

Request for Application

Program Guidelines

2024-2025 Perkins V: Strengthening Career and Technical Education for the 21st Century

Authorized by Carl D. Perkins Strengthening Career and Technical
Education for the 21st Century Act, P.L. 115-224

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Introduction to the Program Guidelines

TEA, as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. The application to which these guidelines and instructions refer must be submitted electronically through the eGrants system.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Requirement for Username and Password

To access eGrants and apply for this grant, you must have access to the [TEA Login \(TEAL\)](#). Follow these steps to apply for usernames and passwords on TEAL:

1. Visit the [TEA Login \(TEAL\)](#) page of the TEA website. Select [Request New User Account](#) to begin the process of applying for a TEAL account online.
2. Once you have been assigned a TEA Login (TEAL) account, log into TEAL and under Self-Service select My Application Accounts.
3. The My Accounts tab will open. Select Request New Account, then find eGrants in the list and follow the instructions to submit your request.

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Application Submission Through eGrants

Submit the application for these grant programs electronically through the TEA eGrants system. Refer to the [General and Fiscal Guidelines](#) for more specific information about the eGrants application process.

Applications must be submitted as follows:

- Those submitted by public LEAs must be signed electronically by the superintendent of the school district or a designee.
- Applications submitted by regional Education Service Centers (ESCs) must be signed electronically by the executive director or a designee.
- Applications submitted by open-enrollment charter schools must be signed electronically by the chief operating officer of the school or a designee.
- Campuses and campus charter schools must apply through their public school district, and the application must be signed electronically by the superintendent or designee.

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Bulletins.

Contact for Clarifying Information

Grant Program Contact

Marcette Kilgore, CTE Director
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Funding Contact

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US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	Approximately \$65,163,462
Percentage to be financed with federal funds	100%
Amount of federal funds	Approximately \$65,163,462
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides detailed information about the grant program.

Program Purpose, Goals, and Objectives

The purpose of the career and technical education (CTE) program is to develop more fully the academic knowledge, technical, and employability skills of secondary education students who enroll in CTE programs and programs of study, by:

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- (5) providing technical assistance that-- (A) promotes leadership, initial preparation, and professional development at the State and local levels; and (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- (8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

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Local educational agencies (LEAs) including open-enrollment charter schools in Texas that provide Career and Technical Education (CTE) programs that meet the criteria of sufficient size, scope, and quality to be effective are eligible to apply for a 2023-2024 Perkins Grant.

Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through concentrator and completer status at the secondary and postsecondary levels. This means that LEAs must offer a specific number of programs of study based upon their LEA's high school enrollment numbers. The table below demonstrates the minimum number of programs of study required:

High School Enrollment	Number of Programs of Study Offered
Less than 500 students	1 program of study
501-1,000 students	2 programs of study
1,001-2,000 students	3 programs of study
2,001-5,000 students	4 programs of study
5,001-10,000 students	5 programs of study
10,001 + students	6 programs of study

LEAs should provide the opportunity for students to complete a program of study within four years. Completion is defined as three or more courses for four or more credits with at least one level three or four course within a single program of study.

Scope is defined as including rigorous academic and technical standards, employability skills, and by providing students with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework.

Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Perkins V Act, providing support for special populations enrolled in CTE programs, providing procedures to continuously improve all aspects of programs, and including Career and Technical Student Organization participation.

Eligible applicants and other public educational entities may apply on behalf of and in coordination with an LEA. Each eligible applicant that receives a grant shall use such funds to develop new and improve existing CTE programs, with the full participation of individuals who are members of special populations.

Eligible applicants whose grant allotment is equal to or greater than \$15,000 must file an application to receive federal funds. An eligible applicant whose grant allotment is less than \$15,000 may still participate in the grant allotment by forming a shared services arrangement (SSA) with other LEAs or a regional education service center to meet the minimum grant requirement of \$15,000. (See Shared Services Arrangements.) An eligible applicant may apply for a waiver as a rural, sparsely populated area or as a charter school that is not able to join an SSA. Evidence must be presented to justify the waiver request.

The following eligibility requirements also apply:

- TEA reserves the right not to award a grant to an eligible applicant that is identified by TEA a high-risk grantee

Eligibility List

The entitlement list is posted on the [Entitlements](#) page.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are allowed.

An eligible applicant may choose to join or form an SSA with other local educational agencies (LEAs), an education service center, or a postsecondary institution. LEAs that join an SSA lose entitlement to their initial allocation; SSA funds must be used for purposes that are mutually beneficial to all members of the SSA. Each member of the SSA must conduct and submit a Comprehensive Local Needs Assessment.

Once an application is submitted, an SSA member may not withdraw from the SSA.

See the SSA Use of Funds section for information on the proper use of SSA allocations.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

Authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded for any fiscal year.

NOTE: Administrative funds include both direct administrative costs and allowable indirect costs

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Reallocation of Perkins: Strengthening Career and Technical Education for the 21st Century

LEAs or consortia (SSA's) with approved 2024–2025 Perkins applications will receive, if available, a reallocation of funding by early 2025. It will not be necessary for LEAs to amend their Perkins applications to receive reallocation funding.

Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

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

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

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

1. LEAs may apply for funding as single applicants if they are eligible for at least \$15,000 under this grant.
2. LEA located in a rural, sparsely populated area may be eligible for a waiver of the requirement for a \$15,000 minimum allocation if its high school is located at least 30 highway miles from the nearest neighboring high school campus and for that reason it is unable to enter into an SSA to provide services under the grant. Charter schools may also be eligible for a waiver if they are unable to join an SSA. An LEA policy that prevents a charter school from joining an SSA is not sufficient grounds for a waiver.

3. The federal funds from this grant will be used by your organization to improve CTE programs, with the full participation of individuals who are members of special populations. Students who are members of special populations shall have access to CTE in the most integrated setting possible (for students with disabilities, the least restrictive environment).
4. Parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals must be involved in the development, implementation, and evaluation of CTE programs, and such individuals and entities should be effectively informed about and assisted in understanding the requirements of this Act, including CTE programs of study.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

1. Travel paid from federal Perkins funds must be used to improve, not maintain, CTE programs, services, and activities. Refer to the Travel Guidelines and Current Reimbursements Rates, posted in the Handbooks and Other Guidance section of the Grants Administration Division Administering a Grant page for more information on using federal funds for travel.
2. By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

- **Critical Success Factors** - Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.
- **Milestones** - Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it

probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

3. The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#).

Local Uses of Funds

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into career and technical education programs and programs of study to support.
5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Local Application Requirements

Any eligible recipient must submit a local application to the eligible agency. Applicants must address the following elements in the application, as found in Section 134 (b) of the Perkins V Act:

1. A description of the results of the comprehensive local needs assessment conducted under subsection(c).

2. Information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2).
3. A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, provide one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)).
4. A description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education(as defined in section 8101 of the Elementary and Secondary Education Act of 1965).
5. A description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
6. A description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students.
7. A description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.
8. A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to 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.
9. A description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress

has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Comprehensive Local Needs Assessment

To be eligible to receive financial assistance under this part, an eligible recipient shall-

1. Conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection(a).
2. Not less than once every 2 years, update such comprehensive local needs assessment.
3. The comprehensive local needs assessment in Special Collection 5600 and is available in eGrants.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule CS7000—Provisions, Assurances, and Certifications.

Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Capital outlay
- Debt services (lease liabilities for terms greater than 12 months) — allowable costs include:
 - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
 - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips may be allowable:

- Field trips for educational purposes that address specific CTE Texas Essential Knowledge and Skills (TEKS), that are course and/or program related. Field trips must be open to all students participating in the CTE course or program.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory council costs may be allowable:

- The advisory council includes parents, representatives of business and industry (including small businesses), and to the extent possible, labor organizations, higher education representatives and faculty, administrators, representatives of special populations, CTE and academic teachers, students, and community partners; and
- The role of the advisory council is to participate in the design, implementation, and evaluation of CTE programs by participating in the completion of the required comprehensive local needs assessment, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

Permissive Use of Funds

Perkins funds may be used to purchase industry-based certification assessments only if the certification will be reported to the state as a performance measure for 5S1 postsecondary credential attainment for Perkins accountability as required by section 113 of Perkins V, 20 U.S.C. § 2323(c) or the

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certification assessments included on the list of industry-based certifications used for public school accountability.

Funds made available to an eligible recipient under this title may be used –

1. To support the implementation and sustainability of statewide and approved regional programs of study.
2. To involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of career and technical education programs by participating in the completion of the required comprehensive local needs assessment required under the Perkins V Act, including establishing effective programs and procedures to enable informed and effective participation in such programs.
3. To provide career guidance and academic counseling, which may include information described in section 118 of the Perkins V Act, for students participating in CTE programs, that improves graduation rates and provides information on postsecondary career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans.
4. For local education and business (including small business) partnerships to provide:
 - a. Work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs.
 - b. Adjunct faculty arrangements for qualified industry professionals.
 - c. Industry experience for teachers and faculty.
5. To provide programs for special populations.
6. To promote and support career and technical student organizations (CTSOs).
7. For mentoring and support services.
8. For leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
9. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry.
10. To develop and expand postsecondary program offerings at times and in formats, that are accessible for students, including working students, including through the use of distance education.
11. To develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including the following:

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

Examples of Allowable Uses of Perkins Funds

1. Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program.

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2. Acquisition of equipment, print, visual, audio, and technology-based college and career guidance resources for use in the delivery of career development guidance and counseling.
3. Implementation of a college and career information center organized and administered by a certified counselor, including the acquisition of a college and career information system, college and career resource materials, and other college and career guidance and placement materials.
4. Purchase of instructional materials, equipment, and resources for the delivery of instruction in career orientation programs.
5. Appropriate supplementary services—including curriculum modification, equipment modification, supportive personnel, instructional aids and devices, childcare, and transportation—for students who are members of special populations.
6. Career counseling and instructional activities designed to facilitate transition to work-based learning or postsecondary education activities for students who are members of special populations.
7. A special populations coordinator, paid in whole or in part with federal funds, who is a certified counselor or teacher, to ensure that individuals who are members of special populations are receiving adequate services and occupational skill training. Remember that supplement vs supplant applies and so Perkins funding cannot be used where other funding has been previously used to pay for this service.
8. Development and acquisition of curriculum materials that include the essential knowledge and skills established by the State Board of Education (SBOE) for CTE.
9. Purchase of new state of the art equipment or modification of equipment to meet current business and industry specifications.
10. Professional development for academic and CTE teachers to integrate academic and career and technical skills.
11. Supplemental accelerated instruction or providing support personnel including paraprofessionals to assist students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations.
12. Programs of study for secondary students that address all aspects of an industry in high-skill, high-wage, and high-demand occupations.
13. Acquisition of materials promoting nontraditional fields.
14. Activities for training sponsors from business and industry.
15. Support for the development and implementation of statewide or approved regional CTE programs of study (i.e., the work of CTE and academic teachers in implementing relevant CTE programs of study for students).
16. Administrative costs (authorizing statute limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded for any fiscal year).

17. Allowable travel expenses including travel for professional development for both academic and CTE teachers providing instruction to students who are enrolled in CTE programs; travel for staff accompanying students attending CTE student leadership activities above the local district level; travel for counselor and career orientation staff to attend professional development activities directly related to career guidance and placement activities.
18. Acquisition of career interest and aptitude assessment materials and scoring costs, if applicable.
19. Recruitment and affirmative outreach activities to ensure access to quality CTE programs for students who are members of special populations.
20. Purchase of learning styles inventories and scoring costs, if applicable.
21. Work-based learning programs, i.e., internship, mentorships, services and activities with community-based organizations, and apprenticeship programs.
22. Purchase of linguistically appropriate assessment and other CTE instructional and supportive materials for special populations and individuals with limited English proficiency.
23. Services required in an individualized educational plan (IEP) developed pursuant to Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act.
24. Services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to CTE programs.
25. Affiliation fees that an LEA or fiscal agent pays to affiliate eligible career and technical education (CTE) students with a related career and technical student organization (CTSO) provided that the fee benefits all CTE students who are eligible to participate in the organization.
26. Rental or lease of buildings or space in buildings.
27. Travel for students, including travel and/or registration fees for students to attend CTSO leadership activities. LEAs must be careful not to supplant CTSO related travel costs if State funds have been used to pay for travel in the prior year.
28. Consumable supplies that directly support CTE instruction such as laboratory supplies may be purchased with Perkins funds. Perkins funds may not be used to purchase general office supplies such as paper, pencils, or tissue paper.

SSA Use of Funds

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

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

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

Examples of Mutually Beneficial Uses of Perkins Funds by SSAs

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

1. Employ counselors to provide career development, guidance, and counseling programs to all students within the SSA.
2. Employ a full- or part-time special populations coordinator to work directly with individuals who are members of special populations to ensure services or job-specific training for such students on the campus of each member of the SSA. Remember that supplement vs supplant applies and so Perkins funding cannot be used where other funding has been previously used to pay for this service.
3. Establish a common site for offering CTE courses. This goal could be accomplished in one or more of the following ways:
 - a. Establish a separate campus
 - b. Provide career programs of study and CTE courses on one campus that could serve students from each member of the SSA. This could mean that one member district houses all the CTE coherent sequences and students from all member districts attend CTE courses in that member district, or that various member districts offer unique programs that students from any member district may attend from their home district. A teacher or teachers could teach a sequence of courses by moving from campus to campus
4. Enhance and expand connections to postsecondary education, activities for career planning and guidance, integration of CTE with academics, or industry-based certifications for students only if the certifications will be reported to the state for the 5S1 postsecondary credential attainment performance measure for Perkins accountability.
5. Establish a career guidance center with a career information delivery system for all member districts.
6. Provide or expand career development programs at member districts.
7. Audit and upgrade CTE programs to meet industry and articulation standards.
8. Increase the number of teachers earning industry certifications that are valuable to delivery of content to students but not required to demonstrate mastery to teach the course.
9. Implement career guidance and training to prepare students for college, career, and/or the military.

10. Employ a seamless transition coordinator to work directly with members of the SSA on PEIMS coding and articulation agreements and strengthen the academic and technical skills of career and technical students.
11. Develop shared CTE materials available to students of member districts.
12. Enhance connections with postsecondary institutions, including opportunities to earn postsecondary credit; implement or improve industry certification programs.
13. Establish and expand CTE distance learning opportunities for member districts.
14. Provide supplemental accelerated instruction or support personnel including paraprofessionals to assist students enrolled in CTE programs when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations.

Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
 - Capital Lease Liability — Principal Costs (6512)
 - Capital Lease Liability – Interest Costs (6522)
 - Interest on Debt Costs (6523)
- Travel costs for officials such as executive director, superintendent, or board members
- Cost of memberships in any civic or community organization
- Hosting or sponsoring of conferences
- Construction, renovation, or remodeling of facilities
- Food costs, except as specified in the Allowable Cost and Budgeting Guidance section of the Administering a Grant page
- Alcoholic beverages
- Payment for students who are employed by and receiving training from a private business or organization
- Salaries and bonuses for classroom CTE teachers
- Academic remediation for CTE students

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- Any purchase order or encumbrance or obligation placed before the approved project beginning date or after the ending dates of the grant
- In-state travel or per diem in excess of state rates (not to exceed actual costs); out-of-state travel in excess of federal government rates for the locale (also not to exceed actual costs)
- Travel that is required by SBOE rules or that does not improve the program (in-district to visit projects or homes, training station visits, etc.)
- An article of equipment that did not have prior approval from TEA
- Individual career and technical student organization (CTSO) membership dues on behalf of individual CTE students
- Furniture, except when the furniture is considered industry-specific instructional equipment
- Consumable supplies, defined as items that are expected to be used within a short period of time, such as office supplies, paper, computer supplies, building and maintenance supplies, and laboratory supplies
- Motorized vehicles
- Work-study programs
- Payment with 2024–2025 Perkins funds for travel that occurs before July 1, 2024, or the stamp-in date of the application, whichever is later
- Pre-payment or reimbursement with 2024–2025 Perkins funding for travel-related expenditures that occur after August 15, 2025
- Membership fees in professional or social organizations for individual staff
- Insurance coverage for students
- Rental or lease of land
- Any activity not specified above in the Allowable Activities and Use of Funds section

Federal Grant Requirements

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Nontraditional Programs

The district should provide CTE programs and instruction for students enrolled in CTE courses that are nontraditional for their gender. Every effort is to be made to eliminate sex bias and stereotyping in

Program Guidelines

curriculum, instruction, and services. Materials and practices (instructional and counseling) should be reviewed for gender equity. If materials or practices are determined to be biased toward either gender, the district should establish and implement a plan that will eliminate stereotypical practices and bias based on gender.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

Under Perkins V, equitable services for student is permissible, but not required. If there is a written request, a local eligible recipient may use Perkins funds to provide for “meaningful participation” of secondary school students attending nonprofit private schools in the areas served by the eligible recipient. If a local district chooses to do this, there must be timely and meaningful consultation. See Sec. 217(b) of Perkins V.

The applicant must request the Private Nonprofit School Participation schedule from the Division of Grants Administration to be submitted as an attachment in an amendment to the application.

Personnel

An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of CTE secondary school teachers, administrators, and other personnel in non-profit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

Student Participation

1. Student Participation: Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
2. Consultation: An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient described in paragraph (1) regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does not apply to this federally funded grant program.

Attachments

There are two types of attachments that may be required to be submitted with your application:

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

No program-related attachments are required for this grant program.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

Zippping Files

If your files are too large, add them to a zip file to save space (download a free version of [WinZip](#) and find instructions on creating zip files).

Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
7. Repeat this process to attach all your documents.