Section 6
Annual Plan

FUNDS

Grant awards for the coming grant year are announced in late April-early May. This award is based on estimates from the U.S. Department of Education and are projected amounts loaded into the portal for annual plans. Official award letters are sent to presidents and chancellors by July 1.

The funding formula calculates the percentage of eligible students you serve from the state total of *funded concentrators.* This federal funding is intended to improve CTE programs of study. Perkins V law outlines in Section 134(b)(1) through (12) that colleges must use funds for certain activities.

LOCAL PLAN SUBMISSION

Every year, grantees submit into the portal a plan of proposed activities and budget expenditures that support the needs identified in the Comprehensive Local Need Analysis (CLNA). The college, along with stakeholders, has identified the best use of funds to accomplish goals. The local plan describes how the college will address the required uses of funds from Perkins V as well as the allocation for each. This allocation will be outlined in a corresponding budget that may be adjusted with approval prior to obligating funds.

REQUIRED USES

In previous Perkins legislation, use of funds was divided into required and permissive categories. In Perkins V, there are six required uses with twenty permissive ones that are often included as options under the required uses.   Required uses can be met with Perkins or non-Perkins funds.

REQUIRED AND PERMISSIVE SUMMARIES

Required	Permissive Options
Provide career exploration and career development activities	• Introductory courses focused on career development, including nontraditional fields • Career and labor market information • Development of graduation and career plans • Career guidance and academic counseling • Other activities that advance knowledge of career opportunities and assist students to make informed decisions • Strong experience in and understanding of all aspects of an industry
Provide professional development	• Individualized academic and CTE instructional approaches, including integration of academic and technical standards and curricula • Ensure labor market info is used to inform programs and guidance • Provide faculty and staff with opportunities to advance knowledge and skills, understand all aspects of an industry including latest workplace technologies and standards • Support administrators in managing CTE programs

	• Implement strategies to improve student achievement and close gaps in performance of CTE programs • Provide faculty and staff with opportunities to improve pedagogical practices • Train staff to provide appropriate accommodations for individuals with disabilities • Train staff to effectively teach students with disabilities and who may be English learners • Train for effective use of community spaces that provide access to tools, tech and knowledge for learners and entrepreneurs, such as makerspaces or libraries
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	
Support integration of academic skills into CTE programs	• Activities at postsecondary level that improve academic skills of CTE students
Improve student achievement on performance indicators	• Aligned programs of study • Sustainable relationships among education, industry and community stakeholders • Expand opportunity for early college credit within CTE programs of study • Provide appropriate equipment, technology and instructional materials aligned with business and industry needs • Provide work-based learning opportunities, including simulated work environments • Provide industry-recognized certification examinations or other assessments leading to a recognized postsecondary credential • Recruit and retain CTE faculty and staff • Coordinate with education and workforce development programs that provide transition-related services • Expand distance CTE and blended-learning programs • Improve career guidance and academic counseling programs • Support integration of employability skills into CTE programs • Support programs that increase access to and success in STEM fields for students in underrepresented groups in these fields • Provide CTE for adults or out-of-school youth to complete high school or upgrade technical skills • Support CTSOs including preparation for competitions aligned with CTE programs • Make all forms of instructional content widely available which may include use of open educational resources • Support integration of arts and design skills into CTE programs • Partner with intermediaries to improve training, development of public-private partnerships, systems development, capacity-building and scalability for delivery of high quality CTE programs • Support to reduce/eliminate out-of-pocket expenses for special population students participating in CTE • Other activities to improve CTE programs

Develop and implement evaluations of the activities carried out with Perkins funds, including funds necessary to complete the local needs assessment and the local report.	

ASSURANCES

The Perkins Coordinator must electronically sign a statement of assurances that guarantees compliance with regulations, policies, guidelines, and requirements included in EDGAR and the Uniform Grant Guidance as they relate to the use of federal funds.

In the case of a consortia, only the administrative college will complete the annual plan for the consortia. The plan activities will be based on need rather than percentages of eligible concentrators per institution.

