

***Guide to CTE Local
Application System
2026-2027***

April 2026

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General Overview & Information

The CTE Local Application System has been developed in compliance *with Perkins V – The Strengthening Career and Technical Education for the 21st Century Act*. The Local Application serves as a district’s planning document and application for CTE state/federal funding. The completion and approval of the Local Application also serves as a compliance document which meets all requirements of Perkins.

The Local Application is a **two-year plan**. In **year one the Comprehensive Local Needs Assessment is completed and strategies to address the identified needs are developed**. In **year two strategies are reviewed and revised as needed**. Sections V & VI are completed annually. These sections include new budget information, assurances/certifications, and signature page. Please utilize the instructions in this document to complete the Fiscal Year 2027 Local Application.

Due Date: May 15, 2026

(all parts EXCEPT the signature page, which is due asap, no later than **June 30, 2026**)

URL: <https://ccip.schools.nc.gov/>

ROLES AND PERMISSIONS

Role	Permissions
CTE Local Application Director	Move to Draft Started Move to Draft Completed Move to Revision Started Move to Revision Completed Input/Edit Local Application Information
CTE Local Application Data Entry	Input/Edit Local Application Information
NCDPI CTE Local Application Regional Coordinator	Edit Checklist Move to Application Returned Not Approved Move to Application Approved

Layout of Main Page

Sections

Anson County Schools (040) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0

Information Bar

This is the TEST site. Please be sure to complete your work in the PRODUCTION site. Test Database refreshed Jan 17 2024 7:30AM.

Application Status: [Draft Started](#)
Change Status To: [Draft Completed](#)

Workflow Status

[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
[-] History Log		Print
History Log		Print
Create Comment		
[-] Allotments		Print
Allotments		Print
[-] Part I: Comprehensive Needs Assessment (CLNA)	Messages	
Evaluation of Performance	Messages	Print
Labor Market Alignment	Messages	Print
Size, Scope, and Quality	Messages	Print
Career Pathways Implementation Evaluation of Progress	Messages	Print
Improve Recruitment, Retention, and Training	Messages	Print
Equal Access to High-Quality CTE Programs of Study for All Students	Messages	Print
[-] Part II: Data/Indicators of Performance	Messages	Print
CTE Participants		Print
CTE Concentrators		Print
1S1 Four-Year Graduation Rate	Messages	Print
2S1 Academic Proficiency in Reading/Language Arts	Messages	Print
2S2 Academic Proficiency in Mathematics	Messages	Print
2S3 Academic Proficiency in Science	Messages	Print
3S1 Post-Secondary Placement	Messages	Print

Error Messages

Page Links

Workflow Status

- Not Started – not editable
- Draft Started – fully editable
- Draft Completed – application complete and ready for RC review
- Revision Started – application has been approved, but is now editable for revision
- NCDPI CTE Local Application Regional Coordinator Approved– **not editable**, status must be changed to Revision Started to edit.
- NCDPI CTE Local Application Regional Coordinator Returned Not Approved – **editable** for updates/changes requested by RC

UPDATING USER PROFILE

- Click on username

User Profile

Profile

Email Address:

First Name:

Last Name:

Phone Number:

Phone Extension:

Fax Number:

MENU

- Inbox – Record of system emails
- Funding – Access to grant applications
- LEA Document Library- Upload district specific documents
- Address Book – list of users with LEA and SEA roles
- Document Library– Library of training, program guidance, forms
- Contact NCDPI– Submit Feedback form

Public Schools of North Carolina
State Board of Education | Department of Public Instruction

NCCICIP Home

Administer

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Project Summary

LEA Document Library

Address Book

Document Library

Help for Current Page

Contact NCDPI

NCCICIP Sign Out

North Carolina CC

Alamance-Burlington Sch

Associated Organizations

Funding Applications

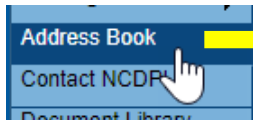
Budget Summary

NCECCT/McKinney-vent (1/9/2020)

The North Carolina Ed subgrant application i EST. The deadline for NO EXCEPTIONS. The attendance, and succes

Eligible Applicants: Al and charter schools with homeless during the 20

ADDRESS BOOK



Address Book

Alamance-Burlington Schools (010) Regular Local School District - Alamance County

[View All District Contacts](#)

General Contacts

Application	Contact Type	Contact
Planning Tool	District Contact	Dixon, Ilana
Homeless Education Liaison	District Contact	Dixon, Ilana

Entitlement Contacts

Application	Contact Type	Contact
Consolidated	District Contact Application Contact	Dixon, Ilana Letchworth, Tina

Competitive Contacts

Application	Contact Type	Contact
McKinney-Vento Homeless Assistance	District Contact Application Contact	Name: Dixon, Ilana Phone: 336-570-6060 ext.20069
Safe Schools	District Contact Application Contact	Fax: Email: ilana_dixon@abss.k12.nc.us

SAVE AND GO TO BUTTONS

- Use “Go To” and “Save and Go To” menus to navigate and to save your work
- “Save and Go To” saves any entered data
- “Go To” appears on pages that are not able to be edited
- Each selection of “Save and Go To” or “Go To” refreshes 60-minute session clock
- Current Page: Saves changes to the page and keeps user on that page
- 10-minute warning before end of session
- **Data will be lost if Save and Go To button is not used within 60 minutes**

Save And Go To	Current Page
	Next Page
Copy Previous Fiscal Year	Previous Page
The Strengthening Career	Sections (Perkins V)
	History Log
Data Masking Key	Allotments
In any group where the	Part I: Data/Indicators of Performance
When the results are s	Part II: Comprehensive Needs Assessment (CLNA)
When the results are s	Part III: Local Application Narratives
	Part IV: Application for Workstudy Program
1S1 Four-Year Graduat	Part V - 1: Perkins Federal Grant (PRC 017)
	Part V - 2: Months of Employment Grant (PRC 013)
Category	Part V - 3: State Support Grant (PRC 014)
	Part VI: Assurances and Certifications
	CTE Local Application Checklist
Overall	Grant Award Notification (GAN)
Special Populations	

