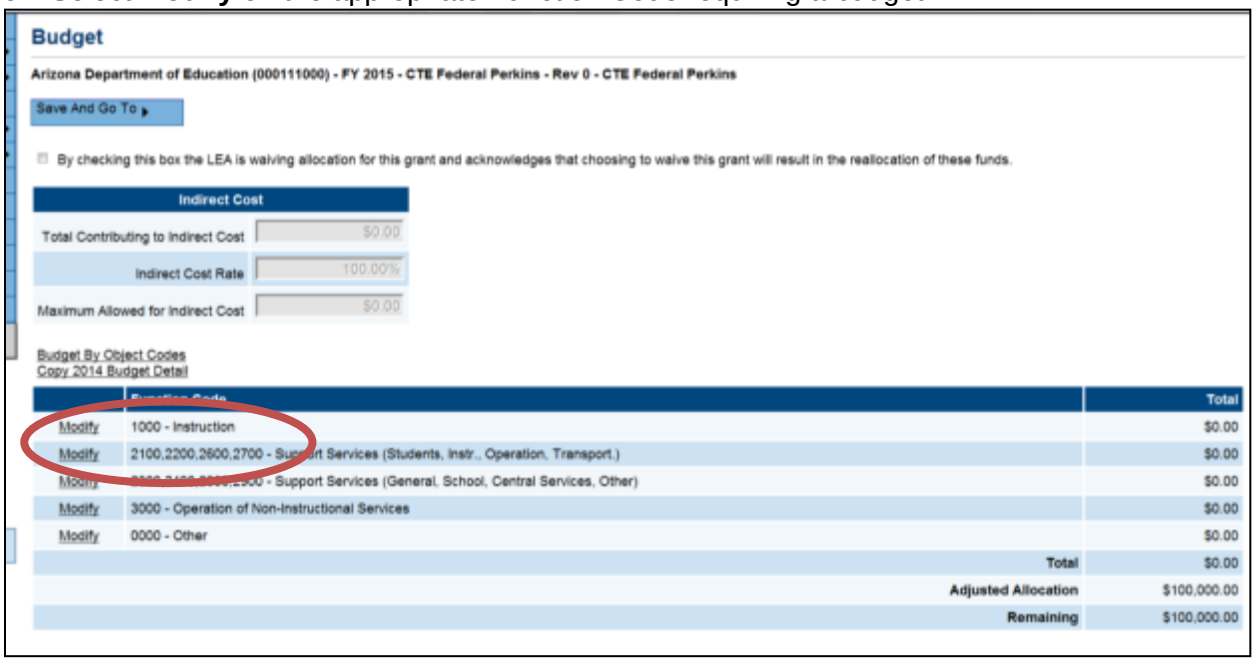
4. After selecting the Function Code add in Unit cost. On positions, the FTE can be added also. A narrative description is required for all expenditure categories. The narrative description is similar to the line item descriptions in the old GME system. Select **Save**.



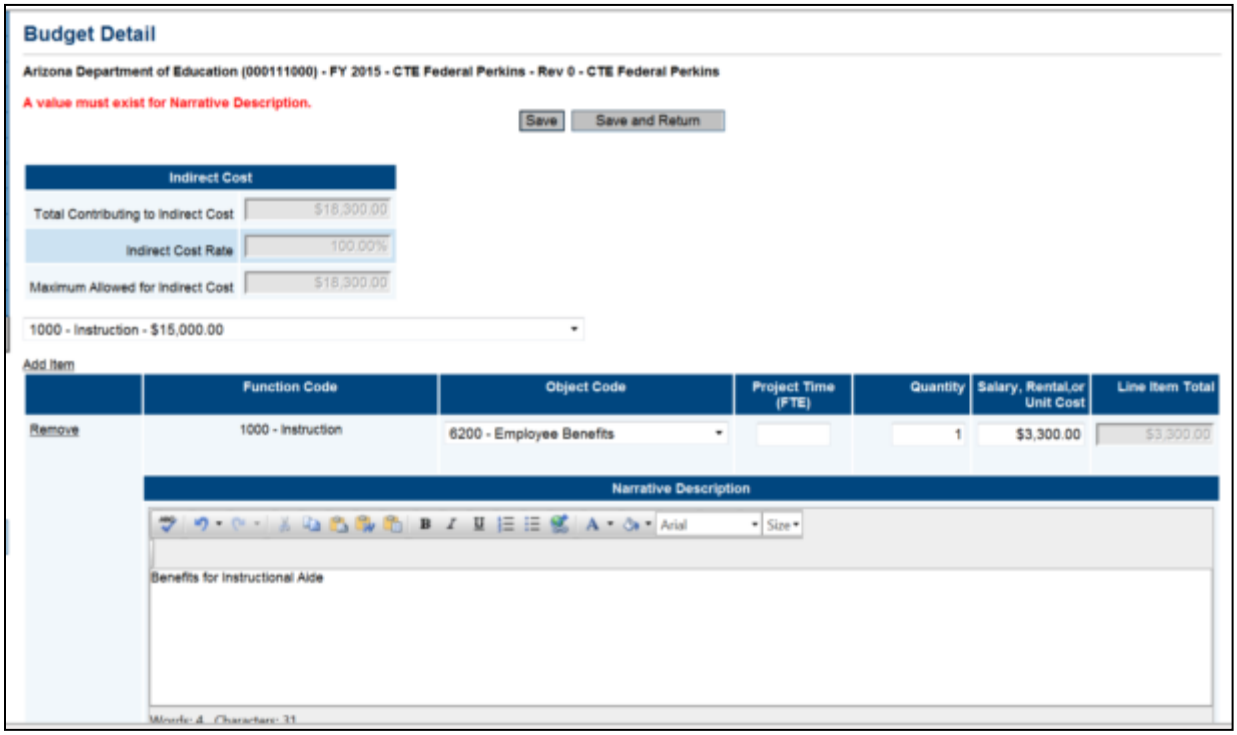
5. If you prefer adding your budget by Function Code, select Budget by Function Codes.



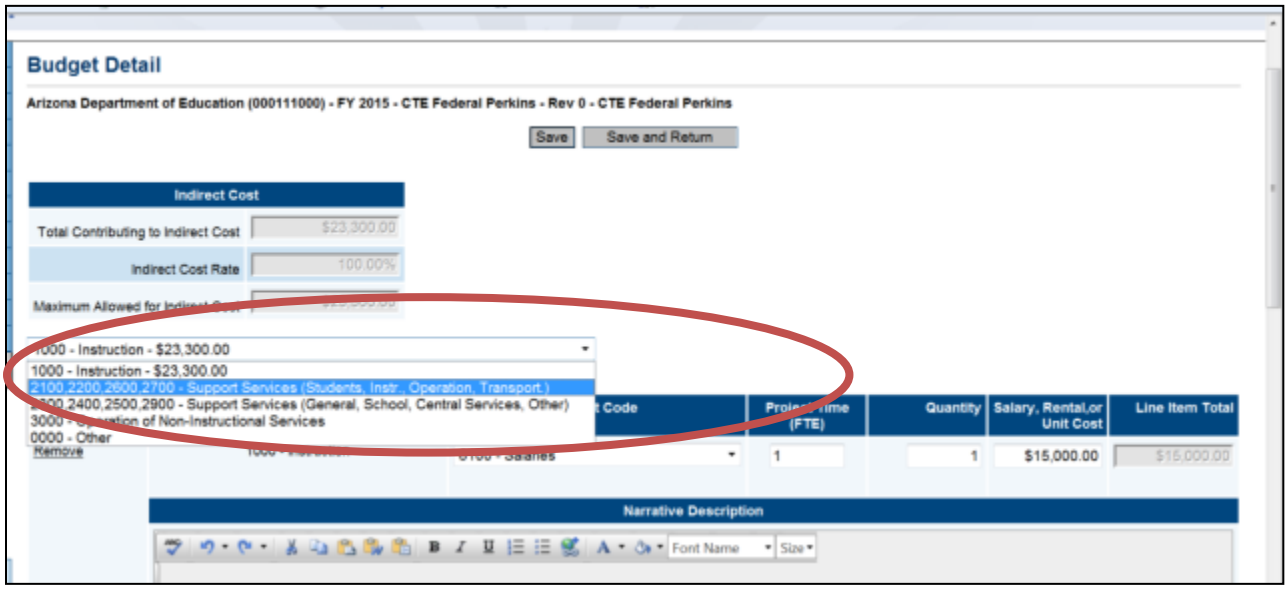
6. Select **Modify** on the appropriate Function Code requiring a budget.



