



Perkins 2023 Grant Application & CLNA Training Postsecondary LEAs

March 8, 2022



Grant Specialist Team

Shelley Baudean – Grants Program Specialist

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John Jones – OCR Special Populations Program Specialist

Mary Medina – CTE Grants Supervisor

GME Home Page

GME Home

Announcements

FY22 02.23.22 | March 2022 Grants Management Monthly Review (2/23/2022)

March

Reminder:

- **FY23 Funding Applications (FAs):** The majority of FY23 FAs are **opening 3/1/2022**. Please see individual communications from your program areas announcing the opening date and deadlines for specific applications.
- **Indirect Cost (IDC):** The ability to request Indirect Cost in GME for FY23 is open. Submit your IDC request by 6/1/2022 to receive the FY23 rate by 7/1/2022.
- **Reimbursement Requests (RRs):** RRs for **FY22 grants** that have received *SEA Director Approval* are available and should be submitted regularly. RRs for **FY21 grants** with a future project end date are available until the project end date (e.g. ESSER).
- **Fiscal Quarterly Reports:** These reports are available for your review in your LEA Document Library, found in the main GME menu. For more information, click [here](#).

Important Due Dates:

- **Self-Assessment & General Statement of Assurances (GSA):** Both requirements for FY23 are due

Training Schedule

Training Opportunities and Resources (1/26/2022)

Introducing Evening Office Hours for Reimbursement Requests

Wednesday, 3/16/22 4:00pm – 6:00pm – This open session is for LEAs needing support with reimbursement request submission. Attendees should be the person in your LEA who has the LEA Business Manager Role in GME.

Webinar Schedule

February

Tuesday, 2/1/22 (12:00 pm - 12:30 pm) - Self Assessment and GSA Lunch & Learn

Tuesday, 2/8/22 (12:00 pm - 12:30 pm) - Risk Assessment Lunch & Learn

Thursday, 2/17/22 (1:30 pm - 2:30 pm) - GME Navigation Basics

Thursday, 2/24/22 (2:00 pm - 3:00 pm) - Funding Application (Overview)

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
	State Determined Levels of Performance (SDLP)
	Performance Measures Improvement Plan(s)
	Capital Outlay Worksheet
	Related Documents

General Statement of Assurance

- **MUST be approved by Grants Management prior to grant review (check with Business Manager)**
- **See below on link to confirm approved/not approved GSA**

GME Home

Administer

Search

Reports

Inbox

Entity Information

Planning

Monitoring

Funding

Reimbursement Requests

Project Summary

LEA Document Library

Address Book

Contact ADE

Grants Management Resource Library

Help

GME Sign Out

Baudean, Shelley

Production

Session Timeout
00:59:19

Entity Information

Arizona Department of Education (000111000) Test District - FY 2021 - Global Hold(s): (2019, 2020, 2021)

Entity Information	
Organization Name	Arizona Department of Education
CTDS	000111000
Entity ID	79275
Organization Type	Test District
Organization Status	OPEN
Indirect Cost Rate	0.00%
Authorized Representative(s)	
Legal Name	Arizona Department of Education
Address	1535 WEST JEFFERSON ST., BIN 2
City	PHOENIX
State	AZ
Zip Code	85007
Congressional District	Unspecified
DUNS Number	804746097
SAM.gov Expiration	6/16/2018
Risk Designation	
General Statement of Assurance Upload Date	
Funding Applications	Funding Applications
Reimbursement Requests	Reimbursement Requests
Entity History	Entity History
Entity Hold Administration	Entity Hold Administration
Interest Administration	Interest Administration
General Statement of Assurances	General Statement of Assurances
Indirect Cost	Indirect Cost
Self-Assessment	Self-Assessment
	Project Summary

Resolving host...

GSA Verification

Confirmation of Supplements

Supplements

Community Colleges - Mohave County (080601000) Public Agency - FY 2022 - **Medium Risk** - Global Hold(s): (2023)

2022 ▾ Active ▾

LEA Supplement	Revision	Status	Status Date
ESSER Reporting - Non-Title I LEAs	0	LEA ESSER Reporting - Non-Title I LEAs Not Started	3/06/2022
ESSER Reporting - Title I LEAs	0	LEA ESSER Reporting - Title I LEAs Not Started	3/06/2022
General Statement of Assurances	0	SEA General Statement of Assurance Accepted	2/18/2021
Indirect Cost	0	Indirect Cost Request Not Started	12/15/2020
Self Assessment	0	Self Assessment Submitted	2/17/2021
Title I Maintenance of Effort	0	Not Started	3/06/2022

FFATA & GSA Verification

Click “yes” for Boxes 1 and 2, if applicable.

