

Perkins 101

An introduction to Perkins Implementation in Florida



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Overview of Perkins V

Perkins V

- “Perkins” is the primary federal investment in career and technical education.
- Perkins provides an estimated \$ 73 million* in funding for career and technical education in Florida.
- The bulk of the state’s Perkins funds goes directly to local eligible recipients (school districts and state colleges).

**Varies annually depending on the federal allocation.*

The Purpose of Perkins

Section 2 of the act outlines the purpose of Perkins as follows:

“SEC. 2. [20 U.S.C. 2301] PURPOSE.

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study . . .”

A bit of recent history . . .

- The Strengthening Career and Technical Education in the 21st Century Act (SCATE, or Perkins V) was signed into law in July of 2018.
- SCATE reauthorized and significantly revised The Carl D. Perkins Career and Technical Education Act of 2006.
- 2019-20 was a *transition year* between Perkins IV and Perkins V.
- Florida's Four Year State Plan for Perkins Implementation was approved by the U.S. Department of Education in 2020.
- Full implementation of Perkins V began July 1, 2020.

Some of the Changes Found in Perkins V

- **More required Stakeholder Consultation** at the State and local level
- Clarification and strengthening of **Programs of Study**
- Emphasis on **closing subpopulation gaps** in performance and enrollment
- New accountability **performance measures** and redefined cohorts for these measures
- New **Comprehensive Local Needs Assessment** performed every 2 years
- Expands Perkins fundable programs into the “**middle grades**”

Role of the State Plan

- Florida's Perkins V State Plan communicates the scope of Florida's commitment to the continuous improvement of career and technical education programs and providing equitable access to quality career and technical education programs to all students, including special populations.
- The State Plan was developed during a many months long process of stakeholder engagement, public hearings and internal review.
- The State Plan can be found at <http://www.fldoe.org/core/fileparse.php/18815/urlt/FloridaStatePlanPerkinsV.pdf>

Perkins V State Plan Goals

Goal 1	Ensure equal access for all individuals to educational opportunities that meet the workforce development needs of local communities and the state.
Goal 2	Ensure all programs align with the technical and employability requirements of Florida's employers.
Goal 3	Recruit, support, and retain qualified teachers, counselors, and administrators to foster the highest level of student achievement.
Goal 4	Provide students with seamless career pathways by offering Programs of Study which result in credentials of value.
Goal 5	Engage industry partners to drive program innovation and work-based learning opportunities.
Goal 6	Provide comprehensive, career-focused counseling that allows students to make informed choices about their future.



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A closer look at some aspects of Perkins V

A closer look at

- Funding
- Performance Indicators
- The Comprehensive Local Needs Assessment (CLNA)
- Programs of Study (POS)
- Equity
- The application process



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Funding

Funding Opportunities

Each year, local agencies (state colleges and school districts) may apply for Perkins funds through a number of grants.

- Entitlement Non-Competitive (Primary method for distributing funds to local agencies)
- Rural Innovation
- Department of Juvenile Justice (DJJ)
- Entrepreneurship
- Career and Technical Student Organization (CTSO)
- Career Pathways

Florida's Perkins Entitlement Grant Allocations

Sector Split Between Secondary and Postsecondary

State Decision:
Formula based on 3-year average of
Secondary and Postsecondary FTE

Secondary Allocations to Florida Public School Districts

Funds must be allocated to
districts based on:

- Proportion of individuals aged 5 through 17 who reside in the district (30%)
- Proportion individuals aged 5 through 17 who reside in the district AND are from families below the poverty line (70%)

Postsecondary Allocations to Districts and FCS Institutions

Funds must be allocated to
postsecondary based on:

- Proportion of the number of economically disadvantaged students enrolled in CTE programs
- Alternative formula adopted by Florida for defining economically disadvantaged

Perkins V – Allowable Cost

- Funds may be used to “develop, coordinate, implement, or improve career and technical education programs”
 - Section 135(a)
- Funds must be used to address an identified need in the Comprehensive Local Needs Assessment (CLNA) results
 - Section 134(b)(2)(A)
- Only CTE programs of sufficient size, scope, and quality to be effective may be funded
- and an agency’s funding must address six (6) local uses of funds elements
 - Section 135 (b)

Perkins V – Local Uses of Funds

Six Requirements

1. Career Exploration and Career Development;
2. Professional Development;
3. Skills to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
4. Programs of Study
5. CTE activities that result in increasing student achievement of the local levels of performance and
6. Evaluation Activities

*The six local uses of funds requirement can be supported through Federal or Non-federal funds.

