

Community College Services (CCS) Perkins / Local Annual - Assurances and Certifications

Agency:
Application Description

2019 – 2020

Recipient Code:

CCS LOCAL ANNUAL GRANT 2019 – 2020 GRANT AND CONTACT INFORMATION

Community College Code:

CCS PERKINS

OCCUPATIONAL CONTACT

Legal Name

Legal Name of Agency
Address

City

State

Zip Code

Telephone Number
Email Address

Fax

COLLEGE PRESIDENT

Legal Name
Legal Name of Agency
Address

City

State

Zip Code

Telephone Number
Email Address

Fax

ASSURANCES AND CERTIFICATIONS

The General and Specific Assurances, and Certifications apply to all Perkins grant applications that are submitted for funding.

The Certifications of these Assurances (1-31 and 1-9) are required in conjunction with the requested signatures under on the certification page under the heading "Required Attachments" (Attachment #4-Certification Signature Page). Grant applications will not be considered for funding until the Assurances and the Certification Signature page are all completed in the online grant application for Community College Services (CCS).

Instructions: Please read and review the assurances below to confirm that your institution is in compliance. The grantee must agree to all assurances.

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General Assurances (1-31):

1. **Project Changes** - The Grantee must obtain prior written approval for major project changes from the Grant Administrator.
2. **Record Retention** - The Grantee shall retain all financial records, supporting documents, statistical records, and all other pertinent records for a period of seven (7) years or greater as provided by law following the creation of the records or documents.
3. **Program Income** - If applicable, program income directly generated by the federally funded program shall either be added to the project budget and used to further eligible program objectives or deducted from the total program budget for the purpose of determining the amount of reimbursable costs. (EDGAR 80.25)
4. **Purchase of Equipment** - The purchase of equipment not specifically listed in the approved budget must have prior written approval of the Grant Administrator. Equipment is defined as non-expendable personal property having a useful life of more than one year. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval. (2 CFR 200)
5. **Accounting Principles** - The Grantee shall adhere to the Generally Accepted Accounting Principles and shall maintain records that will allow, at a minimum, for the comparison of actual outlays with budgeted amounts. The Grantee's overall financial management system must ensure effective control over and accountability for all funds received. Accounting records must be supported by source documentation including, but not limited to, balance sheets, general ledgers, time sheets and invoices. The expenditure of grant funds shall be reported by line item and compared to the approved budget. (2 CFR 200.302)
6. **Assurance Regarding Access to Records and Financial Statements** - A fiscal agency that expends \$750,000 or more of federal funds during its fiscal year is required to have a Single Audit performed for that year. [2 CFR 200.501] The applicant assures that it will provide the Workforce Development Agency, officials of the federal agency, and auditors with access to records and financial statements as necessary for the Workforce Development Agency to meet the requirements of section 200.331, Sections 200.300 statutory and national policy requirements through 200.309 Period of performance, and Subpart F- Audit Requirements of this Part, of 2 CFR 200. [Section 200.331(a)(5)].

General. (1) The audit must be completed, and the data collection form described in paragraph (b) of this section and reporting package described in paragraph (c) of this section must be submitted within the earlier of 30 calendar days after receipt of the auditor's report(s), or nine months after the end of the audit period. If the due date falls on a Saturday, Sunday, or Federal holiday, the reporting package is due the next business day. (2) Unless restricted by Federal statutes or regulations, the auditee must make copies available for public inspection. Auditees and auditors must ensure that their respective parts of the reporting package do not include protected personally identifiable

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information. [Section 200.512 Report submission].

- 7. Competitive Bidding** - The Grantee agrees that all procurement transactions involving the use of state funds shall be conducted in a manner that provides maximum open and free competition. When competitive selection is not feasible or practical, the Grantee agrees to obtain the written approval of the Grant Administrator before making a sole source selection. Sole source contracts should be negotiated to the extent that such negotiation is possible. (2 CFR 200.317-.326)
- 8. Liability** - The State is not liable for any costs incurred by the Grantee before the start date or after the end date of this Agreement. Liability of the State is limited to the terms and conditions of this Agreement and the grant amount.
- 9. Intellectual Property** - The Grantee grants to the Grantor a non-exclusive, royalty-free, site-wide, irrevocable, transferable license to use the Deliverables and related documentation according to the terms and conditions of this Agreement. For the purposes of this license, "site-wide" includes any State of Michigan office regardless of its physical location.

The Grantor may modify the Deliverable and may combine the Deliverable with other programs or materials to form a derivative work. The Grantor will own and hold all copyright, trademarks, patent and other intellectual property rights in any derivative work, excluding any rights or interest in Deliverable other than those granted in this Agreement.

The Grantor may copy each Deliverable to multiple hard drives or networks unless otherwise agreed by the parties.

The Grantor will make and maintain no more than one archival copy of each Deliverable, and each copy will contain all legends and notices and will be subject to the same conditions and restrictions as the original. The Grantor may also make copies of the Deliverable in the course of routine backups for the purpose of recovery of contents.

In the event that the Grantee shall, for any reason, cease to conduct business, or cease to support the Deliverable, the Grantor shall have the right to convert these licenses into perpetual licenses, with rights of quiet enjoyment, but subject to payment obligations not to exceed the then current rates.

- 10. Safety** - The Grantee, all contractors, and subcontractors are responsible for ensuring that all precautions are exercised at all times for the protection of persons and property. Safety provisions of all Applicable Laws and building and construction codes shall be observed. The Grantee, contractors, and every subcontractor are responsible for compliance with all federal, state and local laws and regulations in any manner affecting the work or performance of this Agreement and shall at all times carefully observe and comply with all rules, ordinances, and regulations. The Grantee, all contractors and subcontractors shall secure all necessary certificates and permits from municipal or other

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public authorities as may be required in connection with the performance of this Agreement.