HISTORY LOG

The History Log displays all status changes and Comments related to a funding application

History Log

Bladen County Schools (090) Regular Local School District - FY 2022 - CTE Local Application - Rev 3 - History Log

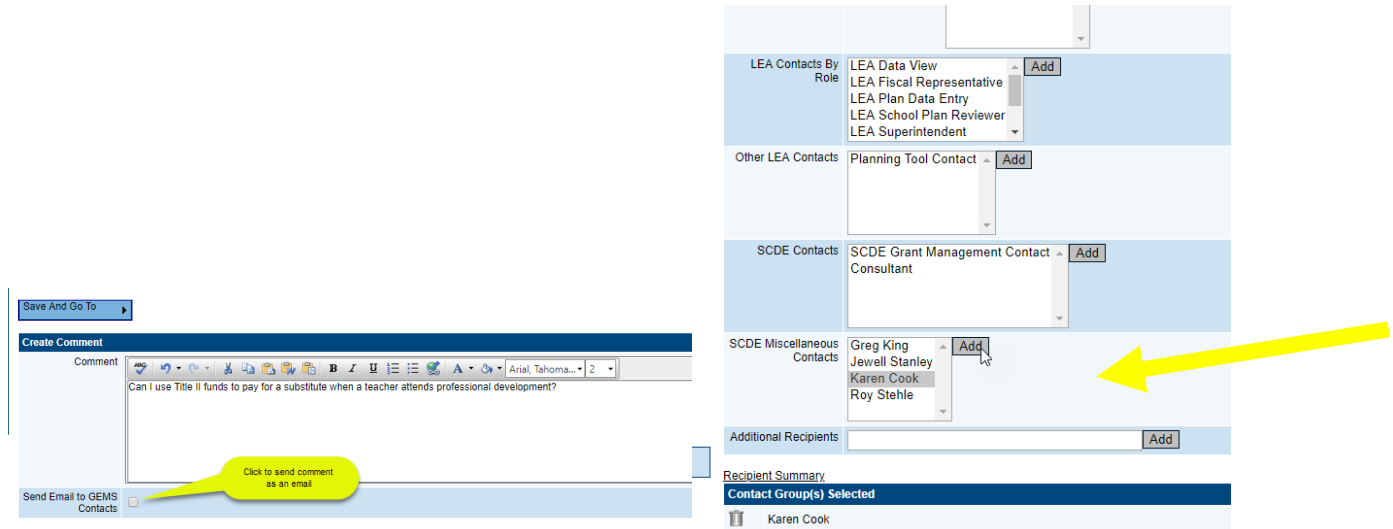
Save And Go To

[View All Status/Comments](#)

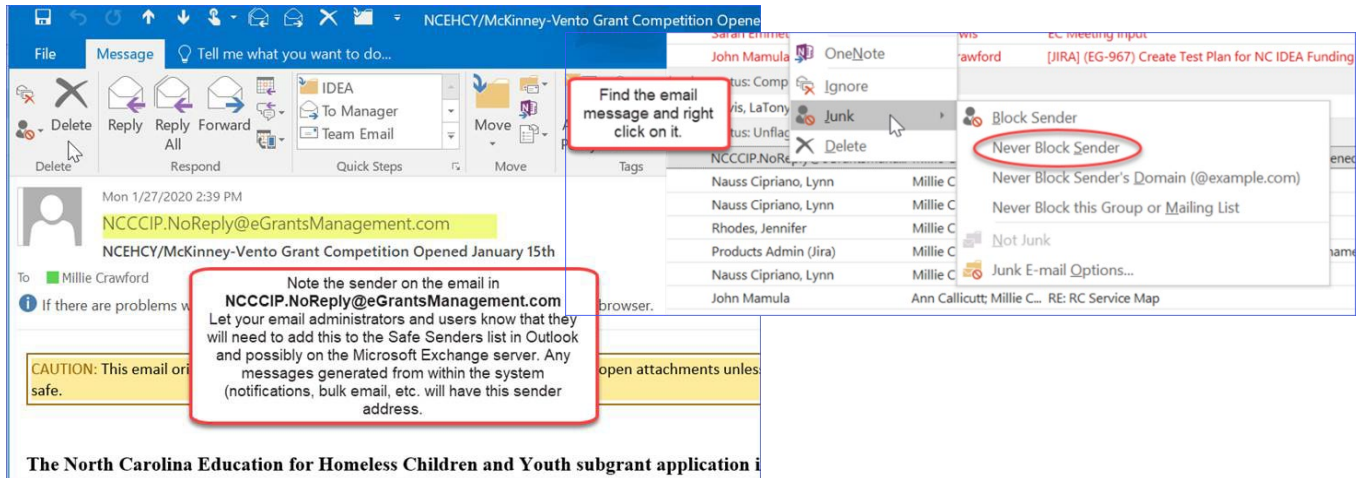
Attention Needed	Date	User	Status (S)/Comment (C)
	12/16/2021 11:55:39 AM	Ann Callicutt	Status changed to 'NCDPI CTE Local Application Regional Coordinator Approved'.
	12/16/2021 11:54:00 AM	Dana Melvin-Mills	Status changed to 'Revision Completed'.
	12/1/2021 2:04:26 AM	NCCCIP Admin	Status changed to 'Revision Started'.

