"Strengthening Career & Technical Education for the 21st Century Act"

Special Project Grant

FY27 Application

Learning that works for Utah

CTE®

Program Description

Name of Grant Program:	Utah Career & Technical Education Special Project Grants
Authorization:	Strengthening Career & Technical Education for the 21st Century Act (Perkins V)
Deadline for Receipt of Applications:	Variable, applications will be accepted throughout the school year depending on fund availability.
Range of Grant Awards:	Ranges based on project, projected outcome, and available funds.
Length of Grants:	Length of grant is determined on a per project basis.
Estimated Program Start Date:	Variable
Purpose:	To supplement the resources of local school systems in rural areas; areas with high percentages of career and technical education students; areas with high numbers of career and technical education students; and areas with disparities or gaps in performance. Section 112 (c)(1)(A)(B)(C)(D) and (2)(A)(B)
Target Populations:	o Rural programs & partnerships o Areas with high percentages of CTE concentrators or CTE participants o Areas with high numbers of CTE concentrators or CTE participants; and high disparities or gaps in performance measures described in Perkins V Section 113(b)(3)(C)(ii)(III) o Statewide projects to address gaps in performance described in Perkins V Section 113(b)(3)(C)(ii)(III) o Projects that focus on CTE in special population subgroups. Projects that focus on CTE in middle grades (6-8) o Projects that foster innovation through promising and proven CTE programs, practices, and strategies o Development, implementation, and adoption of POS aligned with State-identified high-skill, high-wage, or in-demand occupations or industries
Eligible Applicants:	Grants are targeted to eligible recipients as defined in Section 131 and 132 of the Perkins Act. Eligible applicants must qualify under requirements outlined in Section 112 of Perkins V. Final approval for awards will be determined by USBE. USBE reserves the right to take into consideration project alignment to Perkins V requirements, geographic distribution, demonstrated project readiness, and availability of funds when making decisions.

Fund may not be used for:

- Supplanting
- Advertising, marketing, and promotion:
  - Promotional items and memorabilia, including models, gifts, and souvenirs
  - Costs of advertising, marketing, and public relations to promote the institution or student groups
- Alcoholic beverages
- Alumni activities
- Bad debts, including losses (whether actual or estimated) arising from uncollectible accounts and other claims, related collection costs, and related legal costs
- Commencements, graduation ceremonies, convocations
- Cost of institution furnished automobiles that relates to personal use by employees
- Costs for defense and prosecution of criminal or civil proceedings, claims, appeals, and patent infringement
- Donations or contributions
- Entertainment, including amusement, diversion, and social activities and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities)
- Fines and penalties resulting from violations of, or failure of the institution to comply with, Federal, State, and Local or Foreign laws and regulations
- Fund raising and investment costs
  - Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions
  - Costs of investment counsel and staff, and similar expenses incurred to enhance income from investments
- Salaries or expenses for school board or administrative staff
- Goods or services for personal use
- Housing and personal living expenses
- Lobbying (attempting to influence the outcome of elections or legislation)
- Membership in any civic or community organization, country club, or social organization
- Costs incurred prior to the effective date of the award
- Relocation costs incurred incident to recruitment of a new employee
- Scholarships and student aid costs
- Costs of selling and marketing products or services of the institution
- Costs incurred for intramural activities, student publications, student clubs, and other student activities (excluding Career Technical Student Organizations-CTSO)
- Unused facilities or unused capacity or partially used facilities
- Please utilize the eCFR Part 200 -Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the Perkins V Act for more information

Submission Requirements and Information:

- Applications should be submitted via email to Libby Giles Libby.Giles@schools.utah.gov
- Priority will be given to rural, statewide, special populations, middle grade projects, and projects that foster innovation
- Any additional documentation supporting a proposal may be attached and submitted with the final application
- Any partnerships or consortia must demonstrate their consortium approves of the project by collecting all required signatures
- Proposal must describe the geographic region it serves
- Proposals should improve or reinforce performance targets
- Proposal must identify grade level(s) to be served Proposals should incorporate middle to secondary to postsecondary transitions and program alignment
- Applicants should align their career pathway programs with the skill needs identified by employers. Employers also play a critical role in providing work-place development activities and providing internships
- Incomplete applications will not be considered for funding
- Applications received after the initial due date will only be considered if funds are still available
- Applicants will be notified after their application has been reviewed

Approved Applications:

- Approved applicants will be required to upload their submissions through the Utah Grants Management System portal within the time designated when you receive your award notification via email
- Approval of the application is conditioned upon the completion of any revision requests. The official award letter will be withheld if revisions or required documentation have not been completed in Utah Grants
- Approved applicants will be required to complete a project review upon completion of the project

Technical Assistance:

- Wendi Morton, CTE Coordinator Wendi.Morton@schools.utah.gov
- Libby Giles, CTE Compliance Specialist Libby.Giles@schools.utah.gov

Special Project Grant Instructions

COMPLETE APPLICATION MUST INCLUDE:

- ✓ Cover Page
- ✓ Special Project Narrative Questions I, II, III, IV, V
- ✓ Budget Table
- ✓ Budget Narrative
- ✓ Itemized capital equipment list
- ✓ Itemized supplies and materials list
- ✓ Signed assurances
- ✓ If applicable, the application has been signed by the Fiscal Agent's Director or Consortium Chair. The same director cannot sign both fields.
- ✓ If applicable, the application has been signed by the consortium's fiscal agent budget administrator. This demonstrates that the consortium is in support of the project.

Grant Narrative

Applications must address questions below

I. Project Description

Provide a clear and detailed description of the proposed project. Clearly state the purpose for the funding. Identify the grade level of students to be served. Identify detailed objectives of the proposed project. If appropriate, demonstrate how the proposed program leads to career pathways with linkage to existing and/or emerging programs of study to include secondary programs, postsecondary certificate programs, and associate degrees.

II. Sustainability

Applicants must describe how new programs developed will be sustained beyond the life of the grant. Applicants must also describe how partnerships with employers and postsecondary institutions will be sustained. This sustainability planning may require securing funding or future funding commitments. If requesting funding for personnel costs, applicants must explain how these ongoing expenses will be covered. If sustainability for these costs is not addressed, these positions will not be funded.

III. Deliverables/Outcomes

Applicants must provide measurable deliverables/outcomes relevant to measuring the success or impact of the project such as student participation numbers, credential attainment, program expansion, or other quantifiable measures. The project timeline, including project start and end dates, should be clearly described. Grant funds are time sensitive and all project work must be completed within the project period.

IV. Data Driven Decision Making

Applicants must describe how local data, including data from Workforce Services, was used in the application's decision making process. Data should demonstrate an economic need, support special populations, and prepare students for high-skill, high-wage, or in demand industry sectors. Applicants should use Perkins performance indicator data to identify needs, performance gaps, and project priorities.

V. CLNA

Describe how this project is tied to and supported by the applicant's most recent Comprehensive Local Needs Assessment (CLNA). Identify the specific need or gap the project addresses. Projects must demonstrate alignment with the applicant's CLNA to be considered for funding.

VI. Budget Narrative

Describe how funds will be spent to complete the project. Be specific in what will be purchased or what services are needed.

Special Project Grant Cover Page

Grant Proposal Name:

Proposed Project Start Date:

Proposed Project End Date:

LEA/College:

Region:

Primary Contact:

Email Address:

Phone Number:

Special Project Narrative

I. Project Description

II. Sustainability

Special Project Narrative

III. Deliverables/Outcomes

IV. Data Driven Decision Making

V. CLNA

Budget

Instructions:

Enter the proposed budget in the Proposed Uses of Funds table below. All expenses must fall into "Required" or "Permissible" uses of funds outlined in Perkins V Sec.124(b). Applicants are not required to spend funds in all use categories and some expenditures may support multiple use categories. The “Required Uses of Funds” are represented as “R1, R2, P1, P2”etc. Required and permissible uses of funds can be found on pages 14 and 15 of this application.

If your project is approved, you must enter the budget exactly as it appears on this application's proposed uses of funds table in Utah Grants. Please make sure to use the restricted indirect cost rate for your LEA or consortium fiscal agent for FY27. Indirect cost rates are published on the USBE Financial Operations website.

The budget narrative should be detailed and explain the need for all project expenses. Please provide details on each expense type that you are allocating funds in. All equipment and supplies & materials must be listed in detail on pages 12 and 13. Alternatively, you may attach a spread sheet instead of completing the equipment and supplies & materials lists, but the spreadsheet must contain the same information as the application at a minimum.

Expense Type	Required Use of Funds	Permissible Use of Funds	Project Budget
Salaries (100)			
Employee Benefits (200)			
Purchased Professional & Tech Services (300)			
Purchased Property Services (400)			
Other Purchased Services (500)			
Travel (580)			
Supplies & Materials (600)			
Property Including Equipment (700)			
Other (Not eligible for Indirect Cost) (800)			
Indirect Cost			
Total Cost			$0.00

Budget Narrative

Capital Equipment

Item Description	Total Purchase Price	Quantity	Pathway/Course

Note: This page is not required if you attach a spreadsheet to Utah Grants. At a minimum, attached spreadsheets must include the same information as the columns above.

Supplies & Materials

Item Description	Total Purchase Price	Quantity	Pathway/Course

Note: This page is not required if you attach a spreadsheet to Utah Grants. At a minimum, attached spreadsheets must include the same information as the columns above.

