



CALIFORNIA COMMUNITY COLLEGES  
**Doing What MATTERS™**  
FOR JOBS AND THE ECONOMY

# Managing Perkins Funds OVERVIEW



June 22, 2016  
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# Welcome to Managing Perkins

The goal of this workshop is to give a basic understanding of:

- Funding Streams within Perkins IV
- Managing Title I-C Basic Grant Funding
  - Perkins Themes/Overall Purpose
  - Allocations
  - Permissive and Required Uses
  - Eligible and Non-Eligible Expenses
  - Other Requirements
  - Accountability
  - Risk Management Monitoring



# Carl D. Perkins (1912-1984) – The Man & the History of the Act

Carl Dewey Perkins was a lawyer, in the Kentucky House of Representatives, served in the Army in WWII and served as a democratic 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

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)



# Perkins IV Themes and Purpose



# Perkins IV Overall Themes

## Themes in Perkins IV:

Accountability and program improvement

Connections between secondary and postsecondary

Strong academic and technical integration

Strong focus on business and industry

Increased coordination with CTE system/community



# Overall Purpose of Perkins IV (“SEC. 2. PURPOSE.”)

To more fully develop CTE students academic and career technical skills in secondary and postsecondary that:

- Prepare **high skill, high wage, or high demand** occupations in current or emerging professions;
- **Link secondary education and postsecondary** education (programs of study) and partnerships with baccalaureate institutions, WIBs, business and industry and intermediaries;
- Promote integration of **rigorous and challenging academic** and career technical instructions;
- **Promote technical assistance** that improves the quality of CTE education from teachers, faculty, administrators and counselors;
- Promoting Life-Long Learning (Stackable Credentials)



# Quick Review of Perkins

What are the “titles” of Perkins IV and what is one primary use of funding under each title?

- Title I-B (Leadership)
- Title II (Tech Prep – Funding Deleted in 2011)
- 10% Set-Aside (CTE Transitions)
- Title I-C (Basic Grant Funding)



# Title I-B Leadership

## SEC. 124. STATE LEADERSHIP ACTIVITIES

9 Required and 17 Permissive Activities

- Regional Consortia (2/3 of the entire allocation)
- Joint Special Populations Advisory Committee (JSPAC)
- Early Childhood Education
- Public Safety Advisory Committee
- Compliance Monitoring/Data (Trident, Social Services, EDD)
- Technical Assistant Providers for Curriculum





# Title I-B Leadership – Regional Consortium Objectives (*Continued*)

**The Regional Consortium** Chairs (2013-14) in collaboration with the CCCCO will respond to the regional need within the identified priority industry sectors to identify and connect needs and resources, and to design and respond to outcomes that directly or indirectly move the needle on student success and student wage gain.

Advanced Manufacturing Sector

Advanced Transportation & Renewables Sector

Energy, Construction & Utilities Sector

Health Sector

Life Sciences/Biotech Sector

Information & Communication Technologies (ICT)/ Digital Media Sector

Global Trade & Logistics Sector

Agriculture, Water & Environmental Technologies

Retail/Hospitality/Tourism “Learn and Earn” Sector

Small Business Sector



# Title I-B Leadership – Regional Consortium Objectives (*Continued*)

- Organizing and continuously improving the process for identifying, validating, and submitting priority and emergent sectors to the CCCCO.
- Ensuring that every community college in the region is aware of opportunities to participate in each gathering and decision making process.
- Providing convening, technical assistance, curricular, and logistical support to regional projects.
- Coordinating with and leveraging efforts of other regions, Sector Navigators, Centers, Technical Assistance Providers, colleges, national efforts, etc.
- Outlining a plan of engagement with the region's workforce and economic development networks and college leadership.
- Acting as first point of contact representing the Chancellor's Office for region inquiries, including facilitating business/industry connection with college programs.
- Consortium will administer and monitor mini grants or sub-contracts.
- Creating and managing consortium logistics and collaboration tools.



# Title II Tech Prep

- Tech Prep started in Perkins II (1991-92)
- Tech Prep was deleted out of Perkins IV (2011-12)
- The definition of programs of Study within Title II of the Perkins Act is still important due to the suggestions of ACTE, AACC, ACCT, NASDCTEC and NGA that programs of study be an important part of the new Basic Grant funds in Perkins V and two of the entities specifically lobbying for Tech Prep Title II to be used as an example.
- Consist of a program of study that combines a minimum of 2 years of secondary education with a minimum of 2 years of postsecondary education in a nonduplicative sequential course of study or apprenticeship program of not less than 2 years following secondary education instruction and integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available.



