

CTE Teacher Pathways Pre-Application Webinar Transcript

Sean: My name is Sean Riordan. I'm joined by my colleague Kate Machtiger. We're from Luminary Labs, a contractor for OCTAE supporting this webinar. Thank you for joining and we'll now hand it over to Laura and Corinne to begin the session.

Laura: To go over important information regarding this new grant opportunity, to help you determine if this program aligns with your current programs or initiatives and to provide specific information about the application process. We have a lot of information [00:00:30] to cover this afternoon so I'm going to march right through it.

I'll be referencing two important documents during this webinar, if you don't already have them, you will want to download these two documents. The first is the Notice Inviting Applications for this program that was published in the Federal Register on June 13th. You'll want to read it carefully, all of it. The second is the High School CTE Teacher Pathway Initiative Application Package which is available from grants.gov. Please note that all applications [00:01:00] must be submitted via grants.gov.

This presentation is provided for informational purposes only. The notice inviting applications, published in the Federal Register details all of the requirements for submitting an application, how applications will be evaluated, and how grants will be awarded. The application package on grants.gov provides very specific instructions for what to include in an application. These are really important documents [00:01:30] and you need to have them.

Okay, let's get started.

These are the things we're going to cover today. Everything on this list is included in the Federal Register notice or in the application package. Why do we have this funding opportunity? Because there is increased demand for CTE programming. In fact, in 2017, 42 governors identified CTE and workforce development as a top priority in their State of the State addresses. We [00:02:00] also know there is a shortage of CTE teachers because CTE state and local leaders have told us so and because in 2016, 32 states reported to the US Department of Education that there was a shortage of CTE teachers within their states.

Some of the reasons for this CTE teacher shortage appear to be an overall decline in enrollments in teacher preparation programs, increased student demand for CTE programming, fewer CTE teacher preparation programs, and the fact that [00:02:30] teacher's salaries cannot compete

with private industry salaries, particularly in high-tech fields. You can read more about the shortage in the background section of the Federal Register notice on pages 27047 and 27048 - but the bottom line is if left unaddressed, the CTE teacher shortage will limit state and local capacity to deliver CTE programs.

Why are you interested [00:03:00] in learning more about this program? Hopefully, it's because you want to address the CTE teacher shortage in your state or community, which is the purpose of this opportunity- to increase the supply of high school CTE teachers available to teach students in CTE programs that align to in-demand industry sectors or occupations in states and communities where shortages of such teachers exist.

I'll say more about in demand industry sectors or occupations in a [00:03:30] few minutes.

This slide provides basic but important information about this grant competition. You can find this information on page 27050 of the Federal Register notice. These are competitive grants. We anticipate that we'll award five to seven grants based on our available funds which are estimated to be approximately \$3.6 million. You'll note we've included a wide estimated range of awards because we realize [00:04:00] some applicants may propose large scale projects, possibly on a statewide or regional basis and other applicants may propose a smaller, more localized project.

It's important to know that we will be making awards for one 36 month project period. The estimated average award size that you see in the slide and in the Federal Register notice is for the full 36 month project period. It is not for each year [00:04:30] of the three year project period. Because these are only estimates, the Department is not bound by any of these estimates.

The application deadline is 4:30 PM Eastern Time on Friday, July 28th. If you intend to submit an application it would be very helpful to us if you could shoot us an email indicating your intent to apply. This is completely optional [00:05:00] but having some idea of the number of applications to expect helps us prepare for the review of grant applications. It doesn't have to be a long email. You could simply type "Intent to apply" in the subject line and include the name of the applicant.

Okay, let's talk about eligibility. Eligible applicants are recipients and sub-recipients of the Carl D. Perkins Career in Technical Education Act of 2006. That's means the sole state agency responsible for administering [00:05:30] CTE in the state or for supervising the administration of CTE in the state. In most states, that's the state education agency, but in others it could be your state board of regents or a state community college board.

Another eligible applicant would be a local educational agency, including a charter school that operates as an LEA, an area CTE school, educational service agency or consortium that receives assistance under Section 131 of the Perkins Act.

[00:06:00] The third group of eligible applicants would be an eligible institution that receives assistance under Section 132 of the Perkins Act.

The Federal Register notice includes a number of definitions on pages 27049 and 27050 and defines “eligible institution” as a public or private institution of higher education that offers CTE courses that lead to technical skill proficiency and industry recognized credential, [00:06:30] a certificate or a degree, an LEA or area CTE school that provides education at the post secondary level, a tribal college, an educational service agency, or a consortium of two or more of these entities.

I'll say more about project partners when we get to the program requirements but I want to mention them briefly here because if you're realizing that you are not an eligible applicant but you have a strong desire to work on resolving the CTE [00:07:00] teacher shortage in your state or locality, it may be possible for you to contribute to this effort by serving as a project partner.

There's one absolute priority for this competition, you'll find it on page 27048 of the Federal Register notice. This is very important. Your application must meet the absolute priority in order to be considered for funding. Any application that does not meet the absolute priority will be declared [00:07:30] ineligible and will not be sent to the panel for review.

The absolute priority is for cash or in kind matching. To meet this priority an applicant must, from other federal or non-federal sources, a cash or in kind match that is equal to or greater than 20% of the amount of the requested grant award. The match must be calculated consistent with 2CFR, Part 200.306. You're going [00:08:00] to want to look that up.

Each applicant in its application must provide a signed assurance attesting to its intent and ability to meet this requirement. Each applicant must include its matching contribution in its budget for the proposed project. Applicants may propose to use funds available to them under the Perkins Act to meet this requirement but must do so in accordance with Perkins statutory requirements.

We also have [00:08:30] an invitational priority for this grant competition. It can also be found on page 27048 of the notice but you need to know that no extra points are given to applicants who choose to respond to this priority and no special preference is given to applicants who choose to respond to the priority.

This invitational priority is for applications that propose a statewide or regional approach to increasing the supply and quality of high school CTE teachers in in [00:09:00] demand industry sectors or occupations in rural LEAs. LEAs that are eligible for assistance under one of the programs listed here. You can determine whether a particular LEA is eligible for these programs by referring to the information on the Department's website. There's a link for that in the Federal Register notice.

There are three application requirements for this competition, they are in the Federal Register notice on page 27048. [00:09:30] These are requirements that every application should address. The first one deals with eligibility. Tell us how you qualify as an applicant. Identify the category under which you meet the eligibility requirement and provide an assurance from the authorizing representative that you are an eligible applicant.

This one relates to the absolute priority. As we state in the absolute priority, each applicant must provide a signed assurance [00:10:00] attesting to its intent and ability to meet the matching requirement in the absolute priority and must include its matching contribution in its budget for the proposed project.

This last application requirement relates to your project design. Each application must include a logic model, which is a graphic depiction of your project and a narrative explanation of your project's logic model. I mentioned that the Federal Register notice includes [00:10:30] a number of definitions. You'll find a definition for logic model and strong theory and for in demand industry sector or occupation in the definition section of the Federal Register.

Speaking of in-demand industry sector or occupation, you may have noticed this term is used throughout the Notice. All uses of funds under Program Requirement One, which we'll get to next, make reference to an in-demand industry sector or occupation. Remember that the purpose [00:11:00] of this High School CTE Teacher Pathway Initiative is to increase the supply of high school teachers for CTE programs that align to in demand industry sectors or occupations in states or communities where such shortages exist.

Think about how you will make the case that your proposed project aligns to that purpose and this definition and note how the determination is made at the state and local level. Okay, we just reviewed three application requirements.

[00:11:30] This program also has three program requirements. All grantees will be required to meet these requirements during the project period. The first requirement relates to the use of funds. You must carry out one or more activities designed to increase recruitment and retention

of high school CTE teachers for CTE programs that align to an in-demand industry sector or occupation. Keeping in mind that definition we just discussed in the last slide.

[00:12:00] We provide a list in the notice of possible activities. You can find them on pages 27048-49 and we list them here on the next few slides. You'll see that many of these activities come from strategies or initiatives that we know some states and localities have implemented. For example, we know many states and localities are looking at alternative routes for certification for high school CTE teachers. Other school districts are focused on recruitment of CTE [00:12:30] teachers.

We also know that local school districts are working on induction and mentoring programs for new teachers and that there are community based approaches such as grow-your-own model.

Teacher residency programs are defined in the notice and that definition is taken from Title 2 of the Every Student Succeeds Act. That's another possible approach. The second bullet on the slide pertains to financial incentives. They may be an option for your consideration as part of a comprehensive [00:13:00] approach to addressing the CTE teacher shortage. However, applicants should also bear in mind that the selection criteria encourage applicants to think about systems change and to think about continued support for the project after the grant ends.

Where teacher preparation programs are limited or need better alignment to in demand industry sectors or occupations, one possible approach may be to work on creating stronger CTE preparation programs. [00:13:30] We also know that some states and localities are looking at ways to remove barriers for CTE teachers that desire to move to another state and maintain their CTE certification.

Finally, the last bullet allows for innovation around development and implementation if you have a different approach for recruiting and retaining high school CTE teachers for CTE programs that align to an in demand industry sector or occupation.

Requirement 2 [00:14:00] is about your projects partners. All projects funded under this high school CTE teacher pathway initiative must be carried out in collaboration with partner organizations. Your application must identify your partners and include letters of commitment from them. These are the entities you think are best poised to help you implement the successful project.

We do expect to evaluate this initiative during the project period so we will expect all [00:14:30] grantees to cooperate in a federal evaluation by participating in calls for data, interviews, meetings or surveys.

Okay, so let's say you submitted your application to grants.gov before the deadline, what's next? We will review your application for eligibility to make sure it was submitted by an eligible applicant and to make sure it meets the absolute priority. Now it's going to be evaluated. It will be sent to a review panel [00:15:00] that will review and score your application using the exact same three selection criteria that were published in the Federal Register notice and that you can find on page 27053.

These are the criteria that are on this slide. You'll see that each of these criteria has an assigned point value. Each criterion in this slide also has sub-criteria and each sub-criterion has an assigned point value. You'll want to [00:15:30] pay close attention to these point values because the reviewers will use these point values when scoring the applications. The maximum score for the three criteria is 100 points.

The need for the project criterion is where you will talk about the severity of the problem your project will address and the extent to which your proposed project will prepare personnel and fields in which shortages have been demonstrated.

The second criterion about the quality [00:16:00] of your project design and it's worth 50 points. Note that the sub-criterion related to system change or improvement is worth 20 points and the others are each worth 10 points.

This last criterion addresses the adequacy of the resources for the proposed project including the required partnership and the budget. As with every Department program, we've established performance measures for this program. These are the two performance measures we've [00:16:30] established, you'll find them on page 27054 of the Notice. They're pretty straightforward: an increase in the number of individuals recruited and hired and an increase in the retention rate of high school CTE teachers.

In addition to these measures, applicants may establish interim or other measures that they think will be useful in measuring positive project outcomes. We give some examples in the Federal Register notice.

Such as an increase in the number [00:17:00] of induction or mentoring programs being implemented for new and returning high school CTE teachers, an increase in the number of individuals teaching in high school CTE programs under emergency or alternative credentials, an increase in the number of high school CTE teachers participating in induction and mentoring programs, or an increase in the number of new and returning high school CTE teachers who express satisfaction with the level of induction and mentoring support [00:17:30] that they have received.

You need to know that grantees will be responsible for collecting and reporting data annually on the required performance measures but also on any other performance measures they choose to establish for their high school CTE teacher pathway initiative project and include in their grant application.

Remember that all applications must be submitted via grants.gov before the deadline. The deadline is 4:30 [00:18:00] PM Eastern time on July 28th. 4:30 and one second PM is too late. We can't stress this enough. It doesn't matter if you're in the system and in the process of uploading documents. At 4:30 you must have submitted the application, the complete application before 4:30 PM Eastern time on July 28th.

We have applicants that are locked out [00:18:30] of the system at 4:30:01 for every grant competition. Don't be that applicant.

Okay, the Federal Register notice is available. As we said, it was published June 13th.

Cori: Mm-hmm. (affirmative)

Laura: If you haven't downloaded it, you'll want to do that today. If you haven't already, go to grants.gov today and download the application and instructions. That's your next very [00:19:00] important step after downloading and reading the Federal Register notice. When you download the application and the instructions, read the grants.gov submission procedures and tips for applicants.

If you have applied for other discretionary grants, you may already be familiar with grants.gov. If you have not submitted an application via grants.gov before you need to get started now on the registration process. It's possible that someone in your agency or your district [00:19:30] or your institution's grants office would be able to submit the application on your behalf, that's worth exploring.

You should also have someone on your team register and become familiar with the grants.gov system. You need someone who can submit the application when the time comes, which according to the tip sheet should be a day or two before the deadline. Not necessarily a user friendly system, so you need to [00:20:00] become familiar with it so that you can get it to work for you when you need it to.

Grants.gov encourages all applicants to register early, submit early, and verify your submission. Again, read the submission procedures and tips for applicants. It has information on registration, browser support, and information about the type of PDF files that must be uploaded. It's important.

The electronic application that will be submitted [00:20:30] via grants.gov has several components. The application and instructions that you will download from grants.gov repeats a good deal of information from the Federal Register notice, but it also includes important information and instructions about what should be included in each part of the application.

Application should be organized in the manner described in the electronic application submission checklist in the application [00:21:00] package which provides instructions for all sections, and you please note the suggested 35 page limit set forth in the Federal Register for the project narrative.

In accordance with this regulation, the Department of Ed staff will perform a cost analysis for each of the recommended projects to ensure that costs relate to the activities and objectives, are reasonable, allowable, and allocable. [00:21:30] We may delete or reduce costs from the budget during this review. We recommend you pay close attention to the budget narrative instructions in the application package. It's important to provide enough information in your budget narrative to justify your budget expenditure.

You will include two budget narratives in your single budget narrative document, one for the grant funds you are requesting and one for the non-federal and non-high school CTE [00:22:00] TPI resources you will use for the project. Again, there are instructions in the budget narrative, in the application instructions that you're going to want to follow.

This slide talks about what should be included in each of the budget narratives. We're looking for an itemized budget breakdown for each year of the proposed project. We're looking for the basis for estimating the costs for all budget categories. [00:22:30] We'd like to see the relationship between the requested funds and project activities and outcomes.

We want to see the total amount that will be expended and we need enough information to enable reviewers and project staff to understand how the requested funds will be used. Again, the application package instructions for the budget narrative includes several specific instructions and examples that should assist you as you work through your budget and application.

[00:23:00] These are the documents that applicants will need in order to submit an application. We've talked about the Federal Register notice and went quickly through the application and instructions. Regarding the ED forms and instructions, please go to our ed.gov website to download the instructions for the required forms. For some reason, we're not sure why, grants.gov includes the required forms and instructions for some forms but not for others. You'll find [00:23:30] the instructions for all of the forms at this link.

The application package also includes program-specific instructions for completing the forms, meaning instructions that are specific to this High School CTE Teacher Pathway Initiative.

Another important thing to know is that with regard to the budget is that this program has a prohibition against supplanting which means that applicants are required to use a restricted indirect [00:24:00] cost rate. For more information on restricted rates, applicants can see in the application package that they can download a document called Additional Indirect Cost Information and Example for Grants Under Restricted Rate Programs.

We also will be compiling frequently asked questions for this program and we'll post them to our PCRN website, that's our Perkins [00:24:30] Collaborative Resource Network website at CTE.ed.gov. As I said, your next step is to download and read the documents that we reference during this webinar. As you work your way through the application package you may have additional questions. Feel free to send an email either to CTETeachergrant@ed.gov or to me directly.

Robin: [00:25:00] We are, Laura, thank you. Thank you, this is Robin and Luminary Labs has helped me capture the questions that went on throughout the PowerPoint in the chat box. I'm going to ask you those questions and then Laura and Cori if you'll help us respond to those, the questions... or another question was, "Can you redisplay the email address for the intent to apply?"

To respond to this, send an email to the CTETeachergrant@ed.gov [00:25:30] with the intent to apply in the email subject line and if you would do that by July the 13th.

All right, so next question, "Can a university with a CTE teacher education program be the primary applicant if they have LEA partners?"

Laura: To be eligible to be the primary applicant, the institution would have to be a recipient [00:26:00] of Carl D. Perkins Funds under Section 132 of the Perkins Act. If the institution is not a recipient of Perkins funding, then no, it could not be the primary applicant. It could, however, participate in a project as a project partner.

Robin: Thank you and we've got that particular slide on the webinar [00:26:30] right now so you can see that again. Next question, "What is the difference between an eligible applicant and the eligible institution definition included in the NIA?" It goes on to ask, "Does an organization need to meet both requirements or only one?"

Laura: Eligible applicant and the eligible institution definition... The eligible institution definition could apply [00:27:00] to an institution that is not a

recipient of Carl D. Perkins Funds under Section 132, so in order to be an eligible applicant, the eligible institution would have to be receiving Perkins funding under Section 132 of the Perkins Act.

- Robin: We're going to go ahead with the next question. We've categorized these so here's another question about eligibility. "We are a non-profit organization that runs [00:27:30] a highly immersive youth apprenticeship program, it's in manufacturing across the State of Wisconsin. We operate a youth apprenticeship consortium that is made up of about 40 schools districts across Wisconsin. Are we eligible to apply?"
- Laura: Non-profit organizations would not be eligible to apply because they would not qualify as one of the three categories of eligible applicants. The non-profit organization [00:28:00] could be a partner in a project that is submitted by an eligible applicant.
- Robin: Another one with eligibility. "We are a Technical Teacher Education program at a university which helps prepare CTE teachers. Would we be considered an eligible institution?"
- Laura: Again, if your institution receives Carl D. Perkins Funds under Section 132 of the Perkins [00:28:30] Act, then yes, you would be an eligible institution. If you do not receive Perkins funding under Section 132, then you could serve as a partner in a project but could not be the applicant.
- Robin: We're going to keep asking these questions to you, Laura.
- Laura: Yes, yes.
- Robin: Here's another one. "Are there any requirements for secondary partners?" Secondary career and technical education programs provide a natural recruitment [00:29:00] pool. Many secondary CTE programs include pre-teacher programs. Again, the question is "Are there any requirements for secondary partners?"
- Laura: There are no requirements for secondary partners and the list of potential partners that we include in the Federal Register notice were listed there as an example. However, we think it is up to the [00:29:30] applicant to decide what partners, which entities would be best suited to helping them submit or carry out a successful project.
- Robin: Thanks. Here's one: "Is a state limited to one grant submission?" Also, "Can multiple state collaborations apply?" That was the question about is a state limited to [00:30:00] one grant submission? That's the one we'll ...
- Cori: I think that really an application submission rather than a grant submission.

Laura: Right.

Robin: Mm-hmm. (affirmative)

Cori: I think we'd only make one grant award. We have the ability to make only one grant award for a state.

Laura: To the given state.

Cori: We'll clarify that one.

Robin: Great, thanks. That would probably be ... Will that then be included in the frequently asked questions document?

Cori: We will include that in the FAQs.

Laura: Right.

Robin: Great. Okay, so [00:30:30] I'm not sure if we answered this one, yet. The second part of that is "Can multiple state collaborations apply?" Multi-state as one submission?

Laura: Yes, a group of states could collaborate on one submission. If that's the case then they would be applying as a consortium and the rules governing consortium [00:31:00] applications would apply in that situation. There are specific rules for consortium applications that would need to be followed.

Cori: You could also do it through a partnership. It would be fine for one state to choose to be the applicant and have the other state join as a partner. It doesn't necessarily need to be a consortium. That's a decision, you can look at the ED group guidance and we can help with that separately.

Laura: [00:31:30] Right.

Robin: Great, thanks! I think we've got one more regarding eligibility. "If a higher ed institution receives Perkins funds through a pass-through grant, through the state, is the higher ed institution eligible to be a primary applicant?" That might be one you need to look for specific ...

Laura: I think we would need to discuss that further to just get a clearer sense just what we're talking about there.

Robin: Right, so that would probably [00:32:00] warrant an email to the CTE [crosstalk 00:32:03] ...

Laura: You could send that one to the CTE mailbox, CTETeachergrant@ed.gov mailbox, we will get back to you with a response.

Robin: All right, so the next questions I'm going to ask is in regard to application and criteria questions that we received and this one is "Are there instructions for writing the actual narrative?"

Laura: There are instructions [00:32:30] in the application package instructions. One of the things that we usually say is that the selection criteria are important and since the reviewers will be reviewing your applications based on those selection criteria, it often makes sense to use the selection criteria as an outline for the narrative. We say that it's important to clearly show how you're responding to the absolute priority in the requirements. [00:33:00] I think your best bet is to download and read those application instructions.

Robin: Great. One of the questions received ... This was early. It said, "I don't see a section for detailing an evaluation plan in the selection criteria. Should an evaluation plan be included and if so, which section?"

Laura: There is no requirement for a separate project evaluation [00:33:30] for this program. There's a requirement to collect and report on whatever ... the required performance measures and whatever interim performance measures an applicant might choose to include in the application, but you'll see the requirement for participating in a federal evaluation and we do intend to conduct an evaluation of the total program ... meaning all of the [00:34:00] grants that are awarded and would expect grantees to participate in that evaluation.

Robin: Great, thank you for that clarification. This one is a question about the management plan and timeline. It says, "I don't see a management plan or timeline mentioned in the selection criteria. Should these elements be included in the narrative and if so, under what section?"

Laura: I think under what section is up [00:34:30] to applicants. It could be under the project design. There could also be information under adequacy of resources in terms of personnel costs and what have you. There are some instructions in the application instructions for that.

Robin: Okay, we've got a couple more in this category. "How do you prove severity of need?"

Laura: [00:35:00] The hope would be that applicants would have a pretty clear idea of what the need is for CTE teachers in their state or locality or whatever region they are proposing to serve through their project.

Robin: Thanks, Laura, and again, that selection criteria, [00:35:30] that need for the project, is up on your screen, again, if you're still looking at the WebEx.

The last question in this section for criteria is "Is a planning period allowed during year one?"

Laura: I think that's one that we probably need to think about more. The hope I think is that applicants would already [00:36:00] have a sense of what their need is and would be thinking clearly about their project plan would be for addressing the need. A planning period to come up with the project design does not sound like something we would be willing to entertain. We will think about that more and include that in the FAQs.

Robin: [00:36:30] Great, thanks. This one, I think is just in. It's going to be a follow on with the severity and the need. It is, "Would severity need only relate to quantity or is quality a consideration?"

Cori: I mean I think that's up to you to make the case to the reviewers about what your magnitude or severity is that your project will [00:37:00] address. I think it may be a quantity issue. It may be a quality issue. I think this is the place where you're going to be able to present your case.

Robin: All right, thanks. We're going to go to a next category of questions. These questions are in regards to funding and award, more that type of question. This one is, "Does the match identified have to be used only for this project?" That question's got us a little boggled.

Laura: [00:37:30] That one might be a good one to send over email because there may be some follow up that we can do to help sort that out. I mean, yes, it is - their funds that are for the project and there are some regulations around federal match and not be double counted for a different program and things like that but we can follow up separately. That would be great if you could send us an email with that question.

Robin: Definitely, yes, thanks. "Is there a specific 'bucket,'" That's in quotes, "A specific 'bucket' the Perkins [00:38:00] match can come from?" Also, "Is there a specific format you would like the resumes to be done?" Sorry, I just asked two questions just now, for example, it's the NSF format, this is for the resume.

We'll go back, sorry. "Is there a specific 'bucket' that the Perkins match can come from?"

Laura: No, I don't think there's a specific [00:38:30] bucket that the Perkins match can come from. We are planning on addressing this through the FAQ so there will be some additional guidance but there isn't some specific place we're expecting match to come from.

Cori: Right, and that'll be addressed the Frequently Asked Questions, again, better.

Robin: Right. Thank you for that question. "Can funding from this project be used to hire staff?"

Laura: Yes.

Robin: Next one, "Can funding from this program be utilized to build [00:39:00] CTE teacher capacity by providing assistance for them to obtain a bachelor's or master's degree?"

Laura: I think we're going to be addressing that in the FAQs, too, in terms of what would be allowable uses of grant funds.

Robin: Great.

Laura: I want to go back to the question about resumes and the format. I believe there are some instructions for that or a little bit of guidance for that in the application instructions. [00:39:30] You would want to make those resumes specific to this program.

Robin: Great, thanks, and the Frequently Asked Questions or the FAQs that the team is referring to, we're working on those right now. That takes the Department to look at that and our Office of General Counsel, so those on the line, that's what we're speaking of. We'll get that out as soon as we are able to.

This [00:40:00] next one question is, "Please help me understand if the grant funds can be used to upskill current CTE teachers?"

Laura: The intent of the program is to increase recruitments and retention of high school CTE teachers and to increase the supply of high school CTE teachers in in demand industry [00:40:30] occupations, in demand industry sector through occupations. I believe the onus would be on the applicant to make the case that what you are proposing in terms of upskilling teachers, how that would meet the purpose of the program.

Robin: Thanks, these next two questions, they may take some time to think [00:41:00] about but I'm going to go and ask it so we know that it's out there. "Are recipients of other grants, for example, the [00:41:07] New Skills for Youth, discouraged from applying for this opportunity or do these types of grants and their objectives complement one another, therefore offering an opportunity to braid [00:41:19] more sources of funding?"

Laura: We are not discouraging any eligible applicant from applying [00:41:30] for this opportunity - again, the onus would be on the applicant to explain how they are best suited to respond to the purpose of the program and if they believe that their efforts are complimentary, then that's something that they could describe in their application.

Robin: Great, thanks, [00:42:00] and this one was asked a little bit earlier that we said we're going to table but, "Will there be only one grant award per state? For example, would two LEAs be able to apply and would both be awarded if the grants were competitive and worthy of award?"

Cori: I think that's something we'll likely address in the Frequently Asked Questions. I mean I would say generally, the Department makes sure that we don't offer duplicative [00:42:30] awards and make that kind of a thing but we'll get back to you on that on when we address our Frequently Asked Questions.

Robin: Great, thanks. This next one, "Is there required annual travel that should be included in the budget, in the project budget?"

Cori: Application instructions do address this, so make sure you take a look at the application instructions on grants.gov because budget narrative section does include some travel.

Robin: [00:43:00] Thanks. This last one in the section, "If you choose to use Perkins funding for the match portion, will you have a supplanting issue or is the supplanting only for the grant funds, not the match?"

Cori: The Frequently Asked Question document that you will see soon will address this. I don't know that there's much we can say about that prior but that's something you'll really want [00:43:30] to be very sensitive to, supplement not supplant are an issue for this project.

Robin: Thanks, thanks for that question and response, Laura and Cori. We're going to ask the logistical questions now so there's some logistical questions that we received through the chat? "Where can we find information about the in demand sectors or occupations?"

Laura: That is actually in the Federal Register notice. It does [00:44:00] say that in Setting Determination, the determination is made by the state or local board under WIOA. You will want to know who your state board is or who your local board is because they are ... The state board, I believe among its responsibilities is to look [00:44:30] at labor market information statewide and I believe the local board has a similar function.

Robin: Thanks, Laura. One of the questions early on was "What is the date of this Federal Register notice ..." Oh, and on the screen is the key

definition there for in demand sector ... Thank you for bringing that up to the screen.

Laura: You'll want to look at B which talks about the determination.

Robin: Thanks, so again that was in response to the in demand sector [00:45:00] definition. All right, so the next question that I started to ask was "What is the date of this Federal Register notice?" It's actually one that I can answer. I can ask it and answer it. June 13th, 2017 is the date of the Federal Register notice and that hopefully the hyperlink works on that PowerPoint.

Question, logistical question again, "Will these slides be available after the session? Can we have a copy [00:45:30] of this PowerPoint?" and "Will this presentation be made available after the webinar?"

Laura: The answer is yes. We will be sending out the PowerPoint presentation via email to registered participants for this webinar. It is being recorded and will be posted to the PCRN website.

Robin: Next question was "When will those Frequently Asked Questions be posted?" and again, as Cori said, in [00:46:00] the coming weeks, so as soon as we are able.

"What is the estimated start date ..." Oh, so this is about dates again. Let's go through the list. There's a group of them. "What is the estimated start date?" I assume that's after award is made.

Laura: Right.

Cori: October 1, 2017, that information is in the application instructions on grants.gov.

Robin: Thank you. "What is the project award ..." Oh, they're just ... Cori just said it, sorry. [00:46:30] "When will the grant awards be made and how soon after grant awards would the funds be received?"

Laura: The grant awards will be made by sometime in September of 2017 and funds would be available after the grant awards are made.

Robin: The next question is asking about the ED forms link.

Laura: Okay, we had said that [00:47:00] the application and the instructions and the forms are available on grants.gov and that's true. However, there appear to be some forms where not all the instructions are included in grants.gov. That's why you're going to want to go to the ED Forms and Instructions link.

Robin: It's Ed.gov/fundgrantapply. Thank you. Here's a question for the application. [00:47:30] I think it's asking in the application package ... Yes, the applicant. "May the charts be single spaced?"

Cori: We'll say offhand, I do not recall what the instructions are for that part but there are instructions about all attachments, including charts and project narrative instructions and formatting in the application instructions package on grants.gov.

Robin: Great, okay, [00:48:00] We have some more eligibility questions and looks like about five more questions, if you could stick with us. Here's an eligibility question. Thank you for bringing up the screen again. "Is the State Department of Education which administers the Carl D. Perkins program for the State Board of Career and Technical Education be an eligible applicant or does the board itself have to apply?"

Laura: I would say whoever is the recipient [00:48:30] of the Perkins allocation is the one that applies.

Robin: Thanks. Here's the next question. "If the university receives Perkins funding in an unrelated area from the primary applicant, applicant area, would that applicant be able to apply the primary?" That one may need a Frequently Asked Questions.

Cori: Or a specific question. I think that might be [00:49:00] ... Please email us that one because I'm not really clear what the question means.

Laura: Getting it ... Me neither.

Robin: Right, thanks. You'll want to email that to teacher ...

Cori: CTEteachergrants@ed.gov, please.

Robin: "In a state where post secondary state agency is responsible for Carl D. Perkins, would the K12 agency be eligible?"

Laura: No, it would not, however, it could serve as a [00:49:30] partner in the application. The K12 agency would not be eligible because it is not ... I'm assuming, the recipient of the Carl D. Perkins funding. It's not the sole state agency.

Robin: This next question, I'm not sure I understand the question. "Is the program geared toward institutions that award bachelor's degrees?"

Laura: If you're asking [00:50:00] about eligibility, under the category of an education institution, then you will want to look at the definition for education institution and you will also want to look at the definition for

career and technical education in the Perkins Act. I believe that we will have a [00:50:30] question on this in the FAQs but it's important to know that the Perkins Act defines CTE as leading up to only as far as an associate's degree.

If the education institution is not running CTE programs that meet that definition and it's not an eligible recipient ... or excuse me ... is not receiving funds under Section 132, then no.

Robin: Thanks. We are getting [00:51:00] close to time. We do have one that came in the chat box. "Since 'teaching,'" That's in air quotes, "Is an industry, will that count as an in demand sector?"

Laura: I believe that determination would be made by your state or local workforce board.

Cori: You'd want to look at the in demand industry sector definition again, Section B of this slide that you're looking at right now. [00:51:30] That determination needs to come from one of those boards.

Robin: Great, we've got, again, looking at time ... Do you want to ...

Laura: We are running out of time so for ... I don't know if you want to wrap up in any way but I think we are willing to keep the phone line open. We want to take some verbal phone calls. I'm sorry, verbal questions or you can email them in additionally but we are [00:52:00] officially out of time.

Robin: Thank you, thank you for joining us today. Feel free to email those questions to our contacts. You've got Laura, Messenger's contact information as well. Have a great rest of your day and, again, thank you for tuning in. Thank you for your interest with this exciting initiative.