



TEXAS EDUCATION AGENCY

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# Application Guidelines

## Part 2: Program Guidelines and Use of Funds

### Title I, Part C, Carl D Perkins Funding Application

2012–2013 School Year

Due to TEA 5:00 p.m. Central Time,  
August 31, 2012

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#### **Guidelines and eGrants**

In completing the eGrants application, use these guidelines with the Texas Education Agency (TEA) eGrants Applications Guidelines—Part 1: General and Fiscal Guidelines and the eGrants schedule instructions. All guidelines and instructions are incorporated by reference into the Notice of Grant Award (NOGA).

The application to which these instructions refer must be submitted electronically through the eGrants system. TEA will not accept the application via any other means.

#### **Requirement for TEASE User Name and Password**

To access eGrants, you must have a Texas Education Agency Secure Environment (TEASE) user name and password. If you have not yet applied for a TEASE user name and password, use the following link to find the form and instructions for [applying for a user name](#). A user name and password will be mailed to you. Allow two weeks for processing.

TEXAS EDUCATION AGENCY

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**1701 North Congress Ave.  
Austin, Texas 78701**

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**SAS# PERKAA13**

# Contents

<b>Department of Education Appropriations</b> .....	<b>5</b>
<b>Background Information</b> .....	<b>5</b>
<b>Purpose of Request for Application</b> .....	<b>6</b>
Application Format .....	6
<b>Grant Timeline</b> .....	<b>7</b>
Application Due Date .....	7
Grant Period .....	8
<b>Eligibility and Technical Assistance</b> .....	<b>8</b>
Eligible Applicants .....	8
Shared Services Arrangements .....	9
Waiver from the \$15,000 Requirement and Coherent Sequence Threshold .....	10
Written Agreement .....	10
Fiscal Agent Responsibilities .....	10
Contacts for Clarifying Information .....	11
<b>Program Information</b> .....	<b>11</b>
Supplement Not Supplant .....	11
Program Description, Purpose, and Goals .....	12
Program Purpose .....	12
Program Goals .....	12
Program Description .....	12
Application Requirements .....	12
Statutory Requirements .....	13
TEA Program Requirements .....	15
Program Assurances .....	16
Required Fiscal-Related Attachments .....	17
Equitable Access and Participation .....	17
Nontraditional Programs .....	18
In-Service Training for Meeting the Needs of Special Populations .....	19
Performance Measures and Program Evaluation.....	19
<b>Funding Information</b> .....	<b>20</b>
Application Funding .....	20
Cash Management .....	20
State Funding .....	20
State CTE Allotment .....	20
Use of Funds .....	21
Allowable Activities and Use of Funds .....	21
Unallowable Activities and Use of Funds .....	29
Reallocation of Carl D. Perkins Career and Technical Education Funds .....	31
Retention of Records .....	31
Limitation of Administrative Funds .....	31
<b>Required Reports</b> .....	<b>31</b>
Report Due Dates .....	31
Activity, Progress, and Evaluation Reports .....	31
Expenditure Reports .....	32
Documenting Career and Technical Education Expenditures .....	33
Reporting Expenditures of Federal Funds .....	33

<b>Application Submission through eGrants</b> .....	<b>34</b>
<b>Reference Material and Attachments</b> .....	<b>35</b>
Executive Order 13513 Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business .....	35
Appendix A: Accounting for Federal Funds on Schoolwide Campuses .....	35
Use of Funds for Title I, Part A, Schoolwide Programs .....	35
Schoolwide Plan .....	36
Accounting for Schoolwide Program Funds .....	37
Mandatory Codes for Schoolwide Programs .....	38
Budgeting Options .....	38
Beginning and Ending Dates for Schoolwide Program Applications .....	39
Fiscal and Program Requirements for All Schoolwide Programs .....	39

Name of Project	School Year	SAS#	Application Due Date
Title I, Part C, Carl D. Perkins	2012-2013	PERKAA13	5:00 p.m. Central Time August 31, 2012

This part of the request for application (RFA), Part 2: Program Guidelines, is to be used in conjunction with Part 1: General and Fiscal Guidelines and the Schedule Instructions for this grant. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the NOGA.

# Department of Education Appropriations

The following is provided in compliance with the U. S. Department of Education (USDE) Appropriations Act:

Category	Amount
Total funds available for this project	\$54,870,288
Percentage to be financed with federal funds	100%
Amount of federal funds	\$54,870,288
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

## Background Information

Title I, Part C, Carl D. Perkins is authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Fund Code:	244
CFDA Number:	84.048A

**Applicable Law and Regulations:** In additions to regulations cited in **CS7000—Provisions, Assurances and Certifications**, the following regulations are applicable: 34 Code of Federal Regulations (CFR) 300 and Public Law (P.L.) 108–446; Texas Education Code (TEC) Chapter 28, Subchapter A; Chapter 29, Subchapter F; Chapter 42, Subchapter C; Section 42.154 Part II, Title 19, Texas Administrative Code (TAC), Chapters 74 and 75, the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Title I, Part C; Code of Federal Regulations (CFR):

- 34 CFR, Part 76 General Requirements\*
- 34 CFR, Part 80 Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments\*
- 34 CFR, Part 400 Vocational and Applied Technology Education Programs-General Provisions
- 34 CFR, Part 403 State Vocational and Applied Technology Education Program

\*(where not superseded by the requirements of P.L. 109–270)

Perkins funds are available to carry out programs that develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education (CTE) programs.

For definitions, see the [eGrants glossary](#).

# Purpose of Request for Application

To qualify for grant funding, the applicant must meet all eligibility criteria defined in the [Eligible Applicants](#) section. The applicant must also submit with the application any required attachments listed in the sections [Required Fiscal-Related Attachments](#).

## Application Format

Most RFAs contain requirements to address both statutory requirements and Texas Education Agency (TEA) program requirements. Applicants must address all *program requirements* to be eligible for grant funding. If any TEA program requirements are not addressed in the application, a correction must be made during negotiations prior to TEA's awarding of the grant to the applicant.

All application requirements are listed in the [Application Requirements](#) section.

TEA may periodically issue written guidelines concerning the management of grants approved in this application or clarifying previously issued grant guidelines. Any guidance issued after the initial approval of the application should be incorporated into these instructions.

# Grant Timeline

Date	Event
May 18, 2012	Publication of the eGrants Applicant Designation and Certification form
June 1, 2012	Publication of eGrant Application, Application Guidelines, Schedules and Schedule Instructions on TEA Web site
June 30, 2012	Ending date of 2011-2012 federal CTE project
July 1, 2012	34% of the district's Perkins funds available for obligation
July 1, 2012	Beginning date of 2012-2013 project; applications received after July 1, 2012, become effective the date received in the Division of Grants Administration
July 31, 2012	Due date of 2011-2012 final expenditure report
August 15, 2012	Due date for 2011-2012 evaluation report (Program Effectiveness Report)
August 31, 2012	Due date of 2011-2012 revised final expenditure report
August 31, 2012	Due date for 2012-2013 application electronically submitted to TEA by 5:00 p.m., Central Time
October 1, 2012	Remaining 66% of the district's Perkins funds available for obligation
March 1, 2013	Due date for submitting equipment requests (BS6003—Program Budget Summary and Support) for 2012-2013 federal project
April 30, 2013	Due date for 2012-2013 budget amendments
June 30, 2013	Ending date of 2012-2013 project
July 31, 2013	Due date of 2012-2013 final expenditure report (and final product, if applicable) to TEA
August 15, 2013	Due date of 2012-2013 final evaluation report (Program Effectiveness Report)
September 3, 2013	Due date of 2012-2013 revised final expenditure report

If a report due date falls on a weekend or holiday, the report will be due the following business day. All of these dates except the grant ending date may vary slightly as conditions require.