COMMENTS

- Comments are ongoing notes and discussion related to a funding application
- Comments can be made by anyone with access to the application at any time, regardless of status
- Can be emailed to intended recipients



- Comments are saved within the funding application but not visible to public users
- Any messages generated from within NCCCIIP system (notifications, bulk email, etc.) will have this sender address of NCCCIIP.NoReply@eGrantsManagement.com. See the example below.



- Let your email administrators and users know that they will need to add this to the Safe Senders list in email and possibly on the local email server. See the instructional graphic for users attached.

Getting Started

- Sign in to CCIP using your unique NCID and NCID password

- Select district

Associated Organizations	
Organization Number	Organization Name
127	ABC County Schools

- Select application year **2027**.

Fiscal Year: **2027** ▾

Improvement Plan: **2027**

Improvement Plan State: 2026

Improvement Plan Status: 2025

Improvement Plan State: 2024

Improvement Plan Status: 2023

Improvement Plan Status: 2022

- Select Funding Application: CTE Local Application

Funding Application:

- CTE Hospitality Education Grant (PRC 0194)
- CTE Local Application (PRC 13, PRC 14, PRC 17)**
- CTE Modernization and Support PRC 0023
- ESSRF-Digital Curricula

- Change Status To: Draft Started

- You must click on “**Draft Started**”)



NCCCIP Home
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Inbox ▶
Planning ▶
Funding ▶
Project Summary
LEA Document Library

Sections

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0

Application Status: **Not Started**

Change Status To: [Draft Started](#)

- Confirm



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Project Summary
LEA Document Library
Address Book

Status Change Confirmation

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0

You are about to change the status to Draft Started. Click Confirm to change the status.

Confirm

Cancel

Part I: Comprehensive Needs Assessment (CLNA)

Ratings from the CLNA will be **ENTERED** this year:

	2026-2028
	* Select... ▾
	* Select... ▾
	* Select... ▾
	* Select... ▾
	* Select... ▾

Evaluation of Performance has two boxes that require responses.

- **Consultation Method**

- Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)
-

Example:

The CTE Leadership Team (CTE Director, CIMC, CDC, SPC, and one Teacher) met on November 15, with the following stakeholder groups:

- High School Principal
- Lead School Counselor
- County Emergency Services Director
- CTE Business Advisory Board Chair (Manufacturer)

Members were provided the following documents to assess our needs:

- Student Interest Survey data (75% completion rate)
- CTE Advisory Group Feedback (including WFD Board representative, Community College President, and McKinney-Vento representative)
- Local Manufacturer's Association Meeting Feedback (Meeting Minutes)
- Local Labor Market Data

- **Identified Needs**

- Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.

Example:

- Indicator g) Career Pathways provide relevant work-based learning opportunities – We do not currently offer WBL opportunities in two of our CTE pathways (Information Technology – Computer Science Principles Career Pathway and Architecture & Construction – Drafting Architectural Career Pathway)
- Indicator i) Career Pathways Programs of Study provide CTSO opportunities. – We are not currently offering CTSO opportunities in the areas of FCS and Health Sciences

All other CLNA sections have **four boxes** that require responses upon completion of CLNA. They included:

- **Consultation Method**
- **Identified Need**
- **Describe how the identified needs will be addressed** using the format below:
 - After needs have been identified within a particular CLNA section, the CTE Director and the CTE Leadership Team will identify at least one need per section to address during the next two-year period and will write strategies to address the need(s.) Strategies are then broken down into action steps.
 - Effective strategies include detailed information in the following areas: What, Why, How, Who, and When.
 - **What** - What are the real results we want to achieve?
 - **Why** - Why do we want to achieve these results? What are the benefits to the stakeholders?
 - **How** - How can we best achieve these results? What are the key strategies to achieve success?
 - **Who** - Who will be responsible for achieving each step?
 - **When** - When will each step take place and what will be the deadline to store the artifact?
 - You can use the **following Effective Strategy Template or detailed bulleted list inclusive of all requirements.**

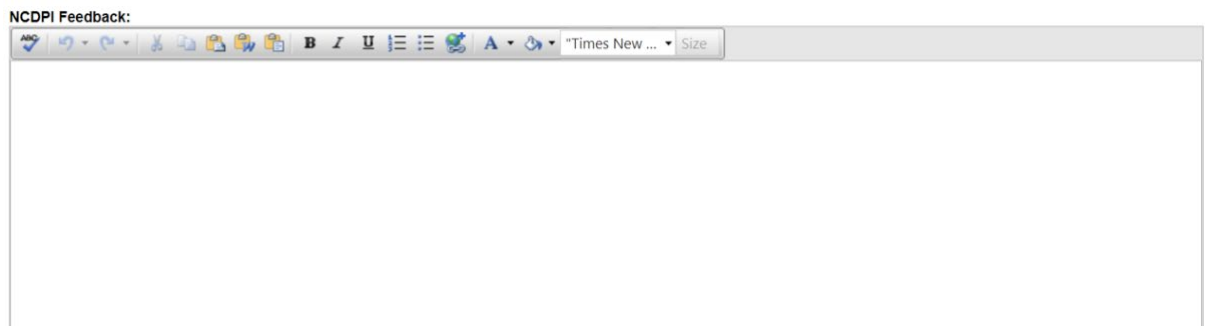
Effective Strategy Template:

Identified Need: Indicator c) Student credential provides evidence of a successful credentialing program.