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- 11. Indemnification** - Inasmuch as each party to this grant is a governmental entity of the State of Michigan, each party to this grant must seek its own legal representation and bear its own costs; including judgments, in any litigation which may arise from the performance of this grant. It is specifically understood and agreed that neither party will indemnify the other party in such litigation.
- 12. Cancellation** - The State may terminate this Agreement without further liability or penalty to the State, its departments, divisions, agencies, offices, commissions, officers, agents and employees for any of the following reasons:
 - a) **Termination for Cause** - In the event that Grantee breaches any of its material duties or obligations under this Agreement or poses a serious and imminent threat to the health and safety of any person, or the imminent loss, damage or destruction of any real or tangible personal property, the State may terminate this Agreement immediately in whole or in part, for cause, as of the date specified in the notice of termination. In the event that this Agreement is terminated for cause, in addition to any legal remedies otherwise available to the State by law or equity, Grantee shall be responsible for all costs incurred by the State in terminating this Agreement, including but not limited to, State administrative costs, reasonable attorneys' fees and court costs, and any reasonable additional costs the State may incur.
 - b) **Termination for Convenience** - The State may terminate this Agreement for its convenience, in whole or part, if the State determines that such a termination is in the State's best interest. Reasons for such termination shall be left to the sole discretion of the State and may include, but not necessarily be limited to (a) the State no longer needs the Services or products specified in the Agreement, (b) relocation of office, program changes, changes in laws, rules, or regulations make implementation of the services no longer practical or feasible. The State may terminate this Agreement for its convenience, in whole or in part, by giving Grantee written notice at least thirty (30) days prior to the date of termination. If the State chooses to terminate this Agreement in part, the budget shall be equitably adjusted to reflect those reductions.
 - c) **Non-Appropriation** - The Grantee acknowledges that continuation of this Agreement is subject to appropriation or availability of funds for this Agreement. If funds to enable the State to effect continued payment under this Agreement are not appropriated or otherwise made available (including the federal government suspending or halting the program or issuing directives preventing the State from continuing the program), the State shall have the right to terminate this Agreement, in whole or in part, at the end of the last period for which funds have been appropriated or otherwise made available by giving written notice of termination to Grantee. The State shall give Grantee at least thirty (30) days advance written notice of termination for non-appropriation or unavailability (or such time as is available if the State receives notice of the final decision less than thirty (30) days before the funding cutoff). In the event of a termination under this section, the Grantee shall, unless otherwise directed by the State in writing, immediately take all reasonable steps to terminate its operations and to avoid and/or minimize further expenditures under the Agreement.

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- d) **Criminal Conviction** - The State may terminate this Agreement immediately and without further liability or penalty in the event Grantee, an officer of Grantee, or an owner of a 25% or greater share of Grantee is convicted of a criminal offense incident to the application for, or performance of, a State, public or private contract or subcontract or grant; convicted of a criminal offense, including any of the following: embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, attempting to influence a public employee to breach the ethical conduct standards for State of Michigan employees; convicted under State or federal antitrust statutes; or convicted of any other criminal offense which in the sole discretion of the State reflects upon Grantee's business integrity.
- e) **Approvals Rescinded** - The State may terminate this Agreement without further liability or penalty in the event any final administrative or judicial decision or adjudication disapproves a previously approved request for purchase of personal services pursuant to Constitution 1963, Article 11, § 5, and Civil Service Rule 7-1. Termination may be in whole or in part and may be immediate as of the date of the written notice to Grantee or may be effective as of the date stated in such written notice.
- 13. No State Employees or Legislators** - No member of the Legislature or Judiciary of the State of Michigan or any individual employed by the State shall be permitted to share in this Agreement, or any benefit that arises from this Agreement.
- 14. Certification Regarding Nondiscrimination Under Federal and State Assisted Programs** - The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, shall not discriminate against any person on the basis of race, color, religion, national origin or ancestry, age, sex, height, weight, familial status, or marital status, exclude from participation in, deny the benefits of, or otherwise subject to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from a U.S. Federal Agency or the Michigan Department of Education. [Michigan Public Act 453 of 1976 (Elliott-Larsen Civil Rights Act)]; [Title VI and Title VII of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4); Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683); Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.)]
- 15. Unfair Labor Practice** - Pursuant to 1980 PA 278, MCL 423.231, et seq., the State shall not award a grant a subcontract to an employer whose name appears in the current register of employers failing to correct an unfair labor practice compiled pursuant to section 2 of the Act. This information is compiled by the United States National Labor Relations Board. A grantee, in relation to the Agreement, shall not enter into a contract with a subcontractor, manufacturer, or supplier whose name appears in this register. Pursuant to section 4 of 1980 PA 278, MCL 423.324, the State may void any agreement if, subsequent to award of the Agreement, the name of Grantor as an employer or the name of the subcontractor, manufacturer or supplier of

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Grantor appears in the register.

- 16. Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions** - An entity who is debarred or suspended shall be excluded from federal financial and nonfinancial assistance and benefits under federal programs and activities. Except to the extent prohibited by law, entities who have been proposed for debarment under 48 CFR part 9, subpart 9.4, debarred or suspended shall be excluded from participating as either participants or principals in all lower tier covered transactions. A lower tier cover transaction includes any transaction between a participant and an entity under a primary covered transaction, such as a grant or cooperative agreement, within restrictions. [7 CFR 2200. 11 and 34 CFR Part 85-Government-wide debarment and suspension (non-procurement)]

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor any of its principals are presently excluded, disqualified, debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency.

At any time after you enter into a lower tier covered transaction with an entity at a higher tier, you must provide immediate written notice to that person if you learn either that --

- (a) You failed to disclose information earlier, as required; or
- (b) Due to changed circumstances, you or any of the principals for the transaction now meet any of the criteria. [2 CFR 180]

Contractors that apply or bid for an award of \$100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal Funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier, up to the non-Federal award. [31 U.S.C. 1352 (Byrd Anti-Lobbying Amendment)]

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17. Certification Regarding Lobbying for Grants and Cooperative Agreements -

No federally 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 a federal 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.

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, the applicant shall complete and submit Standard Form SF–LLL Disclosure Form to Report Lobbying, in accordance with its instructions.

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

a) [34 CFR Part 82, Appendix A to Part 82 - Certification Regarding Lobbying; 31 U.S.C. 1352 - Limitation on use of appropriated funds to influence certain Federal contracting and financial transactions; 2 CFR 200.450 - Lobbying]

18. Governing Law - The Agreement shall in all respects be governed by, and construed in accordance with, the substantive laws of the State of Michigan without regard to any Michigan choice of law rules that would apply the substantive law of any other jurisdiction to the extent not inconsistent with, or pre-empted by federal law.