Perkins V – No Supplanting!

- Federal Perkins funds may only be used *in addition* to funds already spent by the state and local recipients on Career and Technical Education (CTE), and cannot be used in place of non-Perkins funds.
- It will be presumed that supplanting has occurred where:
 - Perkins V funds have been used to provide services that are required to be made available under another federal, state or local law; or
 - Perkins funds have been used to provide services that were provided with non-Perkins funds in the prior year.

Perkins V : Allowable and Unallowable Expenditures

- The allowability of a particular expenditure should be determined by considering the CTE identified need and requirements of Perkins V, and any pertinent Federal and State cost guidelines.
- All costs must be directly tied to the CTE program as approved in the local Perkins application plan. When in doubt, ASK!

Perkins V - Allowable

ALLOWABLE EXPENDITURES

- | | |
|---|---|
| <ul style="list-style-type: none"> • Administrative costs • Audit costs in accordance with the Single Audit Act (OMB Circular A 133) • Bonding costs • Career guidance and counseling • Communication costs (publications, postage) • Compensation for Instructors (salaries, wages, fringe benefits) • Contracted services • CTSO advisor costs (advisor extra-duty pay/stipend, advisor travel, and instructional materials/supplies) <ul style="list-style-type: none"> ○ Funding may not be used to pay for student membership dues, conference/competition registration, travel, lodging, etc. • Curriculum development • Displays, demonstrations, and exhibits of CTE coursework/projects • Equipment for approved CTE instruction • Excursions/extended learning opportunities tied directly to CTE coursework <ul style="list-style-type: none"> ○ General, exploratory college tours/visits are unallowable • Indirect costs (limited to 5%) • Instructional materials and supplies • Instructor travel, meals, lodging, etc. for approved CTE travel identified in current year Perkins plan • Marketing and outreach activities (newspapers, radio/TV, magazines) • Meetings and conferences <ul style="list-style-type: none"> ○ Must be properly documented and follow all basic cost principles - there is a significant burden of evidence required for food/drink purchases for meetings and conferences. When in doubt, ASK! | <ul style="list-style-type: none"> • Memberships and subscriptions in business, professional, technical groups/associations <ul style="list-style-type: none"> ○ Membership must be for the position, not the person • Professional development costs • Professional service costs (consultants) • Program evaluation • Publication and printing costs • Remedial services (curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices) <ul style="list-style-type: none"> ○ Perkins dollars may not be used to fund remedial courses (courses designed to provide instruction in reading, writing, and mathematics for students who have not acquired the basic academic skills necessary to succeed in general or in career and technical education courses) • Rental/lease costs of buildings and equipment • Stipends • Substitute teachers (salary and benefits) <ul style="list-style-type: none"> ○ Time & Effort reporting still required for substitute teachers • Teacher in-service • Technical skill assessments (industry recognized certification exams/assessments) • Transportation costs (associated with excursions/extended learning opportunities tied directly to CTE coursework) |
|---|---|