Scope and Quality	What #1 - By 20xx, we will raise our credential attainment by 15 % annually from the 24% in 20xx-xx school year.	
	Why - although our students earn over 700 credentials each year, it is only a fraction of the potential credentials that students could earn while taking CTE Courses. It is essential to offer these opportunities to our students.	
Strategy 1 - Conduct analysis of credential potential with CTE staff.		
Action Steps	Who: Person Responsible	When: Timeline
Using the databases shared with CTE Directors, conduct an autopsy session with CTE teachers to analysis credentials as POLs to ensure compliance.	CTE Director, CIMC	August 20xx and January 20xx
Additionally, identify courses for which we are not offering credentials, remove any barriers, and begin offering the aligned credentials.	CTE Director, CIMC	August 20xx and January 20xx
Strategy 2 - Promote credentials and articulated credits to students, teachers, and stakeholders		
Action Steps	Who: Person Responsible	When: Timeline
Develop Pathway Posters with pathway courses showing articulated credits and credentials that are available both at the high school level and at the Community College CCP CTE level. Include labor trends, job salaries and local companies that support this pathway. These will be posted in each classroom and commons areas.	CDC, Community College Liaison, College Access and CTE Director	September 20xx - completion within the year

The fourth textbox included is to allow Regional Coordinators to provide feedback to PSUs.

- NCDPI Feedback
 - Upon review the PSUs response, the Regional Coordinator will provide appropriate feedback to the CTE Director regarding the information that has been submitted.



Part II: Data/Indicators of Performance

The first two pages (CTE Participants & CTE Concentrators) are informational and do not require PSU/LEA responses. The remaining pages provide data and require responses. Respond to the following prompt in each Performance Indicator

Describe how your CTE program will address No Meaningful Progress in overall performance and the disparities or gaps in student performance.

What is Meaningful Progress and what do I do if meaningful progress is not met?

Use the guidelines below for each Indicator of Performance to determine if you district has met “Meaningful Progress”.

- Meaningful progress means that you met 90% of **overall** local benchmark for at least one of the previous two consecutive years.
- If you did not meet 90% of **overall** local benchmark for both of the previous two consecutive years then you “did not” meet meaningful progress.

Check the appropriate box under each Indicator of Performance based on the above guidelines.

<p>*</p> <p><input type="radio"/> Met 90% of overall local benchmark for at least one of the previous two consecutive years.</p> <p><input type="radio"/> Did not meet 90% of overall local benchmark for both of the previous two consecutive years.</p>

A specific strategy must be identified for each Indicator of Performance that is identified as “Did not meet” Meaningful Progress.

If an Indicator of Performance is identified as “having not met Meaningful Progress”, a strategy to improve the indicator must be added or an existing strategy that targets the deficiency must be highlighted. Contact your Regional Coordinator for more specific instructions.

Please use the following guidance when writing responses to address “**No Meaningful Progress**” for overall performance or gaps in student performance for specific subgroups.

- Identify “What” gap you will be addressing.
- Indicate “Why” you are addressing these gaps. (having not met...)
- Provide the “Strategy” you plan to use to address the gaps.
- List the “Action Steps” you will use to implement the “Strategy”
 - For each “Action Step” include “Who” will be performing the action and “When” it will be performed.

- **Use the Effective Strategy Template**

Effective Strategy Template:

Identified Need: Indicator c) Student credential provides evidence of a successful credentialing program.

Scope and Quality	What #1 - By 20xx, we will raise our credential attainment by 15 % annually from the 24% in 20xx-xx school year.	
	Why - although our students earn over 700 credentials each year, it is only a fraction of the potential credentials that students could earn while taking CTE Courses. It is essential to offer these opportunities to our students.	
Strategy 1 - Conduct analysis of credential potential with CTE staff.		
Action Steps	Who: Person Responsible	When: Timeline
Using the databases shared with CTE Directors, conduct an autopsy session with CTE teachers to analysis credentials as POLs to ensure compliance.	CTE Director, CIMC	August 20xx and January 20xx
Additionally, identify courses for which we are not offering credentials, remove any barriers, and begin offering the aligned credentials.	CTE Director, CIMC	August 20xx and January 20xx
Strategy 2 - Promote credentials and articulated credits to students, teachers, and stakeholders		
Action Steps	Who: Person Responsible	When: Timeline
Develop Pathway Posters with pathway courses showing articulated credits and credentials that are available both at the high school level and at the Community College CCP CTE level. Include labor trends, job salaries and local companies that support this pathway. These will be posted in each classroom and commons areas.	CDC, Community College Liaison, College Access and CTE Director	September 20xx - completion within the year

Or

- **Use this Example** (2S2 Academic Proficiency in Mathematics has not met meaningful progress)
 - Identify: 2S2 Math
 - Why: Math has not met meaningful progress.
 - Strategy: All CTE students, will have increased emphasis of math integration into CTE Curriculum.
 - Action Steps:
 - Each action steps should include the action, who is responsible and when the action will take place.

Part III: Local Application Narratives


The Local Application Narratives Subsection included three parts. The first pertains to Career Pathways offered in your district, the second pertains to CTE Local Courses and the last part includes 6 narrative prompts.

State Approved Career Pathways

List all state-approved career pathways offered in your district by using the drop-down box. The pathways are grouped alphabetically by the career clusters in the table below. Typing the first two or three letters of the career cluster in the drop-down list will move the list to that career cluster list of pathways. Select Add Row to add additional pathways. These selections will carry forward for future applications.

State Approved Career Clusters		
Advanced Manufacturing	Education	Management and Entrepreneurship
Agriculture	Energy and Natural Resources	Marketing and Sales
Arts Entertainment and Design	Financial Services	Public Service and Safety
Construction	Healthcare and Human Services	Supply Chain and Transportation
Digital Technology and Computer Science	Hospitality Events and Tourism	

State Approved Career Pathways - List all career pathways offered by your district.

 [Add Row](#)

CTE Local Courses

Select the appropriate radio button to indicate whether your district is offering CTE Local Course Options (LCO). If you select that your district is offering approved CTE LCOs, list those LCOs that are being offered.

* CTE Local Courses

CTE Local Course Options are not offered in our school district.

CTE Local Course Options are offered and have been approved through the LCO application process.