Federal Grant Use of Funds Perkins V Uses of Funds: Sec.124(b)

Required Uses of Funds:

R1 – Non-Traditonal Training: To support preparation for non-traditional in current and emerging professions; programs for special populations and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

R2 – State Institutions: To support individuals in state institutions, such as state correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

R3 – Teacher Recruitment, Preparation, and Retention: To support recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel or paraprofessionals, such as preservice, professional development or leadership development programs.

R4 – Technical Assistance: To support technical assistance for local recipients.

R5 – Effectiveness of Funds: To report on the effectiveness of use of funds in achieving the goals described in the state plan and the state-determined levels of performance and reducing the disparities or performance gaps between population subgroups identified in the state report.

Permissible Uses of Funds:

P1 – Programs of Study: To develop statewide programs of study, which may include standards, curriculum and course development, and career exploration, guidance, and advisement activities and resources.

P2 – Program Approval: To approve locally developed programs of study.

P3 – Articulation Agreements: To establish statewide articulation agreements aligned to approved programs of study.

P4 – Partnerships: To establish statewide industry or sector partnerships among LEAS; institutions of higher education; adult education providers; Indian Tribes and Tribal organizations that may be present in the state; employers, including small businesses; and parents, as appropriate, to develop and implement program aligned to economic and education needs, facilitate opportunities for secondary students to complete coursework integrated with academic instruction and earn recognized postsecondary credentials or credit toward credentials (such as through dual enrollment or early college high schools), and facilitate work-based learning opportunities (including internships, externships and simulated work environments).

P5 – Professional Development: To provide high-quality comprehensive professional development for teachers, faculty, specialized instructional support personnel and paraprofessionals providing CTE instruction, support services and specialized instructional support services, that is, to the extent practicable, grounded in evidence-based research (if available) that identifies the most effective educator professional development process an dis coordinated and aligned with other professional development activities carried out by the state.

P6 – Eliminating Inequities: To support local recipients in eliminating inequities in student access to high-quality programs of study that provide skill development; and access to effective teachers, faculty, specialized instructional support personnel, and paraprofessionals.

Permissible Uses of Funds Continued:

P8 – Credential and Work-based Learnings: To provide support for the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or consultation and coordination with other state agencies for the identification and examination of licenses or certifications that pose and unwarranted barrier to entry into the workforce for CTE students, and do not protect the health, safety or welfare of consumers.

P10 – Adults and Out-of-School Youth: To support CTE programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting.

P11 – Competency-Based Curricula: To provide for the creation, evaluation, and support of competency-based curricula.

P12 – POS in State of Emergency: To support the development, implementation and expansion of programs of study or career pathways in areas declared to be in a state of emergency.

P13 – Public-Private Partnerships: To partner with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building and scalability of the delivery of high-quality CTE.

P14 – Career Guidance and Academic Counseling: To improve career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling.

P15 – Employability Skills: To support the integration of employability skills into CTE programs and programs of study.

P16 – STEM and Hands-On Learning: To support programs and activities that increase access, student engagement and success in science, technology, engineering and mathematics fields (including computer science, coding, and architecture); support for the integration of arts and design skills; and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students and students who are members of special populations.

P17 – CTSOs: To support career and technical student organizations, especially with respect to efforts to increase the participation of students in non-traditional fields and students who are members of special populations.

P18 – Work-Based Learning: To support establishing and expanding work-based learning opportunities that are aligned to CTE programs and programs of study.

P19 – Alignment: To integrate and align programs of study and career pathways.

P20 – Programs of Study (POS): To support the use of CTE programs and programs of study aligned with state, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the state workforce development board or local workforce development boards.

P21 – Instructional Content: To make all forms of instructional content widely available which may include use of open educational resources.

P22 – Assessments and Competencies: To develop valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.

P23 – Accelerated Learning: Support for accelerated learning programs, as described in ESSA, in the case of any such program that is part of a CTE program of study.

Special Project Grant Application Assurances

The grant applicant hereby assures that:

1. Applicants submitting an application to the Utah State Board of Education, 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. Including but not limited to Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the Perkins V Act.

2. 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.

3. No funds expended under the Act will be used to acquire any 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 organization.

4. Certifies its' representative's signatures hereon that neither it nor vendors used in expenditures with Carl D. Perkins 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.

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

6. 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.

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

8. Program accounting is used by the LEA to ensure grant funds are restricted to the CTE Program.

9. By signing this assurance, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise.

CTE Director Date

Consortium Representative
Fiscal Agent Director or Consortium Chair. The same director cannot sign both fields. Date

Business Administrator
If participating in a consortium, the consortium fiscal agent BA must sign. Date