Writing the FY -21 Carl Perkins Basic Grant Application

Introductions

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New Four-Year Application

Year One
- CLNA
- Full Application

Year Two
- Update Budget
- Update Any Changes to Application

Year Three
- Update CLNA
- Update Budget
- Update Any Changes to Application

Year Four
- Update Budget
- Update Any Changes to Application

Major changes in Carl Perkins V

- Requires Data-Driven Decision-Making
  - Includes Comprehensive Local Needs Assessment

- Increases Stakeholder Involvement
  - Work-Based Learning Emphasis

- Revises Accountability Indicators
  - New definition of Concentrator, combining Non-Traditional measures

- Enhances Efforts to Serve Special Populations

- Encourages Innovation

- Maintains Commitment to Programs of Study
Resources for Grant Writing

- Application document in Word format
- PowerPoint presentation
- Technical Assistance document
- Comprehensive Local Needs Assessment template
- Program of Study template
- Allowable and Unallowable list
- Grant Application Training flyer
- Use of Funds document
- Application Scoring Rubric

Links to all documents will be provided on the Carl Perkins V website: [https://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/carl-perkins/perkins-v](https://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/carl-perkins/perkins-v)

How to Use the Technical Assistance Document

- The “Clarification” column provides a breakdown or rephrasing of the application question, descriptions, definitions and other explanations. These should assist you in your interpretation of the application question and provide insight into what the reviewers are looking for when scoring your application.

- The “Assistance – Examples” column provides additional assistance and some sample responses to the application questions.
Grant Emphasized Use of Funds

- Enhancing career guidance and counseling where state funds are limited.
- Providing innovative, high-tech equipment in CareerTech programs in high schools, technology centers and community colleges that lead to high-wage, high-demand employment in new and emerging technologies.
- Building relationships with business and industry to provide opportunities for program development, internships and mentoring for students and instructors.
- Professional development for instructors on new technology and teaching methods using technology.
- Providing support to develop technology center to community college curriculum alignment to allow high school students to earn college credit in technical programs while in high school through prior learning assessments.
- Providing career information and planning for secondary and postsecondary students.

Use of Funds – Application

- All expenditures must meet grant guidelines and be “allowable.”
- Grant funds may only be expended in areas of “needs” or “opportunities” identified as a priority by your CLNA (Section 2).
- Expenditures must be assigned to one of the program codes identified in the “Use of Funds Guidebook” and OCAS Coding manual. (Section 4).
  - Example:
    - CLNA Student Performance area includes:
      - Academic Integration (330)
      - Evaluation (337)
      - Secondary/Post-Secondary Link (340)
Grant Worksheet Application

• Section 1 – FFATA Information (Federal Financial Information Collection Requirements)

• Section 2 – Comprehensive Local Needs Assessment

• Section 3 – Programs of Study

• Section 4 – Budget Narrative

• Section 5 – Organization Overview

• Section 6 – Itemized Budget Guidelines

Section 1 – Federal Financial Information Collection Requirements

• Applicant must provide the schools' DUNS number, SAM’s registration, Zip+4 and Congressional District number.

• All applicants must respond to questions 1.1 – 1.5.

• Whether you answer questions 1.6 and/or 1.7 will depend on your answer to the previous question.
Section 2 – Comprehensive Local Needs Assessment

• All Comprehensive Local Needs Assessments (CLNA) must be submitted on the approved template.

• A copy of the CLNA template is located on our Carl Perkins V website, along with the FAQ document, *The Answers*, and the CLNA Training PowerPoint: 
  https://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/carl-perkins/perkins-v

• A link to the template is also provided in the application at the beginning of Section 2

• Your CLNA is not “scored.”

• You will use your CLNA results to answer the questions in Section 2 and to drive your budget expenditures.

