



# **FY 2021 CTE Consolidated Application Overview**

CTE and Innovation Department

July 16, 2020

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# Agenda

- Introduction to CTE and Innovation Staff
- CTE Consolidated Application Purpose
- FY 2021 GATA Grantee Requirements
- Access to NEW Application
- Grant Format – Main Grant vs. Subgrant
- Grant Guidance Resources and General Tips
- Perkins V Requirements
- Overview of Grant Pages
- Uses of Funds and Best Practices

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# Questions and Materials

- Type Questions into the Chat Box.
- Download expenditure guidance in the webinar panel.
- Additional guidance - <https://www.isbe.net/CTE> under the Grants Toolbar
- Questions will be answered at the end of the presentation.
- Access webinar recording, presentation, and materials at <https://www.isbe.net/CTE> under the Grants Toolbar (bottom of page) by 7/22.



# CTE and Innovation Department

*(Updated 8/5/20)*

- Marci Johnson, Director, State CTE Director
- Agriculture Education – Vacant
- Whitney Mehaffy, Health Science (Region 2, EFEs 020, 030 & 080)
- David Osborne, MOA/Civil Rights (Region 3)
- Steve Parrott, Tech & Engineering (Region 6, EFEs 070, 410, 425 & State Agencies/Institutions)
- Heather Strom, School Counseling (Region 4, EFEs 065, 450, 460, 470 & 550)
- Kristina Valentine, Human/Public Services (Region 1, EFEs 010, 040, 050 & 060)

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# CTE Consolidated Application Purpose

To support Illinois K-12 education in meeting the State's career and technical education vision, mission, foundational tenet, and goals outlined in the [Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)

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# CTE Vision

Illinois will empower and support all students to achieve their life and career goals through an aligned, equitable, and high-quality career pathway system.

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## CTE Mission

Illinois' career and technical education system will promote success for students in their communities by fostering pathways that:

- Align to current and projected future industry and community needs;
- Support students to navigate and complete a personalized pathway based on their interests and goals;
- Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
- Provide targeted supports to students who have a broad range of backgrounds and skills; and
- Incorporate entry and exit points to progressively advance through higher levels of education, training, and employment success.

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## CTE Foundational Tenet and Goals

### Foundational Tenet

Increase educational equity for members of special populations, as defined by Perkins V, and others who have been or are marginalized by education and workforce systems.

### Goals

- Increase the percentage of students who obtain a postsecondary certificate, degree, or industry-recognized credentials.
- Strengthen CTE offerings by improving access, program quality, and transition points between education and workforce systems and programs.
- Increase participation in CTE dual credit coursework.
- Increase responsiveness to local, regional, and state workforce needs based on labor market information and employer input.
- Recruit and retain a robust and sustainable pipeline of CTE educators.
- Expand access to quality work-based learning for all students.

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## FY 2021 GATA Grantee Requirements

- Must complete the following prior to FY21 grant submission:
  - Grantee registration at [GATA Grantee Portal](#) and completion of the Internal Controls Questionnaire (ICQ);
  - FY21 Organizational Risk Assessment via IWAS application; and
  - Current SAM Cage Code (<https://www.sam.gov/SAM/>).
- Questions? Contact ISBE GATA Staff at [gata@isbe.net](mailto:gata@isbe.net).

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## Access to NEW Application

- IWAS
  - <https://sec2.isbe.net/iwas/asp/login.asp?js=true>
  - System Listing – Active Grants – CTE Consolidated Application
  - [IWAS Access Guide](#)
- Automatic access for District Admin of each Eligible Entity
- District Admin approves other access roles
  - District View Only
  - District Entry
  - Business Manager

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## Grant Format

- 4 Sections within Application
  - CTE Consolidated Plan: Everyone
  - CTEI: Entities with allotment
  - Perkins: Entities with allotment
  - Perkins–State Institutions (SI): Department of Human Services (DHS) and Illinois Department of Juvenile Justice (IDJJ)
- Always enter through CTE Consolidated App
- Can create an application only if there is an entity allotment
- Sections of application *view only* unless there is an allotment (e.g., CTEI, Perkins, Perkins-SI)

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## Grant Format

- Application Select Page – Creating an App

**Application Select** [Instructions](#)

Year:

---

[Click to view LEA Dashboard](#)

Select an application from the list(s) below and press one of the following buttons:

**This Organization has not created any Applications**

	Application / Amendment	Original Submit Date	Status	Status Date	Consult
<b>2020-2021</b>					
<input type="radio"/>	<a href="#">21-CTEConsApp-00 Original Application</a>		Not Submitted		<input type="checkbox"/>



## Grant Format

(Updated 8/12/20)

- Use dropdown menu in upper right to navigate between

Consolidated Application

- [Printer-Friendly](#) [Click to Return to Application Select](#) Contains:

- Overview (*Grant Guidance and Instructions*)
- Vision, Mission, and Goals (*View Only*)
- Applicant Information (*Main Grant Only*)
- Allotment (*Both; where Main Grants allocate to Subgrants*)
- Local Application (*Main Grant Only*)
- Assurances
- Submit (*for entire grant; on subgrants, where EFE accepts or returns application*)
- App History, Page Lock Control (*Main*) and App Print (*Main*)



# Grant Format

*(Updated 8/12/20)*

- Use dropdown menu in upper right to navigate between sections

- |                          |                              |   |
|--------------------------|------------------------------|---|
| Consolidated Application | CTEI                         | ▼ |
|                          | Perkins                      | ▼ |
|                          | Perkins - State Institutions | ▼ |

 Contains:

- Overview (*Grant Guidance and Instructions*)
- Applicant Information
- Amendments (*Main Grant Only*)
- FFATA (*Main Grant Only – Perkins and Perkins-SI*)
- Budget Pages
- Programmatic Risk Assessment (*Main Grant Only*)
- GATA Pages (*Main Grant Only*)
- Page Lock Control (*Main Grant Only*)



## Grant Guidance and General Tips

- Grant Guidance and Instruction Resources
  - <https://www.isbe.net/CTE> under the Grants Toolbar
  - Overview Pages
- Work left to right through the pages.
- Use the Grant Instructions located on the Overview page as a guide.
  - Main Grant – 1 for each section (total 3)
  - Subgrant – 1 for all sections
- Save changes and check red error messages at the top of page before moving to next page.
- Use the Spell Check button in the upper right corner of pages.
- Don't use special characters (e.g., &, <, >, etc.).
- Enable pop-ups to access Spell Check and Review Checklist.
- Access [Perkins V Definitions](#) to understand app content.



## Perkins V Requirements

*(Updated 8/12/20)*

- In general, grant funds should be spent on *Strategies* to improve:
  - Career exploration for ALL students;
  - CTE program access for all students;
  - Student supports for success in CTE programs;
  - ALL CTE student performance;
  - CTE program alignment to labor market, industry needs, and postsecondary opportunities;
  - CTE program size, scope, and quality; and
  - Recruitment, retention, and training of CTE staff.





## Perkins V Requirements

- Local Application **must** align to CLNA.
- Funds spent **must** align to Local Application.
- [Local Application](#) (*Main Grant Only*):
  - Levels of Performance
  - Needs Assessment
  - CTE Programs
  - Goals and Strategies
  - Uploads

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# Local App – Levels of Performance

## Secondary – Education for Employment (EFE) Systems

<a href="#">CTE Consolidated Plan Overview</a>	<a href="#">Vision, Mission, and Goals</a>	<a href="#">Applicant Information Pages</a>	<a href="#">Allotment</a>	<a href="#">Local Application</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>	<a href="#">Application Print</a>
<a href="#">Levels of Performance</a>	<a href="#">Needs Assessment</a>		<a href="#">CTE Programs</a>		<a href="#">Goals and Strategies</a>			<a href="#">Uploads</a>	

### Levels of Performance

#### Perkins V Secondary Performance Indicators

#### IL Perkins V Levels of Performance

	FFY 2020	FFY 2021	FFY 2022	FFY 2023
	SFY 2021	SFY 2022	SFY 2023	SFY 2024
1S1: Four-Year Graduation Rate	95.2	95.4	95.6	95.8
1S2: Extended Graduation Rate (Six-Year)	95.4	95.4	95.5	95.5
2S1: Academic Proficiency in Reading/Language Arts	36.1	38.6	41.2	43.8
2S2: Academic Proficiency in Mathematics	34.7	37.6	40.4	43.2
2S3: Academic Proficiency in Science	35.8	39.9	43.9	48.0
3S1: Post-Program Placement	62.6	63.2	63.8	64.3
4S1: Nontraditional Program Enrollment	40.1	40.3	40.4	40.5
5S2: Program Quality - Attained Postsecondary Credits	30.9	31.2	31.6	32.0
5S3: Program Quality - Work-Based Learning	6.9	7.0	7.1	7.2

To receive state and federal CTE funding, all local recipients must agree to the State determined levels of performance. To comply with the federal Perkins law, recipients must meet at least 90% of the State determined levels of performance annually. If 90 percent of an agreed upon local level of performance is not met, local recipients must submit a local program improvement plan as described in Perkins V Section 123(b):\*

- The local recipient accepts the State determined levels of performance.
- Not Applicable for State Institutions

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# Local App – Levels of Performance

## State Institutions – DHS and IDJJ

<a href="#">CTE Consolidated Plan Overview</a>	<a href="#">Vision, Mission, and Goals</a>	<a href="#">Applicant Information Pages</a>	<a href="#">Allotment</a>	<a href="#">Local Application</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>	<a href="#">Application Print</a>
<a href="#">Levels of Performance</a>	<a href="#">Needs Assessment</a>	<a href="#">CTE Programs</a>	<a href="#">Goals and Strategies</a>		<a href="#">Uploads</a>				

### Levels of Performance

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4S1: Nontraditional Program Enrollment	40.1	40.3	40.4	40.5
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- The local recipient accepts the State determined levels of performance.
- Not Applicable for State Institutions

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## Local App – Needs Assessment

- Use [Perkins V Appendix S](#) questions to plan.
  - Overview of CLNA process (*CLNA Section 1*)
  - Describe how you plan to continue stakeholder consultation ([Perkins V Section 134\(e\)](#))
  - Summarize strengths, areas for improvement and challenges from each section of CLNA:
    - Student Performance (*Section 2*)
    - Access to High-Quality CTE for All Students (*Section 3*)
    - CTE Programs Aligned to Labor Market (*Section 4*)
    - CTE Programs of Sufficient Size, Scope, and Quality (*Section 5*)
    - Implementing Quality Programs of Study (*Section 6*)
    - Recruitment, Retention, and Training of CTE Staff (*Section 7*)

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## Local App – CTE Programs and Activities

- Use [Perkins V Appendix S](#) questions to plan.
  - How CLNA informed CTE programs funded in FY21
  - How CLNA informed new CTE programs funded in FY21-24 (*Section 4, Program Information*)
  - Student access, recruitment, and retention plan that extends to middle grades to address equity gaps
    - *CLNA Section 5*
    - Perkins-SI – middle grades may be N/A
  - Endorsement Pages
    - Mark which programs/CIPs funded from FY21
    - Mark which programs/CIPs will be implemented in FY21-24

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## Local App – CTE Programs and Activities

- Endorsement Areas:
  - Agriculture, Food, and Natural Resources (AFNR)
  - Arts and Communications
  - Finance and Business Services (FBS)
  - Health Sciences and Technology (HST)
  - Human and Public Services (HPS)
  - Information Technology (IT)
  - Manufacturing, Engineering, Technology, and Trades (METT)

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# Local App – CTE Program Endorsement Area Example

<u>Program Title</u>	<u>Programs of Study</u>	<u>NEW Programs of Study</u>		
	FY 2021	FY 2022	FY 2023	FY 2024
<b>Career Cluster - Business, Management and Administration</b>				
CIP: 52.0201 - Business Administration and Management, General.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 52.0401 - Administrative Assistant and Secretarial Science, General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 52.0701 - Entrepreneurship/ Entrepreneurial Studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 52.1001 - Human Resources Management/Personnel Administration, General.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Career Cluster - Finance</b>				
CIP: 52.0301 - Accounting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 52.0801 - Finance, General.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Career Cluster - Marketing</b>				
CIP: 52.1401 - Marketing/Marketing Management, General.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Career Cluster - Hospitality and Tourism</b>				
CIP: 12.0500 - Cooking and Related Culinary Arts, General.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 19.0601 - Housing and Human Environments, General.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 19.0604 - Facilities Planning and Management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 52.0903 - Tourism and Travel Services Management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CIP: 52.0904 - Hotel/Motel Management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Save Page

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## Local App – Goals and Strategies

- Use [Perkins V Appendix S](#) questions to plan.
- Content comes from CLNA
- 4-year Plan (FY21-24):
  - SMART Goals
  - Required Local Application Components
  - Strategies to support local app components and achieve goals
  - Timeline for Goals and Strategies

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# Local App – Goals and Strategies



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# Local App – Goals and Strategies

## Example

*(Updated 8/13/20)*

**Goal:** Equitable attainment of CTE credentials will increase by 25% each year for all CTE students, including members of special populations.

### **Strategies:**

- Identify required or recommended credentials for each CTE Program and disaggregate attainment of the credentials by demographics as identified in special populations.
- Utilize pre-tests or formative assessments to identify students at-risk for not attaining credentials.
- Provide supplemental instruction/remediation for students identified as at-risk of not attaining required or recommended credentials for each CTE program.
- Provide professional learning for facilitators of the supplemental instruction/remediation related to special populations.



## Local App – Goals and Strategies Example

*(Updated 8/13/20)*

**Goal:** Leadership development activities in all CTE programs will increase by 10% each year to reach at least 75% of all CTE students.

### **Strategies:**

- Identify CTE programs not currently offering leadership development opportunities for students at levels above the local level (regional, statewide, and national) through career and technical student organization or other means.
- Identify students from special populations in need of financial or other forms of support for full participation in leadership development experiences and develop a plan for providing the needed financial supports utilizing stakeholder groups and advisory committee input.
- Utilize stakeholder groups and advisory committees to develop program-specific leadership development plans and strategies for each CTE program to be updated annually. These plans and strategies should include at a minimum: marketing, recruitment, funding, and student leadership team management.
- Identify a facilitator of the leadership development activities or CTSO for each CTE program (teacher or community volunteer).
- Provide professional learning for facilitators of the leadership development activities or CTSOs.



## Local App – Goals and Strategies

### Example

*(Updated 8/13/20)*

**Goal:** Support the recruitment, preparation, retention, and training, including professional development, of all CTE educators and support personnel within the next four years.

#### **Strategies:**

- Coordinate with ISBE to participate in professional learning opportunities.
- Collaborate with institutions of higher education to increase teacher pipeline opportunities and improve CTE programs of study (e.g., ability to offer dual credit, academic rigor).
- Partner with teacher unions and community-based organizations to recruit individuals from groups underrepresented in the teaching profession.
- Provide professional learning for facilitators of the leadership development activities or CTSOs.
- Provide professional learning for educators and support personnel of the supplemental instruction/remediation related to special populations.



## Additional Completion Tips

- Local App Pages (*Main Grant Only*):
  - All text boxes are required
  - Suggest preparing answers in word processing document and copying/pasting into app
  - Before moving to the next page or logging out:
    - Put at least 1 character in each textbox AND
    - Save the page

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## Local App – Uploads

*(Updated 8/11/20)*

- Required:
  - [Secondary/Postsecondary CLNA Assurance Form](#)
  - EFE System's Intergovernmental Agreement (IGA)
  - DHS and IDJJ – PDR and CLNA
- Additional:
  - ***(As of 8/11/20, not required for FY 2021)*** LNA Subgrant Budget Crosswalk
  - Any other grant-related document (e.g., subgrant budget or out-of-state travel documents)



## Local App – Uploads

*(Updated 8/11/20)*

- No emailed documents to Principal Consultants; all as uploads
- Clearly name documents with EFE identifier
  - EFE 030\_Triton CLNA Assurance.pdf
  - EFE 450 IGA.pdf
  - IDJJ PDR.xlsx
  - EFE 580 DHS CLNA.docx

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# Approval Status Page

*(Updated 8/12/20)*

- Own page in the CTE Consolidated Plan section; for all sections of the application
- Conditional approval:
  - Issues that need to be addressed through an amendment

**Approval Status**

- The application is approved on the condition that any issues noted below are addressed through an amendment in a timely manner.

- Must have 1 substantially approvable subgrant to receive a conditional approval
- No Main and Subgrant expenditures until a substantially approvable application is submitted to ISBE





# Applicant Info Pages for CTEI and Perkins

- Don't Forget:
  - Area Affected –
    - EFE Choose Multiple Areas AND list who is impacted by the grant (e.g., counties, districts, schools, etc.)
    - DHS and IDJJ – State-wide
    - Subgrants – District in most cases

Select the area affected by the project:

- District
- City
- County
- Multiple areas (list)
- State-wide
- Other (describe)

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# Applicant Info Pages for CTEI and Perkins

- Main Grants – Don’t Forget:
  - For the Original Application and all Amendments, must choose Activity Period; justification required for grant end date extension.

**Activity Period:**

- Regular Project Year - activities completed through June 30. No new obligations/activities after June 30 except to pay outstanding obligations made prior to June 30 or to pay for teacher salaries for activities completed prior to June 30 (teachers paid on a 12-month basis, but working only 9 months).
- Extended Project Year - activities occurring between project begin date and August 31. Possible new activities AFTER June 30 could be summer school, summer staff development activities and/or audit services.

**Grant Period:**

Begin Date: July 1, 2020  
 End Date:



**Justification for Grant Extension:**

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## Applicant Info Page – Perkins and Perkins-SI Only

- Don't Forget to Fill Out the GEPA Statement on both Main and Subgrants.

### General Education Provisions Act\*

Section 427 of the General Education Provisions Act requires that all applicants provide a description of the steps the applicant proposes to take to ensure equitable access to and participation in these federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc., from access to and participation in program activities. Describe the steps that will be taken to overcome any barriers identified.\* (Limited to 500 characters)

(0 of 500 maximum characters used)

- Need to explain how you will address barriers for various student populations should they arise.

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# Amendment Pages

- Main Grant Only

Is this an Original application or Amended application? \*

- Original Application
- Amended Application

Amendment Number

**Grant Changes**

Provide a **brief description of the changes** as well as the **function/object codes** which have been amended in this submission. (Limited to 1,500 characters)

**INCLUDE CHANGES IN BOTH THE ADMINISTRATIVE AGENT GRANT AND SUBGRANT(S) AND LABEL CLEARLY.**

(0 of 1500 maximum characters used)

**USE THE SPACE BELOW TO PROVIDE ADDITIONAL DETAILS REGARDING SUBGRANT CHANGES INCLUDED WITH THIS AMENDMENT.**

- **All changes** for Main and Subgrants or as an Upload (Local App – CTE Consolidated Plan)  
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# Amendment Best Practices

Is this an Original application or Amended application? \*

## Original Application

## Amended Application

## Amendment Number

### Grant Changes

Provide a brief description of the changes as well as the function/object codes which have been amended in this submission.

**INCLUDE CHANGES IN BOTH THE ADMINISTRATIVE AGENT GRANT AND SUBGRANT(S) AND LABEL CLEARLY.**

([count] of 1500 maximum characters used)

Regional Budget - removed some Transit elementary districts from regional holding lines and opened corresponding budgets for sub-recipients, except for SD [REDACTED]

[REDACTED] Corrected Obj from 400 to 500 for oven, per ISBE grant checklist  
1000/400 removed oven 1,165  
1000/500 added oven 1,165  
also  
1000/400 was 6,000 + 700 = 6,700 (moved 700. to this line from 2210 lines below)  
2210/300  
removed 610  
removed 90

[REDACTED] amendment #1  
new line 1000/300 + 13,431 Naviance software (left out in error)  
reduced 1000/400  
was \$17,728 - 281 = \$17,447  
was \$26,300 - \$13,150 = \$13,150.

New Sub-recipient submissions:  
New Elementary submissions were opened for Sub-recipients following compliance with Fraud Prevention Training:  
Elementary SD [REDACTED] and  
[REDACTED]



## Amendment Best Practices

- Email your Principal Consultant that an Amendment has been submitted.
- On Budget Detail page in the amendment expenditure line description, include the:
  - Amendment #,
  - Date, and
  - Details on changes in the line.
- For Subgrant Budget amendment:
  - Changed cells do not highlight for ISBE
  - Amendment language above or an asterisk in the amended expenditure line leads to expedient review

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## Additional Completion Tips

*(Updated 8/12/20)*

- Assurances
  - Found in all sections of Main and Subgrant
  - **Must:**
    - Read thoroughly
    - Check the box that you agree to all
    - Save the page before moving on
  - Program
    - Sections specific to different grants (e.g., CTEI, Perkins, Perkins – SI) but all on 1 application page
    - Includes programmatic monitoring items (e.g., EFE keep BOC application approval on file)



## Additional Completion Tips

- Programmatic Risk Assessment
  - Main Grant Only
  - Both CTEI and Perkins/Perkins-SI; specific to grant
- GATA Pages (*Main Grant Only*):
  - Both CTEI and Perkins/Perkins-SI; specific to grant
  - Read all pages, check that you agree, and save page
  - Exhibits:
    - Located under GATA – UGA/IGA pages
    - Requirements of Continue Grant Funding
    - Status of Deliverable and Performance Results/  
Accomplishments included Quarterly Performance Reports

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## Additional Completion Tips

- GATA Pages Continued (*Main Grant Only*):
    - UGA/IGA Parts One, Two and Three:
      - Read thoroughly
      - 1.1. – Mark the radio button next to Governmental Unit
      - Check the boxes under 1.6 and Part Two
      - Save page
    - GATA – Notice of State Award (NOSA) – Grant Prequalification Status
      - See GATA Grantee Requirements (slide 9)
      - Questions? Contact ISBE GATA Staff at [gata@isbe.net](mailto:gata@isbe.net)
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## Uses of Funds

*(Updated 8/12/20)*

- Use ISBE's March 2020 State and Federal [Grant Administration Policy, Fiscal Requirements, and Procedures](#)
- [FY 2021 CTE Grants Expenditure Guidance](#)
  - Download from webinar panel
- School districts, area career centers, and EFEs
  - [Perkins V Section 135 – Local Uses of Funds](#)
- State Institutions
  - [Perkins V Section 124\(b\) – Permissible Uses of Funds](#)



## Budget Guidance

*(Updated 8/12/20)*

- Salaries, benefits, software, equipment, and supplies that align with the CLNA can be backdated to July 1 if:
  - They meet Uses of Funds
  - Were approvable in FY 2020
  - Original Application submitted by the date in the IWAS grant release notice
  - Usually within 30 days of release
- No Main and Subgrant expenditures until a substantially approvable application is submitted to ISBE

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# Budget Guidance

- Salary:
    - Title
    - Percentage of Time Paid by Grant
    - Rate of Pay (base salary)
  - Benefits:
    - Same or lesser percent than salary in grant
    - Include
      - Benefits included in the grant
      - Total benefits
      - Percentage paid by grant
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## Budget Guidance

- Include the CIPs or approved programs for expenditures
- Out-of-state Travel:
  - Function attending
  - Location
  - Dates of Travel
  - Number of Travelers
  - Projected Cost
  - Benefit to the program
  - Additional documentation must be uploaded by EFE on Local App – Uploads.

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## LNA – Subgrant Budget Crosswalk Guidance

*(Updated 8/11/20)*

- As of 8/11/20, will not be required for FY 2021
- District and area career center (ACC) budgets should align to local goals, strategies, and needs identified in the LNA
- Verified by the EFE before accepting subgrants or approving district/ACC purchases for reimbursement

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# Questions?



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# Grant Guidance and General Tips

*(Updated 8/5/20)*

- Grant Guidance and Instruction Resources
  - <https://www.isbe.net/CTE> under the Grants Toolbar once grant released
  - Overview Pages
- Access webinar recording, presentation, and materials at <https://www.isbe.net/CTE> under the Grants Toolbar (bottom of page) by 7/22.
  - Webinar FAQ at same location after Admin approval





## Contact Us

*(Updated 8/5/20)*

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