

Georgia Department of Education

Career, Technical and Agricultural Education

Georgia's Guidelines for Use of Perkins IV Funds

*Includes Required and
Permissive Uses of
Perkins IV Funds*

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Georgia's Guidelines for Use of Perkins IV Funds

General Authority

The primary use of Perkins funds received by the eligible recipient is to improve or expand career education and improve student academic and technical performance. Perkins IV cannot be used *to maintain* career education program.

Allocations

The formula for determining the allocation of Perkins IV funds is established in Federal legislation.

Consortium Guidance from Perkins IV

Sec 131 (Secondary) provides the following guidance on consortia

Consortium Requirements:

1. ALLIANCE -- Any local education agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 is encouraged to -
 - A. form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;
 - B. operate programs that are of sufficient size, scope, and quality to be effective.

2. FUNDS TO CONSORTIUM.—Funds allocated to a consortium formed to meet the requirements of the subsection shall be used only for purposes and programs that are mutually beneficially to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only 1 member of the consortium.

Data.—The Secretary shall collect information from eligible agencies regarding the specific dollar allocations made available by the eligible agency for career and technical education programs under subsections (a), (b), (c), (d), and (e) and how these allocations are distributed to local educational agencies within the State in accordance with this section.

Allocation of Funds Within a Consortium

The allocation of the Perkins Grant must be done at the consortium level. The consortium CANNOT “grant back” the money to the individual schools. The legislation is very clear that a grant back situation can cause the entire amount to be reclaimed by the US Department of Education.

Example: If a school generates \$5,600 through the formula and cooperates with a consortium, they are not guaranteed \$5,600 to be spent on their career education programs. The consortium must review the career education needs of all the schools and allocate the money on business education, then all business education programs in the consortium must have the opportunity to participate.

The consortium members must have input on the allocation of funds. Any equipment or instructional materials purchased remain the property of the consortium and must be clearly identified as such.

Reallocation of Perkins Funds

Federal funds that are not applied for as of September 1 of the current fiscal year will be

reallocated by formula for use during the current or following fiscal year to Local Education Agencies (LEA's) with application approved for federal funding.

SUPPLANTING vs. Supplementing

Local Education Agencies must provide all the state and local fund needed to operate in the absence of federal funds. (i.e. routine operating expenses such as building maintenance and repairs, landscaping and custodial service, basic teacher and student equipment and supplies).

Grantees may not use federal funds to pay for services, staff, programs or materials that would otherwise be paid for with state or local funds.

Grant recipients must monitor expenditures to ensure that Perkins IV federal funds are not supplanting the general requirements of local education agencies. The law is designed to ensure that federal funds pay for something extra, not day to day operational costs.

Presume supplanting:

- Use Perkins funds to provide services the recipient is required to make available under other federal, state or local laws
- Use Perkins funds to provide services the recipient provided with state or local funds in the prior year
- Sec. 311. Fiscal Requirements- 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.
 - Use of Perkins Funds to pay for any expense that was previously paid by the local school district is considered supplanting. This may include: salaries, textbooks stipends, equipment, etc.
 - Perkins grant funds may not result in a reduction in state or local funding that would have been available to conduct the activity had federal funds not been received. Federal funds may not free up state or local dollars for other purposes, should create or augment the program to an extent not possible without federal dollars. You must be able to demonstrate that federal funds are added to the amount of state and local funds that would, in the absence of federal funds, be made available for uses specified in your plan.

The Nine Mandated Activities for Use of Perkins IV Funds (Section 135(b))

Required Elements and Guidelines for Georgia's CTAE Programs of Study

Note: Eligible recipients must first satisfy the nine Perkins IV mandated activities before any expenditure of funds are permitted for permissive activities [Sec. 135(c)]. However, required activities may also be accomplished through other federal, state, or local funding sources.

“(a) General Authority. - Each eligible recipient that received funds under this grant shall use such funds to improve career and technical education programs.

“(b) Requirements for Uses of Funds. - Funds made available to eligible recipient under this grant shall be used to support career and technical education programs that-

Strengthen academic and career education

“(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 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 Education Act of 1965); and

“(B) career and technical education subjects;

Approved CTAE pathways shall reflect a coherent and focused sequence of courses based on industry standards, (e.g., local advisory committee endorsement, adoption of career cluster program of study plan).

Perkins IV LEA Local Plan Core Indicators

Should an eligible recipient fail to meet 90% of one of the Perkins core indicators, the recipient shall—

In the first year of failing to meet one of the performance measures, implement an improvement plan to specifically address the performance deficiency;

If the same performance deficiency continues for a second year, update and continue the improvement plan and direct Perkins IV funds toward addressing the performance deficiency; and

If the same performance deficiency continues for the third year, update and continue the improvement plan and the Georgia Department of Education will direct activities and local

Perkins funding until the performance deficiency is corrected.

All Aspects of Industry

“(2) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;

Approved CTAE Program shall provide the student with instruction beyond occupationally specific skill attainment to include how a specific career fits into the larger system of an industry.

Approved CTAE Program with a work-based learning component should contribute to a student satisfying the diploma requirement.

Technology

“(3) 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;
“(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;

Technology-based equipment, software, and instructional material shall explicitly contribute to student academic attainment, with specific attention to mathematics and science, and technical skill attainment.

Technology-based equipment, software, and instructional material purchases shall be limited to approved CTAE Programs that lead to high skill, high wage, or high demand occupations in current or emerging careers.

Funds may be used for professional development activities to train teachers to implement technology.

