APPENDIX A

DEFINITIONS

DEFINITIONS

ACT WorkKeys: ACT WorkKeys® assessments measure foundational skills required for success in the workplace and help measure the workplace skills that can affect job performance.

AO-K: Accelerating Opportunity: Kansas initiative combines contextualized, integrated academic instruction, provided by an adult education program, with the CTE curriculum. Students earn their high school equivalency and an industry-recognized credential simultaneously.

AO-K @ Work: The Kansas Board of Regents received a grant from Walmart Inc. to develop customized training programs branded as Accelerating Opportunity: Kansas @ Work. These programs, which are delivered in partnership with retail and service-sector employers, focus on employer and employee needs, providing engaging staff development, and retaining a more skilled workforce.

Career Cruising: Career Cruising connects the real world to the classroom with the latest career and labor market information, salaries, and educational pathways.

CCTC: Common Career Technical Core is a states-led initiative to develop high-quality Career Technical Education (CTE) standards for what students should know and be able to do at the end of a CTE program and to be career ready.

CPPSA: Career Pathway Program of Study Application is a step-by-step checklist to help create new pathways or submit maintenance information on old Pathway applications.

Excel in CTE: Excel in CTE is a state-funded initiative which provides tuition free opportunities for students to take postsecondary CTE courses prior to graduating from high school.

FTE: Full-Time Equivalent

Industry-recognized credentials: A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes; and, where appropriate, is endorsed by a nationally recognized trade association or organization representing a significant part of the industry or sector.

IPS: Individual Plan of Study is both a product and a process that students may use with support from school counselors, teachers, and families to help them define their career goals and postsecondary plans and make informed decisions about their courses and activities throughout high school.

JIIST: Jobs and Innovative Industry Skills Training grant provides innovative programs with private companies in Kansas needing specific job skills and provide for other industry training needs that cannot be addressed with current funding streams.

K-ACTE: Kansas Association for Career and Technical Education (formerly KVA) is a professional association that provides opportunities for CTE educators, administrators, and other supporters of CTE education.

K-PAC: Kansas Pathway Assessments and Credentials is a list of pathways, organizations/companies and their assessments/credentials maintained by the Kansas State Department of Education.

K-TIP: The Kansas Training Information Program reports CTE program majors and graduates across two-year institutions as well as employment and wages for those students. K-TIP data is reviewed annually and shared with secondary and postsecondary education, industry partners, legislature and other stakeholders.

KACCTE: Kansas Advisory Committee for Career and Technical Education provides business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE in K-12 & higher education.

KAESA: Kansas Association of Education Service Agencies is an association of seven education service centers in Kansas that are totally committed, collectively and individually, to helping every school, every educator, and every student succeed.

Kansans Can Initiative: Kansans are demanding higher standards in academic skills, as well as employability and citizenship skills, and the need to move away from a “one-size-fits-all” system that relies exclusively on state assessments. This new vision for education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Together, Kansans Can.

Kansas Department of Children and Families: (DCF) the state agency oversees WIOA title IV.

Kansas Department of Commerce: the state’s leading economic development agency that oversees WIOA Titles I and III.

Kansas Department of Corrections: The state’s corrections agency.

Kansas Economic Development Regions: Kansas is separated into five local workforce development areas. Each area has a local workforce development board and one-stop operator responsible for Workforce Center operations.

Kansas State Plan Management Team: The State Team consists of representatives from secondary CTE, postsecondary CTE, and adult education.

KANSASWORKS State Board: **KANSAS**WORKS is an employer-driven strategic partnership among businesses, economic development organizations, training providers, educational institutions, state agencies and other service agencies.

KASB: Kansas Association of School Boards is a non-profit education association whose purpose is to secure the best possible public educational opportunity for all children in the State of Kansas by providing its members with services that include lobbying efforts, board training, publications, seminars, research, legal information, negotiations, and policy services.

KBOR: Kansas Board of Regents The nine-member Kansas Board of Regents is the governing board of the state’s six universities and the statewide coordinating board for the state’s 32 public higher education institutions. In addition, the Board administers the state’s student financial aid, adult education, high school equivalency, and career and technical education programs.

KCCTE: Kansas Center for Career and Technical Education at Pittsburg State University was created with the purpose of providing technical and professional development for CTE instructors.

KESA: Kansas Education Systems Accreditation’s mission is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

KHEDS: Kansas Higher Education Data System supports informed decision-making through the collection, analysis, and reporting of postsecondary education in Kansas. KHEDS includes the Kansas Postsecondary Database (KSPSD), developed to collect student data, and Program Inventory (PI), Course Inventory (CI) and

Courses within Programs (CWPs).

KSBE: Kansas State Board of Education consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts.

KSDE: The Kansas State Department of Education oversees a variety of state and federal programs designed to provide access and services to all Kansas K-12 students, to improve teaching strategies and to ensure compliance with all state and federal laws and regulations.

MAP Test: Student aptitude assessment tool

NAPE: National Alliance for Partnerships in Equity is a consortium of state and local agencies, corporations, and national organizations.

NCCER: National Center for Construction Education and Research is a not-for-profit education foundation created in 1996 as The National Center for Construction Education and Research.

Pathway: Kansas makes a distinction between “Pathway” and “pathway.” State-approved Pathways are capitalized and are eligible to receive Perkins funding. Local pathways are not approved by the state; while schools may choose to offer local pathways, they forgo Perkins funding.

Program Alignment: One of the initiatives underway by the Post-Secondary Technical Education Authority (TEA) to enhance technical education in Kansas is the alignment of specific technical programs. This project is driven by the needs of business and industry in the state. Groups of business leaders are convened by the Kansas Department of Commerce and the Kansas Board of Regents with participation by program advisory committee members from Kansas colleges to essentially “map” a preferred outcome for an occupational category.

SEL: Social-Emotional Learning

TEA: Technical Education Authority consists of nine appointed members and three ex officio members representing business and industry, the general public, community colleges, technical colleges, the Board of Regents, and state agencies. The TEA mission includes planning, development, implementation, and evaluation of CTE programs.

Work-based Learning Continuum: A continuum of experiences that offer students varying levels of exposure to career awareness, exploration, and specific preparation activities.

Workforce AID: Workforce Aligned with Industry Demand supports Kansas's strategic plan for economic development, keeping Kansas businesses competitive and promoting a more robust economy.

APPENDIX B

PUBLIC HEARING COMMENTS AND RESPONSES

APPENDIX C

SECONDARY LOCAL APPLICATION TEMPLATE

Instructions: The following application spans grant years **2021-2024**. Eligible recipients will have the opportunity to update the application on an annual basis, when submitting the activity and budget forms for the upcoming year. Additional detailed information is found in Section 134 of the *Strengthening Career and Technical Education for the 21st Century Act.*

1. Describe a summary of the results of the comprehensive needs assessment. ***(Sec. 134(b)(1))***					
Required Component	**Data used**	**Process used**	**Findings?**	**Stakeholders consulted: Name**	**Stakeholders consulted: Role**
1. Evaluation of Student Performance					
2. Program Size, Scope and Quality					
3. Program Alignment to Industry Needs					
4. Progress Toward Pathways of Study					
5. Recruitment, Retention and Training of CTE Educators					
6. Progress Toward Improving Access & Equity					

2. (a/b) List CTE Pathway offerings and activities that will be provided with Perkins funds. (Sec. 134(b)(2))a) **How did the local needs assessment inform the selection of CTE Pathways and activities selected to be funded? Indicate which pathways are new.**

New? (Y/N)	Pathway Title *(Click on drop down to select)*	Activities	Needs Assessment Item	How did Needs Assessment inform the selection of these pathway and activity selections?

2. c) Describe how students, including students who are members of special populations will learn about CTE course offerings and whether each course is part of a CTE Pathway.	
Special Population Category	**How will this group of students find out about course offerings and whether each course is part of a CTE Pathway?**
Disabled	
Economically Disadvantaged Families including low-income youth and adults	
Non-Traditional Fields	
Single parents (including pregnant women)	
Out of Workforce individuals	
English learners	
Homeless (McKinney-Vento)	
Youth in or aged out of Foster Care	
Youth with a parent who is a member of the armed forces AND is on active duty	

3. Consider the required collaboration with local workforce development boards, other local workforce agencies, one stop delivery systems and other partners to provide the following information ***(Sec. 134(b)(3))*** **Describe how, in collaboration with the above partners, career exploration and development coursework, activities or services will be provided**
Year 1
Year 2
Year 3
Year 4

3. Consider the required collaboration with local workforce development boards, other local workforce agencies, one stop delivery systems and other partners to provide the following information (Sec. 134(b)(3)) **Describe how, in collaboration with the above partners, career information on employment opportunities that incorporate the most up-to-date information on high skill, high wage or in demand occupations as determined by the local needs assessment will be provided**
Year 1
Year 2
Year 3
Year 4

3. Consider the required collaboration with local workforce development boards, other local workforce agencies, one stop delivery systems and other partners to provide the following information (Sec. 134(b)(3)) **Describe how, in collaboration with the above partners, an organized system of career guidance and academic counseling will be provided to students before enrolling and while participating in CTE Pathways**
Year 1
Year 2
Year 3
Year 4

4. Describe how the eligible recipient will improve academic and technical skills of CTE students through the integration of coherent and rigorous content aligned with academic and CTE standards to provide a well-rounded education. (Sec. 134(b)(4))
Year 1
Year 2
Year 3
Year 4

5. Describe the work-based learning opportunities that will be provided to students in career technical education Pathways. ***(Sec. 134(b)(6))*** **Describe in detail the coordination and collaboration with local employers to develop or expand work-based learning opportunities?**
Year 1
Year 2
Year 3
Year 4

6. Describe opportunities for students attending high school to gain postsecondary CTE credit through dual, concurrent or early college Pathways. ***(Sec. 134(b)(7))***
Year 1
Year 2
Year 3
Year 4

7. Describe planned efforts to support the following: ***(Sec. 134(b)(8))***   **a. Recruitment of CTE teachers, faculty, administrators and other CTE professionals**
Year 1
Year 2
Year 3
Year 4

7. **Describe efforts to support the following:** ***(Sec. 134(b)(8))*** **b. Preparation of CTE teachers, faculty, administrators and other CTE professionals**
Year 1
Year 2
Year 3
Year 4

7. Describe efforts to support the following: ***(Sec. 134(b)(8))***   **c. Retention of CTE teachers, faculty, administrators and other CTE professionals**
Year 1
Year 2
Year 3
Year 4

7. **Describe efforts to support the following:** *(Sec. 134(b)(8))* **d. Training and professional development of CTE teachers, faculty, administrators and other CTE professionals.**
Year 1
Year 2
Year 3
Year 4

7. Describe efforts to support the following: ***(Sec. 134(b)(8))*** **e. How individuals from underrepresented groups will be recruited and retained**
Year 1
Year 2
Year 3
Year 4

8. Describe existing gaps or disparities in performance for each subpopulation. (Sec. 134(b)(9)) (OMIT FOR FY 2021 SUBMISSION) **a) Describe activities that will address those gaps.**	
Disabled	
Economically Disadvantaged Families including low-income youth and adults	
Non-Traditional Fields	
Single parents (including pregnant women)	
Out of Workforce individuals	
English learners	
Homeless (McKinney-Vento)	
Youth in or aged out of Foster Care	
Youth with a parent who is a member of the armed forces AND is on active duty	

8. Describe existing gaps or disparities in performance for each subpopulation. (Sec. 134(b)(9)) (OMIT FOR FY 2021 SUBMISSION) **b) If the gaps have existed for three years, what additional actions will be taken to eliminate those gaps and disparities?**	
Disabled	
Economically Disadvantaged Families including low-income youth and adults	
Non-Traditional Fields	
Single parents (including pregnant women)	
Out of Workforce individuals	
English learners	
Homeless (McKinney-Vento)	
Youth in or aged out of Foster Care	
Youth with a parent who is a member of the armed forces AND is on active duty	

Appendix A

ITEMIZED SUPPLIES/SOFTWARE/RESOURCES / SUBSCRIPTIONS LIST - FY2021									
Please use the most current prices when identifying items for this list (rounded to the nearest dollar). You only need to list items for the FY2021 year (2020-2021 School Year).									
	Item and online link to Item	**LCNA Item # Addressed**	**Pathway(s)**	**Budget Line Item: Software Resources Subscription**	**Subscription Year**	**Quantity**	**Unit Cost**	**Total Cost**	**More Info**
1		Choose an item.	Choose an item.	Choose an item.	Choose an item.	4.00	$100.00	$400.00	
2		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
3		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
4		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
5		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
6		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
7		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
8		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
9		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	
10		Choose an item.	Choose an item.	Choose an item.	Choose an item.			$ -	

Appendix B

ITEMIZED EQUIPMENT LIST - FY 2020						
Please use the most current prices when identifying items for this list (rounded to the nearest dollar). Only list items for the FY2021 year (2020-2021 School Year). **Attach 3 bids for each item listed on this page.**						
	Item and online link to Item	**LCNA Item #**	**Pathway(s)**	**Quantity**	**Unit Cost**	**Total Cost**
1		Choose an item.	Choose an item.	**4**	$ 2.00	$ 8.00
2		Choose an item.	Choose an item.			
3		Choose an item.	Choose an item.			
4		Choose an item.	Choose an item.			
5		Choose an item.	Choose an item.			
6		Choose an item.	Choose an item.			
7		Choose an item.	Choose an item.			
8		Choose an item.	Choose an item.			
9		Choose an item.	Choose an item.			
10		Choose an item.	Choose an item.			

Appendix C

Strengthening Career and Technical Education for the 21st Century Act (Perkins V 2018)
July 1, 2019 – June 30, 2020
Perkins V Budget FY 2020

Allocation:			
	Budgeted Line Items	**Projected Costs**	**Actual Costs (Based on June 1, final revision)**
1	Advisory Committees		
2	Career Guidance Counseling		
3	Consultant Fees (must relate to a specific Pathway)		
4	CTSO Advisor Expenses		
5	Curriculum Development		
6	Equipment (items at or above $5,000)		
7	Externships (Teacher Internships)		
8	Honorariums		
9	Institutional memberships to CTE aligned organizations		
10	Professional Development (Registration fees)		
11	Salaries		
12	Software (purchased)		
13	Software Subscriptions		
14	Substitutes		
15	Supplies (items below $5,000 including: Classroom Resources, Other Subscriptions (not software), Small Equipment, Technology, etc.)		
16	Travel Expenses (Hotel, air fare, car, fuel, per diem)		
17	**SUB-TOTAL OF BUDGETED ITEMS**	$	$
18	Administrative Costs (Not to exceed 5%)		$
19	**TOTAL EXPENSES**		$

Authorized Signature (Superintendent or Designee) Date:

Appendix D

State of Kansas
Department of Administration
DA-146a (Rev. 06-12)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision: "The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 06-12), which is attached hereto, are hereby incorporated in this contract and made a part thereof."

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of ____________________, 20_____.

1. **Terms Herein Controlling Provisions**: It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.

2. **Kansas Law and Venue**: This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.

3. **Termination Due To Lack Of Funding Appropriation**: If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges-hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.

4. **Disclaimer Of Liability**: No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.).

5. **Anti-Discrimination Clause**: The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 et seq.) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 et seq.) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 et seq.) (ADA) and to not discriminate against any person because of race, religion, color, sex, disability, national origin or ancestry, or age in the admission or access to, or treatment or employment in, its programs or activities; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) if it is determined that the contractor has violated applicable provisions of ADA, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

   Contractor agrees to comply with all applicable state and federal anti-discrimination laws. The provisions of this paragraph number 5 (with the exception of those provisions relating to the ADA) are not applicable to a contractor who employs fewer than four employees during the term of such contract or whose contracts with the contracting State agency cumulatively total $5,000 or less during the fiscal year of such agency.

6. **Acceptance Of Contract**: This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.