19. Jurisdiction - Any dispute arising from the Agreement shall be resolved in the State of Michigan. With respect to any claim between the parties, Grantee consents to venue in Ingham County, Michigan, and irrevocably waives any objections it may have to such jurisdiction on the grounds of lack of personal jurisdiction of such court or the laying of venue of such court or on the basis of forum non convenes or otherwise. Contractor agrees to appoint agents in the State of Michigan to receive service of process.

20. Assignment to Another Party - The Grantee shall not have the right to assign the Agreement, or to assign or delegate any of its duties or obligations under the Agreement, to any other party (whether by operation of law or otherwise), without the prior written consent of the Grantor. Any purported assignment in violation of this section shall be null and void.

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- 21. Entire Agreement** - The Agreement, including any Attachments, constitutes the entire agreement between the parties with respect to the grant and supersedes all prior agreements, whether written or oral, with respect to such subject matter.
- 22. Independent Contractor Relationship** - The relationship between the State and Grantee is that of client and independent Contractor. No agent, employee, or servant of Grantee or any of its Subcontractors shall be or shall be deemed to be an employee, agent or servant of the State for any reason. Grantee will be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of the Agreement.
- 23. Conflict Between Terms** - In the event of a conflict between the terms of this Agreement and any federal or state laws or regulations, the federal or state laws or regulations will supersede any contrary term contained in this Agreement.
- 24. Assurance Against Trafficking in Persons** - The applicant or subrecipient assures that it adopts the requirements in the Code of Federal Regulations at 2 CFR 175 as a condition for this grant. A subrecipient and its employees may not --
- i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect;
 - ii. Procure a commercial sex act during the period of time that the award is in effect; or
 - iii. Use forced labor in the performance of the award or subawards under the award.

Under this condition, the Federal awarding agency may unilaterally terminate this grant award, without penalty, if a subrecipient that is a private entity-

- i. Is determined to have violated a prohibition named above; or
- ii. Has an employee who is determined by the agency official authorized to terminate the award to have violated a prohibition named above through conduct that is either--

(A) Associated with performance under this award; or

a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.

b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.

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Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

25. Assurance Regarding the Prohibition of Text Messaging and Emailing while Driving During Official Federal Grant Business - The applicant assures that it and their grant personnel are prohibited from text messaging while driving during official grant business. Federal grant recipients, subrecipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. "Texting" or "Text Messaging" means reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e- mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Subrecipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

26. Certification Regarding Universal Identifier Requirements - The applicant or grant recipient certifies it has or will meet the requirement for supplying a Data Universal Numbering System (DUNS) number. As a condition of a subrecipient of a federal grant award, you must supply a DUNS number to the Workforce Development Agency (WDA). No entity may receive a federal subaward without a DUNS number. WDA will not make a subaward to an entity unless that entity has provided its DUNS number.

[OMB 2 CFR Subtitle A, Chapter I, and Part 25, Financial Assistance Use of Universal Identifier and Central Contractor Registration, September 14, 2010: Appendix A to Part 25, B. Requirement for Data Universal Numbering System (DUNS) Numbers.]

27. Assurance Regarding Reporting Subaward Data for Subrecipients - The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to WDA for the purposes of federal reports for any subaward on a grant awarded by the U.S. Department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111 -5).

28. Certification Regarding Boy Scouts of America Equal Access Act - A State of subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act. Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has

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designated open forum or limited public forum and that receives funds made available through the U.S. Department of Education shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

DEFINITION - Covered entity means any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

- (1) DEFINITION - In this section, the term "youth group" means any group or organization intended to serve young people under the age of 21.
- (2) RULE - For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

[Section 9525 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (the Boy Scouts Act), Pub. L. 107-110, 115 Stat. 1425, 1981-82 (20 U.S.C. 7905, 34 CFR Part 108)]

- 29. Certification Regarding Gun-Free Schools - Federal Programs** - The Gun-Free Schools Act requires each state that receives funds under the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB), to have in effect a state law requiring districts to expel for at least one year any student who brings a gun to school or possesses a gun in school. No funds shall be made available under the ESEA to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

[Title IV, Part A, Section 4141, No Child Left Behind (Gun-Free Schools Act) and Section 380.1311, Subsection (2), Michigan Revised School Code]

The applicant certifies that is has in effect a policy requiring the expulsion from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, under jurisdiction of the school district, except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. The policy must require referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school

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served by the district. (The terms "firearm" and weapon are defined in Section 921(a) of Title 18, United States Code.)

- 30. Certification Regarding Mandatory Disclosures** - The Non-Federal entity or applicant for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies in described in Section 200.338 Remedies for noncompliance, including suspension or debarment. [2 CFR 200. 113].
- 31. CTE State Approved Program Elements Required at the Secondary and Postsecondary Level** – Career and Technical Education (CTE) State Approved Program elements required at both the secondary and postsecondary level will include the need to:
- Strengthen the academic, technical, and employability skills of students
 - Provide students with strong experience in, and understanding of, all aspects of an industry
 - Develop, improve, or expand the use of technology in career and technical education programs
 - Provide comprehensive professional development for involvement with academic, guidance, and administrative personnel, including CTE and academic teachers/faculty, counselors, and administrators
 - Develop and implement evaluations of the programs carried out with funds under this title, including special populations
 - Provide services, activities, and instructional program offerings that are of sufficient size, scope, and quality to be effective
 - Link secondary and postsecondary career and technical education. This includes articulations with 2+2+2 curriculum alignment, dual enrollment, direct credit, and other linkages." By electronically submitting their application indicates acceptance of all Assurances listed.

Specific Assurances (1-9):

- 1. Assurance of Compliance with Grant Program Requirements** - If awarded a grant, the grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, Executive Orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Workforce Development Agency may withhold funds otherwise due to the grantee from this grant program or any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee complies with the conditions and the amount

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disallowed has been recaptured (forfeited) or the issue has been adjudicated. The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

- 2. Certification Regarding Comprehensive Civil Rights Protections for Individuals with Disabilities** - The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services provided by State and local government entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." Title III of the ADA covers public accommodations and places of public accommodation (including commercial facilities). Title III requires that, "No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation." Title II requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with defined accessibility standards.

