



**Strengthening Career and Technical Education for the
21st Century Competitive Postsecondary Grant
Career & Technical Education**

FY2026-FY2028

Request for Postsecondary Grant Proposals

Applications must be received no later than
4:00PM ADT, Friday, 2 May 2025
at the Alaska Department of Education of
Education & Early Development

E-mailed applications must include original signatures in blue pen.
Send applications to bjorn.wolter@alaska.gov

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GRANT PURPOSE

The purpose of this RFP is to solicit proposals for Strengthening Career and Technical Education for the 21st Century (referred to as Perkins V) Postsecondary Grants targeting one of nine priority workforce areas (Figure 1) identified by the Alaska Workforce Investment Board as important to the current and future state economy.

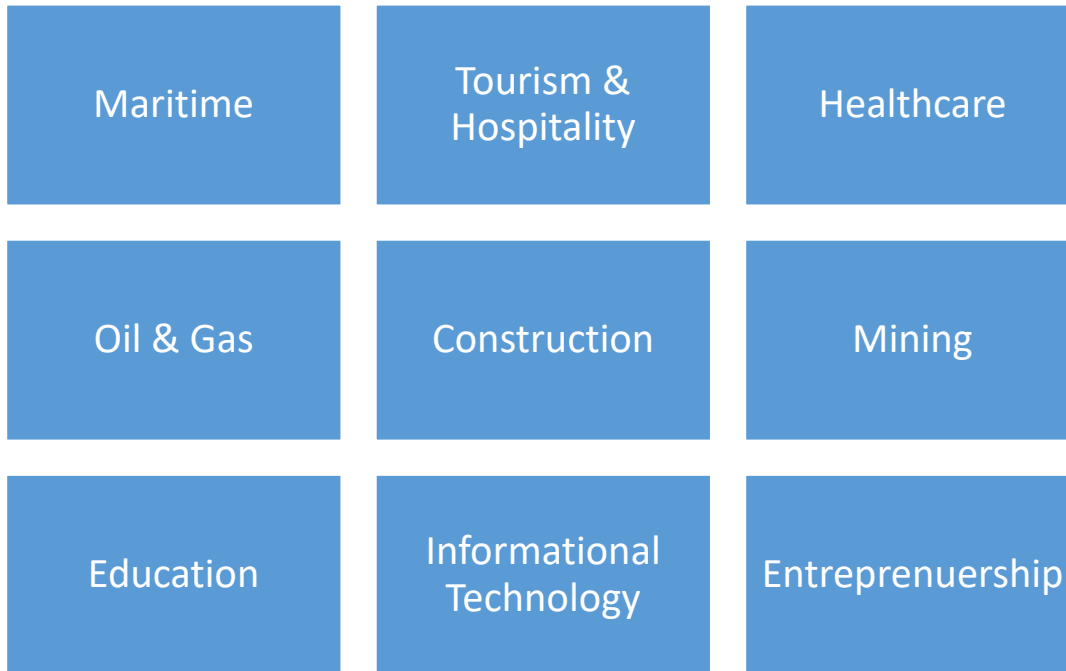


Figure 1. Priority workforce areas for the State of Alaska.

These grants will deliver high-quality CTE programs targeting:

1. Postsecondary students studying in a CTE field;
2. Professional development of CTE instructors; or
3. CTE instruction of secondary students at the postsecondary level (dual credit/dual enrollment).

Grants are expected to facilitate smooth transitions from secondary education, through postsecondary training, and into the workforce. They will prioritize offering multiple entry and exit points, including stackable courses and/or credentials for maximum participation and effect.

DEED/CTE expects to make up to six (6) awards of \$50,000 to \$150,000 per year for three (3) years. Total grants shall not exceed \$753,000 per year. Exceptional proposals may be granted a larger annual budget, or longer grant term, upon request. Grants will be awarded to eligible organizations seeking funding to operate Perkins Postsecondary CTE program in Alaska only.

GRANT STRUCTURE

Planning activities:

Costs associated with preparing and submitting grant proposals are not allowable expenses. Such activities might include (but are not limited to): creating and conducting a needs assessments, CTEP development, articulation agreement negotiations, partnership negotiations, or extensive curriculum development.