Perkins V - Unallowable

UNALLOWABLE EXPENDITURES

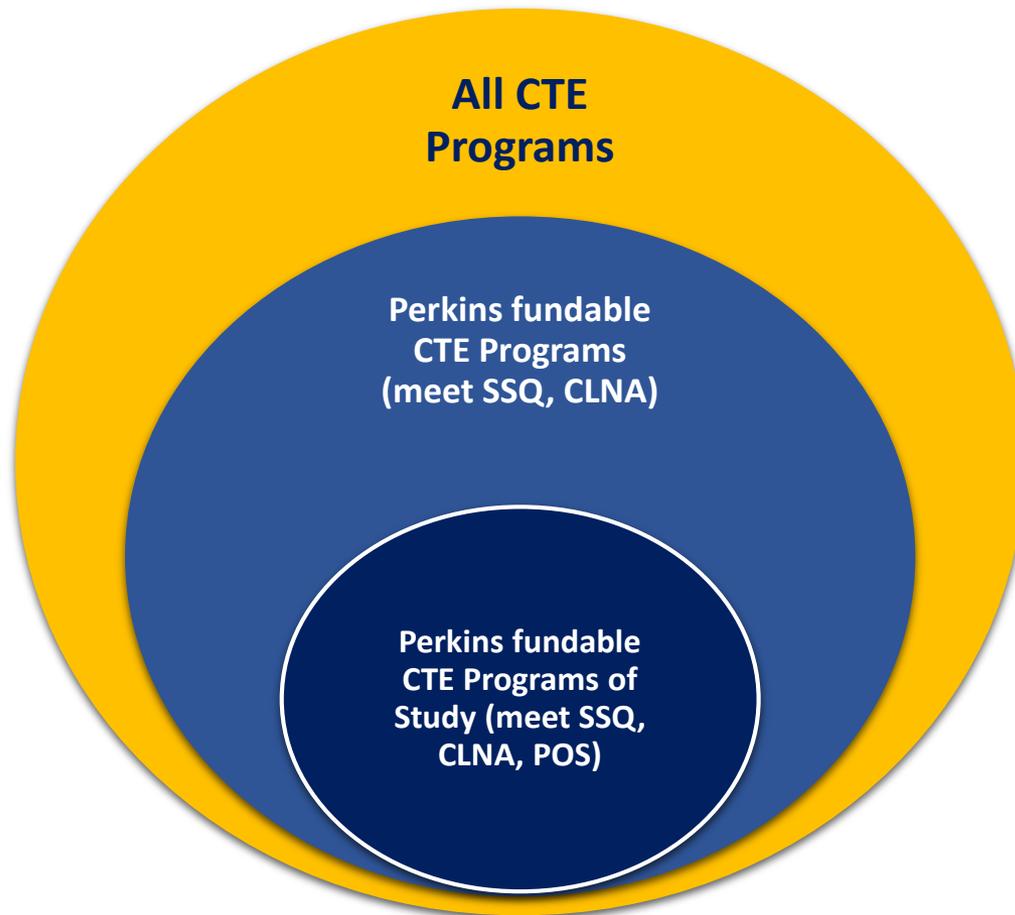
- Administrative or supervisory salaries
 - May be charged as an indirect up to 5% of award
- Advertising and public relations designed to solely promote the LEA (not tied directly and exclusively to CTE)
- Advisory councils
- Alcoholic beverages
- Alumni/ae activities
- Audits other than the A-133 Single Audit
- Bad debts (losses from uncollectible accounts)
- Child care
- Commencement and convocation costs
- Conference travel unrelated to career and technical education program improvement
- Construction, renovation, and/or remodeling of facilities
- Consumable supplies to be made into products *to be sold or to be used personally* by students, teachers, or other persons
- Contingency or “petty cash” funds
- Contributions and donations
- Copyrights/patents
- CTSO student costs (membership dues/registration fees, items retained by student/advisor, social activity/ assemblage, travel expenses, refreshments/meals)
- Dues/memberships to professional organizations or societies (for individuals)
- Entertainment
- Equipment and supplies for building maintenance
- Equipment or supplies not used directly to teach skills to students, including electronic student response systems (e.g. *Quizdoms*)
- Equipment solely for use by the teacher, administrator or other staff members
- Excessive installation costs for equipment purchased with Perkins funds
- Expenditures for CTE courses prior to the middle grades (any grades 5 through 8)
- Expenditures for non-approved CTE programs
- Expenditures that supplant
- Fines and penalties
- Food/drink
- Fundraising
- Gifts, door prizes, etc.
- Goods or services for personal use
- Insurance/Self-Insurance
- Interest and other financial costs
- Items retained by student (supplies, clothing/uniform, tools, PDAs, calculators)
- Lobbying and other political activities
- Maintenance contracts or agreements
- Monetary awards
- Non-instructional furniture (bookcases, drawers, file cabinets, lateral files)
- Payments to students (stipend or ongoing)
- Pre-award costs
- Promotional materials (t-shirts, pens, cups, key chains, book bags)
- Purchase or lease of passenger vehicles including automobiles, trucks, buses, utility vehicles, airplanes, boats, and golf carts
- Purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities
- Remedial courses (courses designed to provide instruction in reading, writing, and mathematics for students who have not acquired the basic academic skills necessary to succeed in general or in career and technical education courses)
- Scholarships
- Standard classroom furniture, files, and equipment not specific and unique to the instructional program (tables, chairs, desks)
- Student expenses/direct assistance to students (tuition, fees, insurance, other expenses)

Perkins V: Basic Cost Principles

Sources for Additional Information:

- Local Uses of Funds Section 135(b) of the Perkins V
- 2 CFR Part 200 basic guidelines describing allowable ways federal funds may be spent.
- Education Department General Administrative Regulations (EDGAR)
- Florida Department of Education: Green Book