7. **Arbitration, Damages, and Warranties**: Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.

8. **Representative's Authority To Contract**: By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.

9. **Responsibility For Taxes**: The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.

10. **Insurance**: The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.

11. **Information**: **No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 et seq.**

12. **The Eleventh Amendment**: "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

Appendix E

Local Assurances/Contractual Agreements

We, as an eligible recipient for funds under the Carl D. Perkins Career and Technical Education, Strengthening Career and Technical Education for the 21st Century Act hereby agree to the following assurances and contractual agreements:

- To administer each program, service, or activity covered in this application in accordance with all applicable statutes and regulations governing Carl D. Perkins Career and Technical Education Act of 2006, and
- To be in compliance with Executive Order 11246; Title VI of the Civil Rights Act of 1964, as amended; Title IX Regulations; Section 504 of the rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs. The institution does not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided.
- To perform grant fund accounting, auditing monitoring procedures as may be necessary to maintain records as CTE determines to ensure fiscal control, proper management and proper expenditure of grant funds. The award recipient shall maintain books, records, documents and other evidence to summarize costs in such a manner so as to identify the costs directly with the delivery of services outlined in the approved grant application. This means that at a minimum the award recipient shall keep records which segregate the grant funds from all other funds received by the award recipient, to keep its accounting for this grant project separate from the accounting of other funds and to spend and report in accordance with the approved grant project budget by program and budget line items. It is understood that this includes invoices and other financial documentation for all paid expenses; the portion of the grant project supplied by other sources of revenue; contracts for services; and other records which facilitate effective grant compliance.
- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- The award recipient assures that grant funds will not be used to supplant state or local funds.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.
- The award recipient shall return to KSDE any grant funds not expended or encumbered by June 30, 2019, within 15 days after the end of the grant project period.

____

Name of District/Consortium

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.

____

Name or Signature of Authorized Administrator Title Date

____Address *(Street, City, State, Zip Code)*

APPENDIX D

POSTSECONDARY LOCAL APPLICATION TEMPLATE

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

LOCAL APPLICATION
2021 - 2024

Application Deadline: 5:00 p.m. C.D.T., May 15, 2020

NAME OF INSTITUTION:

<u>Instructions:</u> The following application spans grant years 2021-2024. Each eligible recipient must complete this application in order to receive Perkins funding. Eligible recipients will have the opportunity to update the application on an annual basis. In addition to this application, each applicable recipient will submit a yearly activity and budget forms for the upcoming year and compile a final report. Additional detailed information may be found in Section 134 of the *Strengthening Career and Technical Education for the 21st Century Act.*

The eligible agency shall determine the requirements for the local applications, except that each local application shall contain… Sec 134(b) the following:

1. Describe the results of the comprehensive needs assessment. (Sec. 134(b)(1))

Required Component	**What data was used? What process was used? What were the findings?**	**List of stakeholders consulted by name and role.**
Evaluation of Student Performance		
Program Size, Scope and Quality		
Program Alignment to Industry Needs		
Progress Toward Programs of Study		
Recruitment, Retention and Training of CTE Educators		
Progress Toward Improving Access & Equity		

2. List CTE course offerings and activities that will be provided with Perkins funds. (Sec. 134(b)(2))

   a) How did the local needs assessment inform the selection of CTE programs and activities selected to be funded?

   b) Describe any new programs of study that will be developed for the state's approval

c) Describe how students, including students who are members of special populations, will learn about CTE course offerings and whether the each course is part of a CTE Program of Study.

3. Consider the required collaboration with local workforce development boards, other local workforce agencies, one stop delivery systems and other partners to provide the following information (Sec. 134(b)(3))

    a. Describe how, in collaboration with the above partners, career exploration and development coursework, activities or services will be provided

    b. Describe how, in collaboration with the above partners, career information on employment opportunities that incorporate the most up-to-date information on high skill, high wage or in demand occupations as determined by the local needs assessment will be provided

    c. Describe how, in collaboration with the above partners, an organized system of career guidance and academic counseling will be provided to students before enrolling and while participating in CTE programs.

4. Describe how the eligible recipient will improve academic and technical skills of CTE students through the integration of coherent and rigorous content aligned with academic and CTE standards to provide a well-rounded education. (Sec. 134(b)(4))

5. Describe the work-based learning opportunities that will be provided to students in career technical education programs. (Sec. 134(b)(6))

    a. Describe in detail the coordination and collaboration with local employers to develop or expand work-based learning opportunities?

6. Describe opportunities for students attending high school to gain postsecondary CTE credit through dual, concurrent or early college programs. (Sec. 134(b)(7))

7. Describe efforts to support the following: (Sec. 134(b)(8))

    a. Recruitment of CTE teachers, faculty, administrators and other CTE professionals

    b. Preparation of CTE teachers, faculty, administrators and other CTE professionals

    c. Retention of CTE teachers, faculty, administrators and other CTE professionals

d. Training and professional development of CTE teachers, faculty, administrators and other CTE professionals

e. How individuals from underrepresented groups will be recruited and retained

8. Describe existing gaps or disparities in performance for each subpopulation. (Sec. 134(b)(9)) (OMIT FOR 2021 SUBMISSION)

   a. Describe activities that will address those gaps

   b. If the gaps have existed for three years, what additional actions will be taken to eliminate those gaps and disparities

____ _______________
Preparer Signature Date

____ _______________
President Signature Date

DO NOT WRITE BELOW THIS LINE

____ ____________________
KBOR AUTHORIZED SIGNATURE DATE

APPENDIX E

POSTSECONDARY ANNUAL FORMS AND BUDGET

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

INSTRUCTIONS
for the
LOCAL ACTIVITY & BUDGET FORMS
FY 2021

Application Deadline: 5:00 p.m. C.D.T., May 1, 2020

Local Activity and Budget Forms
(submitted annually to reflect allocation)

Each eligible recipient that receives funds under Perkins V shall use such funds to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the regional needs assessment and ensure that programs are of sufficient size, scope, and quality. Perkins V Sec 135(a,b).

Appendix 1: Cover Page
1. Enter the year, institution name, contact information, and check submission checklist boxes as items are completed
2. Obtain the President's or Authorized Administrator's signature and date

Appendix 2: (Consortium Only)
1. The transferring institution allows the receiving institution to draw down funds on their behalf
2. The receiving institution coordinates the Perkins funds on behalf of the consortium members
3. All members of the consortium receive equal benefits from the partnership
4. Both Presidents or Authorized Administrators must sign and date

Appendix 3: Contractual Provisions
1. Enter the start date for the grant year above paragraph 1

Appendix 4: Local Assurances
1. No action required

Appendix 5: Contractual Requirements
1. Enter the Place of Performance (physical address of the institution)
2. Complete the bottom section
    a. Print or type the name and title of the President or Authorized Administrator
    b. Obtain the President's or Authorized Administrator's signature and date

Appendix 6: Local Grant Goals
1. Enter the Institution Name
2. All Local Grant Goals must be addressed in this Appendix
3. For more information regarding each goal, see Perkins V Sec. 134(b)
4. For each goal, provide the following:
    a. Identify the goal funding source
        - Goals can be funded from either federal or nonfederal sources
        - If non-Perkins funds are used to support a goal, simply identify the source in the funding column (e.g. Local funding)
        - Do not put $0 in the funding cell. Instead, use terms "local" or "institutional"

    b. Provide a detailed explanation of the activity including a justification for the expenditure
    c. Relate the activity to the needs assessment
    d. Explain how the activity supports the four-year local application narrative
    e. Address how the success of the activity will be measured
5. Throughout the grant year, provide an update for each of the progress reports or final outcome in the section provided
    a. Request this information from instructors or Program leads, as applicable
    b. Include quantifiable and qualifiable accomplishments of each activity
    c. Can be used for final report narratives
6. Special Populations
    a. A minimum of 5% of the total allocation must be expended on special populations activities
    b. Mark the special population(s) which will be affected by the activity
7. New Program Development (optional)
    a. A maximum of 5% of the total allocation may be expended on new program development
    b. Provide the following:
        - CIP code, program name, and description
        - Plan of action, specific expenditures
        - Status of development and timeline for submitting for KBOR approval
        - Relate the activity to the needs assessment and the four-year local application narrative
8. Administrative Costs (optional)
    a. No more than 5% of the total Perkins grant may be used for local administration
    b. This includes indirect costs related to the supervision, accounting and reporting of Perkins goals set forth in the local plan
    c. Administrative costs are subject to allowable/unallowable expenditure guidelines and should be accounted for in all budget forms

