

**Secondary Annual Application**  
**FY17 Federal Formula Funds under Title I**  
**Of the Carl D. Perkins Career and Technical**  
**Education Act of 2006 (Perkins IV) P. L. 109-270**

Annual Applications must be submitted each year to apply for funds under Title I of Perkins IV. An Annual Application must be submitted for each allowable activity you plan to fund during FY2017.

**Background**

Perkins IV funds are intended to **improve career and technical education programs** through (1) student attainment of challenging academic and technical standards; (2) integration of rigorous and challenging academic and career and technical instruction; (3) linkages between secondary and postsecondary education; and (4) providing individuals with opportunities for lifelong learning. Although rigorous and challenging academic standards are referenced throughout Perkins IV, funds may not be used for academic programs.

Historically, federal career and technical education funds have been targeted to promote preparation in the skills that are needed by business and industry. The 2006 Amendments (Perkins IV) build on this purpose by promoting the development of challenging academic and technical standards including preparation for high skill, high wage, or high demand occupations in current or emerging occupations.

Perkins I and II included special provisions for special population students. Perkins III replaced the emphasis on special populations with increased accountability at the state and local levels. Perkins IV builds on the increased accountability under Perkins III by requiring local education agencies (LEAs) to set specific performance targets on each performance measure and be responsible for meeting those targets. Additionally, Perkins IV imposes specific sanction requirements for LEAs that do not meet their performance targets.

**Accountability**

The new accountability and sanction requirements will require each LEA to think more strategically about the use of Perkins IV funds and to focus activities on effort that help meet performance targets. At the secondary level, academic attainment will now have to be measured by the academic assessments a state has approved under No Child Left Behind (NCLB). Graduation rates will also have to be reported as defined in NCLB, and technical skill proficiency will include student achievement on technical assessments that are aligned with industry-recognized standards when possible.

**Professional Development**

Under Perkins IV, professional development must be high quality, sustained, intensive and focused on instruction, and increase the academic knowledge and understanding of industry standards, as appropriate of career and technical education teachers. Perkins funds can no longer be used to fund one-day or short-term workshops or conferences that are not part of a high quality, sustained and intensive professional development program.

Professional development activities should: (a) promote the integration of coherent and rigorous academic content with career and technical education curricula; (b) increase the percentage of teachers that meet teacher certification or licensing requirements; (c) encourage applied learning that contributes to the academic and career and technical education knowledge of the student; (d) provide the knowledge and skills necessary to work with and improve instruction for special populations; and assist in accessing and using data.

### **Career Guidance and Academic Counseling**

Career guidance and counseling activities (including recruitment) are limited to students **who are enrolled in career and technical education programs**. Programs for special populations which include preliminary intake and related services to individuals prior to enrollment in approved career and technical education programs are an allowable activity under Perkins IV. However, these programs **should result** in (a) enrollment of members of special populations in career and technical education; (b) retention of special populations students in career and technical education programs; or (c) employment for members of special populations who graduate from career and technical education programs.

### **Academic Skills Reinforcement**

Academic skills reinforcement is defined as activities designed to enable career and technical education students to meet the local adjusted levels of performance for Reading/Language Arts and Mathematics by using the contextual environment provided by career and technical education programs.

Perkins IV funds may be used to pay for costs associated with academic reinforcement for career and technical education students under the following conditions: (1) students are enrolled in approved career and technical education programs and activities are provided as part of the career and technical education curriculum; (2) activities are designed to enable the career and technical education students to meet the local adjusted levels of performance on the Perkins IV Performance Measures for Reading/Language Arts and Mathematics; and (3) funds are used to supplement, not supplant, state and local funds.

### **Equitable Access**

Section 427 of the General Education Provisions Act requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. A new question has been added regarding Section 427.

