

Career-Connected High Schools

Perkins Innovation & Modernization Grant Program

Pre-Application Webinar

Assistance Listing Number (84.051F)
August 28, 2023



Office of Career, Technical, and Adult Education

Welcome



Amy Loyd, Ed.L.D.
Assistant Secretary
Office of Career, Technical, & Adult Education



Greetings from the Competition Manager

Questions?

E-mail the competition team at:
PIMGrants@ed.gov



Program Website:
[Perkins Collaborative Resource Network](#)



Dr. Charles "Bryan" Jenkins
Program Officer
Division of Academic and Technical
Education (DATE)



Agenda

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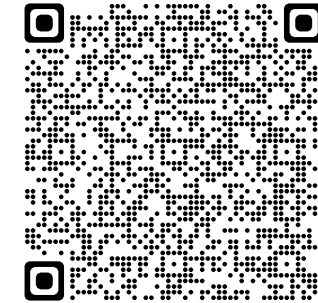
- Application Formatting
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Key Competition Documents



[Notice Inviting Applications](#)



[Application Package Instructions](#)



Note: These slides are intended as guidance only. Please refer to the official notices as they are published in the Federal Register and the application package on Grants.gov.



Key Dates & Deadlines

Applications Available: August 14, 2023.

Deadline for Transmittal of Applications: October 13, 2023.

Notice of Intent to Apply: September 13, 2023.

*Send an E-mail to PIMgrants@ed.gov to submit a Notice of Intent.
Applicants that do not provide this email notification may still apply for funding.*



Program Purpose

Transform high schools by expanding existing and implementing new strategies and supports to help all students:

- Accrue college credit
- Pursue in-demand and high-value industry-recognized credentials
- Gain direct experience in the workplace through work-based learning
- Identify and navigate pathways to postsecondary education and career preparation



A photograph of a man in a blue suit and glasses, with a goatee, standing and talking to a young man sitting at a table. The young man is wearing a white t-shirt and safety glasses, and is working on a project on the table. The table has various electronic components, a water bottle, and a red cloth. In the background, other people are visible, some standing and some sitting, in what appears to be a workshop or classroom setting. A black banner with the text "Program Overview" is overlaid on the right side of the image.

Program Overview



Available Funding

FY 2023 Career-Connected High Schools Funding

Estimated Available Funds	\$24,250,000
Estimated Number of Awards	10–20 awards
Project Period	Up to 36 months, with potential for renewal of up to an additional 24 months.
Estimated Range of Awards	\$1,100,000–\$1,475,000 for each 12-month project period i.e., a total of approximately \$3,425,000–\$4,425,000 over the full potential 36-month project period

Note: Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition. The Department is not bound by any estimates and does not set a maximum award in this notice for this and future years.



Eligible Applicants

The following are eligible to apply under this competition:

- Eligible recipient
- Eligible institution
- Eligible entity

If you are eligible for a secondary or postsecondary subgrant under Perkins V, you are likely eligible to apply for a PIM CCHS grant. **Other entities are also eligible.**



Eligible Recipient

Local educational agency (LEA) (including a public charter school that operates as LEA), **area CTE school, educational service agency, or Native American Tribe, Tribal organization, or Tribal educational agency** or a consortium, eligible to receive a secondary subgrant under section 131 of Perkins V.

Eligible institution (or consortium of eligible institutions) eligible to receive a postsecondary formula subgrant under 132 of Perkins V.



Eligible Institution

- **Local educational agency (LEA)** providing education at the postsecondary level
- **Area CTE school** providing education at the postsecondary level
- **Educational service agency**
- **Native American Tribe, Tribal organization, or Tribal education agency** that operates a school or may be present in the State
- **Public or nonprofit private IHE** that offers CTE courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree
- **Tribally controlled college or university**
- **Postsecondary educational institution controlled by the Bureau of Indian Education** or operated by or on behalf of any Native American Tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act or the Act of April 16, 1934
- **Consortium of 2 or more of these entities**



Eligible Entity

This is a type of **consortium** that has specific membership requirements. The **Consortium must include** not less than two of the following categories, one of which shall serve as the fiscal agent for the consortium:

- LEA or a consortium of LEAs
- Educational service agency serving secondary school students
- Area CTE school or a consortium of such schools
- State educational agency
- Native American Tribe, Tribal organization, or Tribal educational agency
- IHE whose most common degree awarded is an associate degree, or a consortium of such IHEs
- IHE whose most common degree awarded is a bachelor's or higher degree, or a consortium of such IHEs

AND

- One or more **business or industry representative partners**, which may include representatives of local or regional businesses or industries, including industry or sector partnerships in the local area, local workforce development boards, or labor organizations.

AND

- **One or more stakeholders**, which may include but is not limited to: parents and students; representatives of local agencies serving out-of-school youth, homeless children and youth, and at-risk youth; representatives of Native American tribes and Tribal organizations; representatives of minority-serving institutions; representatives of special populations; or representatives of adult CTE providers.



EDGAR 75.127-129 Consortia Applications

EDGAR 75.127: Eligible parties may apply as a group for a grant

EDGAR 75.128(a): Who acts as applicant

Group designates one member of the group to apply for the grant, or the group establishes a separate, eligible legal entity to apply for the grant. [Note: The Eligible Entity definition in Perkins V states that one of the entities in Sec 3(19)(A) must serve as the fiscal agent for the consortium.]

EDGAR 75.128(b): The group agreement

Members of the group must enter into an agreement that 1) details the activities each member plans to perform; and 2) binds each member to every statement and assurance made by the applicant in the application.

EDGAR 75.128(c): The group agreement must be submitted with the application.

EDGAR 75.129: Legal responsibilities of each member of the group





Unpacking the NIA



Absolute Priorities

The Career-Connected High Schools Grant includes 3 Absolute Priorities:

1. [Career-Connected High Schools](#)
2. [Promoting Equity in Student Access to Educational Resources and Opportunities](#)
3. [Rural Communities](#)

For this competition, under 34 CFR 75.105(c)(3) **we consider only applications that meet:**

- Absolute Priority 1 and Absolute Priority 2; or
- Absolute Priority 1, Absolute Priority 2, and Absolute Priority 3



Absolute Priority 1:

Career-Connected High Schools

Submit a ***detailed 5-year implementation plan*** to increase the alignment and integration of high school and the first 2 years of postsecondary education in one or more high schools that describes the extent to which the applicant is currently implementing career-connected learning, with supporting data if available.

The application should describe how you will substantially increase the proportion of students who graduate from high school with the ***following four keys*** for career connected learning:

1. A personalized postsecondary education and career plan
2. Postsecondary credits earned from dual or concurrent enrollment programs
3. Work experience gained through participation in work-based learning opportunities
4. An in-demand and high-value industry-recognized credential



Absolute Priority 1 continued

1. Education and career goals documented in a **personalized postsecondary education and career plan** (*as defined in the notice*) that was updated at least once in each year of high school through a system of career guidance and academic counseling and postsecondary education navigation supports that offers college and career coaching from trained advisors that is culturally responsive and informed by accurate and current labor market information;
2. Postsecondary credits earned from **dual or concurrent enrollment programs** that are part of a program of study that culminates with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program;
3. Work experience gained through participation in one or more **work-based learning opportunities** for which they received wages, academic credit, or both; and
4. An in-demand and high-value **industry-recognized credential** (*as defined in the notice*).



Absolute Priority 1 continued

Note: **Program Requirement 5** requires each grantee to have a plan that includes an implementation timeline with benchmarks to implement the four keys by no later than the end of the fifth year of the project.

- Because several selection criteria assess the extent to which applicants will significantly expand participation in each of the keys, applicants that seek to achieve a high level of participation in the four keys and present compelling plans for achieving it will likely be the most competitive.



Absolute Priority 2:

Promoting Equity in Student Access to Educational Resources and Opportunities

To meet this priority the application must:

Demonstrate that the project is designed to promote educational equity and adequacy in resources and opportunities for **underserved students** (*as defined in the notice*) in high school. The project must:

- Examines the sources of inequity and inadequacy and implements responses
- Includes rigorous, engaging, and well-rounded (e.g., that includes music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status
- Prepare students for college, career, and civic life, including the following:
 - a) Advanced courses and programs, including dual enrollment and early college programs.
 - b) Project-based and experiential learning, including service and work-based learning.
 - c) High-quality CTE courses, pathways, and industry-recognized credentials that are integrated into the curriculum.



Absolute Priorities 1 and 2

- Address Absolute Priorities 1 and 2 together in your narrative, describing how you will focus your project on expanding the participation of **underserved students** in the four keys to career-connected learning.
- While Absolute Priority 2 requires you to give particular attention to improving the participation of underserved students in the four keys, we encourage applicants to implement **schoolwide-approaches that may be used to serve all students**.
- Projects may be more cohesive and sustainable if the four keys are implemented schoolwide, with appropriate supports and equity guardrails to ensure that underserved students remain the focus of these strategies.



Absolute Priority 3: Rural Communities

To meet this priority, an applicant must demonstrate that the proposed project will serve students residing in rural communities. An Applicant must identify the rural LEA(s) it proposes to serve by submitting the:

- Name
- National Center for Education Statistics (NCES) LEA identification number,
- NCES locale code: the rural LEA(s) that it proposes to serve in its grant application.

Applicants may retrieve locale codes from the [NCES School District](#) search tool.



Set-Aside for Rural Communities

- Under Section 114(e)(5) of Perkins V, the Department must use at least 25% of PIM grant funds per fiscal year to make awards to applicants serving rural areas, contingent on receipt of a sufficient number of applications of sufficient quality.
- To confirm that a proposed project will serve students from rural communities, Absolute Priority 3 requires an applicant to identify, by name, National Center for Education Statistics (NCES) local educational agency (LEA), identification number, and NCES locale code, the rural LEA(s) that it proposes to serve in its grant application.
- Applicants from rural communities, including Tribal applicants, that wish to be considered for these funds, must meet Absolute Priorities 1, 2, and 3.



Rural Applicants

To qualify as a rural applicant under [Section 114\(e\)\(5\)\(A\) of Perkins V](#), an applicant must meet at least one of the following:

1. An LEA with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary;
2. An IHE primarily serving one or more areas served by an LEA with an urban-centric district locale code of 32, 33, 41, 42, or 43, as determined by the Secretary;
3. A consortium of such LEAs or such IHEs described in (1) or (2), above;
4. An educational service agency or a nonprofit organization in partnership with such an LEA or such an IHE, described in (1) or (2), above; or
5. An applicant described in (1) or (2) in partnership with an SEA.

Note: For the purposes of meeting the statutory rural set-aside, an applicant must provide the necessary locale codes in its grant application. Applicants are encouraged to retrieve locale codes from the [NCES School District](#) search tool, where districts can be looked up individually to retrieve locale codes.



Competitive Preference Priorities

1. Partnership Applications (up to 7 points total)
 - a. Partnership Requirements (5 points).
 - b. Promoting Equity in Student Access to Educational Resources and Opportunities (2 points).
2. Serving Students from Families with Low Incomes (up to 8 points).

Note: Only applicants that meet Competitive Preference Priority 1(a) are eligible for consideration under Competitive Preference Priority 1(b), and an applicant must address both parts of the priority to receive consideration for the full 7 points under Competitive Preference Priority 1.



Competitive Preference Priority 1a:

1.a Partnership Requirements (5 points).

Must submit an applicant that includes **one or more partners** in each of the following categories:

A. Secondary partner that is eligible for a Perkins V secondary subgrant, which could be:

- LEA (including a public charter school LEA),
- Area CTE school,
- Educational service agency serving secondary school students,
- Indian Tribe, Tribal organization, or Tribal educational agency.

B. Postsecondary partner, which could be:

- A community or technical college
- Other IHE eligible to receive a Perkins V postsecondary subgrant.

C. Industry representation which must be:

- *Two or more* business or industry representative partners.

Applications may also include any other relevant community stakeholders:

Example: local workforce development boards, labor-management partnerships, youth-serving organizations, nonprofit organizations, qualified intermediaries, local teachers' unions or school staff unions or other representatives of teachers and faculty, and afterschool and summer learning programs;

Must include a partnership agreement or proposed MOU among all members of the application, identified at the time of the application, that describes the role of each partner in carrying out the proposed project and the process for a formal MOU to be established.



Competitive Preference Priority 1b:

1.b Promoting Equity in Student Access to Educational Resources and Opportunities (2 points).

Under this priority, an applicant must demonstrate that the project's partnership described in Competitive Preference Priority 1(a) will be implemented by or in partnership with one or more of the following entities:

- (1) Historically Black colleges and universities.
- (2) Tribal Colleges and Universities.
- (3) Minority-serving institutions. (See the [2023 Eligibility Matrix](#) and appendix for full definition)

Note: Only applicants that meet Competitive Preference Priority 1(a) are eligible for consideration under Competitive Preference Priority 1(b), and an applicant must address both parts of the priority to receive consideration for the full 7 points under Competitive Preference Priority 1.



Competitive Preference Priority 2

2. Serving Students from Families with Low Incomes (up to 8 points).

To meet this priority, applicants must submit a plan to predominantly serve students from families with low incomes.

The plan must include—

- (a) The specific activities the applicant proposes to ensure that the project will predominantly serve students from low-income families, including how the project will recruit and retain students and the supports it will provide to students to promote retention and completion;
- (b) The timeline for implementing the activities;
- (c) The parties responsible for implementing the activities;
- (d) The key data sources and measures demonstrating that the project is designed to predominantly serve students from low-income families; and
- (e) Evidence that at least **51 percent of the students to be served by the project are from low-income families.**



Competitive Preference Priority 2

continued

When demonstrating that the project is designed to predominantly serve secondary students from low-income families, the applicant must use one or more of the following data sources and measures:

- Children aged 5 through 17 in poverty counted in the [most recent census data](#) approved by the Secretary;
- Students eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act;
- Students whose families receive Temporary Assistance for Needy Families (TANF);
- Students who are eligible for Medicaid;
- Residence in a Census tract, a set of contiguous Census tracts, an American Indian Reservation, Oklahoma Tribal Statistical Area (as defined by the U.S. Census Bureau), Alaska Native Village Statistical Area or Alaska Native Regional Corporation Area, Native Hawaiian Homeland Area, or other Tribal land as defined by the Secretary of Labor in guidance, or a county, that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-year data.

May use data from elementary or middle schools that feed into a secondary school to establish that 51 percent of the students to be served by the project are students from low-income families.



Application Requirements

- A. Statutory Application Requirements
- B. Demonstration of Matching Funds
- C. Programs of Study
- D. Secondary and Postsecondary Alignment and Integration
- E. Articulation and Credit Transfer Agreements
- F. Dual or Concurrent Enrollment Goals



Application Requirement A:

Statutory Application Requirements

Each applicant must:

- 1) Identify and designate the agency, institution, or school responsible for the administration and supervision of the proposed project;
- 2) Describe the budget for the project, including the source and amount of the required matching funds and how the applicant will continue the project after the grant period ends, if applicable;
- 3) Describe how the applicant will use the grant funds, including how such grant funds will directly benefit students, including special populations, served by the applicant;
- 4) Describe how the program assisted under this subsection will be coordinated with the activities carried out under section 124 or 135 of Perkins V;

Note: In addressing this application requirement, applicants need only describe this coordination to the extent the applicant is aware of State leadership activities or local uses of funds under section 124 or 135 of Perkins V.



Application Requirement A:

Statutory Application Requirements (continued)

- 5) Describe how the CTE programs and/or programs of study to be implemented with grant funds reflect the needs of regional, State, or local employers, as demonstrated by the comprehensive needs assessment under section 134(c) of Perkins V;
- 6) Describe how the proposed program will be evaluated and how that evaluation may inform the report described in section 114(d)(2)(C) of Perkins V.; and
- 7) Provide an assurance that the applicant will—
 - a) Provide information to the Secretary, as requested, for evaluations that the Secretary may carry out; and
 - b) Make data available to third parties for validation, in accordance with applicable data privacy laws, including section 444 of the General Education Provisions Act ([20 U.S.C. 1232g](#), commonly known as the Family Educational Rights and Privacy Act of 1974).



Application Requirement B:

Demonstration of Matching Funds

Program Requirement 1 requires each grantee to provide from non-Federal sources (e.g., State, local, or private sources) an amount equal to not less than **50 percent** of funds provided under the grant, unless it receives a waiver due to exceptional circumstances. This Application Requirement means an applicant must show in its application (i.e. budget) the source of the matching funds, which may:

- Be cash or in-kind.
- Include non-Federal funds used to support activities allowable under this program prior to the receipt of the grant (e.g., current spending on dual or concurrent programs).
- Be provided over the duration of the grant award period, rather than per year, except that the grantee must make progress toward meeting the matching requirement in each year of the grant award period.



Application Requirement B:

Demonstration of Matching Funds (continued)

- Application Requirement B requires the application to include a budget detailing the source of the matching funds **or** a request to waive the entirety or a portion of the matching requirement due to exceptional circumstances.
- An applicant that is unable to meet the matching requirement must include in its application a request to reduce the matching requirement, along with:
 - The amount of the requested reduction.
 - The total remaining match contribution.
 - An explanation and evidence of the exceptional circumstances that make it difficult for the applicant to provide matching funds.
 - An indication as to whether it can carry out its proposed project if the matching requirement is not waived.



Application Requirement B:

Demonstration of Matching Funds (continued)

“Exceptional circumstances” include the difficulty of raising matching funds:

- For a program to serve a rural area;
- On Tribal land;
- In areas with a concentration of LEAs or schools with a high percentage of students aged 5 through 17 who are living in poverty (based on Census data), eligible for free or reduced-price lunch; have families receiving TANF; or eligible for Medicaid.
- By an IHE that, during the current or preceding year, has been granted a waiver by ED of certain non-Federal cost-sharing requirements under the Federal Work Study program, the Federal Supplemental Educational Opportunity Grants program, or the TRIO Student Support Services program because it has low education and general expenditures and serves a large proportion of students receiving need-based federal student aid.



Application Requirement C:

Programs of Study

Each applicant must identify and describe in its application the **course sequences in the programs of study** that will be offered by high schools in the proposed project, including:

- associate, bachelor's, advanced degree, or certificate of completion of a Registered Apprenticeship that students may earn by completing each program of study, and
- how students served by the proposed project will have equitable access to such programs of study.



Application Requirement D: Secondary and Postsecondary Alignment and Integration

Each applicant must describe how it has **aligned and integrated or will align and integrate** the secondary coursework offered to students in funded projects to meet the entrance requirements and expectations for placement in credit-bearing coursework at public, in-state IHEs.

If the alignment has not been achieved at the time of application, this description must include a timeline for completion of this work by the end of the first year of the project, as well as information on the persons who will be responsible for these activities and their roles and qualifications.



Application Requirement E:

Articulation and Credit Transfer Agreements

Each applicant must include in its application an assurance that by no later than the end of the first year of the project, LEAs, and IHEs participating in the project will **execute articulation or credit transfer agreements** that ensure postsecondary credits earned by students in dual or concurrent enrollment programs supported by the project will be accepted for transfer at each participating IHE, and other IHEs, if applicable, and count toward the requirements for earning culminating postsecondary credentials for programs of study offered to students through the project.



Application Requirement F:

Dual or Concurrent Enrollment Goals

Each applicant must include in its application:

- a description of how it will substantially increase the proportion of students who graduate from high school with postsecondary credits earned through participation in dual or concurrent enrollment programs; and
- how, over the 60-month project period, it also will seek to increase the average number of postsecondary credits earned by students to 12 or more credits.



Program Requirements

Program Requirement 1—Matching Contributions

Program Requirement 2—Programs of Study

Program Requirement 3—Independent Evaluation

Program Requirement 4—Final MOU

Program Requirement 5—Project Implementation Plan and Timeline



Program Requirement 2:

Programs of Study

By no later than the end of the **first year** of the project, courses in programs of study offered by grantees to students for completion during high school must be designed to meet the entrance requirements and expectations for placement in credit-bearing coursework at public, in-state IHEs. Dual enrollment courses confer postsecondary credit.

The programs of study offered to students by grantees may include opportunities to attain an industry-recognized credential or a postsecondary certificate that participating students may earn during high school, but **must culminate with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program** upon completion of additional postsecondary education after high school graduation.



Program Requirement 3:

Independent Evaluation

A grantee must support an independent evaluation (*as defined in the notice*) that will collect and report annually certain data that are described in more detail in the notice, the progress of the grantee in implementing its project, and any other information that may be helpful to a grantee.

Independent evaluation means an evaluation that is designed and carried out independent of and external to the grantee but in coordination with any employees of the grantee who developed a project component that is currently being implemented as part of the grant activities.



Program Requirement 4:

Final MOU

Within 120 days of receipt of its grant award, each grantee that submitted a partnership application must submit a final MOU among all partner entities that describes the roles and responsibilities of the partners in carrying out the project and its activities.



Program Requirement 5:

Project Implementation Plan and Timeline

Each grantee must have a project plan that includes an implementation timeline with benchmarks to implement the four keys to career-connected learning for students served by the project, as described in Absolute Priority 1, by no later than the end of the fifth year of the project.

Each grantee will submit a report documenting progress on the implementation plan and the timeline on an annual basis.



Reporting and Performance Measures

Performance Measures

Must propose performance targets and report annually on the number and percentage of students who graduated from high schools served by the project who, prior to or upon graduation--

- 1) Earned, through their successful participation in dual or concurrent enrollment programs in academic or CTE subject areas --
 - (i) any postsecondary credits; and, separately,
 - (ii) 12 or more postsecondary credits that are part of a program of study that culminates with an associate, bachelor's, or advanced degree, or completion of a Registered Apprenticeship Program.
- 2) Completed 40 or more hours of work-based learning for which they received wages or academic credit, or both.
- 3) Attained an industry-recognized credential that is in-demand in the local, regional, or State labor market and associated with one or more jobs with median earnings that exceed the median earnings of a high school graduate.
- 4) Met, in each year of high school, with a school counselor, college adviser, career coach, or other appropriately trained adult for education and career counseling during which they reviewed and updated a personalized postsecondary educational and career plan.



Project-Specific Performance Measures

Applicants must propose project-specific performance measures and performance targets consistent with the objectives of the proposed project.

(a) [Performance Measures](#) : How each proposed performance measure would accurately measure the performance of the project and how the proposed performance measures would be consistent with the performance measures established for the program funding the competition.

(b) Baseline Data: including

- i. Why each proposed baseline is valid; or
- ii. If there are no established baseline data for a particular performance measure, an explanation of why there is no established baseline and of how and when, during the project period, the applicant would establish a valid baseline for the performance measure.

(c) Performance Targets. Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure and when, during the project period, the applicant would meet the performance target(s).



Subgranting

Under [34 CFR 75.708\(b\)](#) and [\(c\)](#), a grantee under this competition may award subgrants to directly carry out project activities described in its application to the following types of entities:

- IHEs,
- LEAs,
- non-profit organizations,
- qualified intermediaries (*as defined in the notice*), or
- SEAs.

Note: The grantee may only award subgrants to entities it has identified in an approved application.





Application Review Process and Selection Criteria



Peer Review of Applications

- Peer reviewers, who are independent, external experts, will use the selection criteria in the notice to assess applications.
- They will comment on and score the response to each criterion.
- Their comments will indicate why a response to a selection criterion is excellent, very good, good, fair, poor, or not addressed. Scores will indicate how well or poorly the application responded to a selection criterion.
- The scoring rubric that will be provided to reviewers is on page 26 of the application package instructions.



Career-Connected High Schools Grant Selection Criteria

There are 6 selection criteria for this competition:

- (a) [Significance](#) (up to 6 points).
- (b) [Quality of the Project Design](#) (up to 44 points).
- (c) [Quality of Project Services](#) (up to 8 points).
- (d) [Quality of the Management Plan](#) (up to 32 points).
- (e) [Quality of the Project Evaluation](#) (up to 10 points).
- (f) [Support for Rural Communities](#) (up to 10 points).

The maximum points we may award an application that chooses to address all of the Competitive Preference Priorities is **115** for applicants applying under only Absolute Priorities 1 and 2.

For applicants serving rural communities under Absolute Priority 3, who are eligible to receive up to an additional 10 points under the Selection Criteria, the total maximum points we may award an application that chooses to address all of the Competitive Preference Priorities is **125**.



Selection Criterion(a):

Significance (up to 6 points).

The Department considers the following factors:	Points	Description
1. Alignment to Labor Market Needs	Up to 3 points	The extent to which the proposed project addresses a regional or local labor market need identified through a comprehensive local needs assessment carried out under section 134(c) of Perkins V or labor market information produced by the State or other entity that demonstrates the proposed project will address State, regional, or local labor market need
2. Addresses significant barriers to enrollment and completion in dual or concurrent enrollment programs	Up to 3 points	The extent to which the proposed project addresses significant barriers to enrollment and completion in dual or concurrent enrollment programs and will expand access to these programs for students served by the project



Selection Criterion(b):

Quality of the Project Design (up to 44 points).

The Department considers the following factors:	Points	Description
1. Increase in credits earned through dual or concurrent enrollment	Up to 8 points	The extent to which the proposed project is likely to be effective in increasing the attainment of postsecondary credits earned through participation in dual or concurrent enrollment programs by students who are not currently participating in such programs, and the likely magnitude of the increase
2. Increase in participation in Work-based learning	Up to 8 points	The extent to which the proposed project will increase the successful participation in work-based learning opportunities for which they received wages or academic credit , or both, prior to graduation by students who are not currently participating in such opportunities, and the likely magnitude of the increase.



Selection Criterion(b):

Quality of the Project Design (up to 44 points) continued

The Department considers the following factors:	Points	Description
3. Increase in receiving an in demand and high-value industry recognized credential	Up to 8 points	The extent to which the proposed project is likely to be effective in increasing successful participation in opportunities to attain an in-demand and high-value industry-recognized credential that is sought or accepted by multiple employers within an industry or sector as a recognized, preferred, or required credential for recruitment, hiring, retention, or advancement by students who are not currently participating in such opportunities, and the likely magnitude of the increase.
4.Implementing strategies to eliminate barriers to participation by all students	Up to 8 points	The extent to which the proposed project will implement strategies that are likely to be effective in eliminating or mitigating barriers to the successful participation by all students in dual or concurrent programs, work-based learning opportunities, and opportunities to attain in-demand and high-value industry-recognized credentials, including such barriers as the out-of-pocket costs of tuition, books, and examination fees; transportation; and eligibility requirements that do not include multiple measures of assessing academic readiness.



Selection Criterion(b): continued

Quality of the Project Design (up to 44 points) continued

The Department considers the following factors:	Points	Description
5. Providing all students with ongoing career guidance and academic counseling	Up to 8 points	The extent to which the proposed project will provide all students effective and ongoing career guidance and academic counseling in each year of high school that—(A) Will likely result, by no later than the end of the second year of the project , in a personalized postsecondary education and career plan for each student that is updated at least once annually with the assistance of a school counselor, career coach, mentor, or other adult trained to provide career guidance and counseling to high school students (up to 6 points); and (B) Includes the provision of current labor market information about careers in high-demand fields that pay living wages; advice and assistance in identifying, preparing for, and applying for postsecondary educational opportunities; information on Federal student financial aid programs; and assistance in applying for Federal student financial aid (up to 2 points)
6. Prepare all students for postsecondary education	Up to 4 points	The extent to which the proposed project is likely to prepare all students served by the project to enroll in postsecondary education following high school without need for remediation (up to 4 points).



Selection Criterion (c):

Quality of Project Services (up to 8 points).

The Department considers the following factors:	Points	Description
1. Equal access and Treatment	Up to 8 points	In determining the quality of the services to be provided by the proposed project, the Department considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
2. Focused on those with the greatest needs		In addition, the Department considers the extent to which the services to be provided by the proposed project are focused on those with greatest needs .



Selection Criterion(d):

Quality of the Management Plan (up to 32 points).

The Department considers the following factors:	Points	Description
1 Clear complete plan aligned to goals, identifying risk	Up to 7 points	The extent to which the project goals are clear, complete, and coherent, and the extent to which the project activities constitute a complete plan aligned to those goals, including the identification of potential risks to project success and strategies to mitigate those risks .
2. Key responsibilities defined with owners, objectives, milestones and timeline, and annual performance targets	Up to 7 points	The extent to which the management plan articulates key responsibilities for each party involved in the project and also articulates well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals



Selection Criterion(d):

Quality of the Management Plan (up to 32 points) continued

The Department considers the following factors:	Points	Description
3. Staffing plan	(A) Up to 3 points (B) Up to 3 points	The adequacy of the project's staffing plan, particularly for the first year of the project, including: (A)The identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, a description of how critical work will proceed (up to 3 points); and (B)The extent to which the project director has experience managing projects similar in scope to that of the proposed project (up to 3 points).
4. Commitment of key partners	Up to 6 points	The extent of the demonstrated commitment of any partners whose participation is critical to the project's long-term success, including the extent of any evidence of support or specific resources from employers and other stakeholders.
5. Employers involved in decision making	Up to 6 points	The extent to which employers in the labor market served by the proposed project will be involved in making decisions with respect to the project's implementation and in carrying out its activities



Selection Criterion (e):

Quality of the Project Evaluation (up to 10 points).

The Department considers the following factors:	Points	Description
1. Validity and reliability of performance data and outcomes	Up to 5 points	The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes
2. Periodic Assessment towards outcomes	Up to 5 points	The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

Note: Applicants may wish to review the following technical assistance resources on evaluation:

(1) The What Works Clearinghouse (WWC) Procedures and Standards Handbooks: <https://ies.ed.gov/ncee/wwc/Handbooks>;

(2) “Technical Assistance Materials for Conducting Rigorous Impact Evaluations”:

<http://ies.ed.gov/ncee/projects/evaluationTA.asp>; and (3) IES/NCEE Technical Methods papers:

http://ies.ed.gov/ncee/tech_methods/.

In addition, applicants may view a webinar recording that was hosted by the Institute of Education Sciences, focused on more rigorous evaluation designs, discussing strategies for designing and executing experimental studies that meet WWC evidence standards without reservations. This webinar is available at: <http://ies.ed.gov/ncee/wwc/Multimedia.aspx?sid=18>.



Selection Criterion (f): Support for Rural Communities (up to 10 points).

In determining the extent of the project's support for rural communities, the Department considers the following factors:

- 1) The extent to which the applicant presents a clear, well-documented plan for primarily serving students from rural communities (up to 3 points); and
- 2) The extent to which the applicant proposes a project that will improve the education and employment outcomes of students in rural communities (up to 7 points).

Note: Only applicants that are responding to Absolute Priority 3 should address these criteria.





Getting your Application Started



System for Award Management (SAM)

How does an entity register, or update its Sam?

To register with SAM, go to <https://sam.gov>



- Click on *Get Started* if a new registrant
- Click *Create the account* on the next screen
- Provide the requested information and submit
- Receive the email from “notifications” and click through the sam.gov link to validate your account
- Log in on the SAM website with the username and password you created



Search Grants.Gov

For the Career-Connected High Schools Funding Opportunity



- In the [Search Grants](#) tab, search by either:
 - Assistance Listing Number: **84.051F**
 - Opportunity Number: **ED-GRANTS-081423-001.**
- Click the [Grant Opportunity](#) for PIM Grant for Career-Connected High Schools.
- Click on the [Package](#) tab to either preview the application forms or apply. Download the instructions.
- Log in to create a Workspace to apply on Grants.gov



Apply using Workspace

Workspace is the online space on Grants.gov where you work on your grant application.

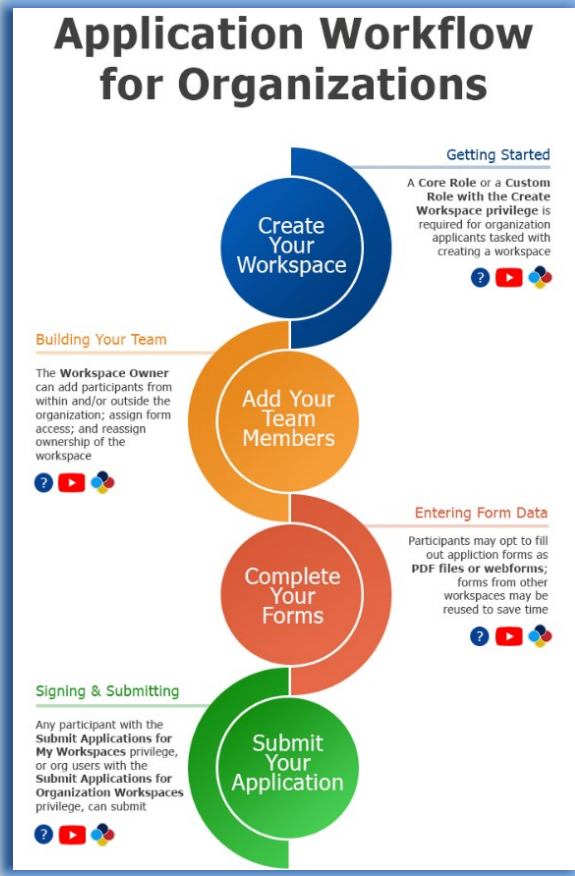
Workspace is a shared, online environment where members of a grant team may simultaneously access and fill out forms within an application.

[Workspace Overview](#) page on Grants.gov

[Video: Learning Workspace Series](#) on Grants.gov YouTube

[Manage Workspace](#) help articles

[Latest Blog Posts about Workspace](#) at Blog.Grants.gov



Completing Your Application



Application Components

- Part 1: Standard documents
 - NOTE: Complete the SF-424 form first to enable the common data fields (such as the applicant's name, address, and UEI Number) to automatically transfer to other forms.
- Part 2: Budget Information (SF-524 Form Budget Information Summary)
- Part 3: Abstract
- Part 4: Project Narrative
- Part 5: Budget Narrative
- Part 6: Other Attachments
- Part 7: Assurances and Certifications
- Part 8: Intergovernmental Review

See the application checklist on page 12-13 of the application package.



VII. APPLICATION COMPONENT CHECKLIST
Applicants should review this optional checklist once they believe they have completed their applications. The checklist contains all mandatory parts of the application. The Application Checklist is optional; however, applicants are strongly encouraged to fill in the checklist or something similar, to ensure that all requirements have been addressed and to ensure that program staff and peer reviewers can find the information in your application that addresses each applicable element from the NIA.
Reminder that all forms are available on Grants.gov. You may also find forms at: Grant Application and Other Forms (ed.gov) .
Part 1: Preliminary Documents
<input type="checkbox"/> Application for Federal Assistance (SF 424)
<input type="checkbox"/> Department of Education Supplemental Information for SF 424
<input type="checkbox"/> ED Grant Application Form for Project Objectives and Performance Measures Information
Part 2: Budget Information
<input type="checkbox"/> Department of Education Budget Summary Form (ED 524)
Part 3: ED Abstract Form
<input type="checkbox"/> ED Abstract Narrative
Part 4: Project Narrative Attachment Form
<input type="checkbox"/> Project Narrative
Part 5: Budget Narrative Attachment Form
<input type="checkbox"/> Budget Narrative
Part 6: Other Attachments Form (Recommended Labels for Appendices)
<input type="checkbox"/> Appendix A: Signed consortium agreement, if applicable
<input type="checkbox"/> Appendix B: Individual Resumes for Project Director and Key Personnel
<input type="checkbox"/> Appendix C: Letters of Commitment from project partners, if applicable
<input type="checkbox"/> Appendix D: Documentation of rural eligibility and list of rural locale codes, if applicable
Applicants are strongly encouraged to complete the rural eligibility checklist on page 40. Applicants applying as rural are encouraged to retrieve locale codes from the National Center for Education Statistics School District search tool (https://nces.ed.gov/ccd/districtsearch/), where districts can be looked up individually to retrieve locale codes.
<input type="checkbox"/> Appendix E: Current Indirect Cost Rate Agreement
<input type="checkbox"/> Appendix F: List of proprietary information found in the application, if applicable
<input type="checkbox"/> Appendix G: Demonstration of match or a request for a waiver to reduce the match
<input type="checkbox"/> Appendix H: For Application Requirement (a)(7), applicants must submit a signed letter of assurance that the applicant will:
(i) provide information to the Secretary, as requested, for evaluations that the Secretary may carry out; and

Application Narratives


The PIM grant application will use the following Grants.gov Narrative Forms:

☐ **ED Abstract Narrative Form**

The ED Abstract Narrative Form is where you will attach your one-page project abstract. Specific instructions on what to include in the abstract are on **page 17** in the application package.

☐ **Project Narrative Form**

The Project Narrative Form is where you will attach your responses to the Program priorities, Requirements, Application Requirements (d) through (f), and the selection criteria. Applicants should include a Table of Contents. Specific instructions are included starting on **page 18** of the application package instructions.

Note: If you have multiple documents to be attached to one of the above narrative sections, it is recommended that you merge them into one .PDF file and upload them to the appropriate narrative. 



Budget Narrative

The budget narrative should be consistent with the **ED 524 budget Form** and should --

- Give an **itemized budget breakdown** for each year of the proposed project (60 months);
- Show the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures;
- Show the **relationship** between the requested funds and project activities and outcomes;
- Show the **total amount that will be expended** as shown in the ED 524 Form;
- Enable reviewers and project staff to understand how the requested funds in the **ED 524 Form** will be used.

Applicants must submit annual budgets for a 60-month project period. During the third year of the project period for grants awarded under this competition, if the Department exercises the option to offer an opportunity for extensions, the Department will provide grantees with information on the extension process. In making decisions on whether to award a 2-year extension award, we intend to review performance data submitted in regularly required reporting, as well as potentially request other information about the grantee's progress in implementing its project.

Specific instructions are included on pages 31-36 of the application package instructions.



Cost Principles

Grantees must follow [2 CFR Part 200](#), the **Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)** as adopted by the Department of Education at [2 CFR 3474](#).

Additional information: [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards | U.S. Department of Education](#)



Budget Review

Section A: In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, and are **reasonable, allowable and allocable**. We may delete or reduce costs from the budget during this review.



Budget: Supplement-not-Supplant

This program is subject to **supplement-not-supplant** funding requirements. In accordance with section 211(a) of Perkins V, funds under this program may not be used to supplant non-Federal funds used to carry out CTE activities. Further, the prohibition against supplanting also means that grantees will be required to use their negotiated **restricted indirect cost rates** under this program. ([34 CFR 75.563](#))

- For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, refer to [The Department's Indirect Cost Group Website](#), [Indirect Cost Training Course](#), and [Indirect Cost Decision Tree](#).
- If an applicant has an approved indirect cost rate, please include in the Other Attachments section of your application a copy of the approved indirect cost rate agreement.



Other Attachments

Applicants should attach all appendices to the **Other Attachments Form**.

- For each appendix, applicants are asked to save files as a .PDF, label each file with the Appendix name and upload the file to the Other Attachments Form.
- The Other Attachments Form can support up to ten attachments.

See page 37 of the application package for instructions about the recommended order for the appendices.



Assurances and Certifications

Complete all required assurances and certifications in Grants.gov and include all required information in the appropriate place on each form.

- ❑ Disclosure of Lobbying Activities (SF LLL Form). Refer to instructions provided at the following link: https://apply07.grants.gov/apply/forms/instructions/SFLLL_2_0-V2.0-Instructions.pdf
- ❑ Grants.gov Lobbying Form – “Certification Regarding Lobbying” (ED 80-013 Form). Refer to the instructions provided at the following link: https://apply07.grants.gov/apply/forms/instructions/GG_LobbyingForm-V1.1-Instructions.pdf
- ❑ General Education Provisions Act (GEPA) Requirements – Section 427. Refer to Form Overview and Instructions provided at the following link: <https://www2.ed.gov/fund/grant/apply/appforms/gepa-section-427-instructions-for-application-packages.pdf> (GEPA Form provided at the following link: <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>)

This form is new for 2023. Applicants may learn more about GEPA Section 427 and the form updates by participating in a 30-minute computer-based training titled, **Ensuring Equitable Opportunities Under the GEPA Section 427**, at [Grants Training and Management Resources Online Grants Training Courses](#).



Submitting Your Application



Common Instructions for Application Submission

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the [Federal Register](#) on December 7, 2022 (p.55030), which contain requirements and information on how to submit an application.



Application Formatting Recommendations

Recommended Page Limit (p.55030): The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 35 pages and (2) use the following standards:

- A “page” is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides.
- Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, the letters of support, or any request for a waiver of the matching requirement. However, the recommended page limit does apply to all of the application narrative.



Grants.gov Submission Tips

Register at Sam.Gov.	Do It TODAY! This process may take DAYS to WEEKS to complete
Submit Early!	<ul style="list-style-type: none">Depending on the size of the file, transmittal may take SEVERAL MINUTES to HOURS.Don't wait until the deadline date to submit. The system will be slow due to last minute submissions.
PDF Files Only.	Ensure that you attach <u>.PDF files only</u> for any attachments to your application, and they must be in a read-only, flattened format . Applicants must submit individual .PDF files only when attaching files to their application.
Late applications will not be read.	Applications that are time/date stamped after 11:59:59 p.m. Eastern Time on October 13, 2023 will be marked late and will not be read.



Tracking your Application Submission

After submitting your application

- Make sure you receive an on-screen **confirmation receipt**
- Document your **Grants.gov Tracking Number**
- The **date/time stamp** is the official time of submission
- You will also receive **email confirmations** from Grants.gov and the Department

Track your application status and information

By accessing the “Details” tab of the submitted Workspace,

Or you may track your application status

By entering your Grant Tracking Number in the “Track My Application” page on Grants.gov.

Problems With Submission:

Contact the Grants.gov Help Desk at
1-800-518-4726 or at
support@grants.gov.

You must obtain a Grants.gov Help Desk Case Number and keep track of your progress to resolve the issue.



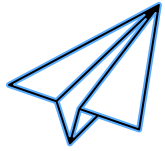
Additional Resources

. These resources are provided for informational purposes only.

<u>Discretionary Grantmaking at ED: Answers to Your Questions About the Discretionary Grant Process</u>	This publication provides a nontechnical summary of the Department's discretionary grants process and the statutes and regulations that govern it.
<u>Funding 101</u>	This document provides an overview of the discretionary (or competitive) grants application process at the U.S. Department of Education.
<u>Applying for A Grant at the U.S. Department of Education</u>	This recorded presentation provides a high-level overview of the grant application process at the Department.
<u>Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards</u>	In addition to resources related to the administrative requirements, cost principles, and audit requirements for Federal awards, online training is available at: https://www2.ed.gov/fund/grant/about/training-management.html .



Connect with us!



Email

PIMGrants@ed.gov



PIM Program Website

[Perkins Collaborative
Resource Network](#)





Appendix



Definitions continued

Personalized postsecondary educational and career plan means a plan, developed by the student and, to the greatest extent practicable, the student's family or guardian, in collaboration with a school counselor or other individual trained to provide career guidance and academic counseling that is used to help establish personalized academic and career goals, explore postsecondary and career opportunities, identify programs of study and work-based learning that advance the student's personalized postsecondary education and career goals, including any comprehensive wraparound support services the student may need to participate in programs of study and work-based learning, and establish appropriate milestones and timelines for tasks important to preparing for success after high school, including applying for postsecondary education and student financial aid, preparing a resume, and completing applications for employment.



Definitions continued

Industry-recognized credential means a credential that is--

- (a) Developed and offered by, or endorsed by, a nationally recognized industry association or organization representing a sizable portion of the industry sector, or a product vendor;
- (b) Awarded in recognition of an individual's attainment of measurable technical or occupational skills; and
- (c) Sought or accepted by multiple employers within an industry or sector as a recognized, preferred, or required credential for recruitment, hiring, retention, or advancement.



Definitions continued

***Underserved student* means a student in one or more of the following subgroups:**

- A student who is living in poverty or is served by schools with high concentrations of students living in poverty
- A student of color
- A student who is a member of a federally recognized Indian Tribe
- An English learner
- A child or student with a disability
- A student experiencing homelessness or housing insecurity
- A student who is in foster care
- A military- or veteran- connected student
- A pregnant, parenting, or caregiving student



Definitions continued

A ***minority-serving institution*** is an IHE that is eligible to receive assistance under the following Higher Education Act programs:

- Title III, Part A - Section 316 – Tribally Controlled Colleges and Universities Program (TCCU)
- Title III, Part A - Section 317 - Alaska Native-Serving institutions and Native Hawaiian-Serving Institutions Program (ANNH)
- Title III, Part A - Section 318 - Predominantly Black Institutions Program
- Title III, Part A - Section 319 - Native American-Serving Non-Tribal Institutions Program (NASNTI)
- Title III, Part A - Section 320 - Asian American and Native American Pacific Islander-Serving Institutions Program (AANAPISI)
- Title III Part B - Strengthening Historically Black Colleges and Universities Program (HBCU)
- Title V - Developing Hispanic-Serving Institutions Program (HSI)

See the [2023 Eligibility Matrix](#).