In accordance with ADA requirements, the applicant certifies that it is, and will remain, in compliance with the Americans with Disabilities Act.

[Title II, Part A of the Americans with Disabilities Act (A.D.A), P.L. 101-336, State and Local Government Services; Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]

- 3. Civil Rights** - The Civil Rights Compliance Program, administered by the Workforce Development Agency, enforces several statutes that protect the rights of beneficiaries of programs, activities or services as part of approved Career and Technical/Occupational Education programs that receive federal financial assistance. The laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990), and age (Age Discrimination Act of 1975).
- 4. Drug-Free Workplace** - The applicant or subrecipient assures that it maintains a drug-free workplace as a condition of receiving any federally funded award. [34 CFR 84.200]

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- 5. Assurance Concerning Materials Developed with Funds Awarded under this Grant** - The applicant assures that, if a grant is awarded, the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, presentation materials, brochures, posters, and flyers: "These materials were developed under a grant awarded by the Workforce Development Agency."
- 6. Non-Construction Program Assurances** - The applicant certifies that it:
- a) Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
 - b) Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
 - c) Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
 - d) Will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
 - e) Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.
- 7. Special Conditions for Disclosing Federal Funding in Public Announcements** - When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing this project or program, funded in whole or in part with federal money, all subrecipients shall clearly state: 1) the percentage of the total costs of the program or project which will be financed with federal money; 2) the dollar amount of federal funds for the project or program; and 3) the percentage and dollar amount of the total cost of the project or program that will be financed by nongovernmental sources. [Public Law 111-117, Title V, Sec. 506]
- 8. Supplement-not-Supplant** - Federal funds received under this Act shall be used to supplement, and not supplant State or local funds for any activity carried out in the delivery of this program. [The Carl D. Perkins Career and Technical Education Act of 2006, PL 109-270; 20 USC 2301; Title III, Part A, Sec 311(a)]

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- 9. Conflict of Interest** - A Grantee may not permit a person to participate in an administrative decision regarding a project if ,
- (1) the decision is likely to benefit that person or a member of his or her immediate family; and
 - (2) the person is a public official or has a family or business relationship with the Grantee. A Grantee may not permit any person participating in the project to use his or her position for a purpose that is--or gives the appearance of being--motivated by a desire for a private financial gain for that person or for others.
(2 CFR 200.318 (c)(1))

IMPORTANT INFORMATION: Four (4) Documents Are Listed Below

- (1.) LA Grant Application Description and TIA Strategic Focus Local Annual Grant Application Description

The Perkins Program Improvement Funds for the Local Annual Grant provide the eligible subrecipient the opportunity to improve their occupational education programs by supporting program improvement, curriculum development, assessment/evaluation, professional development, and support services to students.

Talent Investment Agency's (TIA) Strategic Focus: (Core Focus)

1. Grow existing talent development programs and services to enhance the skills of Michigan's workforce.
2. Attract and retain qualified talent to fill targeted industry skills gaps.
3. Strengthen Michigan's Career & Technical Education (CTE) Infrastructure.

Also, include quantitative metrics/benchmarks to ensure substantive value to illustrate how your activities foster the TIA strategies.

- (2.) Timeline

STATE OF MICHIGAN

TALENT INVESTMENT AGENCY/ WDA/Work-Based Learning

2019-2020 TIMELINE FOR EFFECTIVE GRANT MANAGEMENT

January

- Review the Long-Range/5-Five Year plan for any changes
- Webinar – The Michigan Department of Education provides quarterly Michigan Electronic Grant System Plus (MEGS+) “General” Training: Introduction & Intermediate sessions. System notifications are sent to your individual MEGS+ “My Inbox” announcing the webinars.
- Drawdown grant funds for reimbursement of current year expenditures from the Cash Management System (CMS)

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February

- Review current year grant for possible amendments and budget adjustments
- Core Performance Indicator (CPI) Levels Negotiation Process (due July 1)
- Drawdown grant funds for reimbursement of current year expenditures

March

- Drawdown grant funds for reimbursement of current year expenditure

April

- Michigan Occupational Deans Administrative Council (MODAC) Meeting March/April
- New Deans Orientation ...Probably at MODAC Mtg like last year--not an in-service
- Webinar – The Michigan Department of Education provides Michigan Electronic Grant System Plus (MEGS+) “General” Training: Introduction & Intermediate sessions. System notifications are sent to your individual MEGS+ “My Inbox” announcing the webinars.
- Perkins “Preliminary” Local Annual Grant Allocations announced for next year (WD-Work-based Learning pending receipt of Federal Award—preliminary amounts)
- Drawdown grant funds for reimbursement of current year expenditures

May

- Michigan Occupational Special Populations Association (MOSPA) Conference - Annual
- The CCS Perkins-New Year-Local Annual Grant Application Opens in MEGS+
- Review the Long-Range Plan/5-Five Year Plan for any changes, include an updated plan in the new year CCS Perkins - Local Annual Grant Application
- Perkins-New Year-Local Leadership Grant Application Opens in Michigancc.net website (Grant Submission Deadline June)
- Reminder to submit amendments to current year grant application
- Drawdown grant funds for reimbursement of current year expenditures

June

- Review current year grant application for possible modifications/amendments and budget adjustments prior to year. Grant Period Ends: June 30 for Perkins grants. No additional funds may be expended from this fiscal year grant.
- Approved Local Annual Grant Application is locked in MEGS+ on June 30 no changes can be made to the application – portions of application information transport into the MEGS+ Final Report
- Finalize CPI Negotiations Levels by July 1
- Michigan Occupational Deans Administrative Council (MODAC) Meeting
- Perkins Local Annual and Local Leadership Grant Applications submission deadline
- Drawdown grant funds for reimbursement of current year expenditures

July

- Core Performance Indicator (CPI) Levels Negotiations
- New Grant Period Begins: July 1 (new grant year 07/01-06/30)
- Submission of Year-End Reports/Applications - Prior to or on August 29, expenditures for