Appendix 7: Equipment Worksheet

1. No more than 50% of the total Perkins local grant allocation may be used to purchase equipment (consult the Perkins Equipment/Supplies/Resources Map for guidance)
2. Any resource, supply, computing device, subscription or software which costs $5,000 or more is considered equipment, according to the EDGAR
3. Equipment expenditures must be for **new** equipment to enhance an approved CTE program and cannot be used for maintenance or replacement of existing, worn-out equipment
    a. KBOR approval required for anything other than new equipment
4. Provide a list of all planned equipment purchases
    a. Place equipment into the appropriate section, based on cost
    b. A detailed description and justification of the purpose and uses of the equipment must be provided in Appendix 6
    c. Equipment brand name is not required when submitting this appendix, but include a brief description, model number (if known), quantity and cost

    d. If a portion of the cost will be paid with local funds, identify the amount of Perkins funds to be used
    e. Identify the program CIP and intended program name and location
    f. Use the optional equipment pool section to request approval for equipment to be purchased if funds become available – do not calculate the cost of these optional items in the budget
5. Items valued at $5,000 or more must display a KBOR-issued Perkins tag
    a. Use this form to to request Perkins tags once all equipment is received
    b. Add model and serial numbers, actual costs, and purchase date
    c. Submit the form to the KBOR Perkins liaison
6. All equipment purchased with Perkins funds must be tracked according to federally mandated procedures
7. Institutional ID number and KBOR Perkins tag number must be acquired prior to the Final Report

Appendix 8: Resources, Computing Devices, Software

1. Provide a list of all planned purchases for items which are not considered equipment
    a. Place items into the appropriate section, based on description
    b. A detailed description and justification of the purpose and uses of the item must be provided in Appendix 6
    c. The brand name is not required when submitting this appendix, but include a brief description, model number (if known), quantity and cost
    d. If a portion of the cost will be paid with local funds, identify the amount of Perkins funds to be used
    e. Identify the program CIP and intended program name and location
    f. Use the Optional Resources, Computing Devices, Software, or Subscriptions Pool section to request approval for equipment to be purchased if funds become available – do not calculate the cost of these optional items in the budget
2. Update the information (serial number and actual costs) as it becomes available throughout the grant year

Appendix 9: Budget Matrix

1. The Budget Matrix separates spending within goals into expenditure categories
2. For the Application and Final Report, all values in Appendix 9 and Appendix 10, Breakdown of Expenses, Section A must match
3. For December and March Progress Reports, indicate actual expenditures to date on the Matrix– this may not match Appendix 10, the Breakdown of Expenses
4. Enter the grant year
5. Mark the appropriate checkpoint for the grant calendar
6. Enter the institution name and total grant allocation
7. For each goal, separate the expenditures into the appropriate categories
    a. The “Total” column will automatically add the cells
    b. Rows can be added to list additional “other” allowable expenditures

8. Contact the institutional business/finance office to obtain “Total Requested Perkins Dollars” and “Program Income” and submit it with progress and final reports
9. Sign and date the form as the Preparer
10. Obtain the President’s or Authorized Administrator’s signature and date

Appendix 10: Breakdown of Expenses

1. For the Application and Final Report, all values in Appendix 9 and Appendix 10, Section A must match
2. Enter the grant year, institution name, and date
3. Indicate expenses for each goal category, listed by line number
4. The Goal and Line numbers must correspond to Appendix 6 – Local Grant Goals
    a. Add rows to accommodate all Lines
5. The total for all goals must equal the total allocation
6. The totals are automatically calculated, but it is recommended to check all totals prior to submission
7. Throughout the grant year, columns must not be edited after the date indicated in the column heading – consider these columns “locked” after the indicated date
8. Section B indicates amounts and percentages requested for personnel, equipment, special populations, and administration
    a. All values in this section should also be listed in the appropriate goal category in Section A
        - Personnel: Maximum 50% of total allocation
            - Must maintain Time and Effort documentation for all employees paid with federal funds
            - Funding may only be used for **new**, permanent positions and will be assumed by the institution when grant funding is no longer available *(maximum 3 years)*
            - Approved Perkins funding will decrease by 1/3 each year for the 2nd and 3rd years the position is funded – the rolldown of salaries can only be for the *actual amount paid out the previous year*
            - Any funded new positions cannot be used to supplant existing personnel expenditures
            - A complete job/position description with time allocations must be submitted with the grant application (every year of the three-year rolldown)
        - Equipment: Maximum 50% of total allocation
            - Follow federal and state (more restrictive) guidelines for definitions
            - Do not include items from the optional equipment pool in this calculation
        - Special Populations: Minimum 5% of total allocation
        - Administrative Expenses: Maximum 5% of total allocation
9. Sign and date the form as the Preparer
10. Obtain the President’s or Authorized Administrator’s signature and date

Appendix 11: Professional Development

1. Professional Development is only available for faculty/staff in Perkins-approved programs
2. List the name of the institution
3. Identify the CIP code and Program Name (if applicable), and PD Activity
4. The “Revision #” should be used if a revision is submitted
5. Identify the title or classification of PD attendees
    a. This list is not required to include faculty name, location of conference, date, etc., but must be clearly identifiable (or include explanation of relevance) as to what type of conference, training, etc., it is, the title or classification of attendees, and the name of the Perkins-approved program
6. Provide a brief description of the PD activity
    a. Request justification from instructors/staff of the purpose of the PD activity
    b. Describe how academic, technical, and/or employability skills are expected to be affected by this event
    c. Activities involving administrators will be reviewed on a case by case basis, and may not be fully supported with Perkins funds
7. Institutions may identify an optional pool of professional development
    a. Do not calculate the expenses for optional activities into the budget
8. Use the revision request process for any changes in the activities list

Submission Process

The Local Activity and Budget forms, and Local Application must be submitted by May 1st, ***electronically***, ***with all signatures***, to the appropriate KBOR Perkins liaison. No hardcopy will be required. The Perkins Coordinator will receive a final copy with KBOR signatures upon final approval.

The completed submission checklist with all required documents with President’s and Preparer’s signatures are required**.**

No funds shall be expended until the institution receives an approved application from KBOR. Failure to follow instructions when submitting the application may delay its approval.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

LOCAL GRANT
ACTIVITY & BUDGET FORMS

FY 2021

Application Deadline: 5:00 p.m. C.D.T., May 1, 2020

Appendix 1

FY_______ PERKINS LOCAL GRANT

____

Institution Name

Contact Persons for

	Name & Position	Telephone	Email Address
Perkins Coordinator			
Finance/Business Office			
Data/Institutional Reporting			

____ _________________________

Original Signature of President or Authorized Administrator *Date*

Submission Checklist

☐	Appendix 1, Cover Page (Signed)	☐	Appendix 7, Equipment Worksheet
☐	Appendix 2, Transfer of Funds (Consortiums only, Signed)	☐	Appendix 8, Resources, Computing Devices, Software
☐	Appendix 3, Contractual Provisions (Dated)	☐	Appendix 9, Program Budget Matrix (Signed)
☐	Appendix 4, Local Assurances	☐	Appendix 10, Breakdown of Expenses, (Part B Signed)
☐	Appendix 5, Certifications (Institution Address Added in 3.B. & Signed)	☐	Appendix 11, Professional Development
☐	Appendix 6, Local Grant Goals		

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

$______________________ (1) Career Exploration and Career Guidance

$______________________ (2) Integration of Academics and CTE

$______________________ (3) Special Populations

$______________________ (4) Work-based Learning/Employability Skills

$______________________ (5) Secondary/Postsecondary Alignment

$______________________ (6) Professional Development

$______________________ (7) Programs of Study

$______________________ (8) New Program Development

$______________________ (9) Administrative Costs

$______________________ Total

____ _________________________

Signature of KBOR Authorized Representative **Date**

Appendix 2 (*consortium only*)

TRANSFER OF POSTSECONDARY LOCAL FUNDS
(CONSORTIUM ONLY)

Use this form for transferring *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* postsecondary funds from one eligible recipient to another eligible recipient providing service on behalf of the institution. Submit an original copy for each institution transferring funds into a consortium/partnership.