• The next four slides are from the CLNA template:
  • Perkins V Process – Page 5
  • Needs Assessment and Application Purpose – Page 6
  • Six Steps to Completing CLNA – Page 9
  • Conclusions and Action Items – Page 24

Failure to attach a completed CLNA will result in an Automatic Rejection of your application.
Perkins V Process

Comprehensive Local Needs Assessment (CLNA)—Complete Fall 2019

- Student Opportunities
- Data Driven Decisions
- Directs Budget Decisions
- Foundation for Local Application

Local Application—Complete Spring 2020

- Attach CLNA
- CLNA Aligns With Application Questions

Comprehensive Local Needs Assessment

**PURPOSE**

1. Identify areas of strength in CTE programs
2. Identify areas of weakness and gaps in CTE programs
3. Future direction is informed/validated by stakeholders and partners

CONDUCT UPDATES EVERY TWO YEARS

Local Application

**PURPOSE**

1. Describe applicant’s vision of action for CTE
2. Identify strategies, solutions, and investments to sustain and scale strengths in CTE programs
3. Identify strategies, solutions, and investments to address weaknesses and gaps in CTE programs

SUBMIT EVERY FOUR YEARS—UPDATE BUDGET AND ANY CHANGES EVERY YEAR

FIRST THINGS FIRST

1. Determine if your school will submit your local application as a partnership, consortium, or individual district or technology center:
   - Consortium: serves primarily for operating joint projects that provide services to all participating members. See Oklahoma Perkins V Definitions for additional information.
   - Individual District or Technology Center
2. The data for your individual school is accessible through a link in the needs assessment.
3. The Carl Perkins V legislation has specific definitions for certain words. An Oklahoma Carl Perkins V Dictionary is in The Answers To Your Questions, Plus Examples and Definitions document. Likewise, to assist you, key definitions are also included in this document.

Carefully consider the consortium or partnership you join. The local application is for a period of four years. If you start in one consortium/partnership and want to change to a different one during the four-year period, the group you join will have to conduct a new needs assessment.
COMPLETING THE NEEDS ASSESSMENT

Six Steps to Completing CLNA

1. Student Performance
   AITC/EITC/EXX Programs

2. Labor Market
   Workforce Region and Metawide Data

3. Size, Scope and Quality
   Current and Potential Perkins-funded District Data

4. Implementing Programs of Study
   Current and Potential Perkins-funded District Data

5. Staff Recruitment and Retention
   All CTE Staff

6. Goals and Budget
   Perkins Funded Programs

The six steps begin with a broad focus on all CTE student performance followed by a review of regional and state workforce needs. Each continual step leads to a more narrow focus on programs of study and programs resulting in goals for your application and budget request.

STEP SIX CONCLUSIONS AND ACTION ITEMS

Overview
This legislation requires that applicants provide a description of the results of the needs assessment to the Carl Perkins application. This section contains the information that will be used to evaluate the application.

1. Review the Conclusions section in each State focusing on the actions for growth and/or reducing performance gaps.
2. Based on the review, identify the district's/consortium's goals for increasing student opportunities.
3. Prioritize the goals starting with the most important and list in descending order.
4. List the budget requests required to fulfill the actions.

Discussion Questions:

- Based on the responses in previous sections of this needs assessment, what are your strongest programs? The weakest? What is your plan for continued support of strong programs and transforming or retiring weaker ones?
- Which performance indicators are you struggling with the most? What strategies do you plan to employ to address those needs?
- To what degree are there immediate employer needs in your community that you can help meet?
- Which professional development needs are most pressing?
- Which programs or program elements are the best accessible to particular student groups?

<table>
<thead>
<tr>
<th>List top 3 – 5 CTE priorities for next 5 years</th>
<th>Budget Request(s)</th>
</tr>
</thead>
</table>
Section 2.1 - Priorities

- List the top 3-5 priorities your school has identified using the results of your CLNA.

- Priorities must address an identified “Gap/Need” or a specific “Opportunity for Improvement.”

- Address each of these issues for all priorities:
  - Identify the opportunity or gap to be addressed
  - Describe how CLNA results were used to determine there was a gap/opportunity area at your school
  - Name the program(s) this priority addresses (Ag, BITE, FACS, etc.)
  - List budget requirements needed, if any, to implement/complete the priority

Section 2.2 - Action Items

- Action items will be listed for two Fiscal Years separately:
  - Fiscal Year 2020-2021
  - Fiscal Year 2021-2022

- List any action items your school plans to take in these five CLNA areas:
  - Student Performance Data
  - Labor Market Alignment
  - Size, Scope, Quality
  - Implementing Programs of Study
  - Recruitment, Retention and Staff Training
Section 2.3 – New CTE Programs

• Indicate whether or not your school/consortium plans to implement a new CTE program within the next two years.

