Learning that works for Virginia

CTE™

2019-2020

Perkins Local Plan and Budget Application, and

Comprehensive Local Needs Assessment

Office of Career, Technical, and Adult Education
February 21, 2019
2019-2020 Perkins V Administration

In-service Agenda

- Perkins V Overview
- Submission Deadline
- Comprehensive Local Needs Assessment
- Navigating the Application Excel Template
- Local Plan and Budget – Schedules 1 to 18
- OMEGA Tips
- Federal Program Monitoring – Self Assessment
Purpose

The purpose of this Act is to 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 of study, by-
Purpose (Continued)

1. Building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;

2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
Purpose (Continued)

3. Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;

4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs of study, services, and activities;
Strengthening Career and Technical Education for the 21st Century Act “Perkins V”

Purpose (Continued)

5. Providing technical assistance that-
   A. promotes leadership, initial preparation, and professional development at the State and local levels; and
   B. improves the quality of career and technical education teachers, faculty, administrators, and counselors;
Strengthening Career and Technical Education for the 21st Century Act “Perkins V”
2019-2020 Perkins Local Plan and Budget and Comprehensive Local Needs Assessment

VDOE Submission Deadline – **April 30, 2019**:

- Upload Perkins Application via SSWS to OMEGA
- Upload the Local Comprehensive Needs Assessment via VDOE DropBox to: Joy Spencer, CTE Administrative Support
- If applicable, mail/email CTE Federal Program Monitoring Self-Assessment Report (Review the Six-Year Review Cycle for 2019-2020 *(Slide 119)*)
- Email one or more new Plans of Study (WORD file) to cte@doe.virginia.gov
- Email the signed signature page (.pdf) to: cte@doe.virginia.gov
2019-2020 Perkins Funding

Perkins IV – Basic State Grant
FY 2018 $1.193 Billion
Virginia Allocation $26,747,826

Perkins V – Basic State Grant Allocation
FY $1.229 Billion
Virginia Estimated Allocation $28,311,679
July 1, 2019-June 30, 2020

Note: Increase of $1,563,853 (5.8%)
Perkins V Funding Allocations

Major Provisions Regarding State Planning:

• Retains the state governance structure, as well as formulas for local funding allocations:
  • 85 percent of the funding is split
    • 85 percent local school divisions
    • 15 percent community colleges
• Lifts the restriction on allocating funds below grade 7 and allows support for career exploration and technical skills development grades 5-12
Perkins V Funding Allocations

• Allocation of resources must be aligned with the findings of the Comprehensive Needs Assessment
• “Required” and “Permissive” uses of funds are no longer separate lists.
  • There is now one list that identifies six (6) expenditure categories. Within the six categories there are 37 allowable uses of funds.
Perkins V Funding Requirements

• CTE is defined as:
  • a sequence of courses (minimum two sequential pathway electives)
  • rigorous academic content and relevant technical skills that prepare students for further education and careers in current or emerging professions
    • must include “in-demand” industry sectors and occupations
  • aligned to the state-identified academic standards under ESSA and WIOA
Perkins V Funding Requirements

• New reference to work-based learning, career exploration, and secondary-postsecondary connections; although, none are specifically required
Perkins V Funding Requirements

Major Provisions Regarding Local Planning:
- Links all accountability measures to new federal definition of CTE “concentrators”:
  - A concentrator is a student who completes two courses in a pathway (same as Virginia’s current definition)
- Shifts the accountability indicators
  - Consolidates the two non-traditional measures (6S1 & 6S2) into one (enrollment)
  - Eliminates the technical skill attainment (2S1) and replaces it with a “program quality” measure of work-based learning, postsecondary credit attainment, and/or credential attainment during high school
A specialized public secondary center exclusively or principally used for providing CTE courses and must offer \textit{at least three} different occupational fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations.
Work-based Learning

The term “work-based learning” means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.
Special Populations

A. Individuals with disabilities
B. Individuals from Economically Disadvantaged Families, including Low-income Youth and Adults
C. Individuals preparing for non-traditional fields
D. Single parents, including single pregnant women
E. Out-of-workforce individuals
F. English Learners
G. Homeless individuals
H. Youth who are in, or have aged out of, the foster care system
I. Youth with a parent who...
   • Is a member of the armed forces
   • Is on active duty
Comprehensive Local Needs Assessment

Comprehensive Local Needs Assessment Required Every Two Years
One of the most significant new components of Perkins V is the introduction of a comprehensive local needs assessment that requires data-driven decision-making on local spending.

Language in Section 135 (Local Uses of Funds) states that local school division recipients must “use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive local needs assessment.”
The local needs assessment must be completed at the beginning of Perkins V implementation, with results included in the local application.

- The needs assessment must include a review of:
  - student performance;
  - program quality;
  - labor market needs;
  - educator professional development; and
  - special populations’ access to programs.
- The comprehensive local needs assessment must be updated every two years
- A large group of stakeholders, including educators, business and industry partners, parents, and students, among others, must be consulted during the process.
- Perhaps most importantly, local funding decisions must be based on the comprehensive local needs assessment.
This new process reflects best practices already occurring in CTE programs throughout the Commonwealth, but will help ensure a more formal feedback loop between data, planning and funding decisions under Perkins V.
There must be a clear linkage between the Comprehensive Local Needs Assessment and how funds are spent.

Allocation of resources must be aligned with the findings of the Comprehensive Local Needs Assessment.

Funding must be used to support career and technical education programs that are of sufficient size, scope, and quality.
The comprehensive local needs assessment requires the assessment, among other things, evaluate the school division’s performance against the adjusted levels of performance and its progress in implementing career and technical education programs and plans of study.
**Requirements –**
Section 134 (c)

2 (A) Provide an evaluation of the performance of the students served by the school division with respect to State determined and local levels of performance including an evaluation of performance for special populations and each subgroup described in section 1111 (h)(1)(ii) of the Elementary and Secondary Education Act of 1965.