Instructional options:

Option 1 – Direct Instruction

Grants will provide content-specific access to postsecondary career and technical education for postsecondary and/or secondary students (dual credit/dual enrollment). Programs must make substantive links between secondary and postsecondary education and the workforce, and are expected to either support existing, or develop new, CTE Programs (CTEPs) across the state.

Option 2 – CTE Teacher Professional Development.

Grants will provide quality professional development opportunities to existing CTE instructors in one or more of the following areas:

1. Instructional pedagogy (e.g. CTE classroom management, lesson/unit plan creation, integration of technical skills assessments into grading). These activities will provide professionals transitioning from the field into education instructional skills specific to the CTE classroom. These grants will be based on a clear program of study and result in some form of credentialing for the participants.
2. Content specific training. These grants will provide professionally trained teachers content specific training in a priority CTE field. They will be based on a clear program of study and will result in participants receiving an industry certification upon completion. Programs will relate directly to one of the nine priority workforce development areas and should include both theoretical and practical coursework.

Needs assessment:

All proposals must include a comprehensive needs assessment that addresses the following:

1. An evaluation of student performance with respect to state-determined and local levels of performance, including an evaluation of performance for special populations and subgroups.
2. A discussion of how CTE programs offered are:
 - a. Of sufficient size, scope, and quality to meet the needs of all students served
 - b. Aligned to in-demand industry sectors or occupations identified by AWIB, including career pathways where appropriate. Alternately, include a discussion of how the proposed program is designed to meet other local educational or economic needs.
3. Demonstrates progress toward implementation of CTE programs and programs of study.
4. Discusses the recruitment, retention, and training of CTE faculty in the proposed area of study. This may be a direct or indirect result of grant activities.

5. Promotion of equal access to high-quality CTE programs of study for all students, including:
 - a. Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the proposed activities for students from special populations.
 - b. Discussion of how proposed programs are designed to enable special populations to meet local levels of performance.
 - c. Explanation of how the proposed programs will provide activities to prepare students, including special populations, for high-skill, high-wage, or in-demand occupations.

Expected timeline:

Date	Event
9 January 2025	Grant RFP released
2 May 2025	Proposals due to DEED no later than 4pm ADT
16 May 2025	Grant review complete. All applicants notified of status
30 May 2025	Two-week appeal period ends. Grants finalized.
1 July 2025	Grant funding begins (Year 1; FY26)
23 January 2026	Grant mid-year report due
30 June 2026	Grant Year 1 (FY26) end-of-year reports due
1 July 2026	Grant funding renewed (Year 2; FY27)
22 January 2027	Grant mid-year report due
30 June 2027	Grant Year 2 (FY27) end-of-year reports due
1 July 2027	Grant funding renewed (Year 3; FY28)
21 January 2028	Grant mid-year report due
30 June 2028	Grant Year 3 (FY28) final end-of-grant reports due

ELIGIBLE INSTITUTIONS

Applicants must meet a two-part test to be eligible to receive a grant:

1. Meet the definition of an eligible institution; and
2. Provide a program of sufficient size, scope, and quality to be effective.

Definition of an eligible institution:

Eligible institutions are:

1. An institution of higher education (generally a public or nonprofit accredited postsecondary institution); or
2. An area career and technical education school providing education at the postsecondary level, or
3. 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 Act or the Act of April 16, 1934 (48 Stat.596; 25 U.S.C. 452 et seq.), or

4. An educational service agency, or
5. A consortium of two or more of the entities described above.

At the time of award, grantees are required to have a four-year campus comprehensive plan for career and technical education that meets the requirements of the Perkins' statute (the requirements for this plan are available from CTE programs managers at DEED). Each grantee institution will be required to provide at least one "CTE Program of Study" that identifies and articulates secondary and postsecondary elements, may include dual credit, and leads to an industry-recognized credential, certificate or degree at the postsecondary level. There is also increased emphasis on ensuring the capacity to deliver enhanced programs by providing comprehensive professional development and a continued concern for the success of special populations and students in non-traditional fields.