## Application Due Date

To be eligible to be considered for funding, the completed eGrants application must be certified and submitted by the official authorized to bind the applicant organization in a contractual agreement by

5:00 p.m. Central Time August 31, 2012, according to the application submission conditions and procedures described in Part 1: General and Fiscal Guidelines. The approval ID (TEASE user name) listed on the **Certify and Submit** page upon submission must be that of the authorized official listed by you in the space provided. In establishing the time and date of receipt, the commissioner of education will rely solely on the date and time recorded in the eGrants automated system.

TEA accepts no responsibility for technical problems, delays, or insufficient capacity of technology that occurs at the applicant or originating organization. You are strongly advised to submit applications well before the deadline date and time in an effort to reduce or eliminate technical barriers.

## Grant Period

Plan for a project starting date of no earlier than July 1, 2012, and ending date of no later than June 30, 2013. The application must be received in TEA by July 1, 2012, to be effective July 1, 2012. Applications received after that date will be effective on the day received. Obligation of funds for activities and services conducted must occur within these dates.

All goods must be received and all services must be provided or delivered so that they give substantial benefit to the population being served in the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the grant program, and TEA may disallow the expenditures.

If a grantee is identified as high risk by TEA during the grant period, TEA reserves the right to begin procedures immediately to terminate the grant. The grantee will be reimbursed for allowable expenditures up through the date of notification of high-risk status.

# Eligibility and Technical Assistance

## Eligible Applicants

Local education agencies (LEAs) including open-enrollment charter schools in Texas that enroll students in coherent sequences of CTE courses as demonstrated by prior-year Public Education Information Management System (PEIMS) fall enrollment data are eligible to apply for a grant under Title I, Part C, Carl D. Perkins grant.

To be eligible for Perkins funding, your organization must currently operate CTE programs in Texas that are of sufficient size, scope, and quality to be effective. Eligible recipients will be identified by TEA. Eligible recipients and other public educational entities may apply on behalf of and in coordination with an LEA. Each eligible recipient that receives a grant shall use such funds to develop



new and improve existing CTE programs, with the full participation of individuals who are members of special populations.

Eligible recipients that meet or exceed the state level of performance for at least four out of five performance measures on Schedule **PS3350—Accountability** (1S1, 1S2, 3S1, 4S1, and 5S1) are eligible for an additional allocation (the incentive award).

Eligible recipients whose grant allotment is equal to or greater than \$15,000 must file an application to receive federal funds. An eligible recipient whose grant allotment is less than \$15,000 may still participate in the grant allotment by forming a shared services arrangement (SSA) with other LEAs to meet the minimum grant requirement of \$15,000. (See [Shared Services Arrangements](#).) Independent school districts must also join an SSA to apply for Perkins funding if they enroll fewer than ten students in coherent sequences of CTE courses. Charter schools must join an SSA to apply for Perkins funding if they enroll fewer than five students in a coherent sequence of CTE courses. This requirement applies even if the LEA is eligible for a Perkins allocation equal to or greater than \$15,000. An LEA may apply for a waiver as a rural, sparsely populated area or as a charter school that is not able to join an SSA. Evidence must be presented to justify the waiver request.

Federal funds may be used in support of CTE for students with disabilities (CTED) courses. For an organization to be eligible for contact hours in a CTED course, the admission, review, and dismissal (ARD) committee shall determine that services available through regular CTE courses are insufficient for the student to make satisfactory progress and shall ensure that the specialized services the student needs can only be provided in a CTED classroom.

The following eligibility requirements also apply:

- TEA reserves the right not to award a grant to a district or charter school that is identified by TEA as a high-risk grantee.
- The applicant must be in compliance with submitting the annual audit to TEA, as described in Part 1: General and Fiscal Guidelines.

## Shared Services Arrangements

A shared services arrangement (SSA) is an agreement between two or more school districts, open-enrollment charter schools, or ESCs that provides services for entities involved. Such entities may desire to enter into an SSA for the performance and administration of a program in order to maximize the use of funds and services to be provided. An eligible entity must serve as the fiscal agent for an SSA.

A school district or charter school may choose to join or form an SSA with other school districts, charter schools, an education service center, or a postsecondary institution. *Districts or charter schools that join an SSA lose entitlement to their initial allocation; SSA funds must be used for purposes that are mutually beneficial to all members of the SSA.* Each member of the SSA must conduct and submit a Program Effectiveness Report for its district's CTE programs.

See [SSA Use of Funds](#) for information on the proper use of SSA allocations.

## Waiver from the \$15,000 Requirement and Coherent Sequence Threshold

LEAs that have a high school located at least 30 highway miles from the nearest neighboring high school campus and that can demonstrate that the high school is unable to enter into an SSA to provide services under the secondary school CTE program may apply for direct allocation of grant funds if they choose, even though their planning allocation is less than \$15,000. Charter schools eligible for less than \$15,000 may apply for a waiver of the \$15,000 requirement if they can demonstrate that they are unable to join an SSA.

### Written Agreement

The SSA must have an agreement signed by all participants detailing how the SSA will function. As a minimum, the agreement should contain the following:

- Identification of the entity that will be the administrative and fiscal agent that is authorized to receive and expend funds for the conduct of the project
- The membership of the SSA
- A description of the recourse the fiscal agent will have with the member districts if a refund results from monitoring or audit exceptions
- The final disposition of equipment, facilities, and materials purchased for this project should the SSA disband

Each SSA member and fiscal agent must conduct and submit a Program Effectiveness Report of its Perkins-funded programs.

### Fiscal Agent Responsibilities

Each SSA must include a fiscal agent, which is responsible for conducting various administrative duties. The fiscal agent may be a recipient of services under the arrangement or the administrator of the arrangement and not receive services. The fiscal agent usually performs the budgeting, accounting, and personnel responsibilities related to the arrangement.

The SSA fiscal agent is responsible for ensuring that funds are used in accordance with grant provisions. If the funds are not used in accordance with grant provisions or if other federal requirements are not met, the fiscal agent is financially responsible to TEA for the consequences of instances of noncompliance (e.g., refunds due to TEA, withholding grant reimbursements), regardless of whether the fiscal agent has retained and expended grant funds on behalf of the SSA or flowed funds to member LEAs of the SSA. It is understood that the fiscal agent is responsible for the refund for any exception received as a result of monitoring or audit.

See the [Financial Accountability System Resource Guide](#) sections regarding management agent and fiscal agent responsibilities. In these guidelines, shared services arrangement and shared services have the same meaning.

## Contacts for Clarifying Information

Program Contact	Funding Contact
Texas Education Agency Division of Curriculum 1701 N. Congress Austin, Texas 78701 512-463-8057 <a href="mailto:career@tea.state.tx.us">career@tea.state.tx.us</a>	Texas Education Agency Division of Grants Administration 1701 N. Congress Austin, Texas 78701 512-463-8525 <a href="mailto:gafpc@tea.state.tx.us">gafpc@tea.state.tx.us</a>

CTE program staff are responsible for assistance with programmatic issues for the districts, charter schools, and SSAs in specific ESC regions. Please contact the appropriate TEA CTE program staff for questions or technical assistance related to CTE.

Contact	ESC Regions
John Ellis 512-463-9581 <a href="mailto:john.ellis@tea.state.tx.us">john.ellis@tea.state.tx.us</a>	1-7
Ron Whitson 512-463-9581 <a href="mailto:ron.whitson@tea.state.tx.us">ron.whitson@tea.state.tx.us</a>	8-12
Diane Salazar 512-463-9581 <a href="mailto:diane.salazar@tea.state.tx.us">diane.salazar@tea.state.tx.us</a>	13-20

See Part 1: General and Fiscal Guidelines for more detail regarding clarifying or additional information.

# Program Information

## Supplement Not Supplant

Funds for this program must be used to *supplement* (increase the level of services) and *not supplant* (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid for with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. You must maintain documentation that clearly demonstrates the supplementary nature of these funds.

You could be considered in noncompliance with the supplement-not-supplant requirement if you use federal CTE funds to provide services that you are required to provide under state or local law, rule, or a court order. Also, you could be considered in noncompliance for any expenditure of federal funds for any service that has been funded with state or local funds.

## Program Description, Purpose, and Goals

The following purpose, goals, and description of the grant program have been defined by the USDE, Texas Legislature, and TEA program staff.

### Program Purpose

The purpose of the program is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in CTE programs.

### Program Goals

LEAs must demonstrate that they are fulfilling the following nine requirements with Perkins funds or a combination of Perkins and other funds:

- Integrate academics with CTE programs using a coherent sequence of courses
- Link CTE at the secondary and postsecondary levels.
- Provide students with strong experience in and understanding of all aspects of an industry.
- Develop, improve, or expand the use of technology in CTE programs.
- Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrating CTE programs.
- Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met.
- Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope, and quality to be effective.
- Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

### Program Description

This grant provides formula allocations to CTE programs operated by LEAs.

## Application Requirements

This section of the RFA describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity time line, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Applicants must address all requirements to be eligible for grant funding. If any requirements are not addressed, the application will need to be corrected during negotiations before TEA can award the grant to the applicant. It is the responsibility of the applicant to ensure that all schedules are completed before submitting them to TEA.

## Statutory Requirements

The following requirements are defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding.

Each eligible recipient that receives an allotment under the grant shall use such funds to improve CTE programs. Funds made available under this grant shall be used to provide CTE programs that accomplish the following:

1. Strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the following:
  - a. The core academic subjects
  - b. CTE subjects
2. Link CTE at the secondary and postsecondary level, including offering the relevant elements of not less than three CTE programs of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include the following:
  - a. Training CTE teachers, faculty, and administrators to use technology, which may include distance learning
  - b. Providing CTE students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields
  - c. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs that improve the mathematics and science knowledge of students
5. Provide professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including the following:
  - a. In-service and preservice training on the following:

- i. Effective integration and use of challenging academic and CTE provided jointly with academic teachers, to the extent practicable
    - ii. Effective teaching skills based on research that includes promising practices
    - iii. Effective practices to improve parental and community involvement
    - iv. Effective use of scientifically based research and data to improve instruction
  - b. Support of education programs for teachers of CTE who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry
  - c. Internship programs that provide relevant business experiences
  - d. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction
6. Develop and implement evaluations of the CTE programs carried out with funds, including an assessment of how the needs of special populations are being met.
  7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
  8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
  9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

The nine requirements for eligible recipients of Perkins funding may be fulfilled entirely with Perkins funding or with a combination of Perkins and other funding sources. All nine required uses of funds must be fulfilled for a district to receive Perkins funds.

In addition, applicants must address the following requirements.

1. LEAs may apply for funding as single applicants if they are eligible for at least \$15,000 under this grant.
2. An LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a \$15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school campus and for that reason it is unable to enter into a SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join an SSA. If the district or charter school meets this criterion, complete **Part 3 of BS6003—Program Budget Summary and Support**.
3. The federal funds from this grant will be used by your organization to improve CTE programs, with the full participation of individuals who are members of special populations. Students who are members of special populations shall have access to CTE in the most integrated setting possible (for students with disabilities, the least restrictive environment).

4. Parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the development, implementation, and evaluation of CTE programs, and such individuals and entities should be effectively informed about and assisted in understanding the requirements of this Act, including CTE programs of study.

## TEA Program Requirements

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. If local performance indicated on Schedule **PS3350—Accountability** does not meet or exceed state targets, explain the steps that the LEA is taking to improve performance.
2. Describe strategies to ensure equitable access to and participation in CTE programs.
3. Provide a budget for use of Perkins funds.
4. Describe how the LEA is meeting the nine requirements for use of Perkins funds.
5. Provide a local plan for use of Perkins funds that provides the information specified in the application, including the following:
  - a. Describe how the CTE programs will be carried out with funds received under this title.
  - b. Describe how the CTE activities will be carried out with respect to meeting the state and local adjusted levels of performance.
  - c. Describe how the eligible recipient will accomplish the following:
    - i. Offer the appropriate courses of not less than three CTE programs of study in three different career clusters.
    - ii. Improve the academic and career and technical skills of students participating in CTE programs by strengthening the academic and CTE components through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the core academic subjects and CTE subjects.
    - iii. Provide students with strong experience in and understanding of all aspects of an industry.
    - iv. Ensure that students who participate in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are all other students.
    - v. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

- d. Describe how comprehensive professional development for CTE academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE.
- e. Describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities are effectively informed about and assisted in understanding Perkins requirements, including CTE programs of study.
- f. Assure that CTE programs will be of such size, scope, and quality to bring about improvement in the quality of CTE programs.
- g. Describe the process that will be used to evaluate and continuously improve the performance of CTE students.
- h. Describe how your organization will accomplish the following:
  - i. Review CTE programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.
  - ii. Provide programs that are designed to enable special populations to meet the local adjusted levels of performance.
  - iii. Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- i. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- j. Describe how funds will be used to promote participation in nontraditional fields.
- k. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.
- l. Describe efforts to improve the following:
  - i. The recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession
  - ii. The transition to teaching from business and industry

## Program Assurances

The program assurances for this grant program are listed in the Program-Specific Provisions and Assurances.



Please review each of these assurances carefully as you will be required to implement each and document the implementation of each. These activities may be monitored or audited.

No response to these requirements is required in the application. Instead, applicants are required to indicate that they have read these requirements and that in order to be considered for funding, the applicant agrees to comply with each requirement. The applicant indicates compliance with program requirements by checking the appropriate box for each requirement.

The federal funds from this grant will be used by your organization to improve CTE programs, with the full participation of individuals who are members of special populations. Students who are members of special populations shall have access to CTE in the most integrated setting possible (for students with disabilities, the least restrictive environment). Notice of available funding will be posted on the TEA website.

## Required Fiscal-Related Attachments

To qualify for grant funding, the applicant must meet all eligibility criteria defined in the [Eligible Applicants](#) section. The applicant must also submit with the application any required attachments listed below.

1. If budgeted items will not all fit on the budget schedule (for example, if the LEA wants to purchase numerous capital outlay items), attach the BS6003 Budget Addendum.
2. If the fiscal agent makes payments to SSA members, the fiscal agent must provide an attachment containing the amount of funding that will flow to each member of the SSA.
3. **Proof of nonprofit status:** Open-enrollment charter schools operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration.
4. **Assurance of compliance with annual financial audit:** All public school districts, open-enrollment charter schools, and ESCs must be in compliance with submitting the required annual audit for the immediate prior fiscal year, as well as all prior fiscal years, to TEA. The audits must be submitted in the time and manner requested by TEA, and must be determined by TEA to be in compliance with the applicable audit standards.

Refer to Part 1: General and Fiscal Guidelines, Conditions for Submission of Application for more detailed information about audit requirements and financial reliability. A school district or open-enrollment charter school shall demonstrate financial reliability if the district's or charter school's Financial Integrity Rating System of Texas (FIRST) rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement.

## Equitable Access and Participation

Provisions for equitable access and participation apply to all federally funded grants administered by the US Department of Education.

In accordance with the General Education Provisions Act (GEPA), Section 427, applicants must develop and describe the procedures they will use to ensure equitable access to and equitable

participation in this grant program. The barriers to such participation should be identified for all participants and potential participants during the needs assessment phase of the program planning and development.

All applicants must address the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation, including those based on gender, race, color, national origin, disability, and age.

You are required to report on equitable access and participation to apply for this grant program. Complete Schedule **PS3400—Equitable Access and Participation**, included in the eGrants application for this project.

If you offer or administer CTE programs and receive funds from the USDE, you must meet certain requirements applicable to a CTE program. TEA has the regulatory responsibility for ensuring that CTE programs in Texas public secondary schools are accessible to all students and is required to adopt a civil rights compliance program to identify, remedy, or prevent discrimination in the CTE programs operated by LEAs. The authority to conduct monitoring activities related to civil rights compliance in districts that provide CTE programs and accept federal funds is found in the following:

- Guidelines for Eliminating Discrimination and Denial of Services on the basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs, March 21, 1979 (34 CFR, Part 100, Appendix B)
- Title VI of the Civil Rights Act of 1964 and implementing regulations (34 CFR Part 100) which prohibit discrimination on the basis of race, color, and national origin
- Americans with Disabilities (ADA) Act of 1990 and the implementation of 28 CFR, Part 35
- Title IX of the Education Amendments of 1972 and the implementation of 34 CFR, Part 106, which prohibit discrimination on the basis of gender
- Section 504 of the Rehabilitation Act of 1973 and implementing regulations (34 CFR Part 104) which prohibit discrimination on the basis of handicap
- The Age Discrimination Act of 1975 and implementing regulations (45 CFR Part 90) which prohibit discrimination on the basis of age
- Public Law 109–270, the Carl D. Perkins Career and Technical Education Improvement Act of 2006

## Nontraditional Programs

The district/SSA should provide CTE programs and instruction for students enrolled in CTE courses that are nontraditional for their gender. Every effort is to be made to eliminate sex bias and stereotyping in curriculum, instruction, and services. Materials and practices (instructional and counseling) should be reviewed for gender equity. If materials or practices are determined to be biased toward either gender, the district/SSA should establish and implement a plan that will eliminate sex bias and stereotypical practices.

## In-Service Training for Meeting the Needs of Special Populations

The district should provide in-service training for all CTE teachers to upgrade their teaching skills so that they can better serve the needs of students who are members of special populations.

## Performance Measures and Program Evaluation

By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and agrees to submit the required reports in the format and time requested by TEA. TEA will collect and analyze relevant data from the Public Education Information Management System (PEIMS) if it is available.

The applicant agrees to collect data and report on Schedule **PS3350—Accountability** the following mandatory performance measures:

- 1S1—Academic Attainment—Reading/Language Arts
- 1S2—Academic Attainment—Mathematics
- 2S1—Technical Skill Attainment
- 3S1—Secondary School Completion
- 4S1—Student Graduation Rates
- 5S1—Secondary Placement
- 6S1—Nontraditional Participation
- 6S2—Nontraditional Completion

An additional column containing the grantee's previous actual performance percentage has been added for informational purposes.

You are required to provide a Program Effectiveness Report by August 15, 2013. You are not in compliance with grant conditions and requirements until this report is received by TEA. The final 10% of the district's funding will be withheld pending receipt of the Program Effectiveness Report, Final Expenditure Report, and (if applicable) Performance Based Monitoring intervention data. Eligibility to receive future grants—including continuation grants—from TEA may be impacted by such noncompliance.

You shall agree to accept the state's secondary adjusted levels of performance as local adjusted levels of performance or to negotiate with TEA to reach agreement on new local adjusted levels of performance for each of the core indicators of performance for CTE activities. The levels of performance established shall, at minimum, meet these requirements:

- Be expressed numerically, so as to be objective, quantifiable, and measurable
- Require your organization to continually make progress toward improving the performance of CTE students

# Funding Information

## Application Funding

Approximately \$54,870,288 is available for funding the Title I, Part C, Carl D. Perkins grant during the July 1, 2012, through June 30, 2013, project period.

TEA reserves the right to reduce funding if projections are determined not to have been realistic based on actual participation. Should additional funds become available for distribution, the commissioner of education will determine how these will be distributed.

## Cash Management

Grantees must file their expenditures in TEA's automated expenditure reporting (ER) system in order to receive payment. Administrative requirements for grants stipulate that grantees must request cash as close as possible to the time of making disbursements and should not have more cash on hand than is necessary to meet three days' cash needs.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the expenditures are within the established thresholds.

Refer to Part 1: General and Fiscal Guidelines for additional information related to cash management practices and requests that exceed the threshold. Please note that for any payment request in the ER system that exceeds the threshold, TEA reserves the right to request additional supporting documentation, including but not limited to the general ledger, payroll ledger, and copies of payroll checks, invoices, receipts, and travel vouchers before authorizing payment.

## State Funding

### State CTE Allotment

LEAs may use state funds in combination with Perkins funds to fulfill Perkins requirements. State funds for CTE will be distributed to school districts on the basis of the number of contact hours generated by eligible students enrolled in CTE during the entire school year. Courses offered will be funded by the allotment for which they are eligible. Innovative courses require written approval from TEA for the district to receive the CTE allotment for which they are eligible. All rules for state contact hours are in the [Student Attendance Accounting Handbook](#).

The Summary of Finances 2012–2013 school year provided by the Division of State Funding will reflect the state CTE allotment for each LEA. Districts can access their Summary of Finances on the [TEA website](#). Except for funds used for state indirect costs, state funds must be spent on authorized CTE programs, services, and activities. Any unexpended state funds from the 2011–2012 school year may be returned to TEA or carried over to the 2012–2013 year, but if they are retained, the funds must be expended on CTE during the 2012–2013 school year. State funds carried over to a subsequent school year are not eligible for the state indirect cost allotment and should be expended before the 2012–2013 state funds.

## Expenditure of State CTE Funds

Charge state funds expended for CTE programs that received CTE-weighted funding to the PEIMS Program Intent Code 22. Charge state-funded expenses for nonweighted CTE courses, including middle school CTE courses that are not for the disabled, to Program Intent Code 11. State-weighted CTE funds may not be expended for middle school CTE courses (Grades 6–8) unless the courses are CTED. Districts operating middle grade CTE courses that are not for disabled students must expend either the foundation funds generated by these courses or local funds. You may charge CTED middle grade course expenses to Program Intent Code 22. For more information, contact the [Division of School Finance](#) at (512) 463-9238, or send an email to [finance@tea.state.tx.us](mailto:finance@tea.state.tx.us).

## Use of Funds

The Carl D. Perkins Career and Technical Improvement Act of 2006, P. L. 109-270, Title I, Part C, authorizes expenditures for programs that develop more fully the academic and career and technical skills of secondary education students who elect to enroll in CTE programs.

Funds expended through this grant program must be used for the purposes described in the [Program Description, Purpose, and Goals](#) and in the [Application Requirements](#) sections of these guidelines. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the program goals and objectives. Applicants are strongly encouraged to coordinate their participation in federal, state, and local programs to eliminate duplication of resources.

Program funds shall not be obligated for expenditure before the effective date of the application or after the ending date of the program. Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described. All goods must be received and all services must be provided or delivered in time to substantially benefit the current grant period and in no case after the ending date of the grant. In most instances, goods or services delivered near the end of the grant period are viewed by TEA as not necessary to accomplish the objectives of the current grant program, and TEA may disallow those expenditures.

In general, the budget schedules submitted by the applicant must evidence all of the following:

- Project costs are reasonable in relation to expected outcomes:
  - The amount requested might realistically be expected to have an impact on the stated needs.
  - The expected outcomes are sufficient to justify the amounts requested.
- The program will identify and coordinate funding from several sources.
- All expenditures are pertinent to and appropriate for the objectives and activities stated.

## Allowable Activities and Use of Funds

Refer to the instructions for the specific SAS schedules for additional guidance pertaining to allowable and unallowable costs. Also refer to [Guidelines Related to Specific Costs](#) for a summary of certain unallowable costs.

See [Statutory Requirements](#) for required use of funds.

