

**FY 2022-2023 Carl Perkins Basic Grant Application**

**Cycle Year 3**

**Technical Assistance Document**

This Technical Assistance document is a tool for use by schools completing a Carl Perkins grant application.

Included in the “**CLARIFICATION**” column of this document are breakdowns/rephrasing of the application questions, descriptions, definitions and clarifications. These should assist you in your interpretation of the application questions and provide insight into what reviewers will be looking for when scoring your application. If these items are addressed as fully as possible, your answer should reflect the goals, strategies and desired outcomes of your school system.

The “**ASSISTANCE - EXAMPLES**” column provides additional assistance and some sample responses to the application questions. These responses should not be copied into your application but should serve as an example of “best practices” or what the grant reviewers would like to see.

When setting up your new application Worksheet, do not forget to select either “Comprehensive School **Districts**,” “Tech Center **Districts**,” or “College **District**” in the “Organization Type” field.

FY-23 Carl Perkins Application Technical Assistance Document

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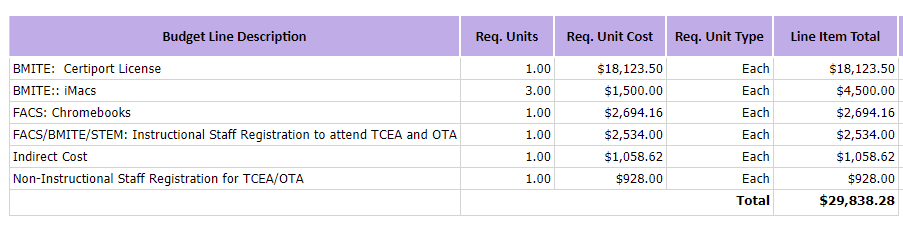
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| Section/Question Summary | Clarification | Assistance - Examples |
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| Section 1: Federal Financial Information Collection Requirements Instructions | | |
| 1.1 Verify schools’ DUNS number | Check the box if your DUNS number is listed correctly. If your organization does not have a DUNS number, you must contact Dun & Bradstreet to obtain one. | Dun and Bradstreet Website:  <https://fedgov.dnb.com/webform/> |
| 1.1A DUNS number is incorrect | List your correct DUNS number here if necessary. |  |
| 1.2 SAM’s registration updated | Use checkboxes to select correct option.  (Yes or No). |  |
| 1.3 Zip+4 for your PHYSICAL street address | You must use the zip code for your street address. Do not use a zip code for a P.O. Box. |  |
| 1.4 Congressional District Number | Provide the school’s two-digit Congressional District #: 01, 02, 03, 04 or 05. | State Congressional Map:  <https://www.okhouse.gov/Documents/Districts/Congressional%20Delegation.pdf> |
| 1.5 Revenues: 80% or more AND $25 million or more in revenues from the listed sources | Check “Yes” or “No.” You must meet **BOTH** conditions to respond “Yes.” |  |
| 1.6 Compensation of executives | Leave this question blank if you answered “No” to question 1.5.  Select “Yes” or “No.” | Use checkboxes to select the correct option, “Yes” or “No” |
| 1.7 Names and salaries of your 5 most highly compensated executives | Leave this question blank if you answered “Yes” to question 1.6.  If you answered “No” to 1.6, enter the compensation information as a text string using the following format:  Officer Name: Compensation; Officer Name: Compensation, etc. | **Example**: John Doe, Superintendent: $215,000.00; Jane Doe, Assistant Superintendent: $184,000.00; Mike Mulligan, District Diagnostician: $178,000.00; Carrie Dunlap, Education Specialist: $175,000.00; Brannigan Colt, Secondary/Postsecondary Coordinator: $175,000.00. |
| Section 2: Comprehensive Local Needs Assessment Instructions | | |
| 2.1 Identify CLNA Priorities  From your completed CLNA, navigate to STEP 6 – CONCLUSIONS AND ACTION ITEMS and insert the top 3-5 priorities your school wishes to fund. | 1. Copy the top 3-5 funding priorities identified by your CLNA and paste them here.  2. Below each priority you listed, address **ALL** of these requirements:  A. Identify the specific Student Opportunity  or Performance Gap this priority will  address.  B. Describe the data, shown in your CLNA,  that you used to determine this should  be a priority.  C. List all of the CTE program areas this  priority will affect | * Priorities listed in 2.1 should **exactly** match those listed in Step 6 of your CLNA. * Point to specific examples you used in your CLNA that lead you to deciding your school had a need or opportunity in this priority area.   **Example**: Labor market data indicated certified  welders are a high-skill, high wage job. Local  stakeholders, including Worthington  Productions, stated they have a high-demand  for qualified personnel in this area.     * State which program(s) are affected by this priority: Ag Ed, BITE, FCS, Health, Marketing, STEM, &/or T&I. |
| 2.2 Action Items to Address Priorities  List and discuss the Actions your school plans to fund, for the next two fiscal years, to address identified opportunities or gaps in the five key areas of the CLNA. | Review the five KEY DATA ANALYSIS AND DISCUSSION POINTS From your CLNA.  List ALL actions your school plans to take, **for each fiscal year listed,** to increase student performance or address gaps/opportunities in the following areas:   * Student Performance Data * Labor Market Alignment * Size, Scope, Quality * Implementing Programs of Study * Recruitment, Retention and Staff Training   You do not need to have actions in all of the listed areas **however**,  You must list **all actions** requiring the use of Perkins funds. (All items listed in your budget must be tied to actions listed in these sections).  If pertinent, identify the program area you are taking the action in (Ag, FACS, BITE, etc.) | * List all actions you will fund in any of these 5 areas for the 2021-2022 Fiscal Year.   **Example**:  [Step 1: Student Performance Data]: **Priority 1**: Improve student four-year graduation rate which is below State average. **Actions**: Actions to address this gap will include partial funding of a Career Counselor to assist all CTE programs. |
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| Section 3: Program of Study Instructions | | |
| You must attach a complete, accurate Program of Study for EVERY program area where you will be spending Perkins funds this year.  If you are funding ONLY Guidance and Advisement type positions, you must attach at least one Program of Study. You may choose any complete, accurate Program of Study from one of your schools’ approved CTE programs.  Make sure you have saved all of the Programs of Study on your computer. You will add these to your Application utilizing the “Attachment” feature after completing Section 5 and proceeding to the Budget Line Item section of the Worksheet Application.  A [Program of Study Template](https://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/carl-perkins/resources/Program%20of%20Study%20Course%20Sequence%20Worksheet%20-%20FINAL%20v1.2.xlsx) link is available in the application. All Programs of Study submitted must use this worksheet template.  [Program of Study Template](https://oklahoma.gov/careertech/educators/legislation-assistance/perkins/grant-application-information/resources.html)    NOTE: You are required to keep Programs of Study from ALL instructional areas offered by your organization, and consortium members, on file at your location.  AUTOMATIC INCOMPLETE: Failure to attach all required Programs of Study will result in the application worksheet being returned for corrections. | | |
| Section 4: Budget Narrative Instructions | | |
| In the budget questions 4.1-4.5 below, you should discuss the priorities you plan to expend Perkins funding on FOR THE UPCOMING FY23 FISCAL YEAR ONLY.   1. All budget expenditures must be clearly tied to at least one CLNA priority. 2. ALL INDIVIDUAL ITEMS TO BE FUNDED MUST BE LISTED in your budget narrative. If an item is listed in your budget spreadsheet it must be listed and discussed here. 3. Provide a narrative statement which must include how EACH expenditures will improve your CTE program in at least of these areas: 4. Improve student academic performance 5. Increase student opportunities for high skill, high wage, in demand jobs 6. Enhance student opportunities to obtain industry recognized certifications, licenses, or degrees 7. Increase recruitment or retention of staff members 8. Improve service to special population or non-traditional students 9. Enhance career exploration or development activities 10. Develop &/or implement labor-market-demand supported programs or Programs of Study   4. Narratives may not be generic, vague or cover multiple program areas. Related equipment (ex: camera, lenses, tripods, memory  cards) – once listed – may be covered by one narrative statement.  5. List all expenditures and budget narratives in the same Step/area as their Priority was listed in Question 2.2.  6. For Questions 4.1-4.5, you only need to answer a question if you are expending funds in that area. It is acceptable to leave a question  blank if you are not spending any funds in that area.  7. Utilize the Allowable/Non-Allowable list to verify expenditures are permissible. Other considerations include:   * Is it beyond basic? * Is it innovative? * Is it locally sustainable after 2-3 years?   8. Budget Narrative Format: All items listed in the Budget Narrative should be provided in this format:  Consortium School Name (if applicable) – CTE Program – Item Name/Description – Narrative Statement  Stand-Alone Example:  BITE – ICEV Student Curriculum – This curriculum can be accessed through a variety of technology devices allowing for distance  learning opportunities. The web-based materials allow student exposure to current industry standards in high-skill areas and  improve performance on certification testing.  Consortium Example:  Sugarland High School - HEALTH – Adult CPR Mannequins: These mannequins will enable students to learn specific CPR and AED skills  required for high skill, high wage, in-demand jobs in the Health industry such as nursing, EMT and Medical Assistants. After  completion of training with these mannequins, students will be able to obtain OSHA mandated CPR certifications.  Questions 4.1-4.5 are further divided into programs coding areas to assist in specifying what the expenditures are for.  AUTOMATIC INCOMPLETE: Failure to complete each step of the Budget Narrative, or to attach all required Programs of Study, will result in the application being returned for correction. | | |
| 4.0 Four-Year Budget Overview | Provide a broad overview of how you are planning to expend your Perkins funding over the next two years to meet the Gaps/Opportunities identified in your CLNA. | You do **not** need to list all the specific items that will be purchased in the next 2 years. Provide a broad view of your budgeting goals.  State what the desired result of these budgeting goals will be.  **Example:** In order to provide more work-based learning experiences for our students, we plan to focus our expenditures on the development of 2 new STEM programs, increasing Career Guidance services to Middle School students and strengthening partnerships with local business and industry. The result should be more defined career decisions and a better trained workforce for business & industry. |
| 4.1 Student Performance | Provide narrative for any Student Performance priorities that you will expend funding on.  Budget narrative should be provided in the following **format** for **ALL** planned expenditures:   1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A budget narrative statement of how this item will improve your CTE program in one of more of the areas listed in Budget Narrative Instructions above (3A-G)   Budget items here would encompass the following approved program/Use of Funds areas:   1. Academic Integration (330) 2. Evaluation (337) 3. Secondary/Post-secondary Link (340) | * Identify any priorities (specific gaps or opportunities) found in the Student Performance area that you wish to fund. * Funds must budgeted to make improvements only in these identified areas. * Give specific examples of how funding will be used to drive improvement in student performance. * Most expenditures for Curriculum based or testing items will fall in this area, as will visits to post-secondary institutions.   **Example**: BITE –ICEV Student Curriculum. Curriculum will be used to expose students to current industry recognized standards in Cyber Security and increase performance on CompTia Security Plus Certification. |
| 4.2 Labor Market Alignment | Provide narrative for any Labor Market Alignment priorities that you will expend funding on.  Budget narrative should be provided in the following **format** for **ALL** planned expenditures:   1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A budget narrative statement of how this item will improve your CTE program in one of more of the areas listed in Budget Narrative Instructions above (3A-G)   Budget items here would encompass the following approved program/Use of Funds areas:   1. Workforce Partnerships (338) 2. Services & Activities: High Skill, High Wage, In-Demand (339) | * Identify any priorities (specific gaps or opportunities) identified in the Labor Market Alignment area that you wish to fund. * Funds are budgeted to make improvements only in these identified areas. * List workforce partnerships and demonstrate how occupational needs/data were reviewed. * Describe how your programs are/will meet workforce demands and lead students to High Skill, High Wage, In-Demand Occupations. * Most activities for developing workforce partnerships, CTE student retention and student mentoring will fall in this area. |
| 4.3 Size, Scope and Quality | Provide narrative for any Size, Scope and Quality priorities that you will expend funding on.  Budget narrative should be provided in the following **format** for **ALL** planned expenditures:   1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A budget narrative statement of how this item will improve your CTE program in one of more of the areas listed in Budget Narrative Instructions above (3A-G)   Budget items here would encompass the following approved program/Use of Funds areas:   1. Use of Technology (332) 2. Work-Based Learning (331) | * Identify any priorities (specific gaps or opportunities) identified in the Size, Scope or Quality area that you wish to fund. * Funds are budgeted to make improvements only in these identified areas. * Describe how funds will be used to help provide quality, equitable and impactful CTE programs that prepare students for success.   \*\*Be aware of the **new definitions** for Size, Scope and Quality. These are defined in the CLNA.  **SIZE**. – The term “Size” means evidence that facilities, equipment, class enrollment and Programs of Study allow the CTE program to address all student-learning outcomes.  **SCOPE**. – The term “Scope” refers to the curricular expectations of each program/Program of Study, in terms of curriculum content, sequencing and articulation, and work-based learning.  **QUALITY –**Programs and/or Programs of Study meet the required Perkins V levels of performance.  Most expenditures for materials and equipment will fall in this area (332 – Use of Technology) |
| 4.4 Implementing Programs of Study | Provide narrative for any Implementing Programs of Study priorities that you will expend funding on.  Budget narrative should be provided in the following **format** for **ALL** planned expenditures:   1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A budget narrative statement of how this item will improve your CTE program in one of more of the areas listed in Budget Narrative Instructions above (3A-G)   Budget items here would encompass the following approved program/Use of Funds areas:   1. Guidance and Counseling (334) 2. Career Awareness (335) | * Identify any priorities (specific gaps or opportunities) identified in the Implementing Programs of Study area that you wish to fund. * Funds are budgeted to make improvements only in these identified areas. * Give specific examples of how funding will be used to provide guidance counseling and/or Career Awareness to your students. * List methods, tools, staff and resources that will be funded to drive improvement in these areas.   Reimbursement for Counselor Salary & benefits would fall in this area as well as most career exploration and development activities. |