In addition, institutions must be capable of providing CTE programs that incorporate a number of required activities, and demonstrating this capability is an inherent part of the grant application. Grant funds may be utilized to help perform required activities; however, other funding sources, such as the institution's regular budget or other grant funding sources, generally must be used in order to perform all the required activities. **Perkins grant funds may not be used to support activities already occurring in the prior year that have been supported with state or local funds (supplanting) [§211(a)].**

Size, scope and quality:

The application must indicate the applicant's ability in the areas of required Perkins activities. The required activities are found in the Perkins Act, Section 135, and are briefly summarized below. Access the full text [here](https://s3.amazonaws.com/PCRN/uploads/perkins_v.pdf) (https://s3.amazonaws.com/PCRN/uploads/perkins_v.pdf).

TO APPLY

1. Determine if your institution is eligible based on the published requirements
2. Write a high quality application responsive to the RFP
3. Submit your proposal and budget via email to bjorn.wolter@alaska.gov by 2 May 2025 at 4:00pm ADT.

APPLICATION FIELDS AND PAGE LIMITS

Provide information as single Adobe PDF file for the following fields:

1. Executive Summary
2. Program Design
3. Project Advisory Committee
4. Organizational capacity
5. Budget

Proposals must be double-spaced, with Arial or Times New Roman 12-point font, and 1" margins. Applications may not exceed 15 pages. Do not submit items not requested.

Executive summary (15 points)

Provide a concise and accurate abstract describing:

1. The objective(s) of this project
2. The priority workforce area and career pathway that will be addressed
3. The broader impact of the proposed project
4. The actions to be taken during the grant period

Program design (50 points)

Reviewers will consider the quality of the application's response to the criteria below. Do not assume all sub-criteria are of equal value.

Need (10 points)

1. Clearly describe the need for the proposed program.
2. Provide explicit data to document need.
3. Clearly describe how the need will be addressed by the program.

Program Model (20 points)

1. Identify the priority workforce area and career pathway to be targeted.
2. Identify the program option to be targeted (see Grant Purpose in the Grant Description document).
3. Describe the activities in which you propose to engage, including:
 - a. How activities will meet the identified need(s).
 - b. How activities meet the requirements of the grant option selected.
 - c. The link between secondary and postsecondary CTE and the workforce.
4. In detail, describe the specific CTE Program of Study (CTEP) and how it will be implemented to the benefit of the target population. Include:
 - a. Courses
 - b. Recognized Postsecondary Certifications (RPCs) or industry certifications
 - c. Expected participant outcomes
5. Describe how the following Perkins priority subgroups will benefit from the grant activity, including:
 - a. Students from special populations (as defined by the Perkins V Act §3(48)).
 - b. Students in non-traditional fields (NTF).
6. Provide an estimate of how many students or teachers will be served by the proposed grant broken out by year, and for the entire grant.
7. Summary of external district, postsecondary, business, and non-profit partners.

Implementation Process (20 points)

Provide a description of how the grant objectives will be achieved, including a timeline of all major events and benchmarks. This section should include:

1. Project timeline, including benchmarks and data collection
2. A full description of the structure of grant activities

3. A detailed recruitment strategy and schedule for participants
4. A description of the performance measurement metrics that will be used to determine program efficacy. Assessment plans should include both quantitative and qualitative assessments spread over the entire span of the grant. Grantees will be required to report semiannually on progress using these metrics. The following must be included:
 - a. What data will be gathered?
 - b. How will reliability be established?
 - c. Who will gather and analyze the data (including their qualifications to do so)?
 - d. What will be the measures of success?
 - e. How will the metric demonstrate the positive impact of proposed grant activities?
 - f. What self-corrective procedures will be in place to adjust grant activities based on the data?

Sustainability (5 points)

Explain how the sustainability of the proposed project will be ensured beyond the grant period. Describe any external funds or resources that may be leveraged for the advancement of the grant objectives.