In addition to the required use of funds, school districts may use Perkins funds to do the following:

1. Involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.
2. Provide career guidance and academic counseling for students participating in CTE programs that do the following:
  - a. Improve graduation rates and provide information on postsecondary career options—including baccalaureate degree programs—for secondary students, which may include the use of graduation and career plans.
  - b. Provide assistance for postsecondary students, including adult students who are changing careers or updating skills.
3. Provide support for local education and business partnerships, including for the following:
  - a. Work-related experiences for students, such as internships, work-based learning, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs
  - b. Adjunct faculty arrangements for qualified industry professionals
  - c. Industry experience for teachers and faculty
4. Provide programs for special populations.
5. Assist career and technical student organizations (CTSOs).
6. Provide mentoring and support services.
7. Lease, purchase, upgrade, or adapt equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
8. Provide teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. Develop or expand postsecondary program offerings at times and in formats, including through the use of distance education, that are accessible for students, including working students.
10. Develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including the following:
  - a. Articulation agreements
  - b. Dual and concurrent enrollment programs

- c. Academic and financial aid counseling for CTE students
  - d. Other initiatives as follows:
    - i. To encourage postsecondary education
    - ii. To overcome barriers to enrollment, including geographic and other barriers affecting rural students and special populations
11. Provide activities to support entrepreneurship education and training.
  12. Improve or develop new CTE courses, including new proposed CTE innovative courses and programs of study for consideration by TEA; courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations; and dual and concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree.
  13. Develop and support small, personalized career-themed learning communities.
  14. Provide support for family and consumer sciences programs.
  15. Provide CTE programs for adults and school dropouts to complete their secondary school education or upgrade their technical skills.
  16. Provide assistance to individuals who have participated in CTE programs in continuing their education or training or finding an appropriate job, such as through referral.
  17. Support training and activities (such as mentoring and outreach) in nontraditional fields.
  18. Provide support for training programs in automotive technologies.
  19. Pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include the following:
    - a. Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors
    - b. Establishing, enhancing, or supporting systems for the following:
      - i. Accountability data collection for Perkins
      - ii. Reporting data required by Perkins
    - c. Implement career and technical programs of study and career clusters.
    - d. Implement technical assessments.
  20. Support other CTE activities that are consistent with the purpose of the Carl D. Perkins Act.

## Examples of Allowable Uses of Perkins Funds

In general, [guidance on cost principles and allowable costs](#) and the [Guidelines Related to Specific Costs](#).

Following are examples of allowable uses of Perkins funds:

- Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program
  - Acquisition of equipment, print, visual, and audio career-guidance resources for use by the counseling team in the delivery of career-development guidance and counseling
  - Implementation of a career information center organized and administered by a certified counselor, including the acquisition of a career information delivery system (CIDS), career resource materials, career videotapes or CDs, and other career-guidance and placement materials
  - Acquisition of equipment, instructional materials, and resources for the delivery of instruction in career-orientation programs
  - Travel for counselor and career-orientation staff development activities directly related to career guidance and placement activities
  - Linguistically appropriate CTE programs, services, and activities for individuals, both secondary and adult, who are members of special populations
  - Appropriate supplementary services—including curriculum modification, equipment modification, supportive personnel, instructional aids and devices, childcare, and transportation—for students who are members of special populations
  - Career counseling and instructional activities designed to facilitate transition from work-based learning or postsecondary education activities for students who are members of special populations
  - A special populations coordinator, paid in whole or in part with federal funds, who is a certified counselor or teacher, to ensure that individuals who are members of special populations are receiving adequate services and occupational skill training
  - Development and acquisition of curriculum materials that include the essential knowledge and skills as established by the SBOE for CTE
  - Acquisition of new or improved instructional resources
  - Modification or upgrade of equipment to meet current business and industry specifications
  - In-service training of both academic and CTE teachers to integrate academic and career and technical skills
- The focus of this training will be to develop linguistically appropriate and culturally sensitive methodologies for serving students who are members of special populations.
- Supplemental accelerated instruction for students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations



- CTE programs that are strongly tied to economic development efforts in the state
- Programs for both secondary and adult students that address all aspects of an industry in high-skill, high-wage, or high-demand occupations
- Acquisition of new materials promoting nontraditional fields
- Provisions of education and training through arrangements with private CTE training institutions, private postsecondary educational institutions, employers, labor organizations, and apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to accomplishing the objectives of the state plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions
- In-service activities for training sponsors from business and industry
- Support for the development and implementation of CTE programs of study and career clusters (i.e., the work of CTE and academic teachers in implementing relevant CTE programs of study for students)
- Administrative costs (limited to 5% of total expenditures, including direct administrative costs and indirect costs)
- Allowable travel expenses (see Travel)
- Acquisition of career interest and aptitude assessment materials and scoring costs, if applicable
- Recruitment and affirmative outreach activities to assure access to quality CTE programs in the most integrated setting possible for students who are members of special populations
- Acquisition of learning styles inventories and scoring costs, if applicable
- Acquisition of new state-of-the-art instructional equipment
- Work-based learning programs, i.e., internship, joint programs, services and activities with community-based organizations, and apprenticeship programs
- Acquisition of linguistically appropriate assessment and other CTE instructional and supportive materials for individuals with limited English proficiency
- Services required in an individualized educational plan (IEP) developed pursuant to Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act
- Services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to CTE programs
- Travel for in-service training for both academic and CTE teachers and other teachers providing instruction to students who are enrolled in CTE programs when the in-service training is related to integrating academic and CTE

Federal funds also may be used to support travel for staff accompanying students attending CTE leadership activities above the local district level.

### **SSA Use of Funds**

Funds allocated to SSAs shall be used for Perkins-eligible purposes and programs that are mutually beneficial to all members of the SSA. Fiscal agents may not reallocate funds to individual members of the consortium for purposes or programs benefiting only one member of the SSA. The action of

flowing funds back to members of the consortium for purposes that are only beneficial to individual members does not constitute compliance with the “mutually beneficial purposes and programs” requirement.

Funds in the SSA must be used for programs that are of sufficient size, scope, and quality as to be effective, integrate academic and CTE, provide CTE programs of study for students, and provide *equitable participation* for students who are members of special populations.

Payments to members of SSAs must not equal the released amount of funds contributed by members to the SSA and may not be used to benefit only one member of the SSA.

### **Examples of Mutually Beneficial Uses of Perkins Funds by SSAs**

Following are examples of mutually beneficial programs that may be offered by SSAs:

- Employ counselors to provide career development, guidance, and counseling programs to all students within the SSA
- Employ a full- or part-time special populations coordinator to work directly with individuals who are members of special populations to ensure services or job-specific training for such students on the campus of each member of the SSA
- Establish a common site for offering CTE courses. This goal could be accomplished in one or more of the following ways:
  - Establish a separate campus
  - Provide career programs of study and CTE courses on one campus that could serve students from each member of the SSA
  - Establish a different coherent sequence of courses by several members of an SSA

A teacher or teachers could then teach the sequence of courses by moving from campus to campus

- Enhance and expand connections to tech prep, certifications for students, activities for career planning and guidance, and integration of CTE with academics
- Provide CTED services at a central location for special-needs students enrolled in SSA member districts
- Provide or expand career-investigation programs at member districts
- Increase student industry certifications and implementation of career clusters through alignment of coherent sequences with UDSE career clusters
- Establish a career guidance center with a career-information delivery system for all member districts

Aptitude and interest inventory assessments will be purchased for and utilized by students.