FOCUS AREAS

Funded activities will support identified gaps and disparities for postsecondary students from the CLNA. These activities must also be of sufficient size, scope, and quality to be deemed effective to support continuous improvement of the Perkins core indicators.

COVER PAGE

The cover page section is automatically created by the system once annual plans are open for the grant year. The cover page section serves many functions, beginning with a history of all transactions with owner and dates. The most useful information is the ability to communicate between the user/state office staff with comments for rejections and other relevant notes. The Coordinator will find the annual plan assurance acceptance here.

ACTIVITY SECTION

The activity history and information is created when the Coordinator creates the new activity via by the Add Proposed Activity button. The Coordinator will choose the category from a drop list consisting of deficient and non-deficient areas. A college who has met targets in the previous year will choose non-deficient areas for the activity. A college who hasn't met at least 90% of a core indicator target will need to choose a deficient area to address before eligible to add non-deficient area activities. Single focus areas (as loaded from the Applicant's CLNA) are encouraged. All focus areas may be used for activities that clearly impact the entirety of need, i.e. a professional development activity for the faculty/staff on customer service.

The cluster selection is preloaded into a drop list of career clusters identified at the college. This list was created by information from the Coordinator in the Local Application.

A title is necessary to identify the activity and should be concise and clear of purpose.

Once the Coordinator has created the activity with Category, Focus Area, Cluster, and Title, the Coordinator should click the hyperlinked title in the list of activities. This action will open a new window

for entry of the Narrative, targeted Perkins Indicators, and Activity Costs. Please click through and enter all sections of Activity Information before submitting it to the state office for approval.

ACTIVITY NARRATIVE
Activity narrative must briefly describe, justify, and measure benefit to the CTE students. Each activity is also assigned to improve a specific core indicator.

ACTIVITY PERKINS INDICATORS
The Coordinator should choose the most relevant Core Indicator that will be impacted by the activity. Although most activities can be targeted to one Core Indicator, there are instances where an activity may impact more than one.

ACTIVITY COSTS
Activity costs are budgeted here and are an estimate rather than a firm amount. For the purpose of reimbursement requests, it's best to overestimate as a request cannot be made on a cost line lacking sufficient funds. Remaining balances on any unused costs can be manually corrected and moved to unallocated.

Equipment remaining costs after all quantities of equipment are purchased will automatically return to the unallocated balance.

A budget must be included in the activity submission. These estimations of cost may be adjusted later. The Coordinator will enter a concise description that serves as a title for the budget cost item as well as indicating the Cost Type from a drop list.

Equipment budget lines will always need to be put in individually for specific items. There can be a bulk quantity indicated if all equipment items are the same description.

If an equipment line will not include a sales/use tax cost until charged later from Department of Finance Administration to the college, the Coordinator may add an estimated sales/use tax line for that charge, i.e. "Machining Lathe c500 Sales/Use Tax" as a separate entry from the "Machining Lathe c500".

If an activity includes several small items that are Supplies, the activity cost line may be titled for the general purpose and charged against until that line is depleted of funds. An example would be a culinary activity that includes many supplies charged/reimbursed at different points in time. The description of the budget line could be "Culinary Modernization Supplies" of $1000. The college could submit purchase reimbursements against this line in three different requests.

ADMIN

A percentage of up to 5% of funds may be allocated to the administration of the grant. For a direct cost administration activity, cost lines of different types may be entered. For an indirect cost activity, the Coordinator may enter "Indirect Cost Rate" as the title and a description of indirect cost rate letter on file.

Direct cost rates must not exceed 5% of the expended grant at the end of the year.

UNALLOCATED

Any funds not assigned to an activity remain unallocated. Seventy-five percent of a grant award must be allocated to activities prior for approval of the annual plan at the beginning of the grant year.

EQUIPMENT

Equipment purchases must be made no later than January 1 of the program year and be tagged and inventoried. Inventory tag numbers are logged into the portal at the time of a purchase reimbursement request.