## INSTRUCTIONS FOR COMPLETING ANNUAL APPLICATION AND MODIFYING LOCAL FIVE-YEAR PLAN

**Deadline: June 21, 2016**

### Required Documents:

- Signed Secondary Signature Page
  - Signed Consortium Signature Page (for Consortium Applications)
  - Current Consortium Agreement (if not on file with Idaho Career & Technical Education)
  - Project Application/Description for Each Project
  - Form CS5/10F, Idaho Career & Technical Education Program Budget Request for each project, including Administration projects
  - Budget Narrative for each project, including Administration projects
  - Attachment D included with any projects to expand CTE activities to Grades 7-8
  - Completed Performance Measures
  - Local Program Improvement Plan (if required)
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- ✓ Perkins funds are intended to improve and enhance CTE programs. Projects should focus on activities that help meet performance targets, including how the Local Performance Improvement Plan will address deficiencies on performance measures.
  - ✓ Administration funds are limited to 5% of the total Perkins IV allocation. Administration funds are limited to direct costs associated with the administration of the Perkins funds. **Indirect costs are not allowable.**
  - ✓ **Funds allocated to consortiums must be used only for purposes and programs that are mutually beneficial to all members of the consortium**, and cannot be reallocated to individual members of the consortium.
  - ✓ No more than 25% of the total Perkins IV allocation may be used to fund a project to expand career and technical activities to Grades 7-8. Program expansion projects must include an Attachment D, Application for Program Expansion to Grades 7-8, and meet the following requirements:
    - Activities must be facilitated by a certified CTE instructor;
    - Activities must align to one of the state-approved high school CTE programs that the middle school feeds to;
    - The certified CTE instructor must participate in the high school CTE program industry advisory committee; and
    - A leadership component must be embedded in the Grades 7-8 activities.
    - If the activities of this project modify your Local Five-Year Plan, please explain in your Local Five-Year Plan modification.
  - ✓ All equipment purchases must have prior approval from Idaho Career & Technical Education. Approval of the annual application constitutes prior approval of equipment listed in the budget narrative.

✓ Expenditures made with federal funds must meet the following criteria:

- Federal funds must be used to supplement **not supplant** state and local resources.
- Costs must be necessary and reasonable for the proper and efficient administration of the program.

**EXAMPLE:** If a Perkins IV funded project proposed to serve 100 students it would be reasonable and necessary to purchase materials and supplies for 100 students. It would not be necessary and reasonable to purchase materials and supplies for 200 students.

- Costs must be allocable to the project.
- If students other than career and technical education students are provided services the costs must be prorated based on the number of career and technical students and other students.

**EXAMPLE:** If the total cost for CIS for a school district is \$2,000. The total school district headcount is 4,000 students of which 2,000 (50%) are participating in approved career and technical education programs. 50% of the total cost for CIS could be paid with federal Perkins IV funds.

- Costs must not be a general expense of the recipient.

**EXAMPLE:** If a class or activity is required to meet the graduation requirements (state or local) then it is a general expense of the recipient and would have to be supported with non-Perkins IV funds.

## Allowable vs. Non-Allowable Activities and Expenditures

Allowable	Non-Allowable
Administrative costs (5%)	Alcoholic beverages
Advisory councils (printing, materials, etc. No food or beverages)	Capital expenditures
Career guidance and academic counseling to students who are enrolled in career & technical education programs	CTSO competition costs, including student travel
Consumable student laboratory manuals (e.g. accounting workbooks)	Donations and contributions
Consumable materials and supplies that support the instructional program	Entertainment
CTE teacher in-service	Expenditures associated with students not enrolled in CTE programs
Curriculum development	Expenditures for CTE programs below the 7 <sup>th</sup> grade
Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g. an individual student's access to a program or testing software)	Expenditures not related to project outcomes
Equipment/technology for approved CTE instruction, including computers necessary for CTE program software	Expenditures to support academic programs or remediation
Fees and expenses for supplemental specialized instruction (e.g. Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program)	Fines and penalties
Marketing and outreach materials	Food and beverages
Meeting and conferences	Fundraising expenditures
Professional development costs	Gifts, door prizes, etc.
Professional service costs, including services contracted by the district for CTE equipment and laboratory maintenance (e.g. equipment service contracts and hazardous waste disposal)	Goods or services for personal use
Program evaluation	Items retained by student
Rental/lease costs of equipment	Pre-awarded costs
Salaries (must provide time and effort)	Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
Single copy reference materials, including single-user electronic reference materials	Promotional items/materials
Supplemental staff for clinical or lab supervision of students enrolled in health programs	Professional dues
Technical skill assessment instructional materials and administration cost	Substitute pay for teachers
Training costs	Student scholarships
Transportation (related to CTE program standards and/or transition to postsecondary CTE programs)	Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, etc.

**SECONDARY  
SIGNATURE PAGE  
Fiscal Year 2017**

<hr/>	
School District/Institution Name	
<hr/>	<hr/>
Signature of School District Superintendent	Date
<hr/>	<hr/>
Contact Person for the District or Institution	Title
<hr/>	<hr/>
Address:	<hr/>
<hr/>	Telephone
<hr/>	<hr/>
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**Completed Local Annual Applications must be mailed to:**

Idaho Career & Technical Education  
**ATTN: PERKINS ANNUAL APPLICATIONS**  
P.O. Box 83720  
Boise, ID 83720-0095

**CONSORTIUM  
SIGNATURE PAGE – FY2017**

**Consortium Members:**

School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date
School District Name	Superintendent	Date

**FY 2017  
ANNUAL APPLICATION FORM**

**PROJECT DESCRIPTION**

1. Describe the specific performance measure identified in the Local Improvement Plan to be addressed, problem to be solved, or student needs to be met by this project.
2. Describe the expected outcome.
3. Describe how the project will improve student and program performance in specific Perkins performance target areas.
4. Describe the project activities that will be targeted to continuously improve student and program performance in the Perkins performance target areas. All activities must be in compliance with local use of funds. **(See Attachment A, Required Uses of Funds and Attachment B, Permissible Uses of Funds)**
5. Describe how members of special populations will be included in the project.
6. Describe the target population to be served by this project.
7. Describe the steps you will take to ensure equitable access to, and participation in the project for students and teachers with special needs. **(See Attachment C, General Education Provisions Act, Section 427)**

**EVALUATION**

**Local Evaluations must be based on the state performance measures.** State performance measures form the basis of the local evaluation and are applicable to the entire career and technical education program.

8. Describe how the process that will be used to evaluate the project and who will conduct the evaluation.

**LOCAL FIVE-YEAR PLAN MODIFICATIONS**

9. As a result of this year's activities, describe what modifications, if any, are necessary to the Local Five-Year Plan. If the annual application modifies your Local Five-Year Plan, please explain.

# IDAHO CAREER & TECHNICAL EDUCATION PROGRAM BUDGET REQUEST

FORM CS5/10F  
5/16

**A. PROGRAM IDENTIFICATION**

1. DISTRICT/  
CONSORTIUM/  
INSTITUTION  SCHOOL  TECHNICAL  
RESPONSIBILITY

2. PROGRAM ID.  PROGRAM  
CODE  PROJECT  
NUMBER

3. TITLE

4. PRINCIPAL INSTRUCTOR/  
CONTACT PERSON

B.	DESCRIPTION	CAREER & TECHNICAL BUDGET REQUEST	OTHER FUNDING SOURCES	ICTE USE ONLY	
				APPROVAL	COMMENTS
1.	SALARIES & BENEFITS (Also include temporary help)				
	TOTAL				
2.	TRAVEL (Include lodging, per diem, and registration)				
	TOTAL				
3.	OTHER EXPENSES (Include professional/contract services)				
	TOTAL				
4.	MATERIAL AND SUPPLIES				
	TOTAL				
5.	EQUIPMENT				
	TOTAL				
<b>GRAND TOTAL</b>					

**C. SIGNATURES**

\_\_\_\_\_  
PROGRAM INSTRUCTOR

\_\_\_\_\_  
SCHOOL ADMINISTRATOR

**NARRATIVE FOR ALL BUDGET ITEMS MUST BE PROVIDED ON THE PROGRAM BUDGET REQUEST  
NARRATIVE SHEET**

## FY 2017 PROGRAM BUDGET REQUEST NARRATIVE

<b>1.</b>	<b>SALARIES &amp; BENEFITS</b> (Include temporary help)	
<b>2.</b>	<b>TRAVEL</b> (Include lodging, per diem, and registration)	
<b>3.</b>	<b>OTHER EXPENSES</b> (Include professional/contract services)	
<b>4.</b>	<b>MATERIAL AND SUPPLIES</b> (List the specific materials and supplies to be purchased)	
<b>5.</b>	<b>EQUIPMENT</b> - (List of the specific number and type of equipment to be purchased)	
<b>TOTAL</b>		