- Audit and upgrade CTE programs to meet industry and articulation standards
- Increase the number of industry certifications for teachers
- Implement a career-guidance program and training for students to create a college-going culture and career research and testing options

- Employ a full-time seamless transition coordinator to work directly with members of the SSA on PEIMS coding and articulation agreements, and strengthen the academic and technical skills of career and technical students
- Develop shared CTE materials access for students of member districts
- Enhance connections with postsecondary institutions, including dual credit and tech prep opportunities; implement or improve industry certification programs
- Establish and expand CTE distance-learning opportunities for member districts
- Provide supplemental accelerated instruction for students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations

### Space Utilization Charges

Space utilization recovery charges for any grant authority funded in this application must be at a rate no greater than 2% of the acquisition cost in accordance with the provisions in the applicable Office of Management and Budget (OMB) Circular. The charge must be prorated based on actual space utilized. You must maintain sufficient documentation to support the charges incurred. Space utilization charges may not include charges for the use of hallways, restrooms, reception areas, or other common use areas.

### Cost of Equipment Insurance

Equipment purchased with federal funds must be insured. The actual cost of insurance for equipment purchased with funds from this grant program may be charged as a direct cost to the grant so long as the insurance costs are not contained in any other comprehensive casualty insurance that may be held by the grantee.

### Use and Disposition of Equipment Purchased with Grant Funds

Equipment purchased with federal grant funds must be used in the grant project for which it was acquired for as long as the equipment is needed, whether or not the grant continues to be funded by federal funds. Unless TEA indicates otherwise, once the equipment is no longer needed, its use may be transferred to support another federally funded grant. In this situation, equipment purchased with federal funds must be used in another federally funded program. Use for the original grant should always take priority over other uses.

Equipment purchased with federal CTE funds, when not being used to carry out the purpose of the Act for which it was purchased, may be used for non-CTE purposes if such usage does not interfere with the use of that equipment for CTE purposes, if the usage does not add to the cost of using that equipment, and if the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity under the secondary school CTE program or the adult CTE program.

Only the grant funds used to purchase equipment may be used to pay for repairs to that equipment. If the equipment is no longer needed for the original grant, and its use has been transferred to another federal grant as appropriate, repairs may be purchased with funds from the second grant.

An application or amendment must be approved by TEA before the initiation of any activities affected by that application or amendment, such as purchase orders issued, funds encumbered or expended, goods received, or services rendered.

If equipment can no longer be used, it may be disposed of as follows:

- Items of equipment with a current per-unit fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to TEA.
- After receiving written authorization from TEA, grantees may retain or sell items of equipment with a current per-unit fair market value in excess of \$5,000. The grant must be credited and a refund must be submitted to TEA for the fair market value of the equipment.

If equipment is traded in for other CTE equipment rather than sold, the proceeds from the trade-in shall be applied to the purchase of the new or refurbished equipment.

Permission to remove equipment purchased with federal funds from a grantee's inventory may be requested from TEA in writing. (Submit requests to the Chief Grants Administrator, Division of Grants Administration.) Reasons for removal may include that the equipment is no longer operable, was destroyed, was stolen, or is no longer needed.

If you purchase capital outlay (furniture or equipment) to accomplish the objectives of the grant project, the title will remain with your organization throughout the grant period. TEA reserves the right to transfer capital outlay items during the grant period or as needed after the ending of the grant from grantees that fail to comply with grant requirements. This provision applies to any furniture or equipment regardless of unit price and item classification in the grantee's accounting records.

### **Management of Equipment**

At a minimum, procedures for managing equipment, whether acquired in whole or in part with federal funds, shall meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of property; the name of the title holder; the acquisition date and cost of the property; percentage of federal participation in the cost of the property; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposal and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.
4. Adequate maintenance procedures must be developed to keep the property in good condition.
5. If you are authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

## Travel

Federal funds may be used to support travel for in-service training and workshops on the integration of CTE and academic curriculum for both CTE and academic teachers when the in-service training or integration is related to CTE. Federal funds also may be used to support travel for staff accompanying students attending CTE student leadership activities above the local district level. Perkins funds cannot be used for student travel to leadership activities or competitions.

You may reimburse an employee who travels within the state of Texas with an overnight stay away from designated headquarters for actual meals and lodging expenses not to exceed the state maximum allowable, or local policy, whichever is less. The reimbursement for lodging expenses may not exceed actual expenses or the federal rate for the locale, whichever is less. The tax charged on lodging does not have to be considered a part of the lodging cost and may be reimbursed as an incidental expense. An official lodging receipt must be attached to the travel voucher. Meal receipts are not required, but reimbursement is limited to actual expenses, not to exceed the federal rate for the locale. Reimbursement on the quarterly system (six hours per quarter) is no longer authorized. Refer to the [Guidelines Related to Specific Costs](#) for more information.

Partial per diem is allowable without an overnight stay away from the designated headquarters for actual meal expenses if the employee is away from designated headquarters for at least six consecutive hours. Designated headquarters is defined as the area within your school district boundaries.

You may reimburse an employee traveling outside the state of Texas but within the continental United States for actual meals and lodging expenses. However, the reimbursement may not exceed the rates specified in the federal travel regulations for the location to which the employee travels. Obtain these rates for a specific state by contacting the [Comptroller of Public Accounts](#), L.B.J. State Office Building, Austin, Texas 78701, (512) 475-0966.

The comptroller of public accounts sets the standard mileage rate. The LEA may pay mileage at the standard rate or according to local policy. (See the [Guidelines Related to Specific Costs](#).)

When two or more employees share lodging, you shall reimburse each employee for his or her share of the actual lodging expense, not to exceed the maximum lodging rate.

These guidelines apply to reimbursement for travel with federal Perkins funds. Travel paid from federal Perkins funds must be used to improve, not maintain, CTE programs, services, and activities. You may establish and reimburse the traveler at a higher rate than the authorized state rate provided the additional cost is paid with local funds. If you adopt lower rates than the state rate, the lower rate must be used.

Districts may not use funds from the grant, which ends June 30, 2013 (the closing date for the Perkins grant), to pay the advance registration fee, hotel, airline, meals, or other travel-related expenses for an allowable conference or other allowable event that occurs after June 30, 2013, unless on-site registration is not available. Expenses for travel that begins on or before June 30, 2013, and ends on or after July 1, 2013, must be prorated between the two grant years spanned by the travel (34 CFR Subtitle A, Section 75.707).

## Unallowable Activities and Use of Funds

Unallowable activities and use of funds may include but are not limited to the following:

- Construction, renovation, or remodeling of facilities
- Food costs
- Payment for students who are employed by and receiving training from a private business or organization
- Salaries for classroom CTE teachers
- Academic remediation for CTE students
- Any expenditures for administration that exceed 5% of the total grant award
- Any purchase order or other encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant
- Any goods or services received before the beginning date of the project (July 1, 2012) or after the ending date of the project (June 30, 2013)
- Equipment received before June 30, 2013, and installed and/or placed in service after June 30, 2013, is not an allowable expenditure
- Items prohibited by supplement-not-supplant requirements
- Any purpose that was previously funded with nonfederal funds
- Perkins funds may be used to supplement (increase the level of services) but not supplant (replace) funds from nonfederal sources.
- In-state travel or per diem in excess of state rates (not to exceed actual costs); out-of-state travel in excess of federal government rates for the locale (also not to exceed actual costs)
- Travel that is required by SBOE rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)
- Travel and/or registration fees for students to attend CTSO leadership activities
- An article of equipment that did not have prior approval from TEA
- Student organization and membership dues
- Alcoholic beverages
- Furniture, except when the furniture is considered industry-specific instructional equipment
- Consumable supplies, defined as items that are expected to be used within a short period of time, such as office supplies, paper, computer supplies, building and maintenance supplies, and laboratory supplies
- Motorized vehicles
- Trailers
- Expenditures for teacher bonuses
- Work-study programs
- Payment with 2012–2013 Perkins funds for travel or registration fees for events that occur before July 1, 2012
- Pre-payment with 2012–2013 Perkins funding of travel or registration fees for events that occur after June 30, 2013

- Reimbursement of personal expenditures incurred before June 30, 2013, for travel or registration fees that occur or end after June 30, 2013
- Membership fees in professional or social organizations for individual staff
- Insurance coverage for students

## Reallocation of Carl D. Perkins Career and Technical Education Funds

Federal funds that are not applied for as of September 1, 2012, will be reallocated by formula for use by school districts or consortia with approved 2012–2013 Perkins applications. It will not be necessary for LEAs to amend their Perkins applications to receive reallocation funding.