List the approved Local Course Option Pathway(s) offered not identified in the State Approved Career Pathways list above. List the Career Cluster and Local Pathway name (i.e. Transportation, Distribution & Logistics - Aviation).

--

Narratives

There are six prompts that require responses. Be certain that the responses are thoughtful, specific, and descriptive.

Prompt #1a:

The first section in prompt one deals specifically with funding. “Describe how the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded.” Specifically describe how purchases of items and services from PRC 017 will meet the needs, strategies and actions steps identified in the CLNA. Also be sure that these purchases are evident in Part V-1 Perkins Federal Grant (PRC 017).

Response formatting is at the discretion of the district. Please address the prompts in a way that is most beneficial in guiding the work that will occur in the district over the next two years. Below are two examples from existing applications. The Regional Coordinator for your area is available to assist you with the process.

EXAMPLE #1

The comprehensive local needs assessment solidified ABC County Schools’ current CTE programs and identified career pathways that need to be added or expanded using Perkins funding.

The needs assessment included representatives from all stakeholders who gave feedback on the current and future labor market needs of the area and regional business/industry partners. These conversations and reviews are vital to ensure that our programs meet current and future employer needs creating talent pipelines.

Strategy 1): Identify CLNA informed programs and corresponding activities where Perkins funding will be used.				
Methods and Action Steps	Fiscal Year	Responsible Parties and Participants	CLNA Category	Location
Purchase equipment and supplies for a new Electrical program.	2026-27	CTE Director, CIMC, Teacher	Labor Market	XYZ High School, Electronics Lab
Purchase supplies, equipment, software and credentials to update and maintain the following existing high wage, high skill, and in demand pathways: All Agriculture, Business and Marketing, Family and Consumer Science, Trade, Industrial and Technology, and Health Science Pathways.	2026-27 2027-28	CTE Director, CIMC, Teachers, Administrative Assistant	Labor Market	RST High School, XYZ High School, KLM Middle School

Purchase Press Brakes for welding and fabrication program to support advanced manufacturing pathway.	2026-27	CTE Director, CIMC, Teacher	Labor Market	RST High School
Purchase supplies, computer equipment, software, and credentials for new Adobe Academy Pathway.	2026-27 2027-28	CTE Director, CIMC, Teachers	Labor Market, Student Credentialing Quality	RST High School, Adobe Lab
Provide Career Development and CTSO Field Trips for students in all program areas and academies.	2026-27 2027-28	CTE Director, CDC, Teachers	Size, Scope and Quality	All MS & HS
Provide needed staff development for teachers in all program areas and CDC/SPCs to meet program goals and objectives.	2026-27 2027-28	CTE Director, CIMC	Recruitment, Retention and Training of CTE Educators	Central Office and all MS & HS

Prompt #1b:

Provide a detailed responses to prompt 1b:

* Describe how students, including special populations students, will learn about their school's CTE course offerings and whether each course is part of a CTE Career Pathway.

Prompt #2 - 6:

Provide detailed responses to prompts 2-6 being sure to address each part of the prompt.

Prompts two and three have multiple sections.

2) Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners:

- * - Career exploration and career development coursework, activities or services.
- * - Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.
- * - Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

3) Describe how the local eligible recipient will:

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

4) Describe work-based learning opportunities that the local eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students. Include descriptions of at least two work-based learning opportunities that are related to CTE instruction. These work-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning such as Nursing Fundamental Clinicals, etc.

* 5) Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as articulated credit and CTE Career and College Promise (CCP).

* 6) Describe the support provided for the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrations, and specialized instructional support personnel and paraprofessionals, including individuals from groups underrepresented in the teaching profession.

Prompt #7:

The details of this prompt are addressed in Part II of the Local Application. Because of the way the legislation is written it also needs to be addressed in Part III. The response below is appropriate for all districts and can be copied into the textbox for this section without editing.

Part II of this local application describes the improvement process that will take place over the next two years. Local benchmarks for the current year and future years have been identified and performance data will serve as our indicators of success. To improve the academic and technical skills of our students, our CTE program will specifically focus on the improvement of academic proficiency in Reading/Language Arts, Math, and Science. Our technical skills improvement efforts will focus on two performance quality measures including the increase of student industry recognized credential attainment and improved student performance on state assessments and Performance Based Measures. In addition, students are provided guidance to participate in career awareness and development opportunities while following a Career Pathway of their choice (see Career Pathways offered in this section). Career Pathways provide students the opportunity to participate in academic and technical courses while becoming a CTE concentrator. Students also have the opportunity to accelerate their learning through articulation credit and opportunities to participate in Career and College Promise coursework.

Part IV: Application for Workstudy Program

If the district plans to offer Workstudy for Fiscal Year 2027 please complete this application. If Workstudy is not being offered, no action is needed.

Part V – 1: Perkins Federal Grant (PRC 0017)

Utilizing the Fiscal Year 2027 PRC 0017 planning allotment, enter the budget into LBAAS (Local Budget and Amendment System). **In most districts the Finance Department is responsible for the LBAAS entry.** LBAAS feeds directly into CCIP so that budget information by line item is visible in Part V Section 1 of the Local Application. **All entries for this section occur in LBAAS.**

Detailed information is required for the following object codes:

- 461 – Furniture & Equipment – Inventoried
- 462 – Computer Equipment - Inventoried
- 541 – Equipment Purchase – Capitalized
- 542 – Computer Hardware Purchase - Capitalized

For these object codes you must include: quantity, per unit designation, a detailed description, program area and location (match with Part III Narratives Prompt 1) **The PRC 0017 budget will not be approved if this information is not provided.** See example below.