• If you are implementing a new CTE program, provide the following:
  • The programmatic area of the new program (Ag, BITE, FACS, Marketing, T&I, Health, or STEM)
  • The priority this program will address
  • Actions your school will take to establish this program
  • All actions requiring the use of Perkins funds

Section 2.4 – CTE Information

• Provide details on how you share information about your CTE programs and Programs of Study with students.

• Provide information on additional methods used to share this information with Special Population students. This information should be targeted/specific to Special Populations and not simply same methods as are used with the general student body.
Roundtable Discussion – Section 2

• Take 5 minutes to discuss the Section 2 questions with your group.

• Does your group have any concerns or need clarification on any of these questions?

• Would any of your group be willing to share examples of priorities they have identified, actions they will be taking or methods they use to tell students about CTE?

Section 3 – Programs of Study

• You must use the approved Programs of Study template for submissions with your grant application. A link to the template is provided in the application and it can also be found on our Carl Perkins Website.

• You will need to attach a Program of Study for each programmatic area where you plan to expend funds in the next two fiscal years.

• If you are funding only Guidance/Advisement based salary and benefits, you must attach at least one Program of Study from an approved CTE program at your school.
• You are required to keep complete, accurate Programs of Study from ALL CTE instructional areas offered by your organization on file at your location.

• Failure to attach ALL required Programs of Study will result in an Automatic Rejection of your Application Worksheet.

Section 3.1 – Programmatic Areas Offered

• Put a check mark in front of every approved CTE program offered by your school or any of your consortium members.

• If even one consortium member offers an approved CTE program in a program area, that should be indicated in this area.

• Include CTE approved but unfunded programs here.

• Include CTE approved programs at Middle Schools here.
Section 3.2 – Post-Secondary Certification, Licensure or Degree

• List the exact post-secondary certification, licensure or degree shown on every Program of Study listed in Section 3.1.

• Provide the specific certification, licensure or degree. Do not provide program names (Welding) or general certifications (Microsoft).

• All certifications, licensures or degrees should be industry or institutionally recognized and approved.

Additional Program of Study Information

• Programs of Study will be attached after you have completed Section 5 and before you move on to the Budget Spreadsheet.

• A Program of Study must include a complete listing of specific courses at the high school, both CTE and academic, that are associated with the career pathway chosen.

• Programs of Study should include a complete listing of specific courses at the technology center and/or community college level that lead a student to an industry license, certification, or degree. You should contact your local technology center, college or university to discuss how students can continue their career pathway and attain a degree, licensure, or certification.
• Programs of Study should demonstrate that there is no duplication of course work between Secondary and Post-Secondary course outlines and that there is a seamless path to certification, licensure or degree.

• A Program of Study cannot lead directly into a 4-year degree program without first achieving an Associate Degree or certification/licensure at a post-secondary level.

• Programs of Study should have multiple termination points, all awarding either a post-secondary certification, an industry-recognized certification or an AAS degree.

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**Roundtable Discussion – Section 3**

• Take 5 minutes to discuss the Section 3 questions with your group.

• Does your group have any concerns or need clarification on any of these questions?

• Would any of your group be willing to share any new, innovative Programs you wish to fund in the next two years?
Section 4 – Budget Narrative

• In this section you will discuss the priorities you plan to expend Perkins funding on for the upcoming year (Fiscal year 2020-2021) only.

• Only answer in the areas below where your CLNA identified Gaps/Opportunities AND which your school set as a priority for the upcoming year.

• You do not need to answer in every area – only in those where you will be spending Perkins funds this year.

• Every item in your Budget Spreadsheet must be listed and discussed in this budget narrative.

• Items may be grouped if they are part of a related project or non-stand alone accessories to a major purchase, but each item must be listed. The description/rationale for purchasing each item in the group must be the same.

• Example: STEM Supplies: VEX robotic kits, Controllers, Field Perimeter Kit, Field Tile Kit

• Example: Digital Camera, zoom lenses, cases, batteries, filters
• The following format should be used for budget expenditure narratives:
  • Consortium Member Name (if applicable)
  • CTE Program (BITE, Ag, Health, STEM, T&I, FACS, Marketing)
  • Item name and description
  • A description of how this item/expenditure will improve your organizations CTE programs and how it relates to a specific Program of Study.