FFATA & GSA Verification

Community Colleges -

2022 - **Medium Risk** - Global Hold(s): (2023) - CTE Postsecondary Federal Perkins - Rev 3 - FFATA & GSA Verification

Go To ▶

FFATA & GSA Verification

1. The district/organization has submitted OR will be submitting the annual General Statement of Assurance

☒ * Yes

2. The district/organization understands that if ADE is not updated with the organization's SAM.gov information, including CCR expiration, that funding for the organization can be placed on hold.

☒ * Yes

* 3. Please provide a short description of your project in one to two paragraphs:

strives to utilize CTE Postsecondary Federal Perkins dollars to enhance as many Perkins-eligible programs as possible with new and innovative training aids. In this year's grant, the goal is to support the following programs: Auto Collision, Culinary Arts, Dental Hygiene, Electrical, Nursing, Physical Therapist Assisting, and Welding. In addition, strives to increase opportunities for special populations by utilizing grant funds in order to provide resources that increase awareness and promote opportunities to the maximum number of potential participants.

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
	State Determined Levels of Performance (SDLP)
	Performance Measures Improvement Plan(s)
	Capital Outlay Worksheet
	Related Documents

Contacts

- Fill out with most up-to-date information
- Position changes should be reported on this page even if it occurs mid grant year
- Contact page is referenced by our department

CTE Federal Perkins Contacts

Arizona Department of Education (000111000) Test District

Go To 

* CTE Director Name:

* CTE Director Email Address:

* Business Manager Name:

* Business Manager Email Address:

* CTE Data Reporter Name:

* CTE Data Reporter Email Address:

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
	State Determined Levels of Performance (SDLP)
	Performance Measures Improvement Plan(s)
	Capital Outlay Worksheet
	Related Documents

Assurances

- Answer 'yes' or 'no' as applicable to all questions
- Fill in boxes with dates/names where requested

Assurances
<u>Assurances</u>
<u>Federal Perkins Requirements</u>
<u>Desk Monitoring - Fiscal Assurances</u>

Assurances

Assurances

Community Colleges -

Agency - FY 2022 - Medium Risk - Global Hold(s): (2023) - CTE Postsecondary Federal Perkins - Rev 3 - Assurances

Go To

The community college district provides assurance to the Arizona Department of Education that it has read, understands and will abide by the requirements of the Strengthening CTE for the 21st Century Act of 2018.

Program Assurances

* The college agrees to the following program assurances:

☒ Yes

☐ No

1. Eligible recipients will annually evaluate their Career and Technical Education Programs to assess progress or all students, including special populations, in meeting Arizona's core indicators of performance [§123(b)(1)]. Special populations are defined as "...individuals with disabilities, individuals from economically disadvantaged families, nontraditional students, single parents, out of workforce individuals, English learners, homeless students, youth in foster care or who have aged out and youth with a parent on active military duty.

2. Individual who are members of special populations will be provided equal access to the full range of CTE activities and programs available to individuals who are not members of special populations and will not be discriminated against based on their status as member so special populations [§122(c)(2)].

3. 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 determined levels of performance and to prepare them for further learning and high skill, high wage or high demand careers [§122(c)(2)].

4. Eligible recipients will assure provision of a career and technical education program that is of such size, scope and quality to bring about improvement in the quality of career and technical education and provide services and activities that are of sufficient size, scope and quality to be effective [§135(b)].

5. Eligible recipients will assure the provision of career exploration and career development activities through an organized, systematic framework designed to aid students (including in the middle grades) before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education, career opportunities and programs of study [§135(b)(1)].

6. The College agrees to submit, on a timely basis, periodic reports of progress as a part of participating in the Federal Postsecondary Perkins grant.

Assurances

Fiscal Assurances

* The college agrees to the following program assurances:

☒ Yes

☐ No

1. Eligible recipients will comply with all requirements of this title and State Plan, including the provision of a financial audit of funds received under this title [§122(d)(13)(A) and 2 CFR 200.504].

2. The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate.[§122(d)(13)(B)].

3. Eligible recipients agree to maintain financial records, supporting documents and all other records pertinent to this title for three years from the date of the approved Completion Report. If any litigation, claim or audit is started before the expiration of the three year period, the records must be maintained until resolved and final action taken [2 CFR 200.333].

4. Eligible recipients will assure that funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§211(a)].

5. Eligible recipients assure that no funds under this title will be used to support the costs of entertainment (including amusement, diversion and social activities) and associated costs except where specific costs (that might otherwise be considered entertainment) have a programmatic purpose and are authorized by prior written approval from the ADE [2 CFR 200.438].

6. Eligible recipients confirm that charges to this title will only occur during the period of performance and after the ADE designates an application "substantially approvable" [34 CFR 76.703 and 2 CFR 200.309].

