

## Guidance for Completing Carl Perkins Application Wisconsin Department of Public Instruction FY 2019-2020

### Application Overview

The 2019-2020 Carl Perkins grant application is submitted, processed and managed through the DPI [WISEgrants portal](#). The following guidance provides information as to the requirements of the grant, functionality of the portal and other information. Resource materials for completing the application are provided within this guide or as links. Technical Assistance and required documents are posted on the [Carl Perkins Application Website](#).

#### Application Timeline

Activity	Date
Preliminary tasks including fund management	February 15
CPA Application available in WISEgrants	March 1
Application due	April 30
Application review by DPI	March 15 – June 15
Application corrections/approvals	March 15 – June 30
Grant year begins	July 1

### Subaward Requirements

- a. All applicants must have a minimum allocation of \$15,001.
- b. Applicants must employ a licensed CTE Coordinator who provides leadership for CTE programming and the required management tasks related to the CPA grant for the district and serves as the contact for DPI. Allocations can be viewed in the WISEgrants system or the Carl Perkins website.
- c. Consortium agreements that outline roles and responsibilities should be in place between the fiscal agent and member districts prior to submission of the application. DPI does not provide a format or form for this agreement. The fiscal agent will be asked to sign an assurance form within WISEgrants confirming that members have been informed and agreements are in place.
- d. Assurances: CTE Coordinators, agencies and signing authorities should read and fully understand each assurance (found within the assurances tab in WISEgrants). By signing the assurances, the fiscal agent's Authorizer certifies that all information is true and correct; agrees to maintain documentation at the local level; and conducts approved programs in accordance with state and federal laws, rules, and regulations throughout the grant period.

- i. General assurances are those items that are required under EDGAR (Education Department General Administrative Regulations), or related laws for which the fiscal agent is required to provide documentation in the event of an audit.
  - ii. CPA assurances are those items that are required under CPA or State plan.
- e. Application sections are completed and submitted with the detail required by the application deadline.
- i. Federal Core Performance Indicators (completed annually)
  - ii. Budget (completed annually)
  - iii. CTE and POS Narrative sections (edits only)

## Pre-Application Tasks

CTE Coordinators and others who require access to WISEgrants must have a professional WAMS ID. To register, users should use a work e-mail address connected to their WAMS account. The WAMS [“A Quick-Start Guide”](#) can assist with this process.

### Access to the WISEgrants portal

- a. The application is accessed through the WISEgrants [portal](#) by LEA personnel who have been granted access to the system by the LEA security administrator.
- b. Once in the portal, click on “Application Claim Review” and select Carl D Perkins Act to begin the application process. Only approved users will be able to view or edit any part of the CPA application or authorizations.
- c. The [Guide to Accessing New and Existing Grants](#) provides step-by-step guidance for accessing CPA-related functions in the system.

### Grant Fiscal Management Determination:

Every LEA who is allocated funds through the CPA formula must complete the Fund Management Selection task/process in WISEgrants. To do this each LEA must select if they wish to: a) manage their own funds, b) join a consortium or c) surrender their funds to DPI. If “joining a consortium” is selected, the LEA “Authorizer” must electronically sign the required “Verification and Assurances” form under the heading “Assurances”, verifying that the LEA is joining the consortium selected.

All fiscal agent Authorizers must sign the Assurances Form under the Assurances Tab prior to submitting their application.

Complete the Grant Contact field with the CTE Coordinator Contact information (fiscal agents) or the District Designee information (member districts).

### Consortia

A consortium is a group of LEAs that contract with another school district or a CESA for purposes of meeting the minimum allocation requirement in this law.

- LEAs who join a consortium relinquish their allocated funds to the fiscal agent. Funds originally allocated to LEAs are consolidated to better leverage funds to benefit all members.
- The grant is in the name of the fiscal agent (FA), who is responsible for the application, fiscal monitoring, accounting, reporting and auditing of the grant funds.
- Assurance of a signed contract is required. The FA is required to **keep** one copy of the completed contract on file. See [guidance for fiscal agents](#).
- Contracts should (at minimum) include:
  - Agreement for the cooperation of CTE programs.
  - Clarify the responsibilities of the FA, accounting or reporting on behalf of one or more participating organizations receiving funding under a grant;
  - Identify responsibilities of both FA and individual members (participating organizations) such as leadership provided by the CTE Coordinator of the fiscal agent, communications, submission of reports in accordance with deadlines, that equipment is the property of the consortium and maintaining of records;
  - Identify conditions where the agreement would be terminated; and
  - Identify administrative cost for the FA.
  - Consortium members must identify a LEA designee to the consortium. The LEA Designee must be a vocationally certified teacher and a member of the CPA consortium council.