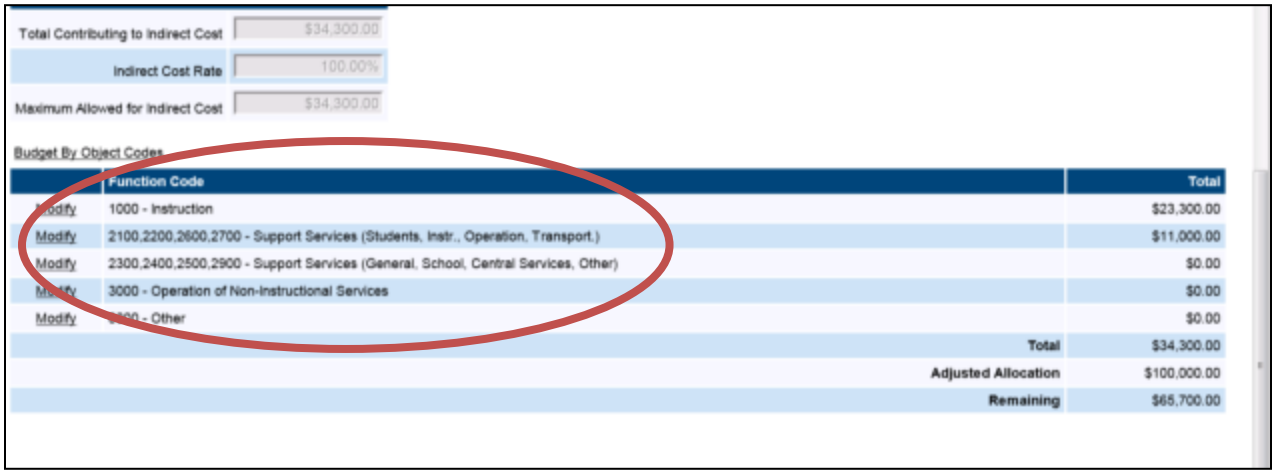
7. In this case, add the item by selecting the appropriate object code, then add the dollar amount and narrative description. **Note: All object codes under one function code can be added on this page (i.e. Instructional Salaries, Support Services stipends, etc).**



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.

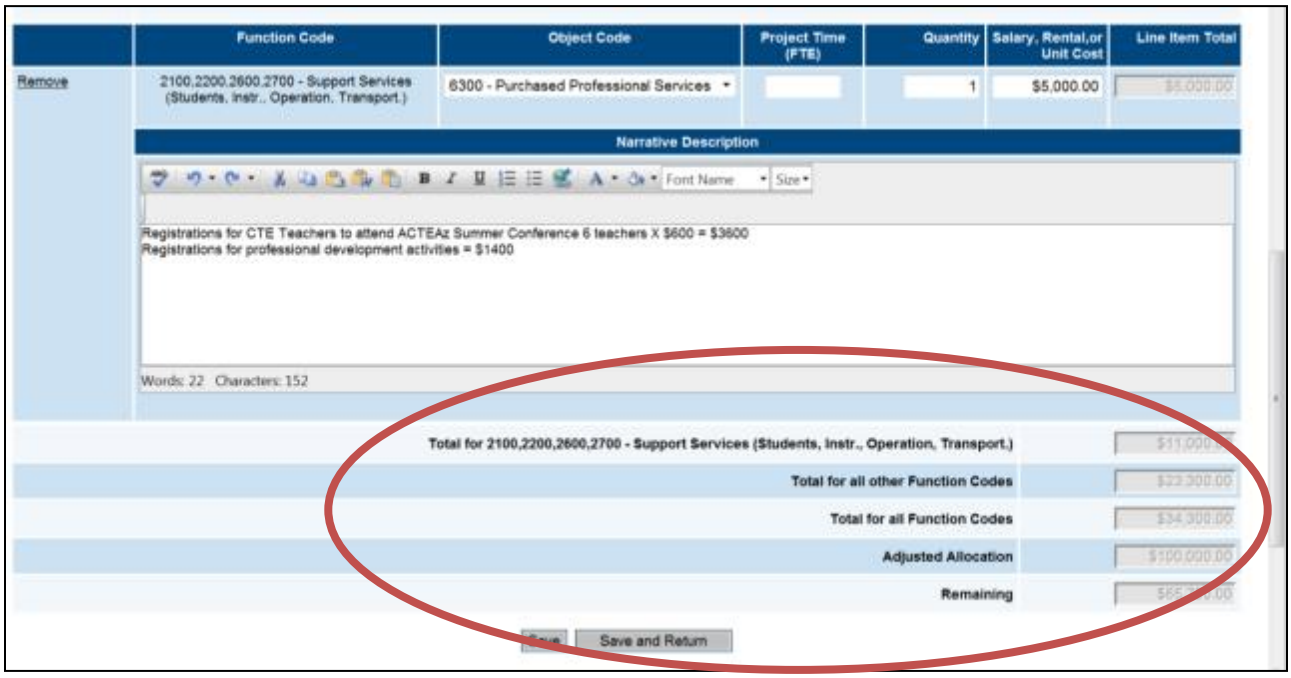


Total Contributing to Indirect Cost	$34,300.00
Indirect Cost Rate	100.00%
Maximum Allowed for Indirect Cost	$34,300.00

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	4000 - 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

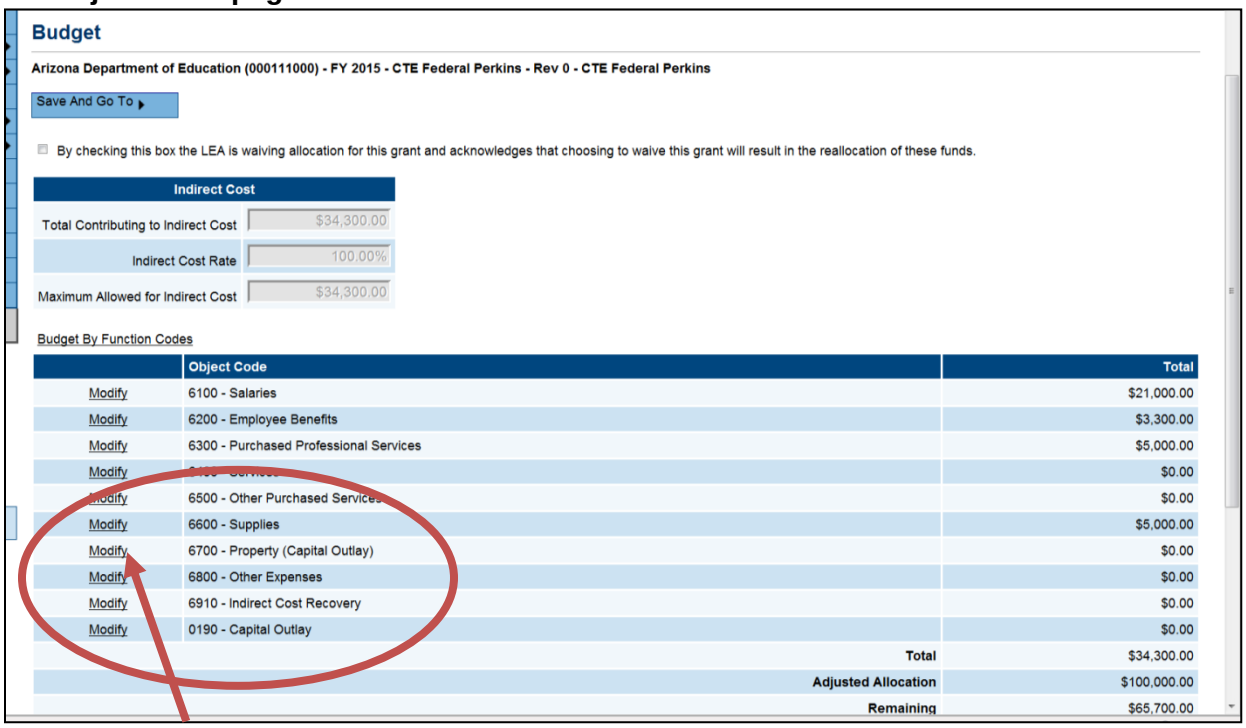
Registrations for CTE Teachers to attend ACTEAz Summer Conference 6 teachers X $600 = $3600
Registrations for professional development activities = $1400

