**Perkins IV**

**Carl D. Perkins Career and Technical Education**

**Improvement Act of 2006**

**Guide Book**

Prepared by:

Career and College Transition Division

**California Department of Education**

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November 6, 2018

Dear Perkins Recipients:

**Allowable expenditures under the Carl D. Perkins Career and Technical Education Act of 2006**

As you begin the new school year we want to inform you of a major shift regarding allowable expenditures under the Carl D. Perkins Career and Technical Education (CTE) Improvement Act of 2006 (Perkins IV). Since this will affect how you budget for this year, please be aware of the following changes to the California Department of Education (CDE) Perkins Guide Book.

Moving forward with an effort to provide more clarity and transparency in how we approve and disapprove of Perkins IV allowable expenditures at the CDE, we will follow the **Requirements and Uses of Funds under the Perkins IV** document. This document has been attached for your reference and contains information taken directly from the Perkins IV Act.

The document includes the requirements for uses of funds and the permissive uses of funds. Remember that Perkins IV funding should be used to supplement (add to, enhance, improve), **not** supplant (provide the base or primary funding) your CTE programs. Rather than providing an exhaustive list of Non-Allowable expenditures, we are shifting to a limited list that offers more flexibility and reduce barriers to provide high quality CTE programs. We ask that as you use these new guidelines you (1) focus on the elements of high quality CTE defined in the guide book, (2) use these documents as a guideline, (3) use your best judgement when making decisions regarding the proper expenditure of Perkins IV funding, and (4) call or email your regional CDE consultant for questions and guidance.

These updated changes have gone into effect with Fiscal Year 2018–19, beginning on July 1, 2018. With the July 31, 2018, authorization of the *Strengthening Career and Technical Education for the 21st Century* *Act* (Perkins V), there will be further revisions as we work together to create a new State Plan for high quality CTE. Perkins V will be effective July 1, 2020.

Thank you for your commitment to high quality CTE for all of California’s students.

Donna Wyatt, Director Michelle McIntosh, Administrator

Career and College Transition Division CTE Leadership Office

California Department of Education California Department of Education

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# Requirements of Local Educational Agency CTE Programs Assisted with Perkins IV Funds

Each career technical education (CTE) program assisted with Section 131 (Secondary) or 132 (Postsecondary) funds must incorporate the requirements established in Section 135(b) of Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), including a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills.

## High Quality Career Technical Education

The Perkins IV defines CTE as organized educational activities that:

(A) offer a sequence of courses that:

(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

(ii) provides technical skill proficiency, an industry-recognized credential, a certificate or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

### Essential Elements of High Quality Career Technical Education

* Be aligned with the state’s CTE Model Curriculum Standards. This includes the Standards for Career Ready Practices, Industry Sector Anchor Standards and Pathway Specific Standards.
* Reinforces Common Core Standards, Next Generation Science Standards, History and Social Science Standards, and Visual and Performing Arts Standards and integrates with CTE Model Curriculum Standards.
* Be staffed by qualified CTE teachers, meaning teachers who:
  + can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency. The minimum qualifications for community college CTE teachers are established in Title V of the California Administrative Code.
  + possess a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
* Focus on current or emerging high skill, high wage, or high demand occupations.
* Have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities described in the Guidelines for the 2008–2012 Local Plan for CTE and instructions for the annual application for funds.
  + The governing board of each school district participating in a career technical education program shall appoint a CTE advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department.
* Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
* Offers CTE specific professional development for CTE teachers and administrators, prioritizing those professional developments that support CTE teachers to remain current with industry trends.
* Be aligned with applicable feeder and post-secondary options in the same career pathway including apprenticeships, community college, California State University (CSU) and University of California (UC), where available.
* Provide a variety of sequenced classroom and work-based learning experiences to all students, including summer and school year work-site internships.
* Provide equitable access to an inclusive learning experience and support services for all students, including special populations and those preparing for nontraditional occupations.
* Include planned career awareness and exploration experiences.
* Be coded as a CTE Course in the California Longitudinal Pupil Data System (CALPADS).
* Provide for the development of student leadership skills through an established career technical student organization (CTSO) or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.
* Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and professional development activities for staff.
* Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.
* Promotes CTE program improvement and accountability through the inclusion of CTE into Local Control Accountability Plans and the statewide College/Career Indicator.

### Requirements of Sequences of Courses

Sequences of courses for CTE programs assisted with Perkins IV funds must:

* Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple-hour course which provides sequential units of instruction and leads to a technical skill proficiency or a recognized credential, certification, degree, or licensure.
* Be coherent, meaning that the sequence may only include those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career targeted by the program.
* Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

### Requirements of Courses Assisted with Perkins IV Funds

Courses assisted with Perkins IV funds must:

* Be integral to an approved CTE sequence of courses.
* Be explicitly designed to prepare students with career skills that lead to employment. (Employment could be at the completion of high school, community college, apprenticeship, or four year college or university.)
* Align to the CTE Model Curriculum Standards including the Standards for Career Ready Practices.
* Reinforce and integrate academics (math, science, English, social science) with CTE knowledge and skills attainment.
* Be advised by an active and involved industry advisory council that supports the CTE Program of Study and programs with curriculum development, data on emerging labor market trends and opportunities for work-based learning experiences for CTE students.
* Be staffed by a qualified CTE teacher, meaning a teacher who:
  + possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
  + can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.
* Contributes to the effort to provide students with an understanding of all aspects of the industry, the sequence of courses is preparing them to enter.

# Requirements and Uses of Funds under the Perkins IV

## Section 135- LOCAL USE OF FUNDS

**(a) GENERAL AUTHORITY**.− Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

**(b) REQUIREMENTS FOR USES OF FUNDS**− Funds made available to eligible recipients under this part shall be used to support career and technical education program that−

1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122(c)(1)(A), to ensure learning in−(A) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Act of 1965); and (B) career and technical education subjects;
2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in Section 122(c)(1)(A);
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. develop, improve, or expand the use of technology in career and technical education, which may include−(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. provide professional development programs that are consistent with Section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including−(A) in-service and preservice training on−(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;(ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (iv) effective use of scientifically based research and data to improve instruction; (B) support of education program for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of education services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

(6) internship programs that provide relevant business experience, and

(7) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(8) develop and implement evaluations of career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(9) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.

(10) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(11) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, high demand occupations that will lead to self-sufficiency.

**(c) PERMISSIVE**− Funds made available to an eligible recipient under this title may be used:

1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures enable informed and effective participation in such programs;
2. to provide career guidance and academic counseling , which may include information described in Section 118, for students participating in career and technical education programs, that-(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
3. for local education and business (including small business) partnerships, including for-(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for 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.

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including-(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs; (C) academic and financial aid counseling for sub­ baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives-(i) to encourage the pursuit of a baccalaureate degree; and (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;

(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13) to develop and support small, personalized career-themed learning communities;

(14) to provide support for family and consumer sciences programs;

(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under Section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

(18) to provide support for training programs in automotive technologies.

(19) to pool a portion of such funds with a portion of funds available of not less than one other eligible recipient for innovative initiatives, which may include-(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for-(i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) implementing career and technical programs of study described in Section 122(c)(1)(A); or (D) ; implementing technical assessments; and

(20) to support other career and technical education activities that are consistent with the purpose of this Act. (d) ADMINISTRATIVE COSTS.-Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

# Uses of Perkins IV Funds for Salaries

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) does not define the education or work experience required of a career technical education (CTE) teacher nor does it define teacher credentialing requirements for eligibility of funding under Perkins IV.

As such, the state may, under sections 131 and 132, define both the work experience requirements and types of credentials a CTE teacher must hold to meet the standard of high quality CTE instruction necessary to quality for Perkins IV funding.

The state will authorize the use of Perkins IV funds for courses taught by CTE teachers who meet the following qualifications:

* Verifiable work experience outside of education and in the industry sector for which they are teaching. Proof of work experience can take a variety of forms including Industry recognized credentials, industry licensure, and/or letters of reference defining past work experiences related to the industry sector, and
* Possess any one of the following teaching credentials:
  + CTE Designated Subject
  + Single Subject Teaching Credential in:
    - Agriculture Education and Agriculture Specialist
    - Business Education
    - Home Economics
    - Industrial Arts
    - Industrial Technology Education

## Use of Perkins for General Education Teachers

Integration and reinforcement of general education standards is a required use of funds under Perkins IV. Section 135 Required Use of Funds, states that funds must be used to “Strengthen the academic and career technical skills of students participating in CTE programs through the integration of academics with CTE programs.”

In certain cases a portion of Perkins IV may be used to fund professional development opportunities for general education teachers with the goal of promoting integration of core academics and CTE content and to increase collaboration amongst general education teachers and CTE teachers who work together in a College and Career Pathway. For the purpose of this expenditure a College and Career Pathway is defined as:

* **A program of study where CTE teachers and general education teachers work together as a cohort in an industry themed pathway. Frequently these teachers share a common cohort of students, and common planning periods for collaboration and planning.**

### Conditions for use of Perkins for General Education Teachers

1. No more than 5 percent of local educational agencies (LEAs) overall grant award may be used for this purpose.
2. The general education teacher must hold a valid credential in the content areas of math, English, science, or art.
3. The general education teacher(s) must teach at least four sections within the pathway.
4. Funds may only be used for general education teachers to collaborate with CTE teachers to:
   1. Develop integrated curriculum and/or projects that will be taught in the pathway to students enrolled in the pathway or;
   2. Participate in educator externships where both the general education teacher(s) and the CTE teacher(s) work alongside industry professionals at industry work sites in order to gain knowledge of the industry as well as the skills related to the industry sector. Teachers will then develop curriculum based on those experiences to be taught in the pathway.

## Middle School Career Technical Education Credential Requirements

Middle school instructors teaching exploratory or “Wheel” types of programs to students enrolled in middle school are not required to hold a Designated CTE Credential. These courses are designed to promote career exploration and self-awareness, not specific career-ready technical skills. Under Perkins IV, middle school is defined as beginning in the seventh grade. Under Perkins V, effective July 1, 2020, the definition of middle schools will be revised to follow the definition used in the Every Student Succeeds Act of grades five through eight.

# Non-Allowable Expenditures

It is the responsibility of the local board of education to sustain local career technical education (CTE) programs. Section 311(a) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) states, "Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities."

The Education Department General Administrative Regulations (EDGAR) 2 C.F.R Part 200 Uniform Administrative Requirements Cost Principles, and Audit Requirements for Federal Awards includes the applicable regulations that an administrator must use on a regular basis to run a compliant federal education program.

While this is not an exhaustive list of non-allowable items, this list does provide some guidance regarding commonly seen non-allowable expenditures. If there is a question regarding an allowable expenditure it is advised that you contact a Perkins IV consultant at the California Department of Education (CDE).

* 1. Contingency or "petty cash" funds (200.433)
  2. Contributions and donations (200.434)
  3. Fines and penalties (200.441)
  4. Gifts, door prizes, etc. (200.445)
  5. Interest and other financial costs (200.449)
  6. Any entertainment costs, including meals or banquets (200.438)
  7. Promotional items, such as t-shirts, pens, cups, key chains, and other memorabilia (200.421)
  8. Purchase of passenger vehicles for the purpose of transporting students from school to CTE internship sites. While there is not a specific code that disallows this, the US Department of Education and Office of Career, Technical, and Adult Education (OCTAE) sees this type of expenditure as supplanting. If the CTE Internship is a required component of the CTE program then LEAs should cover the costs of transportation. Perkins IV dollars may be used to purchase vehicles designed for use in CTE classroom instruction.
  9. Remedial Courses (200.469). Remedial services are an allowable expense.
  10. Conference travel unrelated to CTE program improvement (200.432)
  11. Out-of-state travel, not directly related to program improvement activities in the local plan (200.474)
  12. Costs of advertising and public relations designed to solely promote the local education agencies (200.421)
  13. Alcohol (200.423)
  14. Fund Raising (200.442)
  15. Expenses that supplant

The following statements are provided as examples and guidance to the questions around supplant versus supplement:

## Supplanting is presumed when:

Perkins dollars are used to provide services that are required under another federal, state, or local law. *Example: Using Perkins dollars for English Language Learners when that service is required for funding under Title I.*

Perkins dollars are used to replace state or local funds that were used in a prior year. *Example: Using Perkins for transportation to a work site learning experience when that same trip was covered last year by the district.*

Perkins dollars used for services to CTE students that grant recipients provide to non-CTE students. *Example: Using Perkins dollars for paper and printer toner supplies for a CTE Graphic Arts course when general education art courses are provided a budget for similar materials and supplies.*

**Remember: Perkins dollars must be used to expand, grow, and improve CTE courses, not simply maintain. What an LEA provides for a general education course or other sanctioned school activity (athletics, band, drama, art, etc.) they should also provide for CTE courses.**

In addition to the required and permissible uses outlined in the Perkins IV, eligible recipients must follow and adhere to the federal cost principles under the Uniform Guidance at 2 C.F.R. Part 200. Details may be found at the website at <https://grants.gov/web/grants/learn-grants/grant-policies/omb-uniform-guidance-2014.html>.

# Acquisition, Management, and Disposal of Career Technical Education Equipment

CTE equipment purchased totally or in part with federal funds (including Perkins IV), or solely with non-federal funds used to meet federal government matching requirements, is subject to state and federal laws, rules, regulations, and guidelines which govern the equipment's acquisition, management, use, and disposal. This provides a working definition of equipment and summarizes the approval, use, management, and disposal requirements that must be adhered to by LEAs that acquire CTE equipment with Perkins IV funds.

## Use of Perkins IV Funds to Acquire CTE Equipment

LEA use of Perkins funds to acquire equipment for CTE programs is guided by Section 135 of the Perkins IV that defines both (b) REQUIREMENTS for uses of funds to support CTE and (c) PERMISSIVE uses of funds.

Prior state approval is required to use Perkins IV funds to purchase a capitalized equipment item, or item of equipment with an acquisition cost of $5,000 or more. The required form for making the capitalized equipment acquisition request can be downloaded from the CDE Perkins IV web page at <http://www.cde.ca.gov/ci/ct/pk/documents/outlay.doc>.

Equipment acquired with Perkins IV funds must be used by the LEA in the program or project for which it was purchased as long as needed, whether or not the program or project continues to be supported by Perkins IV funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a federal agency (CFR, Title 34, Part 80.32[c][1].)

The equipment may be made available for use on other projects or programs currently or previously supported with federal funds, providing such use will not interfere with the work on the project or program for which it was originally purchased. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment and second preference must be given to program or projects under the federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible (CFR 200.313.)

The equipment may not be used to provide services for a fee to compete unfairly with private companies that provide equivalent services, unless specifically permitted by federal statute (CFR 200.313.)

## Establishment and Maintenance of an Equipment Inventory

Section 35168 of the California *Education Code* requires the governing board of each LEA to establish and maintain a historical inventory, audit trace inventory system, or any other property recordkeeping system authorized by the State Board of Education, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location (room), use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred ($500) or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

### Equipment Labeling

The LEA must ensure that each equipment item classified as object classification 6400 or 6500 has a label that contains the name of the federal or nonfederal source of funds, an equipment identification number, and the name of the LEA. The labeling of an equipment item may be accompanied either by etching the information on the equipment or by attaching a permanent metal label to the equipment.

### Equipment Inventory Retention and Location

The equipment inventory is considered to be a Class 1- Permanent Record and must be retained indefinitely. **A copy of the inventory must be kept on file at the district office.**

### Biennial Reconciliation of Equipment Property Records

A physical inventory of the equipment property must be taken and the results reconciled with the property records at least once every two years (CFR 200.313.)

### Guidelines and Instructions for disposing of equipment purchased with Perkins IV funds

When original or replacement equipment acquired under a Perkins IV grant or sub grant is worn out, obsolete, or no longer needed for the original project or program, or for other activities currently or previously supported by a federal agency or the state, disposition of the equipment must be made as follows:

(1) The LEA is requested to notify the CDE of its plan to dispose of any large equipment items acquired for use in the traditional shop programs (automotive, manufacturing, metal, welding, and wood). Depending on the age and condition of the equipment CDE may make the equipment available to other LEAs offering the same or similar programs. Proper disposition procedures must be followed to determine the value of equipment and retention of any proceeds from the sale of equipment as well as transfer of title on equipment. LEAs should contact the CDE regional consultant for the LEA prior to any disposal or transfer of equipment.

(2) Other than the shop equipment items described above, equipment items with a current per-unit fair market value of **less than $5,000** at the time of disposition may be retained, sold, or otherwise disposed of with no further obligation to the state or federal government. Equipment items with a current per unit fair market value **in excess of $5,000** at the time of disposition may be retained or sold. If sold, the state has the right to an amount calculated by multiplying the current market value or proceeds from the sale by the state agency's share of the equipment [CFR 200.313].

A CTE Inventory Equipment Removal Form (VE-35) must be completed and submitted by the LEA to obtain the CDE's approval to remove CTE equipment items purchased with Perkins IV funds from its equipment property records. The VE-35 form can be downloaded from the CDE Perkins IV web page at <http://www.cde.ca.gov/ci/ct/pk/documents/outlay.doc>. The completed form should be submitted to the CDE at the provided address.

# Use of Funds for Career Technical Student Organizations

The CDE continues to recognize and support the role and value of CTSOs in providing quality leadership development training for students related to the CTE courses in which they are enrolled.

The Perkins IV defines a CTSO as “an organization of individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program. Such organizations may have state and national units that aggregate the work and purposes of instruction in career technical education at the local level”. California recognizes and supports six CTSOs:

* Emerging leaders and entrepreneurs in marketing, finance, hospitality, and management (DECA),
* Future Business Leaders of America (FBLA),
* Family, Career and Community Leaders of America (FCCLA),
* Future Farmers of America (FFA),
* Health Occupations Students of America (HOSA), and
* Skills USA (SkillsUSA).

## Examples of Allowable Expenditures for Career Technical Student Organizations

* Chapter affiliation fees for special population students only.
* Student travel (both in-state and out-of-state) and lodging for special populations
* CTSO Advisor travel (both in-state and out-of-state), lodging, and per diem while supervising students participating in approved CTSO activities.
* Instructional supplies and materials, such as chapter handbooks, leadership development materials, and official recordkeeping handbooks.
* Equipment that is appropriate to the CTSO program and that benefits all students in the class.
* Student and Advisor CTSO issued uniforms required for attendance at CTSO sponsored events. Uniforms must remain the property of the CTSO chapter.

## Examples of Non-Allowable Expenditures

* Food and registration for any students not a member of special populations.
* Amusement park tickets, awards, and any entertainment costs.

## Career Technical Student Organization Affiliation and CTE Pathway Focus

While school districts are free to affiliate with any of the six state approved CTSOs, best practices and high quality CTE should guide LEAs to affiliate with the CTSO that best aligns with the industry sector and CTE Program/Pathway Student Learning Outcomes. While many CTSOs cover multiple industry sectors, which allows for multiple pathways to affiliate with the same CTSO, this is not always a best practice for the delivery of high quality CTE.

Student leadership activities other than CTSOs may be considered for Perkins IV funding in the future. The CDE and CTE leaders around the state are working to identify alternatives to CTSOs and may make Perkins IV funding available for those activities that align to the elements of high quality CTE programs and focus on the development of leadership skills in CTE students.

# Carryover and Legal Obligations of Perkins IV Funds

Sections 131 and 132 funds not expended by the end of the academic year (June 30) will be returned for reallocation in the following program year. However, Parts 76.703 and 76.707 of the Education Department General Administrative Regulations (EDGAR) Code of Federal Regulations (CFR), Title 34, provide LEAs with the **option of either expending or legally obligating** the Perkins IV funds by the June 30 deadline. In paraphrasing the EDGAR guidelines for obligating federal funds, the California School Accounting Manual notes, **“Federal funds may be claimed from the current-year grant for qualifying legal obligations incurred before June 30, even though the goods or services will not be received until after the grant period ends”**. Legal obligations represent commitments made by an LEA to purchase goods or services immediately or in a future period. The written commitments are generally made in the form of a purchase order or a written contract.

The question of whether or not an obligation qualifies for funding from a current-year grant is determined by what the obligation is for and whether the obligation is made within the current period (i.e., on or before June 30). The following illustration from EDGAR, Part 76.707 demonstrates when a legal obligation occurs.

|  |  |
| --- | --- |
| **If the obligation is for . . .** | **The legal obligation is made . . .** |
| Acquisition of real or personal property | On the date on which the LEA makes a binding written commitment (purchase requisition) to acquire the property |
| Personal services by an employee of the LEA | When the services are performed |
| Personal services by a contractor who is not an employee of the LEA | On the date on which the LEA makes a binding written commitment to obtain the services |
| Performance of work other than personal services | On the date on which the LEA makes a binding written commitment to obtain the work |
| Public utility services | When the LEA receives the services |
| Travel, conferences | When the travel is taken or conference is attended |
| Rental of real or personal property | When the LEA uses the property |

# Perkins Accountability and Continuous Improvement

The accountability requirements of LEAs participating in the federal Perkins Act funding were significantly changed by the Perkins IV and the ensuing administrative guidelines issued by the U.S. Department of Education. Core indicators were modified or added to align with the Elementary and Secondary Education Act. LEAs must now set specific performance targets for each core indicator and be responsible for meeting these targets.

## Accountability-Levels of Performance on Core Indicators

States with input from local recipients, shall identify the level of performance for each of the core indicators. Levels of performance shall be expressed in a percentage of numerical form so as to be objective, quantifiable and measureable, and require the state to continually make progress toward improving the performance of vocational and technical education students (Section 113[b][3][A][i].)

Local accountability of eligible recipients is required in addition to state-level accountability. Each local program must agree to accept the state adjusted level of performance or negotiate their own unique levels of performance for the appropriate set of core indicators. Local levels of performance are negotiated in a substantively identical manner to state levels of performance, with the eligible agency taking the supervisory role of the secretary and the eligible recipient the role of the eligible agency (Section 113[b][4].)

## Accountability Determination

### Compliant Agency

* 1. The LEA meets or exceeds 90 percent for each of its approved annual performance-level targets.
  2. The LEA will submit an annual Perkins IV application indicating the CTE program elements the Perkins IV funding will be used to support and anticipated outcomes.
  3. The LEA is exempt from formal program improvement plans but will continue to be subject to Federal Program Monitoring (FPM) reviews, state monitoring, and local fiscal audit requirements.

### Good Job Needs Improvement Agency

* 1. The LEA falls below 90 percent on one or two of its approved annual performance-level targets.
  2. The LEA is required to submit a Program Improvement Form, which describes the planned strategies and activities to be employed during the upcoming year to bring performance levels to the 90 percent compliance mark.
  3. The LEA is subject to random selection for an on-site visit.

### Priority Improvement Agency

* 1. The LEA falls below 90 percent in three or more of its annual performance-level targets or scores below 60 percent on any of the annual performance-level targets. Agencies that remain in the Priority Improvement Agency status for four years will become Monitored Agencies.
  2. The LEA must submit a detailed Action Plan. The Action Plan is to include:
     + 1. Analysis of the causes of the low performance using available data and other pertinent information.
       2. Description of the strategies planned to move the agency or school site to 90 percent performance within two years.
       3. Expected outcomes.
       4. Perkins IV funding and agency funding dedicated to each strategy.
       5. Date of completion expected for each strategy.
  3. The LEA may request specific technical assistance from the CDE to help them build capacity to meet the established annual performance-level targets.
  4. The LEA will be visited by a CDE staff member at least once during the year to validate that the agency is making progress in implementing the Action Plan and to arrange for appropriate/available technical assistance.

### Monitored Agency

* 1. Agencies scoring in the lowest percentage of the overall performance as determined by a composite ranking of Priority Improvement Agencies, as calculated by the CDE, will be considered Monitored Agencies.
  2. The FPM system annually conducted by the CDE will be utilized for any Monitored Agencythat falls within the annual FPM site selection criteria.
  3. For agencies not included in the current year FPM cohort, the monitoring will be conducted by a team of trained reviewers consisting of a CDE lead member serving as the review team lead, a representative from a COE and/or Regional Occupational Centers and Programs, and other CTE experts and/or business/labor identified by CDE and trained to conduct the Perkins Program Monitor review. The review tool utilized by the review team to determine the quality of the Monitored Agency’sCTE programs will examine the extent of compliance with Perkins IV local uses of funds requirements, the extent to which the agency is meeting the state’s CTE program quality indicators, the alignment of curricula with the California Model CTE Curriculum Standards, and other aspects of the CTE program administration.
  4. The Monitored Agencywill use the review tool to conduct a self-study, and will submit the completed self-study accompanied by a proposed Action Plan to the CDE prior to the arrival of the review team. All pertinent data and documents related to the review tool and proposed Action Plan will be gathered for use by the review team in determining any finding.
  5. The review team will provide the Monitored Agency with a written report and a set of recommended actions for achieving compliance within two years.
  6. Monitored Agenciesmust submit a final detailed Action Plan to the assigned CDE or designated COE staff member for negotiation and approval. The Monitored Agencywill be required to submit progress reports as described in the Action Plan. The agency may request specific technical assistance to help them build capacity to meet the established annual performance-level targets.
  7. Monitored Agenciesmaking substantial improvements will be allowed to continue receiving Perkins IV funding if they make sustained progress in their performance status.
  8. Monitored Agenciesremaining at low performance levels or experiencing decreasing performance will be revisited and re-evaluated by the review team after two years.
  9. The review team may determine that there are conditions the Monitored Agency cannot overcome and which should not prohibit the agency from receiving continued Perkins funding. Such conditions may include remote locations, local labor market conditions, or other unusual situations identified by the monitoring agency.

# Section 134, Local Plan for Career Technical Education Programs

(a) **Local Plan Required**: Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency CDE (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State Plan submitted under Section 122.

(b) **Contents**:The eligible agency shall determine the requirements for local plans, except that each local plan shall;

(1) describe how the CTE programs required under Section 135(b) will be carried out with funds received under this title;

(2) describe how the CTE activities will be carried out with respect to meeting state and local adjusted levels of performance established under Section 113;

(3) describe how the eligible recipient will;

(A) offer the appropriate courses of not less than one of the career and technical programs of study described in Section 122(c)(1)(A);

(B) improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content, aligned with challenging academic standards, and relevant CTE programs to ensure learning in;

(i) the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and

(ii) CTE subjects

(C) provide students with strong experience in, and understanding of, all aspects of an industry;

(D) ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

(E) encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965);

(4) describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development);

(5) describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in Section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

(6) provide assurances that the eligible recipient will provide a CTE program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs;

(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

(8) describe how the eligible recipient will:

(A) review CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency

(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

(10) describe how funds will be used to promote preparation for non-traditional fields;

(11) describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities; and

(12) describe efforts to improve;

(A) the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(B) the transition to teaching from business and industry.

# Use of Funds for Examinations

The Perkins IV, Section 135(a)(6) permits the use of Title I, Basic Grant Funds, to support the development and implementation of evaluations for the CTE programs carried out with the Perkins IV funds, including assessments of how the needs of special population students are being met. In addition, Perkins IV funds can be used for fees associated with industry-recognized technical skill assessments that will be used to report performance data as required in Section 113.

Perkins IV funds made available to secondary and postsecondary recipients (local funds) could be used to pay for a student’s testing fee for certification tests only if the following conditions are met;

Outlined below are the criteria for expenditure of Perkins IV funds for CTE technical skills attainment:

* The examination must be given to ALL students in the program.
* The individual and collective results are available to the teacher/school and used to help evaluate the program for improvement.
* The results of the examination are part of the student course grade.
* The LEA must maintain evidence that the test results, including an item analysis of the data were used to evaluate the program.
* Technical skills attainment through the award of an industry recognized credential is supported annually to the state through E-2 data submission.
* The examination costs are reasonable and necessary.
* The examination is an end of program assessment and integral to the CTE program
* General college and career readiness or work readiness certification exams are not eligible for Perkins IV funding. Advanced Placement, International Baccalaureate, Scholastic Aptitude Tests or American College Tests exams are not eligible for Perkins IV funding.