

PERKINS IV – QUICK REFERENCE GUIDE

The Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV), is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education programs. Each year under Perkins IV, Congress has appropriated more than \$1.1 billion dollars for grants to states, including the basic state grants (under Title I). Perkins IV requires all eligible recipients to submit an application (Local Plan) each year outlining the use of federal funds awarded under this law. To assist you with this process the South Carolina Office of Career and Technology Education (OCTE) has developed a wealth of resources for your career and technology education (CATE) planning. Find out more about Perkins IV at: <https://ed.sc.gov/instruction/career-and-technology-education/> or <https://cte.ed.gov/legislation/about-perkins-iv>

PERKINS IV – FREQUENTLY ASKED QUESTIONS

1. How is career and technical education defined?
Perkins IV defines career and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.
2. Where is career and technical education offered?
Career and technical education is offered in middle schools, high schools, community and technical colleges, and other postsecondary institutions.
3. What are allowable uses for Perkins IV funds?
Section 124 of Perkins IV describes required and permissible uses for funds by states. Section 135 of Perkins IV describes required and permissible uses of funds by local education agencies and postsecondary institutions.
4. Can states provide funding for academic courses as part of an approved local program of study?
No. Although the Perkins IV legislation defines a program of study to include both academic and career and technical education courses, only the career and technical education courses may be funded using Perkins dollars.
5. Can students receive Perkins IV funds directly to attend school and train for a career?
No. Students may not receive Perkins IV funds directly.

PERKINS IV ALLOWABLE AND UNALLOWABLE EXPENDITURES

This is not a complete list of allowable/unallowable costs as it relates to Perkins. The allowability of a particular expenditure should be determined by considering the grant's purpose, requirements of the Carl D. Perkins Act of 2006, and any pertinent Federal cost guidelines. All costs must be directly tied to the CATE program as approved in the local Perkins application plan. When in doubt, ASK!

ALLOWABLE EXPENDITURES

- Administrative costs (limited to 5%)
- Audit costs in accordance with the Single Audit Act (OMB Circular A 133)
- Career guidance and counseling (Non-EEDA Mandated position)
- Communication costs (publications, postage)
- Compensation for Instructors (salaries, wages, fringe benefits for first year)
- Contracted services
- CTSO advisor costs (advisor extra-duty pay/stipend, advisor travel, and instructional materials)
- CTSO student costs (conference registration fees and travel expenses)
- Curriculum development
- Displays, demonstrations, and exhibits of CATE coursework/projects
- Equipment for approved CATE instruction
- Excursions/extended learning opportunities tied directly to CATE coursework
- Indirect costs (limited to 5%)
- Instructional materials and CATE Coursework Textbooks
- Instructor travel, lodging, etc. for approved CATE travel identified in current year Perkins plan
- Marketing and outreach activities (newspapers, radio/TV, magazines)
- Meetings and conferences
 - Registration and travel. Must be properly documented and follow all basic cost principles - there is a significant burden of evidence required for meetings and conferences. When in doubt, ASK!
- 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)
 - 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 technology education courses)
- Rental/lease costs equipment
- Stipends
- Substitute teachers (salary and benefits)
 - 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 CATE coursework)

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 CATE)
- 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
- Contingency or “petty cash” funds
- Contributions and donations
- Copyrights/patents
- Dues/memberships to professional organizations or societies (for individuals)
- Entertainment
- Equipment or materials not used directly to teach skills to students
- Excessive installation costs for equipment purchased with Perkins funds
- Expenditures for adult/postsecondary programs using secondary funds
- Expenditures for CATE courses prior to the 7th grade
- Expenditures for non-approved CATE programs
- Expenditures that supplant
- Fines and penalties
- Food/drink
- Fundraising
- General, exploratory college tours/visits are unallowable
- 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)
- 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)

SECTION 135, CARL D. PERKINS ACT OF 2006

REQUIRED USES OF FUNDS

1. Strengthen the academic and career and technical skills of students participating in CATE programs, by strengthening the academic and CATE components of such programs through the integration of academics with CATE programs through a coherent sequence of courses, such as career and technical programs of study to ensure learning
2. link CATE at the secondary level and CATE at the postsecondary level, including by offering the relevant elements of not less than one program of study;
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 CATE, which may include—
 - a. training of CATE teachers, faculty, and administrators to use technology, which may include distance learning;
 - b. providing CATE 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 CATE, including—
 - a. in-service and pre-service 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 programs for teachers of CATE in public schools and other public school personnel who are involved in the direct delivery of educational services to CATE students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. internship programs that provide relevant business experience; and
 - d. programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. develop and implement evaluations of the CATE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. initiate, improve, expand, and modernize quality CATE programs, including relevant technology;
8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CATE programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

SECTION 135, CARL D. PERKINS ACT OF 2006

PERMISSIVE USES OF FUNDS

As long as all required uses are being addressed, a recipient may use Perkins funds for the following permissive uses:

1. to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of CATE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 - a. to provide career guidance and academic counseling for students participating in CATE programs, that—
 - b. 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
 - c. provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
2. 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 CATE programs;
 - b. adjunct faculty arrangements for qualified industry professionals; and
 - c. industry experience for teachers and faculty;
3. to provide programs for special populations;
4. to assist career and technical student organizations;
5. for mentoring and support services;
6. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support technical skill achievement;
7. for teacher preparation programs that address the integration of academic and CATE and that assist individuals who are interested in becoming CATE teachers and faculty, including individuals with experience in business and industry;
8. to provide activities to support entrepreneurship education and training;
9. for improving or developing new CATE 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
10. to develop and support small, personalized career themed learning communities;
11. to provide support for family and consumer sciences programs;
12. to support training and activities (such as mentoring and outreach) in nontraditional fields;
13. to provide support for training programs in automotive technologies;
14. to support other CATE activities that are consistent with the purpose of the Perkins Act.

BASIC COST PRINCIPLES

In addition to the required and permissive uses outlined in Section 135 of the Carl D. Perkins Act of 2006, all expenditures of Perkins funds must meet the basic cost principles outlined in the Office of Management and Budget (OMB) Circulars, the most current of which being 2 CFR 200 (the “Super circular”). The cost principles of 2 CFR 200 are the basic guidelines describing permissible ways federal funds may be spent. The expenditure of Perkins funding is further regulated by the Education Department General Administrative Regulations (EDGARs). **The general principles 2 CFR 200 state that for costs to be allowable, they must be:**

- **Reasonable and necessary** (meaning that, for example, sound business practices were followed, and purchases were comparable to market prices);
 - A cost may be reasonable if the nature of the goods or services acquired and the amount involved reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made.
- **Allocable to the federal award** (meaning that the federal grant program, in this case Perkins, derived a benefit in proportion to the funds charged to the program – for example if fifty percent (50%) of an instructor’s salary is paid with Perkins funds, then that instructor must spend at least fifty percent (50%) of his or her time on a Perkins program);
- **Legal under state and local law;**
- **Properly documented** (and accounted for on a consistent basis with generally accepted accounting principles);
- **Consistent with the provisions of the grant program** (the Carl D. Perkins Act of 2006); and
- **Not used for cost-sharing or matching any other grant agreement.**