I certify that

____

Transferring Institution Name

is transferring all postsecondary improvement funds made available under *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* for fiscal year 2021 to

____

Receiving Institution Name

The funds will be used as described in the program improvement grant application package of the receiving institution. The uses of funds must be mutually beneficial to Perkins-approved CTE programs at all institutions in the consortium.

______________________________ Original Signature of President or Authorized Administrator Transferring Funds	______________________________ Original Signature of President or Authorized Administrator Receiving Funds
Date: ________________________	Date: ________________________

****

STATE USE ONLY

****

I hereby certify that the transferring institution is eligible for the funds identified above and the receiving institution is eligible to receive said funds.

______________________________ Signature of KBOR Authorized Representative	______________________________ Date

Appendix 3

State of Kansas
Department of Administration DA-146a
(Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the __day of ______, on this year, ______.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.

2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.

3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.

4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.)*.

5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.)* and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.)* and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.)* (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.

7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.

a. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.

9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.

10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.),* the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.

11. **Information: No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.***

12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."

13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

Appendix 4

LOCAL ASSURANCES

We, as an eligible recipient for funds under the S*trengthening Career and Technical Education for the 21st Century Act (Perkins V),* hereby grant the following assurances:

- *Applicants submitting an application to the Kansas Board of Regents, certify they have read all application documents including any revised documents and agree to comply with all applicable federal requirements as outlined in the Strengthening Career and Technical Education for the 21st Century Act, subsequent federal requirements, state requirements, local laws, ordinances, rules and regulations, public policies herein and all others applicable*

- *To administer each program, service or activity covered in this application in accordance with all applicable statutes and regulations governing the Strengthening Career and Technical Education for the 21st Century Act*

- *No funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.*

- *Certifies by its representative's signature hereon that neither it nor vendors used in expenditures with Perkins V grant funds are presently debarred, suspended, proposed for disbarment, declared ineligible, or voluntarily excluded from participation in this Agreement by any federal or state department or agency.*

- *To comply with all reporting requirements in a timely manner and that the information reported is valid, reliable and accurate.*

- *The determinations regarding the distribution of these grant funds are an agency action by the Kansas Board of Regents, an agency of the State of Kansas. In accordance with K.S.A. 77-601 et seq., The Kansas Board of Regents is hereby providing final notice that, with respect to the distribution of these funds, the board has taken final agency action. The distribution amount approved by the Board is set forth in this award notice.*

- *General Counsel Julene L. Miller is the agency officer who shall receive service on behalf of the Kansas Board of Regents of any subsequent petition for judicial review of this action. Any such petition for judicial review must be filed within 30 days of the date of this document.*

- *To be in compliance with Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs.*

We will not discriminate on the basis of sex, race, color, national origin or disability in the educational programs, services or activities being provided.

assures the Kansas Board of Regents its intent to comply with these Local Assurances as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances.

Appendix 5

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violations of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about–

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will–

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted–

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantees may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

____

____

____

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610–

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the Contractual Provisions Attachment (Appendix 3), Local Assurances (Appendix 4), and the above certifications (Appendix 5).

Signature of President or Authorized Administrator | Date

Printed Name | Title

Appendix 6 **Institution**: ________________________________

PERKINS V LOCAL GRANT GOALS

Goal 1: Career Exploration and Career Guidance

Describe specific activities by which your institution, in collaboration with local workforce development boards and other local workforce agencies, will provide career exploration and career guidance to students? *[Perkins V Sec. 134(b)(3)].*

Line # 1	Description of the Activity	Funding $
	How does this activity relate to the Needs Assessment?	
	How does this activity support the 4-year Local Application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Description of the Activity	Funding $
	How does this activity relate to the Needs Assessment?	
	How does this activity support the 4-year Local Application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 1:

Goal 2: Integration of Academics and CTE

Describe specific activities by which your institution will improve the academic and technical skills of students participating in career and technical education programs? *[Perkins V Sec. 134(b)(4)].*

<table>
<tr><td>Line #
1</td><td>Description of the activity</td><td>Funding
$</td></tr>
<tr><td rowspan="4"></td><td colspan="2"></td></tr>
<tr><td colspan="2">How does this activity relate to the needs assessment?</td></tr>
<tr><td colspan="2">How does this activity support the 4-year local application goals?</td></tr>
<tr><td colspan="2">How will success be measured?</td></tr>
<tr><td>Dec 1</td><td colspan="2"></td></tr>
<tr><td>Mar 1</td><td colspan="2"></td></tr>
<tr><td>Final Outcomes</td><td colspan="2"></td></tr>
</table>

<table>
<tr><td>Line #
2</td><td>Description of the Activity</td><td>Funding
$</td></tr>
<tr><td rowspan="4"></td><td colspan="2"></td></tr>
<tr><td colspan="2">How does this activity relate to the needs assessment?</td></tr>
<tr><td colspan="2">How does this activity support the 4-year local application goals?</td></tr>
<tr><td colspan="2">How will success be measured?</td></tr>
<tr><td>Dec 1</td><td colspan="2"></td></tr>
<tr><td>Mar 1</td><td colspan="2"></td></tr>
<tr><td>Final Outcomes</td><td colspan="2"></td></tr>
</table>

Total Perkins Funding Requested for Goal 2:

Goal 3: Special Populations

Describe specific activities by which your institution will prepare special populations for high-skill, high-wage, or in-demand industry sectors, prepare CTE participants for non-traditional fields, provide equal access, and ensure non-discrimination (minimum of 5%)? *[Perkins V Sec. 134(b)(5)].*

Line # 1	Description of the activity	Funding $
	Which special population(s) will be affected by this activity? Check all that apply. __ Individuals with disabilities __ Individuals from economically disadvantaged families, including low-income youth and adults __ Individuals preparing for non-traditional fields __ Single parents, including single pregnant women __ Out-of-workforce individuals __ English learners __ Homeless individuals __ Youth (under 21 years of age) who are in, or have aged out of, the foster care system __ Youth (under 21 years of age) with a parent who is a member of the armed forces and is on active duty	
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Description of the Activity	Funding $
	Which special population(s) will be affected by this activity? Check all that apply. __ Individuals with disabilities __ Individuals from economically disadvantaged families, including low-income youth and adults __ Individuals preparing for non-traditional fields __ Single parents, including single pregnant women __ Out-of-workforce individuals __ English learners __ Homeless individuals __ Youth (under 21 years of age) who are in, or have aged out of, the foster care system __ Youth (under 21 years of age) with a parent who is a member of the armed forces and is on active duty	
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 3:

Goal 4: Work-based Learning/Employability Skills

Describe specific activities by which your institution will provide work-based learning opportunities and employability skill training to students? *[Perkins V Sec. 134(b)(6)].*

Line # 1	Description of the activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Description of the Activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 4:

Goal 5: Secondary/Postsecondary Alignment

Describe specific activities by which your institution will provide CTE students with the opportunity to gain postsecondary credit while still attending high school?
[Perkins V Sec. 134(b)(7)].

Line # 1	Description of the activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Description of the Activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 5:

Goal 6: Professional Development

Describe specific activities by which your institution will provide training and professional development of Perkins-approved CTE program faculty, staff, and specialized instructional support personnel?
[Perkins V Sec. 134(b)(8)].