## Retention of Records

You must retain records for a period of five years after the ending date of the grant.

## Limitation of Administrative Funds

The authorizing statute limits the amount of funds that may be budgeted to administer the program to no more than 5% of the total grant awarded for any fiscal year. Funds requested for administrative use must be requested in the application on the appropriate budget schedules.

Administrative funds include both *direct administrative costs and indirect costs*. For federal grants, indirect costs may be requested at an amount not to exceed 5% or your approved federal indirect cost rate, whichever is less.

*Direct administrative costs* may include costs associated with accounting and other fiscal activities and auditing, provided these costs are not typically included in the indirect cost pool, and overall program administration. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee. Refer to the SAS instructions for Schedule **BS6003—Program Budget Summary and Support** for more detailed information pertaining to administrative costs.

# Required Reports

## Report Due Dates

By submitting the application, the applicant agrees to comply with any reporting and evaluation requirements established by TEA and to submit the reports in the format requested by TEA.

## Activity, Progress, and Evaluation Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by TEA. Each activity/progress report is due to the TEA project administrator within 15 days

after the close of the reporting period. These reports will be used by the project administrator to determine if modifications or adjustments to the program are indicated. Reports will be due to TEA as follows:

Activity/Progress/Evaluation Reports		
Report	Reporting Period	Due Date
Program Effectiveness Report	07/01/2012-06/30/2013	08/15/2013

The grantee must provide a program effectiveness report in the format requested by TEA within 45 days after the end of the project. The grantee is not in compliance with grant conditions and requirements until this report is received by the TEA project administrator, and final payment may be withheld until TEA receives the report. Failure to meet the reporting deadline may also affect the grantee's eligibility to receive future grants, including continuation grants, from TEA. The program effectiveness report as of June 30, 2013, will be due on August 15, 2013.

## Expenditure Reports

Unless otherwise specified, grantees in good standing are required to request payment through the ER system. The applicant agrees to report expenditures by class/object code in ER when it requests each payment. Grantees are encouraged to draw down funds on a monthly basis to indicate to TEA that grant activities and expenditures are occurring as planned.

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within established thresholds. Refer to Part 1: General and Fiscal Guidelines of this RFA for information pertaining to requests for payments through ER and for information pertaining to thresholds.

The final expenditure report must be filed in ER by July 31, 2013. Failure to meet reporting deadlines may result in loss of funds and could cause the grantee to be identified as "high risk." If a grantee fails to comply with the requirement to submit a final expenditure report within 30 days after the ending date of the grant, the last interim expenditure report filed will be the basis of the final expenditure report.

Final payment is contingent upon receipt of the final expenditure report in ER and all required programmatic reports or documents. TEA reserves the right to withhold a portion of the final payment until the required reports are received. Reports will be due to TEA as follows.

Expenditure Reports		
Report	Reporting Period	Due Date
Final Expenditure Report	07/01/2012-06/30/2013	07/31/2013
Revised Final Expenditure Report	07/01/2012-06/30/2013	09/03/2013



A revised final expenditure report may not be accepted past September 3, 2013, regardless of circumstance, unless the report will reduce expenses from the amount initially reported. Any expenditure reports received after September 3, 2013, may not be paid by TEA and the grantee will be responsible for those expenditures. Refer to the Expenditure Reports section of Part 1: General and Fiscal Guidelines of this RFA for specific information related to expenditure reports and revised expenditure reports.

## Documenting Career and Technical Education Expenditures

Share these guidelines with the district business manager to assure proper accounting of Federal and nonfederal funds. Commingling of nonfederal and Federal funds without separate accountability is not allowed under any circumstances. You must comply with the requirements in [FAR Guide](#) and in 34 CFR 80.20.

As a minimum, each district that receives Federal CTE funds must establish Fund 244 for grant funds. The fiscal agent of an SSA must establish Fund 331 for the grant funds of the SSA. If the fiscal agent is flowing funds to member districts of the SSA, the member district must record its expenditures in Fund 244.

The Catalog of Federal Domestic Assistance (CFDA) Identification Number for the grant is 84.048A.

Expenditures or expenses shall be classified by fund, function, object, subobject (optional), organization, and program code according to the requirements in FAR.

## Reporting Expenditures of Federal Funds

LEAs, ESCs, and open-enrollment charter schools may no longer receive a cash advance. Reimbursement for the CTE Perkins Grant is based on actual expenditures and is limited to 34% of the budget if reported before October 1, 2012. After October 1, reimbursement may be accessed as expended for up to 90% of the total budget. This grant reserves 10% of the NOGA amount or 10% of the final expenditure amount (if less than the NOGA amount) pending satisfactory completion of all fiscal and programmatic requirements. The remaining 10% will be released automatically when the following reports are submitted:

- The final expenditure report, which is due July 31, 2013; the revised final expenditure report, due September 3, 2013

No revised final expenditure reports will be accepted after September 3, 2013.

- Performance-Based-Monitoring intervention data that must be submitted through the Perkins application Program Effectiveness Report to fulfill Federal or State requirements, due August 15, 2013

It is no longer necessary for grantees to enter a new transaction in ER to draw down the 10% reserve. Grantees will submit a final expenditure report for the full amount of their allowable expenditures, then TEA will pay 90% of the cumulative expenditures and retain the final 10% in reserve until TEA's fiscal processing unit has verified that all requirements are in compliance. TEA will release the 10% reserve amount to LEAs after all requirements are met. All cash requests must be completed during the time the ER remains open—typically, 60 days following the project end date.

**Note:** LEAs must report expenditures for each Federal fund source combined in a schoolwide campus budget according to generally accepted accounting principles and the [FAR Guide](#).

# Application Submission through eGrants

Submit the application for these grant programs only electronically through the TEA eGrants system. Applications will not be accepted by TEA via any other means. Refer to Application Guidelines—Part 1: General and Fiscal Guidelines for more specific information about accessing eGrants and obtaining the required TEASE user ID and password.

# Reference Material and Attachments

The following documents or attached materials contain additional information to assist with program requirements and compliance questions. Website links are given when available.

- The [Financial Accountability System Resource Guide](#)
- [Guidelines Related to Specific Costs](#)
- Execute Order 13513 Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business
- [Basic guidance for allowable costs, indirect costs, and cost principles](#)
- Appendix A. Accounting for Federal Funds on Schoolwide Campuses

## Executive Order 13513 Prohibition of Text Messaging and Emailing while Driving during Official Federal Grant Business

Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or email while driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the US Department of Education).

## Appendix A: Accounting for Federal Funds on Schoolwide Campuses

### Use of Funds for Title I, Part A, Schoolwide Programs

Section 1114 of Public Law 107–110 authorizes campus that are eligible to operate schoolwide programs to use Title I, Part A, funds in combination with other Federal, state, and local funds to improve student performance by upgrading the entire educational program in a school. Such schoolwide programs are exempt from statutory or regulatory requirements of other Federal education programs, provided that the intent and purposes of other such programs are met and the needs of the intended beneficiaries of the Federal fund sources combined are met. The effectiveness of the program is measured by student performance.