Project advisory committee (5 points)

List the members of the CTE advisory committee [§134(d-e)] who will consult in partnership on your proposal, and will advise in the operation of the grant:

Representation	Name(s)
Parents*	
Students*	
Academic Teachers*	
CTE Teachers*	
Postsecondary Faculty*	
Administrators*	
Special Populations*	
Career Guidance	
Academic Counselors	
Business & Industry representatives	
Labor Organizations	
Other Interested Individuals	

* Required representative

Discuss:

1. How are the individuals above involved in decisions regarding the development, implementation, and evaluation of career and technical education programs?
2. When did this CTE advisory group(s) last meet? [§134(d-e)]

Organizational capability (10 points)

Outline your organization's ability to successfully execute a Postsecondary Grant, including:

1. Provide a biographical summary of management, staff, and faculty participating in the grant. Include:
 - a. Organizational structure (flow chart)
 - b. Roles they will play in the grant
 - c. Relevant experience
 - d. Expected duties
 - e. Expected time commitment (charged to grant)
2. Prior institutional experience managing federal or state grant funds, especially Perkins
3. Prior institutional experience in the proposed area of programming
4. Systems and processes in place to ensure sound programmatic and fiscal oversight
5. Identify existing secondary and industry partners that will participate in the grant
6. Identify how your organization will ensure equitable access to the program
7. In an appendix, include Curriculum Vitae of key personnel involved in the grant.

Budget (15 points)

Applicants must submit a detailed budget of anticipated costs using the template DEED [Form 05-07-069](#). Federal Perkins regulation limits organizational indirect costs to 5% of the award.

Grantees may be required to administer their budgets in the state GMS system. This will depend on whether the grantee is a sister state organization (RSA agreement) or external entity (grant agreement).

Allowable costs for the following categories are restricted:

1. Administrative overhead costs, including salary, 0-60% of the grant (Figure 2).
2. Administrative travel costs, 0-7.5% of the grant (Figure 3).
3. Activities that directly impact participants (e.g. tuition, summer academy participation, required media, etc.), 30-100% of the grant (Figure 4).



Figure 2. Acceptable range of administrative costs (0-60%).

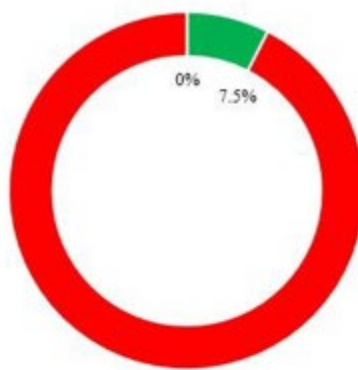


Figure 3. Acceptable range of administrative travel (0-7.5%).

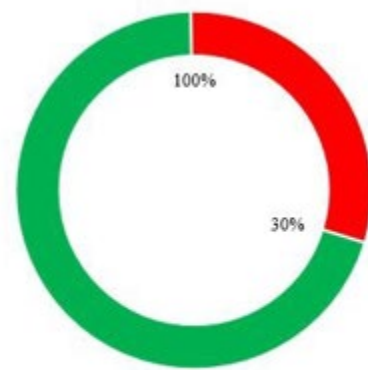


Figure 4. Acceptable range of student-centered expenditures (30-100%).

REQUIRED DOCUMENTS

The following documents must accompany all applications:

1. DEED/CTE Cover Sheet (pg. 11)
2. Proposal as outlined in the previous section
3. Signed copy of the grant assurances page (pg. 16)

SUBMISSION

An original with signatures is due by 4:00pm ADT on Friday, 2 May 2025 to the Department of Education & Early Development. All proposals must be submitted digitally as a single PDF file (including budget) to bjorn.wolter@alaska.gov. Applications that are received after the due date/time will not be reviewed or considered for funding.

COVER SHEET

Institution Name:

Mailing Address:

State:

City:

Zip:

Program Contact:

Fiscal Contact:

Phone:

Phone:

E-mail:

E-mail:

Total Funding Requested

Year 1:

Year 2:

Year 3:

By signing below, I certify that:

1. This application is consistent with this institution's Four-Year Perkins Plan, submitted to DEED on:
2. This grant will provide equitable access to program resources for participants.
3. There is demonstrated economic need for the proposal program.
4. I am authorized to legally bind the grantee to the conditions and responses of this application.