7. Eligible recipients confirm that charges made to this title for salaries and wages are based on records that accurately reflect the work performed [2 CFR 200.430(i)].

Assurances

Accountability Assurances

* The college agrees to the following accountability Assurances:

☒ Yes

☐ No

1. Eligible recipients will provide the ADE with data that is complete, accurate and reliable as a part of the required data collection activities [§113(b)(3)(C)].

2. Eligible recipients will develop an Improvement Plan if at least 90% of the State Determine Level of Performance (SDLP) is not met [§122(b)]. Improvement plans will be submitted through the grant application for review and approval by the assigned Grant Program Specialist.

3. The college will submit periodic progress reports as part of the Federal Perkins Grant reporting requirements. ADE will conduct site visits to review the progress being made toward reaching grant objectives and the State Determined Levels of Performance.

4. The college will make a good faith effort to effect remediation of the identified deficiencies (improvement objectives) and submit accurate data reports on a timely basis or risk interruption or possible loss of CTE funding.

Go To



Fiscal Assurances

CAPITAL EQUIPMENT INVENTORY:

Equipment with a unit cost equal to or greater than \$5000 must be listed on the college's capital assets listing (a college may select a lower cost amount at which items must be listed) [USFR VI-E and 2 CFR 200.313].

* 1. Does the college have established procedures for the purchase, identification, and inventorying of capital equipment purchased with Federal Perkins funds?

☒ Yes

☐ No

2. If "No" to above, provide a corrective action plan to address deficiency.

* 3. Based upon an approved project capital expenditure page, does equipment with a unit cost of \$5000 or more (purchased with Federal Perkins funds) appear on the college's capital assets listing?
Note: If the college guidelines stipulate an amount less than \$5000, the capital assets listing should reflect the college guidelines.

☒ Yes

☐ No

4. If "No" to above, provide a corrective action plan to address deficiency.

* 5. Does the college capital assets listing provide the:

- Description of the Property
- Serial/Identification Number
- Source of Funding for the Property
- Title Holder (if applicable)
- Acquisition Date
- Purchase Document Number (purchase order, voucher etc...)
- Cost of the Property
- Location of the Property
- Use and Condition of the Property
- Ultimate Disposition Information (date of disposal, sale price etc...)

☒ Yes

☐ No



Fiscal Assurances

* 9. Does the college maintain a stewardship list for items costing at least \$1,000 but less than \$5,000 (or the college's capitalization threshold if less than \$5,000)?

☒ Yes

☐ No

10. If "No" to above, provide a corrective action plan to address deficiency.

* 11. Does the stewardship list include the item's:

- Physical Location
- Identification Number
- Description of the Item
- Acquisition Date



☒ Yes

☐ No

12. If "No" to above, provide a corrective action plan to address deficiency.

* 13. Computing devices costing less than \$5,000 are now considered a supply. Does the college have inventory management procedures designed to maintain effective control, safeguard these assets and ensure they are used for the authorized purpose of the grant?

☒ Yes

☐ No

14. If "No" to above, provide a corrective action plan to address deficiency.

Policy Assurances

- Policy & procedures review – Perkins notebook

SUPPLEMENT NOT SUPPLANT:

Funds made available under this title shall supplement, not supplant, non-Federal funds utilized to carry out career and technical education activities [§211(a)]

* 1. Did the Federal Perkins grant application request funds for career and technical education expenditures which were previously paid for by non-federal funds?

☐ Yes

☒ No

2. If "Yes" to above, provide an explanation.

* 3. Did the college request the use of Federal Perkins funds to purchase textbooks?

☐ Yes

☒ No

4. If "Yes" to above, provide an explanation.

* 5. Did the Federal Perkins grant application request additional funding for personnel expenses over and above the previous year's grant?

☐ Yes

☒ No

6. If "Yes" to above, provide an explanation.

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
	State Determined Levels of Performance (SDLP)
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Postsecondary Occupational Programs

- Please be sure to use program names as approved by Department of Education

List all of the occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds.

Program Title	Location	CIP Code
* Advanced Manufacturing Technology	* Thatcher Campus	* 48.0503
* Automotive Service Technology	* Thatcher Campus	* 47.0600
* CNA	* Thatcher Campus	* 51.3900
* Computer Assisted Design and Draafting Technolo	* Thatcher Campus	* 15.1300
* Emergency Medical Technician - Paramedic	* Thatcher Campus	* 51.0904
* Media Communications	* Thatcher Campus	* 10.0200
* Nursing	* Thatcher Campus	* 51.1600
* Sports Medicine and Rehabilitative Services	* Thatcher Campus	* 51.0800
* Welding Technology	* Thatcher Campus	* 48.0508
* Cosmetology	* Thatcher Campus	* 12.0401
* HVAC Technology	* Thatcher Campus	* 47.0201
* Commercial Driver's License (CDL)	* Thatcher Campus	* 49.0205
* Electrical and Instrumentation (E&I)	* Thatcher Campus	* 47.0105



Alignment to Labor Market Needs

How well are our programs aligned with state, regional, and local workforce and career needs?