## **ATTACHMENT A**

### **Required Uses of Funds**

- strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses;
- link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one (1) career and technical program of study;
- provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- develop, improve, or expand the use of technology in career and technical education, which may include—(a) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (b) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (c) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs;
- develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- initiate, improve, expand, and modernize quality career and technical education 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, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

## **ATTACHMENT B**

### **Permissive Uses of Funds**

- to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- to provide career guidance and academic counseling for students participating in career and technical education programs;
- for local education and business (including small business) partnerships, including for--work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; adjunct faculty arrangements for qualified industry professionals; and industry experience for teachers and faculty;
- to provide programs for special populations;
- to assist career and technical student organizations;
- for mentoring and support services;
- for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; postsecondary dual and concurrent enrollment programs; academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and other initiatives-- to encourage the pursuit of a baccalaureate degree; and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

- to provide activities to support entrepreneurship education and training;
- for improving or developing new career and technical education courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities;
- to develop and support small, personalized career-themed learning communities;
- to provide support for family and consumer sciences programs;
- to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
- to support training and activities (such as mentoring and outreach) in non-traditional fields;
- to provide support for training programs in automotive technologies;
- to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—(a) improving preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (b) establishing, enhancing, or supporting systems for-- 1) accountability data collection under this Act; or 2) reporting data under this Act; (c) implementing career and technical programs of study or (d) implementing technical assessments;
- to support other career and technical education activities that are consistent with the purpose of this Act.

**ATTACHMENT C**  
**Section 427 of the**  
**General Education Provisions Act**

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

**ATTACHMENT D**  
**Application to Expand Career & Technical Activities to Grades 7-8**

**Directions:** The completed application must be included with a project application and a Form CS5/10F, *Idaho Career & Technical Education Program Budget Request*.

**District Information:**

School District Name:	
School District Number:	
Middle/Junior High School Name:	

**Grades 7-8 Career & Technical Activities Information:**

Teacher Name:	
Teacher CTE Certification:	
Phone:	
Email:	

**High School CTE Program Alignment:**

Name of High School:	
Name of High School CTE Program:	
High School CTE Program Teacher Contact (Name, Title, Phone, Email):	

**District CTE Contact Information:**

Name:	
Title:	
Mailing Address:	
Phone:	
Email:	

**Outline the Activities or Courses proposed for Grades 7-8:** (If proposing to add courses, please include CTE ISEE Course Number, Course Name and number of credits)

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**Leadership Development Information:** (Leadership development may be provided through an approved Career & Technical Student Organization (CTSO) or through other planned activities.)

Please select the state approved CTSSO with which this Program of Study will affiliate.

CTE Student Organization:	
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If leadership development is not provided to students through affiliation with a state approved CTSO, please provide a detailed explanation of how leadership development will be provided for all enrolled students in the four leadership domains.

Leadership Domains	How Implemented Into Program for All Students
Individual Leadership Skills	
Team Leadership Skills	
Organizational Leadership Skills	
Community Leadership Skills	

**Program Assurances**

The district understands and agrees to the following conditions for utilizing up to 25% of the total Perkins IV allocation to provide career and technical education activities in Grades 7-8:

- An instructor(s) who holds an Idaho teaching certificate with appropriate CTE endorsement will be employed by the district for the activities described in this application.
- The district will implement the activities as described.
- The district understands that these activities are required to be aligned to and articulated with a high school CTE program.
- The district understands the importance of leadership development in a student’s personal and career growth and will encourage the participation of all students engaged in these activities in the CTSO or approved leadership activity.
- Access to the CTE activities will be provided to all students who need or can benefit.
- The CTE instructor(s) will participate in the high school industry advisory committee.
- Classrooms and laboratories will be clean, orderly and safe. Students will be provided appropriate safety instruction.
- Career guidance for students will support the sequential course offerings for the CTE Program of Study.

**Final Approval: Superintendent and CTE Administrator**

Superintendents or their designee will approve all requests for expansion of career and technical education activities to Grades 7-8. After reviewing the information on this application, please sign in the space provided. Please have the district/local CTE coordinator endorse the application, as well.

Superintendent Signature:	
Local CTE Administrator Signature:	