CTE Programs and Perkins Funding Requirements



Least Requirements



More Requirements –
Programs meet SSQ and CLNA



Most Requirements –
Programs of Study meet SSQ, CLNA and POS elements

SSQ = Size, Scope & Quality criteria
POS = Program of Study components
CLNA = Comprehensive Local Needs Assessment results



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Performance Measures

Perkins Accountability Measures

- The Perkins law requires that states report annually on several core indicators of performance. The performance indicators are calculated at both the local agency and the state levels, and must be disaggregated by race, ethnicity, gender, and special population categories.
- Agencies are required to show continuous improvement on measures, including for sub groups and special populations.
- Local agencies established four years of targets for the performance measures as part of the 2020-2021 RFA process.
- An agency is considered to have met a performance measure if actual performance is 90 % or more of the target.

Perkins Accountability Measures

All measures are based on a cohort of program concentrators. The Perkins Act defines concentrators as:

- Secondary: Sec. 3 Definitions (12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means— (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.
- Postsecondary: Sec. 3 Definitions (does not apply to clock hour programs) (12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means— (B) at the postsecondary level, a student enrolled in an eligible recipient who has— (i) earned at least 12 credits within a career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. *

**For clock hour postsecondary programs, the threshold for concentrators is 360 hours.*

Secondary Measures

Code	Indicator	Definition
1S1	Graduation Rate, 4-Year Cohort	(i) The percentage of CTE concentrators who graduate high school, as measured by— (I) the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965)
2S1	Academic Proficiency, Reading/Language Arts	(ii) CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S2	Academic Proficiency, Mathematics	(ii) CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act
2S3	Academic Proficiency, Science	(ii) CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
3S1	Placement	(iii) The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed
4S1	Nontraditional Program Concentration	(v) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
5S1	Attained Recognized Postsecondary Credential	(iv) Indicators of career and technical education program quality as follows: (aa) The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.

Postsecondary Measures

Code	Indicator	Definition
1P1	Postsecondary Retention and Placement	(i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
2P1	Earned Recognized Postsecondary Credential	(ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
3P1	Non-traditional Program Concentration	(iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields

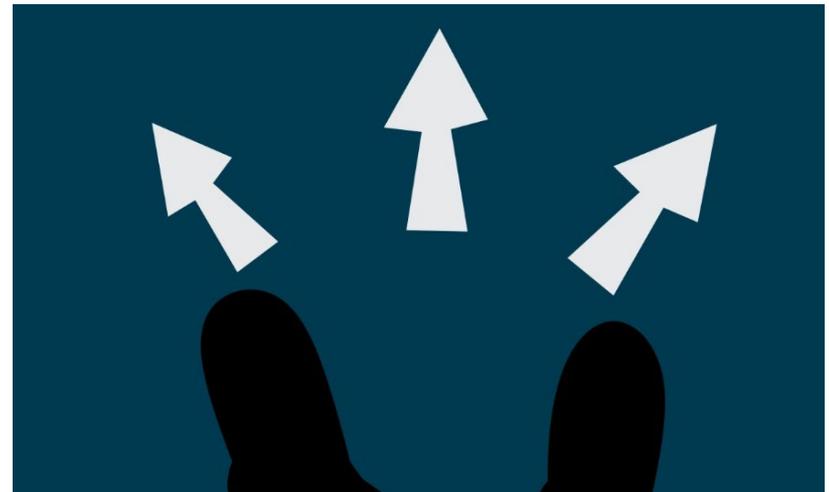


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Comprehensive Local Needs Assessment

Comprehensive Local Needs Assessment (CLNA)

- **Purpose:** improve the quality of CTE decisions and planning through the use of data and stakeholder consultation
- **Frequency:** every 2 years
- Found throughout the law
- Required for Local Plan
- Local spending of Perkins funds must be supported by the findings of the CLNA



“To Be Eligible...” Funds Requirement

- Sec. 134(c): “To be eligible to receive financial assistance under this part, an eligible recipient shall--
 - (A) conduct a comprehensive local needs assessment related to career and technical education and include the **results of the needs assessment in the local application** submitted under subsection(a); and
 - (B) not less than once **every 2 years**, update such comprehensive local needs assessment.”

“...to meet the needs identified...” Funds Requirement

- Sec. 135(a): “(a) 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).

What “Comprehensive” Means

CLNA Required Components:

- **Student indicator performance**, including disaggregated by special and sub populations
- **Size, Scope, and Quality** for all CTE programs
- **Labor market alignment** for all CTE programs
- **Implementation progress** for programs and Programs of Study
- **Staff and faculty**
- **Equity and access**

What Is a Need?

IS:

- The gap between the way things are and the way things ought to be

NOT:

- Plans
- Solutions
- Wants

**The Way
Things Are**



**The Way
Things Ought
To Be**

Dual CLNA Focus

Data

- Quantitative Data
- Qualitative Data

Stakeholder Engagement

Representatives from:

- Secondary
- Postsecondary
- CareerSource
- Businesses/industries
- Parents & students
- Special populations
- Agencies serving out-of-school, homeless, and at-risk youth
- Indian Tribes/Tribal organizations (where applicable)

Proper Diagnosis – Distinguishing Symptoms from Ailments

- If you're having severe chest pain, aspirin probably isn't enough.
- If you unexpectedly start slurring your speech and half your face sags, you probably need more than some rest and relaxation.



Root Cause Analysis - Treat the Ailment, Not the Symptoms

- **Example:** You find a gap in performance between a special population students and non-special population students.
- What's the real diagnosis?
- What's the *real* need?

The Start of Your RFA – Identifying Solutions to Your Needs

Create

- Workshop issues as a leadership team
- Consult stakeholders

Steal

- Evidence-based practices
- Ask similar agencies

Reporting on the Results of the CLNA

- All funding must be tied to a need identified in the CLNA.
- Results of the CLNA are reported:
 - In narrative questions that are part of the RFA.
 - The size, scope and quality and the labor market alignment Excel worksheets.

CLNA Resources

CLNA-related documentation, including training modules and a toolkit, can be found at <http://www.fldoe.org/academics/career-adult-edu/perkins/clna.shtml>



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Programs of Study

Programs of Study to Drive Innovation

- Programs of Study play prominent role in the purpose of Perkins V
- Programs of Study woven throughout the statute and signal a heightened focus on the role and importance of them
- Formally defined in Perkins V

Federal Program of Study Definition

Definition: a coordinated, non-duplicative 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, including **employability skills** (expanded)
- is **aligned with needs of industries** in the local, regional and/or state economy (new)
- **progresses in specificity** (new)
- has **multiple entry and exit points** that incorporate credentialing (more explicit)
- culminates in the attainment of a **recognized postsecondary credential**

State Program of Study Elements

In addition to the requirements outlined in Section 3(41) of Perkins V, Florida's programs of study are comprised of secondary and postsecondary programs that:

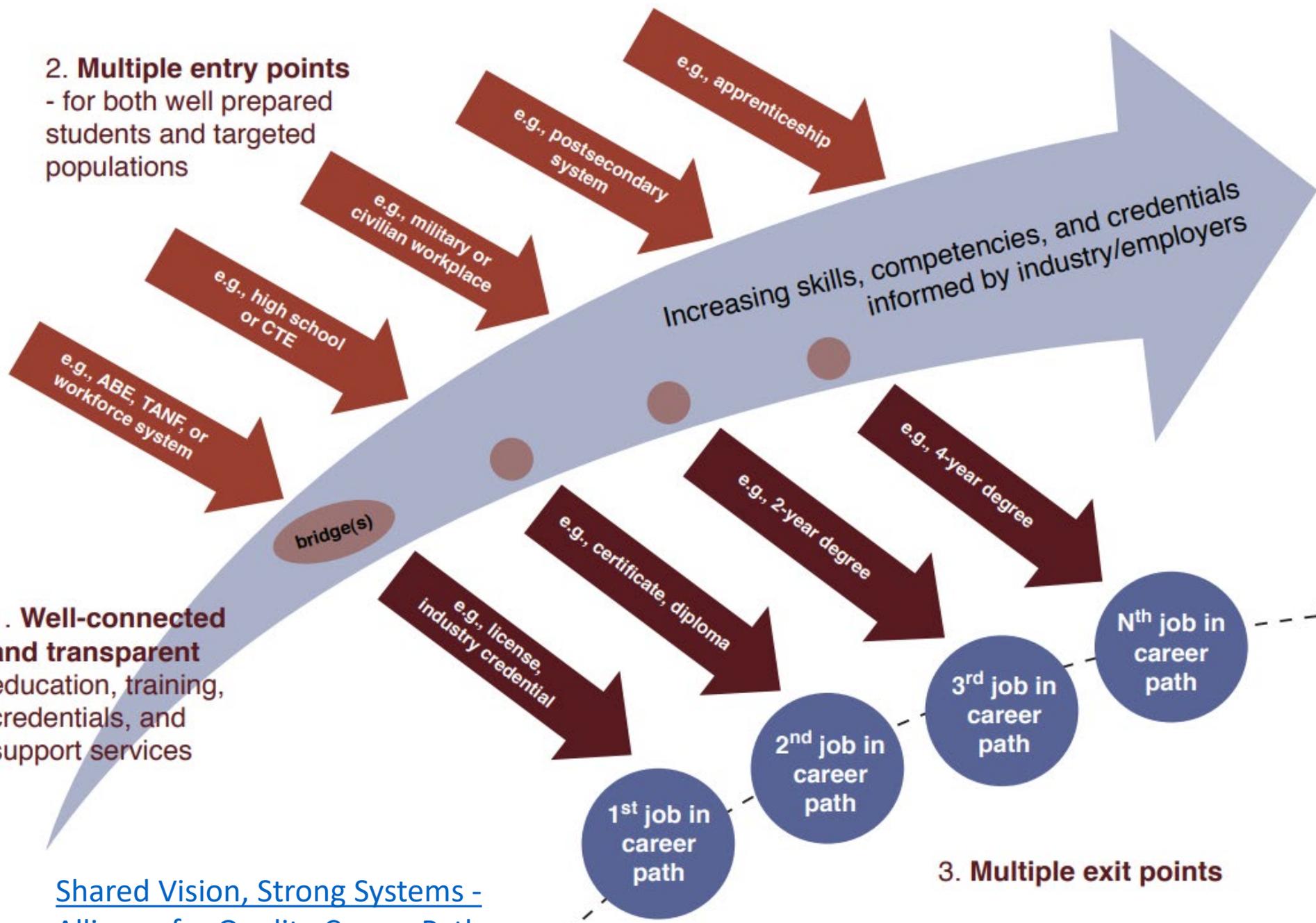
- meet the requirements of the relevant CTE curriculum frameworks;
- meet FDOE's size, scope and quality criteria;
- are seamlessly aligned through coordinated, non-duplicative sequences of academic and technical content that progress in specificity;

State Program of Study Elements - continued

- offer at least one opportunity within the program of study for accelerated credit through:
 - dual enrollment;
 - local or statewide articulation agreement;
 - integrated academic courses that include accelerated credit, such as Advanced Placement (AP), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE); or a College-Level Examination Program (CLEP) completed prior to the student graduating from high school;
- are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary and business and industry; and
- optionally, include aligned middle school CTE programs or allow middle school students to take high school-level CTE programs early

2. Multiple entry points

- for both well prepared students and targeted populations



1. Well-connected and transparent education, training, credentials, and support services

3. Multiple exit points



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Equity

Equity and Access for Subgroups and Special Populations

- Perkins V expanded the definition of special populations
- More opportunities at state and local level to drive resources towards closing equity gaps for special populations and subgroups
- Emphasizes providing resources and services to increase access and success for students from subgroups and special populations in HS, HW, and/or in-demand programs
- Requires the disaggregation of data by demographics and programs

Definitions

- Subgroups are racial and ethnic groups.
- Three new categories of special population students are added to the current definition to reflect changes made under ESSA. Special populations are now defined as:
 - (a) individuals with disabilities;
 - (b) **individuals from economically disadvantaged families, including low-income youth and adults**; (modified)
 - (c) individuals preparing for non-traditional fields;
 - (d) single parents, including single pregnant women;
 - **(e) out-of-workforce individuals** ; (*replaces 'displaced homemaker' – expanded inclusion*)
 - (f) English learners;
 - **(g) homeless individuals**; (new)
 - (h) **youth who are in, or have aged out of, the foster care system; and** (new)
 - **(i) youth with parents on active duty in the armed forces** (new).

Perkins V Resources



Bill Text

- <https://www.congress.gov/bill/115th-congress/house-bill/2353/text>



FDOE Perkins V Resource Page

- <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/PerkinsV.shtml>



Advance CTE

- <https://careertech.org/Perkins>



ACTE

- <https://www.acteonline.org/perkins-implementation/>

Florida Perkins Resources Page

<http://www.fldoe.org/academics/career-adult-edu/perkins/>

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