Carl D. Perkins
New Coordinators Meeting

Thursday, February 4, 2010
Ohio Bureau of Workers Compensation
Introduction to Perkins
History & Overview

Perkins Timeline
- 1905—Advocates of "practical education" argue for broader public school curriculum that prepares graduates for jobs.
- 1917—Smith-Hughes Vocational Education Act gives vocational education $1.7 million for 1917-18 and creates federal board.
History & Overview

- 1940—Vocational education students, facilities used to aid war effort.
- 1968—Amendments authorize $800 million for vocational education; Congress appropriates $365.3 million.
- 1984—The Carl D. Perkins Act established funding authorization for a five-year period, focused on improving vocational programs and serving special populations.
History & Overview

- 1990—Reauthorized Perkins Act authorizes up to $1.6 billion a year through 1995 for vocational education, including tech prep.
- 1995—Congress begins reauthorization process which will last until 1998.
- 1998—Perkins III is signed into law.
- 1998—The program was slated to end June of 2004, but has been extended by Congress until the Bill is reauthorized.
History & Overview

Perkins in Ohio

- 1998—Ohio begins to develop the *Ohio Plan for the Administration of Career-Technical Education: July 1, 2000 through June 30, 2004*.
- 2001—Performance Measures are established for Postsecondary.
- 2004—Perkins is extended for 1 year under an extension agreement with USDE.
The Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (20 U.S.C. 2301) is a state grant, administered by the United States Department of Education (USDE), with a firm emphasis on accountability and program improvement.

As stated in The Perkins Act of 2006: The Official Guide, the purpose of the Perkins Act is “to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by –
History & Overview

- 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;

- 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;

- Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech-prep education;
History & Overview

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History & Overview

- 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.”
History & Overview

- In Ohio, the Ohio Department of Education/Career Technical and Adult Education (ODE) and Ohio Board of Regents (OBR) departments monitor the Perkins grant. These two agencies work collaboratively to ensure that local eligible recipients of the grant are provided with the proper technical assistance needed for program implementation and improvement.
CARL D. PERKINS & FRIENDS

No, Not Really!!!
CARL DEWEY PERKINS
Perkins Guidelines and Regulations
<table>
<thead>
<tr>
<th>Perkins Spending Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Perkins – Section 135, Local Uses of Funds</td>
</tr>
<tr>
<td>2006 Perkins – Section 203, Tech Prep Programs</td>
</tr>
<tr>
<td>Equipment – EDGAR 34 CFR § 80.3, 80.20 &amp; 80.32</td>
</tr>
<tr>
<td>Assigning Cost To The Correct Fiscal year – EDGAR 34 CFR § 76.707</td>
</tr>
<tr>
<td>K-12 – OMB Circular A-87, Attachment B (Allowable Costs)</td>
</tr>
<tr>
<td>Colleges – OMB Circular A-21, Section J (Allowable Costs)</td>
</tr>
<tr>
<td>Request For Guidance – EDGAR 34 CFR § 81.33</td>
</tr>
</tbody>
</table>
Perkins Spending Guidance

- The Circular establishes principles for determining costs applicable to grants, contracts, and other agreements with educational institutions.
- Education Department General Administrative Regulations (EDGAR)
Perkins Spending Guidance

• Federal Program Offices –
  http://www.ed.gov

• Perkins Act –

• OMB Circulars –
  http://www.whitehouse.gov/omb/circulars

• EDGAR –
State Guidelines and Regulations

- The Carl D. Perkins Career and Technical Education Act of 2006 – OHIO’S STATE PLAN
  - Local Planning Guide
  - Local Planning Tool
  - Annual use of the CCIP system for local planning

- Five-Year Performance Plan: Completed by June 1, 2008 (effective: July 1, 2008 – June 30, 2013
Five-Year Performance Plan

- The five-year plan addresses the following:

  ◦ Setting performance measure expectations
  ◦ Analysis of data
  ◦ Establishing performance objectives and targets
  ◦ Identifying goals and strategies
  ◦ Allocating resources in accordance with performance targets
  ◦ Reporting, results and evaluation
  ◦ Involvement of stakeholders in the process
The Stakeholders

- For Postsecondary (college) recipients, the following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:
  - College president, vice president, or dean
  - Tech Prep Consortia representative
  - Academic/Technical faculty
  - Academic Advisors
  - Students
  - Business/Industry/Labor representatives
  - Representative for Special Populations
  - Stakeholders meetings
    - Annual meetings are required
Accountability
Performance Measures

STATE AND LOCAL PERFORMANCE DATA OVERVIEW

◦ Five Core Indicators of Student Performance

◦ Multiple sub-indicators for a variety of student populations
  • Gender, Race, Career Cluster and Special Populations
Performance Measures

- **CORE INDICATOR 1: ATTAINMENT**
  - Concentrators who attain technical Skills

- **CORE INDICATOR 2: Credential, Certificate, or Degree**
  - Concentrators who attain an industry-recognized credential, certificate or degree

- **CORE INDICATOR 3: Retention & Transfer**
  - Concentrators who remained enrolled in their original institution
  - Concentrators who transferred to another two or four-year institution
Performance Measures

• CORE INDICATOR 4: Student Placement
  ◦ Concentrators employed, in military service, or in apprenticeship program in the 2\textsuperscript{nd} quarter

• CORE INDICATOR 5: Non-traditional Participation and Completion
  ◦ 5P1—Participants in non-traditional CTE programs
  ◦ 5P2—Concentrators in non-traditional CTE programs who complete the program
Performance Measures

- SPECIAL POPULATIONS
  - Individuals with disabilities
  - Economically disadvantaged
  - Nontraditional enrollees
  - Displaced Homemakers
  - Single Parents
  - Limited English proficiency
Performance Report

PERFORMANCE MEASURE REPORTS

- Report Overview
- Report
Performance Report

Ohio Board of Regents

2008-2009 Postsecondary Statewide Perkins Performance Report

State: Ohio

Perkins IV CTE Student Counts

<table>
<thead>
<tr>
<th>Total CTE Participants (unduplicated)</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102,727</td>
<td>105,725</td>
</tr>
</tbody>
</table>

Perkins Core Indicators of Performance and Levels of Performance (Performance Targets)

For 2009 state performance targets for all postsecondary categories core indicators of performance have been negotiated with the U.S. Department of Education. FY 2010 postsecondary college performance targets will be negotiated in Autumn 2009. Sources of performance data is the Ohio Board of Regents Higher Education Information (HEI) data system, and administrative record exchanges with other data systems.

2009-2009 Secondary Indicators of Performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Actual State Performance Rate</th>
<th>State Performance Target</th>
<th>Met State Performance Target</th>
<th>Met 100% of State Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1 - Technical Skill Attainment</td>
<td>75.99%</td>
<td>74.80%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TP2 - Credential, Certificate, or Degree</td>
<td>41.24%</td>
<td>37.80%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TP3 - Student Retention or Transfer</td>
<td>66.03%</td>
<td>66.80%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TP4 - Student Enrollment</td>
<td>80.00%</td>
<td>79.80%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TP5 - Nontraditional Participation</td>
<td>21.63%</td>
<td>14.50%</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>TP6 - Nontraditional Completion</td>
<td>10.54%</td>
<td>10.50%</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

* If 95% of the state performance target is not met for any indicator performance, Ohio must submit an improvement plan to the U.S. Department of Education.

[Performance Report Content Continues]

Ohio Board of Regents Remarks
Performance Target Worksheet

Negotiating Local Targets for FY2010 & FY2011

- January 2010 for year 3 & 4
  - FY2010 & FY2011

- January 2011 for years 5 & 6
  - FY2012 & FY2013
**Ohio Board of Regents**

**Years 3-4 (FY10-FY11) Postsecondary Performance Targets Worksheet**

<table>
<thead>
<tr>
<th>Campus Name:</th>
<th>Institution Code</th>
<th>Run Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XXXX</td>
<td>Xxxx/xxxx</td>
</tr>
</tbody>
</table>

### Postsecondary Core Indicators of Performance

- **Technical Skill Attainment (TP1)**
  - Year 2 (FY10): 74.00%
  - Year 2 (FY10) College Minimum Performance Targets: 74.75%
  - Year 3 (FY11) College Agreed-Apon Performance Targets: 75.50%

- **Credential, Certificate or Degree (CP1)**
  - Year 2 (FY10): 37.00%
  - Year 2 (FY10) College Minimum Performance Targets: 38.25%
  - Year 3 (FY11) College Agreed-Apon Performance Targets: 39.00%

- **Student Retention or Transfer (SP1)**
  - Year 2 (FY10): 66.00%
  - Year 2 (FY10) College Minimum Performance Targets: 67.00%
  - Year 3 (FY11) College Agreed-Apon Performance Targets: 67.75%

- **Student Placement (AP1)**
  - Year 2 (FY10): 79.00%
  - Year 2 (FY10) College Minimum Performance Targets: 78.25%
  - Year 3 (FY11) College Agreed-Apon Performance Targets: 78.50%

- **Nontraditional Participation (NP1)**
  - Year 2 (FY10): 11.50%
  - Year 2 (FY10) College Minimum Performance Targets: 15.00%
  - Year 3 (FY11) College Agreed-Apon Performance Targets: 15.25%

- **Nontraditional Completion (CP2)**
  - Year 2 (FY10): 10.50%
  - Year 2 (FY10) College Minimum Performance Targets: 13.00%
  - Year 3 (FY11) College Agreed-Apon Performance Targets: 13.25%

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1. The Minimum Performance Targets were calculated by the State, based upon FY2009 performance data and State Performance Targets.
2. Enter the Proposed Performance Targets. These cannot be lower than the calculated Minimum Performance Targets. Contact your AFS Consultant if you need assistance with this.
3. The State enters the Agreed-Apon Performance Targets.
Performance Target Worksheet

- Local agencies must set specific performance targets for each core indicator and be responsible for meeting these targets.

- Campuses that meet or exceed 90% of annual approved performance targets for each indicator will be considered to be in compliance with Perkins accountability requirements.

- If you fail to meet at least 90 percent of an agreed-upon level of performance a notification letter will be sent to the campus.

- Performance Improvement Plan (PIP) must be completed.
Performance Improvement Plan (PIP) Letter of notification

Ohio Board of Regents
University System of Ohio

To: Perkins Coordinators
From: Tawanna Fields-Mphandu, Administrator, College & Career Transitions

Date:
Re: Perkins Performance Improvement Plan Required

The Carl D. Perkins Career and Technical Education Act of 2006 requires that recipients meet at least 90% of the local adjusted levels of performance for core indicators of performance. According to a review of your district's FY2008 data, your district is not in compliance with section 113(b)(4) Local Levels of Performance. During the FY2008 reporting year, your district did not meet its 90% level of performance for the following Performance Indicator(s):

(XXX) 

(XXX)
Performance Improvement Plan

FY2009 Ohio Perkins Performance Improvement Plan (Postsecondary)

College Name:

CTPD Number:

PERFORMANCE INDICATOR
List all indicators identified on your FY2008 Performance Report that did not meet at least 90% of the negotiated target percentage.

PERFORMANCE IMPROVEMENT PLAN
Detail the step(s) you will take to address the performance deficit(s) outlined under the Performance Indicator box. Include:

- The specific action you will take in FY2009 to improve performance for each indicator, considering an analysis of the disaggregated data found in your FY2008 Performance Report; and
- Who will be responsible (by position) for ensuring the plan is implemented.
Performance Improvement Plan Document

Performance Improvement Plan (PIP) document Process:

- Briefly describe specific action you intend to implement to improve performance
- Base your plan’s strategy on an analysis of the disaggregated data.
- Include who will be locally responsible for ensuring the plan is implemented
- Obtain signature
Performance Improvement Plan
Document cont.

- Email or mail the hard copy within thirty (30) calendar days of notification date
- Mail signed original to:
  Tawanna Fields-Mphande
  30 East Broad St., 36th Floor
  Columbus, Ohio 43215
- Possible Sanctions: If document is submitted after the deadline
Performance Improvement Plan

- If a state or local:
  - Fails to implement an improvement plan
  - Fails to make any improvement within a year after implementing plan
  - Fails to meet 90% of an indicator 3 years in a row

- Then,
  - State SHALL provide technical assistance
  - State MAY withhold funds (all or part)
  - District will be required to use funds to improve the performance of those programs that are not measuring up.
Perkins Monitoring
FY2010 Campuses To Be Monitored

Self Assessments are due from the following campuses:
- Central Ohio Technical College
- Columbus State Community College
- Cuyahoga Community College
- Eastern Gateway Community College
- Edison State Community College
- Lorain County Community College
- Rhodes State College
- Northwest State Community College
- Stark State College
- Washington State Community College
- Zane State Community College
- *Consortium: Terra Community College/ University of Toledo
FY2010 Campuses To Be Audited

**Cohort B**
- Central Ohio Technical College
- Columbus State Community College
- Edison State Community College
- Eastern Gateway Community College
- Washington State Community College
- Zane State College
FY2010 Tentative Travel Dates

- Central Ohio Technical College- April 27, 2010
- Columbus State Community College- April 28, 2010
- Edison State Community College- April 29, 2010
- Zane State College- April 30, 2010
- Washington State Community College- May 6, 2010
- Eastern Gateway Community College- May 7, 2010
Perkins Monitoring Process

Essential Evidence

- Essential evidence is defined as the fundamental expectations stated in Section 135 of the federal act and Ohio’s Five-Year Perkins Plan.
- Essential evidence must be kept on file or explain where this evidence can be obtained (i.e., course catalog via internet).
Perkins Monitoring Process

Perkins Monitoring Labels

- Perkins monitoring labels are aligned with the self-assessment
- The labels assist with the collection process
- Use the labels for filing the essential evidence
- Labels are not mandatory
Site Visits

- Two hour meeting
- Opportunity to address any issues or concerns
- Tour the building
- Seeking best practices primarily in Special Populations with a focus in non-traditional
Site Visit Report
Funding Requirements
Funding Formula

- How funding is distributed to states
- The split between secondary and postsecondary education
- The difference in adult and college funding
Funding Formula

- DATA SOURCES FOR CALCULATIONS

- CAREER TECHNICAL STUDENT CONCENTRATORS – Students in HEI who meet the federal postsecondary definition of a career technical concentrator (CTE programs are defined as associate applied degrees)

- PELL GRANT RECIPIENTS – Students in HEI who have been identified as Career Technical Student Concentrators and are eligible for Pell grants
Funding Formula

CALCULATING CAMPUS ALLOCATIONS

- Pell eligible concentrators/total estimated Pell eligible concentrators = campus % of state total

- Campus % of the state x total Perkins campus allocation = YOUR CAMPUS ALLOCATION
Annual Allocations

- FISCAL YEAR
- ELIGIBLE REQUIREMENTS
- DISBURSEMENT OF CAMPUS FUNDS
Comprehensive Continuous Improvement Plan (CCIP)

- The Comprehensive Continuous Improvement Plan (CCIP) is a grants application and verification system.
- Consist of two parts:
  - The Planning Tool contains the goals, strategies, action steps and district goal amounts for all grants in the CCIP.
  - The Funding Application contains the budget, budget details, nonpublic services and other related pages.
Allowable and Unallowable Cost
What costs are NOT eligible?

1. Student expenses or direct assistance to students *
2. College tuition, fees, books*
3. Entertainment
4. Awards and memorabilia
5. Individual memberships
6. Membership with orgs. that lobby
7. Fines and penalties
8. Insurance/self-insurance
9. Expenses that supplant
10. Audits except single audit
11. Contributions and donations
12. Contingencies
13. Facilities and furniture *
14. General advertising
15. Alcohol
16. Fund raising
17. General administration
18. Notebooks, pens, calendars, & folders
Allowable Expense

- Administrative Costs (5%)
- Operating Expenses
- Stipends
- Consultants
- Instructional Materials
- Travel
- Instructional Equipment
Example of Allowable Expense
Equipment

- The definition of “equipment” in EDGAR (34 CFR 80.1) aside, anything that your state defines as equipment (can be less than $5,000) needs to take into consideration.

- “General purpose equipment” is not allowed – A87 & A21 Selected Items of Cost.
Equipment cont.

- General purpose equipment include office equipment and furnishings, … reproduction and printing equipment,… automatic data processing equipment.”
- Definition – A87.15.a.(4) & A21 Section J.16.b(1)
- Restriction – A87.15.b.(1) & A21 Section J.16.b(1)
Travel

- Travel is allowable when it supports your approved grant or plan
- Meals, lodging, all the usual stuff is allowable, when approved
- Should be reasonable
Meeting and Conferences

- Cost of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental facilities, speakers fees, and other items incidental to such a meetings or conferences.
- Must be reasonable.
Membership and Professional Activities Cost

- Memberships for the state or district is OK – but not individuals

- Must be reasonably related to Perkins activities
Stipends

- Stipends may be paid to teachers or participants (no students) participating in in-service training or workshops if the following condition is met:
  - Genuine need to pay stipends (i.e. workshop conducted after school hours, weekends, or during summer)
Supplanting with Federal Funds

- Activities currently being funded by other sources do not qualify for Perkins IV funding
- Supplanting occurs when federal dollars replace what is typically paid for by local/state dollars to support career education programs and activities
Thank You