



Technical College

System of Georgia

Perkins V Overview

History of Federal Funding for Career & Technical Education

- Smith-Hughes Vocational Education Act of 1917
- Vocational Act of 1973
- Carl D. Perkins Act of 1984 (Perkins I)
- Carl D. Perkins Vocational and Applied Technology Act in 1990(Perkins II)
- Carl D. Perkins Career and Technical Education Act of 1998 (Perkins III)
- Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)
- **Strengthening Career and Technical Education for the 21st Century Act -2018 (Perkins V)**



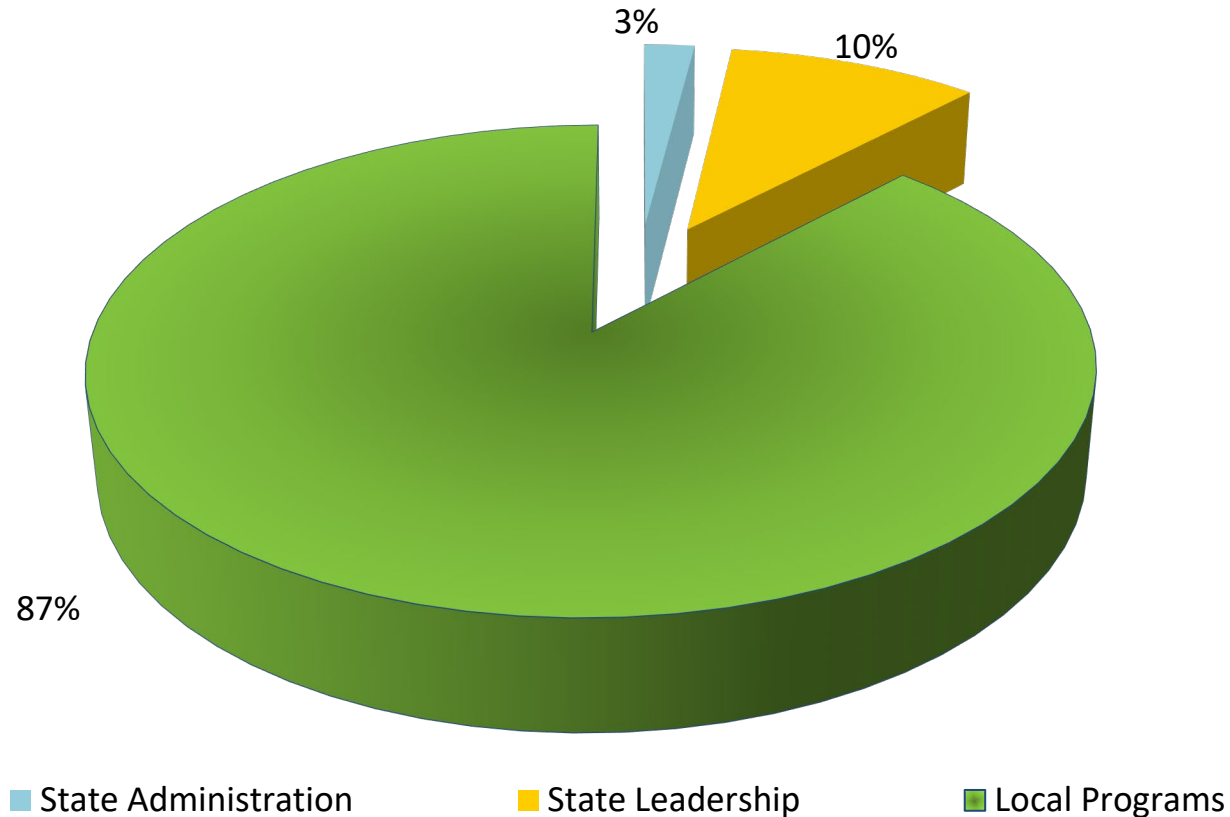
Perkins V

- Specifically supports credit career technical education at secondary & postsecondary levels.
- Funding decisions are based on a comprehensive local needs assessment completed by each college.
- Overall focus is on:
 - student performance
 - special populations
 - preparation for high-skill, high-wage and in-demand occupations

How is Funding Distributed?

- States get an allocation based on Census data.
- Within Georgia there is a 50-50 split between GaDOE and TCSG.
- For postsecondary, TCSG acts as a pass-through to the technical colleges.

TCSG's Perkins Funding



Funds are allocated to colleges based on the number of individuals who are federal Pell grant recipients in occupational programs at each institution

Colleges' Perkins Funding

- Occupational Pell grant counts determine colleges' funding.



Local Uses of Funds by Colleges

- **Administration**
 - 5% of funds can be used
- **Program Improvement**
 - Annual Budget
 - 6 required use of funds
- **Comprehensive Needs Assessment**
 - Determines funding

Using Perkins Funds at Colleges

Perkins is for occupationally-specific, credit programs to improve student performance.

Perkins money must be used according to your college's approved budget and plan.

Colleges must expend monies on 6 Required Uses of Funds, even if it is not from Perkins.

You cannot supplant state/local funds, nor other state/federal requirements with Perkins.

If you have questions, ask 😊!

Six Required Uses of Funds

1. Provide career exploration and career development activities.
2. Provide professional development for faculty and staff.
3. Provide services for Special Populations.

Six Required Uses of Funds (cont'd)

4. Support integration of academics in CTE.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study.
6. Develop and implement evaluations of Perkins-funded activities and programs.

Grant Funding Year

- Obligations must be made from July 1 to the next June 30.
- Amendments can be made usually through the first week of June.
- Obligations must be liquidated within 90 days – for the end of federal fiscal year which is Sept 30.

Factors Affecting Funding Allowability

*Budget items must be **necessary** and **reasonable** for the performance of the federal award.*



Reasonable

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a **reasonably prudent person** under the **circumstances prevailing at the time the decision was made** to incur the cost.

Examples of Allowable Expenditures

Career Technical Education (CTE) programs

Student support, including Special Populations

Faculty and staff support

Perkins Programs of Study/dual enrollment

Career exploration and development

Unallowable Expenditures/Activities*

Promotion / recruitment for the college

Items given away to students/employees

Alcohol / entertainment

Infrastructure / general equipment costs

Individual memberships

**Not an exhaustive list*

Perkins Paid Personnel

- Personnel need to be directly working with CTE students.
- How is compliance documented?
 - Use of appropriate documentation to track personnel time and Perkins tasks
 - Quarterly and end-of-year reconciliations

Documenting Personnel Time and Tasks

For every employee paid in part or in full from Perkins, the college must keep one of these reports:

- Semi-Annual Certifications- for when there is a single cost objective that is 100% Perkins direct student involvement allowable.
- Monthly Time-and-Effort Reports- for when some tasks are not Perkins eligible, or some percentage is admin (not 0 or 100%).
 - signed after-the-fact by employee, with realistic time and percentage and including all work done at the college.

The Colleges' Responsibilities

- Implement the Perkins Four-Year Local Application.
- Conduct comprehensive local needs assessment (PLANAR) at minimum every 2 years.
- Ensure proper fiscal internal controls are in place.
- Submit Perkins budget amendments before funds are expended.
- Collect data on special populations.
- Track student performance on Perkins core indicators.
- Implement Perkins Improvement Plans, as needed.

General Schedule for Perkins Submissions

Submission	Frequency	For example, for FY 2025 and onwards	Approximate submission month
Local Application	Every 4 years	FY 2025-2028	March
Improvement Plan (PIP)	Annually	FY 2025	April
Perkins Budget	Annually	FY 2025	April
PLANAR	Every 2 years	FY 2026-2027	February-March

Perkins V Measures

P1 – Placement = the percent of (unduplicated) CTE graduates available for employment who are employed, continuing their postsecondary education, in the military, in the PeaceCorps, or in a national service program such as AmeriCorps.

P2 – Graduation = the percent of (unduplicated) concentrators who exited TCSG that graduated with a TCC, Diploma, or Degree.

P3 – Non-traditional Concentration = the percent of (unduplicated) concentrators from programs training for non-traditional occupations who are of the under-represented gender.

Perkins V Measures *(cont'd)*

- Non-traditional fields/occupations are those where a given gender is less than 25% of that field's workforce.
- Concentrators are students with a credit occupational major and at least 12 credit hours, or who have completed a program of less than 12 hours.