What programming changes might we consider for closer alignment?

Perkins V emphasizes alignment between local and regional workforce needs and the CTE programs to meet those needs. Postsecondary institutions are expected to make programmatic decisions grounded in an analysis of local and regional needs.

Through analysis and regional consultation, applicants can determine whether programs should be expanded, added, or phased out.

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
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	Performance Measures Improvement Plan(s)
	Capital Outlay Worksheet
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Budget

- Dictated by CLNA/MO's
- Perkins Allowable Chart document
- If listing salaries under 4150 (and not for grant administration), indicate “non-admin” in the narrative to avoid going toward 5% cap

Object Code
4100 - CC - Salaries - Instructional
4150 - CC - Salaries - Non-Instructional
4200 - CC - Employee - Benefits
4250 - CC - Travel
4300 - CC - Supplies and Materials
4400 - CC - Purchased Services / Consultant Fees
4500 - CC - Tuition
4600 - CC - Printing and Reproduction
4700 - CC - Utilities and Communications
4800 - CC - Other Expenses
4900 - CC - Capital Outlay
9999 - CC - Indirect Costs

PERKINS V ALLOWABLE AND UNALLOWABLE EXPENDITURES

This is not a complete list of allowable/unallowable costs as it relates to Perkins. The allowability of a particular expenditure should be determined by considering the CTE identified need and requirements of the Perkins V, and any pertinent Federal and State cost guidelines. All costs must be directly tied to the CTE program as approved in the local Perkins application plan. When in doubt, ASK!

ALLOWABLE EXPENDITURES

- | | |
|---|--|
| <ul style="list-style-type: none">• Administrative Costs<ul style="list-style-type: none">◦ Administrative Costs/Indirect costs (up to 5%)• Audit costs in accordance with the Single Audit Act (OMB Circular A 133)• Bonding costs | <ul style="list-style-type: none">• Memberships and subscriptions in business, professional, technical groups/associations<ul style="list-style-type: none">◦ Membership must be for the position/agency, not the person• Professional development costs• Professional service costs (consultants) |
|---|--|

UNALLOWABLE EXPENDITURES

- | | |
|--|--|
| <ul style="list-style-type: none">• Administrative or supervisory salaries<ul style="list-style-type: none">◦ May be charged as an indirect up to 5% of award• Advertising and public relations designed to solely promote the LEA (not tied directly and exclusively to CTE)• Advisory councils | <ul style="list-style-type: none">• Expenditures for CTE courses prior to the middle grades (any grades 5 through 8)• Expenditures for non-approved CTE programs• Expenditures that supplant• Fines and penalties |
|--|--|

From Perkins Checklist

7. Budget	Not Reviewed ▼
1. All expenditures must support one or more objectives.	
2. The total allocation must be budgeted.	
3. All expenditures are listed in the appropriate budget codes.	
4. Salaries must be listed in object code 4100 or 4150. If positions involve face-to-face with students, use object code 4100; if positions are support use object code 4150. Narrative includes job title and FTE. (i.e., Instructional Aide-Culinary, .5 FTE) If new position, include "new". Job description must be uploaded into Related Documents section for each position.	
5. Benefits must be listed in object code 4200.	
6. Stipends indicate extra duty or extended contract pay. Narrative must include #hours X \$/hour X #people=total stipend. Narrative must include activities to be performed.	
7. Supplies includes only program-specific instructional consumable supplies and not any general supplies. Instructional supplies must include a general list of supplies with dollar amount and program area in the narrative to be considered for approval. Include site if applicable. Instructional software must list specific software, dollar amount and program.	
9. The Federal Perkins Grant may not exceed the 5% cap for administrative costs (which includes Indirect + Support Services Administration expenditures). This is not automatically tallied by the grant and must be determined manually. The application may not be approved if this is exceeded.	
10. NOTE: For professional development and training activities, supporting documentation for registration and travel should be available upon request.	