**Response:**
Section 134 (c)
2 (B) Provide a description of how career and technical education programs offered by the local school division are–

(i) Sufficient in size, scope, and quality to meet the needs of all students served by the local school division

Response: [Blank]
Section 134 (c)
2 (B) Provide a description of how career and technical education programs offered by the local school division are–

(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board including career pathways, where appropriate

Response: [redacted]
Section 134 (c)

2 (B) Provide a description of how career and technical education programs offered by the local school division are—

(ii) (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Response: [Blank]
Section 134 (c)
2 (C) Provide an evaluation of progress toward the implementation of career and technical education programs of study.

Response:
Section 134 (c)
2 (D) Provide a description of how the local school division 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.

Response:
Section 134 (c)
2 (E) Provide 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 –

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations

Response: [Redacted]
Section 134 (c)
2 (E) Provide 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 –

(ii) providing programs that are designed to enable special populations to meet the local levels of performance

Response: [Blank]
Section 134 (c)
2 (E) Provide 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 –

(iii) 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

Response: [Blank]
School divisions must consult with the following groups during the Comprehensive Local Needs Assessment process and the development of the local application:

1. Secondary and postsecondary educators, administrators, and other support staff
2. State or local workforce development boards
3. Business and industry representatives
4. Parent and students
5. Representatives of special populations
Comprehensive Local Needs Assessment

6. Representatives of agencies serving out-of-school youth, homeless children, and at-risk youth
7. Other stakeholders required by the eligible agency
Welcome & Instructions Tab

• In Excel, the pages in each tab will run continuously.

• To see each page break clearly, you will need to turn on Page Break Preview or Page Layout.

Note: The Local Perkins Plan and Budget Application was disseminated through a Superintendent’s Email on February 6, 2019, as well as a CTE Director’s Memo 137-19 emailed on February 6, 2019.
Welcome & Instructions Tab

When you open the Excel file, you may see **Security Warning** at the top of the screen, depending on your Security Settings. If so, Click on “Enable Content.”

Welcome to the 2019-2020 Career and Technical Education (CTE) Local Plan and Budget Application in Excel. Please use the tabs at the bottom of this spreadsheet to complete the Certification and Assurances, Performance Assessment, Career and Technical Education Management System (CTEMS) Schedules (Schedules 1 - 16), and CTEMS Budget (Schedules 17 & 18). Use your local personal computer to prepare the document for submission to the Virginia Department of Education’s (VDOE) Online Management of Education Grant Awards (OMEGA) reporting system.

**To print the Annual Plan Document, you will need to print each tab across the bottom of this file separately.**

**To view the Annual Plan Document by pages, click on "Page Break Preview" under View.**

**Note:** For additional instructions on how to submit files in OMEGA, please consult the [Omega User's Guide](#).
Welcome to the 2019-2020 Career and Technical Education (CTE) Local Plan and Budget Application in Excel. Please use the tabs at the bottom of this spreadsheet to complete the Certification and Assurances, Performance Assessment, Career and Technical Education Management System (CTEMS) Schedules (Schedules 1 - 16), and CTEMS Budget (Schedules 17 & 18).

Use your local personal computer to prepare the document for submission to the Virginia Department of Education's (VDOE) Online Management of Education Grant Awards (OMEGA) reporting system.

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To view the Annual Plan Document by pages, click on "Page Break Preview" under View.
Welcome & Instructions Tab (cont’d)

Rows 8-13

To print the Annual Plan Document, you will need to print each tab across the bottom of this file separately.

To view the Annual Plan Document by pages, click on "Page Break Preview" under View.

NOTE: For additional instructions on how to submit files in OMEGA, please consult the Omega User’s Guide

Or, once you are in OMEGA, on the division's opening page, you may click "HELP" in the top right sidebar, and the first paragraph has the link to the OMEGA User’s Guide. Additionally, you may email questions or concerns regarding OMEGA by clicking on "OMEGA SUPPORT" in the top right sidebar. You may also contact OMEGA Support directly at 804-371-0993 or email directly at Omega.Support@doe.virginia.gov

For questions concerning the CTE Local Plan and Budget Application, please contact George Willcox, Director, Operations and Accountability, or Bill Hatch, Coordinator, CTE Planning, Administration, and Accountability, as assigned in Appendix A, at (804) 786-4206

or CTE@doe.virginia.gov

Do NOT contact OMEGA Support.

Information provided for:
• downloading the OMEGA User’s Guide
• contacting OMEGA Support
• contacting appropriate CTE Staff: George Willcox, Bill Hatch, or David Eshelman
Local Plan Due Date – **April 30, 2019**

**Superintendent’s Email and CTE Director’s Email dated February 6, 2019**

**Federal Requirement** - **“substantially approvable form”**

In compliance with federal requirements, the school division must submit the application to the VDOE in “substantially approvable form” via OMEGA no later than April 30, 2019, to obligate Perkins funds on July 1, 2019.

<table>
<thead>
<tr>
<th>Row</th>
<th>CTE Local Plan Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>In compliance with federal requirements the school division must submit its 2019-2020 application to the VDOE in &quot;substantially approvable form&quot; via OMEGA not later than April 30, 2019. In order to obligate Perkins funds on July 1, 2019, school divisions must adhere to the submission due date.</td>
</tr>
</tbody>
</table>
**Permissive Funds Allocation**

Not more than 40 percent of your total Perkins allocation is eligible for Permissive Uses of Funds.

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<table>
<thead>
<tr>
<th>Row 56</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 Review of Local Plan and Budget Applications:</strong> Please refer to the list in Appendix A to determine who will be reviewing your plan at the VDOE. If you have questions, please contact the appropriate CTE staff.</td>
</tr>
<tr>
<td><strong>3 Required and Permissive Uses of Perkins Funds:</strong> School divisions must use 60 percent or more on Required Uses of Funds. Virginia allows up to 40 percent of your total Perkins allocation for Permissive Uses of Funds. If you have questions, please contact the appropriate CTE staff.</td>
</tr>
<tr>
<td><strong>4 Expenditure Account Descriptions:</strong> Be sure to use Appendix C for accurate assignment of expenditures in the budget segment of your application.</td>
</tr>
</tbody>
</table>
**Row 58**

<table>
<thead>
<tr>
<th>4 Expenditure Account Descriptions:</th>
<th>Be sure to use Appendix C for accurate assignment of expenditures in the budget segment of your application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 DO NOT Round Budget Amounts:</td>
<td>In the application, the budget total must match the federal allocation exactly. Do not round budget amounts.</td>
</tr>
<tr>
<td>6 Regional Career and Technical Centers:</td>
<td>Complete the Local Plan using the schedules identified on the CTEMS website.</td>
</tr>
</tbody>
</table>

**Do Not Round Budget Amounts**

The budget total amount must match the federal allocation EXACTLY (Dollars and Cents).
Regional Career and Technical Centers

Effective in School Year 2015-2016 and thereafter, Regional Technical Center Administrators must obtain from each participating school division the amount of Perkins funding that will be allocated for center use. This total funding amount from all participating school divisions will be used to complete Schedule 17.