How College Benchmarks are Derived

- For each college and each of the 3 Perkins V measures, the benchmarks are calculated by taking the 3-year average of performance data for that college on that measure plus a small increase (0.25% for P1 and P2, 0.12% for P3).
- If the calculated benchmark is already over 95%, the small increase does not apply, and the benchmark is capped at 95%.
- The federal department of education requires annual increases (continuous improvement).
- This methodology was approved by the statewide Perkins Advisory Council and college presidents.

Meeting 90% of the Benchmarks

- Colleges have to meet 90% of the calculated benchmarks.
- This 90% benchmark is used to evaluate:
 - College-wide performance
 - Individual program performance
 - Special population performance
 - Subgroups (gender and race) performance

College Benchmarks vs. State Determined Levels of Performance

- State-level benchmarks (called “state determined levels of performance”, or SDLPs) are calculated separately from college benchmarks.
- The SDLPs are not related to college benchmarks.

Perkins Program of Study

Program of study.—The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- incorporates challenging State academic standards;
- addresses both academic and technical knowledge and skills;
- is aligned with the needs of industries in local and State areas;
- progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- has multiple entry and exit points that incorporate credentialing; and
- culminates in the attainment of a recognized postsecondary credential.

Perkins Program of Study Requirements

- Each college must implement (with enrollment) at least two Perkins Programs of Study approved by the System Office.
- Colleges are encouraged to get additional local Perkins Programs of Study approved.
- TCSG requires each college to have a High School Coordinator responsible for dual enrollment and Perkins Programs of Study.

Perkins Local Application

- Perkins V requires that colleges submit a four-year local application describing how it intends to use Perkins funds to support CTE programs and activities.
- The PLANAR must be the dominant source on which the components and strategies detailed in the local application are based.
- The local application has nine questions corresponding to the nine required elements of described in Section 134(b) of the Perkins V Act.

Perkins Improvement Plans

- Each college has its own benchmark on each measure based on its history of performance.
- Each year, each college will submit at most one improvement plan per measure.
- There are 3 possible conditions, only 2 of which result in a college needing to submit an improvement plan.

Perkins Improvement Plan Conditions

- If no program group missed **90%** of the benchmark for a measure, no PIP needs to be submitted.
- If a college as a whole meets **90%** of the benchmark, but one or more individual programs does not, then the improvement plan must include an acknowledgment that the college has analyzed population data, performance of program groups, and has developed at least 1 improvement activity for each program group not meeting the benchmark.
- If a college as a whole does not meet **90%** of the benchmark, then the college must conduct a Five-Step Improvement Process that includes gap analyses for special populations, improvement activities for programs not meeting the benchmark, identification of likely root causes for poor performance, and at least 3 improvement activities targeted to the root causes.

PLANAR

- The most important change in Perkins V is the requirement to conduct a Comprehensive Local Needs Assessment.
- TCSG uses the acronym PLANAR for the needs assessment: Perkins Local Area Needs Assessment Report.
- Needs assessment results are used in each college's 4-year local application for funds.

Internal Controls for Perkins

- Internal Controls are methods and policies designed to prevent fraud, minimize errors, promote operating efficiency and achieve compliance with established policies.
- For Perkins, effective internal control mechanisms ensure that Perkins funds are spent and managed according to the requirements of the Perkins Act, the UGG (Uniform Grant Guidance) and EDGAR (Education Department General Administration Regulations).
 - Spending on allowable CTE-specific expenditures
 - Following accurate accounting practices, including documentation
 - Documenting Perkins-related practices and activities
 - Documenting results of Perkins-related practices and activities

What do Internal Controls look like?

- Each college must establish its own Perkins-related internal control policies and procedures.
- Perkins-related documentation should match the college's stated processes and practices.
- Each college must also document Perkins-funded services and activities.

Internal Control Reviews for Perkins

- Four to six colleges are reviewed every fiscal year.
- The internal control reviews are a way to help colleges ensure they are in compliance with the Perkins Act, UGG and EDGAR regulations.
- They are intended to be a helpful way to double-check that Perkins funds are being managed accordingly.

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