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all closeout reports are due in MEGS+/Final Report and the CMS/Final Expenditure Report (FER): Local Annual Grant; and due in MCCNET/Application's Final Expenditures and CMS/FER: Local Leadership and State Leadership Grants

- Perkins "Final" Grant Allocations are announced (pending receipt of Federal Award Letter)
- Local Annual Grant awarded allocation availability/drawdown percentage of the original approved application's grant allocation: 25% available July 1 (75% available October 1)
- Webinar - MEGS+ "General" Training: Introduction & Intermediate sessions, system notifications sent to your MEGS+ "My Inbox"
- Prepare Program evaluation summary Reports. Reports must be completed by August 29 of the year in which the programs were scheduled for evaluation. The date the evaluation was completed and year to be evaluated should be entered into the Program Inventory <http://www.michigancc.net>. This can be done at any time; however, it is due no later than November 1.
- Drawdown grant funds for reimbursement of current year expenditures

August

- Year-End Deadline - Prior to or on August 29, expenditures for all closeout reports due in MEGS+/Final Report and the CMS/Final Expenditure Report (FER): Local Annual Grant; and due in MCCNET/Application's Final Expenditures and CMS/FER: Local Leadership and State Leadership Grants
- Complete Summary Reports by August 29 of the year in which the programs were scheduled for evaluation
- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for 'pre-approval' of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Requests to modify an Approved/GFA status grant application require pre-approval before submitting in the grant application. E- mail revisions prior to entering in the grant application.
- Michigan Occupational Deans Administrative Council (MODAC) Meeting
- Drawdown grant funds for reimbursement of current year expenditures

September

- Core Performance Indicator (CPI) Levels Negotiations deadline
- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for 'pre-approval' of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Drawdown grant funds for reimbursement of current year expenditures October

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- Trends in Occupational Studies Conference – Annual
- Webinar – The Michigan Department of Education provides Michigan Electronic Grant System Plus (MEGS+) “General” Training: Introduction & Intermediate sessions. System notifications are sent to your individual MEGS+ “My Inbox” announcing the webinars.
- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for ‘pre-approval’ of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Local Annual Grant awarded allocation availability/drawdown percentage of the remaining original approved application’s grant allocation: 75% available October 1 (25% available July 1)
- Drawdown grant funds for reimbursement of current year expenditures

November

- Approved Perkins Grant Awards - Local Annual have applications Grant Funds Available (GFA) approved status and a GAN is issued through MEGS+; Local Leadership and State Leadership Perkins applications have Approved status and received an office generated cover letter and GAN (michigancc.net). Perkins funds cannot be expended until the grant application has approved status. • Institution requests for ‘pre-approval’ of Local Annual Grant application activities/modifications, and the approved/denied response authorized by Work-based Learning (W-BL) must be in writing and approved prior to expending funds. Please maintain a copy of the approval/denial response from W-BL for your records.
- Review current year grant for possible amendments and budget adjustments
- Update Program Inventory by November 1 Deadline (between Aug 29-Nov 1)
- Evaluation Schedules must be updated when the Program Inventory is updated in November• Drawdown grant funds for reimbursement of current year expenditures

December

- Michigan Occupational Deans Administrative Council (MODAC) Meeting
- Drawdown grant funds for reimbursement of current year expenditures

(3.) ROLE OF OCCUPATIONAL ED CONTACT

1. Responsible for ongoing Perkins-related communication within your institution and in other colleges/universities with their Michigan Occupational Deans, including liaison communications with Community College Services (CCS). Share information with appropriate staff members.
2. Provide leadership to institution’s partners to assure Perkins programs are consistent with High Skill, High Wage and High Demand occupational needs in the state.
3. Review the Long-Range Plan/5-Year Plan annually, monitor progress towards goals, and update as necessary.

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4. Share latest Core Performance Indicator (CPI) Results by School District, and Program with participating agencies, administrators, teachers, faculty, counselors and support staff.
5. Meet with your institution's appropriate staff members on a regular basis to assure efforts to accomplish the goals of the Long- Range Plan and the Local Annual Grant Application, are consistent with CCS Perkins CPIs and areas for improvement.
6. Review and approve grant's monthly reimbursement requests to assurance consistency with approved grant application. (Local Annual Grant awarded allocation availability and drawdown percentage of the approved application's grant allocation: 25% available July 1 and 75% available October 1.)
7. Process timely drawdowns from the State of Michigan in the Cash Management System (CMS).
8. Review and submit CCS grant application amendments/modifications and monitor grant activities, outcomes and expenditures. (Website Resource: Deans Guide - <http://www.michigancc.net/Perkins/resources-guide.aspx?PageFunction=ViewGuide>)
9. Monitor grant activities for successful implementation, desired outcomes and continuous improvement of core performance indicators.
10. Coordinate the submission of Local Improvement Plans and the Perkins grant applications.
11. Coordinate and submit target negotiations for CCS Perkins CPIs.
12. Maintain active communication and collaboration with your business and financial officers. Monitor grants activities for successful implementation, desired outcomes and continuous improvement of core performance indicators.
13. Coordinate the submission and closeout of the Perkins grant applications in the: 1) Michigan Electronic Grants System Plus (MEGS+), the MEGS+ Final Report and the CMS's Final Expenditure Report (FER); and 2) Michigancc.net website and the FER in the CMS. It is recommended that the occupational education contact and/or other appropriate project coordinators meet with the college's finance/business officer to review all of the expenditures and total figures in the final budget of the Perkins grant applications and/or Final Reports prior to submitting the FER in the CMS.

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Application Description:

(4.) RESOURCES

2018-19 Resources

<http://www.michigancc.net/resource/default.aspx>

Located on the Michigancc.net website is the "Resources" Section which contains references and resource materials used by Michigan Community Colleges. Included are the Dean's Guide, Dictionary of Community College Terminology, and Classification of Instructional Programs (CIP) Code Search. List also includes the link to the Appropriations Legislation and our historical reports (i.e., North American Indian Tuition Waiver, At Risk, ACS, The Impact Paper, etc.). Many national and state links of interest are provided and the Reports Taxonomy (a tool utilized by community colleges to manage reporting requirements) is available for download.