Indirect Costs

Indirect Cost	
Total Allocation	\$85,568.11
Budgeted Amount (Contributing to Indirect Cost)	\$67,320.67
Excludable Costs	\$15,898.00
Indirect Cost Rate	3.50%
Max Indirect Cost based on Budgeted Amount	\$2,355.99
Max Indirect Cost based on Total Allocation	\$2,355.99

- Indirect rate is negotiated with Grants Management for ALL grants
- Cannot exceed 5% for Perkins (also includes Administrative Costs)

Narrative Descriptions

4600 - CC - Printing and Reproduction - \$1,900.00 ▼

	Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
	4600 - CC - Printing and Reproduction	0000 - Other ▼	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="\$1,900.00"/>	<input type="text" value="\$1,900.00"/>

Narrative Description

Printed materials for CTE programs-including flyers, marketing materials, and meeting materials (Including the Business Industry Virtual meeting)

Career Exploration/Career Development
Skill Development

4100 - CC - Salaries - Instructional - \$42,612.00 ▼

	Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
	4100 - CC - Salaries - Instructional	0000 - Other ▼	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="\$15,000.00"/>	<input type="text" value="\$15,000.00"/>

Narrative Description

Part time CDL Instructor for spring semester 2021

	Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
	4100 - CC - Salaries - Instructional	0000 - Other ▼	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="\$19,612.00"/>	<input type="text" value="\$19,612.00"/>

Narrative Description

Part-time HVAC Instructor for Spring Semester 2021

4300 - CC - Supplies and Materials - \$53,287.97 ▼

	Object Code	Function Code	Project Time (FTE)	Quantity	Salary, Rental, or Unit Cost	Line Item Total
	4300 - CC - Supplies and Materials	0000 - Other ▼	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="\$53,287.97"/>	<input type="text" value="\$53,287.97"/>

Narrative Description

1-19-2021 Please see Supplies Worksheet for Revision 2 in Related Documents.

Capital Outlay Worksheet

- Totals must match amounts in the budget!
- All supplies/equipment that are \$5,000 or above are listed on the Capital Outlay Worksheet 4900
- Be specific on Item Description and Purpose
- Supplies and Equipment that are not listed on the Capital Outlay Worksheet for 4300 (supply list is uploaded into related documents)

Capital Outlay Worksheet

School Name	CTE Program	Quantity	Cost per Unit	Tax, Shipping & Handling	Object Code	Item Description	Purpose	Total
			\$	\$	Please select... ▼			\$ 0.00
Grand Total								\$ 0.00

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
	State Determined Levels of Performance (SDLP)
	Performance Measures Improvement Plan(s)
	Capital Outlay Worksheet
	Related Documents

Comprehensive Local Needs Assessment (CLNA)



- Year Two of Biennial cycle
- Upload completed CLNA into Related Documents as shown in screenshot below
- Use last year's document, color code updates

Related Documents

Unified District (Public District - FY 2021 - Medium Risk - CTE Federal Perkins - Rev 1 - CTE Federal Perkins

Go To ▶

ALL INFORMATION SUBMITTED TO ADE IS PUBLIC INFORMATION. Organizations uploading documents to GME must ensure that the information contained in the document **does not** include numbers, or any other information that could constitute a FERPA violation. Submission of such documents will result in delay of approval or other action in GME until the document is removed.

Optional Documents		
Type	Document Template	Document/Link
Job Description (LEAs own document)	N/A	
Purchased Services Contracts (LEAs own documents)	N/A	
CTE Comprehensive Local Needs Assessment	 Comprehensive Local Needs Assessment	 CTE Comprehensive Local Needs Assessment
Other	N/A	



Preparation Materials for CLNA Leadership Planning Meeting

- **Last year's CLNA**
- **Program of Study (POS) review summaries**
- **Objective pages from FY2022 grant application**
- **Budget**
- **Program of Study (POS) accomplishments**
- **List of areas/items to be addressed**
- **Evidence/data:**

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b50b36b2-bf77-31b4-87e4-d28153d39b7d>

Comprehensive Needs Assessment Leadership Team

(please complete each section)

Representative	Name	Position	Signature	Date
			*If in person, or indicate if virtual	

- Change rating, if applicable
- Color-code updates in each box...

	Rating	Briefly list strengths and/or areas of focus for improvement. Indicate evidence reviewed.
Provides PD for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance paraprofessionals.	<input checked="" type="checkbox"/> 1 This is a strength <input type="checkbox"/> 2 This is satisfactory <input type="checkbox"/> 3 This is an area we need to improve <input type="checkbox"/> 4 This area needs major improvement	<p>CTE faculty, campus and district CTE administrators, and counselors have continuously been provided support for professional development opportunities. Examples include ACTEAZ Summer Conference, AACC Workforce Development Institute, Arizona Occupational Administrator Council, Hispanic Association of Colleges, Universities Workforce Development Conference, CC Futures Assembly, NSF Impact Technology Conference, and Bioindustry Conference, among others that directly relate to integrating career and technical educational programs into the curriculum. We plan to continue providing support for professional development to our administrators, faculty and staff to ensure cutting edge performance.</p> <p>Due to the recent situation regarding COVID-19, [REDACTED] has adjusted travel and provided resources for webinars and other online professional development opportunities for faculty, specialized instructional support, administration and career guidance individuals. [REDACTED] advocates for professional development of the CTE faculty and staff by providing national educators the opportunity to present locally at conferences and other events.</p>

CLNA Activity

INCREASE STUDENT ACHIEVEMENT–“Provides participants with access to industry-recognized certification examinations or other assessments leading toward a recognized post-secondary credential.”

Evidence Reviewed

- **Provide number of students using each industry-recognized cert**
- **Department records of NCCER or Cosmetology successful completion**

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
	Desk Monitoring - Fiscal Assurances
CTE Postsecondary Federal Perkins	Budget
	Budget Overview
	Budget Overview Plus/Minus
	Postsecondary Occupational Programs
	Evaluation & Accountability
	Career Exploration/Career Development
	Professional Development
	Skill Development
	Academic Integration
	Increase Student Achievement
	State Determined Levels of Performance (SDLP)
	Performance Measures Improvement Plan(s)
	Capital Outlay Worksheet
	Related Documents

CLNA Drives the Plan

Each section of the CLNA...

Evaluation & Accountability

Criteria	Rating	Briefly list strengths and/or areas of focus for improvement	Indicate evidence reviewed
Develops and implements evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<i>Implementing the process review student needs by using the CLNA Evaluation form.</i>	CLNA (this is the current document we are working on, sample document provided in link)
Monitors career and technical education program/programs of study for effectiveness and compliance and collects student data and evaluations and submits required reports in a timely manner.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<i>Post graduation connections with students to collect data on students as members of the workforce and use of skills and their success.</i> <i>Tracking through major clarity, student interest, graduation, scholarships, career interests and post-secondary education.</i>	Program Monitoring Compliance and Quality Plan (in development, working draft provided in link)
Periodically reviews the results of relevant career and technical education evaluation activities and makes adjustments to plans as needed.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<i>Process of collecting data in place. Response to data outcomes to make adjustments to programming is an area of improvement.</i>	District Level of Performance Report Certification-Dual Enrollment-TSA Report Perkins Grant Improvement Plan Performance Measure 3 year comparison

Corresponds with one section of the grant...

Evaluation & Accountability

Each entity receiving funding shall develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment and provide required local data to ADE [§135(b)(6)].

The Local Needs Assessment must be completed on a biennial basis with a review of progress during the odd year. The assessment (or review) must be completed prior to completion of the grant application. The most recent Local Needs Assessment must be uploaded into the Related Documents area of the grant application before grant approval will be given.

* Please indicate the completion date of the most recent Local Needs Assessment.

05/08/2020

Measurable Objectives

- Pull from CLNA—
areas of need
- Top section is a
summary of CLNA
- **At least one MO per
each of six categories**
- **Box 1: SMART goal**
- **Box 2: Justifications**

CTE Federal Perkins

[Budget](#)

[Budget Overview](#)

[Budget Overview Plus/Minus](#)

[Evaluation & Accountability](#)

[Career Exploration/Career Development](#)

[Professional Development](#)

[Skill Development](#)

[Academic Integration](#)

[Increase Student Achievement](#)

[State Determined Levels of Performance \(SDLP\)](#)

[Performance Measures Improvement Plan\(s\)](#)

[Capital Outlay Worksheet](#)

[Related Documents](#)

1) Provide a measurable objective describing how you will implement an evaluation of activities carried out with Perkins funds. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.

2) Provide a justification for your choice of objective and how it will address your identified need.

***Box 3 “Progress Summary/Final Narrative” not due until Sept 15th 2023 (but can be completed earlier)...NO Midyear Narrative!**

Objectives for Year 2 of Biennial Cycle (FY23)

If you are on track to achieve FY22 objective(s):

- Start fresh with new objective(s) for FY23
- Pick a different area of focus to improve for FY23, write goal(s)

If you are NOT on track to achieve FY22 objective(s):

- You may continue with the same objective, or slightly adjust for FY23
- In Box 2—Justification, explain why you are continuing with same
- Example below

Measurable Objective One (Required)

* 1) Provide a measurable objective regarding how the entity will provide/support/coordinate career and technical education professional development with Perkins funds this year. The objective must include all SMART components: Specific, Measurable, Attainable, Results-Oriented and Timely.
By June 2022, all CTE Instructors will have attended one professional development session for technical reading strategies and one session for vocabulary strategies.

* 2) Provide a justification for your choice of objective and how it will address your identified need.

THIS GOAL WAS NOT REACHED IN THE PREVIOUS YEAR DUE TO COVID

This is a goal that pertains to our whole CTE staff, not just one program area. It is important to continue to provide all teachers with relevant and applicable professional development regardless of their experience. As we are increasing our program offerings in the area of Engineering and Information Technology, we want to ensure that these courses are important to this goal.

SMART Goals

What are SMART Goals?

S*trategic & Specific* – Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

M*easurable* – Uses specific instruments or tools to measure impact, progress, and success.

A*ttainable* – Targeted objectives are doable and realistic without being uninspiring.

R*esults Based* – Describes a specific outcome in terms of student learning/achievement results.

T*ime Bound* – Specifies when the goal will be accomplished or measured to determine impact.



WRITE
OBJECTIVES

that get

»» **results**

THE SMART WAY



SMART Goal Activity

In the chat box: How can each of these statements be turned into a SMART goal?

1. Review data.
2. Host a career event.
3. Increase certifications/credentials.

Answers...

1. Evaluate gaps in performance among subgroups and create a plan for improvement by 2023.
2. Invite 10 companies to participate in a career event during the month of April.
3. Increase the credential attainment rate for CTE students from 15% to 20% by 2023

Sections Page

History Log	History Log
	Create Comment
Allocations	Allocations
Funding Disclaimer	Funding Disclaimer
FFATA & GSA Verification	FFATA & GSA Verification
Contacts	CTE Postsecondary Federal Perkins Contacts
Program Information / Instruction	Program Information / Instruction
Assurances	Assurances
	Federal Perkins Requirements
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CTE Postsecondary Federal Perkins	Budget
	Budget Overview
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	Performance Measures Improvement Plan(s)
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	Related Documents

Performance Measure Data

SDLP data will be automatically uploaded to the grant once the data is available.

State Determined Levels of Performance (SDLP)

The following table illustrates the State Determined Levels of Performance (SDLP) as established for each Perkins performance measure. This section of the grant application will be populated once data is available during the funding year and will be directly uploaded into the grant application by ADE-CTE. Grant recipients will not be able to enter or modify this section of the grant application. Grant recipients must at least meet 90% of the established SDLP each year. If 90% of the STLP is not met for a measure, the funding recipient must create a Performance Measure Improvement Plan (see next section of the grant application).

All Performance Measure Improvement Plans are due no later than January 15th.

	1P1			2P1			3P1		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
SDLP		35.25			45.25			22.25	
90% of SDLP		31.73			40.73			20.03	
		83.47			94.49			17.3	

Improvement Plans

Not required yet, leave it blank for now please. You will be reminded of the due date in the grant cycle if a performance measure was not met.

Performance Measures Improvement Plan(s)

- FY 2022 - Low Risk - CTE Postsecondary Federal Perkins - Rev 6 - CTE Postsecondary Federal Perkins

Go To



CTE Performance Measures Improvement Plan(s)

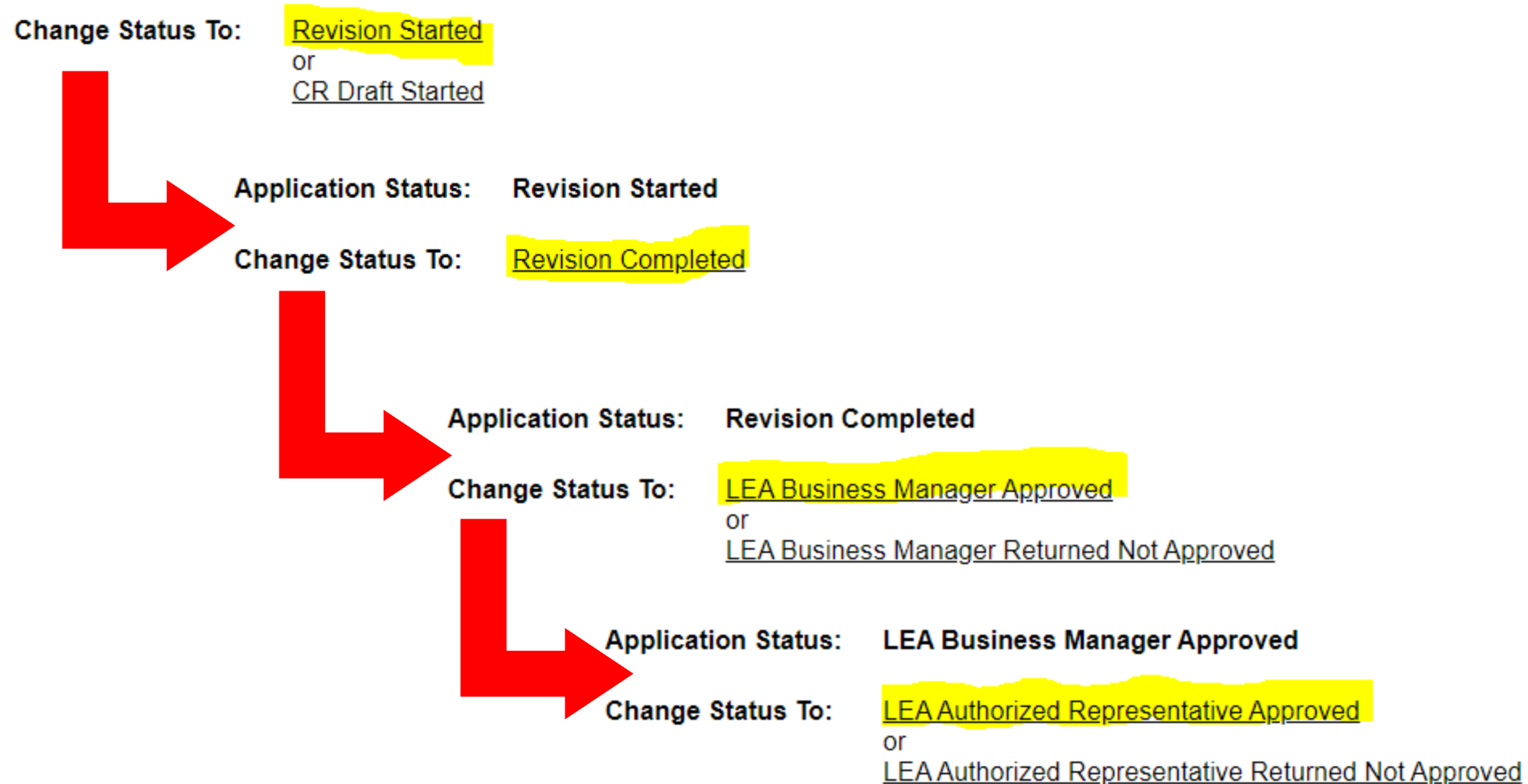
Eligible recipients will complete a separate Performance Measures Improvement Plan for each performance measure not meeting 90% of the State Determined Level of Performance (SDLP). Recipients must use this form for performance measures not met for at least one but not more than two consecutive years. Recipients must identify and address any disparities or gaps in performance among population subgroups as a part of their improvement plan(s) [§134(b)(9)]. If you have not met a CTE performance measure for three consecutive years or more, please contact your Grant Program Specialist for further instructions/assistance.

Due: January 15th

Performance Measure Improvement Plan #1:

1	Performance Measure not meeting 90% of the State Determined Level of Performance (1P1, 2P1 etc...).	* 3P1
2	College Level of Performance Achieved	* 17.3
3	State Determined Level of Performance for this performance measure.	* 22.25
4	90% of the State Determined Level of Performance for this performance measure.	* 20.03
5	Number of consecutive years this measure has not been met.	* 1

Steps to Submitting a Grant



Arizona Department of Education - CTE Postsecondary Resources



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Home / Career and Technical Education / CTE Postsecondary

CTE Postsecondary

[Perkins Allowable Chart](#)

[Perkins V](#) - Arizona State Plan

[2021-2022 Comprehensive Local Needs Assessment \(CLNA\)](#)

[Postsecondary Grant Assignments](#)

Performance Measures for Postsecondary Schools:

- [FY2020 Postsecondary SDLP Ninety Percent Chart](#)
- [Postsecondary Performance Measures](#)
- [CTE Postsecondary Data Reporting Guidelines](#)
- **Online - March 11, 2021 / 10:00 a.m.-12:00 p.m. - Postsecondary Follow Up CLNA (Comprehensive Local Needs Assessment) & Perkins V Training**
 - [Video Recording - https://vimeo.com/524345936](https://vimeo.com/524345936)
 - [3-11-21 Perkins 2022 Grant Application and CLNA Training Postsecondary LEAs](#)
 - [Perkins Allowable Chart](#)
- **Community College Certificate Application - [File Application](#)**

Resources:

- [Arizona College and Career Ready Center](#)

AZ CTE Home Page

CTE Programs and Standards ▼

CTED - Career & Technical Education
District

CTE Postsecondary

CTE Industry Credentials

CTE Technical Skills Assessments (TSAs)

CTE Grants ▼

CTE Accountability ▼

Arizona School Counselors

CTE Administrator Resources

Work-Based Learning



QUESTIONS?

Contact your GPS if you have any follow up questions or need further training.

Please submit grants by 5/2/22 due date.

For questions specific to GME (reimbursement requests, indirect costs, system issues, etc.), contact (602) 542-3901 or <https://helpdeskexternal.azed.gov>



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**Perkins 2023
Grant Application & CLNA Training
Post-Secondary LEAs**

March 8, 2022