Line # 1	Description of the activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Description of the Activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 6:

Goal 7: Programs of Study

Describe specific activities by which your institution will implement a coordinated, non-duplicative sequence of academic and technical content starting with secondary education and resulting in attainment of a postsecondary credential? *[Perkins V Sec. 134(b)(2)].*

Line # 1	Description of the activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Description of the Activity	Funding $
	How does this activity relate to the needs assessment?	
	How does this activity support the 4-year local application goals?	
	How will success be measured?	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 7:

Goal 8: New Program Development (optional)

How will your institution use Perkins funds toward new CTE program development (maximum of 5%)?

Line # 1	Program Name: Program CIP:	Funding $
	Program Description:	
	Plan of action and specific expenditures:	
	How does this program relate to the needs assessment?	
	How does this program support the 4-year local application goals?	
	Status of program development:	
	Timeline for submission for KBOR approval:	
Dec 1		
Mar 1		
Final Outcomes		

Line # 2	Program Name: Program CIP:	Funding $
	Program Description:	
	Plan of action and specific expenditures:	
	How does this program relate to the needs assessment?	
	How does this program support the 4-year local application goals?	
	Status of program development:	
	Timeline for submission for KBOR approval:	
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 8:

Goal 9: Administrative Costs (optional)

How will your institution use Perkins funds toward administration of the Perkins Local Grant (maximum of 5%)?

Line # 1	Required Description of the activity	Funding $
Dec 1		
Mar 1		
Final Outcomes		

Total Perkins Funding Requested for Goal 9:

Appendix 7

Equipment Worksheet/Tag Request

Institution: ______________________________

Equipment - Unit Cost Up to $4,999									
Equipment Description	Model Number and Serial Number	Qty	Cost Per Unit	Amount Paid w/ Perkins $	Total Cost	Purchase Date	Institutional Property I.D. Number *	Program CIP	Program Name & Location
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
Add information as it becomes available throughout the grant year.			Totals	$0.00	$0.00		* If Applicable		

Equipment – Unit Cost $5,000 or More (Perkins tag required)									
Equipment Description	Model Number and Serial Number	Qty	Cost Per Unit	Amount Paid w/ Perkins $	Total Cost	Purchase Date	Perkins Tag Number	Program CIP	Program Name & Location
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
		0	0.00	0.00	0.00				
			Totals	$0.00	$0.00	Add information as it becomes available throughout the grant year.			

Total Perkins $ spent on equip. below $5000:	$0.00
Total Perkins $ spent on equip. $5000 or more:	$0.00
Total Equipment Perkins expenditure:	$0.00

Total equipment spending must not exceed 50% of total allocation

KBOR Approval of Perkins Tags

Date Approved

Optional Equipment Pool (Application) – May be purchased if funds become available without a revision									
Equipment Description	Model Number	Qty	Cost Per Unit		Total Cost			Program CIP	Program Name & Location
		0	0.00		0.00				
		0	0.00		0.00				

Appendix 9

FY_______ PERKINS POSTSECONDARY LOCAL GRANT
PROGRAM BUDGET/EXPENDITURES MATRIX

(check one)

◯ Original Budget ◯ December 1 Report ◯ March 1 Report ◯ Final Expenditure Report

INSTITUTION NAME: Total Grant Allocation: $

Budget Item	(1) Career Exploration and Career Guidance	(2) Integration of Academics and CTE	(3) Special Populations (5% Minimum)	(4) Work-based Learning/ Employability Skills	(5) Secondary/ Postsecondary Alignment	(6) Professional Development	(7) Programs of Study	(8) New Program Development (5% maximum)	(9) Administration (5% maximum)	Total
Salaries & Benefits (No more than 50%)										$ -
Stipends										$ -
Travel (Registrations and travel expenses)										$ -
Resources/Materials										$ -
Supplies (Computing devices, etc.)										$ -
Equipment (No more than 50%)										$ -
Support for Learner Success										$ -
Contracted Services										$ -
Subscriptions										$ -
Other (list below):										$ -
										$ -
										$ -
TOTAL FEDERAL FUND EXPENDITURES (INCLUDE ENCUMBRANCES)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
									TOTAL GRANT FUNDS SPENT	$ -

TOTAL REQUESTED PERKINS FUNDS BY DATE:	
July 1 to Dec 1	$ -
July 1 to March 1	$ -
July 1 to June 30	$ -

PROGRAM INCOME: (submit only with final report)	
TOTAL GROSS PROGRAM INCOME	$

President's or Authorized Administrator's Signature Date Preparer's Signature Date

(required only on Application and Final Report) (required for each submission)

Revised 10/19

Appendix 8 **Resources, Computing Devices, Software** **Institution:** ____________________

Resources - Unit Cost Up to $4,999								
Item Description	Model Number Serial Number	Qty	Cost Per Unit	Amount Paid w/ Perkins $	Total Cost	Institutional Property I.D. Number *	Program CIP	Program Name & Location
		0	0.00	0.00	0.00			
		0	0.00	0.00	0.00			
		0	0.00	0.00	0.00			
Add information as it becomes available throughout the grant year.			Totals	$0.00	$0.00	* If Applicable		

Computing Devices - Unit Cost Up to $4,999								
Item Description	Model Number Serial Number	Qty	Cost Per Unit	Amount Paid w/ Perkins $	Total Cost	Institutional Property I.D. Number *	Program CIP	Program Name & Location
		0	0.00	0.00	0.00			
		0	0.00	0.00	0.00			
		0	0.00	0.00	0.00			
Add information as it becomes available throughout the grant year.			Totals	$0.00	$0.00	* If Applicable		

Software or Subscriptions - Unit Cost Up to $4,999								
Item Description	Model Number Serial Number	Qty	Cost Per Unit	Amount Paid w/ Perkins $	Total Cost	Institutional Property I.D. Number *	Program CIP	Program Name & Location
		0	0.00	0.00	0.00			
		0	0.00	0.00	0.00			
		0	0.00	0.00	0.00			
Add information as it becomes available throughout the grant year.			Totals	$0.00	$0.00	* If Applicable		

Optional Resources, Computing Devices, Software or Subscriptions Pool - May be purchased if funds become available without a revision								
Item Description	Model Number	Qty	Cost Per Unit		Total Cost		Program CIP	Program Name & Location
		0	0.00		0.00			
		0	0.00		0.00			

Appendix 10

FY_____ BREAKDOWN OF EXPENSES -- PERKINS LOCAL GRANT

INSTITUTION: DATE:

Indicate projected or actual expenses for each Goal category, including any expenses for Personnel, Equipment & Special Populations in Section A.
Expenses for Personnel, Equipment & Special Populations are also listed in Section B.
If needed, please add rows above the "Total" row for each section.
The formulas should calculate the Grand Total and Percentages by entering the total award amount where indicated.

SECTION A

Budget Item	Original Budget Amount July 1	Revised Budget Amount Dec. 1	Revised Budget Amount Mar. 1	Actual Expense Final June 30
Goal 1: Career Exploration and Career Guidance				
Total for Goal 1	$0.00	$0.00	$0.00	$0.00
Goal 2: Integration of Academics and CTE				
Total for Goal 2	$0.00	$0.00	$0.00	$0.00
Goal 3: Special Populations (Minimum 5% of Total Allocation)				
Total for Goal 3	$0.00	$0.00	$0.00	$0.00
Goal 4: Work-based Learning/Employability Skills				
Total for Goal 4	$0.00	$0.00	$0.00	$0.00
Goal 5: Secondary/Postsecondary Alignment				
Total for Goal 5	$0.00	$0.00	$0.00	$0.00
Goal 6: Professional Development				
Total for Goal 6	$0.00	$0.00	$0.00	$0.00
Goal 7: Programs of Study				
Total for Goal 7	$0.00	$0.00	$0.00	$0.00
Goal 8: New Program Development (Maximum 5% of Total Allocation)				
Total for Goal 8	$0.00	$0.00	$0.00	$0.00
Goal 9: Administration (Maximum 5% of Total Allocation)				
Total for Goal 9	$0.00	$0.00	$0.00	$0.00
* Total (for all goals) 100% of Budget Plan	$0.00	$0.00	$0.00	$0.00

SECTION B

Indicate the total amount requested for Personnel, Equipment, Special Populations and Administration below.
Please note, these values should also be listed in the appropriate goal category in Section A.

Goal #	Line #	Personnel (list each position separately and include number of years funded by Perkins)	Original Budget Amount July 1	Revised Budget Amount Dec. 1	Revised Budget Amount Mar. 1	Actual Expense Final June 30
		a. Positions				
		b. Substitutes				
		Total for Personnel	$0.00	$0.00	$0.00	$0.00
Percentage of Total Dollars for Personnel (Maximum of 50% Total Allocation)			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Goal #	Line #	Equipment				
		Total for Equipment	$0.00	$0.00	$0.00	$0.00
Percentage of Total Dollars for Equipment (Maximum of 50% Total Allocation)			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Goal #	Line #	Special Populations				
		Total for Special Populations	$0.00	$0.00	$0.00	$0.00
Percentage of Total Dollars for Special Populations (Minimum of 5% Total Allocation)			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Goal #	Line #	New Program Development				
		Total for New Program Development	$0.00	$0.00	$0.00	$0.00
Percentage of Total Dollars for New Program Development (Maximum of 5% Total Allocation)			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Goal #	Line #	Administrative Expenses					
		Total for Administration		$0.00	$0.00	$0.00	$0.00
Percentage of Total Dollars for Administration (Maximum of 5% Total Allocation)				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Your Budget Request is not official until your institution has received this form signed by the Authorized Representative of the Kansas Board of Regents.

Signature of Institution President or Authorized Administrator Date Signature of Preparer Date

FOR STATE USE ONLY

Signature of KBOR Authorized Representative Date

Revised 10/19

* All Columns (Original Budget Amount and Revised Budget Amount) should equal the same amount in the Total (for all goals) line.

Appendix 11

Professional Development Activities

Institution ____

Goal 6: Support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession [*Sec. 134(b)(8)*]. (This goal is to support Perkins-approved programs)

CIP Code	Perkins-Approved Program Name	Professional Development Activity	Revision #	Title/Classification of Attendees	Brief Summary of the Activity/Benefit to Skill Development
		KBOR Perkins Training		Perkins Coordinator	KBOR-led meetings for Perkins-related staff to yield more efficient and accurate management of Perkins grants
		KBOR Workforce Innovation Conference		Perkins Coordinator/VPA/Finance-Business Official/IR Staff/CTE Instructors	This annual conference supports personnel working with the Perkins Grant, including, but not limited to CTE, Adult Education, and Workforce Development partners.
		KCCTE Workshops		Perkins related staff/faculty	Kansas Center for Career Technical Education workshops
		KCWE		Perkins related staff/faculty	Kansas Council for Workforce Education & Drive-In Workshops
		K-ACTE		Perkins related staff/faculty	Kansas Association for Career Technical Education
On-Campus Professional Development related to Perkins-approved Programs					
Optional Professional Development Pool - May be attended without a revision if funds become available					

APPENDIX F

COMPREHENSIVE LOCAL NEEDS ASSESSMENT TEMPLATE

COMPREHENSIVE REGIONAL NEEDS ASSESSMENT

Carl D. Perkins V – Strengthening Career and Technical Education for the 21st Century Act

Due Date: February 1, 2020

Regional Team Coordinators:

	Name	Institution/School	Phone	Email
USD(s)				
Postsecondary Institution(s)				

Date____Regional Team____

Secondary and postsecondary institutions shall not contract out the process of conducting the needs assessment.

Purpose

The purpose of this document is to provide a template to prepare the content of the regional needs assessment by:

- Explaining the purpose of the regional needs assessment
- Outlining the required components of the assessment
- Providing tools for identifying regional needs

By conducting regional needs assessment, the Regional Team will:

- Use evidence-based strategies to recognize needs of the regional industry
- Identify strengths and weaknesses of secondary and postsecondary CTE programs in the region
- Perform a root-cause analysis of gaps
- Make progress toward student success and employment

What is a comprehensive regional needs assessment?

A **needs assessment** is a systematic set of procedures used to determine needs, examine their nature and causes. A needs assessment is conducted to determine the needs of people – i.e., recipients of the services provided by an organization. In education, the recipients are students, parents and future employers. A comprehensive regional needs assessment consists of the following steps:

1. Identify participants on the Regional Needs Assessment Team (stakeholders)
2. Identify data sources to be analyzed. A list of required and allowable data sources is provided by the state.
3. Engage stakeholders in a review of focused data and analyze the data
4. Identify areas of growth and strengths (what is working)
5. Identify areas of opportunity (what is not working)

Why complete a comprehensive regional needs assessment?

The reauthorization of the Perkins Act through Perkins V requires that eligible recipients complete a regional needs assessment that must be included in the Perkins application. There are six components of the comprehensive regional needs assessment:

1. Evaluation of Regional Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality and aligned to in-demand industry sectors)
4. Evaluation of the progress toward implementing CTE programs and programs of study
5. Description of recruitment, retention and training for CTE educators.
6. Description of progress toward implementing equal access to CTE for all students, including special populations.

How often is a comprehensive regional needs assessment needed?

The needs assessment must be completed **every two years**, with a review of progress in the interim. The assessment must be **completed prior** to the completion of the grant application and submitted with the application. The regional needs assessment should be part of an on-going performance management cycle.

Who should participate in the comprehensive regional needs assessment process?

Local recipients are required to engage a diverse body of participants who will plan and implement the regional needs assessment. The Regional Needs Assessment Team is comprised of local stakeholders who will develop, review and analyze assessment results to support cross-sector coordination. Perkins V requires, at a minimum, the following participants to engage in the initial needs assessment, local application development and on-going consultation [Sec.134 (d) and (e)]:

1. CTE program representatives at the secondary and postsecondary levels
   - Teachers
   - Faculty
   - Administrators
   - Career guidance counselors and advocates
   - Advisement professionals
   - Specialized instructional support specialists and paraprofessionals
2. State or local workforce development board representatives
3. Representatives from a range of local businesses and industries
4. Parents and students
5. Representatives of special populations
6. Representatives from agencies serving at-risk, homeless and out-of-school youth.

Process:

1. Establish a Regional Needs Assessment Team

   Perkins V requires the needs assessment to be completed in consultation with specific stakeholders. Page 4 of this document lists all required stakeholders. **All groups listed on page 4 must be a part of the Regional Needs Assessment Team.**
2. Assign two co-coordinators for the Regional Team – one from secondary education and one from a postsecondary institution (Page 3 and 4)
3. Gather, review and analyze data (state staff will provide required data sources and a list of optional resources).
4. Convene the Regional Team to write the needs assessment (Each Team must **meet at least once** throughout this process).
5. Complete the needs assessment Template
   i. All steps and all parts are required
   ii. Incomplete assessments will not be approved
   iii. Add rows to tables as needed
   iv. Include the data analysis documents (required)

Template:

The needs assessment Template outlines all of the required steps:

<u>STEP 1</u>: Analysis of Labor Market Information

Part 1: Utilize the Labor Market Analysis Tool (Excel)

Part 2: Use additional approved sources of data and compare the data to Part 1 findings.

Part 3: Bring the Regional Team together to discuss the findings from Parts 1 & 2

Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

<u>STEP 2</u>: Analysis of Student Performance

<u>STEP 3</u>: Analysis of Programs

Part 1: Size, Scope and Quality

Part 2: Progress Toward Implementing Programs of Study

Part 3: Recruitment, Retention and Training of CTE Educators

Part 4: Progress toward Improving Access and Equity

Career and Technical Education (CTE) Program Comprehensive Regional Needs Assessment Tool

Use of Perkins V funding is based on the results of the comprehensive regional needs assessment. **Activities and expenditures** should not be included in a grant application if the eligible recipient **cannot** demonstrate a need based on the assessment.
The needs assessment must be completed <u>every two years</u> with a review of progress in the interim. The assessment must be completed <u>prior</u> to completion of the grant application. Local applications will not be accepted without the corresponding regional needs assessment.

Regional Team Name: ______________________ **Date:** ______________

Needs Assessment Lead Co-Coordinators:	**Contact Information:**
Secondary:	
Postsecondary:	

Comprehensive Regional Needs Assessment Team

Representative		Name	Institution and Position	Responsibility
Co-Coordinators	Postsecondary Perkins Grant Coordinator			
	Secondary Perkins Grant Coordinator			
Teacher(s) - Secondary				
Faculty - Postsecondary				
Secondary Administration				
Postsecondary Administration				
Specialized instructional support and paraprofessional(s)				
Representative(s) of Special Populations				
Career Guidance and Academic Counselor(s)				
Student(s)				
Community				
Business & Industry				
Workforce Development				
Parent(s)				
Other (Data Support, Admin Assistant, HR, Business Office, etc.)				

STEP 1: Analysis of Labor Market Information

Perkins V Section 134(c)(2)(B)(ii)
The local needs assessment shall include…

(B) A description of how career and technical education programs offered by the eligible recipient are—

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C.3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

What Information Should Locals Collect: Labor Market Alignment	
What does the law say? The needs assessment will include a description of how CTE programs offered by the eligible recipient align to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate. The needs assessment may also identify programs designed to meet local education or economic needs not identified by state boards or local workforce development boards.	**What does the law mean?** The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Part 1: Utilize the Labor Market Analysis Tool (Excel) provided by the state to assess the labor market in the region. The Excel Spreadsheet contains data for:

- Secondary Pathways
- Postsecondary Programs
- Additional Optional Data Resources

1. Kansas Department of Labor data and program data provided by the state must be used in the assessment.
2. Regional Teams can use additional sources if they wish to supplement the labor data or provide additional evidence of regional needs.
3. As each Team populates the fields in the spreadsheet, Excel will create a bubble chart which visually represents each one of the institution's programs or industry demand for programs. *Please do not delete, rename or add columns in the spreadsheets, as all the data is necessary for the creation of the chart.*

Part 2: Use additional approved sources of data
Part 3: Bring the Regional Team together to discuss the findings from Parts 1 and 2
Part 4: Based on the input from local stakeholders, use this template to provide answers to the regional needs assessment questions

Based on the information determined in the abovementioned process, describe the strengths and needs for the region in the following pages. Add rows as needed.

What programs and pathways in the region align with the labor market needs?

Strengths	Gaps

According to the data analysis, what programs/pathways (if any) are not offered but are needed in the region?

Program	Evidence from Kansas Labor Market Data	Evidence from Regional Sources

What programs/Pathways are offered in the region, but are not supported with the local labor data?

Program/Pathway	Reason for offering these Programs/Pathways	Kansas Labor Market Data or Local Labor Data Source

STEP 2: Analysis of Student Performance

Perkins V Section 134(c)(2)(A)
The local needs assessment shall include…

*(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations** and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.*

What Information Should Locals Collect: Student Performance Data	
What does the law say? The needs assessment will include an evaluation of the performance of the students served by the local eligible recipient with respect to state-determined and local performance levels, including an evaluation of performance for special populations.**	**What does the law mean?** The needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now includes special populations.**

** Because the disaggregated data on special population subgroups is not available at this time, the needs assessment's student performance analysis will be based on the overall performance of secondary students and program-level performance of postsecondary students. Each subsequent assessment (every two years) will include an evaluation of performance for each subgroup and each special population for both secondary and postsecondary institutions.

Each secondary and postsecondary institution will receive their student performance data based on the data submitted to the state. Program-level data is only available for postsecondary institutions. Secondary schools can pull Pathway-specific data from Pathways system for their assessment. The Regional Needs Assessment Team must meet and evaluate the student performance strengths, gaps, and goals for improvement based on the data **for the entire region.**

Postsecondary Performance

1P1 – Postsecondary Retention and Placement
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2P1 – Earned Recognized Postsecondary Credential
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

3P1 – Nontraditional Participation
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Secondary Performance

1S1 – Four-year Graduation Cohort Rate
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2S1 – Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

2S2 – Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S3 – Academic Proficiency in Science
CTE concentrator proficiency in the challenging state academic standards adopted by the state under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

3S1 – Post-Program Placement
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S2 – Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

5S1 – Nontraditional Program Concentration
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Complete the tables on the following pages. Add rows as needed.

Based on the secondary and postsecondary performance data, what are the region's strengths in student performance?

Strengths	How are these strengths being sustained in the region?	Local Example

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

Based on available data, what are the student performance gaps in the region?

Gap	Root Cause

Optional Questions for Discussion:

- How are students performing in your CTE programs?
- What is the variation in performance among students in different programs?
- How are your schools and colleges performing compared to the state overall performance?

STEP 3: Analysis of Programs
Part 1: Size, Scope and Quality

Perkins V Section 134(c)(2)(B)(i)
The local needs assessment shall include
(B) A description of how career and technical education programs offered by the eligible recipient are—
(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and…

What Information Should Locals Collect: Size, Scope & Quality	
What does the law say? The needs assessment will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.	**What does the law mean?** The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements.

State Definitions:

Size:
Program size reflects an appropriate number of students in order to be effective and meet local business and industry demand as determined by the regional needs assessment. The program size will account for physical parameters and limitations of the program.

Scope:
As specified in K.S.A. 71-1802, CTE programs must:

- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
- lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
- be delivered by an eligible institution

In addition, CTE state-approved programs of study/Pathways relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the state or region by:

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Definitions Continued:

Quality:
Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study.

The Kansas State Department of Education has established the following secondary quality measures for CTE programs:

- Eligible recipients reach local targets based on state and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via Individual Plans of Study (IPS) implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

The Kansas Board of Regents has established the following postsecondary quality measures for CTE programs:

- Eligible recipients negotiate local targets based on state and federal Core Indicators of Performance.
- Local recipients demonstrate the need for CTE programs by presenting labor market data and economic development projections that indicate current or projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE programs.
- CTE programs of study are systematically reviewed based on advisory council's input and local business and industry projections.
- CTE programs participate in program alignment and provide industry credentialing.
- All students are provided with equitable access to CTE programs of study.

Complete the table on the following pages. Add rows as needed.

How do schools and colleges in the region determine that programs…

Question	Answer	Areas for Improvement
Are of sufficient size		
Relate to real-world work environment (Scope)		
Help students advance to future education (Scope)		
Are of high quality		
Should be offered in the region		

STEP 3: Analysis of Programs

Part 2: Progress toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)

The local needs assessment shall include

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
What does the law say? The needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	**What does the law mean?** This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

Federal Definition:

Perkins V Sec. 2(41)

Program Of Study:

The term ‘program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging tate academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

Complete the table on the next page. Add rows as needed.

How do schools and colleges in the region implement programs of study?

Implementation Process	Strengths	Needs/Gaps

STEP 3: Analysis of Programs

Part 3: Recruitment, Retention and Training of CTE Educators

Perkins V Section 134(c)(2)(D)

The local needs assessment shall include…

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff	
What does the law say? The needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	**What does the law mean?** Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require analysis of teacher or other professional shortage.

Complete the table on the next page. Add rows as needed.

How do schools and colleges in the region recruit, retain and train CTE educators?

Process	Strengths	Needs/Gaps

STEP 3: Analysis of Programs

Part 4: Progress toward Improving Access and Equity

Perkins Section 134(c)(2)(E)

The local needs assessment shall include…

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

<table>
<tr><th colspan="2">What Information Should Locals Collect: Progress Towards Improving Access & Equity</th></tr>
<tr><td>What does the law say?
The needs assessment shall include a description of:
Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
How they are providing programs that are designed to enable special populations to meet the local levels of performance; and
How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</td><td>What does the law mean?
This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.</td></tr>
</table>

Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term "special populations" means--

(A) individuals with disabilities;

(B) individuals from economically disadvantaged families, including low-income youth and adults;

(C) individuals preparing for non-traditional fields;

(D) single parents, including single pregnant women;

(E) out-of-workforce individuals;

(F) English learners;

(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title.

Complete the table on the following page. Add rows as needed.

How do schools and colleges ensure access and equity for all students, especially special populations?

Strengths	Gaps	Strategies for Improvement