

GUIDE FOR WRITING A GRANT PROPOSAL

CTE

“Carl D. Perkins Career and Technical Education”

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INTRODUCTION

Established by Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) was given the responsibility to administer and implement career and technical education programs and activities within the Territory of Guam. Accordingly, GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for career and technical education providing services to secondary and postsecondary learners that are directly linked to GCC's primary mission – workforce development – successfully accomplished through a number of organizational units and partnerships. A description of GCC's career and technical educational (CTE) activities focused on six of the sixteen career clusters [Appendix H] is detailed in Guam's Career and Technical Education Five Year State Plan 2013-2014 – Carl D. Perkins Act of 2006, as extended.

On June 18, 2012, the state-led Common Career Technical Core (CCTC) initiative established a set of rigorous, high-quality standards for each of the sixteen (16) career clusters. The CCTC also includes an overarching set of Career Ready Practices (CRP) appropriate to all students and programs of study. As this initiative provides a framework for experiences necessary to become career ready, Guam, along with states and territories adopted CCTC and CRP. Accordingly, as the state agency for career and technical education on Guam and as the "leader in career and technical workforce development" the CCTC and CRP are now included in this guide. The twelve (12) Career Ready Practice statements are as follows.

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

The purpose of this guide is to provide instructions and procedures to develop an acceptable proposal that outlines how Federal funds – based on rules, guidelines, and standards set forth under Perkins IV, the U.S. Office of Management and Budget (OMB), and the government of Guam. Also included are a number of appendices that provide applicable information on Perkins IV and other resources.

The Planning and Development Office provides this guide as part of its technical assistance to eligible Perkins IV providers. **Accordingly, it is essential for the grant writer to use this guide along with Guam's Career and Technical Education Five Year State Plan, as extended [Appendix I] and incorporate the Common Career Technical Core Standards and Career Ready Practice [Appendix K] when developing a Perkins IV grant proposal.**

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OVERVIEW – PROPOSAL PROCESS

GCC provides an opportunity for eligible providers to request for Federal funds by submitting a written proposal that develops “more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.” Given P&D’s adherence to the submission process, attention is placed on eligibility, allowable activities, and the proposal.

I. ELIGIBILITY:

Proposals from an eligible institution/recipient must qualify in order to receive assistance under §131 or §132, as defined under Perkins IV §3(13).

- (A) a public or nonprofit private institution of higher education that offers career and technical education courses;
- (B) a local educational agency providing education at the postsecondary level;
- (C) an area career and technical education school providing education at the postsecondary level;
- (D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450 et seq.) or the Act of April 16, 1934 (25 U.S.C. 452 et seq.)
- (E) an educational service agency; or
- (F) a consortium of two or more of the entities described in subparagraphs (A) through (E).

II. ALLOWABLE ACTIVITIES:

Guam’s Career and Technical Education Five Year State Plan 2008-2013, as extended, provides information on required local activities (§135(b)).

III. APPLICATION AND SUBMISSION:

Page 52 (Guam’s Career and Technical Education Five Year State Plan 2008-2013, as extended) describes procedures to fund eligible institutions/providers. The State Agency Office will publish a Notice of Availability in the major newspapers within Guam and on GCC’s Web site (www.guamcc.edu). A grant proposal application (hard copy) may be obtained at the State Agency Office – Guam Community College, Student Services and Administration Building, room 2209 or electronically via the Web site. Eligible providers shall submit a written grant proposal (original and two copies) in the required format and content (information and assurances) to the State Agency Office. Note: “Internal” applicants (GCC’s faculty/staff) must ensure that the grant proposal is received by the Dean’s Office at least five (5) business days prior to the State Agency’s submission deadline.

The State Agency Office will review the grant proposal for completeness. The evaluation results of the proposed projects and outcomes will be forwarded to the Project Review Panel. The Project Review Panel is responsible for making recommendations to the State Director.

IV. PROPOSAL:

Proposals must adhere to the requirements contained in the Guide for Writing a Grant Proposal, as revised.

