

## **Federal Funding (Carl D. Perkins Act)**

### **Perkins Key Information**

- Used for program enhancement or improvement
- Maximum 5% for Administration
- Supplement, not supplant
- Additional Guidance

#### **◆ *Program Enhancement or Improvement***

##### **▪ Required Uses of Funds**

- Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
- Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
- Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- 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.
- Provide inservice and preservice professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are 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 teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope and quality to be effective.
- Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-wage, high-skill or high-demand occupations that will lead to self-sufficiency.

- **Permissible Uses of Funds**

- Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
- Providing career guidance and academic counseling, which may include information described in Section 118, 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.
- 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.
- Providing programs for special populations.
- Assisting career and technical student organizations.
- Mentoring and support services
- Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
- Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
- Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
- Providing activities to support entrepreneurship education and training.
- 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.
- Developing and supporting small, personalized career-themed learning communities.
- Providing support for family and consumer science programs.
- Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- 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.
- Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

- Providing support for training programs in automotive technologies.
- Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
- Supporting other CTE activities consistent with the purpose of the Act.

\*Required uses must be met (though not necessarily with Perkins funds) before permissible uses can be funded.

\*\*If funding for a specific purpose or activity is used beyond three years, in most cases, becomes program maintenance and should no longer be funded with Perkins.

◆ **Administrative Costs**

Administrative costs are capped at 5%. The term administration means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under the Perkins Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

◆ **Supplement not Supplant**

- Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal (including state) funds expended to carry out career and technical education activities and tech prep program activities.
- Always ask, "What would happen in the absence of federal funds."

◆ **Additional Guidance**

- Fiscal monitoring will now be carried out by the office of the Chief Financial Officers (now housed in the Secretary's office), not OVAE. This will mean more rigorous fiscal monitoring.
- Who or where will get audited by this group will be risk based. Red flags include: 1) most spending occurs in the last 2 months of the grant, 2) programs with leftover funds, 3) new financial person.
- Just because state auditors do not find audit exceptions does not mean the federal auditors will not.
- Equipment purchased with Perkins funds can be disposed of when there is no useful life. If the equipment is given to others in the school to use, the district has the burden to prove it no longer had usefulness to the CTE program.
- Proportionality – If Perkins is used for a salary, the salary must be proportional to the percentage of related duties.  
If a computer lab is purchased with Perkins for CTE students and the CTE students use it 75% of the time and other non-CTE students 25% of the time, 25% of the cost should come from another source.
- Perkins can be used to support CTSOs if:
  - The activity is available to all students.
  - The activity is an integral part of the CTE instruction.

- Perkins cannot be used for:
  - Lodging, feeding, or conveying, or furnishing transportation to forms of social assemblage. Competitions are not considered social assemblage.
  - Purchase of supplies, jackets, and other effects for students personal ownership.
  - Cost of non-instructional activities such as athletic, social or recreational events.
  - Printing and disseminating non-instructional newsletters.
  - Purchase of awards for recognition of students advisors or other individuals.
  - Payment of membership dues.
- Equipment vs Supplies and Materials – See separate sheet