Welcome & Instructions Tab (cont’d)

Row 59

6 Regional Career and Technical Centers: Complete the Local Plan using the schedules identified on the CTEMS Schedules Checklist tab. NOTE: Effective School Year 2015-2016 and thereafter, regional technical center administrators must obtain from each participating school division the amount of Perkins funding that will be allocated for center use. This total funding amount from all participating school divisions will be used to complete Schedule 17.
Revised New Program/Course Application

The revised application for new CTE programs/courses (as announced in Superintendent’s Memo No. 043-17) may be downloaded from the CTE Program Administration and Management Web page.
Row 70

10 Reserve Fund: The Virginia Department of Education has revised its procedures for the redistribution of Perkins carryover funds to require that such funds be transferred from the Local Formula Distribution, Secondary Programs - Project Code: 61095 and moved to the Reserve, Secondary Programs – Project Code: 61159. The reserve funds will be reallocated equitably to school divisions which have used 100 percent of their initial school year Perkins allocation with reallocation priority focused on industry credentialing initiatives and innovative CTE program implementation.

Effective August 27, 2015 and thereafter, the reserve funds information is to be included in the local school division's Perkins plan application template. Also, the reserve funds guidance has been posted on the CTE Program Administration and Management website.

Reserve Fund

An annual notice of the reallocation of reserve funds will be disseminated to school divisions in November each year.
CERTIFICATIONS AND ASSURANCES

Use the drop-down menu to choose your school division and division number. Complete all other requested information and obtain signatures. The original Certification and Assurances page(s) with appropriate signatures must be retained and filed at the local level. A copy of the signed Certification and Assurances page(s) must be returned to the Office of Career, Technical, and Adult Education.

(Faxed to 804-530-4560 or emailed to CTE@doe.virginia.gov)

For assistance in obtaining access to OMEGA, (User Permission Form for School Divisions - OP1), the OMEGA OMEGA User's Guide, and requirements for application submission, please refer to the OMEGA Information Page.

PERFORMANCE ASSESSMENT REPORT
CTEMS Schedule Narratives

To ensure compliance with provisions of Perkins V, narrative descriptions of CTE services must be provided in schedules as appropriate. Include your division’s practices, policies, and plans.

Welcome & Instructions Tab (cont’d)
Rows 84-85

2 PERFORMANCE ASSESSMENT REPORT
Complete all required information. This section replaced the Local Improvement Plan as of the 2007 - 2008 school year. Performance standards that are not met must be addressed within the schedules of the plan and the budget.

3 CTEMS SCHEDULES
To ensure compliance with provisions of the Perkins Act, you must provide descriptions of CTE services in the schedules as appropriate. Please indicate in narrative format, where required, your division’s practices, policies, and plans. The CTEMS Schedule Checklist tab may be used to move between schedules.

Schedules 1 and 2
Stakeholder/Advisory Committee Participation/Involvement. Describe your local process for involving the required groups in the development, implementation, and evaluation of CTE programs. NOTE: Effective school year 2015-2016
Schedules 1 and 2

A minimum of three business and industry representatives must be listed representing three different program areas.

<table>
<thead>
<tr>
<th>Schedule 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder/Advisory Committee Participation/Involvement. Describe your local process for involving the required groups in the development, implementation, and evaluation of CTE programs. NOTE: Effective school year 2015-2016 and thereafter, a minimum of three business and industry representatives must be listed representing three different program areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Local Career Cluster/Pathway Plans of Study. As of school year 2012-2013 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding</td>
</tr>
</tbody>
</table>

and plans. The CTEMS Schedule Checklist tab may be used to move between schedules.
Schedule 3

Email a **Microsoft Word** file of your completed 2019-2020 Plans of Study to **CTE@doe.virginia.gov** for separate approval.
Schedule 4

Each sub-population category has grade level defined.

Note: New categories – Homeless students, students in foster care, students with parent(s) in Active Duty. Displaced Homemakers is now Out-of-Workforce individuals.
Schedule 9

In narrative format, describe how the state system of Performance Standards and Measures will be used to develop, evaluate, and continuously improve the performance of CTE programs.
Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding that will be allocated to the center based on Column D. Local funding may be added to the Perkins allocation.
Welcome & Instructions Tab (cont’d)

Rows 132-135

The amount of Perkins funding in Column D must equal the percentage identified in Column C. (Multiply total Perkins funding allocation times percentage in Column C.) NOTE: Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.

Schedule 15-A
CTE Regional Technical Center Funding. (Only to be completed by CTE Regional Technical Centers.)
List each school division that participates in the regional technical center, including the Perkins Funding allocated to the center.