Submit your proposal/application – single sided – in the order provided below and refer to each section below in regards to maximum number of pages. A “page” is 8.5” x 11” with 1” margins at the top, bottom, and both sides. Use a font (Times New Roman, Courier, Courier New, or Arial) that is 12 point (characters per inch). A 10-point font is allowed for charts, tables, figures, and graphs. Attachments may only include qualifications of key personnel, letters of support or commitment, references, and price quotations for large budget items.

The proposal/application must be submitted in paper format – an original plus two copies. Documents shall be submitted to the State Agency Office at the Guam Community College by the deadline indicated in the Notice of Funding Availability.

The State Agency Office reserves the right to disqualify a proposal does not follow the Guide, that is incomplete, omits required documents, exceeds page limit, or fails to meet submission deadline. Proposals electronically transmitted will not be accepted.

The proposal’s order and required sections and/or documents include:

- Cover Page
- Abstract
- State of Need
- Statement of Work
- Project Outcomes
- Budget and price quotations
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion (ED80-0014) [Appendix G]
- GCC Special Project/Grant Budget Form [Appendix F]
- 501(c) (3) Certificate of Tax Exemption (non-profit) and a copy of the most recent **published** financial statement.

A. COVER PAGE [1 PAGE MAXIMUM]

The eligible recipient shall complete the appropriate cover page. GCC faculty/staff should complete an “internal” cover page while a non-GCC applicant should complete an “external” cover page. At a minimum, the cover page should contain the following information: grant title, project title, date submitted, organization’s name (address, phone and fax numbers, email address), and appropriate signatories [Appendix B].

B. ABSTRACT [1 PAGE MAXIMUM; DOUBLE SPACED]

The Abstract provides concise information – capturing significant aspects of the project and responding to *what, who, why, and how*. What is the purpose of the proposed project? Who is the target population? Why is this project essential? What successful outcomes do you anticipate from this project? What is the cost to effectively implement the project’s goals and objectives? How will you implement the required activities?

This one page (double-spaced) document provides a quick peek to the proposal’s goals and objectives.

C. STATEMENT OF NEED [3 PAGES MAXIMUM; SINGLE SPACED]

Provide a clear, succinct description of the project (e.g., scope). In terms of quality and quantity, describe the issue or problem that the project will address. This includes the

project's purpose, description of issues to be addressed, target population to be served, and description of impact area.

The purpose of the proposed project must be aligned to the objectives of Perkins IV (e.g., allowable activities).

- Give a detailed description of major issues or obstacles to be resolved through grant funds.
- List and describe the target population to be served including the rationale for why the population was selected. Special populations include individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents, including single pregnant women, displaced homemakers, and individuals with other barriers to educational achievement, including individuals with limited English proficiency.
- Summarize past effective activities to improve services to special populations.
- State your commitment to serve individuals in the community who are most in need of service.
- Provide a description of the impacted area (labor market information). Reliable source for data and economic information may include Guam's American Job Center website, formally the One-Stop and/or –
 - Census Bureau – <http://www.census.gov>
 - America's Career InfoNet – <http://www.acinet.org/acinet>
 - America's Labor Market Information Systems – <http://www.doleta.gov/almis>
 - Workforce Investment Act – <http://www.doleta.gov/usworkforce/>
 - <http://mappingyourfuture.org/planyourcareer/careership/>
- Illustrate how you will establish cooperative arrangements with other agencies, institutions, or organizations so as to successfully implement the activities described in this proposal. These cooperative arrangements are not only essential to leverage available resources in the community but also to establish strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop center, job training programs, and social service agencies.
- Discuss how this proposal plans to continue successful elements of the project after the grant period ends.

D. STATEMENT OF WORK [7 PAGES MAXIMUM; SINGLE SPACED]

This section is fundamental to the proposal as it requires information to support the Statement of Need. Develop two or more **concise** paragraphs on each item listed below.

