Delgado COMMUNITY COLLEGE

Improve Your Life

Carl D. Perkins Grant
At
Delgado Community College
(DCC)

Policies
&
Procedures
Manual

Requirement for the State along with Sign-In Sheet to be sent to State.

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Introduction

The Carl D. Perkins Grant is a federally funded program designed to assist Career and Technical Education (CTE) students. The grant provides community colleges with resources to develop and maintain programs that serve faculty, staff and students in CTE departments.

PURPOSE OF GRANT

The Strengthening Career and Technical Education for the 21st Century Act (Carl Perkins V) which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law on July 31, 2018. The purpose of this act is to develop more fully the academic knowledge and technical and employability skill of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, 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.
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, 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, post secondary 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; and
8. Increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out of workforce individuals, youth who are in, or have aged out of the foster care system and homeless individuals.

OUTCOMES OF GRANT

- Increase the number of high school students dually enrolled in career and technical courses
- Increase career and technical education enrollment at the postsecondary level
- Better informed students, counselors, teachers, faculty and staff regarding career and technical education opportunities and articulation
- More involvement of business and industry in the development of high-skill, high-wage, and high-demand programs of study.

STATE PERFORMANCE MEASURES

Perkins V requires State eligible agencies to set the State performance measures that consist of a list of core indicators of performance for concentrators at both the secondary and post-secondary level, and subsequently, determine the levels of performance provided by the Act for each core indicator of performance.

CORE INDICATORS

The federal Perkins legislation identifies three core indicators to measure the effectiveness of CTE at the collegiate level. The required post-secondary indicators are listed below and are based on the new post-secondary concentrator definition:

1. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training; military service, a service program, the Peace Corps, or are placed or retained in employment;
2. The percentage of CTE concentrators who receive a recognized post-secondary credential during participation in or within 1 year of program completion; and
3. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.

PERMISSIVE USE OF FUNDS

SECTION 135

GENERAL AUTHORITY—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

REQUIREMENTS FOR USES OF FUNDS—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-ofschool youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

(c) POOLING FUNDS—An eligible recipient may pool a portion of funds received under this Act with a portion of funds received under this Act available to one or more eligible recipients to support implementation of programs of study through the activities described in subsection (b)(2).

(d) ADMINISTRATIVE COSTS—Each eligible recipient receiving funds under this part shall not use more than 5 percent of such funds for costs associated with the administration of activities under this section.

Local Application (LA)

Pursuant to the Perkins statute, in order for an eligible recipient to be allocated Perkins grant funds, the eligible recipient must submit a local application plan (LAP), which must be approved by the Louisiana Community & Technical College System (LCTCS). A LAP is submitted by the recipients on a yearly basis. An approved Perkins LAP constitutes an agreement between the eligible recipient and LCTCS. Below is a sample timeline for the local application.

GRANT TIMELINE

Date	Activity
May -June	LA Submission (eGrants)
July 1	Basic Grant award letters (including CCTC) disbursed. When LAP is approved, 25% of funding will available for use in the first quarter.
October 1	Remaining 75% of funding available for reimbursement.
October-November	Consolidated Annual Report (CAR) data due to LCTCS.
December 31	Deadline for all equipment and non-consumable supplies purchases.
May 1	Final budget revision deadline.
June 30	Deadline for obligation of funds.
July 15	All detailed invoices/final reimbursement due to LCTCS.

STAKEHOLDER INVOLVEMENT & COORDINATION OF INITIATIVES

Plans to improve performance require discussions with and input from key stakeholders as specified in Perkins V legislation. Discussions should focus first on the vision, mission, and expectations for the future. Commitment of the stakeholders is critical for the expectations to become reality. Regardless of the improvement processes in which a recipient has been involved, the local plan requires that key stakeholders be involved in some or all parts of the process. **The participants should meet annually for evaluation on the progress of the plan's implementation with minutes of the meetings and sign-in sheets kept on file for monitors to review during the site evaluation visit.**

Local plans must describe how stakeholders participated in the discussion, development, implementation or evaluation of the LAJH and Program of Study (POS) development. The following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

- Chancellor/Regional Director/President;
- Campus Deans;
- Perkins Coordinator;
- Certified Perkins Representative;
- College & Career Transitions Coordinator(s);
- Academic faculty;
- Technical faculty;

- Academic advisors;
- Students;
- Secondary partners*; and
- Business/Industry/Labor representatives.