• The “Use of Funds” document provides definitions for all allowable expenditure areas (by program code).

• Failure to complete each step of the Budget Narrative will result in an automatic rejection of your application Worksheet.

Section 4.0 – Four Year Budget Overview

• Provide an overview of how your organization plans to expend their Perkins funding over the next four years.

• Based on your CLNA results, describe the areas where funding will be focused.

• Describe the long-term goals your organization plans to accomplish utilizing Perkins funding.
Section 4.1 – Consortium Allocations

- Consortium lead fiscal agents cannot budget back to their consortium members the exact amount those members were allocated by ODCTE.

**Budgeting back the exact amount of the allocation is cause for an automatic rejection of your application Worksheet.**

- List both the amount ODCTE allocated to each consortium member and the amount the consortium will allocate to each consortium member.

Section 4.2 – Student Performance

- For priorities identified in your CLNA area #1 – Student Performance, identify all expenditures your organization will be making this fiscal year (2020-2021).

- Provide narrative for all expenditures in the approved format (school name, program name, expenditure description, how it improves your CTE programs).

- Approved Use of Funds categories for this area would include:
  - Academic Integration (330)
  - Evaluation (337)
  - Secondary/Post-Secondary Link (340)
Section 4.3 – Labor Market Alignment

- For priorities identified in your CLNA area #2 – Labor Market Alignment, identify all expenditures your organization will be making this fiscal year (2020-2021).

- Provide narrative for all expenditures in the approved format (school name, program name, expenditure description, how it improves your CTE programs).

- Approved Use of Funds categories for this area would include:
  - Workforce Partnerships (338)
  - Services & Activities: High Skill, High Wage, In-Demand (339)

Section 4.4 – Size, Scope and Quality

- For priorities identified in your CLNA area #3 – Size, Scope and Quality, identify all expenditures your organization will be making this fiscal year (2020-2021).

- Provide narrative for all expenditures in the approved format (school name, program name, expenditure description, how it improves your CTE programs).

- Approved Use of Funds categories for this area would include:
  - Use of Technology (332)
  - Work-Based Learning (331)
Section 4.5 – Implementing Programs of Study

- For priorities identified in your CLNA area #4 – Implementing Programs of Study, identify all expenditures your organization will be making this fiscal year (2020-2021).

- Provide narrative for all expenditures in the approved format (school name, program name, expenditure description, how it improves your CTE programs).

- Approved Use of Funds categories for this area would include:
  - Guidance and Counseling (334)
  - Career Awareness (335)

Section 4.6 – Staff Recruitment, Retention and Training

- This section deals with recruitment, retention and training of staff, not students.

- For priorities identified in your CLNA area #5 – Recruitment, Retention and Staff Training, identify all expenditures your organization will be making this fiscal year (2020-2021).

- Provide narrative for all expenditures in the approved format (school name, program name, expenditure description, how it improves your CTE programs).

- Approved Use of Funds categories for this area would include:
  - Professional Development (333)
  - Recruitment and Retention (336)
Section 4.7 – Consortium Purchasing

• Consortium Lead Fiscal Agents must specify if:
  • They will purchase all items and ship them to their member schools. Consortium lead will then claim reimbursement directly from ODCTE.
  • Each member district will make their approved purchases then submit reports and invoices to the Lead Fiscal Agent for reimbursement.

Roundtable Discussion – Section 4

• Take 5 minutes to discuss the Section 4 questions with your group.

• Does your group have any concerns or need clarification on any of these questions?

• Would any of your group be willing to share tips they have learned for writing complete and accurate budget narratives or ways they have learned to streamline the process?
Section 5 – Organization Overview

• In this section you will discuss:

  • Your collaboration with local workforce boards
  • How you provide challenging Academic and Technical Content
  • How your school(s) deal with Special Population students
  • Work-Based Learning Opportunities you offer
  • Post-Secondary Credit Opportunities
  • Staff Recruitment, Retention & Training
  • Performance Data Gaps

Section 5.1 – Career Exploration and Development

• List the partners you work with to provide career exploration and development activities/courses/services to your students (page 8 of the CLNA).

• Give specific examples of courses, activities, tools or services you use to provide career exploration and development to your students.