1. **Local Program to be Funded:** Identify the local program to be funded by this Act (§135).
2. **Guam's Adjusted Levels of Performance:** Describe how the proposed CTE activities will be carried out to realize Guam's target levels of performance [see State Plan].
3. **Appropriate Courses:** Illustrate how the proposal includes offering appropriate courses of not less than one of the career and technical programs of study.

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4. **Common Career Technical Core Standards (CCTC):** CCTC are “end of program” standards of what participants should know and be able to do at the end of a CTE program of study and are designed to serve as umbrella standards for CTE programs (Appendix K).

Identify and describe in this proposal at least three (3) CCTC standards and three (3) use of CCTC Career Ready Practices aligned to a course or program. If CCTC and Career Ready Practices are not aligned, develop a plan to ensure their alignment to the CTE program. “Aligned” indicates that the CCTC standard listed is covered by either one or more of the state standards; “partially aligned” indicates that the CCTC standard listed is partially covered by either one or more of the state standards; and “not aligned” indicates that the CCTC standard listed is not covered by the state standards.

5. **Technical Skills:** Report on how this proposal will strengthen the academic and career and technical skills of students participating in a CTE program, by strengthening the academic and CTE components of the program through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—
 - i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. CTE subjects
6. **Work Schedule Plan:** Using the Work Schedule Plan table below, identify a Project Goal and then separately list at least three objectives. Each Project Objective should identify a corresponding Task/Activity, the quarter (Q1, Q2, Q3 or Q4) the Task/Activity will be initiated and completed, and the individual (Responsible Staff) assigned to carry out the Project Activity. Expand the Work Schedule Plan table to include all relevant project objectives or tasks/activities.

WORK SCHEDULE PLAN						
Project Goal:						
Project Objective	Task/Activity	Year 1 by Quarter (Q)				Responsible Staff
		Q 1	Q 2	Q 3	Q 4	
1.						
2.						
3. etc.						

7. **Linking Secondary to Postsecondary:** Explain how this proposal links CTE programs at the secondary and at the postsecondary level, including offering not less than 1 career and technical program of study described in section 122(c)(1)(A).
8. **All Aspects of an Industry:** Illustrate how this proposal provides students with strong experience in and comprehensive understanding of the industry students are preparing to enter and which may include work based learning experiences.
9. **Rigorous Content:** Describe how this proposal ensures that students, who participate in a CTE program, are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
10. **Enrollment:** If appropriate, demonstrate how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects.
11. **Professional Development:** Describe how this proposal will provide professional development, consistent with section 122, to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including—
 - a. in-service and pre-service training on—
 1. effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;
 2. effective teaching skills based on research that includes promising practices;
 3. effective practices to improve parental and community involvement; and
 4. effective use of scientifically based research and data to improve instruction;
 - b. support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. internship programs that provide relevant business experience; and
 - d. programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
 - e. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.
 - f. Describe efforts to improve the transition to teaching from business and industry.
12. **Review:** Outline how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals – are involved in the development, implementation, and evaluation of a CTE program, and how these individuals or entities are informed about, and assisted in understanding, the requirements of this CTE proposal.
13. **Program Size/Scope:** Illustrate how activities will be of such size, scope, and quality so as to bring about improvement in the quality of career and technical programs.
14. **Evaluation:** Outline the process to be used to evaluate and continuously improve the students' performance.
15. **Barriers:** Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.

Special Populations: Describe how this proposal is designed to enable the special populations to meet the local adjusted levels of performance.

Preparation for Special Populations: Illustrate how activities will prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that lead to self-sufficiency.

Discrimination: Illustrate how members of special populations will not be discriminated against on the basis of their status (special population).

Non-Traditional: Outline how this proposal promotes preparation for non-traditional careers.