# 10% Set-Aside CTE Transitions

- 2011-12 The state of California revised the Perkins IV State Plan to include a 10% Set-Aside allowed but not required by the Act and received Permission from the United States Department of Education to Implement it.
- The State (in this case the postsecondary side) could take 10% of Title I-C Basic Grant funding and set it aside for special statewide projects.
- This set-aside did not replace Tech-Prep as it did not cover all the same objectives and requirements of Title II-Tech Prep. However it did cover three major areas that the State Chancellor's Office believed to be crucial in continuing with the idea of programs of study.
  - Secondary and Postsecondary Transitions (outreach, articulation new or renewal)
  - Student Success (Credit by Exam, Dual and Concurrent Enrollment)
  - Student Transitions to World-of-Work (work-based learning, career pathway expansion)



# **Title I-C Basic Grant Economically Disadvantaged Student Overview**



# Title I-C Basic Grant Allocated by Economically Disadvantaged

In California funds are distributed based on the **unduplicated headcount of economically disadvantaged students enrolled** in credit and/or non-credit CTE programs (based on the prior academic year) found from the following sources:

- Awarded a Board of Governor Grant/BOG
- Awarded a Pell Partnership Act
- CalWORKS participant
- Job Training Partnership Act (WIOA) participant
- Supplemental Security Income (SSI) recipient
- Temporary Assistance to Needy Families/TANF
- General Assistance (GA) recipient and/or
- An adult who is eligible for economic public assistance or student fund aid or an annual income level below the poverty line as defined by the county.”



# Distribution of Economically Disadvantaged Student Headcount

The economically disadvantaged student headcount comes from District classrooms, admissions and records, financial aid and student services department. The data is then packaged into a file structure that is pre-defined for the Management Information System (MIS) and sent it to the State Chancellor's Office who does the following:

1. Chancellor's Office MIS generates "preliminary" data reports to determine District headcount of economically disadvantaged CTE students
2. The Reports are distributed to Chancellor's Office Perkins Accountability Staff
3. The Reports are posted on the Chancellor's Office Website.
4. Districts review the preliminary reports and can resubmit the data to correct inaccuracies.
5. Final District economically disadvantaged student headcounts are certified online by the CEO as being accurate and coming from auditable sources.
6. Final headcounts are used to determine each district Title I-C Basic Grant allocation.



# Increasing Perkins Basic Grant Funding

- Make sure your district's financial aid & welfare counts are accurate
- Survey students at registration
- Survey students in CTE classes at beginning of semester
- Make sure that your District's data collection parameters match information required by Perkins





# Title I-C Basic Grant Application

How is Money Distributed

Required & Permissive Uses

Eligible and Non-Eligible Cost



# How is Title I-C Basic Grant Funding Distributed on a District/Campus Level

Perkins IV requires an advisory committee that is involved in the development, implementation, and evaluation of CTE programs

Perkins IV funding must lead to Career Technical Education (CTE) Course and Program Improvement (initiate, improve, expand, modernize) that leads to an industry recognized credential, a certificate, or an associate degree

Perkins 311(a) funds are used to supplement, not supplant programs/activities. Support from any other funding must not duplicate funding received from the Perkins Act

Perkins IV requires that in order to use Title I-C Basic Grant funding must implement at least one program of study as defined by the act.



# Perkins IV Title I-C Nine Requirements

1. Strengthen academic and career technical skills of students through integration
2. Link CTE secondary and postsecondary programs (at least 1 program of study)
3. Provide students with strong experience and understanding in all aspects of an industry (WBL: Work-Based)
4. Develop, improve or expand use of technology
5. Professional development
6. Evaluate programs with emphasis on special populations
7. Initiate, improve, expand and modernize quality programs
8. Provide activities, services and be of sufficient, size, scope and quality
9. Prepare spec. pops. for high skill, high wage, or high demand, occupations



# 20 Permissive Uses of Funds

1. Involve parents, business and labor in planning & operation
2. Career guidance & academic counseling
3. Business Partnerships - Work-related experience students & faculty
4. Programs for Special Populations
5. CTE student organizations
6. Mentoring & support services
7. Upgrading equipment
8. Teacher preparation programs
9. Improving and developing new CTE courses including distance education
10. Assist transition to BA degree programs
11. Support entrepreneurship education
12. Initiatives for secondary students obtaining postsecondary credit to count towards an AA/AS or BA/BS degree
13. Support small CTE learning communities
14. Family & consumer sciences
15. Adult CTE programs
16. Job placement programs
17. Support Nontraditional activities
18. Automotive technologies
19. \*Pooling funds
20. Support other CTE programs



# Costs Generally Eligible

Administrative Costs (5%)  
Salaries (non-instructional)  
Stipends (curriculum)  
Consultants  
Instructional Materials  
Instructional Equipment  
Professional Development/Travel



# Costs Not Eligible for Funding

1. Student expenses or direct assistance to students \*
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
11. Expenses that supplant
12. Audits, except single audit
13. Contributions and donations
14. Contingencies
15. Facilities and furniture \*
16. General advertising
17. Alcohol
18. Fund raising
19. General administration
20. Faculty Salaries (for Instruction)



# 15 Career Clusters Developed by CDE

1. Agriculture and Natural Resources
2. Arts, Media, and Entertainment
3. Building and Construction Trades
4. Education, Child Development & Family Services
5. Energy Environment and Utilities
6. Engineering and Architecture
7. Fashion and Interior Design
8. Business and Finance
9. Health Science and Medical Technology
10. Information and Communication Technologies
11. Manufacturing and Product Development
12. Marketing, Sales, and Service
13. Public Services
14. Transportation
15. Hospitality, Tourism & Recreation



# Core Indicators Negotiations and Overview





# 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?

Why were they designed?

What purpose do they serve?



# SAM CODES

## 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?

Why were they designed?

What purpose do they serve?

➤ MIS Data Element Dictionary (data element name - course SAM priority codes)

A. Apprenticeship

B. Advanced Occupational (not limited to apprentices)

C. Clearly Occupational (but not advanced)

D. Possibly Occupational

E. Non-Occupational



# WHAT IS A CORE INDICATOR

The following are the Federal Core Indicators for Perkins IV

1P1: Technical Skill Attainment (C or Better in SAM A-C Classes)

2P1: Credential, Certificate, or Degree (or transfer ready)

3P1: Student Persistence or Transfer

(Persistence in any community college or four year institution)

4P1: Student Placement (Employment)

5P1 & 5P2: Nontraditional Participation and Completion



# Special Populations Tracked Within Core Indicators

## Non-Traditional Students

(gender represents less than 25% of those employed)

**Displaced Homemaker** (worked at home without compensation and now need to work – unemployed/underemployed)

## Economically Disadvantaged

(BOG Waiver, Pell Grant, WIOA participant, Cal Works etc.)

**Limited English Proficient** (ESL participants)

**Single Parent** (Includes single pregnant woman)

**Students with Disabilities**



# WHY DOES THE COLLEGE HAVE TO RESPOND TO CORE INDICATORS?

## **Yearly Negotiations of Core Indicator Targets Required**

- California Community Colleges Chancellor's Office with the United States Department of Education
- California Community Colleges Chancellor's Office with the California Community College Districts

## **Review of Core Indicators Required as part of the 9 Perkins IV Title I, Part C when spending money within a CTE Program**

- 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.



# Title I-C Basic Grant

Reporting

Risk Management Monitoring

Auditors



# Reporting for Basic Grant Funding

## Application

- May 15th

## Year-to-Date Quarterly :

- October 15th
- January 15th
- April 15th
- July 15<sup>th</sup>

## Final Claims (*Fiscal and Program*)

- August 31<sup>st</sup>



# Risk Management Monitoring

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





# Chancellor's Office Risk Management Monitoring

## **Step One – Assessment of Risk**

## **Step Two – Self Assessment**

Audit Files

Advisory Committee

Articulation & Programs of Study

Special Populations

Faculty Professional Development

Staff Professional Development

Equipment and Related Property

Time and Effort

Supplement no Supplant

Record Retention

## **Step Three – Desk Audit**

## **Step Four – Telephone Audit**

## **Step Five – On-Site Review**



# Additional Monitoring

As specified within the Risk Monitoring section above, there will be a percentage of grant/allocation recipients that will not be within the at-risk category. In order to have a level of review for all grant/allocation recipients a percentage of these (not at-risk) will be selected annually for a one-day on-site review. This will result in all grant/allocation recipients receiving a level of review every four years.



# Auditors

Auditors review financial statements, expenditure records, internal controls for:

Expenditures budgeted, documented, and allowable

Physical inventory completed every two years

Obligations incurred in time frame

Compliance issues, i.e. support services for students

Procurement procedures and records

Time distribution records, especially if employees are paid from two different funds

Supplement not supplant



# Perkin V Reauthorization

The Senate remains further along in their discussions, but action is possible in both chambers over the summer. If this is successful than fiscal year 2017-18 would be a interim year for state planning and 2018-19 would be the first year of Perkins V.

The following is suggestions from Perkins V position papers from ACTE, AACC, ACCT, NASDCTEC and NGA

Support high-quality CTE program of study that meet two or more of the following:  
high-skill, high-wage, high-demand or high-growth

Incorporating Tech Prep Title II components into Basic Grant Funding

Aligning performance indicators with WIOA

Secondary/Post Secondary Consortia's

Formula Driven Non-Competitive

Maintaining Leadership Funding

Innovation Funding Separate from Leadership and Basic Funding



# Questions

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