Perkins Primer

Workforce & Economic Development Division
California Community Colleges, Chancellor's Office

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Perkins Primer
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History of the Perkins Act

Vocational Education Act of 1963

Carl D. Perkins Vocational Education Act (1984 Perkins I)

Carl D. Perkins Vocational and Applied Education Act (1990 Perkins II)

Carl D. Perkins Vocational and Technical Education Act (1998 Perkins III)

Carl D. Perkins Career and Technical Education Act (2006 Perkins IV)

Strengthening Career and Technical Education for the 21st Century Act (2017 Perkins V) (Current Draft Name)

Carl Dewey Perkins was a congressman for 17 consecutive terms from Kentucky until his death on August 3rd 1984 at age 72. He was the Chairman for the Committee on Education and Labor and so when he happened to die the same year that the first Act was distributed they named it after him.

Perkins Allocations

Perkins is a combination of allocation and competitive funding that goes to Community College Districts. Currently the following is how that funding is determined by the United States Legislative Branches and split between the funding Titles and the California Community Colleges and the California Department of Education.

1. The United States Legislative Branches set an amount nationwide to give to Carl D. Perkins. The amount given to each State is based on the most recent census data.
2. The California Department of Education and the Chancellor's Office then split allocated pot of funds based on CTE Student Count.
3. The Chancellor's Office then allocates the money to the Districts based on disadvantage student count (BOG Waiver, Pell Grant, WIA participant, CalWorks, receipt of public aid, self-identified).

Allocation Split via the Perkins Act

State Leadership Title I-B (15% of the total allocation) Competitive/Allocated

State Institutions Department of Corrections (1%) – Allocated

Non-Traditional Fields ($60,000-150,000) – Allocated

Title I-C Basic Grant Postsecondary Allocations (85% of the entire allocation minus the 10% set-aside)

Allocated by disadvantaged student count as certified through MIS to all Community College Districts.

CTE Transitions Set Aside – (10% of the Title I-C basic grant funding)

Allocated to all districts by dividing the entire allocation by the college count.

Administration At State Level – (5% or $250,000 whichever is greater) for:

- Developing the State Plan
- Reviewing a Local Plan
- Monitoring and Evaluation
- Assuring Compliance with Federal Laws
- Providing Technical Assistance
- Supporting and developing data systems relevant to the Act

NOTE: Administration requires match on a dollar-for-dollar basis from non-federal funding.

Perkins Required and Permissive Objectives

Perkins IV 2006 Titles

Title I-C (Basic Grant Funding)

Title I-B (State Leadership)

Title II (Tech Prep)

NOTE: The Federal Government deleted Title II Tech Prep out of Perkins IV in 2011-12 and so the Chancellor's Office amended the Perkins IV state plan with the United States Department of Education in order to do a 10% Set-Aside (allowed within the 2006 Act) which would take care of the major activities that would be missing via the Title II demise. Those ideas centered around Secondary to Postsecondary transitions, student success and student transition to world-of-work.

Overall Purpose of Perkins IV

"The purpose of this Act is to develop 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, by—

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

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

"(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;

"(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

"(5) providing technical assistance that—

> "(A) promotes leadership, initial preparation, and professional development at the State and local levels; and
>
> "(B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;

"(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and

"(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

Perkins IV Title I-C Basic Grant Funding (75% of total allocation)

Perkins IV Title I-C is for course and program improvement for CTE only and the following is nine requirements that must be met for any program receiving Perkins IV funding.

Required Uses of Title I-C Funds

1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]

2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]

3 Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]

4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]

5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with

all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]

6. Develop and implement evaluations of the CTE programs carried out with Perkins IV funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]

7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]

8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]

9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]

Permissive Uses for Title I-C Funds:

1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]

2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]

3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]

4. Provide programs for special populations. [§135(c)(4)]

5. Assisting career and technical student organizations. [§135(c)(5)]

6. Mentoring and support services. [§135(c)(6)]

7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]

8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]

9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]

10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]

11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]

12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]

13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]

14. Providing support for family and consumer sciences programs. [§135(c)(14)]

15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]

16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]

17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]

18. Providing support for training programs in automotive technologies. [§135(c)(18)]

19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]

20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

CTE Transitions (10% Set-Aside) Uses of Funds

I – Secondary and Postsecondary Transitions

Under this objective, examples of activities include:

Professional Development

Only CTE Transitions Project Director may attend the statewide Educating for Careers Conference. Other than this conference, no funding for individual professional development is allowed. Joint training may be funded for secondary or postsecondary counselors, teachers and faculty directly related to CTE Transitions activities.

Outreach and Career Exploration

Outreach/Career Exploration is allowable so far as it facilitates the transition from secondary to postsecondary CTE programs, the expenditures are allowable and the costs are reasonable. Provide targeted and specific support to High Schools with course-level articulation agreements, i.e., CTE content for secondary instructors, students, counselors, administration, and parents through CTE faculty and staff visits.

Articulation

New articulation agreements may be created or existing ones renewed. Before forming new articulation agreements first check the Statewide Career Pathways (SCP) site for an official template and use it as a starting point. If you cannot find a SCP Articulation Agreement template that matches your proposed program, follow the standard SCP Articulation Agreement template format. http://www.statewidepathways.org/showtemplates.php

Host faculty-to-teacher meetings to plan and create articulation agreements with the healthcare academy and construction courses of study in the local high school district. Articulation meetings must be reasonable in number.

II – Student Success

Under this objective, examples of activities include:

Credit by Exam

- Facilitate credit by examination for high school students by assisting them through the process.
- Where appropriate proctoring arrangements will be made for credit by exam at the local high school site.
- Support for "**credit by examination**" mechanisms; testing; registrars.

Concurrent Enrollment (but no direct instructional costs)

- Facilitate and pursue dual/concurrent enrollment applications and admission procedures for partner high schools.
- Support for textbook loans for economically disadvantaged CTE students.
- Continue to work with registrars, Admissions and Records, to streamline the dual enrollment process.

III – Student Transition to World-of-Work

Under this objective, examples of activities include:

- Support for Work-based Learning and Career Pathway Expansion.
- Work with assigned faculty to update work-experience handbook (with emphasis on student resources and materials).
- Promote the benefits of work experience while enrolled (building resume while earning education credential).
- Support for coordination of internship/placement and continue to recruit industry partners to develop internship opportunities.
- Collaborate with the campus career center to host a job fair to connect employers with skilled students in sector-specific programs of study.

State Leadership Title I-B Funding

"SEC. 124. State Leadership Required Activities.

"(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall conduct State leadership activities.

"(b) REQUIRED USES OF FUNDS.—The State leadership activities described in subsection (a) shall include—

" (1) programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;

"(2) developing, improving, or expanding the use of technology in career and technical education that may include—

"(A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance learning;

"(B) providing career and technical education 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 technology fields, including non-traditional fields; or

"(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;

"(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—

"(A) provide in-service and preservice training in career and technical education programs—

"(i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

"(ii) on effective teaching skills based on research that includes promising practices;

"(iii) on effective practices to improve parental and community involvement; and

"(iv) on effective use of scientifically based research and data to improve instruction;

"(B) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and are not 1-day or short-term workshops or conferences;

"(C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113;

"(D) will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students to ensure that teachers and personnel—

"(i) stay current with the needs, expectations, and methods of industry;

"(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;

"(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and

"(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and

"(E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

"(4) supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in—

"(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

"(B) career and technical education subjects;

"(5) providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations;

"(6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);

"(7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;

"(8) support for programs for special populations that lead to high skill, high wage, or high demand occupations; and

"(9) technical assistance for eligible recipients.

State Leadership Title I-B Permissive Activities

"(c) PERMISSIBLE USES OF FUNDS.—The leadership activities described in subsection (a) may include—

"(1) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including—

"(A) encouraging secondary and postsecondary students to graduate with a diploma or degree; and

"(B) exposing students to high skill, high wage occupations and non-traditional fields;

"(2) establishment of agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as tech prep programs;

"(3) support for initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—

"(A) statewide articulation agreements between associate degree granting career and technical postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

"(B) postsecondary dual and concurrent enrollment programs;

"(C) academic and financial aid counseling; and

"(D) other initiatives—

"(i) to encourage the pursuit of a baccalaureate degree; and

"(ii) to overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

"(4) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;

"(5) support for public charter schools operating career and technical education programs;

"(6) support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

"(7) support for family and consumer sciences programs;

"(8) support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

"(9) support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations;

"(10) awarding incentive grants to eligible recipients—

"(A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—

"(i) eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;

"(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

"(iii) the adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;

"(iv) eligible recipients' progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or

"(v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or

"(B) if an eligible recipient elects to use funds as permitted under section 135(c)(19);

"(11) providing for activities to support entrepreneurship education and training;

"(12) providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;

"(13) providing assistance to individuals, who have participated in services and activities under this title, in continuing the individuals' education or training or finding appropriate jobs, such as through referral to the system established under section 121 of Public Law 105–220;

"(14) developing valid and reliable assessments of technical skills;

"(15) developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

"(16) improving—

"(A) the recruitment and retention of career and technical education teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

"(B) the transition to teaching from business and industry, including small business; and

"(17) support for occupational and employment information resources, such as those described in section 118.

"(d) RESTRICTION ON USES OF FUNDS.---An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs.

Accountability (Core Indicators)

While performance indicators were always required via Perkins and the State Chancellor's Office always had to negotiate these indicators with the United States Department of Education, it was not until Perkins IV that each state was required to negotiate the core indicators with Community College Districts. It was also the first time there were penalties for not meeting these negotiated levels (both on a State and Federal level). The following are the penalties that can happen to the State or local Community College District if core indicator performance targets are not met.

Since the performance targets are established annually, the district has the opportunity to identify early trends that may indicate deteriorating performance. The performance requirements for the 90 percent standard and subsequent actions follow defined steps:

- **Year One:** Assume in the spring of *Year One* the college does not meet the requirement to achieve at least 90 percent of one or more Core Indicators.
- **Year Two:** In preparing its Perkins plan for *Year Two,* following identification of a below-90-percent performance on one or more Core Indicator, the district must add a section to its proposed plan for *Year Two* that specifies the strategies and activities the college will enact to address the declining performance.
- **Year Three:** If there is no improvement in the substandard Core Indicators in the spring of *Year Two* as the district plans for *Year Three*, the district must include in the plan a diagnostic study to identify root causes for the performance gaps.
- **Year Four:** The district must implement improvements in the *Year Four* plan based on the diagnostic study (described in detail in the diagnostic study section of this handbook) **and** submit a copy of a diagnostic study summary report to the chancellor's office with the local application for Year Four. The "year four" activities must continue until the substandard core indicator shows improvement.

SAM Codes

Every course offered by a college/district is assigned a TOP code by the college/district based on the content of the course and a corresponding SAM Priority Code (A, B, C, or D).

What are SAM Codes?: SAM Codes indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs.

Why were they designed?: This system was designed in 1973 would allow tracking of majors and a student follow-up component.

What purpose do they serve?: California Community Colleges classify all occupational courses by assigning priority letters and major code numbers. A student's CTE major is then defined according to the occupational courses in which he or she is enrolled. A very important aspect of the community college performance measurement system is, therefore, the careful classification of occupational courses is important when following the SAM model.

The priority codes SAM codes within the MIS Data Element Dictionary are:

A. **Apprenticeship**
The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.

B. **Advanced Occupational (not limited to apprentices)**
Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Usually this would be a capstone course.

C. **Clearly Occupational (but not advanced)**
Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins."

D. **Possibly Occupational**
"D" courses are those taken by students in the beginning stages of their occupational programs.

E. **Non-Occupational**
These courses are non-occupational.

TOP Codes

Every course offered by a college/district is assigned a TOP code based on the content of the course.

What are Top Codes?: The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

Why were they designed?: The TOP was designed to aggregate information about programs. A TOP code must also be assigned to every course in the Community College System. Each course should be given the TOP code that comes closest to describing the course content.

What purpose do they serve?

Examples on the State Level are:

- In the Inventory of Approved and Projected Programs, to make information available about where programs of particular types are offered around the state;

- In the Management Information Systems database, to collect and report information on student awards (degrees and certificates) issued in particular types of programs;

- In the Management Information Systems database, to collect and report information on enrollment and Full Time Equivalent Students (FTES) in courses within particular curriculum categories; and

- In Career Technical Education accountability reports on program completions and course success in particular types of CTE programs.

- The CCC Chancellor's Office Taxonomy of Programs (TOP) code version six will be used for this cohort. An asterisk (*) appears next to TOP codes considered to be Career Technical Education by the CCC Chancellor's Office.

Accountability Definitions

The purpose of reviewing the following definitions is they build on what you need to know when we get talking about the five Perkins IV core Indicators and how they are accounted for.

- ***Concentrator*** – In all of the core indicators in all of the state negotiations for Perkins accountability we wanted to make sure that: No students are counted for measurement purposes until it is determined that they are concentrating on CTE and not a "looky loo" or "Life Long Learner." For measurement purposes the Chancellor's Office did not want to count everyone since persistence, retention and completion are pretty much dependent on a student's intent to concentrate in a CTE program. Therefore the accountability group when first determining what a concentrator would be met with community college faculty and the following definition of a concentrator (when a student would be counted for accountability was designed).

  Students enrolling during a cohort year (most recent three years) and successfully completing 12 units in Career Technical Education in a two-digit TOP of which one course was a Sam A-C is then counted within the system and considered a concentrator.

  Note: Additionally, students earning a Career Technical Education degree or certificate in the cohort year will be included in the cohort whether or not they meet the 12 unit threshold requirement above so long as they were enrolled within the last three years.

- *Life Long Learner* – Students in a cohort that either come to the college with a postsecondary degree or who earned a certificate or degree in the prior year and did not earn a degree or certificate in the current year.
- *Persisters* – Student retention in postsecondary education or transfer to a baccalaureate degree program.
- *Completer* – Any student who earned a credit certificate or degree. The completion indicator includes students who are transfer prepared.
- *Leaver* – Students not enrolled in the year following the end of the cohort year at any college in the California Community College System are considered leavers for the system reports.
- *Transfer Prepared* – Students who successfully complete 60 UC/CSU transferable units with a GPA at or above 2.0 in those transferable courses.

Core Indicator Definitions

1P1: Technical Skill Attainment

Technical skill attainment will be measured by concentrator students (12 units in the same two-digit TOP of which one course is SAM A-C) who earn a grade of C or better in apprenticeship courses, advanced occupational courses, and clearly occupational courses (SAM A-C respectively). Student GPA is used in this measure.

Numerator: (CTE Concentrators with a grade of C or better)

Denominator: (CTE Concentrators)

2P1: Credential, Certificate, or Degree

The focus of this measure is to assess student completion across a number of possible outcomes. "Leaver and Completers who earn a degree, certificate, or their equivalent or who complete a transfer program and become "Transfer Ready" will provide an unduplicated valid and reliable assessment of those completing a program of study. Transfer prepared is also accepted as a valid measure of completion.

Numerator CTE concentrators who earned an industry-recognized credential, a certificate, a degree, or who completed a transfer program and were classified as transfer ready.

Denominator: Number of CTE Concentrators who were leavers.

3P1: Student Persistence or Transfer

Persistence and or Transfer are just that, did a student persist within the community colleges and/or transfer to another two or four-year institution? To do this the leavers and completers cohort in 2P1 is expanded to include students who are concentrators who persisted in community colleges or four-year institutions.

Numerator CTE concentrators who persisted in the California community college system or transferred to another two- or four-year institution.

Denominator: The number of CTE concentrators who did not leave with a certificate or degree (unless they transferred).

4P1: Student Placement

Student transitions to employment, apprenticeship, and military service will be counted as CTE program leavers or completers who have some positive placement associated with their leaving. This indicator will be the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

Numerator: The number of CTE concentrators in the denominator who were found during one of the four quarters following the cohort year in UI covered employment (time period), or an apprenticeship program, the federal Government, or the military in the year following the cohort year.

Denominator: The number of CTE concentrators who were leavers or completers and did not continue in any institution.

5P1 & 5P2: Nontraditional Participation and Completion

(gender ratio is unbalanced - below 25% of either gender)
Indicator – Nontraditional (underrepresented gender – gender ration is unbalanced below 25% of either gender) student enrollment in, and completion of, CTE programs.

5P1: Participation

The State will use the percentage of females participating in CTE program coursework leading to employment in male dominated occupations (nontraditional for females) and males participating in CTE program coursework leading to employment in female dominated occupations (nontraditional for males).

Numerator: The number of CTE concentrators in the denominator who were of the under-represented gender.

Denominator The number of CTE concentrators in programs deemed nontraditional for either gender.

5P2: Completion

The State will use the percentage of completers in programs leading to employment in non-traditional fields that are of the underrepresented gender (i.e., female students completing programs leading to male dominated occupations and male students completing programs leading to female dominated occupations). Completion is defined as: 1) receiving a degree, certificate or equivalent; 2) completing a transfer program (transfer ready); 3) transferring to a two- or four-year institution; or 4) enlisting in the military.

Numerator: The number of CTE completers in the denominator who were of the under-represented gender.

Denominator: The number of CTE completers in programs deemed nontraditional for either gender.

Expenditure and Cost Guidelines

Allocable Allowable Supplanting

What are the guidelines of Allocable?

Allocable is defined by the dictionary as: capable of being allocated or assigned. A cost is considered allocable to a particular federal program to the extent it actually benefits the objectives of that program. You can only charge in proportion to the value received by the Perkins program. An example would be that a project director works 20% on the Perkins Title I-C (only 20% of the salary and benefits can be charged to the allocation). Above and beyond this definition allocable also means that the cost must be related to the workplan/activities that have been approved by the fiscal agent's Project Monitor.

While the proposed cost is allowable under Perkins is it also reasonable?

The monitor needs to determine allowable, yet even if the item is allowable the expense must also be reasonable. Reasonable is defined by the dictionary as: agreeable to sound judgment, not exceeding the limit prescribed by reason (not excessive), moderate in price, and a rational decision.

Systems that can guide this definition are: necessary for the performance of the grant; following sound business practices (procurement processes, follow federal, state and local laws, follow the terms of the grant); use of fair market prices; acting with prudence under the circumstances; and having no significant deviation from established prices.

What is supplanting?

Federal grant funds must supplement and not supplant state or local funds. Federal funds may not result in a decrease in state or local funding that would have been available to conduct the activity had Federal funds not been received. Federal funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without federal dollars. You must be able to demonstrate that Federal funds are added to the amount of state and local funds that would, in absence of Federal funds, be made available for uses specified in your plan. Allocation recipients and sub-recipients must use Perkins Title I-C funds to provide extra goods, services, materials, staff coordination positions etc. that would not otherwise be purchased with state, local or other non Federal funds. For instance, if you used Title I-C funds to provide a Career Technical Education service that the local education agency is required to provide under state or local law then supplanting would occur. It would also be supplanting if something was purchased in the previous year with state, local or other funding and is now being purchased with Federal funding.

Perkins Title I-C Generally Eligible Costs

Administrative Costs (5%)

Salaries (non-instructional)

Stipends (curriculum)

Consultants

Instructional Materials

Instructional Equipment

Professional Development/Travel

Perkins Title I-C Not Eligible Costs

1. Student expenses or direct assistance to students (see below)
2. Entertainment
3. Awards and memorabilia
4. Individual memberships
5. Membership with orgs. that lobby
6. College tuition, fees, books
7. Fines and penalties
8. Insurance/self-insurance
9. Costs Required by Law
10. Three-Year Rule (see below)
11. Expenses that supplant
12. Audits, except single audit
13. Contributions and donations
14. Contingencies
15. Facilities and furniture (see below)
16. General advertising

17. Alcohol
18. Fund raising
19. General administration
20. Faculty Salaries (for Instruction)

DIRECT SERVICES TO STUDENTS: Anything that is providing direct services to students.

We do not fund travel for students ever.

We do not fund other direct services to student such as books, child care, bus passes etc unless:

1. Recipients of the assistance must be individuals who are members of special populations who are participating in career technical education programs;
2. Assistance may only be provided to the extent that is needed to address barriers to the individual's successful participation in career technical education programs;
3. Direct financial assistance must be part of a broader, more generally focused effort to address the needs of individuals. (This means that it must be shown that the student has gone through the financial aid department and covered all possible costs before using Perkins); and
4. Funds must be used to supplement, not supplant. (Proper controls must be shown that the top three items have been determined and can be tracked.)

THREE YEAR RULE: the three-year rule which states that expenditures for new, expanded, improved, modernized or developed projects, services or activities are eligible for up to three years of funding -- the year of its inception and the two following years. This is a reasonable expectation and fits well within the guidelines of Perkins IV. Using the above-mentioned rule, when the same service or activity has been funded for three consecutive years, as of the fourth year the activities would be considered maintaining/sustaining effort and therefore not an allowable expense. The risk in the case of continuing programs is supplanting when funding is not used for the purpose of expanding, improving, modernizing or developing projects, services or activities innovation but for maintenance.

IMPROVEMENT TO LAND BUILDING AND GENERAL PURPOSE EXPENDITURES

Federal law for Perkins does not allow construction or improvements:

(1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except where approved in advance by the sponsoring agency; and

(2) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as direct charges, except where approved in advance by the sponsoring agency. At the Chancellor's Office we do not normally allow these types of expenditures.

The Chancellor's Office many years ago determined that these expenditures would not be allowable and would be considered supplanting. So examples of that would be anything that upgrades a building, even as small as purchasing kiosks that would be attached to a side of the building. Any construction, any permanent buildings (such as greenhouses), any general purpose furniture (desk, chair, cabinets, etc.) The only exception to the construction rule is if they purchase equipment such as in welding where the machine/equipment takes a certain plug not currently available in the welding department, part of the expensive of setting the machine up can be to put in a plug. Many grantees believe that because they want to "lock up" supply or equipment that a cabinet purchase is then allowed. Unless the manufacturer of that equipment states it must be in a special cabinet in order to keep it in working order the cabinet is considered a general expense. Another example in any of the construction trades -- they cannot buy supplies, build a building with those supplies and leave it standing. However they can buy the supplies, but up the building and take it down at the end of the year/semester in order to do it again the next year. That way no permanent building is left on campus.

PAYING FOR ANYTHING REQUIRED BY LAW: Anything that the College/District is required to do by law, cannot be paid for with Federal Perkins funding. An example would be an ADA required piece of equipment. Perkins cannot purchase equipment that is required via ADA requirements.

PAYING FOR ANY KIND OF INSTRUCTION -- Perkins funding cannot pay for instruction (not even for pilot programs). The idea when it is an existing program they are collecting FTES and so they are required to pay for the instructor and the general furniture (desks and chairs) in order not to supplant. The pilot programs are not allowed (even if they do not collect FTES) because a pilot is just that -- something that may not eventually be approved. So Perkins will not pay for something that may not lead to course and program improvement because it just goes away.

INDIVIDUAL MEMBERSHIPS -- Federal law does not allow individual memberships, only college level memberships. The exception to this is a conference such as CCCAOE gives a membership to everyone that attends their conference (with no extra expenditure) and does not break out that expenditure as part of the registration fee so an individual can accept it since it is in essence free.

STUDENT CLUBS EXPENDITURES -- while Perkins allows for expenditures to help student clubs that might be in the context of release time of a faculty member to help put it together, small amount of money for supply or printing to run the club. However Perkins does not pay for student travel to events and/or professional development for students. Perkins does not pay instructors to take student to events. Perkins does not pay for student blazers or any other item to an individual student that would be considered a "gift of public funds."

USING PERKINS ALLOCATION TO PAY FOR COMMUNITY COLLEGE CAMPUS PARKING -- While a campus has a right to determine parking rules and charges on their individual campuses, Perkins funding cannot be used to pay for these charges which might incur when bringing CTE Advisory Members, secondary outreach, and CTE community events to the campus.

OUT-OF-STATE TRAVEL RESTRICTION:

August 3, 2017 Memo from Chancellor Eloy Ortiz Oakley to the system: With the passage of AB 1887, the California Legislature announced that our state "must take action to avoid supporting or financing discrimination against lesbian, gay, bisexual, and transgender people." AB 1887 prohibits state agencies from requiring state employees and officers to travel to a state that has enacted a law that discriminates against the LGBT community. AB 1887 also prohibits state agencies from approving state-funded or state-sponsored travel to such states. The

Chancellor's Office wholeheartedly supports our LGBT students, faculty, staff and administrators. We fully support the travel restrictions imposed by our state legislature through AB 1887 and the determinations regarding out-of-state discriminatory laws made by Attorneys General Kamala Harris and Xavier Becerra. Accordingly, and consistent with AB 1887, the Chancellor's Office will not send any Chancellor's Office staff or officials to states that have adopted laws that discriminate against the LGBT community.

As a matter of policy, the Chancellor's Office will not approve requests from our local community college districts to travel to an AB 1887 restricted state, regardless of the funding source for the proposed out-of-state travel.

The following states are what is listed as of 6/2018 (Alabama, Kansas, Kentucky, Mississippi, North Carolina, South Dakota, Tennessee, Texas. https://oag.ca.gov/ab1887

OUT-OF-STATE TRAVEL:

http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/OutofState Travel.aspx

The Chancellor's Office has the following general rules about out-of-state travel.

- For a single traveler specific CTE course and program improvement upon return, reasonable costs are required in order to approve.
- For two attendees it requires the above information plus a comprehensive explanation as to why two people need to attend (why one cannot attend and bring information back to others).
- For three attendees approval is rarely granted unless it is a required attendance in order to keep a certain program at the College. (An example of this is some of the automotive programs such as Toyota require that all faculty teaching Toyota curriculum come for training in order to continue certifying the college program.)

The following can be found at the bottom of the out-of-state travel as requirements:

[1] Costs-must reflect the most cost effective and prudent use of state/federal funds.

[2] For airfare costs, use California State Government rates as a "reasonableness" guide, most recent management memo (http://www.travel.dgs.ca.gov/default.htm) [See "Airlines" tab.]

[3] For lodging costs, use U.S. Govt. "CONUS" rates as a "reasonableness" guide (http://www.gsa.gov)
[See "Policy and Regulations" tab.]

To submit, e-mail completed form (as an attachment) from responsible Administrator to your Project Monitor.

1) In the e-mail subject line, type: **Out-of-state travel request**.

2) In e-mail body, state **EITHER** that the request (a) **complies** with the cost guidelines per the request form footnotes or (b) **provide a justification for non-compliance.** Monitor will review the request and email a response back to you. Keep a copy of the approval document and/or email in your audit files.

3) Gather and keep information such as the agenda, handouts from sessions of the conference/professional development session which adequately records the purpose of the event. Keep documentation with the project audit file.

Travel Narrative Examples

The following are real life examples of purpose of attending the event and how this attendance will contribute to the success of the program/project:

1. Attending this conference will help the accounting program incorporate Excel into our classes and show strategies for motivating and retaining our student in the online/hybrid accounting courses. Strategies learned will also help retain and engage our online students while maintaining academic integrity in the online world.

   Attending this conference will improve teaching techniques in ways such as how to better engage students and increase learning (specifically, learning strategies to facilitate engaged learning though innovative teaching methods making accounting less intimidating to student). These teaching strategies will greatly improve our curriculum.

2 This event brings together nurses from across the US to promote leadership, advanced education, and to provide a broad view of healthcare in general and nursing in particular. Faculty participates in workshops that enhance their skills & keep them current. Attendance at this conference serves to inform faculty as to current issues in Nursing and Healthcare which can then be shared with the department.

   The National Student Nurses Association Conference in Phoenix will offer the faculty participant the opportunity to participate in keynote presentations, seminars, and workshops which focus on current nursing practice and educational approaches in the delivery of content regarding nursing. In addition, the faculty will be able to liaison with nursing faculty from programs across the United States to share ideas and approaches to nursing education. National Nursing leaders will present ideas and information regard the rapidly changing realm of healthcare and nursing. In turn, the faculty will be able to bring this information back to the full faculty in the nursing division in order to allow them the opportunity to incorporate these ideas and information into their particular courses. This is always an exciting and engaging conference which provides innovative ideas and rapid changes in nursing education and healthcare.

3. Attendance at this conference is to learn the latest research in multiple fields of psychology (including the areas of social, abnormal, and addiction psychology). Upon return I will disseminate this information by scheduling a meeting with other faculty and including this newest information within my instruction in order to disseminate the information to students.

4. This Study Tour is an opportunity to study the Boulder Journey School, a school that serves as a demonstration site for a teacher preparation program, and allow for

dialogue and reflection with Journey School Staff and college instructors from Santa Monica City College, El Camino Community College, and Pasadena City College. Discussions about effective ways to support the development of professional competencies in pre-service early childhood education professionals with collaboration between a teacher education program and a laboratory school will be informed by what is learned from this training and demonstration site.

The outcome of the dialogue and reflection with colleagues from other campuses while in Boulder will fuel continued collaboration between the child development center laboratory and the child development department at GCC informing both course content and instructional methods to improve student outcomes. The opportunity to engage in this process with colleagues provides an opportunity to examine best practices and discuss the application of such practices in our various contexts. I will use what I learn from this process to integrate identified best practices into my work with child development students and faculty to improve the connection between course work and field work in the lab. This experience will also support the review of course objectives and student learning outcomes as they relate to the preparation of child development students to enter the early childhood workforce.

5. Keeping current on industry trends when you are no longer a daily practitioner can be difficult. Attendance at industry-driven conferences will allow me to better understand the OBHR industry and then be able to relate that information to my students in the form of a better education.

   This conference represents a great opportunity to learn the latest industry human resources practices from senior managers from national organizations. Attendance will increase my faculty development and knowledge of many subjects that I teach in the classroom. Upon return I immediately take this information back to my Business Law and Management classes where I have created additional Student Learning Outcomes for some of our courses as a result of acquired information. In addition industry trends discovered by professional development conferences are always incorporated into advisory board meeting to generate discussion and make sure we are teaching and training students to be valuable employees.

Risk Management Monitoring

The Chancellor's Office started risk management monitoring for Perkin IV in 2013-14. The following are the risk factors used to determine yearly monitoring and the steps used if a District receives over 50 points within the review.

Step One – Assessment of Risk: Common and Other Risk Factors will be given the following points and the recipients receiving over 50 points will be selected for monitoring:

10 Recipients that failed to meet deadlines in submitting applications, expenditure reports, or final claims

15 Recipients that fail to use a significant portion of their grant/allocation funding (20%)

10 Recipients that have not met their negotiated Perkins IV core measures

10 Recipients whose single audits reports have identified problems within Perkins IV, Title I-C allocations

10 Recipients that receive over $250,000 in grant/allocation funds

5 Recipients not monitored in past five years

10 New recipient with little or no experience in managing the grant/allocation (recipients where persons in the coordinator role have changed will be viewed as new recipients)

10 Recipients that have revamped information systems or changed accounting rules/methods

20 Grant/Allocation Monitor has expressed a concern

Step Two –Districts at Risk Receive a Self-Assessment Which Contains the Following:

Audit files review; Perkins Advisory Committee review for compliance to required membership and the objective of developing, implementing, and evaluating Perkins Title I-C allocations; articulating with secondary for programs of study and meeting the requirement of one-program of study per college; an overview of how Perkins special population data is reviewed and how special populations are given services; faculty and staff professional development as related to the 9 requirements of Perkins; Time and Effort documentation produced for Perkins funded salaries (counselors, tutors, lab assistants, curriculum development, etc.); equipment is tracked appropriately via federal guidelines; certification that all Title I-C Perkins funding does not supplant; and certification that all audit files/record retention meets the federal guidelines.

Step Three – Desk Audit:

A team of three Chancellor's Office Employees reviews the return self-assessment (any further questions result in a phone call with the District for clarification). An initial draft report is sent to the District for their response.

Step Four – Final Audit Report:

After reviewing the District response a finalized report is sent to the District with any findings along with the dates and ways in which the District must respond. After meeting that response the Chancellor's Office sends out a close-out memo to the District.

Resources

Perkins IV Core Indicator Cohort Definitions, Selection Methodology and Report Specifications
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CoreIndicators.aspx

Taxonomy of Programs 6th Edition
http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf

Curriculum Inventory
https://coci2.ccctechcenter.org/

SAM Codes
http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb09.pdf

Brochure that show six-digit TOPs and the corresponding non-traditional designation
Community College Programs Classified Nontraditional Top Codes

Perkins Resource Guide The PDF guide provides resources for program analysis and improvement. The guide was specifically designed for use by faculty, administrators and researchers
http://extranet.cccco.edu/Portals/1/WED/CEP/PerkinsIV/CoreIndicator/pirg-full_doc.pdf

Core Indicator and Special Populations Brochure
http://extranet.cccco.edu/Portals/1/WED/CEP/PerkinsIV/CoreIndicator/CI-and-SPBrochure.pdf

Joint Special Populations Advisory Committee Resource Website
http://www.jspac.org/

Career Technical Education Resource Guide for the Carl D. Perkins Title IC Basic Grant Funds, California Community Colleges Chancellor's Office, May, 2011,
http://extranet.cccco.edu/Portals/1/WED/CEP/OnlineTrainingTutorials/CTE_Resource_Guide-RevJune2012.pdf

Career Technical Education Program Approval: The Program and Course Approval Handbook, California Community College Chancellor's Office
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

Training and Tutorials, California Community Colleges Chancellor's Office Workforce and Economic Development Division Includes tutorials on all aspects of Perkins Management
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/OnlineTrainingTutorials.aspx

Perkins Collaborative Resource Network (PCRN) – National network includes resources on legislation and policies, state formula grants, accountability, discretionary programs and national initiatives.
http://cte.ed.gov/

Organizations and Collaborative Information for CTE

California Council on Science and Technology (CCST):
http://www.ccst.us/index.php

Health Workforce Initiative
https://ca-hwi.org/

Public Safety:
http://www.publicsafetyinfo.org/

Faculty and Career Professionals
http://cacareerbriefs.com

California Career Cafe (Work-based learning)
http://www.cacareercafe.com/

Data Collection and Reporting

Data Collection and Reporting Perkins Core Indicator Handbook Resources, California Community Colleges Chancellor's Office
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CoreIndicators.aspx

Core Indicator Reports, California Community Colleges Chancellor's Office,
https://misweb.cccco.edu/perkins/main.aspx

A Common Postsecondary Data Dictionary for Perkins Accountability, NRCCTE, Pradeep Kotamraju, April 2010

http://www.nrccte.org/sites/default/files/publication-files/postsecondary_data_dictionary_report.pdf

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