* Post-Secondary will continue to blend our efforts and investments to include Louisiana Department of Education Local Education Agencies (LEAs). These heightened partnerships are established around social-economic & geographic considerations. Each partnership, comprised of secondary and post-secondary will invest in three (3) mutual program clusters that are established to be high wage, high demand, and high skill.

PROGRAMS OF STUDY

Perkins V defines a program of study as a "coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that -

a. Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
b. Addresses both academic and technical knowledge and skills, including employability skills;
c. Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
d. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
e. Has multiple entry and exit points that incorporate credentialing; and
f. Culminates in the attainment of a recognized postsecondary credential.

In practice, this means that students will have more control over the timing of their progression through programs of study. Multiple entry points will ensure that students are not necessarily precluded from attaining a desired postsecondary credential because they missed an opportunity to begin or reenter a program of study at a predetermined time.

Perkins V also requires that State plans address their respective agencies' strategies for disseminating information about programs of study, facilitating collaboration and coordination necessary for programs of study. Forcing States to think more deeply about how their programs of study are defined, utilized, marketed, and validated against the labor market early in the process confirms that such programs are a key piece in the development of the State plans.

ALIGNMENT WITH CAREER PATHWAYS

In lieu of alignment to ESSA and WIOA, lawmakers placed a strong emphasis on the integration and coordination between Perkins and other federal statutes when drafting Perkins V. Consistent with this theme, it is important to note that programs of study are intended to run parallel to "career pathways", defined in WIOA as:

> "a combination of rigorous and high-quality education, training, and other services that:
>
> A. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
> B. Prepared an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
> C. Includes counseling to support an individual in achieving the individual's education and career goals;
> D. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
> E. Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
> F. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
> G. Helps and individual enter or advance within a specific occupation or occupational cluster."

In the LA, the eligible recipient should indicate whether there is currently an articulation or dual enrollment agreement with a local education agency. If no agreements currently exist, the eligible recipient must indicate their commitment to establish such an agreement. Each eligible recipient must complete the **Program Inventory** for submission with the LA to indicate the progress toward establishment of linkages with secondary partners.

The term 'articulation agreement' means a written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a postsecondary credential, a certificate, diploma or a degree; and linked through credit transfer agreements between the secondary and postsecondary institutions.

The recipient must ensure that the Perkins-funded program meets the standards established in the Perkins Act. The program must:

- involve organized educational activities;
- include a sequence of courses that leads to an industry-recognized credential, certificate, diploma, degree, other formal award;

- provide individuals with academic and technical knowledge and skills through integrated academic and technical instruction;
- employ competency-based applied learning techniques;
- include curriculum activities that address work attitudes and general employability skills as well as occupational-specific skills;
- be of sufficient size, scope, and quality to be effective -- this may include the addition of a distance learning component to a program;
- provide for equitable participation of special populations;
- maintain an active advisory committee to ensure that instruction is relevant to current practices in industry and to the needs of the local workforce; and
- prepare students for **high-wage, and high-demand, and high-skill occupations** in current or emerging professions. (High-skill, high-wage, or high-demand occupations for the purpose of this grant should be determined by LWIA data.)

Funding

GRANT FUNDING REQUESTS

Eligible recipients within an economic region shall choose three (3) career clusters to focus funding toward each grant award year. All recipients within the region will focus Perkins funding on programs within the clusters selected. Regions shall give funding priority to clusters that are high-wage, high-demand and high-skill (in that order). Eligible recipients with programs that are unique to the institution may request an exception for funding for a program outside of their region's three (3) cluster focus on a case-by-case basis. These unique programs must meet the high-wage, high-skill, and high-demand requirements in order to receive funding.

As part of the LA, all recipients must include a budget summary and budget narrative. The budget narrative should provide details for all line items listed in the budget summary, state which statutory required or permissive use the line item corresponds to, and should describe how the proposed expenditure will improve the CTE program for which the line item is included.

The Required and Permissive Uses of Funds are listed in the Introduction of this document.

a. Equipment: An item is defined as equipment if it can be expected to serve its principal purpose for at least one year and is equal or greater to $1,000 per unit cost in value.

b. Non-Consumable Supplies: An item is defined as a non-consumable supply if it can be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (e.g., printers, cameras, iPods, cell phones).

c. Consumable Supplies: An item is defined as a consumable supply if it cannot be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (e.g., paper, pencils, and instructional material). Generally, at the local level, office supplies are not considered allowable purchases, unless associated with a workshop, conference, or a professional development activity, or when necessary for the operation of equipment purchased with Perkins funds.

Note:

1. All equipment and supply requests follow DCC's Purchasing guidelines. Contact the Director of Purchasing for specific details.
2. All equipment and non-consumable supplies must be inventoried and tagged upon receipt. The Carl Perkins Technical Field Coordinator is to label Perkins funded items with a visible tag that highlights funding source and year. Note: This label may be in addition to the state tag for equipment. Refer to the Carl Perkins Equipment Guidelines document. This document can be located at http://www.dcc.edu/administration/offices/grants-development/default.aspx
3. All contracts entered into by recipients must be reviewed by LCTCS; The Perkins State Director must give prior approval for all contracts entered into by recipients.

The focus of the Perkins Act is on continuous improvement in CTE. As such, generally **a recipient should not continue to spend funds on a program for more than three (3) consecutive years, unless new additions or improvements are continuing to be made in the program.** The recipient must receive prior approval from the Perkins State Director before allocating funds to a program that has already received Perkins funding for three consecutive years.

SUPPLANTING

As a requirement of the Perkins statute, funds made available under the Act must supplement and not supplant non-federal funds expended to carry out CTE activities. In other words, federal Perkins funds may only be used in addition to funds already spent by the state and eligible recipients on CTE, and cannot be used in place of non-Perkins funds.

It will be presumed that supplanting has occurred where:

- LCTCS or one of the eligible recipients uses Perkins funds to provide services that LCTCS or one of the eligible recipients is required to make available under federal, state, or local law; or
- LCTCS or one of the eligible recipients uses Perkins funds to provide services that LCTCS or the eligible recipients provided with non-Perkins funds in the prior year; or
- LCTCS or one of the recipients provided services for non-CTE students with non-federal funds, and provided the same services to CTE students using Perkins funds.

These presumptions are rebuttable if LCTCS or the eligible recipients can demonstrate that it would not have provided the services in question with non-Perkins funds had the Perkins funds not been available. If presumed supplanting occurred, due to a reduction in nonfederal funds or a change in the state's priorities, LCTCS and/or the recipient will create and maintain contemporaneous written documents, such as meeting minutes or itemized budget documents for one year to the next, demonstrating that the decision to not fund an activity with state or local funds was made without regard to the availability of Perkins funds. If LCTCS or a recipient uses Perkins funds to support activities that otherwise would be funded with state or local funds, the activities funded must be allowable under Perkins. **All recipients must receive prior approval from the Perkins State Director to use Perkins funds where non Perkins funds had been used in the past. This prior approval must be maintained by the recipient on file with all other justification documentation.**

Compliance

PROGRAMMATIC ACCOUNTABILITY

Recipients of Perkins funds will be measured against core indicators of performance as defined below:

1. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training; military service, a service program, the Peace Corps, or are placed or retained in employment;
2. The percentage of CTE concentrators wo receive a recognized post-secondary credential during participation in or within 1 year of program completion; and
3. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.

SPECIAL POPULATIONS

Each recipient must collect and disaggregate data for each core indicator of performance by "***special populations***" categories. The term "***special populations***" refers to—

1. Economically Disadvantaged
   The term "economically disadvantaged" means individuals from economically disadvantaged families, including foster children, **"and low-income youth and adults."** The term is also applied to students enrolled in public two-year colleges and who are the recipients of PELL grants.
2. Single Parents
   The term "single parent" means an unmarried parent. The term "single parent" includes single pregnant women.
3. Out of Workforce Individuals
   The term "out-of-workforce individuals" means an individual who
   A. is an individual who is a displaced homemaker, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C.)
   B. (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or (ii)is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV if the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and (iii)is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
4. Nontraditional
   The term "individual preparing for nontraditional field" means a student preparing for an occupation or field of work in a nontraditional field. The term "nontraditional field" means occupations or field of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
5. Disabilities
   The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
6. English Learners
   The term "individual with limited English proficiency" means who is aged 3 through 21 or who is enrolled or preparing to enroll in an elementary school or a secondary school student, an adult, or an out-of-school youth, who have limited ability in speaking, reading, writing, or understanding the English language, and
   A. Who was not born in the United States or whose native language is a language other than English; or
   B. who lives in a family or community environment in which a language other than English is the dominant language.
   C. Ability to meet the challenging State academic standards; the ability to successfully achieve in class-rooms where the language of instructions is English; or

D. The opportunity to participate fully in society.

7. Youth who are in, or have aged out of the foster care system; and
8. Youth with a parent who-
   i. Is a member of the armed forces (as term is defined in section 101(a)(4) of title 10, United States code); and
   ii. Is on active duty (as such term is defined in section 101(d)(1) of such title).
9. Homeless Individuals

   Children and youth as individuals who lack a fixed, regular, and adequate nighttime residence.

   A. Children and youth who are sharing the housing of other persons die to loss of housing, economic hardship, or a similar reason; Living in motels, hotel, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; Living in emergency or traditional shelters; Abandoned in hospitals
   B. Children and youth who have primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
   C. Migratory children who qualify as homeless because they are living in circumstances described above.

REPORTING REQUIREMENTS

Each recipient of Perkins funds will be required to report disaggregated data for each core indicator of performance (including special populations) to LCTCS for inclusion in the Consolidated Annual Report (CAR).

The reported data will be used to determine the progress made by the recipient in achieving the agreed-upon performance levels for each performance (core) indicator established for LCTCS. Any eligible recipient which does not attain 90% of the agreed-upon performance level for an individual performance indicator must develop an **Improvement Plan** for the subsequent fiscal year. Federal funds must be focused on the improvement of this indicator while maintaining the other established performance levels.

Each recipient will be monitored by LCTCS to evaluate compliance with the Perkins Act, assess progress toward the goals of the grant, and verify the accuracy of data reported to LCTCS for inclusion in the CAR.

SELF-MONITORING

The Perkins Monitoring Review process will be based on the following specific areas of concerns or targets:

- Analyses of submitted reports
- Data quality and/or data collection issues
- Financial issues
- Grant management performance, including timely submission(s)
- Perkins core performance indicator levels
- All programs/clusters are current and have been properly maintained
- Current Local Plan (LP) objectives/strategies
- Current LP expenditures
- Program safety and integrity

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LOCAL APPLICATION PREPARATION

To prepare for the Local Application (LA), the Perkins Coordinator convenes a meeting with the Deans in the Academic and Technical Division and distributes to them the State's List of Approved Clusters and Programs of Study. From the List of Approved Clusters and Programs of Study, the Deans began the process of drafting their requests to be forwarded to the Perkins Coordinator for review and approval. Once the Perkins Coordinator has been informed by the State of the institution's allocation amount, the Perkins Coordinator convenes another meeting with the Deans in the Academic and Technical Division to apprise them of the allocation amount and also discusses with them their budget requests. There are now three parts to the statutory provisions regarding the application: application requirements, ***the comprehensive needs assessment***, and consultation requirements.

The Perkins Coordinator allows the Deans 3 weeks to submit their requests. Once the requests are submitted, it is then compiled together. The Perkins Coordinator meets with the Director of Restricted Funds to review the programmatic and budget requests. If all of the request meet the requirements of the Perkins grant the Coordinator will begin the process of preparing the grant application in eGrants. Perkins V is a formula-driven program and States may only disapprove an applicant if the application does not satisfy the section 134 requirements.

FUNDING REQUESTS

All funding requests for next fiscal year are required to be submitted to the Perkins Coordinator. Funding allocations for departmental requests will be determined by the Perkins Coordinator and evaluated based on the following criteria:

A. Is the request allowed as a required use or permissive use of funds according to the local comprehensive needs assessment?
B. Is the request reasonable in cost?
C. Is the request allocable, or necessary to the operation for the CTE program AND benefits the students of the CTE program?
D. Will the request positively impact a Perkins Performance Indicators?
E. Is the request an efficient way to utilize the Perkins funds? Are we receiving the maximum benefit for the costs?
F. Has the department fulfilled its Perkins commitments (programmatic monitoring and reporting) in the past?

Due to the approval process, all funding requests not originally included in the initial request for the Perkins Proposal must be submitted at least 4 weeks in advance with additional time possibly requested for Contract Services. This will allow the Perkins Basic Coordinator to complete a Budget Revision, obtain approval from the Vice Chancellor of Business and Administrative Services and Chancellor, obtain approval from the Perkins State Director (LCTCS), and complete an Internal Budget Transfer.

REQUIRED DOCUMENTATION NEEDED FOR PERKINS

The system's office requires each college receiving Perkins funds to submit quarterly reports (every three months) which describe how the college as a whole is meeting the requirements of the grant. Every department is to show how they are meeting the goals of the grant.

Your ***Internal Quarterly Report*** should include the following items:

1. Any information to show how you are increasing student retention, completion, skill attainment, placement, nontrad participation and nontrad completion
    a. Number of CTE students served
    b. Number of CTE information sessions held
    c. Number of CTE students attending the information sessions (special populations and nontrads)
    d. Number of CTE students advised (phone, email, and in-person, including special populations and nontrads)
    e. Description of special activities offered to CTE students (Career fairs, employer related events, etc.)
    f. Number of students participating in CTE student organizations (special populations and nontrads)
    g. Partnerships with employers or colleges to increase CTE student placement or completion
    h. Number of clinical, externship, and internship sites and number of CTE student participants
    i. Number of CTE dual enrollment courses, and number of CTE students dually enrolled
    j. Number of students placed after graduation

2. Professional Development
    a. List of all professional development taken by staff in department (Perkins funded or not)
    b. 1-page travel summary (best practices gained) from any travel funded by Perkins

3. Equipment/supply updates
    a. Packaging Slips and Invoices should be sent to the Perkins Coordinator and then immediately for review & signature
    b. Purchasing should be notified immediately to the Technical Field Coordinator of equipment and non-consumable supply deliveries so that the items may be tagged and inventoried with fiscal year purchased. The Perkins Technical Field Coordinator is to label Perkins funded items with a visible tag that highlights funding source and year. Note: This label may be in addition to the state tag for equipment.
    c. Equipment must be purchased by December 20th each year
        i. This is to ensure that all equipment is in place for the spring semester and available for the students to have access to.
    d. A Master Inventory Log should be maintained that identifies:

i. Quantity
ii. Item Description
iii. Location
iv. Budgeted Unit Cost/Budgeted Total Cost
v. Actual Unit Cost/ Actual Total Cost
vi. Requisition Number/Date Entered
vii. PO Number/ Date Issued
viii. Delivery Date
ix. Payment Date

Your ***External Quarterly Reports*** that are submitted via eGrants to LCTCS are due by the 10th.

Please submit documentation quarterly (except for invoices and packaging slips which should be submitted immediately).

As a requirement of the Perkins grant, any personnel paid by the grant must complete a Time & Effort Certification which notes the amount of time and type of effort accomplished under the grant. This certification is to (1) be completed after the fact (after payment for completed work), (2) be signed/dated by both employee and supervisor, (3) account for employee's total compensated activities, (4) coincide with a pay period, and (5) completed at least once monthly (if working on multiple cost objectives/ funding sources) or once every six months (if working on one cost objective).

At the beginning of each fiscal year, the Perkins Coordinator will forward grant funded staff an Employee Time & Effort Certification Calendar which highlights certification periods and review dates for completion. Grant personnel and supervisors must ensure that activities completed are within the staff's approved job description. While the Annual Performance Evaluation is helpful to assess the staff's work ethic, the supervisor will need to complete monthly reviews of the grant personnel's' activities. Supporting documentation should be maintained for auditing purposes. If it is found that the employee is completing tasks outside of the job description, the staff's salary must be realigned to match their job duties.

IMPORTANT DATES

1. **Quarterly Reports**
   a. October 10
   b. January 10
   c. April 10
   d. July 10
2. **Equipment Purchases**
   a. December 20 (Note: Date may be earlier if college is closed for holidays.)
3. **All Expenses (requests) Paid**
   a. June 30- this includes equipment, travel, supplies, services contracts, etc.

CONTACT INFORMATION

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