• Describe how your partners worked with you or provided input into these activities.
Section 5.2 – High Skill, High Wage, In-Demand Information

- Describe how you share information on High Skill, High Wage, In-Demand jobs with your students.
- Discuss how input from your workforce partners (stakeholders) affected how you deliver this information to your students.

Section 5.3 – Career and Academic Counseling

- Describe specific career and academic counseling you provide to your students before they enter CTE programs.
- Describe specific career and academic counseling you provide to your students after they enter CTE programs.
- Discuss how input from your workforce partners (stakeholders) influenced the counseling provided in these areas.
Section 5.4 – Challenging Academic and Technical Content

• Describe how your CTE programs are structured so that CTE students receive the same challenging academic and technical content as non-CTE students.

• Describe how you ensure your CTE content is coherent and rigorous (graduation requirements, math and literacy requirements, enriched curriculum).

• Include specific activities or methods that provide students with a "well-rounded education."

Section 5.5 – Special Populations and High Skill, High Wage, In-Demand Jobs

• The definitions of all Special Population groups are provided in the Technical Assistance document.

• “Special Populations” does not mean “Special Education.”

• Describe specific activities your organization provides to share High Skill, High Wage, In-Demand career information with Special Population students.

• These activities cannot be exactly the same as are provided for all other students – they must be additional activities designed to meet the needs/requirements of the Special Population groups.
Section 5.6 – Non-Traditional Students

• Describe how your organization will prepare all CTE students for non-traditional fields.

• Preparing Special Population students for non-traditional fields must be specifically addressed.

• You should cover how students are recruited for non-traditional fields and accommodations made when teaching them.

Section 5.7 – Equal Access

• Describe – in detail – how your organization ensures that all Special Population students have equal access to every CTE course, program and Program of Study.

• Be specific about accommodations and adaptations made in your CTE programs for Special Populations.
Section 5.8 – Non-Discrimination

• Describe how your organization ensures that no student is discriminated against based on their status as a Special Population.

• State the specific federal, state, district policies on discrimination that are followed.

• List training you provide to your staff to help them address special populations, their education and discrimination.

Section 5.9 – Work-Based Learning Opportunities

• Name specific examples of work-based learning provided by your organization.

• Work-Based Learning means:
  • Sustained interactions with industry or community professionals in real workplace settings (to the extent practicable) or in simulated environments and
  • Work-Based Learning occurs at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field and
  • Work-Based Learning is aligned to curriculum and instruction.
Section 5.10 – Collaboration with Workforce Partners

• List the stakeholders/partners your organization has worked with to develop or expand work-based learning opportunities for your students.

• Give specific examples of work-based learning opportunities that have been developed utilizing this collaboration.

Section 5.11 – Post-Secondary Credit

• Describe the types of post-secondary credit your high school CTE students are eligible to participate in:
  • Concurrent Enrollment
  • Dual Enrollment
  • Advanced Placement Exams
  • Equivalency/Proficiency Exams

• Describe how your organization works to strengthen the ties between secondary and post-secondary institutions, especially those who partner on your Programs of Study.
Section 5.12 – Staff Recruitment, Retention and Training

• This section deals with the recruitment, retention and training of organization staff members, not students.

• You must address Recruitment AND Retention AND Training for all staff members listed:
  • Teachers/Faculty
  • Administrators
  • Support Personnel/Paraprofessionals
  • Groups Underrepresented in the Teaching Profession

• Do not provide the same answer for all types of staff members.

Section 5.13 – Performance Data Gaps

• Describe how your school will address any gaps between your Local Actual Performance Levels and the State Goals over the 4 years of this application.
  • Four-Year Graduation Rate
  • Academic Proficiency: Reading/Language Arts
  • Academic Proficiency: Mathematics
  • Academic Proficiency: Science
  • Post-Secondary Placement
  • Non-Traditional Program Enrollment
  • Program Quality: Work-Based Learning Participation

• If no meaningful progress is achieved by the end of the third year, describe additional actions your organization will take to eliminate these gaps.
Roundtable Discussion – Section 5

• Take 5 minutes to discuss the Section 5 questions with your group.

• Does your group have any concerns or need clarification on any of these questions?

• Would any of your group be willing to share successes (best practices) or concerns in dealing with Special Populations, Work-Based Learning, Staff Recruitment/Retention/Training, Stakeholder Collaboration? What has worked or not worked for you?