## Schoolwide Plan

According to TEC Section 11.251(f), LEA policies must ensure that all pertinent Federal planning requirements are addressed through the district- and campus-level planning process. Therefore, the schoolwide campus plan requirements for a Title I schoolwide campus are to be incorporated in the campus improvement plan. Specific requirements related to Title I, Part A, schoolwide planning are as follows:

- Title I, Part A, funds on a schoolwide campus may be used only to support activities identified by the comprehensive needs assessment and described in the campus improvement plan.
- Any eligible school that wishes to operate a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the enactment of the No Child Left Behind Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under P.L. 107-110, Section 1117, a comprehensive plan for reforming the total instructional program in the school that does the following:
  - Incorporates the requirements of a Schoolwide Plan as cited in P.L. 107-110, Section 1114(b)
  - Clearly incorporates the Ten Components of a Schoolwide Program
  - Describes how the school will use Title I, Part A, resources and other sources to implement the ten components
  - Includes a list of state and Federal programs whose funds will be combined to implement a schoolwide program
  - Describes how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
  - Includes sufficient activities to address the needs of the intended beneficiaries of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program

The comprehensive plan shall be

- Developed during a one-year period, unless the following occurs:
  - The LEA, after considering the recommendation of the technical assistance providers under Section 1117(c) and (e), determines that less time is needed to develop and implement the schoolwide program.
  - The school is operating a schoolwide program on the day preceding the date of enactment of the No Child Left Behind Act of 2001, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance under such Act to reflect the plan provisions.
- Developed with the involvement of the parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and, administrators (including administrators of programs described in other parts of Title I) and if appropriate, pupil services personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students from such school

- In effect for the duration of the school's participation in Title I, Part A, and reviewed and revised, as necessary, by the school
- Available to the LEA, parents, and the public in an understandable and uniform format and to the extent feasible provided in a language that the parents can understand
- If appropriate, developed in coordination with programs under the Reading First, Early Reading First, Even Start, the Carl D. Perkins Career and Technical Education Act, and the Head Start Act.

A school that chooses to use funds to support Title I, Part A, schoolwide programs is not exempt from requirements relating to the following:

- Health, safety, civil rights, and gender equity
- Student and parental participation and involvement
- Services to private school children
- Maintenance of effort
- Comparability of services
- Uses of Federal funds to supplement and not supplant

The Secretary of Education authorizes a schoolwide program school to use funds from most Federal education programs administered by the Secretary to support its schoolwide program. This authority also extends to services, materials, and equipment purchased with those funds and provided to the school.

## Accounting for Schoolwide Program Funds

Combining funds to meet the collective needs of the included programs on a schoolwide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the Federal funds lose the "program" identity. However, the Federal funds do not lose their "fiscal" identity.

For example, Title IV—Safe and Drug-Free Schools and Communities (SDFSC) expenditures on a schoolwide campus do not have to be tracked back to allowable SDFSC activities. However, SDFSC expenditures do have to be tracked back to the SDFSC Fund Code 204, and all generally accepted accounting principles must be followed. In addition, the school must be able to demonstrate (i.e., document) that it met the intent and purposes of the SDFSC program and that the needs of the intended beneficiaries of the SDFSC program were met. This means that when SDFSC funds are used on a schoolwide campus, all students and all teachers are provided a comprehensive drug use prevention and violence prevention program and that those programs meet the requirements of the SDFSC Principles of Effectiveness.

## Mandatory Codes for Schoolwide Programs

According to FAR, the following account codes are mandatory for all LEAs, including those LEAs implementing schoolwide programs:

- Fund Code (3 digits)—Special Revenue Code
- Function Code (2 digits)
- Object Code (4 digits)
- Organization Code (3 digits)
- Fiscal Year Code (1 digit)
- Program Intent Code (2 digits), if required by FAR
- Optional Codes—as appropriate

## Budgeting Options

A schoolwide campus is not required to track specific program dollars to specific program activities. However, a campus must track Federal funds fiscally. The manner in which an LEA accounts for Federal funds on a schoolwide campus is determined by how Federal funds are expended on a schoolwide campus. For Federal funds that are combined to upgrade the entire educational program at the campus, the LEA has three options.

### Option 1

You may choose to have a campus account for all expenditures by the special revenue fund code for each Federal program as you would on a targeted-assistance campus. In this case, funds will be budgeted in the appropriate SAS application by class/object code, and amendments will be submitted according to the rules and regulations governing fiscal and program changes. (See the instructions for Schedule GS2900 in the Schedule Instructions.)

### Option 2

You may choose to transfer Federal program funds to a schoolwide campus budget through a locally defined system of federally funded special revenue fund codes. For example, if a schoolwide campus plans to use Title I, Title II, and Title IV program funds on a schoolwide campus to upgrade the entire educational program, you would transfer these program funds to the schoolwide campus using a locally defined, federally funded special revenue fund code for each program. By using this option, the LEA would budget program funds for schoolwide campuses as a lump sum in class/object code 8911—Operating Transfers Out. Because the program funds are transferred to a locally defined, federally funded special revenue fund code on a schoolwide campus, the program funds are automatically identified as being included on a schoolwide campus for upgrading the entire educational program.

### Option 3

You may choose to have a campus include all Federal funds that are eligible to be combined in a schoolwide campus budget and are used to upgrade the entire educational program in a single locally defined, federally funded special revenue fund code. If you choose this option, the campus should

allocate expenditures to the separate Federal fund sources according to the percentage that each Federal program contributed to the total combined amount.

For example, if a campus has a schoolwide program with a total of \$100,000 from Federal programs (\$50,000 from Title I, Part A; \$10,000 from Title I, Part C (Migrant); \$20,000 from Title VI—Innovative; and \$20,000 from the Carl D. Perkins Career and Technical Education Act), the campus would combine these funds together in a locally defined revenue code for Federal funds on a schoolwide program campus. The campus would then allocate expenditures to the appropriate program by the percentage the program contributed for reporting by the LEA on ER. In this case, the expenditures would be charged as follows: 50% to Title I, Part A; 10% to Title I, Part C; 20% to Title VI—Innovative; and 20% to the Perkins program.

If the schoolwide program has Federal funds remaining at the end of the project year, the funds would revert back to each of the Federal programs according to the same percentages.

Funds that are to be included in a combined schoolwide budget in this manner will be budgeted on Schedule **BS6003—Program Budget Summary and Support** as class/object code 8911 Operating Transfers Out.

### LEAs Implementing Option 2 or 3

1. No SAS amendments are needed pertaining to the use of funds budgeted under 8911.
2. For fiscal reporting requirements under FAR, the campus must continue to track and report expenditures to PEIMS by class/object code to each fund source separately. Using a journal voucher, the LEA must reclassify the expenditures from the locally defined, federally funded special revenue fund codes used by the campus to the special revenue fund codes assigned to the specific Federal programs by FAR.

## Beginning and Ending Dates for Schoolwide Program Applications

Schoolwide programs are authorized under the Title I, Part A, statute. Therefore, Federal funds that are expended to support a schoolwide campus program may not be combined on a schoolwide campus earlier than the stamp-in date of the funding application for Title I, Part A, funds.

The allocation of expenditures should be based on the same percentage that the programs represent in the combined schoolwide campus program account on the “as of” date for reporting expenditures. The ending date of the Title I, Part A, program cannot be later than June 30.

## Fiscal and Program Requirements for All Schoolwide Programs

In summary, the following fiscal and program requirements apply to all schoolwide programs.

1. The LEA must be able to maintain an audit trail according to budget authority in the NOGA for Federal funds expended on a schoolwide campus.
2. The LEA must be able to demonstrate comparability of services or maintenance of effort as required by each Federal program.

3. Program activities included on a schoolwide campus must be implemented and evaluated as required by each Federal program.
4. Federal funds on a schoolwide campus must be used to meet the needs identified through the school's comprehensive needs assessment and the school reform activities described in the Campus Improvement Plan which incorporates the requirements of the Schoolwide Program Plan.
5. Documentation at the local level must be maintained to demonstrate that appropriate activities were conducted to reasonably address the needs of the intended beneficiaries of the Federal programs included on a schoolwide campus and that the intent and purposes of each Federal program were met.