Words: 22 Characters: 152

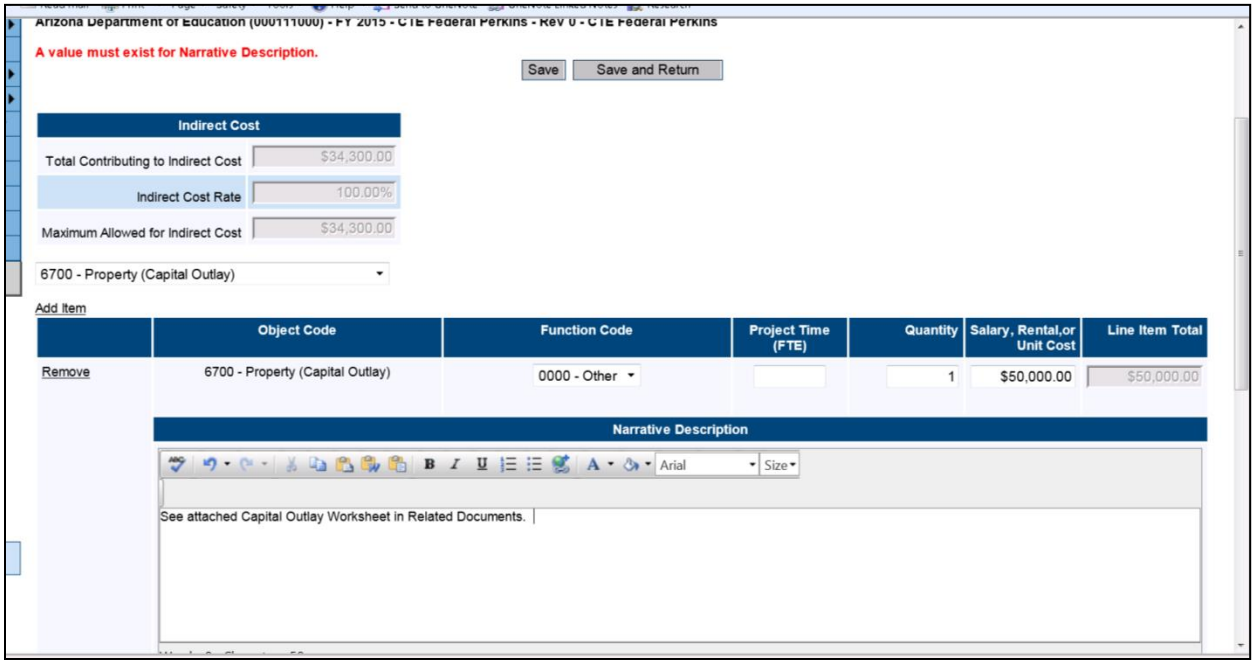
Total for 2100,2200,2600,2700 - Support Services (Students, Instr., Operation, Transport.)	$11,000.00
Total for all other Function Codes	$23,300.00
Total for all Function Codes	$34,300.00
Adjusted Allocation	$100,000.00
Remaining	$65,700.00

Save | Save and Return

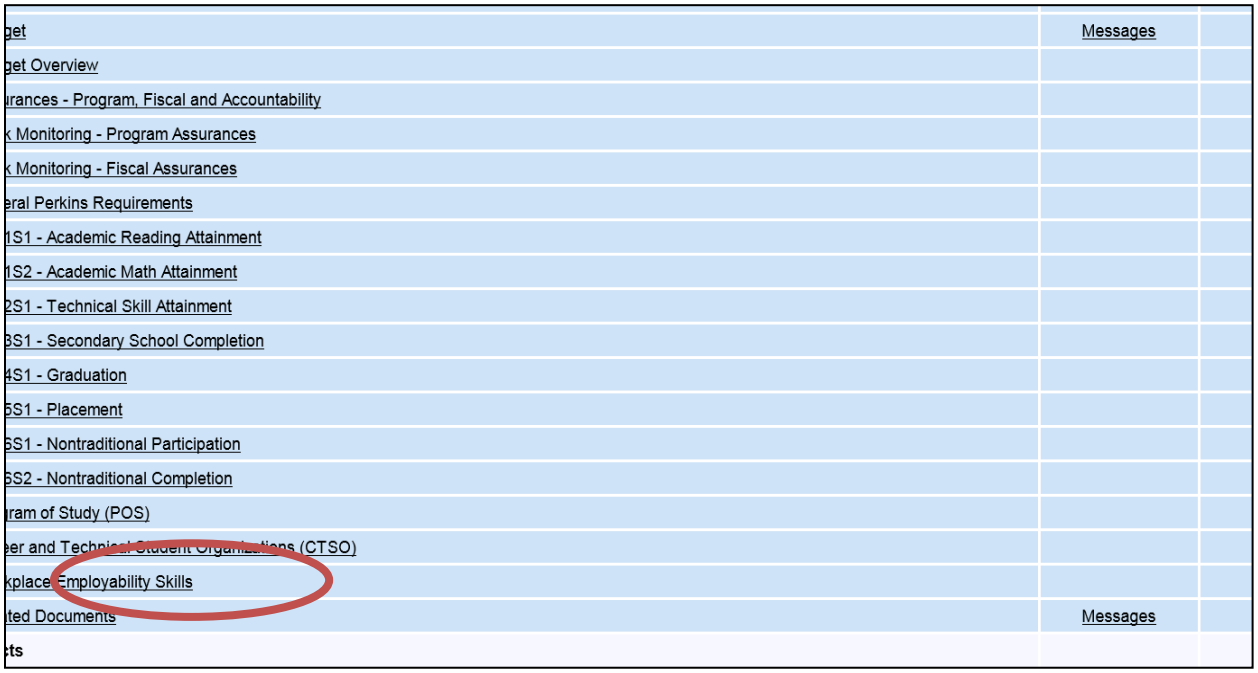
11. Capital must be added by selecting 6700-Property (Capital Outlay) on the **Budget by Object Code page**.



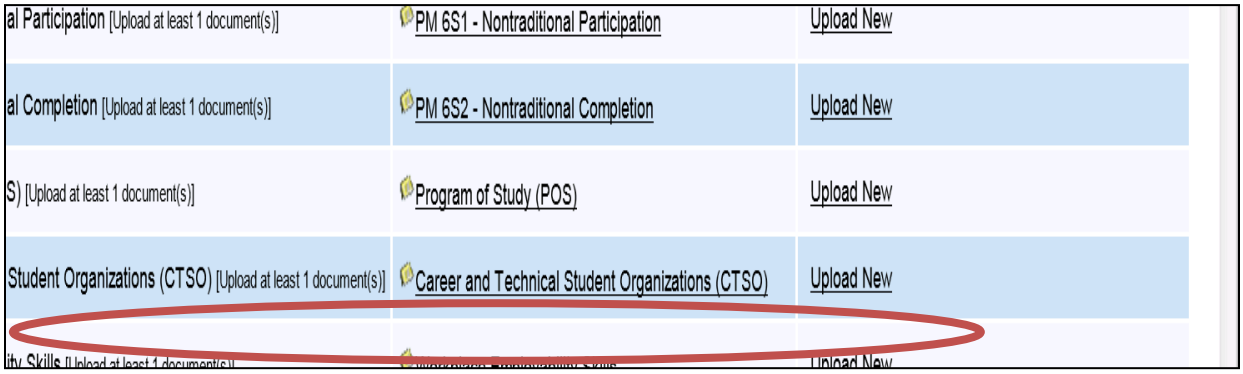
12. Select **Modify** and add the dollar amount for 6700-Capital. Add Item, add total cost, and in narrative description add **"See Attached Capital Outlay Worksheet in Related Documents".**