Authorized representative:

Title:

Date:

Signature:

CONDITIONS OF GRANT AWARD

Program administration

In Alaska, the State Department of Education & Early Development (DEED) has been authorized to receive and distribute the federal funds appropriated for this program. Program provision shall be governed in all respects by the authorizing statute, the General Education Provisions Act (GEPA), the Education Department General Administrative Regulations (EDGAR), and the laws of the State of Alaska.

Submittal of an application will show the applicant's acceptance of all of the terms and conditions contained in this Request For Proposals (RFP). The contents of the application will become contractually binding if a grant is awarded. Failure of the successful applicant to accept these obligations may result in cancellation of the award. Upon opening, all submittals become the property of the Alaska Department of Education & Early Development and are open to public inspection at all reasonable times after they are reviewed.

Funding period

Funding for this grant program will be available starting 1 July 2025 and will continue through June 30th, 2026. Grant awards are made for a single year, with funding for the full three-year period contingent on grantee performance and continuing federal money. Barring a special arrangement with DEED/CTE, all grants will end no later than 30 June 2028. The Department of Education & Early Development reserves the option to negotiate the starting and ending dates of individual grants.

The Department of Education & Early Development is not liable for any costs incurred by applicants in the development of proposals. All costs incurred in responding to this RFP, including negotiation sessions (if held), are the sole responsibility of the applicant.

Appeals process

Formal protests will be handled according to Chapter 40, Alaska Administrative Code, Appeals of Decisions to Deny or Withhold Funding 4 AAC 40.010. The process for appealing a decisions may be found on the [State of Alaska legislative page](http://www.legis.state.ak.us/cgi-bin/folioisa.dll/aac) (<http://www.legis.state.ak.us/cgi-bin/folioisa.dll/aac>).

Fiscal procedures

All federal grant funds must be assigned to individual accounts that can be readily identified and verified. All payments will be made on a reimbursement basis for expenditures incurred by the grantee. Reimbursement requests must be submitted to the Department at least quarterly and be listed on a form 165a (supplied by the Department of Education & Early Development) and a computer printout indicating the date of obligation, vendor name, accounting object code, and exact amount of the transaction. Form 165b may be used for reporting transactions instead of computer printouts. Any alternative method of billing must be individually arranged with the Department. The authorization to encumber grant monies will expire at the scheduled

conclusion of the approved grant. The final financial statement should be submitted not later than 60 days after the grant expiration date. The final payment will not be made until after the grant activity has been concluded and the required end-of-year report has been submitted to the Department. Expenditures in excess of approved budget amounts will be the responsibility of the grantee.

Eligible expenditures ordinarily will be limited to those directly necessary and reasonable for proper and efficient performance and administration of the proposed grant activity. These customarily will include personnel salaries, benefits, consultant fees, materials and equipment, travel, telephone and postage. Indirect expenses may be charged to the grant provided the applicant has an approved indirect cost rate according to Federal and USED guidelines. **All charges for indirect need to be included within the 5% cap on administrative costs that is established by the authorizing statute.** The eligibility of any disputed item shall be determined by the State Department of Education & Early Development, and the sponsoring institution or agency shall be responsible for any disputed expenditure. Changes in budgets after issuance of grant awards must receive written approval from the Department prior to implementation.

School districts, higher educational institutions, and nonprofit agencies are responsible for ensuring that audit and accounting procedures are in compliance with the appropriate OMB Circulars A-21, A-87, A-102, A-110 and A-133. These circulars can be accessed directly from the [federal OMB office](http://www.whitehouse.gov/omb/circulars/index.html) (<http://www.whitehouse.gov/omb/circulars/index.html>). Nonprofit agencies' and school districts' regular audits must include a separate schedule of receipts and expenditures by expense object codes for each grant.

Disallowable costs

The following are examples of unallowable costs charged to this grant program. If you have any questions regarding the validity of a cost, please check with the program manager *prior* to expending grant funds.