| 4.5 Staff Recruitment, Retention and Training | Provide narrative for any Recruitment, Retention and Staff Training priorities that you will expend funding on.  Budget narrative should be provided in the following **format** for **ALL** planned expenditures:   1. Consortium Member Name (if applicable) 2. CTE Program 3. Item name/description 4. A budget narrative statement of how this item will improve your CTE program in one of more of the areas listed in Budget Narrative Instructions above (3A-G)   Budget items here would encompass the following approved program/Use of Funds areas:   1. Professional Development (333) 2. Recruitment and Retention (336)   **\*\*Note: This section pertains to Staff Recruitment and Retention – not Students\*\*** | * Identify any priorities (specific gaps or opportunities) identified in the Staff Recruitment, Retention and Training area that you wish to fund. * Funds are budgeted to make improvements only in these identified areas. * Be specific in naming the types of Professional Development that will be provided and who it will be provided for. **Example**: Registration for 2 Counselors to attend ACTE Regional Conference, not simply “ACTE”. * Ensure that all Professional Development listed meets the new definition/guidelines, which can be found in the CLNA FAQ document, *The Answers.* All professional development activities/events that are funded must be listed. * Describe how these activities will improve your organization CTE programs. * Specify if you will be funding staff travel or registration. |
| 4.6 Consortium Allocations  \*\*Only Consortium Lead Fiscal Agents Must Answer this Question AND Question 4.7\* | As a consortium fiscal agent, you cannot budget any member school the same, exact amount as they were allocated from ODCTE.  List each school in the consortium, followed by their allocation amount from ODCTE **THEN** the amount they were budgeted by the consortium.  **Budgeting back the exact amount of the ODCTE allocation is cause for an Automatic Rejection of your Worksheet.** | **Example**:  Missouri City - $24,500.00 ODCTE Allocation - $21,500.00 Consortium Allocation.  Pearland - $14,221.00 ODCTE Allocation - $17,221.00 Consortium Allocation.  You must provide BOTH the ODCTE allocation amount and the amount allocated to each school by the consortium. |
| 4.7 Consortium Purchasing  \*\*Only Consortium Lead Fiscal Agents Answer this Question AND Question 4.6\*\* | Use the checkboxes below to select the method your consortium will use to purchase budgeted items. | * Checkbox A: The fiscal agent will do all the purchasing and ship the items to their member districts. * Checkbox B: The member districts will make their approved purchases and submit reports and invoices to the fiscal agent for reimbursement. |
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| This concludes the narrative portion of the Carl Perkins Application for funding.  If you are ready to continue on to completing your organization's proposed itemized budget and attaching your completed CLNA and all required Programs of Study, press the "Save & Next" button located in the bottom right hand corner of the screen.  Before fully submitting your application, please check that all required documentation is attached. If the documents were successfully added, they will be listed in the attachment section of the application. | | |
| Section 6: Itemized Budget Guidelines. | | |
| Itemized Budget Spreadsheet | **Instructions**:  In this section you will set up your itemized budget.  You must budget your school/consortium’s **ENTIRE ALLOCATION** at this time.  **Every expenditure listed in your itemized budget must have been listed and discussed in the budget narrative in Section 4.**  **Budget Line Description**:   * + Do not list member schools and their allocations.   + Do not list general categories such as “technology” or “supplies”   + Salary and benefits must be separate line items, as are travel and registration.   + Include costs such as accessories (items that are part of a “system” or that cannot operate independently of the equipment being purchased) shipping & handling, palletizing and set-up charges, if applicable, on the same line item as the materials/equipment being purchased.   + All “non-instructional” in-service training or travel (function code 2573) must be described as either “Administrative” or “Non-Administrative.”   + All line item descriptions must include the school name (if you are a consortium) – the program the expenditure is for – and a brief description of the expenditure.   **Example**:  Non-Consortium: FACS – Bernia Sewing Machine  Marketing – Chromebooks (4)  Consortium: Consortium Member Name – Ag – Plasma Cutter  Consortium Member Name – BITE – Smartboard  Provide enough description of the expenditure that it can be easily matched to receipts, invoices and reports submitted during the invoicing phase.  OCAS Codes will be added later during the Agreement phase of the grant approval process.  **AUTOMATIC INCOMPLETE: Failure to correctly complete the Itemized Budget Spreadsheet will result in the application being returned for correction.** | |

**Non Consortium Sample**:



**Consortium Sample**:

