

Perkins V:

Transition Year 2019-2020

Implementation Year 2020-2021

Mindy Nobles

60x30TX



Texas Higher Education
Coordinating Board

Perkins V

- **Status:** The *Strengthening Career and Technical Education for the 21st Century Act* goes into effect on July 1st.
- **Purpose:** Develop more fully the **academic knowledge** and technical and **employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs **and programs of study**.
 - Tightening pathways alignments—secondary, postsecondary, workforce--including programs of study
 - Improving the academic and technical achievement of CTE students
 - Removing or reducing barriers to special populations students
 - Improving accountability

Perkins V: New Energy

New Energy: CTE program improvement, state flexibility, and accountability

- **Maintains a commitment to driving improvement**, including through Programs of Study, and includes a robust, formal definition of that term.
- **Introduces a comprehensive local needs assessment** that requires data-driven decision-making on local spending, involves significant stakeholder consultation, and must be updated at least once every two years.
- **Lifts the restriction on spending funds below grade 7** and allows support for career exploration in the “middle grades” (which includes grades 5-8).
- **Focuses on disaggregation of data** by maintaining the required disaggregation by student populations and requiring additional disaggregation for each core indicator by CTE program.
- **Defines who is included in the accountability system** by including a formal “CTE concentrator” definition, instead of leaving this definition up to states.
- **Significantly changes the process for setting performance targets** by eliminating the negotiations with the Secretary and replacing them state-determined targets that must meet statutory requirements for automatic approval.
- **Shifts the accountability indicators.** The most significant changes are the consolidation of the two non-traditional measures into one, and the elimination of the technical skill attainment measure.

Perkins V: State Allocation

- FY20 State Allocation: \$111,609,744
 - Secondary: 70%
 - Postsecondary: 30%
- Postsecondary: \$33,482,923
 - 85% Formula (up to 15% Reserve)
 - 10% State Leadership
 - 5% State Administration
- Formula Allocation (Initial): \$29,637,923

What to Expect – Implementation Year 1

Implementation Year Basic Application (FY 2020-2021)

- New state plan will govern Perkins program priorities through 2024, including state-determined performances targets for all four years of plan.
- Colleges must develop Perkins Basic application in response to needs and gaps identified in the [Comprehensive Local Needs Assessment \(CLNA\)](#).

What to Expect – Implementation Year 2

Implementation Year Basic Application (FY 2020-2021)

- New emphasis on closing special populations performance gaps identified in CLNA
 - Perkins IV: Analyze barriers to success and develop plan to address.
 - Perkins V: Allocate funds to address identified performance gaps.
- New emphasis on secondary/postsecondary/career pathways, including programs of study
 - CLNA labor market data and stakeholder input justify budgeting of funds for CTE programs

What to Expect – Implementation Year 3

Implementation Year Basic Application (FY 2020-2021)

- Must have at least one Perkins V-defined Program of Study (next slide)
- Update Local Application at least every two years
- Write PIEP and Budget annually

What to Expect – Implementation Year 4

- Programs of Study Definition
- A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—
 - Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
 - Addresses both academic and technical knowledge and skills, including employability skills;
 - Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
 - Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
 - Has multiple entry and exit points that incorporate credentialing; and
 - Culminates in the attainment of a recognized postsecondary credential.

What to Expect – Transition Year

Transition Year Perkins Basic Application (FY 2019-2020)

- Minimal required changes
 - Local Application replaces Local Plan
 - Three core indicators, no state performance targets
 - No change to budget plan
- Local Application: 9 statutory questions, not 12 (Perkins IV). Question 1 not required (CLNA).
- Write Program Improvement/Evaluation Plans to anticipated local goals for core indicators, not performance targets
- *Conduct comprehensive local needs assessment (CLNA) in preparation for FY 2020-2021 implementation year.*

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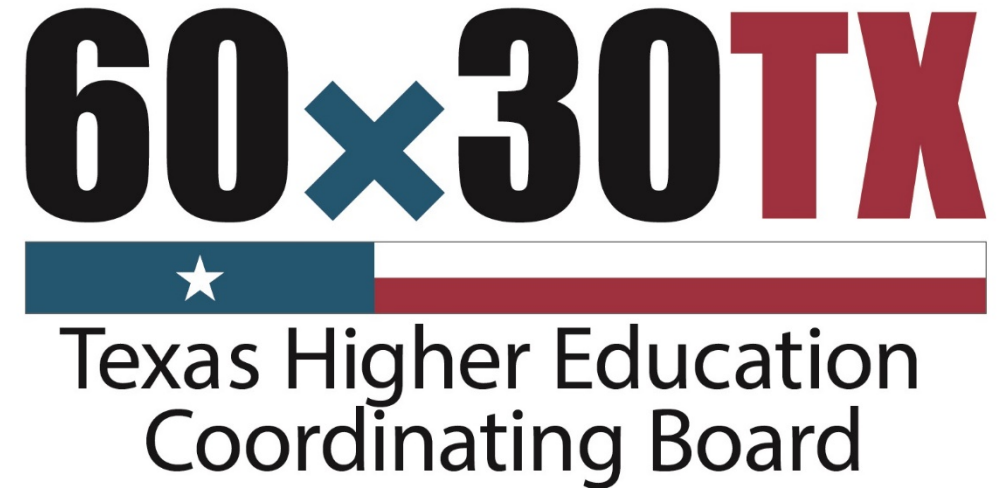


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Questions?

Local Application 2019-20

Dr. Marissa Garza



Brief Overview - Comprehensive Local Needs Assessment

- Effective FY 2020-2021
- To be submitted with initial local application and updated at least once every two years.
- Requires consultation statutorily defined groups of stakeholders, including business/industry, secondary entities, Special Populations groups, and others.

Local Application -- 1

- (Replaces the current “Local Plan” beginning in FY 2019-2020)

Beginning in FY 2020-2021:

- Must align with the comprehensive local needs assessment
- Must address:
 - Results of the comprehensive needs assessment (FY 2020-2021)
 - Courses and activities to be supported, including at least 1 state-approved program of study
 - Career exploration/career guidance and counseling to be provided
 - How CTE programs will improve students’ academic and technical skills
 - Activities intended to remove barriers for Special Populations

Local Application -- 2

- Must address (cont'd):
 - Provision of work-based learning opportunities
 - Opportunities for high school students to earn postsecondary CTE credit
 - Coordination with CB and other postsecondary institutions for recruitment, retention, and professional development of CTE faculty, administrators, and specialized instructional support personnel
 - How gaps in performance of student subgroups will be addressed

Local Application -- 3

- New requirement that funds must be used to develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive, data-driven local needs assessment.
- New emphasis on funds supporting CTE programs that are of sufficient size, scope, and quality to be effective.

Local Application -- 4

APPENDIX D COMPREHENSIVE LOCAL NEEDS ASSESSMENT

N/A (Transition Year – this Section is not required)

Each applicant shall conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under Appendix E; and not less than once every 2 years, update this comprehensive local needs assessment (as required under section 134(c)(1)(B))...

Local Application -- 5

APPENDIX E LOCAL APPLICATION

Each applicant shall submit a Local Application that addresses the specific requirements identified in The Perkins Act and the goals of 60x30TX – Completion. The Local Application shall be consistent with the Requirements for Uses of Funds (Appendix I).

The Local Application shall include (1-10):

Appendix E – Local Application Questions -- 1

1. Describe the results of the comprehensive needs assessment conducted under Appendix D. **(N/A – Transition Year; this section is not required.)**

2. Provide information on the institution’s career and technical education course offerings and activities to be supported with Perkins funds, including not less than 1 local program of study approved by the State, including—
 - (A) How the results of the comprehensive needs assessment described in Appendix informed the selection of the specific career and technical education programs and activities selected to be funded; **(N/A – Transition Year; this section is not required.)**
 - (B) A description of any new programs of study the institution will develop and submit to the State for approval; and
 - (C) How students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

Appendix E – Local Application Questions -- 2

3. Describe how the institution will collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners to provide—

(A) Career exploration and career development coursework, activities, or services;

(B) Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in Appendix D **(N/A – Transition Year; this section is not required.)**; and

(C) An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

4. Describe how the institution will improve the academic and technical skills of students participating education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Appendix E – Local Application Questions -- 3

5. Describe how the institution will—

- (A) Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- (B) Prepare CTE participants for non-traditional fields;
- (C) Provide equal access for special populations to career and technical education courses, programs, and programs of study; and
- (D) Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Appendix E – Local Application Questions -- 4

6. Describe the work-based learning opportunities that the institution will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students.

7. Describe how the institution will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

8. Describe how the institution will coordinate with the THECB and other institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

Appendix E – Local Application Questions -- 5

9. Describe how the institution will address disparities or gaps in performance in each of the State plan years, and if no meaningful progress has been achieved prior to the third program year, describe the additional actions the institution will take to eliminate those disparities or gaps. **(N/A – Transition Year; this section is not required.)**

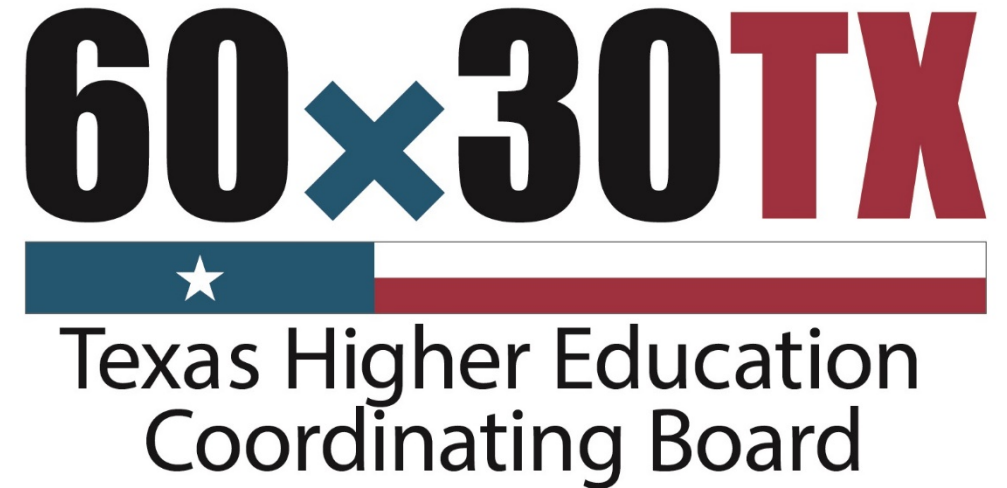
10. In addition to the nine items above, describe how the activities discussed above will contribute to GOAL TWO: COMPLETION of the state's Strategic Plan for Higher Education, [60x30TX](#).

Perkins V Core Performance Indicators

Code	Name	Description
1P1	Retention and Placement	The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
2P1	Earned Recognized Credential	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3P1	Non-traditional Program Enrollment	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Performance Improvement/ Evaluation Plan

Duane Hiller



Performance Improvement/Evaluation Plan 1

The Applicant shall develop a Performance Improvement / Evaluation Plan (PIEP) for **each of the three core indicators.**

- Demonstrate how Perkins-funded programs, activities, and budget items identified for each core indicator will improve your performance *toward meeting the state-determined target on the indicator.**
- Use Grant funds toward improvement in each of the three core indicators as a primary purpose in the use of these funds.

Performance Improvement/Evaluation Plan 2

***Transition Year – Core indicator targets have not been established for FY 2019-2020. Institutions will apply and evaluate relevant programs, activities, budget items, and strategies to each core indicator based on anticipated institutional goals for the indicator.**

Performance Improvement/Evaluation Plan 3

Performance Improvement Plan

- Identify the Perkins-funded CTE programs, activities, and specific budget items that will play a significant role in improving your performance on each core indicator***(Transition Year)**

Performance Improvement/Evaluation Plan 4

Summary of Plan

- Summarize how you will reach the approved, state-determined target for each core indicator or, if you already meet or exceed the target, how you will maintain a level of effort necessary to improve your performance.*
- Provide sufficient detail to demonstrate
 - the specific challenges in improving your performance on the target*
 - how the CTE programs, activities, and requested budget items in your application will make specific contributions toward meeting the state-determined target*

Performance Improvement/Evaluation Plan 5

Key CTE Programs and Activities

- Identify key CTE individuals, programs, and activities that will play a significant role in meeting or exceeding the approved, state-determined target for each core indicator.*

Specific Budget Items

- Identify specific budget items that will play a significant role in meeting or exceeding the approved, state-determined target for each core indicator.*
- Comply with the Requirements for Uses of Funds (Appendix I) and the Carl D. Perkins Grant Cost Guidelines (Appendix J).

If citing the same Programs, Activities, or Budget Items for more than one core indicator, be sure to specify their relevance to each core indicator.

Performance Improvement/Evaluation Plan 6

A Note About The Appendices

- For Perkins V, a new appendix has been added:
APPENDIX D – COMPREHENSIVE LOCAL NEEDS ASSESSMENT
- **All appendices from previous RFAs have increased by one letter, starting with Appendix D (which is now Appendix E, and so on...)**

Performance Improvement/Evaluation Plan 7

Evaluation Plan

Develop an Evaluation Plan that measures the effectiveness of Perkins-funded programs, activities, and budget items in the Performance Improvement Plan, which includes

- (a) Activities and Strategies
- (b) Timeline Plan
- (c) Target Measures

Performance Improvement/Evaluation Plan 8

Activities and Strategies

- Identify and describe specific activities and strategies that will be used to meet or exceed the approved, state-determined target for each core indicator.
 - The identified activities and strategies must align with the key CTE programs, activities, and budget items identified in the Performance Improvement Plan for each core indicator.
 - Each activity and strategy must be quantifiable in terms of its output or (preferably) outcome and must have an evident connection to improvement in the core indicator it supports.*

Performance Improvement/Evaluation Plan 9

Activities and Strategies

PLEASE NOTE

Activities and strategies that extend the full length of the Grant Period must be divided into sub-activities and sub-strategies that will show incremental progress in completing the larger activities and strategies.

Performance Improvement/Evaluation Plan 11

Timeline Planned

Identify a timeline for each activity and strategy. The timeline should be in a monthly/quarterly format unless an activity or strategy extends the length of the Grant Period. **In that case, the timeline for the activity or strategy must be subdivided appropriately to show the Awarded Applicant's incremental progress on the larger activity or strategy.**

Performance Improvement/Evaluation Plan 13

Target Measures

- Identify one or more target measures for each activity and strategy. Each target measure must
 - (a) clearly relate to its activity/strategy
 - (b) state a planned output or outcome toward improved performance for the core indicator under which the activity/strategy falls*

Target measures must be based upon data that can be collected prior to submission of the Final Report.

Performance Improvement/Evaluation Plan 15

7.4.2.1 - Activities/Strategies	7.4.2.2 - Timeline Planned	7.4.2.3 – Target Measures	<i>Example Biannual and Final Report Results/Comments</i>
2.1. CTE instructors will lead tours of the Academic Skills Center and encourage students in their classes to get tutoring when they have trouble with assignments	9/1/2019 - 12/15/2019 1/15/2020 - 5/15/2020	200 CTE students will utilize the Academic Skills Center. 200 CTE students will utilize the Academic Skills Center.	<i>Biannual: In fall 2018, 278 of 1031 registered CTE students received tutoring in the Academic Skills Center. Final: 184 of 938 CTE students utilized the Academic Skills Center.</i>

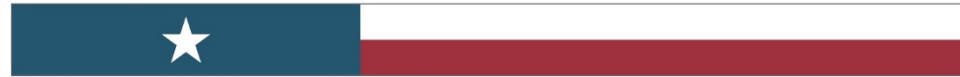
Performance Improvement/Evaluation Plan 16

7.4.2.1 - Activities/Strategies	7.4.2.2 - Timeline Planned	7.4.2.3 – Target Measures	<i>Example Biannual and Final Report Results/Comments</i>
2.2. Special Populations Counselor and instructors in targeted programs will implement an action plan to retain CTE students and evaluate the success of the strategies in that plan.	9/1/2019 - 8/31/2020 <u>See parts a. and b. below for a breakout of this year-long activity.</u>	85% of CTE students in targeted programs will persist in or complete the programs.	<i>Biannual: 43 of 48 students in the fall programs registered for spring classes, for a retention rate of 90%.</i> <i>Final: Programs graduated 40 of 45 students, or 89%.</i>

Performance Improvement/Evaluation Plan 17

<p>2.2a. Special Populations Counselor and instructors in targeted programs will develop an action plan of researched “best practices” for retaining CTE students.</p>	<p>9/1/2019 - 10/31/2019</p>	<p>At least seven “best practice” strategies will be identified in the action plan.</p>	<p><i>Biannual: the committee identified 12 strategies and submitted them to the Dean of Workforce Education as part of a proposed action plan.</i></p>
<p>2.2b. Special Populations Counselor and instructors will implement and evaluate strategies in the action plan.</p>	<p>1/1/2020 - 7/31/2020</p>	<p>100% of strategies will be implemented from the action plan by May 2019.</p> <p>50% of surveyed students will report that one or more strategies are “effective” or “very effective” in their success.</p>	<p><i>Biannual: 9 of 12 strategies have been implemented for spring 2018. 3 are still under review.</i></p> <p><i>Final: CTE students were surveyed during the last week of regular semester. 68% of students indicated “effective” or “very effective” on the survey.</i></p>

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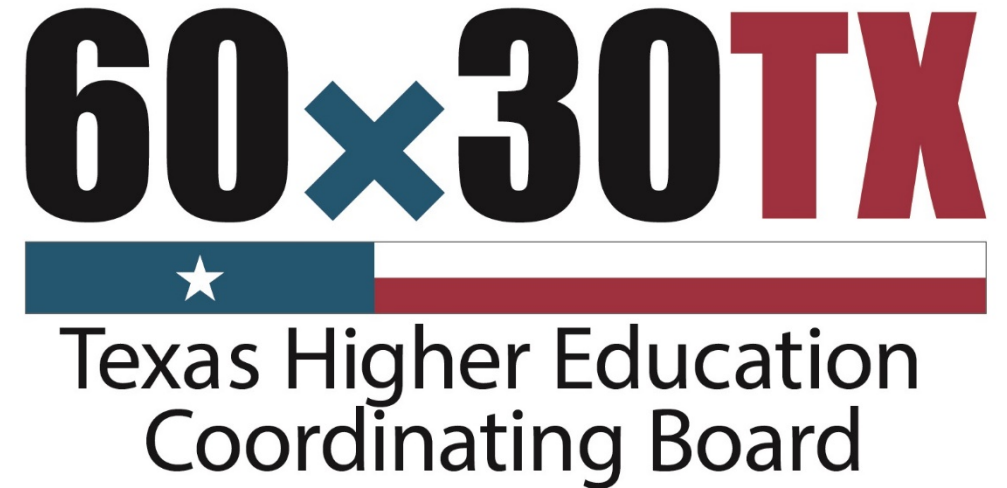


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Questions about the Application?

Perkins V: State Plan

Mindy Nobles



Perkins V – State Plan

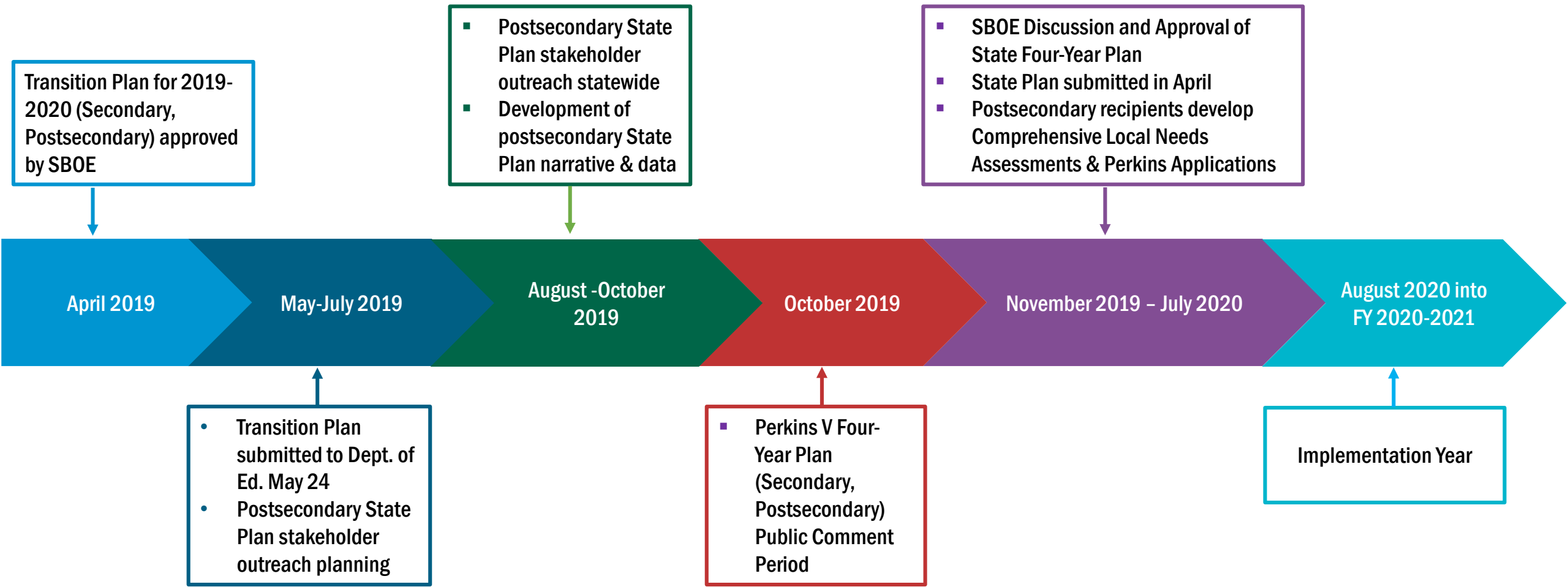
- Two Stages

- State Transition Plan (FY20)
- Perkins State Plan (FY21-FY24)

- Status

- Transition Plan pending approval
- State Plan under development

Perkins V – State Plan/Postsecondary 1



Perkins V – State Plan/Postsecondary 2

- **Required Stakeholder Consultations**
 - Representatives of secondary and postsecondary career and technical
 - Community representatives, including parents, students, and community organizations
 - Representatives of the State workforce development board
 - Members and representatives of special populations
 - Representatives of business and industry
 - Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth
 - Representatives of Indian Tribes and Tribal organizations located/providing services in the State
 - Individuals with disabilities
 - The Governor and the heads of other State agencies with authority for career and technical education programs

Perkins V – State Plan/Postsecondary 3

- Required State Plan Components

- State-supported workforce development activities
- State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations)
- State's strategic vision and set of goals for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations
- Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system
- How the eligible agency will use State leadership funds consistent with requirements of Act
- Career and technical education programs or programs of study that will be supported, developed, or improved at the State level
- The process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs

Perkins V – State Plan/Postsecondary 4

- Required State Plan Components

- How the state will make information about approved programs of study/career pathways available to students and parents
- How the state will facilitate collaboration in development of CTE programs, programs of study, and career pathways with multiple exit/entry points
- How the state will use state, regional, or local labor market data to determine alignment of programs with needs of state
- How the state will ensure equal access to CTE programs of study and activities for special populations
- How the eligible agency will use State leadership funds consistent with requirements of Act
- Coordination of relevant state boards with local workforce development boards
- Support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers

Perkins V – State Plan/Postsecondary 5

- Required State Plan Components

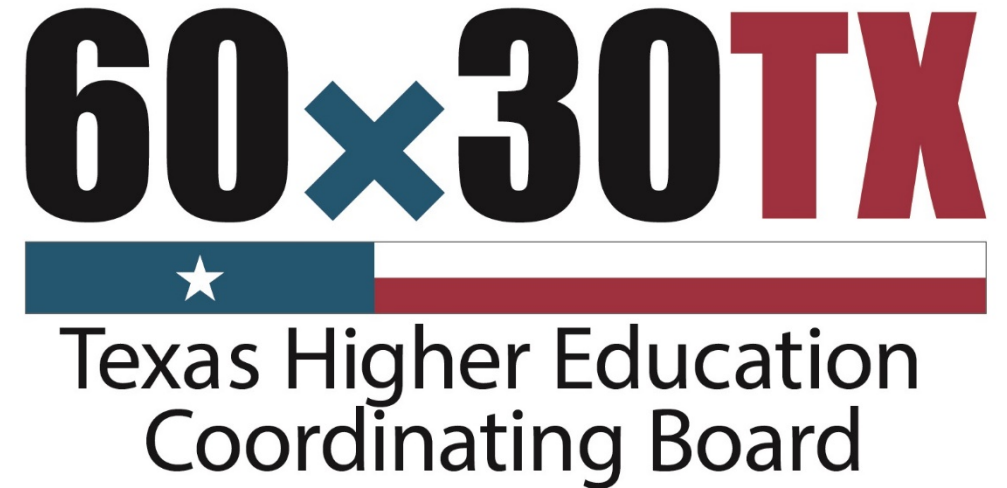
- How the state will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations
- How the state will facilitate collaboration in development of CTE programs, programs of study, and career pathways with multiple exit/entry points
- How the state will, if it chooses to do so, include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education
- How the state will involve stakeholders, as appropriate, in the development, implementation, and evaluation of CTE programs
- Program strategies for special populations, including a description of how individuals who are members of special populations
- how the eligible agency will support the recruitment and preparation of faculty, administrators, specialized instructional support personnel, and paraprofessionals for CTE
- *Additional Fiscal Responsibility and Accountability requirements*

Perkins V – State Plan: Stakeholder Outreach

- **Two Statewide Association Meetings at CB Headquarters**
 - Postsecondary Professional Associations (TACTE, TACC, TCCTA, TCCIA, TACRAO, etc.)
 - Special Populations Advocacy and Support Associations (Texas Homeless Network, AHEAD/Texas, etc)
- **6-8 Regional Stakeholders Meetings at Colleges**
 - Local employers, community associations, and workforce boards
 - Students and parents
 - CTE faculty
 - CTE administrators and Perkins directors

Perkins Statewide Plan: Group Discussion

Dr. Sheri Ranis



Question 1

How can the state help facilitate collaboration in the development and coordination of CTE programs and career pathways? That is, support effective and meaningful collaboration between secondary schools, postsecondary institutions and employers?

Question 2

How can the state help promote continuous improvement in academic achievement and technical skill attainment in CTE programs?

Question 3

How can the state assist in the goal of improving outcomes and reducing performance gaps for CTE concentrators, particularly special populations?

Special Populations under Perkins V

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-workforce individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- Youth who are in, or have aged out of, the foster care system; and
- Youth with a parent who— a. is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and b. is on active duty (as such term is defined in section 101(d)(1) of such title).

Question 4

How can the state help expand and ensure equal access to CTE for special populations?

Question 5

How can the state better involve you in the planning, development, implementation and evaluation of CTE in Texas?

Final Question

Are there questions about developing the Perkins State Plan that you would have liked us to ask that we didn't ask?

Q&A

Have any questions come to mind on anything we've discussed so far today?

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OPEN Q&A

Perkins V:

Comprehensive Local Needs Assessment

Mindy Nobles

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Perkins V – CLNA 1

Comprehensive Local Needs Assessment (CLNA)

- Due in concert with FY21 Basic Application
- Basis of proposed FY21 Perkins Basic program and related budget requests
- Significant stakeholder consultation and data development required
- Institutions should begin early, certainly by January or February

Perkins V – CLNA 2

- **Required Stakeholder Consultations**
 - Representatives of secondary and postsecondary CTE programs, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
 - Representatives of the state or local workforce development board
 - Students and parents
 - Representatives of special populations
 - Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth
 - Representatives of Indian Tribes and Tribal organizations located/providing services in the SDA, if applicable
 - Other stakeholders, as relevant to the college

Perkins V – CLNA 3

- Required CLNA Components
 - An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations
 - A description of how career and technical education programs offered by the eligible recipient are—
 - Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
 - Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State or local workforce development board, including career pathways, where appropriate;
 - Designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Perkins V – CLNA 4

- Required CLNA Components
 - An evaluation of progress toward the implementation of career and technical education programs and **programs of study**
 - A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions

Perkins V – CLNA 5

- Required CLNA Components
 - A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations
 - providing programs that are designed to enable special populations to meet the local levels of performance
 - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency

Perkins V – CLNA 6

- Supportive Resources

- Model CLNAs and guidance manuals for small, medium, large, and very large colleges
- Breakout of special populations performance at 4- or 2- digit CIP level
- Library of CLNA planning guides from CTE organizations such as Advance CTE and ACTE
- Technical support conferences
- TWC's Labor Market Index tool: <https://texaslmi.com/>
- Any other resources identified

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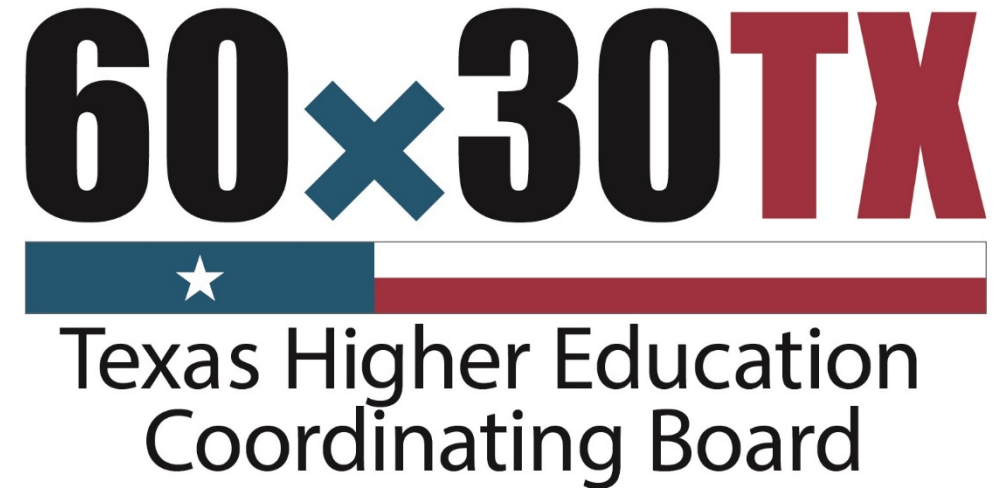


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Questions about the CLNA?

Basic Essentials

Dr. Marissa Garza
Duane Hiller
Mindy Nobles
Dr. Sheri Ranis



Basic Essentials: Duane

Activities and strategies that extend the full length of the Grant Period must be divided into sub-activities and sub-strategies that will show incremental progress in completing the larger activities and strategies.

If citing the same Programs, Activities, or Budget Items for more than one core indicator, be sure to specify their relevance to each core indicator.

Basic Essentials: Marissa

When submitting line items for amendment, follow Appendix L and use ADD, REMOVE, INCREASE, DECREASE in the description.

If you are adding line items to the budget, be specific that the language shows a clear connection to CTE.

Basic Essentials: Mindy

On Applications, you may combine registration fees in Schedule F into one line:

I. Activity	Line	II. Description	III. Amount
Professional Development	21	Registration fees for travel shown on Schedule B: TACTE, TXHIMA, NAEYC, AHEAD	\$1,275

On Amendments, you do not need to list small cost reductions and overages on Schedule F independently:

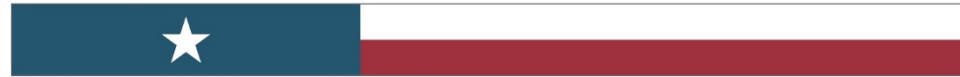
I. Activity	Line	II. Description	III. Amount
(A2) Upgrade Curriculum	65	Schedule F budget adjustment actual costs of equipment	-\$3,450

Basic Essentials: Sheri

Break out your local application's narrative into paragraphs. They are much easier to read and analyze that way.

Think carefully about how you construct the PIEP's evaluation section. Try to go beyond simply listing an activity and having the target be whether it was accomplished or not. Targets should clearly indicate progress and impact. They are required to be measurable. That means quantify a target if at all possible.

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Questions about These Basics?