1. *Incentives.* Items that may be considered to be educational incentives for students or staff are assumed to be extraneous to the conduct of a federally funded program and not appropriate for reimbursement with federal funds. This includes funding for materials or projects that become student's personal property.
2. *Food.* Federal grants may not be used to pay for any food.
3. *Supplanting.* Costs that were paid with local and/or state funds in the prior year may not be paid with these federal funds.
4. *General.* The following are costs not allowed under USED fiscal regulations and/or authorizing legislation: Bad debts, contingencies, contributions and donations, entertainment costs, fines and penalties, interest and other financial costs, expenses of general governmental bodies such as school boards and city councils and their chief executives, under recovery of costs under other grant agreements, proposal preparation costs, and/or capital expenditures.

Expenditures requiring pre-approval

Subcontracts

The Department of Education & Early Development retains the right to establish the following procedures for sub-contracting within a project resulting from this RFP.

1. The grantee may sub-contract for services up to \$5,000 without prior approval from the Department.
2. Sub-contracts of \$5,000 or more require prior approval from the Department, and must be in written form with a copy sent to the Program Manager for placement in the RSA/Grant file.

Ownership of copyright and patents

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations. The Department retains the rights for no-cost use or replication of any materials, designs, or programs developed through the use of these funds.

News releases and publications

The U.S. Department of Education and the State of Alaska encourages agencies to publicize approval of these projects and their activities. Every local recipient of funds under this RFP must, in any publication or public announcement, clearly identify any program assisted under this title as a federally funded program under the Strengthening Career and Technical Education for the 21st Century Act funded through a grant from the Alaska Department of Education and Early Development. All press releases concerning this project must be approved by the Perkins Program Manager prior to release.

The following disclaimer must be printed on materials resulting from work supported by the grant:

“The contents of this publication (or book, report, film, etc.) were developed with the assistance of Strengthening Career and Technical Education for the 21st Century federal funds under grant number “ELxxxxxx” from the Alaska Department of Education & Early Development. However, these contents do not necessarily represent the policy of the Department of Education & Early Development, nor endorsement by the Federal Government.”

Cancellation

The Department of Education & Early Development reserves the right to cancel any grant awarded as a result of the RFP for any of the following reasons:

1. If the grantee demonstrates fiscal irresponsibility;
2. If the grantee fails to perform in accordance with the conditions of this RFP;
3. If the grantee fails to perform in accordance with the application proposal and any negotiated modifications;
4. If the State no longer has funds available for the project resulting from this RFP; or
5. If the grantee included misleading or faulty information in its application.

ASSURANCES AND CERTIFICATIONS

Copies of all Assurances & Certifications found in this section must be signed and submitted with the grant application.

ASSURANCES FOR PROGRAMS SUPPORTED BY STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY

By my signature below I agree, upon the approval of the project application by the Department of Education & Early Development, to accept and perform the following requirements as contained in the Education Department General Administrative Regulations and the Strengthening Career and Technical Education for the 21st Century Act:

1. Grantees are subject to the following general assurances and certifications for federal education programs:
 - a. [General Education Provisions Act \(GEPA\) – Section 427](https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf)
(<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>)
 - b. [Disclosure of Lobbying Activities \(SF-LLL\)](https://eca.state.gov/files/bureau/sflll.pdf) (<https://eca.state.gov/files/bureau/sflll.pdf>)
 - c. [Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters; and Drug Free Workplace Requirements](https://cdpsdocs.state.co.us/dcj/Grants/Lobbying.pdf)
(<https://cdpsdocs.state.co.us/dcj/Grants/Lobbying.pdf>)
2. Federal funds made available under this Act shall supplement, and shall not supplant non-Federal funds expended to carry out career and technical education activities [§211(a)].
3. Federal funds made available under this Act shall be used to provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs [§134(c)(2)(B)(i)].
4. No funds made available under this Act shall be used (1) to require any secondary school student to choose or pursue a specific career path or major; and (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [§214]
5. Nothing in the Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. [§216]
6. The Alaska Department of Education & Early Development is an equal opportunity employer and will not discriminate in the Department employment, supervision, practices, services or educational programs on the basis of race, religion, color, national origin, age, sex, handicap, marital status, changes in marital status, pregnancy, parenthood, veteran's status, veteran's disability or political affiliation. These conditions also apply to programs funded through this source.
7. All proposed programs meet state and federal definitions of sufficient size, scope, and quality to be eligible for Perkins funding.

Authorized signature:

Date: