

## Perkins Applications Pointers

Before you begin, confirm eligibility

- ▶ LEA must be eligible for at least \$15,000 or a waiver in BS6003, Part 3. (Waivers may be granted for LEAs in a Rural Sparsely Populated Area if the number of highway miles from the high school which is the nearest neighbor is at least 30, and the school is unable to enter into a consortium to provide programs, services, and/or activities authorized under Secondary School Career and Technology; or an approved charter school that is unable to join an SSA.)
  - ▶ LEAs who are eligible for less than \$15,000 must join a Shared Service Arrangement.
  - ▶ LEAs must have the required number of students enrolled in a coherent sequence of courses. Charters schools must have a minimum of 5 students and LEAs must have a minimum of 10 students enrolled in a coherent sequence even if their allocation is greater than \$15,000.
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Certify and Submit / Table of Contents

- ▶ Be sure to exit all schedules by using the Table of Contents button, NOT the browser BACK button
  - ▶ Only a person who is designated Grantee Official status may submit the application.
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GS 2100 – Applicant Information

- ▶ New! Contacts will be selected from a drop-down menu
  - ▶ Two different contacts must be entered.
  - ▶ Contact information must be current, correct, and complete. Ideally, the contacts should be easily reachable and able to answer questions about the grant. One contact should be the CTE Director.
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GS 2300 – Negotiation Comments and Confirmation

- ▶ This schedule will only come into play if negotiations are required. The requested changes must be made the grant application itself. As stated on GS 2300: “Please do not enter information in the Grantee Comments section, unless you are specifically instructed to do so.”
  - ▶ Once revisions are complete, the application must be recertified and resubmitted before a NOGA can be issued.
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PS 3012 - Local Plan Narratives

- ▶ Part 1: Programs of Study
    - Narrative 1A. The narrative must provide a description of how students will be provided with opportunities to gain experience and understanding of all aspects of an industry, through activities such as work-based learning, career preparation, job shadowing, practicums, internships, or field trips. The narrative must address opportunities for all CTE students, not one specific program
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- Narrative 1B. The narrative must provide a description of strategies used to encourage CTE students to enroll in rigorous and challenging courses in the core academic subjects.
  - Narrative 1C. The narrative must provide a description of how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students
  - Narrative 1D. The narrative must first identify one specific program of study. Access the HELP button to see the list of the elements found in the Carl D. Perkins Career and Technical Improvement Act of 2006, P.L. 109-270, section 122 (c) (1) (A). The narrative must provide a description of each of the seven elements for the identified program of study.
- ▶ Part 5: Special Populations. (Please note: the term “Special Populations” includes the following: individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers, individuals with limited English proficiency; migrant students; and nontraditional enrollees)
- Narrative 5A. The narrative must provide a description of the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against; for example, a description of where and how the district’s non-discrimination policy is published.
  - Narrative 5B. The narrative must provide a description of specific activities to prepare special populations, including single parents, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. These would be activities unique to special populations, such as flexible scheduling for students who are parents, or materials printed in languages other than English.
  - Narrative 5C. The narrative must provide a description of the process for reviewing CTE programs to identify barriers for special population students' access to, or success in, CTE programs.
- ▶ Part 6: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement
- Narrative 6A. The narrative must provide a description of how career guidance and academic counseling will be provided to CTE students and how students will be provided with post-secondary education and training opportunities.
- ▶ Part 7: Delivery of Professional Development
- Narrative 7A. The narrative must provide a description of comprehensive professional development to integrate CTE and academics for all CTE, academic, guidance, and administrative personnel.
- ▶ Part 9: Partnerships
- Narrative 9A. The narrative must provide a description that addresses all nine of the groups listed above, and the narrative must address development, implementation, and evaluation of the career and technical education program.
- ▶ Part 10: Educator Recruitment and Retention
- Narrative 10A. The narrative must include a description of both recruitment and retention strategies, and it must address each of the following: career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

- Narrative 10B. The narrative must include a description of efforts to improve the transition to teaching from business and industry, including mentorship programs.
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### BS 6003: Budget Summary

- ▶ Part 1: Available Funding. The Total Funds Available in Part 1 and the Total Budgeted Costs in Part 2 must equal the amount of the allocation posted on the TEA website. For SSAs, the allocations for each member must match the allocations posted on the TEA website.
- ▶ Part 2: Budget Summary by Class/Object Code and Shared Service Arrangement information
  - Please note: Payroll amount can be entered in Part 2. Other Class Object Codes must be entered in the sections below, and the figures will populate in Part 2.
  - Indirect Costs do not have to be budgeted in Part 2 to be claimed.
  - If the grantee is part of an SSA and has indicated in line 6493 that payments will be made to member districts of an SSA, the fiscal agent must attach a document listing all members of the SSA and payments to each member of the SSA. Payments to SSA members should not match their individual allocations.
  - Mutually Beneficial Purposes. If “Other” is selected, the description must indicate that the proposed use of funds is mutually beneficial to ALL members and that no funding will be used to benefit only one member of the SSA.
- ▶ Part 3: Waiver from the Minimum \$15,000 Requirement
  - If requesting a waiver, all requested information must be entered here.
- ▶ Part 4: 6100 - Itemized Payroll Costs
  - All positions must be entered as whole numbers. A full-time position is one position. A part-time position is one position.
  - A generic job title must be included for entries on the “Other Positions” lines. Contractors must not be entered here. Contractors must be entered in the Contracted Services section.
  - Teachers earning extra duty pay with grant funds must be indicated in the “Substitute, Extra-Duty, Benefits” section.
- ▶ Part 5: 6200 - Itemized Professional and Contracted Services Costs
  - Professional and contracted services must be appropriately categorized as administrative or program costs.
- ▶ Part 6: 6300 – Itemized Supplies and Materials Costs
  - Supplies and Materials that do not require specific approval must not include Capital Outlay items

▶ Part 7: 6400 - Itemized Other Operating Costs

- If Out-of-State Travel for Employees is requested, the travel must be allowable per Program Guidelines, and the LEA must keep documentation locally. The LEA must use the form found on TEA's website as the method of documentation. [Justification of Specific Expenditure: Out-of-State Travel](#)
- If Educational Field Trips are requested, the field trips must be allowable per Program Guidelines, and the LEA must keep documentation locally. The LEA must use the form found on TEA's website as the method of documentation. [Justification of Specific Expenditure: Educational Field Trips](#)
- If stipends for non-employees or non-employee costs for conferences are requested, TEA's Participant Support Cost form [Request for Approval of Participant Support Costs](#) must be completed and submitted to grantsupport@tea.texas.gov.

▶ Part 8: 6500 – Itemized Debt Service. If applicable, all required fields must be completed.

▶ Part 9: 6600 - Itemized Capital Outlay

- Description of item must be generic. Do not include brand names.
- PEIMS code must be entered, and must be correct. PEIMS codes are eight characters, either eight numbers, or one letter and seven numbers.

Here is a link to PEIMS codes:

<http://castro.tea.state.tx.us/tsds/teds/2019F/ds8/teds-peims-ds8.4.pdf>

- All Capital Outlay items must be listed.

▶ Part 10: 6600 - LEA Practices that Meet the Nine Perkins Funding Requirements

- At least one item for each of the Nine Funding Requirements must be selected. If "Other" is selected, a description must be entered.

▶ Part 11: Required Uses of Funds

- Totals in Part 11 must be consistent with totals in Part 2: Budget Summary by Class/Object Code.

▶ Part 12: Pooling of Perkins Funds. If applicable, all required fields must be completed.