

Perkins Grant: Funding Request Info Guide

Please review this information prior to completing and submitting the 2019-2020 Perkins Grant Funding Request.

Perkins Grant Objective: Develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

All requests for funding from the Perkins Grant must be for new activities or purchases. It is acceptable if those new activities or purchases are within existing programs.

Federal grant funds may only be used to fund new or augment existing educational programs and may not be used to replace existing funding, whether from the FVCC general fund or from another source.

2019-2020 Timeline

March 19	State RFP Released FVCC Funding Request Form Distributed
April 15	FVCC Funding Request Forms Due
April 19	Perkins Committee Reviews Requests
May 24	FVCC Final Grant Application Due to OCHE

Funding Amounts:

FVCC has been allotted \$266,997 for the 2019-2020 grant cycle. Last year, individual projects ranged from \$618 to \$59,131.

Required and Permissive Uses:

There are nine “required uses” of Perkins funds which you’ll find listed at the end of this guide. All projects must align with at least one of these required uses. There are also 20 “permissive uses,” also listed below. Once FVCC has met all nine required uses, we are then eligible to propose permissive use projects. Please feel free to propose a permissive use project, as we typically have no trouble meeting our nine required use projects.

Funding Priorities:

Within the grant’s required and permissive uses, FVCC’s strategic framework for prioritizing funding requests focuses on projects aimed at potential, current, and graduating CTE students. The committee will prioritize proposals that involve outreach to potential FVCC students, innovation in curriculum and instruction to current FVCC students, and career support for graduating FVCC students. The chart below indicates how each area might align with Perkins required (R) uses.

FVCC Perkins Grant Strategic Framework		
Potential FVCC Students	Current FVCC Students	Graduating FVCC Students
OUTREACH	INNOVATION	CAREER SUPPORT
<ul style="list-style-type: none"> Community Education Career Exploration 	<ul style="list-style-type: none"> Professional Development Equipment 	<ul style="list-style-type: none"> Soft Skills Work-based Learning
Required Use Categories		
R2	R1, R3, R4, R5, R7, R8, R9	R3, R4, R5

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Project Scoring Rubric

Application is complete and provides project details as requested.		/10
Project aligns with and identifies at least one required use category (R 1-9).		/10
Project aligns with FVCC's Perkins Grant Strategic Framework of outreach, innovation and career support.		/10
Project supports under-represented or special populations.		/5
Project provides the opportunity for students to earn a post-secondary credential.		/5
		/40

*REQUIREMENTS FOR USES OF FUNDS.

Funds made available to eligible recipients under this part will be used to support CTE programs that:

R(1) strengthen the academic and career and technical skills of students participating in CTE programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

- (A) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
- (B) CTE subjects;

R(2) link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

R(3) provides students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

R(4) develops, improve, or expand the use of technology in CTE, which may include—

- (A) Training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;
- (B) Providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
- (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

R(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including—

- (A) In-service and pre-service training on—S. 250—53
 - (i) Effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;
 - (ii) Effective teaching skills based on research that includes promising practices;
 - (iii) Effective practices to improve parental and community involvement; and
 - (iv) Effective use of scientifically based research and data to improve instruction;
- (B) support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) Internship programs that provide relevant business experience; and
- (D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

R(6) develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

R(7) initiate, improve, expand, and modernize quality CTE programs, including relevant technology;

R(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

R(9) provide activities to prepare special populations, including single parents and displaced homemakers

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who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

- PERMISSIVE USE OF FUNDS.** Funds made available to an eligible recipient under this title may be used:
- P(1)** to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 - P(2)** to provide career guidance and academic counseling, which may include information described in section 118, for students participating in CTE programs, that—
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 - P(3)** for local education and business (including small business) partnerships, including for—S. 250—54
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs;
 - (B) Adjunct faculty arrangements for qualified industry professionals; and
 - (C) Industry experience for teachers and faculty;
 - P(4)** to provide programs for special populations;
 - P(5)** to assist career and technical student organizations;
 - P(6)** for mentoring and support services;
 - P(7)** for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 - P(8)** for teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;
 - P(9)** 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;
 - P(10)** to develop initiatives that facilitate the transition of sub baccalaureate CTE students into baccalaureate degree programs, including—
 - (A) Articulation agreements between sub-baccalaureate degree granting CTE postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) Postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for sub baccalaureate CTE students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) Other initiatives—
 - (i) To encourage the pursuit of a baccalaureate degree; and
 - (ii) To overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
 - P(11)** to provide activities to support entrepreneurship education and training;
 - P(12)** for improving or developing new CTE courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
 - P(13)** to develop and support small, personalized career themed learning communities; S. 250—55
 - P(14)** to provide support for family and consumer sciences programs;

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- P(15)** to provide CTE programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- P(16)** to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29U.S.C.2801 et seq.);
- P(17)** to support training and activities (such as mentoring and outreach) in non-traditional fields;
- P(18)** to provide support for training programs in automotive technologies;
- P(19)** to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
- (A) Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
 - (B) Establishing, enhancing, or supporting systems for—
 - (i) Accountability data collection under this Act; or
 - (ii) Reporting data under this Act;
 - (C) Implementing career and technical programs of study described in section 122I (1)(A); or
 - (D) Implementing technical assessments; and
- P(20)** to support other CTE activities that are consistent with the purpose of this Act.

To be considered for grant funding, complete this form and submit it to the Perkins Grant manager by April 15, 2019.

PROJECT INFORMATION

1. Your Name:
2. Describe the activity or purchase for which you're requesting to utilize Perkins funds.
3. On the attached "Funding Request Info Guide" you'll find a list of eligible uses for Perkins Funding, listed as R(#) or P(#). Please consider your proposal in terms of the categories on this list and identify which one(s) align with your proposal.
4. Explain how the activity or purchase will benefit FVCC's CTE students.
5. What group of students (courses, programs, groups) will benefit from this activity or purchase?
6. How many students could potentially be impacted by the activity or purchase?

PROFESSIONAL DEVELOPMENT as applicable

1. For what professional development event are you requesting funding? (Title, Location, Date)
2. Describe how the professional development opportunity will benefit FVCC’s CTE students and programs.
3. Provide a breakdown of anticipated expenses in the chart below:

Expense	Estimated Cost
Registration	
Airfare	
Baggage Fees (\$30/checked bag/flight)	
Lodging	
Ground Transportation (Uber, Shuttles, Rental Car)	
Airport Parking	
Per Diem (Daily in-state: \$23; Daily out-of-state: \$46)	
Mileage (.262/mile)	
TOTAL	

APPROVAL

I have reviewed this funding request and support the proposed project:

Applicant’s Division Chair or Director’s Signature

Date

***Special Populations:**

Individuals with disabilities, Low-income individuals, Individuals in non-traditional fields, Single parents, Out-of-workforce individuals, ESL individuals, Homeless individuals, Individuals aged out of foster care, Individuals with parents on active duty.

***Recognized Postsecondary Credential:**

Certificate, License, Degree, Industry Recognized Credential (IRC), Technical Skills Assessment (TSA), etc.

***Quarters**

Quarter 1: July-September; Quarter 2: October-December; Quarter 3: January-March; Quarter 4: April-June