Quantity	Unit Cost	Equipment Amount	Description	Program Area	Location
1	\$4,324.25	\$4,324.25	Press Brakes	T&I	RST High School, Automotive Shop
4	\$3,225.20	\$12,900.80	Electrical Trainer	T&I	XYZ High School, Electrical Trades Lab

Part V – 2: Months of Employment Grant (PRC 0013)

PRC 0013 requires an uploaded Personnel Assignment Plan in **spreadsheet format** for the months of employment provided through PRC 013 and all salary fund sources. Utilize the Fiscal Year 2027 PRC 0013 Planning Allotment.

The **Personnel Assignment Plan** spreadsheet should include the following data: PSU/LEA, school name, teacher’s name and program area, support personnel’s name and support area, fund source of MOEs (i.e. PRC 0014, PRC 0017, ADM, Local, Other) and total MOEs allotted and used. The budget must include all allotted months of employment. (If your Personnel Assignment Plan includes remaining Months of Employment, you are expected to include an explanation on how those remaining months will be converted and used.)

Sample Spreadsheet

Object Code	UID	Name	Licensure Area	School	2023-2024	7/15	8/14	9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	Est Ext	Used	
						8/14	9/14	10/14	11/14	12/14	1/15	2/15	3/15	4/15	5/15	6/15	7/15	8/15	Emp			
		Estimated Total Used MOE				184.10	2.00	20.00	38.00	56.00	74.00	92.00	110.00	128.00	146.00	164.00	182.00	194.10	194.10		184.10	
		Projected State Allocations MOE				185.0	183	165	147	129	111	93	75	57	39	21	3	1	1		Balance	
		Need to hire				0.90	2.0	18	18	18	18	18	18	18	18	18	18	18	18			
		New																				
		Resignation																				
5120.013.121		Teacher 1	Business	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
5120.013.121		Teacher 2	Business	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	2
5120.013.121		Teacher 3	Ag	AHS	1	12	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	3
5120.013.121		Teacher 4	FACS	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	4
5120.013.121		Teacher 5	HS	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	5
5120.013.121		Teacher 6	HS	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	6
5120.013.121		Teacher 7	HS	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	7
5120.013.121		Teacher 8	Tech Ed	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	8
5120.013.121		Teacher 9	Tech Ed	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	9
5120.013.121		Teacher 10	Tech Ed	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	10
5120.013.121		Teacher 11	T&I	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	11
5120.013.121		Teacher 12	T&I	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
5120.013.121		Teacher 13	T&I	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	13
5120.013.121		Teacher 14	T&I	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	14
5120.013.121		Teacher 15	Business	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	15
5120.014.121		Teacher 16	Tech Ed	AHS	0	10	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	16
5120.013.131		CDC 1	CDC	AHS	0	10.1	0	1	1	1	1	1	1	1	1	1	1	0.1	0	0	0	17
5120.013.131		CIMC 1		Central Office	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1
						0																
		Estimated Extended Employment				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
						0																
		Director		Central Office		Separate																
		Total Additional (LOCAL)				0	2.00	18.00	18.00	18.00	18.00	18.00	18.00	18.00	18.00	18.00	18.00	18.00	2.10	0.00	0.00	1

The upload occurs in Part V – 2 Months of Employment Grant (PRC 0013) – see screenshots below.

	Part V - 2: Months of Employment Grant (PRC 013)
	Allotment and Budget
	Related Documents

Related Documents

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Go To

Required Documents		
Type	Document Template	Document/Link
Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)]	N/A	Upload New

Create Related Document - Months of Employment (PRC 013) Planning Budget

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Please select a file to upload.

Upload Data File: [Select](#)

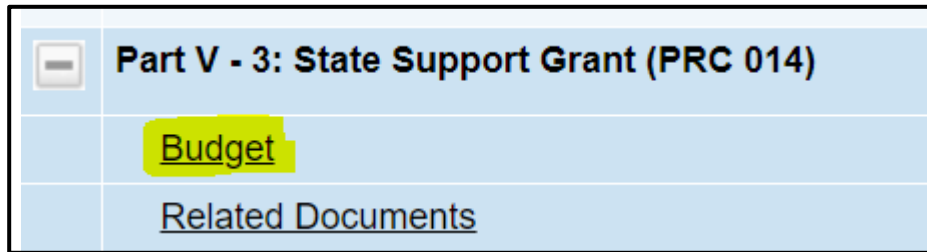
Document Name:

[Create](#) [Cancel](#)

*Document name is not a required field; the filename will be retained if a document name is not entered.

Part V – 3: State Support Grant (PRC 0014)

Utilize the Fiscal Year 2027 PRC 0014 Planning Allotment and enter the budget directly into the CCIP Local Application System. The columns indicate the budget purpose codes and the rows represent the object codes. The amount allocated for each line item should be entered in the appropriate cell. The last three rows automatically calculate the object code totals, adjusted allocation and any remaining amount that is unbudgeted. **Once the budget entry is complete the remaining amount *must* be zero (0.00).**



[Download Budget Data] [Collapse Budget] [Hide Unbudgeted Categories]										
Purpose Code Object Code	Regular Curricular 51100	CTE 51200	CTE-Special Populations Service 52200	Alternative K-12 53100	Extended Day/Year Instr 53500	CTE Curricular Support & Devel 61200	Transportation 65500	Debt Services 83000	Debt services - Other 83200	Total
01210 - Salary - Teacher		0.00		0.00						0.00
01220 - Salary - Interim Teacher - Non Certified		0.00		0.00						0.00
01240 - Salary - IFE		0.00		0.00						0.00
01290 - Salary - Held Harmless Salary		0.00	0.00	0.00						0.00
01310 - Salary - Instruct. Support I -		0.00	0.00							0.00
01420 - Salary - TA		0.00		0.00						0.00
01430 - Salary - Tutor		0.00	0.00	0.00						0.00
01460 - Salary - Specialist (School- Based)		0.00		0.00		0.00				0.00
01480 - Salary - Non- Certified Instruc		0.00								0.00
01510 - Salary - Office Support						0.00				0.00
01520 - Salary - Technician						0.00				0.00

Notice the following features that are available for your convenience:

[\[Download Budget Data\]](#) [\[Expand Budget\]](#) [\[Hide Unbudgeted Categories\]](#)

- Download Budget Data: Downloads the budget to an Excel format
- Collapse/Expand Budget:

Collapse (Displays the total per object code category)

Purpose Code	Instructional Services 5000	System-Wide Support Services 6000
100 - Salaries	0.00	0.00
200 - Employer Provided Benefits	0.00	0.00
300 - Purchased Services	0.00	0.00
400 - Supplies and Materials	0.00	0.00
500 - Capital Outlay	0.00	0.00

Expand (Displays the object code detail)

[Download Budget Data] [Collapse Budget] [Hide Unbudgeted Categories]

Purpose Code	Regular Curricular 51100	CTE 51200	CTE-Special Populations Service 52200	Alternative K-12 53100	Extended Day/Year Instr 53500	CTE Curricular Support & Devel 61200
01210 - Salary - Teacher		0.00		0.00		
01220 - Salary - Interim Teacher - Non Certified		0.00		0.00		
01240 - Salary - IFE		0.00		0.00		
01290 - Salary - Held Harmless Salary		0.00	0.00	0.00		
01310 - Salary - Instruct. Support I -		0.00	0.00			
01420 - Salary - TA		0.00		0.00		
01430 - Salary - Tutor		0.00	0.00	0.00		
01460 - Salary - Specialist (School-Based)		0.00		0.00		0.00

- Hide Unbudgeted Categories: Hides line items with a zero balance and displays only object code with a budgeted value.

Part VI: Assurances and Certifications & Signature Page Upload

Carefully review all three pages in this section:

- Assurances
- Debarment Assurance
- Certification Regarding Lobbying for Grants and Cooperative Agreements

Make sure the Superintendent and the local Board of Education understand the contents of the Assurances and Certifications. This Application is a necessary part of the State Board of Education’s accountability to the General Assembly of North Carolina and the U.S. Department of Education. These assurances signal the local educational agency’s capacity to carry out the State and Federal legal requirements and policies during the timeframe of this local plan.

Check the box for each page certifying that “The LEA hereby assures the SEA (State Education Agency) that...” and “The undersigned certifies, to the best of his or her knowledge and belief, that...”

Assurances

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Save And Go To ▶

The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief.

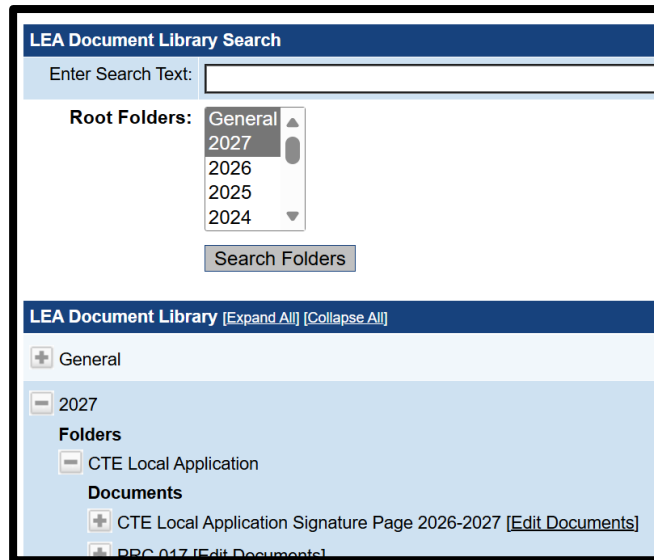
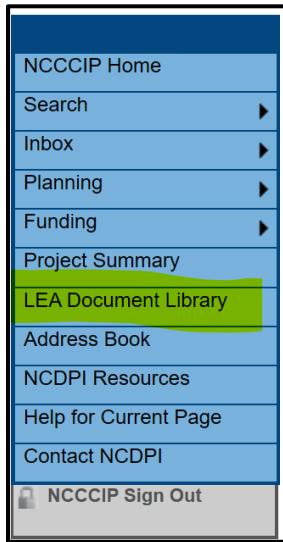
These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 - 224) requirements by an (F).

<input type="checkbox"/>	The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:
A. Local Application for Career and Technical Education Programs	
1.	The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)

Additionally, a physical signature page containing the following signatures must be uploaded prior to final approval of the application:

- Superintendent
- Board of Education Chairperson
- Finance Officer
- Director, Career and Technical Education

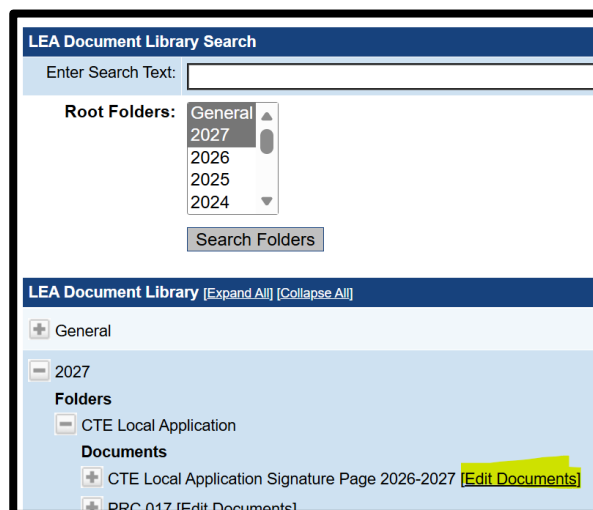
The signature page is to be downloaded from the “LEA Document Library.” **Please select 2027 from the Root Folder.** See screenshots below.



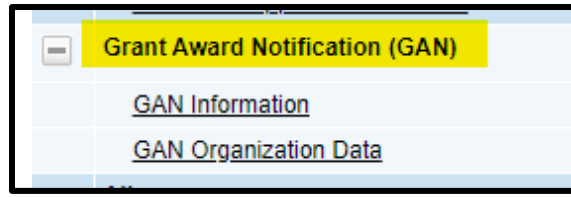
Once the document has been downloaded, signatures should be secured. Once the document has all required signatures and dates, scan the document and upload to the “LEA Document Library.” Establish a local audit file for your PSU/LEA, including a copy of the signed signature page and a copy of the Board minutes/agenda reflecting the local approval of the application.

MUST BE UPLOADED with signatures BY JUNE 30, 2026

*Document name and Document Description are not required fields; the filename will be retained if a document name/description is not entered.



Grant Award Notification (GAN)



GAN Information

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are **estimated amounts**; the final award amount will be made available at [NCDPI School Allotment Section](#). The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

GAN Organization Data

The GAN Organization Data sections highlighted below must be completed.

- **Unique Entity Identifier (UEI):** The UEI is an alphanumeric sequence that you should be able to obtain from your finance office.
- **Address:** Please enter the mailing address for the district
- **Superintendent:** Please enter the name of the district superintendent
- **Key Personnel:** Please enter the name of the CTE Director & any other personnel deemed “key” in the development of the CTE Application ex. Jane Doe, CTE Director

A screenshot of the 'GAN Organization Data' form. The form title is 'GAN Organization Data' and the subtitle is 'Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Grant Award Notification (GAN)'. The form contains several input fields: 'D.U.N.S. Number', 'Address', 'Superintendent', and 'Key Personnel'. The 'D.U.N.S. Number', 'Address', and 'Superintendent' fields are highlighted in yellow. There is a 'Check Spelling' button and a character count '0 of 36000 characters' next to the 'Address' field. The 'Key Personnel' field has an 'Add Row' button below it. There are 'Save And Go To' buttons at the top and bottom of the form.

To Complete Application and Send to RC for Review...

Prior to completing the draft and sending the application to RC for review, utilize the Validation Message to determine errors or warnings in the application. Messages are allowable in PRC 0017 only; any other messages must be addressed prior to completion.

Once the application status is changed to “Draft Complete,” the application cannot be edited by the Director until the RC approves the plan or returns it for revisions.

Sections or pages can be printed from the landing page.

Description (View Sections Only View All Pages)	Validation	Print Select Items
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allotments		Print
Allotments		Print
Part I: Data/Indicators of Performance	Messages	Print
CTE Participants		Print
CTE Concentrators		Print
1S1 Four-Year Graduation Rate	Messages	Print
2S1 Academic Proficiency in Reading/Language Arts	Messages	Print

CHANGE STATUS TO DRAFT COMPLETED
by clicking on the **“Draft Completed”**

Sections

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0

Application Status: Draft Started

Change Status To: Draft Completed

Status Change Confirmation

Hoke County Schools (470) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0

You are about to change the status to Draft Completed. Click Confirm to change the status.

Confirm
Cancel

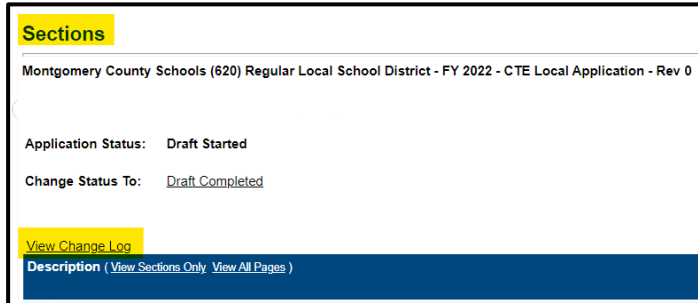
CTE Local Application Checklist

The checklist is a means of communication between DPI and PSUs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

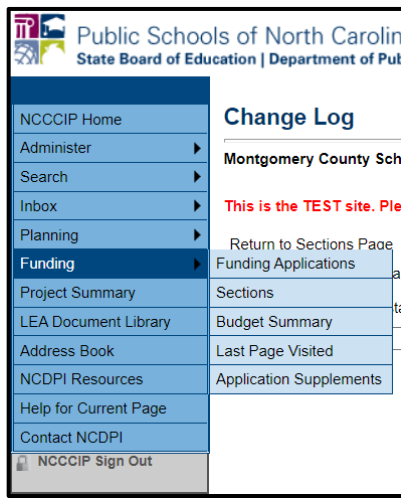
- After the PSU submits the application, DPI will review the application and mark each section as “OK”, “Not Applicable”, or “Attention Needed.” If the application contains no items that are marked as “Attention Needed”, the application will be approved.
- If the application contains items that are marked as “Attention Needed”, the application will be returned to the PSU with a status of Not Approved. The PSU will review the checklist for items that are marked “Attention Needed” and make the necessary changes to those items. Only the checked items in the sections marked “Attention Needed” are to be corrected and/or explained. Each section marked “Attention Needed” also has a place where DPI may provide notes to explain items needing attention. The PSU should check for notes and additional comments.
- Once the PSU has made the necessary adjustments, the PSU will resubmit the application for approval. If DPI determines that the item has been appropriately revised, “Attention Needed” will be changed to “OK” by the DPI Reviewer. If the items needing attention have not been addressed, the application will be returned to the PSU with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Additional Information

Change Log: Utilize to see changes that have occurred within the original application or revision.



Funding from the menu allows users to navigate to funding applications, sections, budget summary, last page visited and application supplements.



Save and Go To is located at the top and bottom of each section and allows users to navigate to the next or previous page as well as to any section within application.