16. **Counseling:** Describe how career guidance and academic counseling will provide CTE students a process to link to future education and training opportunities.
17. **Use of Technology:** Describe in detail how this proposal will initiate, develop, improve, expand and modernize CTE programs, including relevant the use of technology in CTE. This may include—
 - a. training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;
 - b. providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - c. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.
18. **Sustainability:** GCC has a responsibility to provide education and outreach with respect to sustainability issues. Select an item (a-d) then describe how you can incorporate sustainability and environmental topics into your curriculum: (a) educating, researching, and providing awareness; (b) conserving resources; (c) recycling resources; or (d) promoting sustainable efforts through instructional activities.
19. **Program of Study:** Describe the Program of Study and career cluster aligned to this this proposal.
 - a. Identify type of class (educational level - secondary or postsecondary) to be offered.
 - b. How many classes will be carried out during the budget period?
 - c. What is the estimated number of students to be served during the budget period?

E. PROJECT OUTCOMES [2 pages maximum; single spaced]

Using the core indicators [Appendix C] identify at least one performance measure (numerator and denominator) to gauge the success of the proposal's activities during the grant period.

Performance measure(s) should correspond to one or more objective identified on the Work Schedule Plan. The grantee is responsible for collecting data, tracking information, and submitting reports related to these measures.

Core indicators of performance measures for career and technical students at the secondary level shall include the following.

- i. Student attainment of challenging academic content and student academic achievement standards;
- ii. Student attainment of career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards;

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- iii. Student rates of attainment for secondary school diploma, General Education Development (GED) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), and proficiency credential, certificate, or degree, in conjunction with a secondary school diploma.
- iv. Student graduation rates;
- v. Student placement in postsecondary education or advanced training, in military service, or in employment; and
- vi. Student participation in and completion of career and technical education programs that lead to non-tradition fields.

Core indicators of performance measures for career and technical education students at the postsecondary level are:

- i. Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards;
- ii. Student attainment of an industry-recognized credential, a certificate, or a degree;
- iii. Student retention in postsecondary education or transfer to a baccalaureate degree program;
- iv. Student placement in military service or apprenticeship programs, placement or retention in employment, including placement in high-skill, high-wage, or high-demand occupations or professions; and
- v. Student participation in and completion of career and technical education programs that lead to employment in non-traditional fields.

Performance Measure	Measure Definition	Planned Level of Outcomes
Student attainment of an industry-recognized credential, a certificate, or a degree	The percent of students who attained an industry-recognized credential, a certificate, or a degree	At least 25 percent, of the total number of students that completed a program, would have attained an industry-recognized credential, a certificate, or a degree during the program year.

F. BUDGET [NO PAGE LIMIT]

Budget, another key piece of the proposal, should link to the project objectives and the tasks/activities and/or services described in the Work Schedule Plan. The “Budget Narrative Justification” should confirm the need for the budget and activity. Include details to facilitate the determination of allowable costs and the relevance of these costs to the proposed project. Travel (conference agenda, itinerary with airfare, and per diem (<http://www.defensetravel.dod.mil>) and quotations for individually priced items costing more than \$500.00 should be included as attachments to the grant proposal.

Write a paragraph or two to demonstrate the need for the budget by explaining why this project and associated costs are an effective and necessary use of Perkins IV resources.

Complete the tables and expand as needed.

▪ **Personnel Salaries**

Provide the title of each staff position and percent of time each person will devote to the project. Budget for personnel salaries and benefits shall not exceed 30% of the project’s total direct cost. “Time and Effort” reports must be submitted monthly to P&D.

Object Category: PERSONNEL SALARIES			
Position	% of Time	Hourly Wage	Cost
Total Cost – Personnel Salaries			\$
Budget Narrative Justification –			

▪ **Benefits**

Detail listing of benefits provided to employees.

Object Category: BENEFITS			
Position	Rate	Base Amount	Cost
Total Cost – Benefits			\$
Budget Narrative Justification –			

▪ **Travel**

Includes mileage, plane fare, meals and incidentals, lodging, and any other cost associate with travel for grant (GCC’s Travel Policy). [Budget for an individual will not exceed one travel event per grant proposal.]

Object Category: TRAVEL			
Item	Unit Type	Cost/Unit	Cost
Total Cost – Travel			\$
Budget Narrative Justification –			

▪ **Capital Equipment**

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Capital equipment are all tangible, non-expendable property having a useful life of more than one year and an acquisition **cost that equals or exceeds the \$5,000 per unit cost.**

Object Category: CAPITAL EQUIPMENT			
Item	#of Items	Cost/Item	Cost
Total Cost – Capital Equipment			\$
Budget Narrative Justification –			

▪ **Equipment**

Equipment are all tangible, non-expendable property (categorized as either information technology (IT) or none information technology) having a useful life of more than one year and an acquisition **cost that is less than \$5,000 per unit cost.**

Object Category: EQUIPMENT ~ None IT			
Item	#of Items	Cost/Item	Cost
Total Cost – Equipment NONE IT			\$
Budget Narrative Justification –			

Object Category: EQUIPMENT ~ IT			
Item	#of Items	Cost/Item	Cost
Total Cost – Equipment IT			\$
Budget Narrative Justification –			

▪ **Supplies**

Supplies refer to all consumable materials, items costing less than \$5,000 per unit, and other goods. Shipping and delivery are a normal part of the cost of supplies.

Object Category: SUPPLIES			
Item	#of Items	Cost/Item	Cost
Total Cost - Supplies			\$
Budget Narrative Justification –			

▪ **Contractual**

Include the name of the vendor, an explanation of the services to be provided, and the amount.

Object Category: CONTRACTUAL			
Item	#of Items	Cost/Item	Cost
Total Cost – Contractual			\$
Budget Narrative Justification –			

▪ **Administrative Cost**

Describe the percent (not to exceed 5% of direct cost) and total amount that will be spent for planning, administration, or other interagency coordination. Not applicable to internal proposals.

Object Category: ADMINISTRATIVE COSTS	
Description	Cost
Total Cost – Administrative Cost	\$
Budget Narrative Justification –	

V. DEFINITIONS:

Administrative Costs	Costs (not to exceed 5% of total direct cost) associated with certain functions, such as accounting, procurement, financial management, payroll, etc. Not applicable to internal proposals.
Career and Technical Education	The term 'career and technical education' means organized educational activities that— (A) offer a sequence of courses that— (i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.
Capital Equipment	Cost of nonexpendable property having a useful life of more than 1 year and a per-unit cost of \$5,000 or more.
Contractual	Cost of large and long term projects.
Direct Cost	Costs that can be specifically identified with a particular final cost objective.
Equipment	Cost of nonexpendable property having a useful life of more than 1 year and a per-unit cost of <i>less than \$5,000</i> or more. Equipment is categorized as either information technology (IT) or none information technology. Examples of IT are computer desk, printer, scanner, router, monitors, wireless devices, and electronic whiteboards. Examples of none IT equipment are classroom furniture and equipment, instructional equipment, office equipment, classroom set textbooks.
Fringe Benefits	Cost of benefits paid to the personnel on the grant, including the cost of employer's share of FICA.
Non-Traditional	Non-traditional fields means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
Personnel	Wages/salaries paid to employees of the grantee organization who are directly involved in grant implementation. [Not to exceed 30% of the total project's direct costs.]

- Project Goal** The specific result or purpose expected to be accomplished by the end of the project period. A goal should be the project’s final outcome and directly related to the Project Objective and Statement of Need.
- Project Objective** A Project Objective is a measure that would lead to achieving the goal. It should be concrete and should identify a timeline and the person responsible. It should relate to the Project Goal and contain basic elements such as: what will be accomplished during the project period and when it will be accomplished. Each objective should be specific, measurable, achievable, and result-oriented.
- Supplies** Consumable materials costing less than \$5,000 per unit, and other goods and materials needed to conduct training. Shipping is part of the cost of supplies and should be included in the budgeted amount.
- Travel** Costs that are reasonable and necessary to effectively manage and carry out grant activities, provide oversight or measure program effectiveness. [Not to exceed one per grant proposal.]

VI. APPENDICES:

Appendix A – Eligible Provider

Appendix B – Cover Page (Internal and External)

Appendix C – Core Indicators of Performance

Appendix D – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [Federal Register Vol78 No.248, December 26, 2013]

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