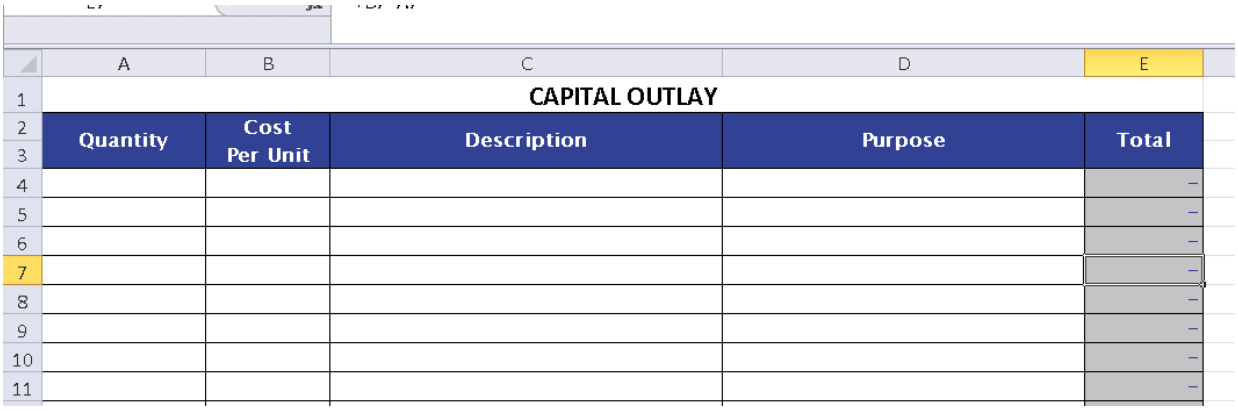
13. Go back to Sections page and select Related Documents.



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



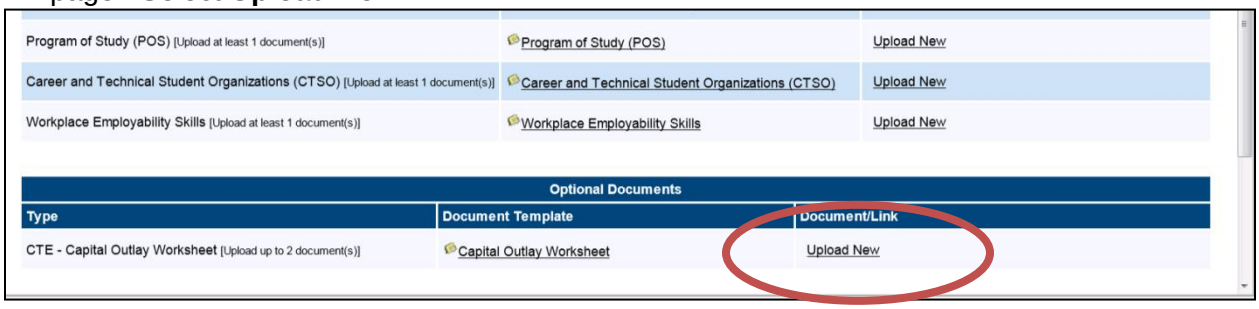
15. An Excel worksheet will appear.



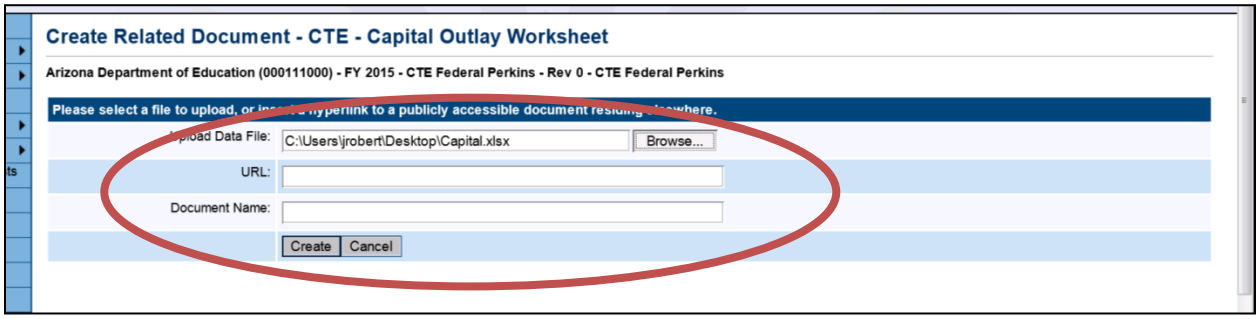
16. List capital outlay items separately. Include quantity, cost per unit, detailed description, and the purpose for the item (what program and site if multi-site district). The chart calculates by line and by total amount.

	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					–	

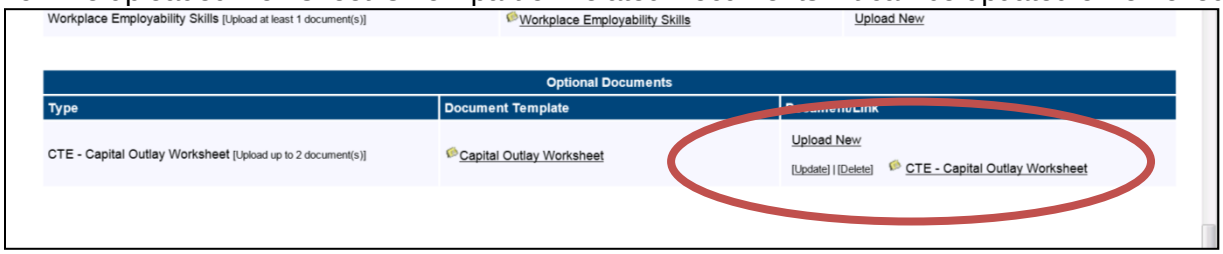
17. When the Capital Outlay worksheet is completed, save it and return to the Related Documents page. Select **Upload New.**



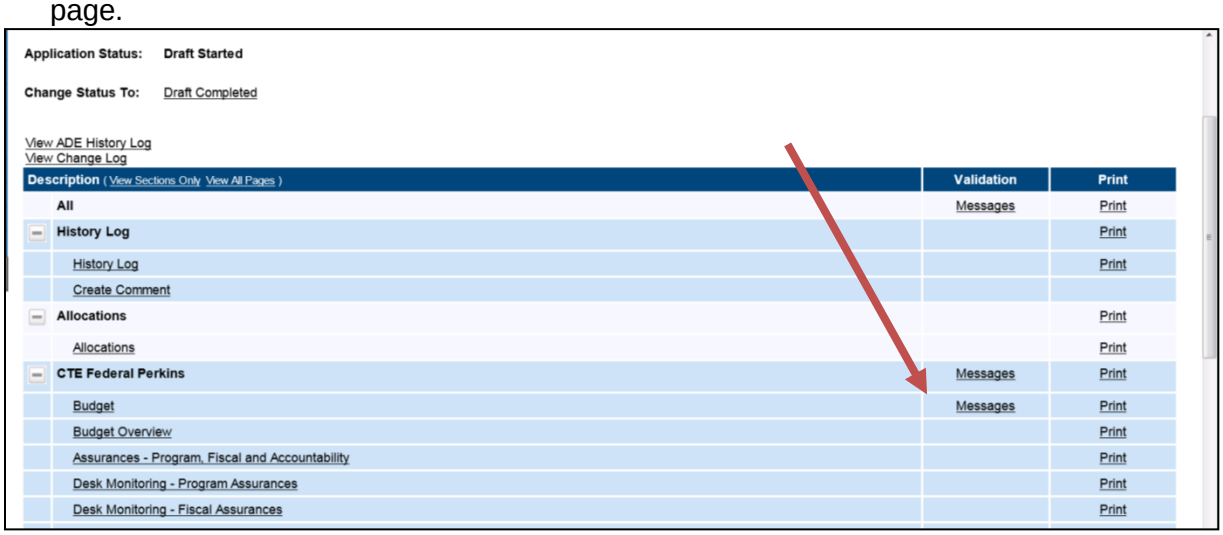
18. Select **Browse** and then **Create** to upload the Excel spreadsheet.



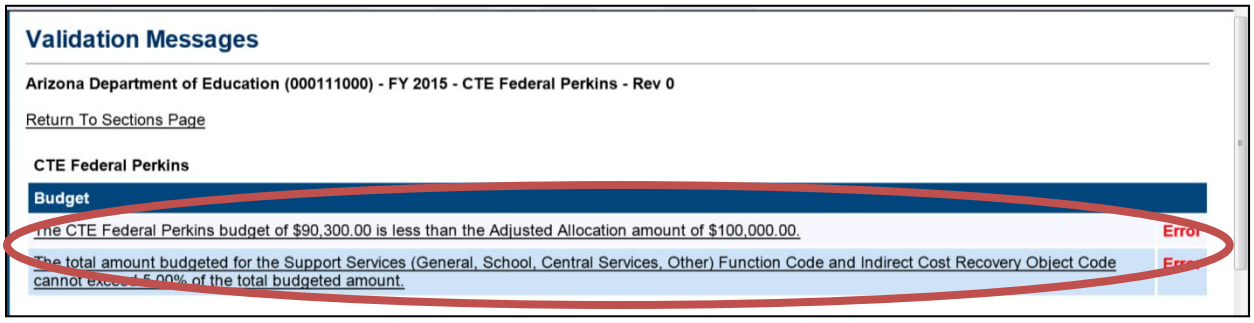
19. The uploaded worksheet is now part of Related Documents. It can be updated or removed.



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.

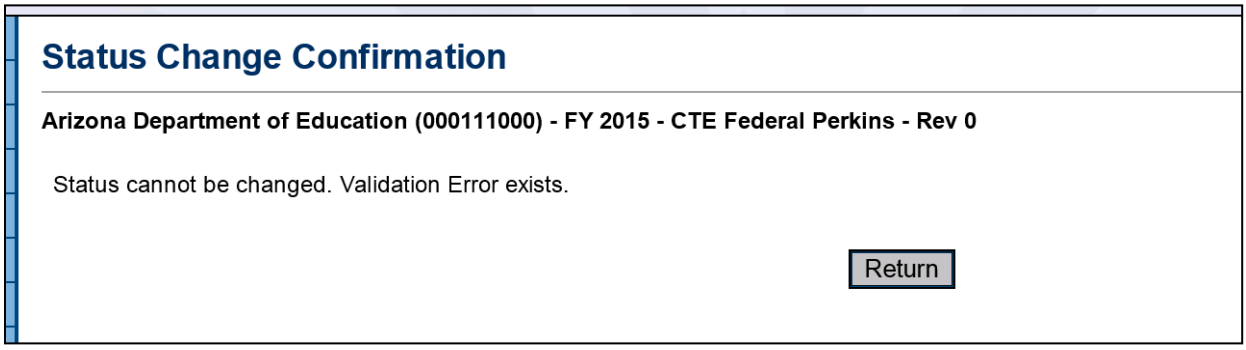


21. The Messages will explain if there is inaccurate information, missing information or other items that are preventing the application from moving to the next status level.



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.

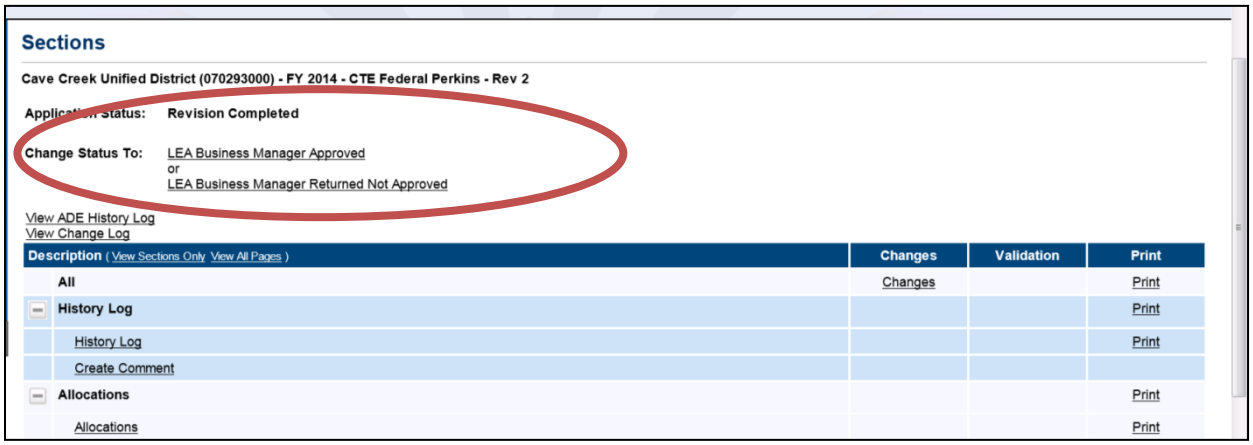
22. If you tried to change the application status to **Draft Completed** when there are outstanding issues, the following message will appear. The application cannot move any further without changes.



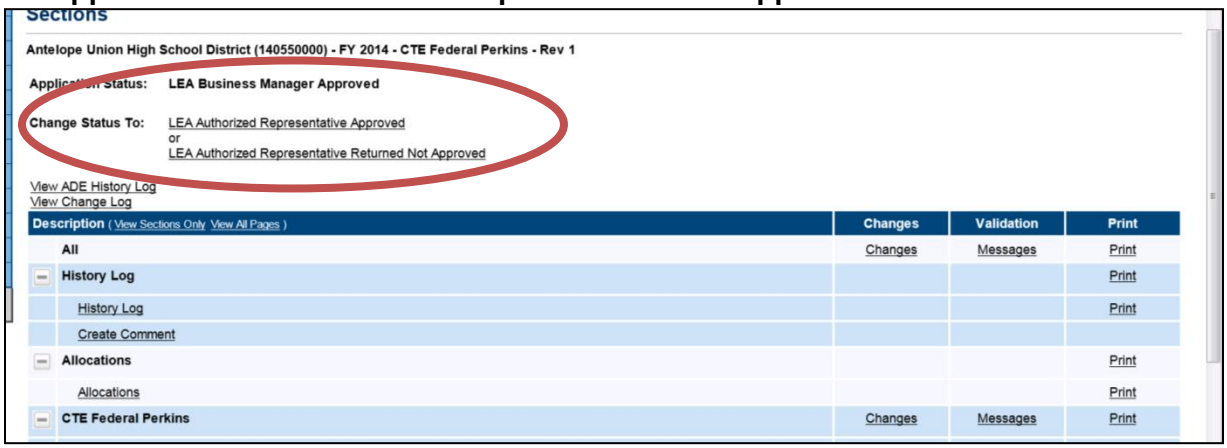
23. Once the validation errors or any other messages are corrected, the application status should be changed to **Draft Completed.**

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.

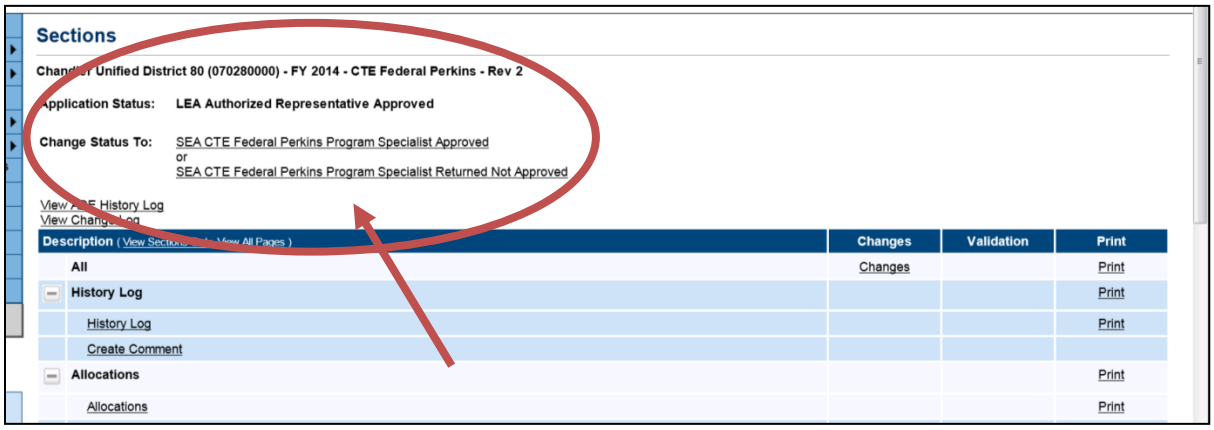
24. Once the application status is changed to **Draft Completed,** the designated LEA Business Manager must change the status to LEA Business Manager Approved or LEA Business Manager Not Approved. (NOTE: The example below shows Revision Completed which is showing an amendment).



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.**

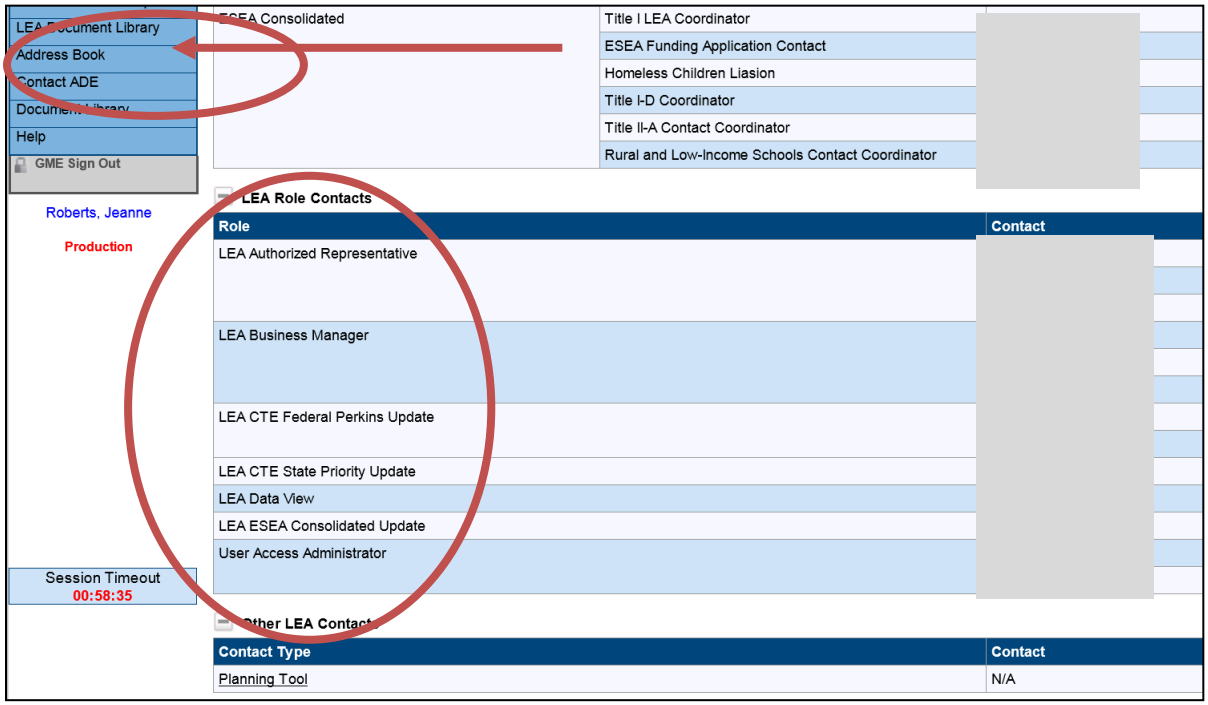


27. Now it is ready for the assigned Grant Program Specialist to review the application using the checklist.

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)

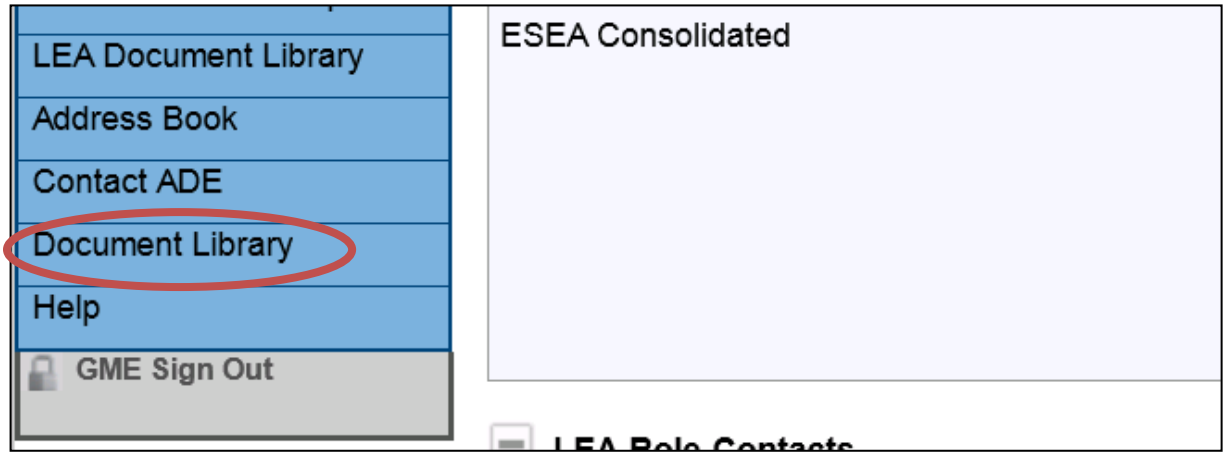
NOTE: If you are not sure of the LEA designated role status, refer to the Address Book to see who has been assigned to which role.



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.



Grant Resources

CTE TIMELINES FOR FY 2016

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
04/15/15	ADE provides notification of FY 2016 CTE Secondary Federal Perkins Grant allocation depending on notification from the USDOE
	GME Online CTE Secondary Federal Perkins Grant Application opens
06/15/15	Deadline for FY 2016 CTE Secondary Federal Perkins Grant submittal
	Deadline for FY 2016 CTE State Priority Grant submittal (submit using 60% of FY 2015 allocation)
	Deadline for FY 2016 CTE Program of Study Consortia application submittal
08/16/15	Districts receive Final State Priority Funding notification for FY 2016 funding allocation
	Districts begin submitting revisions based on State Final Funding
10/01/15	All FY 2016 CTE Secondary Federal Perkins Grants and CTE State Priority Grants will have final approval*
	All FY 2016 Program of Study Consortia Grants will have final approval
03/31/16	Revisions due for all FY 2016 CTE State Priority projects
	Midyear Narrative Reports due for Federal Perkins grant projects through Grants Management
06/30/16	Final deadline for Fiscal amendments for all FY 2016 Federal Perkins grant projects
09/01/16	Deadline for online final narrative completed through Grants Management
09/30/16	Completion reports due for CTE State Priority grant projects
11/30/16	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 2015-2016
12/31/16	Completion Reports due for CTE Federal Perkins Grant projects

CTE Course Enrollment and Performance Measures Reporting	
Due Date	Item/Document/Report
10/01/15	Online Performance Measures System open for Graduate Placement Surveys
11/15/15	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
12/31/15	Complete Student Graduate Placement Surveys (students placed between Oct 1-Dec 31) may enter online through Apr 15
01/01/16	Online System opens for input of Participants/Concentrators
03/10/16	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
04/15/16	FY 2015 Placement Verification Reports due
05/01/16	ADE opens the 40th Day & 100th Day Enrollment online system
06/15/16	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
06/30/16	FY 2016 Preliminary State Funding Reports for FY 2017 funding allocation available online
07/31/16	Appeal for all funding issues due
08/15/16	Performance Measures Reports available on the ADE/CTE website
09/01/16	FY 2016 Final Funding Reports for FY 2017 funding allocation available online

CTE Timelines for FY 2016

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
04/15/15	ADE provides notification of FY 2016 CTE Secondary Federal Perkins Grant allocation depending on notification from the USDOE
	GME Online CTE Secondary Federal Perkins Grant Application opens
06/15/15	Deadline for FY 2016 CTE Secondary Federal Perkins Grant submittal
	Deadline for FY 2016 CTE State Priority Grant submittal (submit using 60% of FY 2015 allocation)
	Deadline for FY 2016 CTE Program of Study Consortia application submittal
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	Districts begin submitting revisions based on State Final Funding
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	Online Performance Measures System open for Graduate Placement Surveys
	All FY 2016 Program of Study Consortia Grants will have final approval
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	40th Day Course Enrollment Signed Verification Reports due
	ADE closes Enrollment 40th day online system after 5:00 PM
12/31/15	Complete Student Graduate Placement Surveys (students placed between Oct 1-Dec 31) may enter online through Apr 15
01/01/16	Online System opens for input of Participants/Concentrators
03/10/16	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
03/31/16	Revisions due for all FY 2016 CTE State Priority projects
	Midyear Narrative Reports due for Federal Perkins grant projects through Grants Management
04/15/16	FY 2015 Placement Verification Reports due
05/01/16	ADE opens the 40th Day & 100th Day Enrollment online system
06/15/16	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
06/30/16	Final deadline for Fiscal amendments for all FY 2016 Federal Perkins grant projects
	FY 2016 Preliminary State Funding Reports for FY 2017 funding allocation available online
07/31/16	Appeal for all funding issues due
08/15/16	Performance Measures Reports available on the ADE/CTE website
09/01/16	Deadline for online final narrative completed through Grants Management
	FY 2016 Final Funding Reports for FY 2017 funding allocation available online
09/30/16	Completion reports due for CTE State Priority grant projects
11/30/16	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 2015-2016
12/31/16	Completion Reports due for CTE Federal Perkins Grant projects

FY2016 ASSIGNED CTE GRANTS PROGRAM SPECIALIST

(Federal Perkins and State Priority Grants)

Andrew Kuntz Andrew.Kuntz@azed.gov (602) 364-1838	**Bruce Watkins** Bruce.Watkins@azed.gov (602) 364-1643	**Carrie Wolf** Carrie.Wolf@azed.gov (602) 542-5565	**Cindy English** Cindy.English@azed.gov (602) 542-5515	**Debra James** Debra.James@azed.gov (602) 542-5143
Colorado City	AZ Agribusiness & Equine Center	Bisbee	Chinle Unified	Baboquivari
Fredonia/Moccasin	AZ Dept of Juvenile Corrections (COR)	Cochise JTED - San Simon, Valley Union	NATIVE Red Mesa	Greyhills Academy
Heber-Overgaard	AZ State School for the Deaf & Blind	Douglas	Pinon Unified	Mammoth-San Manuel
Kingman	Casa Grande	Dysart	Sanders	Tuba City
Page	Ganado	Tombstone	Window Rock	
	Kayenta			
Jan Brite Jan.Brite@azed.gov (602) 542-4365	**Carole Whitlock** Carole.Whitlock@azed.gov (602) 364-1368			
Glendale	Agua Fria	Fountain Hills	Payson	Thatcher
Peoria	Ajo	GIFT - Duncan, Morenci	Pima	Tolleson
	Antelope	Globe	Safford	Tucson
	Buckeye	Grand Canyon	San Carlos	Vail
	Cave Creek	JO Combs	Scottsdale	Yuma
	CAVIT - Santa Cruz Valley Union - Eloy	Miami	Sedona/Oak Creek District	
	Flowing Wells	Mingus	Sierra Vista	
	Fort Thomas	Nogales	Tempe	
Jane Shovlin Jane.Shovlin@azed.gov (602) 542-5770	**Linda Suarez** Linda.Suarez@azed.gov (602) 364-2281	**Marci Barlow** Marci.Barlow@azed.gov (602) 542-3040	**Oleg Shvets** Oleg.Shvets@azed.gov (602) 542-5354	**Rachael Mann** Rachael.Mann@azed.gov (602) 364-1838
Catalina Foothills	American Charter School-Desert Hills	Chandler	Bicentennial	Camp Verde
Sahuarita	EVIT	CVIT Hayden-Winkleman, Superior	Colorado River	Chino Valley
Santa Cruz Valley Unified-Rio Rico	Maricopa	Saddle Mountain	Deer Valley	Flagstaff
Sunnyside	MIJTED Ash Fork, Bagdad, Mayer, Seligman, Prescott	Wickenburg	Lake Havasu	Humboldt
Tanque Verde	Paradise Valley	Williams	Parker	
	Phoenix Union			
Ryan Hamilton Ryan.Hamilton@azed.gov (602) 542-5350	**Shea Padilla** Shea.Padilla@azed.gov (602) 542-5049	**Tracy Rexroat** Tracy.Rexroat@azed.gov (602) 364-0322	**Tyler Grandil** Tyler.Grandil@azed.gov (602) 542-5564	**Jeanne Roberts** Jeanne.Roberts@azed.gov (602) 364-2211
Holbrook	ACYR AZ Call-A-Teen	Blue Ridge	Benson	Amphitheater
Joseph City	Coolidge	Round Valley	Gilbert	**Rose See** Rose.See@azed.gov (602) 542-8726
Marana	Florence	Show Low	St. David	
Pima Prevention - Pima Partnership, AZ Collegiate	Higley	Snowflake	Willcox	All Community Colleges
Winslow	Mesa	St. Johns	Young	**Dennis Fiscus** Dennis.Fiscus@azed.gov (602) 542-5356
	Queen Creek	Whiteriver		
				Programs of Study

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.	☒ Yes ☐ No April 2014

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)
47	282	16%	8	95	8%

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)
145	282	51%	41	95	43%
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)
137	282	49%	54	95	57%

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 student groups. Calculate non special populations and special populations concentrator 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)
24	162	15%	4	36	11%

Based on the Calculated 162Concentrator 15%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

2016 CTE PROGRAM LIST	
CIP #	CTE PROGRAM
52.0300.00	Accounting and Related Services
52.1800.30	Advertising and Public Relations
01.0100.90	Agribusiness Systems
49.0100.00	Air Transportation
47.0600.50	Aircraft Mechanics
01.0100.40	Animal Systems
10.0200.60	Animation
15.1300.20	Architectural Drafting
50.0500.30	Arts Management
48.0500.20	Automation/Robotics
47.0600.30	Automotive Collision Repair
47.0600.20	Automotive Technologies
41.0100.00	Bioscience
52.0200.00	Business Management and Administrative Services
52.0400.00	Business Operations Support and Assistant Services
46.0400.40	Cabinetmaking
46.0400.30	Carpentry
15.1200.20	Computer Maintenance
46.0400.20	Construction Technologies
12.0400.00	Cosmetology and Related Personal Grooming Services
12.0500.00	Culinary Arts
51.0600.00	Dental Assisting
47.0600.40	Diesel Engine Repair
10.0200.50	Digital Photography
10.0200.20	Digital Printing
13.1210.00	Early Childhood Education
13.1200.00	Education Professions
15.0300.00	Electronic Technologies
15.1300.30	Electronics Drafting
51.0900.30	Emergency Medical Services
15.0000.00	Engineering Sciences
52.1800.40	Entertainment Marketing
52.1800.50	Entrepreneurship
01.0100.00	Environmental Service Systems
52.1900.20	Fashion Design and Merchandising
10.0200.90	Film & TV
52.0800.00	Financial Services
43.0200.00	Fire Service
01.0100.20	Food Products and Processing Systems
10.0200.30	Graphic/ Web Design
51.0707.00	Health Information Technology
47.0200.00	Heating, Ventilation and Air Conditioning
49.0200.00	Heavy Equipment Operations
47.0300.00	Heavy/Industrial Equipment Maintenance Technologies
52.0900.00	Hospitality Management
46.0300.30	Industrial Electrician
52.1900.30	Interior Design and Merchandising
10.0200.40	Journalism

51.0800.30	Laboratory Assisting
43.0100.00	Law, Public Safety and Security
15.1300.40	Mechanical Drafting
51.0800.60	Medical Assisting Services
51.0800.40	Medical Imaging Support Services
51.1500.00	Mental and Social Health Services
10.0200.00	Music/Audio Production
01.0100.50	Natural Renewable Resources Systems
15.1200.30	Network Technologies
51.3900.00	Nursing Services
51.0800.20	Pharmacy Support Services
01.0100.30	Plant Systems
01.0100.60	Power, Structural and Technical Systems
48.0500.30	Precision Machining
52.1800.20	Professional Sales and Marketing
46.0300.20	Residential Electrician
51.0900.20	Respiratory Therapy Technician
15.1200.40	Software Development
51.0800.50	Sports Medicine and Rehabilitation Services
51.0900.40	Surgical Technician
50.0500.20	Technical Theatre
51.3500.00	Therapeutic Massage
51.0808.00	Veterinary/Animal Health Technician/ Veterinary Assistant
15.1200.50	Web Page Development
48.0508.00	Welding Technologies
Red - New CTE Program beginning SY 2016	
Purple - Emerging Program	
Blue - Program name change *(Advanced Construction Technologies changed to Construction Technologies)*	
and *(Cosmetology changed to Cosmetology and Related Personal Grooming Services)*	
2015 CTE PROPOSED LOCAL OCCUPATIONAL PROGRAM LIST	
CTE programs listed below were requested by local districts or JTEDs to meet local occupational need. Districts interested in offering any of the below programs or requesting approval for a CTE program to address local occupational need may submit a "Proposed Occupational Program Request." Districts must show local need, outcomes, and how the proposed program will meet the required components of an approved CTE program. Request form can be accessed at: http://www.azed.gov/career-technical-education/forms/	
CIP #	CTE PROGRAM
28.0101.00	Air Force JROTC
28.0301.00	Army JROTC
28.0401.00	Navy/Marine Corp JROTC
15.0506.00	Environmental Control Technologies Water Operator
51.0808.00	Veterinary/Animal Health Technician/ Veterinary Assistant.
46.0401.00	Building Maintenance

2015-2016 CTE PROGRAM SPECIALIST CONTACT LIST

Program Specialist	Program Area	Programs
Bruce Watkins 602-364-1643 bruce.watkins@azed.gov	Agriculture, Welding and Community Service Careers	◦ Agribusiness Systems 01.0100.90 ◦ Animal Systems 01.0100.40 ◦ Environmental Service Systems 01.0100.00 ◦ Food Products and Processing Systems 01.0100.20 ◦ Natural Renewable Resources Systems 01.0100.50 ◦ Plant Systems 01.0100.30 ◦ Power, Structural and Technical Systems 01.0100.60 ◦ Fire Service 43.0100.00 ◦ Law, Public Safety and Security 43.0200.00 ◦ Welding Technologies 48.0508.00 ◦ Air Force ROTC 28.0202.00 ◦ Army ROTC 28.0301.00 ◦ Navy/Marine ROTC 28.0401.00
Shea Padilla 602-542-5049 shea.padilla@azed.gov	Business, Marketing and Communications Media	◦ Accounting and Related Services 52.0300.00 ◦ Business Management and Administrative Services 52.0200.00 ◦ Business Operations Support and Assistant Services 52.0400.00 ◦ Animation 10.0200.60 ◦ Digital Photography 10.0200.50 ◦ Digital Printing 10.0200.20 ◦ Film and TV 10.0200.90 ◦ Graphic/Web Design 10.0200.30 ◦ Journalism 10.0200.40 ◦ Music/Audio Production 10.0200.00 ◦ Financial Services 52.0800.00 ◦ Advertising and Public Relations 52.1800.30 ◦ Entertainment Marketing 52.1800.40 ◦ Entrepreneurship 52.1800.50 ◦ Professional Sales and Marketing 52.1800.20
Rachael Mann 602-542-5315 rachael.mann@azed.gov	Education and Training	◦ Early Childhood Education 13.1210.00 ◦ Education Professions 13.1200.00
Tracy Rexroat 602-364-0322 tracy.rexroat@azed.gov	Engineering Sciences and Information Technologies	◦ Electronic Technologies 15.0300.00 ◦ Engineering Sciences 15.0000.00 ◦ Automation/Robotics 48.0500.20 ◦ Precision Machining 48.0500.30 ◦ Computer Maintenance 15.1200.20 ◦ Network Technologies 15.1200.30 ◦ Software Development 15.1200.40 ◦ Web Page Development 15.1200.50
Andy Kuntz 602-364-1838 andrew.kuntz@azed.gov	Family and Consumer Sciences	◦ Culinary Arts 12.0500.00 ◦ Fashion Design and Merchandising 52.1900.20 ◦ Interior Design 52.1900.30 ◦ Hospitality Management 52.0900.00

Program Specialist	Program Area	Programs
Debra James 602-542-5143 debra.james@azed.gov	Health Careers	◦ Laboratory Assisting 51.0800.30 ◦ Medical Assisting Services 51.0800.60 ◦ Medical Imaging Support Services 51.0800.40 ◦ Pharmacy Support Services 51.0800.20 ◦ Sports Medicine and Rehabilitation Services 51.0800.50 ◦ Bioscience 41.0100.00 ◦ Cosmetology and Related Personal Grooming Services 12.0400.00 ◦ Dental Assisting 51.0600.00 ◦ Emergency Medical Services 51.0900.30 ◦ Respiratory Therapy Technician 51.0900.20 ◦ Surgical Technician 51.0900.40 ◦ Mental and Social Health Services 51.1500.00 ◦ Nursing Services 51.3900.00 ◦ Therapeutic Massage 51.3500.00 ◦ Health Information Technology 51.0707.00 ◦ Veterinary/Animal Health Technician/Veterinary Assistant 51.0808.00
Cynthia English 602-542-5515 cynthia.english@azed.gov	Industrial Trades	◦ Air Transportation 49.0100.00 ◦ Construction Technologies 46.0400.20 ◦ Cabinetmaking 46.0400.40 ◦ Carpentry 46.0400.30 ◦ Architectural Drafting 15.1300.20 ◦ Electronic Drafting 15.1300.30 ◦ Mechanical Drafting 15.1300.40 ◦ Industrial Electrician 46.0300.30 ◦ Residential Electrician 46.0300.20 ◦ Heating, Ventilation and Air Conditioning 47.0200.00 ◦ Heavy Equipment Operations 49.0200.00 ◦ Heavy/Industrial Equipment Maintenance Technologies 47.0300.00 ◦ Aircraft Mechanics 47.0600.50 ◦ Automotive Collision Repair 47.0600.30 ◦ Automotive Technologies 47.0600.20 ◦ Diesel Engine Repair 47.0600.40 ◦ Environmental Control Technologies-Water Operator 15.0506.00
Lynn Tuttle 602-364-1534 lynn.tuttle@azed.gov	Performing Arts	◦ Arts Management 50.0500.30 ◦ Technical Theatre 50.0500.20

DIRECTED IMPROVEMENT PLAN

(Enter District Name)

Performance Measures Improvement Plan for 2014-2015

The core indicator(s) of performance for which the district failed to meet the 90 percent threshold:

Performance Measure	2013-14 District Level of Performance	2013-14 Arizona State Level of Performance (SALP)	90% of the 2013-14 SALP	Negotiated Levels of Performance

Write a Detailed Explanation Addressing the Following:

1. Identify the reasons and contributing factors for not meeting the measure.
2. Identify categories of students for which there were quantifiable disparities or gaps in performance to include any geographic, socio-economic or ethnic anomalies. Online reports available at: https://www.ade.az.gov/PerfMeasures/splash.asp
    a. Perf Results by District (DLP)
    b. Perf Results by School
    c. Perf Results by School by Program
    d. Results for All Student Groups

Complete the Chart to Address the Following:

3. The action steps which will be and those that have been implemented to improve the performance levels for those performance measures not met.
4. Perkins and/or other funds allocated to increase performance level.
5. The staff member(s) responsible for each action step and the timeline for completing each action step.
6. Utilizing the action steps below, update federal Perkins grant objective(s).

Program Specific Action Steps	Expenditure Amount	Responsible Person(s)	Timeline for Completion	End-of-Semester Status

Submitted By:_____ Date: _____

To be uploaded into FY2015 Federal Perkins Grant: January 30, 2015
End-of-Semester Status update due in grant: June 1, 2015