Schedule 16
Career and Technical Education Financial Data
Administration (State and Local Funds)

Schedule 15-A (Regional Centers Only)
List each school division that participates in the regional center including the Perkins Funding allocated to the center.
Welcome & Instructions Tab (cont’d)

Row 142

<table>
<thead>
<tr>
<th>137</th>
<th>Schedule 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>138</td>
<td>Career and Technical Education Financial Data</td>
</tr>
<tr>
<td>139</td>
<td>Administration (State and Local Funds)</td>
</tr>
<tr>
<td>140</td>
<td>Lines 1 and 2: Principals and Assistant Principals</td>
</tr>
<tr>
<td></td>
<td>Indicate the TOTAL PROJECTED COSTS of CTE center administrators (principals and assistant principals) by category. Indicate projected state and local for each.</td>
</tr>
<tr>
<td>141</td>
<td>Extended Contracts, Adult Supplements, and Local Funds. (Documentation of local funds provides needed information for maintenance of effort by the locality.)</td>
</tr>
<tr>
<td>142</td>
<td>Line 3: Extended Contracts</td>
</tr>
<tr>
<td></td>
<td>Indicate the PROJECTED TOTAL costs, by state and local projected expenditures, for extended contracts (11-month, 12-month, and other) in all CTE program areas.</td>
</tr>
<tr>
<td>143</td>
<td>Line 4: Adult Occupation Supplements</td>
</tr>
<tr>
<td></td>
<td>Indicate the PROJECTED TOTAL costs, by state and local projected expenditures, for adult supplements.</td>
</tr>
</tbody>
</table>

Schedule 16

Documentation for the school division’s maintenance of effort with local funds is REQUIRED. Note: Contact Rachel Blanton for technical assistance at 804 786-4206.
Schedule 16 - Line 10
School divisions must meet the state maintenance of effort for equipment.
Welcome & Instructions Tab (cont’d)

Rows 162-165

Schedule 17
Budget of Perkins Funds

The Perkins Act contains the following statement in Section 135 (a):

*General Authority - Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).*

1 Column 1: A locality must fund professional development, activities to prepare special populations, and if applicable, regional program participation.

2 Column 2: Use the drop-down menu to select the appropriate Comprehensive Local Needs Assessment requirement (A-E).

3 Column 3: Contains a description of each of the Local Use of Funds Options (1-6).

Schedule 17

Regional Career and Technical Education Centers, as well as local school divisions, are required to complete Schedule 17. Regional Center Administrators must obtain from each participating school division the amount of Perkins funding that will be allocated for center use in Schedule 15-A. (School divisions may include additional local funding along with the Perkins allocation.) This combined total funding from all participating school divisions will be used to complete Schedule 17.
Welcome & Instructions Tab (cont’d)

Row 166

<table>
<thead>
<tr>
<th>Schedule 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget of Perkins Funds</strong></td>
</tr>
<tr>
<td>The Perkins Act contains the following statement in Section 135 (a):</td>
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<tr>
<td><em>General Authority - Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).</em></td>
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<tr>
<td>1 Column 1: A locality must fund professional development, activities to prepare special populations, and if applicable, regional program participation.</td>
</tr>
<tr>
<td>2 Column 2: Use the drop-down menu to select the appropriate Comprehensive Local Needs Assessment requirement (A-E).</td>
</tr>
<tr>
<td>3 Column 3: Contains a description of each of the Local Use of Funds Options (1-6).</td>
</tr>
</tbody>
</table>

**Schedule 17 – Column 1**
Each school division must allocate fund for professional development, special populations, and if applicable, associated CTE regional technical center.
Schedule 17
Budget of Perkins Funds

The Perkins Act contains the following statement in Section 135 (a):

*General Authority - Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).*

1. Column 1: A locality must fund professional development, activities to prepare special populations, and if applicable, regional program participation.

2. Column 2: Use the drop-down menu to select the appropriate Comprehensive Local Needs Assessment requirement (A-E).

3. Column 3: Contains a description of each of the Local Use of Funds Options (1-6).

Schedule 17 – Column 2
Use the drop-down menu to select the appropriate Comprehensive Local Needs Assessment requirement (A-E).
Use the drop-down menu to select the appropriate Comprehensive Local Needs Assessment requirement (A-E).

3 Column 3: Contains a description of each of the Local Use of Funds Options (1-6).

4 Column 4: Use the drop-down menu to select the appropriate Local Use of Funds (1-6). Identify Required and Permissive funding using one activity per narrative line. The leading R or P represent Required or Permissive respectively. The total amount of permissive items may **not exceed 40 percent** of the total federal grant (a **WARNING** will appear if you exceed the 40 percent).

5 Column 5: Use the drop-down menu to indicate the name of the program area for which expenditures are planned using federal funds. "All" is an option.

**Schedule 17 – Column 4**

Use the drop-down menu to select the appropriate Local Use of Funds (1-6). Identify Required and Permissive funding using one activity per narrative line. The leading R and P represent Required and Permissive respectively. The total amount of permissive items may **not exceed 40 percent** of the total funding grant (a **WARNING** will appear if you exceed the 40 percent).
Row 170

<p>| | | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>169</td>
<td>170</td>
<td>171</td>
<td>172</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Column 4: Use the drop-down menu to select the appropriate Local Use of Funds (1-6). Identify Required and Permissive funding using one activity per narrative line. The leading R or P represent Required or Permissive respectively. The total amount of permissive items may **not exceed 40 percent** of the total federal grant (a **WARNING** will appear if you exceed the 40 percent).

5 Column 5: Use the drop-down menu to indicate the **name of the program area** for which expenditures are planned using federal funds. "All" is an option.

6 Column 6: Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins Act.

7 Column 7: Use the drop-down menu to identify the object code used for budgeting expenditures.

**Schedule 17 - Column 5**

In Column 2 – “All” is an option.
Welcome & Instructions Tab (cont’d)

Rows 176-179

Schedule 18

Object Code 5000 – a separate line is available for submitting Indirect Costs. The total amount for administration may not exceed 5% of your total Perkins allocation. **WARNING:** If you exceed the 5%, a red warning message will appear at the bottom of Schedule 18.

Administration/Administrative Equipment Funds and Budget Summary Worksheet

Administration and Administrative Equipment

Enter description and amounts to be used for administration of Perkins Act activities, and for the purchase of equipment to be used for administrative purposes, such as microcomputers. **Object Code 5000 - a separate line has been provided to list Indirect Costs.**

The total amount for administration may not exceed five (5) percent of the total federal grant (a note will appear if you exceed the five (5) percent).

Summary Budget Worksheet

The worksheet will automatically classify the federal proposed activities identified on CTEMS Schedule 17 - Budget of Perkins Funds, and Schedule 18 - Administrative and Administrative Equipment, according to the correct expenditure categories on the Summary Budget Worksheet. Refer to Appendix C for Expenditure Accounts Descriptions. The total amount of all expenditure categories must equal the CTEMS Schedule 17 Grand Total.
Comments Page
If needed, a Comments Page has been added at the end of CTEMS Schedule 18 to further explain any of the previous schedules. **NOTE:** Please identify the schedule number and keep comments brief and concise.
Comments Page Example

School Division: ___________________________  Division Number:   

COMMENTS

2019-2020 Plan

Please use this page for any additional comments you may have on any of the previous schedules. Please identify the schedule number with the comments.

.
Appendix A

APPENDIX A
LOCAL DIVISION ASSIGNMENTS

CONTACT INFORMATION:

George Willcox, Director, Operations and Accountability, Career, Technical, and Adult Education
CTE@doe.virginia.gov or George.Willcox@doe.virginia.gov
804-786-4206

Bill Hatch, CTE Coordinator, Planning, Administration and Accountability
CTE@doe.virginia.gov or William.Hatch@doe.virginia.gov
804-786-4206

<table>
<thead>
<tr>
<th>Division Number</th>
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<th>Division Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Albemarle County</td>
<td>001</td>
<td>Accomack County</td>
</tr>
<tr>
<td>004</td>
<td>Amelia County</td>
<td>003</td>
<td>Alleghany County</td>
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<tr>
<td>007</td>
<td>Arlington County</td>
<td>005</td>
<td>Amherst County</td>
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<td>008</td>
<td>Augusta County</td>
<td>006</td>
<td>Appomattox County</td>
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<tr>
<td>013</td>
<td>Brunswick County</td>
<td>009</td>
<td>Bath County</td>
</tr>
<tr>
<td>015</td>
<td>Buckingham County</td>
<td>010</td>
<td>Bedford County</td>
</tr>
<tr>
<td>019</td>
<td>Charles City County</td>
<td>011</td>
<td>Bland County</td>
</tr>
</tbody>
</table>

Contact Information

For assistance, please contact your division’s assigned representative: George Willcox, Director, Operations and Accountability; or William Hatch, CTE Coordinator, Planning, Administration and Accountability at 804-786-4206.
Local Uses of Funds

Refer to Appendix B for definitions.
Welcome & Instructions Tab (cont’d)

Appendix C

APPENDIX C
EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact the grants administrator, Rachel Blanton at 804-225-3349 or CTE@doe.virginia.gov.

OBJECT CODE DEFINITIONS:

1000 PERSONAL SERVICES - All compensation for the direct labor of persons in the employment of the local government, educational agency and/or school division.
- Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation.
- Payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

CTE position salary and benefits costs that are considered as “administrative costs” for primary job duties that are associated with the administration of the secondary education programs.
Salaries must be reported on the monthly OMEGA Reimbursement Request separately under the “CTE Program Administration” Program Area, rather than reported under “Unspecified.”

Object Code Definitions and Contact Information
Refer to Appendix C for budget object code definitions.
Certification and Assurance Tab

Row 6

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td>9</td>
<td>10</td>
<td>11</td>
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<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Image of form]

**Certification and Assurances**

A copy of the signed form must be returned to the Office of Career, Technical, and Adult Education by email to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) or faxed to 804-530-4560 (fax).
Certification Signatures

To certify postsecondary collaboration in the development of the Career Cluster/Pathway Plan of Study, obtain the Local Community College Perkins Administrator’s signature.
School divisions must comply with the Sufficient size, scope, and quality of CTE programs in accordance with the Standards of Accreditation (8VAC20-131-100).

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Assurances (continued on next page)**

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(c)(2)(B) and (Sec. 135(b))
   **Size:**
   a. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)
   **Scope:**
   b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)
   c. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)
   **Quality:**
   d. Career and technical education programs incorporated into the K through 12 curricula that include:
      * Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
Assurance #24  
Certain school divisions identified in the six-year cycle of the Federal Program Monitoring Review System will be required to submit self-assessment. If applicable, school divisions must complete the self-assessment and submit the report in conjunction with the CTE Local Perkins Plan by April 30, 2019. 

(Refer to Superintendent's Memorandum #191-18, dated July 20, 2018)
Certification and Assurance Tab (cont’d)

Row 123

Assurance #25
Effective school year 2019-2020, school divisions must complete a Comprehensive Local Needs Assessment every two years. The initial assessment must be submitted with the CTE Local Plan by April 30, 2019.

(Refer to Superintendent’s Memorandum #191-18, dated July 20, 2018)
The Perkins Performance Standards have been aligned with the list in the Division Annual Performance Report. Provide the “actual” performance levels for all CTE completers in the school division; and also, for the special populations. The 2017-2018 APR will be available in mid February 21, 2019.

<table>
<thead>
<tr>
<th>Perkins Performance Standards</th>
<th>Virginia Agreed Upon Performance Levels for 2017 - 2018</th>
<th>2017 - 2018 Actual Performance from APR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1 Academic Attainment - Reading (English 11)</td>
<td>85.00%</td>
<td>All Completers</td>
</tr>
<tr>
<td>1S2 Academic Attainment - Mathematics (Highest Level)</td>
<td>85.00%</td>
<td>Special Populations</td>
</tr>
<tr>
<td>2S1A Technical Skills Attainment - Student Competency Rate</td>
<td>92.00%</td>
<td></td>
</tr>
<tr>
<td>2S1B Technical Skills Attainment - Completers Participating in Credentialing Tests</td>
<td>82.00%</td>
<td></td>
</tr>
<tr>
<td>2S1C Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate</td>
<td>83.00%</td>
<td></td>
</tr>
<tr>
<td>2S1D Technical Skills Attainment - Completers Passing Credentialing Test Rate</td>
<td>75.00%</td>
<td></td>
</tr>
</tbody>
</table>
Performance Standards Not Met

For Performance Standards not met, you will select each from a drop down menu. In the description block, explain why the standard was not met and what action has been taken to improve the performance.
### 2018-2019 Performance Assessment Targets

For your information, state (negotiated) agreed upon levels of performance and the data collection sources have been provided for planning purposes and continuous improvement efforts.

<table>
<thead>
<tr>
<th>Perkins Core Indicator of Performance</th>
<th>Virginia Agreed Upon Performance Levels for 2018 - 2019</th>
<th>Data Collection Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1* Academic Attainment - Reading (English I)</td>
<td>87.00%</td>
<td><strong>EOC Standard of Learning Test Scores</strong></td>
</tr>
<tr>
<td>1S2* Academic Attainment - Mathematics (Highest Level)</td>
<td>87.00%</td>
<td><strong>EOC Standard of Learning Test Scores</strong></td>
</tr>
</tbody>
</table>
| 2S1A Technical Skills Attainment - Student Competency Rate | 93.00% | Final Completer Demographics Report (CDR) 
and Career and Technical Education |
| 2S1B Technical Skills Attainment - Completers Participating in Credentialing Tests | 85.00% | |
| 2S1C Technical Skills Attainment - Test Takers (Completers) Passing Credentialing Tests Rate | 85.00% | |
| 2S1D Technical Skills Attainment - Completers Passing Credentialing Test Rate | 78.00% | |

School divisions are required to meet or exceed the Virginia Agreed Upon Performance Levels. For your information, the following chart provides the list of Perkins Core Indicators of Performance, the 2018-2019 state (negotiated) agreed upon levels of performance, and the data collection sources. For more detailed information, refer to CTE Memo No. 133-18, dated November 13, 2018.
## CTEMS Schedules Checklist Tab

**CTEMS CHECKLIST 2019-2020**

1. **CTEMS Schedules Required for School Divisions and Regional Centers** (All Schedules are required.)

<table>
<thead>
<tr>
<th>Schedule 1 - Stakeholder Participation/Involvement</th>
<th>Schedule 10 - Improvement, Expansion, and Modernization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule 2 - Advisory Committee Participation/Involvement</td>
<td>Schedule 11 - Using Data to Improve Career and Technical Education</td>
</tr>
<tr>
<td>Schedule 3 - Application for Local Career Cluster/Pathway Plans of Study</td>
<td>Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services</td>
</tr>
<tr>
<td>Schedule 4 - Special Populations Report</td>
<td>Schedule 13 - Equity Provisions of General Education Provision Act</td>
</tr>
<tr>
<td>Schedule 5 - Strengthen/Improve Academic and Technical Skills</td>
<td>Schedule 14 - Labor Market Needs</td>
</tr>
<tr>
<td>Schedule 6 - Work-based Learning Opportunities</td>
<td>Schedule 15 - Participation in Regional Technical Education Programs</td>
</tr>
<tr>
<td>Schedule 7 - Technology in Career and Technical Education</td>
<td>Schedule 16 - Career and Technical Education Financial Data</td>
</tr>
<tr>
<td>Schedule 8 - Professional Development Provided</td>
<td>Schedule 17 - Budget of Perkins Funds and Schedule 18 - Administration/Administrative Equipment Funds and Budget Summary Worksheet (Go to CTEMS Budget Schedules Tab 17-18)</td>
</tr>
<tr>
<td>Schedule 9 - Evaluation of Career and Technical Education Programs</td>
<td></td>
</tr>
</tbody>
</table>

**Schedules**

Complete **ALL** CTEMS Schedules.
Check the types of involvement each of the groups had in the development of the local plan. Effective in school year 2019-2020 and thereafter, the plan must also list representatives of agencies serving out-of-school, homeless, and/or at-risk youth.

### Schedule 1 Stakeholder Participation/Involvement

<table>
<thead>
<tr>
<th>Group</th>
<th>Reviewed/Provided Information</th>
<th>Consensus Reached</th>
<th>Review and Critiqued the Plan or Section of the Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representatives of business/industry</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Representatives of labor organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representatives of agencies serving out-of-school, homeless, and/or at-risk youth</td>
<td></td>
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<tr>
<td>Representatives of Workforce Investment Council</td>
<td></td>
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<tr>
<td>Community representatives and other interested individuals</td>
<td></td>
<td></td>
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<tr>
<td>Representatives of special populations</td>
<td></td>
<td></td>
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<tr>
<td>Representatives of local community colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
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</tbody>
</table>
Schedule 2  Advisory Committee Participation/Involvement

Identify only one individual for each category on the local CTE advisory committee with the exception of Business and Industry, which must list three (one for each of three different career and technical education programs). Effective in school year 2019-2020 and thereafter, the plan must also list representatives of agencies serving out-of-school, homeless, and/or at-risk youth.
Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2019-2020 school year.

**Schedule 2 (Continued) Advisory Committee Participation/Involvement**

Describe how advisory committee members/stakeholders are informed about the Perkins Act and what activities they will be involved in during the 2019-2020 school year.
### Schedule 3 – Application for Local Career Cluster/Pathway Plan of Study

Indicate all **previously** approved Career Cluster/Pathway Plans of Study.

<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>PATHWAY</th>
<th>YEAR SUBMITTED</th>
<th>LOCAL OR STATE TEMPLATE (Please indicate which is being used.)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Schedule 3 – Application for Local Career Cluster/Pathway Plan(s) of Study

List **only** the Career Cluster/Pathway Plan(s) of Study being submitted for 2019-2020. A [Microsoft Word](#) file of your 2019-2020 Career Cluster/Pathway Plans of Study must be emailed to [CTE@doe.virginia.gov](mailto:CTE@doe.virginia.gov) for separate approval.

<table>
<thead>
<tr>
<th>CLUSTER for 2019-2020 Year</th>
<th>PATHWAY</th>
<th>LOCAL OR STATE TEMPLATE (Please indicate which is being used.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Schedule 4 – Special Populations Report

Grade levels have been added for each sub-category. Cells will allow you to enter “0” for any of the sub-categories. Please note the additional or name change of the sub-categories.
You must provide the number of teachers/administrators participating in professional development activities. **WARNING:** The cell will only accept a number and will NOT allow an “x” to be entered.
Schedule 9 – Evaluation of Career and Technical Education Programs
A narrative is required to explain how programs will be evaluated.
Schedule 15
Each school division that participates in a CTE Regional Technical Center **must** notify the center administrator of the amount of Perkins funding that will be allocated to the center based on Column D. The allocation may include local funding.
List each school division that participates in the regional center and the amount of Perkins Funding allocated to the center. This total will be used to submit the regional center’s budget on Schedule 17.
Schedule 17 – Budget of Perkins Funds

Column 1 – Funds must be allocated for professional development, activities for special populations, and, if applicable, to regional program participation.
### Schedule 17 – Budget of Perkins Funds

**Column 2** – Identify which Comprehensive Local Needs Assessment item from the drop down list that is aligned to the activity expenditure.

![Image of a spreadsheet with highlighted cells and notes]

- **Select the appropriate Aligned Comprehensive Local Needs Assessment from the drop-down list.**
- **School Division:**
- **CTEMS SCHEDULE 17 (Continued on next page):**
- **Budget of Perkins Funds 2019-2020 Plan:**
- **Column D:**
  - **Career and Technical Activities Funded**
  - **Aligned Comprehensive Local Needs Assessment**
  - **Local Use of Funds Options**
  - **Local Use of Funds Selection**
  - **Career and Technical Program Area(s) Funded**
  - **6 Narrative Description**

- **Note:**
  - (A.) 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 and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
Schedule 17 – Budget of Perkins Funds

**Column 3** – Local Use of Funds Options: each option is listed in a comments box and in Appendix B.

**Column 4** – Local Use of Funds Selection: Choose from the Local Use of Funds Options in Column 3 and indicate the selected use from the drop down list of Local Use Funds from Column 4.

NOTE: The drop down list contains a leading R or P that represents Required or Permissive respectively. The total amount of permissive use of funds may not exceed 40 percent of the total federal grant (a WARNING will appear if you exceed the 40 percent for Permissive).
Schedule 17 – Budget of Perkins Funds

**Column 5** – Select the CTE Program Area – “All” is an option in the drop down list.

**Column 6** – Provide a concise narrative description of the activity expenditure.
Schedule 17 – Budget of Perkins Funds

**Column 7** – Object Code – Select the appropriate Object Code from the drop down list for each activity expenditure described in Appendix C.
## Schedule 17 – Budget of Perkins Funds

### Column 8 – Budgeted Funds and Source of Funds

Identify the appropriate funding source from the drop down list and indicate the amount of funds budgeted for each expenditure.
Schedule 18 – Administration – Indirect Cost

Object Code 5000 – Indirect Cost – If applicable, all indirect cost must be indicated under Object Code 5000.
Schedule 17 – Budget of Perkins Funds and Budget Summary Worksheet

The Grand Total of the Federal Budget in **Row 169** and the Total of the Budget Summary Worksheet in **Row 219** must equal the same amount. **NOTE:** All items identified as a federal source of funding in Column 5 on Schedule 17 will automatically be entered in the Budget Summary Worksheet by appropriate Expenditure Category.
If needed, a Comments Page has been added at the end of the CTEMS Schedule 18 to further explain any of the previous schedules. **NOTE:** Please identify the schedule number with the comments.
The Perkins Plan is “NOT” a Consolidated Plan

When submitting your original Perkins CTE local plan, please be careful when identifying the type of application. **WARNING:** You must click **NO** (which will change the default from yes to NO) to identify that it is a **non-consolidated application**. If you do not, the default is automatically YES, which will result in an inappropriate identification.
Online Management of Education Grant Awards (OMEGA)

Tips for OMEGA Management of the Perkins Application and Budget
TIPS WHEN USING OMEGA

1. Read the directions and appendices listed in the first tab of the local plan Excel spreadsheet template before beginning your local plan application.

2. Use support services. If you experience problems uploading the local plan, revision, or amendment submissions, you have several options:
A. On your OMEGA submission page, if you click on “OMEGA Support,” (red arrow above) you will be able to send an e-mail message directly to the OMEGA support specialists at the Virginia Department of Education.
If you click on “Help” (red arrow above), you will be directed to the OMEGA Web page (see excerpt below) on which the first paragraph provides a link to the User’s Guide. The guide is very helpful with screen shots and step-by-step directions.

**BUDGET & GRANTS MANAGEMENT**

**ONLINE MANAGEMENT OF EDUCATION GRANT AWARDS (OMEGA)**

OMEGA – VDOE’s automated grant application and reimbursement system – eliminates paper submissions associated with grant applications and reimbursement requests. As explained in the User’s Guide (PDF), OMEGA enables grant recipients to . . .
C. If you wish to speak with one of the OMEGA specialists, call 804-371-0993.

D. If you have questions regarding the directions for completing the information in the Excel template for your local plan, please contact the Office of Career and Technical Education at CTE@doe.virginia.gov.

School divisions are assigned to either George Willcox or William Hatch for Perkins CTE local plan support and approval. For the list of assignments, refer to the Welcome and Instructions tab of the Excel spreadsheet template (Appendix A).
3. When submitting your original Perkins CTE local plan, please be careful when identifying the type of application. **WARNING:** You **must click NO** (which will change the default from yes to NO) to identify that it is a **non-consolidated application**. If you do not, the default is automatically YES, which will result in an inappropriate identification.

![Diagram of the application identification process]
4. When completing the budget in Schedule 17, you must use the total funding allocation as provided by the U.S. Department of Education for school year 2019-2020.

If those allocations have not been provided when completing your budget, use the allocation amount from SY 2018-2019; however, your budget must be revised once the SY 2019-2020 allocations are provided.
5. Review the object code descriptions in the Welcome and Instructions tab of the Excel spreadsheet template (Appendix C).

APPENDIX C

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for budgeting/recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. These descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact the grants administrator, Rachel Blanton at 804-225-3349 or CTE@doe.virginia.gov.

OBJECT CODE DEFINITIONS:

1000 PERSONAL SERVICES - All compensation for the direct labor of persons in the employment of the local government, educational agency and/or school division.
  • Salaries and wages paid to employees for full and part-time work, including overtime, shift differential and similar compensation.
  • Payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

CTE position salary and benefits costs that are considered as “administrative costs” for primary job duties that are associated with the administration of the secondary education programs.
A. **Object Code 3000**—Purchased/contractual services – services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities).

Examples: CTE Regional Consortium and fees paid to another authority, local school division, community college, university, or other governmental entity; conference registration fees, airline tickets, travel agencies, and/or lodging paid directly to the professional associations, or public or private vendor; and payments made to county or school division credit cards for expenses such as conference registrations, airline tickets, and/or lodging expenses.

For a detailed description, refer to Welcome and Instructions tab of the Excel spreadsheet template (Appendix C).
B. **Object Code 5000** – Other charges - includes expenditures that support the CTE program, including school division and CTE administrators, staff, teachers, or consultant expenses for training, conference registration, travel, lodging, and meals (payments reimbursed directly to an individual).

For a detailed description, refer to Welcome and Instructions tab of the Excel spreadsheet template (Appendix C).
6. **On Schedule 17**, when you have a budget request that might span all your program areas, select the “**All**” from the drop down menu under the program column and provide one description.

<table>
<thead>
<tr>
<th>School Division:</th>
<th>Division Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTEMS SCHEDULE 17 (Continued on next page)</td>
<td>Budget of Perkins Funds 2019-2020 Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Technical Activities Funded</td>
<td>Aligned Comprehensive Local Needs Assessment</td>
<td>Local Use of Funds Options</td>
<td>Local Use of Funds Selection</td>
<td>Career and Technical Program Area(s) Funded</td>
<td>Narrative Description</td>
<td>Object Code</td>
<td>Budgeted Funds and Source of Funds</td>
</tr>
<tr>
<td></td>
<td>Required Use: Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
<td>E.</td>
<td>Select the Career and Technical Program Area Funded. All is an option.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Use: Activities for Special Populations</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.</td>
<td>B.</td>
<td>1 (A-F)</td>
<td>2 (A-I)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- See Appendix E
- Fed, State, or Local
- Amount
Schedule 17 (continued)

For instance, if you are “initiating, expanding, improving, and/or modernizing programs with up-to-date equipment from the items listed on the approved state equipment list,” you may provide a general statement and select “All” from the drop down menu. **NOTE:** When submitting your reimbursements, you must provide the details on the purchased item(s). This will reduce time in developing the budget and will eliminate the number of amendments you submit.
7. (a) A signed copy of the Perkins CTE local plan certification page must be submitted to VDOE by email to CTE@doe.virginia.gov or by fax at 804-530-4560.

(b) The completed Comprehensive Local Needs Assessment must be uploaded to the VDOE DropBox to the attention of Joy Spencer.

(c) A Microsoft Word file of your completed 2019-2020 Plans of Study must be emailed to CTE@doe.virginia.gov.

Currently, these are the only items to be sent separate from the OMEGA submission.
8. OMEGA will support uploading 2003, 2007 or 2010 Excel .xls, .xlsx or .xlsm formatted files. If you should experience any problems with uploading files this year, please call OMEGA Support at 804-371-0993.
Monitor your To Do Lists. If you have an OMEGA application or reimbursement item in the To Do list, it will need an action. Also, let your next level reviewer know that a request is on its way after you submit.

Local plan application. To see the comments that inform you what action is needed, click on the heavy blue arrow under Project Group Status toward the bottom of the page. Once the application is complete, you may review the comments at any time by clicking the heavy blue arrow under Project Group with Approval Complete. Also, the comments will show who has reviewed the application request and where the application may be waiting for approval. **WARNING:** An application must receive a Level 4 approval within the school division before it is transmitted to the VDOE “To Do” boxes.
10. Check your reimbursement and budget requests. The comments will show up on your “To Do” page without clicking an arrow.

Use the sidebar on the OMEGA homepage to track the progress of your application in the “View an Application,” “View My Pending,” and “View My Coming Soon” lists. Remember, you cannot take new action on an application until it appears in your “To Do” list.
11. How to submit revisions and amendments. It is very important that when you are requested to make changes to your local plan application before it can be approved:

A. Both revisions and amendments must be made to the Excel spreadsheet that was saved in your local files and uploaded for submission.

B. If you are revising the original application, it must be identified as a Revision (this is necessary to have the history of the application submissions for the approval process at VDOE). The step-by-step directions for submitting a revision are on pages 78 through 84 of the OMEGA User’s Guide (May 2012).
C. If you are amending an application that was approved, it must be identified as an amended application. The step-by-step directions for submitting an amendment are on pages 85 through 90 of the OMEGA User’s Guide (May 2012).
D. Indicate where and what amendments are being made to your budget. You may provide an explanation in the comments box or you may put (amended) within the budget (Schedule 17) beside any changes that are made. This is more efficient during the review and approval process. In addition, be sure to upload your entire spreadsheet when submitting amendments.

On the OMEGA home page, the Notification section appears under the Announcement section. New notifications are referred to as “Unacknowledged” until the notification is opened and the user acknowledges that notification has been received.
Phase I - requires the school division to conduct a comprehensive CTE self-assessment on a six-year cyclical schedule and develop a program improvement plan, as needed, to address identified deficiencies and concerns. Only school divisions scheduled to undergo federal program monitoring in 2018-2019 are required to submit the self-assessment with the local plan. (Refer to the CTE Local Plan Assurances, statement 24.) CTE Local Plans are due to VDOE through the Single Sign-on for Web Systems (SSWS) by April 30, 2019.

Phase II - requires the VDOE to conduct an analysis of the self-assessment report and other relevant data that may include an on-site visitation to review specific CTE programs.

Phase III - requires the school division to follow-up on the identified deficiencies and concerns.
## CTE Federal Monitoring Schedule 2018-2019 (cont’d)

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<tr>
<th>Augusta County</th>
<th>Charlottesville City</th>
<th>Culpeper County</th>
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Self-Assessment Due April 30, 2019

Superintendent’s Memo 191-18 (7/20/18)
Please take a few minutes to provide feedback about the benefit of this technical assistance video streaming session. Your input will be useful in our planning efforts for future video training sessions. Please complete this online Evaluation Survey.

Thank you!
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