Activity Classification Structure (ACS) (historical)

<http://www.michigancc.net/acs/default.aspx>

At Risk Final Reports (historical)

<http://www.michigancc.net/resource/atrisk/default.aspx>

Appropriations Legislation

<http://www.michigancc.net/acs/legislation.aspx>

Certifications and Assessments

<http://www.michigancc.net/resource/ca.aspx>

Classification of Instructional Programs (CIP) Codes

<http://www.michigancc.net/resource/cips.aspx>

Dean's Guide

<http://www.michigancc.net/perkins/resources-guide.aspx>

Dictionary of Community College Terminology

<http://www.michigancc.net/resource/def/dictionary.aspx>

Directories – MI Public Community Colleges

<http://www.michigancc.net/resource/directories/default.aspx>

Developmental Education Studies

<http://www.michigancc.net/resource/develop/default.aspx>

Impact Papers (historical)

<http://www.michigancc.net/resource/impact/default.aspx>

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Links of Interest (Michigancc.net) <http://www.michigancc.net/resource/links/default.aspx>

Michigan Education Grant System Plus (MEGS+)

https://mdoe.state.mi.us/MEGSPlus/login2.aspx?APPTHEME=MIMDE_MEGSPLUS

Michigan Electronic Information System Plus (MEIS) <https://mdoe.state.mi.us/meis/Login.aspx>

Non-Traditional for Men (programs considered for Men) - Excel document_

<http://www.michigancc.net/Login.aspx> - Must link directly from website "Resources"

Non-Traditional for Women (programs considered for Women) - Excel document_

<http://www.michigancc.net/Login.aspx> - Must link directly from website "Resources"

North American Indian Tuition Waiver Final Reports (historical)

<http://www.michigancc.net/resource/naitw/default.aspx>

O'NET Crosswalks <http://www.michigancc.net/resource/onet/default.aspx>

PROE Handbook <http://www.michigancc.net/resource/Proe.pdf>

Programs of Study

<http://www.michigancc.net/resource/programsofstudy/default.aspx>

STARR PowerPoint Presentation - Must link directly from website "Resources"- PowerPoint

<http://www.michigancc.net/resource/default.aspx>

Taxonomy Reports (Reports Taxonomy Database)

<http://www.michigancc.net/resource/default.aspx>

Community College Services (CCS) Perkins / Local Annual – Perkins Occupational Contact Review

Agency: Alpena Community College
 Application Description: Region 01

2019 - 2020

Recipient Code: 040004942

*1	The Local Annual Application for 2019-2020 and the Long-Range Plan are consistent with the educational goals of the college and have been reviewed by the Perkins Occupational Contact	Yes <input type="checkbox"/> No <input type="checkbox"/>
*2	The institution has attached the most current Long-Range Plan/5-Year Plan.	Yes <input type="checkbox"/> No <input type="checkbox"/>
*3	The development and planning of the application occurred in cooperation with all eligible participants.	Yes <input type="checkbox"/> No <input type="checkbox"/>
*4	The Local Annual Application is consistent with the Long-Range Plan and targets improvement based on a review of at least the following information: Perkins Core Performance Indicator Data Special Populations to be served Local Annual Year-End Report	Yes <input type="checkbox"/> No <input type="checkbox"/>
*5	The Occupational Contact information has been reviewed and updated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
*6	The College President information has been reviewed and updated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
*7	Individual grant activities are allowable under the Perkins Act.	Yes <input type="checkbox"/> No <input type="checkbox"/>
*8	Budget provides adequate detail and is consistent with individual grant activities.	Yes <input type="checkbox"/> No <input type="checkbox"/>

*Please provide your methods for ensuring that your data were valid and reliable. Proposed Levels of Performance for 2019-20

CPI	Proposed State Level 2019-20	Accept State Level for 2019-20*	Proposed Alternative Level 2019-20
1P1 – Technical Skill Attainment	91.74%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2P1 – Credential, Certificate or Degree Completion	33%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3P1 – Student Retention or Transfer	72%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4P1 – Student Placement	86%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5P1 – Non-traditional Participation	28%	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5P2 – Non-traditional Completion	22%	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Please provide justification if levels are not accepted.

Question 1: Describe how the career and technical education activities will be carried out with respect to meeting STATE AND LOCAL adjusted levels of performance established under Section 113, Accountability. Please include whether you will be meeting this requirement with Local funds or Federal funds or both.

Please read and describe how you will carry out career and technical education with respect to meeting STATE and LOCAL adjusted levels of performance, and be sure your response includes each of the following:

- A description of the activities and/or programs that will help students meet the State levels of performance.
- An explanation that describes how these activities will help students meet the State level of performance.
- An explanation of how these activities will impact the success in meeting the State and local adjusted levels of performance.
- Whether federal funds, local funds or a combination of funds will be used to accomplish this requirement.

Question 2: Describe how funds will be used to promote preparation for non-traditional fields. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of the type of information you give to students about non-traditional occupations.
- A description of how this information gets delivered to students.
- A description of how you let students know about the requirements of non-traditional programs.
- Includes a focus on programs that are non-traditional for both genders.
- A focus on non-traditional programs only.

- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 3: Describe how you will provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response addresses the following:

- Examples of work-based learning offered through CTE programs.
- Descriptions of courses and programs that will provide students with knowledge of the industry.
- Examples of how you will provide students with information about wages and employment opportunities.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include (a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to develop, improve, or expand relationships with employers.
- An explanation of how CTE students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships and service-learning opportunities through Professional Development.
- An explanation of how faculty professional development will incorporate the use of work-based learning strategies.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 1: Describe how you will develop and implement evaluations of the career and technical education programs, including an assessment of how the needs of special populations are being met. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of your process for developing evaluations.
- A description of your process for implementing evaluations.
- An explanation of how your evaluation process includes an assessment of the needs of special populations.
- Whether federal funds, local funds, or a combination will be used for this requirement.

Question 2: Describe how you will (a) review CTE programs and identify and adopt strategies to overcome barriers that lower the rates of access to or success in the programs for special populations, (b) provide programs designed to enable the special populations to meet the local adjusted levels of performance, and (c) provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

This requirement is expanded to address access issues and achievement gaps for special populations. Priority should be given to students enrolled in programs that led to high-demand occupations that lead to self-sufficiency.

Please read and be sure your response includes each of the following:

- An explanation of the evaluation process.
- How the evaluation process looks at barriers for Special Populations students.
- An explanation on how barriers would be reduced to enable equal access and success for high-skill, high-wage, or high-demand occupations.
- A description of how the process leads to making sure Special Population students will meet or exceed local adjusted levels of performance.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 3: Describe how you will provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Eligible recipients must dedicate funds to supporting activities that prepare special populations for high skill, high wage or high demand jobs that will lead to self-sufficiency. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of how you will provide activities to prepare special population students for high-skill, high-wage, or high-demand occupations.
- A plan that includes single parents and displaced homemakers.
- The methods are directly geared towards high-skill, high-wage, or high-demand occupations.
- The plan addresses the concept of self-sufficiency.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include (a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to develop, improve or expand relationships with employers to increase the retention and completion for special population students.
- An explanation of how special population students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships and service-learning opportunities.
- An explanation of how faculty professional development will incorporate strategies to promote special populations student success.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 1: Describe how you will (a) offer at least one career and technical program of study, (b) improve student academic and technical skills through the integration of core academics with career and technical education (CTE) programs to ensure learning in career and technical education subjects, (letter "c" is addressed in Perkins 135), and (d) ensure that CTE students are taught at the same level and proficiency as all other students. Please include whether you will be meeting this requirement with federal funds, or local funds, or both.

Please read and be sure your response includes each of the following:

- The process the college will undertake in order to offer at least one Program of Study is provided.
- The Program of Study includes integration.
- A description of a sequence of courses is provided.
- The secondary component is included and addressed.
- An explanation is provided that explains how secondary education will would be aligned with post-secondary education.
- Non-duplication of skills is addressed.
- The program of study will lead to a post-secondary award or preparation for transfer to a baccalaureate institution.
- An explanation is provided that describes how all students would be taught to the same level.
- Whether federal funds, local funds, or a combination of funds for this requirement

Question 2: Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes integration of academic standards and relevant career and technical education, including curriculum development. Please include whether you will be meeting this requirement with federal funds, local funds or both.

The audience for professional development in Perkins IV is more specific and the substance of the professional development must focus on integration, including curriculum development.

Please read and be sure your response includes each of the following:

- A focus on integration of academics and career and technical education.
- Educators, guidance, and administrative personnel are all included.
- The plan includes a focus on curriculum development.
- Whether federal funds, local funds or a combination will be used for this requirement.

Question 3: Describe how members of special populations will not be discriminated against on the basis of their status as members of the special

populations. Please include whether you will be meeting this requirement with Federal funds, Local funds or both.

Please read and be sure your response includes each of the following:

- The methods taken to ensure non-discrimination of Special Population students.
- Special Population representation on advisory committees and other committees within the college.
- Your non-discrimination clause (if appropriate).
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training. This is a new requirement that focuses on how counseling will ensure students get the information necessary to make good career and postsecondary choices by being fully informed of their options. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of the role of career guidance in occupational education.
- A description of the role of academic counseling in occupational education.
- A description of how career guidance and academic guidance are accessible to students.
- An explanation of how CTE students receive information on possible transitioning to 4-year university.
- An explanation of how CTE students receive information about industry-based training (linkages to future education and training).
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 5: Describe efforts to improve (a) the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession, and (b) the transition to teaching from business and industry. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes each of the following:

- Examples of what you do to recruit faculty, career, and academic counselors.
- A description of your efforts includes improving the recruitment and retention of employees.
- All 3 groups (faculty, career guidance counselors, academic counselor).
- How you will increase the number of under-represented groups in the teaching profession.
- How you will develop, improve or expand the use of technology in retaining and attracting business and industry leaders (including distance learning).
- Whether federal funds, local funds, or a combination of funds are to be used for this requirement.

Question 6: Describe how you will strengthen the academic and technical skills of CTE students through the integration of core academics with career and technical education (CTE) programs through a coherent sequence of courses. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- A description of your process for integrating core academics with career and technical education.
- Examples of a coherent sequence of courses.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 7: Describe how you will link career and technical education at the secondary and postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in Section 122(c)(1). Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response address each of the following:

- The processes for linking secondary and post-secondary education (articulation agreements, dual enrollment).
- How Secondary and post-secondary elements are included in the program of study.

- A coherent and rigorous content aligned with challenging academic standards and relevant career and technical content.
- Academic standards and career content are coordinated and not a duplication of courses.
- The program leads to an industry-recognized credential or certificate at the post-secondary level, or an associate or baccalaureate degree.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 8: Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title?

Please read and make sure your response includes the following:

- A description of the activities and/or programs that will be carried out under 135(b).
- A description of the process used to carry out the activities and/or programs.
- Identify key positions that will carry out the activities and/or programs.
- A timeline to carry out the activities and/or programs.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 9: Describe how the institution will encourage career and technical education students to enroll in rigorous and challenging academic subject (Section 134(b)(3)(E)).

Please read and make sure your response includes the following:

- A description of the activities that will be carried out under 134(b)(3)(E).
- A description and/or examples of the process used to carry out the activities.
- Identify key positions that will carry out the activities and provide support.
- A timeline to carry out the activities and/or the process.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 10: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include

(a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to develop, improve or expand relationships with employers.
- An explanation of how CTE students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships, and service-learning opportunities through the institution's program of study.
- An explanation of how faculty professional development will incorporate the use of work-based learning strategies.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 1: Describe how students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, and representatives of business and industry, labor organizations and special populations are (a) involved in the development, implementation, and evaluation of career and technical education programs, and (b) how these individuals are informed about, and assisted in understanding, the requirements of Perkins IV, including career and technical programs of study. Please include whether you will be meeting this requirement with Federal funds or Local funds or both.

Please read and be sure your response includes each of the following:

- An explanation of how all stakeholders will be involved.
- All stakeholders are addressed.
- The description includes the development, implementation, and evaluation of occupational programs.
- A description of the steps it will take to make sure the stakeholders understand the requirements of the Act.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 2: Describe how you will develop, improve, or expand the use of technology in career and technical education, which may include (a) training on the use of technology, (b) providing CTE students with the academic and career and technical skills (including math and science knowledge) that lead to entry into the technology fields, or (c) encouraging collaboration with

technology industries to offer voluntary internships and mentoring programs. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to improve career and technical education via use of technology.
- An explanation of how CTE students will benefit from the use of technology.
- An explanation of how faculty professional development will incorporate the use of technology.
- An explanation of how you will collaborate with technology industries to offer internships and mentoring programs for students.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 3: Describe how you will provide professional development programs that are consistent with Section 122 to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education, including in-service and pre-service training on effective

(a) integration, (b) teaching skills based on research that includes promising practices, (c) practices to improve community involvement, and (d) use of scientifically based research and data. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Revised language further defines which areas of professional development should be a priority – integration, applied learning, working with special pops and incorporating the use of data. Professional development should result in greater percentages of certified or licensed teachers.

Please read and make sure your response includes the following:

- A plan that focuses upon those involved with integrating career and technical education.
- A description of pre-service and in-service training in effective strategies for integration.
- Opportunities for faculty to partake in activities that would increase their teaching skills (based on research).
- Opportunities for improving community involvement.

- Opportunities for staff to learn how to use scientifically based research and data.
- The plans aim specifically for faculty, administrators, and career guidance and academic counselors.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 4: Describe how you will initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to use technology to initiate, improve, expand and modernize career and technical education.
- The description addresses all 4 factors: initiate, improve, expand, and modernize.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 5: Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient?

Please read and make sure your response includes the following:

- A description of the program evaluation process, including how the recipient addresses continuous improvement of performance.
- Identify key positions involved in the program evaluation process.
- A timeline used for the program evaluation process.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Question 6: Describe how you will develop, improve, or expand relationships with employers through career and technical education, which may include (a) sector partnerships, (b) apprenticeships, (c) internships, (d) mentorships, and (e) service-learning opportunities. Please include whether you will be meeting this requirement with Federal funds, Local funds, or both.

Please read and make sure your response includes the following:

- Specific examples of how you intend to utilize accountability measures to develop, improve or expand relationships with employers.
- An explanation of how CTE students will benefit from work-based learning opportunities, such as apprenticeships, internships, mentorships, and service-learning opportunities.
- An explanation of how faculty professional development will incorporate the use of work-based learning strategies.
- Whether federal funds, local funds, or a combination of funds will be used for this requirement.

Instructions: Please complete the expected outcome for each Core Performance Indicator (CPI)

Review your institution's data in the "Core Performance-State Level Achievements" document, located within the General Information section of the application. When preparing budget and activities, refer to your college's Core Performance Indicators (CPI) levels. Activities should be developed to achieve and/or exceed the State approved core performance levels.

- * 1P1 - Technical Skill Attainment:
- *2P1 - Credential, Certificate or Degree Completion:
- *3P1 - Student Retention or Transfer:
- *4P1 - Student Placement:
- *5P1 - Non-traditional Participation:
- *5P2 - Non-traditional Completion:

Instructions: Please select the evidence/support documents for all completed activities. Check ALL that apply. Retain evidences for on-site monitoring. Payroll records and employee timesheets must be checked if paying salaries and benefits.

<input type="checkbox"/> Payroll Records	<input type="checkbox"/> Meeting agendas	<input type="checkbox"/> Pre and post test scores
<input type="checkbox"/> Employee Timesheets	<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Graduation rates
<input type="checkbox"/> Counselor Logs	<input type="checkbox"/> Sign-in sheets	<input type="checkbox"/> Student grades
<input type="checkbox"/> Conference Registrations	<input type="checkbox"/> Lesson Plans	<input type="checkbox"/> Student attendance records
<input type="checkbox"/> Conference Agendas	<input type="checkbox"/> Updated Curriculum	<input type="checkbox"/> Enrollment records
<input type="checkbox"/> Travel Expenses	<input type="checkbox"/> Student assessment results	<input type="checkbox"/> Follow-up survey
<input type="checkbox"/> Work-based learning	<input type="checkbox"/> Course outlines	<input type="checkbox"/> Placement rates
<input type="checkbox"/> Invoices	<input type="checkbox"/> Receipts	<input type="checkbox"/> Program of Study completion
<input type="checkbox"/> Brochures/pamphlets	<input type="checkbox"/>	<input type="checkbox"/> New/revised Articulation Agreement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CCS
Perkins
Budget
Summary**

Recipient Code	Grant Number	Project Number	CFDA Number	Starting Date	Ending Date	Fiscal Year

Function Codes	Function Titles	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenses (7000, 8000)	Total
900	Pupil Support							
910	Instruction							
920	Administration							
	TOTAL							

Total Allocation Amount (Estimated)

Contact Information					
Business Office Representative					
Name:	Phone:		EXT:	Email:	
Project Contact Person					
Name:	Phone:		EXT:	Email:	

ISD/Agency:

District Code:

Application Description:

Func. Code	Description	FTE/Hours (h)	Salaries (1000)	Benefits (2000)	Purchased Services (3000, 4000)	Supplies & Materials (5000)	Capital Outlay (6000)	Other Expenses (7000, 8000)	Total
910	Instruction								
	1P1 - Technical Skill Attainment								
910	Instruction								
910	Sub-Total	0/0							
	1P1 - Technical Skill Attainment Sub-Total	0/0							
	2P1 - Credential, Certificate or Degree Completion								
910	Instruction								
910	Sub-Total	0/0							
	2P1 - Credential, Certificate or Degree Completion Sub-Total	0/0							
	3P1 - Student Retention or Transfer								
900	Pupil Support								
900	Sub-Total	0/0							
	3P1 - Student Retention or Transfer Sub-Total	0/0							
	4P1 - Student Placement								
910	Instruction								
910	Sub-Total	0/0							
	4P1 - Student Placement Sub-Total	0/0							
	5P1 - Non-traditional Participation								
900	Pupil Support								
900	Sub-Total	0/0							
910	Instruction								
910	Sub-Total	0/0							
	5P1 - Non-traditional Participation Sub-Total	0/0							
	6P2 - Non-traditional Completion								
900	Pupil Support								
900	Sub-Total	0/0							
	6P2 - Non-traditional Completion Sub-Total	0/0							
	Grand Total	0/0							
	Allocation								