Narrative Completion

• You have now completed the narrative portion of your Carl Perkins Local Application for funding.

• Upload and attach all required documentation:
  • Completed Comprehensive Local Needs Assessment
  • All required Programs of Study

• Read the information in Section 6 carefully then press the “Save & Next” button on the bottom right of the screen.
Section 6 – Itemized Budget Guidelines

• You must budget the entire allocation for your school or consortium at this time.

• You are only completing the itemized budget for the upcoming fiscal year (2020-2021).

• Every item listed in your itemized budget must have been listed and discussed in the budget narrative (Section 4).

• All item descriptions must include:
  • The school name (if you are a consortium)
  • The program name (Ag, BITE, FACS, Marketing, Health, T&I, STEM)
  • A brief description of the expenditure

• Item descriptions should be brief, but provide sufficient information to match the item to invoice documentation submitted in the reimbursement phase.

• Failure to correctly complete the Itemized Budget Spreadsheet will result in an automatic rejection of the Application Worksheet.
Automatic Rejections

• Your Local Application may be “automatically rejected” for these reasons:
  • Failure to attach a completed Comprehensive Local Needs Assessment
  • Failure to attach all required Programs of Study. All Programs of Study must be complete and accurate
  • Failure to correctly complete the Itemized Budget Spreadsheet.
  • Budgeting back the exact ODCTE allocation to consortium member schools.

• Organizations will be given the opportunity to correct all applications that are “automatically rejected” and those that score below 65%.

Important Dates

• March 23, 2020 Notices of Allocation sent out April 20, 2020
  Notices of Allocation due back to ODCTE
• May 8, 2020: Applications close
• March – May Technical Assistance Labs. See flyer for specific dates
• July 1, 2020: Application approval/rejection notifications emailed out. Please plan on checking your email for additional actions/due dates if you are off-campus at this time.
New Four-Year Application

Year One
- CLNA
- Full Application

Year Two
- Update Budget
- Update Any Changes to Application

Year Three
- Update CLNA
- Update Budget
- Update Any Changes to Application

Year Four
- Update Budget
- Update Any Changes to Application

Scoring Rubric

- A score of 65% or higher is required for grant approval.
- "Automatic rejections" result in grant denial, regardless of total score, until all required corrections are made.

- The rubric ratings for each Section on the Local Application generally fall into four categories:
  - Exemplary Responses 9-10 points
  - Meets Expectation Responses 7-8 points
  - Needs Technical Assistance Responses 4-6 points
  - Criteria Not Met Responses 0-3 points
• Exceptions to the general ratings include:
  • Section 1 scores 7 points if all required FFATA information is provided, or 0 if required information is missing.
  • 4.1 will be scored at 10 points for all non-consortium fiscal agents.
  • 4.7 no points will be awarded, however 10 points will be deducted for consortium fiscal agents that do not respond.
  • Section 6, the Budget Worksheet, scores a maximum of 20 points.

• You should review the scoring criteria to evaluate your responses prior to grant submission.

• Final application scores will no longer be released. Schools will be notified by July 1, 2020 whether their grant application has been approved or rejected for corrections.

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**Helpful Hints**

• Save the Local Application Word document to your computer and work in it. When you have finished, copy/paste your responses into CTIMS. This will prevent CTIMS from timing out on you. You cannot upload the application Word document into CTIMS.

• You must be signed into CTIMS with the Local Initiative Coordinator role in order to complete the application Worksheet.

• Use only Internet Explorer version 11 or higher to access CTIMS.

• Save your work frequently.
* Save the CLNA and required Programs of Study to your computer. Double-check that all these required attachments have been successfully uploaded in CTIMS before submitting your application.

* Click on the “Worksheet Summary” button to review your grant application before you submit it.

* The Application/Worksheet must be approved by all three local roles before it will be fully submitted: Local Initiative Coordinator, Local Finance Coordinator and Local Superintendent/President.

* If your Application Worksheet is rejected, or if you initiate a Change Request, it must be re-approved by all three local roles.

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**Contact Information**

_We encourage you to email us – it's a great way to ensure we all have appropriate documentation._

**Western Region Carl Perkins Coordinators:**

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**Federal Programs Manager:**

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**Oklahoma Carl Perkins Webpage (see either Perkins V or Resources):**

https://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/carl-perkins/