## Application Instructions

The application consists of the following four main sections:

1. Non-Compliance with Core Performance Indicators
2. Career and Technical Education Work Plan Narrative (WISEgrants)
3. Program of Study (POS) Narrative (WISEgrants)
4. Budget (WISEgrants)

### **Accountability: Non-Compliance with Federal CPA Performance Indicators**

The purpose of the Non-compliance narrative is to ensure all participating LEAs are aware of those areas in which they are not meeting federal performance levels for Career and Technical Education and to develop a plan to meet the required performance levels in the next year.

If an indicator has not been achieved for three years in a row, “Continuous Improvement” requires that a portion of the allocated CPA grant funds be directed to evidence based strategies designed to meet the required performance level.

The Non-compliance district profiles and spreadsheet can be located on the Perkins Application website and will be also available in WISEgrants for each LEA. If an LEA joins a consortium

through the Fund Management selection, their Non-compliance information will pull into the Fiscal Agent's Non-Compliance grid in WISEgrants.

**Non-Compliance Narrative:**

Applicants must complete the narrative fields within the WISEgrants system.

**Part A:** Compliance with Monitoring: All recipients must review internal data collection methods, process and protocol to ensure report accuracy. This field requires detailed methods, process or protocol for collecting and submitting accurate and timely data, including ways to address discrepancy in the data submitted. Describe findings and the any corrective action taken when errors are/were present.

**Part B:** Fiscal agents must complete the fields, detailing the strategy that will be implemented to address non-compliance in order for the LEA(s) to come into compliance.

- At least one activity (strategy) must be described, that the LEA will implement to gain compliance with an indicator. For consortia, all districts that are in non-compliance on the same core-indicator can be grouped together within the workbook as long as the activities indicated apply to all of the non-compliant LEAs. Analyzing why students didn't graduate and determining strategies such as tutoring, mentoring or work-based learning, that will be implemented.

Activities/strategies to be implemented should be mindful and relevant to the indicator that is in non-compliance, with a focus on coming into compliance. Example: to address 1S2, "Math and CTE content area teachers will participate in PD that will focus on alignment of curriculum. Math and CTE teachers will work together over the summer to strengthen math curriculum for students."

**Part C:** For a LEA that has all 3 columns of "No" for an indicator (indicating non-compliance over a three consecutive year period), indicate the activity/strategy in which CPA funds will be used to address the non-compliance to bring percentages into compliance. **CPA funds must** be utilized to improve outcomes and must be reflected in the Budget Section of the application with the rationale "*Non-compliance with Performance Indicators*". The activity and the indicator number must be reflected in the description of the budget item.

Activities/strategies should be mindful and relevant to the indicator that is in non-compliance. Expenses related to the activities designed to come into compliance must be indicated within the budget and with the following rationale selected. Expenses must be identified in the budget through Non-compliance with Core Performance Indicator rationale. The description field in the budget must include the indicator you are addressing and align with the activity indicated here in the description.

Common strategies to consider:

- Increase parental involvement utilizing workshops, tours, and discussions related to NTO POS in language of origin.
- Increase access to vocational education courses for those with disabilities through adaptive technology and paraprofessionals in the classroom for courses... (xyz).
- Provide students work-based learning that is competency-based in Youth Apprenticeship.

- Provide special populations involved in WBL mentoring support to ensure successful completion. Mentors will be utilized from \_\_\_ and trained through \_\_\_.
- Update curriculum in NTO through business... (xyz) and community input and review.
- Provide special program on career awareness and experiences through NTO career day, where special populations will be targeted for participation through meeting with their counselor and homeroom teacher.
- Creative scheduling to allow for special populations to take advantage of CTE courses and dual credit opportunities.
- Engage 11<sup>th</sup> and 12<sup>th</sup> grade Concentrators with 7<sup>th</sup> and 8<sup>th</sup> graders about NTO career options and vocational programs available in the district.

**CTE Program Narrative Questions (10 questions) [CPA IV, SEC 134(b)]**

**ONLY PROGRAM-RELATED CHANGES FROM FY18-19 MUST BE EDITED**

Applicants will be provided with an option to edit “yes” or not to edit “no”. Then click “save”

If there are edits or updates to this section update according to instructions, otherwise select “no”.

1. Describe how professional development related to integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education will be provided to teachers, administrators and school counselors.
2. Describe how a wide variety of stakeholders/partners will be involved in CTE programs. List actively involved organizations: groups from business and industry; education; technical college; workforce boards; students and parents and include how they will be involved in each of the following: Development, Implementation and Evaluation of CTE programs. {drop down menu with some fill-in required}
3. How are partners/stakeholders informed of CTE and POS offerings (choose top 1-3 strategies you utilize) {drop down menu}:
4. Describe how CTE students will be encouraged to enroll in rigorous and challenging courses in core academic subjects.
5. Describe how barriers related to access and success of Special Populations will be identified and addressed (include strategies related to engagement in high-skill, high-wage and high-demand occupations).
6. Describe how students who are members of Special Populations will not be intentionally or unintentionally discriminated against based on their status of SP.
7. Describe how **Non-Traditional Occupational (NTO)** training and activities will be supported, encouraged and promoted.
8. Describe how school counselors will provide linkages to postsecondary education and training opportunities for all students.

9. Describe planned strategies/efforts to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry.
10. Indicate 1-3 evaluation methods that will be used by your agency to evaluate and improve POS and CTE programs annually. {choose 1-3 from drop down menu}

### **Program of Study (POS) Narrative [CPA IV SEC 134(b)(3)(A)]**

#### **ONLY PROGRAM CHANGES FROM FY18-19 MUST BE EDITED**

All CPA grant recipients (LEAs) must be implementing at least one Program of Study (POS) to receive funds. As part of the application, one POS must be detailed in the following narrative sections. Note that the POS selected must be identified as a needed pathway for students in Wisconsin as a result of a local needs assessment including labor market information; workforce, community and economic development needs; and collaborative partnerships have been developed with industry leaders and postsecondary partners as part of the process. Thus the POS elements must be either in "Implementation" or "Refinement" stage and may not have any elements in "Development" at the time of application. [Wisconsin Program of Study \(POS\) Implementation Component Rubric](#)

If there are edits or updates to this section update according to instructions. If there are no changes, you may skip this section.

**Note: Consortia** must identify as many programs of study as needed (answering the questions below for each POS chosen) in order to reflect all members' involvement in the POS development, implementation or refinement. Fiscal agents should group districts together by including the names of districts who have similar approaches/strategies to address each of the narrative questions when providing a response.

11. Select the **POS** from the drop down menu.

12. Needs assessment:

Wisconsin Labor Market Information reflects a high demand for occupations related to this POS in your area. {drop down **Yes** or **No**}

- a. List the Consortium members who are developing (D), implementing (I) or refining (R) this POS.
- a. What additional support exists for the continued implementation/refinement of this POS? {choose top 1-3 reasons from drop down}
- b. Select 1-3 additional areas of support the district utilizes for the implementation and/or refinement of this POS.

13. POS Narrative (four questions):

- a. Describe how the POS is connected to relevant career and technical education content in a coordinated, non-duplicative progression of courses. Include examples of alignment to postsecondary education.
- b. Describe how the academic skills of participating students are strengthened through the same coherent and rigorous content and standards as are taught to other students. Include overview of policies, process or requirements that are implemented.
- c. Describe the activities or process by which students are provided strong experiences in, and understanding all aspects of the POS (provide examples).
- d. List opportunities provided for students to participate in dual or concurrent enrollment programs, industry-recognized credentials/certificates or list course articulation agreements that are in place for the POS or will be in place by end of grant period, including the name of the postsecondary institution(s).

## Budget

A **planning budget**, based on DPI planning figures must be completed as part of the application process. Once the final allocation is reflected in the Subaward of the grant (August), recipients are required to amend their budget within WISEgrants to reflect the actual award amount.

Every budgeted item must be targeted for use during the grant period July 1 – June 30. When completing the budget section, applicants must enter (key-in) the following:

1. The item being purchased connected to the appropriate category/functions. (Note: consortia fiscal agents may not code all items under a purchased service; reserving this only for services the fiscal agent purchases as described in [WUFAR](#)).
2. The cost per unit and how many units (Capitol Objects and Equipment).
3. The connection to a POS that is in development, implementation or refinement.
  - a. Equipment purchases are only permissible for a POS in the implementation or refinement stage unless prior approval by DPI is granted. See: [CPA IV Equipment Purchase Guidance](#)
4. The "[Rationale](#)" for the expense. Applicants select a CPA **Required** activity from the drop down menu provided.

- a. **Other Permissible Activities** may be selected as long as all **required activities** are being met through CPA grant funds or with verification that another funding source is being used to support any non-budgeted **required** activities.
- 5. The school district (consortium-only)
- 6. Additional **detail** must be provided to describe and clarify purchases.

**Examples of personnel and non-capital purchases are below:**

<b>Personnel Salary/Fringe:</b>
<p><b>Item description:</b> Teacher stipends to update curriculum (over summer) for Manufacturing I and II courses</p> <p><b>Cost:</b> \$200</p> <p><b>POS:</b> Manufacturing</p> <p><b>Rationale:</b> "To link CTE at secondary level with postsecondary level through POS."</p>
<b>Non-capital Object:</b>
<p><b>Item description:</b> CNC mill</p> <p><b>Number purchased:</b> (1)</p> <p><b>Cost:</b> \$1,000</p> <p><b>POS:</b> Manufacturing POS.</p> <p><b>Rationale:</b> "Improve, expand, adapt, and modernize equipment to strengthen POS through relevant technology."</p>

Additional resources can be found on Carl Perkins website: Finance and Technical Assistance Resources

Applicants will be prevented from submitting their application until all sections are complete and the assurances signed by the agency Authorizer.



## Budget Guidance Carl Perkins CTE Application Wisconsin Department of Public Instruction FY 2019-2020

These guidelines are intended to provide Carl Perkins Act (CPA) grant recipients with the information they need to develop and implement CPA funded Career and Technical Education (CTE) programs in compliance with all applicable regulations.

**Fiscal agents** are responsible for the integrity of the grant; ensuring that expenditures follow the purpose and the intent of the law.

Use of CPA funds must supplement, and not supplant, non-federal funds expended to carry out CTE programs and activities. "A presumption would arise if an eligible recipient used CPA funds to provide services that the State or an eligible recipient was required to make available under other Federal, State or local laws." \*

Allowable spending resources:

- Education Department General Administration Regulations ([EDGAR](#))
- 2 C.F.R., Part 200, [Uniform Grant Guidance](#)
- US Department of Education Non-regulatory guidance
- [Allowable costs checklist](#)

Except where otherwise authorized by statute, costs must meet the following general criteria to be allowed for use of Federal awards [2 C.F.R. §200.403].

- Necessary and reasonable for performance of the Federal award and allocable to the program.
- Conform to limitations or exclusions set forth in [2 C.F.R. §200.403] or in the federal award.
- Be consistent with policies and procedures of the entity.
- Be accorded consistent treatment. E.g.: A cost may not be assigned as a direct cost if any of the cost incurred for the same purpose in like circumstances has been allocated as an indirect cost.
- Not be a cost or used to meet cost sharing or matching requirements of other federally financed programs [§200.306(b)].
- Be adequately documented.

DPI's primary spending **function** categories include:

**Supervision & Coordination: 223 000 series** includes those administrative expenses related to an LVEC/CTE Coordinator position (not to exceed 5 percent of the total grant).

**Instruction: 130 000 and 431 000 series** includes the instructional activities dealing directly with the interactions between staff and students.

**Support Services 200 000 series** are services that provide technical and logistical support to facilitate and enhance instruction.

\* "Except as permitted by CPA IV SEC 324 (C) (2) provided with non-Federal funds in the prior year; or (3) provided with non-Federal funds for non-career and technical education students but charged to CPA IV funds for CTE services." [US Department of Education Non-Regulatory guidance, May 2009].

### **Administrative Expenses**

Limited to 5% of the grant subaward. This includes activities necessary for the proper and efficient performance of the grant recipients' duties under the CPA, including the supervision of such activities (both direct and indirect administration costs). It does not include curriculum development, professional development or research. Administrative costs are not required to be connected to Program of Study (POS).

Examples of allowed administrative expenses:

- Direct: Salary for program oversight, grant application tasks or the travel needed to carry out such tasks.
- Indirect: Costs an agency elects to recover related to activities not identified in the grant, but incurred for the joint benefit of programs such as accounting or operations.

### **Program Expenses/Assumptions**

The intent of the CPA is the growth and improvement of CTE programs, particularly related to POS. In determining program costs, funds must be directed to the development, implementation, and/or refinement of POS in the district.

Therefore, expenses must meet (at minimum) the following:

1. Expense must be necessary and reasonable and serve an integral role (or fundamental to) the development, implementation or refinement of a POS as outlined in [Guide for Developing Programs of Study](#) or to meet Core Performance Indicator improvement plans; and
2. Is a CTE course taught by a CTE licensed instructor; and
3. The expense is targeted to activities for students in 7<sup>th</sup> grade or above; and
4. The funds supplement and do not supplant non-federal funds targeted for such activities within the district and includes
5. A description of the expense along with the rationale and the POS are aligned.

### **Additional Guidance**

In addition to the requirements above, the following examples provide points to consider in determining appropriate expenses.

Example #1: The purchase is related to POS Development/Implementation/Refinement

- Is the purchase appropriate and needed for a sequence of courses leading to employment or enrollment in postsecondary education?
- Will the purchase improve the technical and academic skills of CTE students?
- Is the purchase needed to provide students with strong experience in all aspects of an industry?

Example #2: Purchase related to increasing Federal Core Performance Indicators

- Will the expense assist the LEA in meeting or exceeding the required Core Performance Indicators?

### Commonly requested budget items

The following examples of expenditures, budget objects and guidance for allowable expenditures are not all-inclusive, and must take into account other requirements such as non-supplanting, reasonable and necessary. The list provides information for further consideration when determining allowable costs.

Expenditure:	Allowable if:
Salary/fringe for <i>appropriately licensed CTE teachers</i> (	<ul style="list-style-type: none"> <li>• Outside of regular work time.</li> <li>• School counselors may be eligible if there is a strong connection to the development, implementation or refinement of a POS for CTE students.</li> </ul>
Professional Development (fees, travel)	<ul style="list-style-type: none"> <li>• The teacher is an appropriately licensed CTE teacher OR</li> <li>• Is attending with an appropriately licensed CTE teacher and relevant connection to CTE POS is evident.</li> <li>• Approval must be given from DPI for <i>non-CTE licensed teachers</i>.</li> </ul>
Tuition for dual credit courses	<ul style="list-style-type: none"> <li>• District grants credit for the coursework and is</li> <li>• Limited to CTE POS courses.</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>• Aligns with Perkins <a href="#">Equipment expenditure rules</a>.</li> </ul>
Certifications/training fees	<ul style="list-style-type: none"> <li>• For CTE students or teachers and is tied to a POS</li> </ul>
Substitute teachers	<ul style="list-style-type: none"> <li>• The sub is used for a licensed CTE teacher on a CTE related field trip or professional development.</li> <li>• A sub may be used for non-CTE licensed teachers if the teacher is working in collaboration with licensed CTE teacher.</li> </ul>
Consumable materials, supplies, and replacement parts	<ul style="list-style-type: none"> <li>• Consumable supplies, and replacement parts are allowed but should make up a <i>limited</i> part of the budget.</li> </ul>
Student Transportation	<ul style="list-style-type: none"> <li>• Relevant CTE field trips, such as business and industry visits connected to a POS in implementation at the district.</li> </ul>
Memberships in business, technical, and professional organizations	<ul style="list-style-type: none"> <li>• For purpose of professional development only.</li> </ul>
CTE Summer programs	<ul style="list-style-type: none"> <li>• Falls within the correct time-frame of the grant. Note: Summer activity may have to be split between two grant periods.</li> </ul>
Adaptive equipment	<ul style="list-style-type: none"> <li>• Assists in ensuring equal access to students covered under 614(d) of IDEA and section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access *</li> </ul>

**\* Support Services for Special Populations:** Any services or the leasing, purchasing, upgrading or adapting equipment, including instructional aid to support members of special populations in CTE must be consistent with the goals and purposes of CPA and only used to the extent needed to address specific barriers to successful participation in CTE. Funds should supplement, not supplant assistance otherwise available from non-Federal sources to provide like assistance.

### Purchased Services

The following examples are allowable expenses provided the expense meets all requirements.

**Consultants:** Consultants or trainers for activities to advance initiatives such as curriculum development professional development to improve CTE teaching strategies and academic course integration. The dollar amounts to be expended and the specific activities and/or services provided by consultant.

*Travel:* Travel for CTE related professional development or meetings as may be required and is limited to transportation, room and board.

*Field Trips:* The purpose of travel must be curriculum or career related.

**Examples:**

- Payment to a professional instructor such as Registered Nurse to teach the Nursing Assistant certificate program at the high school.
- Professional Development registration or trainers,
- CTE student travel to participate in employment-based activities related to student's POS.
- Fees for student's technical skill assessment that is aligned with industry-recognized standards and the student's POS coursework.
- Equipment needed to support CTSO if an integral part of the CTE/POS curriculum.

**Not Allowable Examples:**

- Property related costs such as utilities, building usage, repairs and maintenance. To use federal grant funds for this type of activity would be considered supplanting as these types of remodeling or modifications are most often considered general purpose updates/upgrades;
- CTSO student travel;
- Non-instructional activities such as social assemblage or entertainment or travel;
- College exploration, application or financial aid assistance;
- Scholarships or wages for student internships;
- Advertising (promotional items, booth space, etc.);
- Academic and Career Plan (ACP) activities such as training to deliver ACP services; general career counseling activities; resume writing, employment applications, college exploration or
- Financial literacy or other events such as Reality Store as they focuses on financial literacy and is not connected to a specific POS.

## Non-Capital Objects

The following examples are allowable expenses provided the expense meets all requirements.

*Supplies:* Instructional supplies and materials, textbooks. Generally items with a life expectancy of less than one year are consumables and would not be classified as a fixed asset nor posted into the annual inventory. Sufficiently detailed information should be provided for all supplies requested. CPA funds should be kept at a minimum for such expenditures.

*Minor Equipment:* under the acquisition cost of the lessor of \$5,000 or entity's capitalization policy

**Examples:**

Allowed:

- Upgrading technology in the CTE classroom such as smart boards, computers and software for instruction required for a POS.
- Minor equipment or supplies specific to the POS such as tools, safety clothing, machining equipment.

Not allowed:

- Equipment for a POS in the development stage.
- Career exploration software (Career Cruising or any other).

Not-allowed cont...

- Purchase of supplies, jackets and other effects of personal use or ownership by student or teacher.
- Purchase of awards of recognition of students, advisor or other individuals.
- Promotional or “give-away” items.
- ACT test prep module (now available for all students in WI, so Perkins funds cannot be parceled out for use with CTE students).

### Capital Objects:

The following examples are allowable expenses provided the expense meets the six assumptions and the POS is in the implementation or refinement stage.

**Equipment:** Items in excess of the lesser of \$5,000 per unit or entity’s capitalization policy and having a useful life of more than one year. A LEA/Consortia fiscal agent may use its own definition of equipment provided that such definition include the equipment defined under §200.33, meet the requirements set forth in Uniform Grant Guidance 2 CFR §200.313 Equipment, EDGAR, Sec. 75.618 Equipment and Supplies and 2 CFR §200.405 Allocable Costs.

**Examples:**

Allowed:

- Upgrading technology in the classroom or lab to meet industry standards.
- Instructional Equipment

Not allowed:

- Equipment for administration of grant.
- Equipment for a CTE course that is not required as part of POS.
- Equipment for a POS in General foundation/Development stage.

### Personnel Services

The following examples are allowable expenses provided the expense meets the six assumptions.

**Salaries:** Considerations include time (Part-time/Full-time/stipend), title of person(s), purpose, duties, total salary and percentage of time that is grant funded. Stipends may be paid to employees for approved CTE program services and activities beyond the employee’s contracted time.

**Note:** CPA funds cannot be used for *non-CTE licensed teachers*. There are limited situations in which non-CTE teachers may be permitted for joint professional development opportunities connected to CTE, requiring prior approval from DPI.

**Examples:**

Allowed:

- The CTE Coordinator may fall under both administration and non-administration as there are administration responsibilities as well as non-administration-related coordination duties. Coordination duties must be addressed through time and effort reporting.
- Stipends may be paid to a CTE teacher to initiate a new POS or work with team to create alignment of curriculum outside of the employee’s contracted time.
- Substitute teacher while CTE teacher is attending professional development or other allowable activity.

**Not Allowed:**

Time that a CTE teacher is teaching or participating in a CTE field trip during the regular school day.

**Budget Amendments**

- A planning budget, based on DPI planning figures must be completed as part of the application process. Budgets are to be developed in consultation with stakeholders, prioritizing the POS needs of the LEA.
- Other than the changes made as a result of the final allocations, changes made through an amended budget request should be minimal.
- Once Subawards are granted based on the actual allocation, recipients must complete a budget amendment within WISEgrants to reflect their actual award and are subject to approval by DPI reviewer.
- Claims against the grant cannot be made until the budget has been amended, submitted and approved.
- Further amendments should be made only as programs require due to extenuating circumstances which must be outlined via the "Message" functionality.

## CPA Application Resources

[\*CPA IV Terms and Definitions\*](#)

[\*Common Strategies for addressing barriers related to Special Populations and NTO\*](#)

[\*Core Performance Indicators Numerator/Denominator definitions\*](#)

[\*CPA IV Required and Permissive Uses of Funds\*](#)