Professional Development

“(4) To provide in service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Topics include effective integration

of academics and CTE effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.

Participating LEAs are allowed to form a state wide consortium to provide maximum professional development services to its members. As a participating member, the system agrees that the rules and regulations set up by the consortium identified as Career, Technical and Agricultural Education Resource Network (CTAERN) will be followed. It is understood that the consortium is composed of member school systems (LEAs) and is governed by an Advisor Board that includes representatives from member systems and the Georgia Department of Education.

Evaluations

“(5) develop and implement evaluations of the career and technical education programs carried out with funds under this title

National assessments identified by the CTAE unit of GaDOE as meeting end of pathway requirements should be used by LEAs to meet the guidelines of Perkins legislation. The phase-in process is developed to ensure complete coverage of all identified pathways over the next four years.

Improving and Expanding CTE

“(6) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

Relevant technology, equipment and related instructional material and supply purchases are eligible expenditures as long as there is a direct and explicit connection between the purchase of such items and increasing student academic knowledge and technical skill attainment in the CTAE Program. However, these should not be supplies that a school generally provides.

Sufficient Size, Scope & Quality

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

CTAE Programs that are designated as approved, meet the criteria of “sufficient size, scope, and quality to be effective” by having being approved by the Georgia State Board of Education.

Education and Business Partnerships

“(8) 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);

Georgia LEAs applying for funding shall implement and offer one CTAE Program of Study by September 2008 and follow an annual increase implementation process.

Aligned or articulated secondary-postsecondary CTAE Programs shall operate under an articulation agreement.

Each approved articulation agreement shall explicitly identify (1) how the secondary CTAE program aligns or articulates to a postsecondary CTAE program in the same program of study in a nonduplicative way; and 2) what opportunities are provided a student to earn or transcript dual or concurrent credit.

Partnerships will submit an application of activities and timelines for implementing a strategic plan that includes these five components: (1) programs of study and career pathways; (2) community teaming; (3) postsecondary credits opportunities; (4) professional development; and (5) career development.

Special Populations

“(9) 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, or high demand occupations that will lead to self-sufficiency

Analyze disaggregated CTAE student performance to identify and design activities that support special populations in meeting Perkins IV performance measures.

Review special population student pre-requisite—not remedial—requirements that equip students with the readiness skills to be successful.

Special population student support for individuals already enrolled in a CTAE Program as described above is a required activity for the use of Perkins funds.

USE OF PERKINS FUNDS FOR REQUIRED AND PERMISSIVE ACTIVITIES

Funds made available to an eligible recipient (LEA) may be used for improving, enhancing, and expanding CTAE Programs of Study. All aspects of the use of Perkins IV funds must be supported by data, rationale, a local improvement plan, and the District must have the capacity to measure student/program improvement resulting from the use of these funds.

<p>Education and Business Partnerships and Collaboration</p>	<ul style="list-style-type: none"> ➤ To involve parents, businesses, and labor organizations as appropriate. All grantees are required to have an active advisory committee; these committees may be shared between programs; ➤ For local education and business partnerships; ➤ Summer internships for teachers/counselors/administration(participants may not receive a stipend if under contract).
<p>Career and Technical Student Organizations (CTSO)</p>	<p>Each program is expected to have student leadership identified.</p> <p>To assist career and technical student organizations in leadership activities;</p> <ul style="list-style-type: none"> ➤ Advisor travel to conferences/competitions/leadership activities; ➤ Support of student CTSO organization instruction that is an integral part of the CTAE Program of Study ➤ Instructional supplies, materials, and equipment needed to support a student organization as <i>an integral part of the CTAE Program</i>. <p>Non-Allowable</p> <ul style="list-style-type: none"> ➤ Lodging, food, conveying or furnishing transportation to conventions and other gatherings of CTSO students ➤ Purchase of supplies, jackets and other effects for personal ownership or usage ➤ Cost of non-instructional activities such as athletic, social or recreational events ➤ Printing and disseminating of non-instructional materials ➤ Purchase of awards for recognition of students, advisors or other individuals.

<p>Equipment: “an article of nonexpendable, tangible personal property having a useful life of more than one year.”</p>	<p>All equipment purchased with Perkins IV funds must be for student use or utilized in instructing students in the CTAE Program</p> <p>Equipment purchased solely for administrative/teacher use is not allowed.</p> <p>Leasing, purchasing, upgrading or adapting equipment, including instructional aides; ➤ Equipment over \$5,000 must be pre-approved.</p> <p>Supplanting rules apply</p>
<p>Equipment must be “allowable” and Improve Student Performance.</p>	<p>Purchased early enough in the school year to enable an increase in student performance during the fiscal year purchased.</p>
<p>Equipment Maintenance</p>	<p>Maintenance of equipment purchased with Perkins IV funds is allowable as long as the expenditures adhere to the budget guidance.</p>
<p>Equipment Labeling and Inventory</p>	<p>The local school district must inventory any equipment purchased with Perkins IV funds. All equipment must be marked with a permanent marker or permanent label indicating grant source, year of purchase, school name and program area. Inventory documentations are required; equipment must be removed if the program is no longer active.</p>
<p>Equipment Shared with Disciplines Other Than CTAE</p>	<p>The primary use of equipment purchased with Perkins IV funds should be used by students who are enrolled in CTAE Programs. After the needs of the CTAE students are fully met, non-CTAE students can use the equipment.</p>
<p>Supplies</p>	<p>Costs incurred for materials, supplies and fabricated parts necessary to carry out a CTAE course activity/requirement are allowable. However, supplanting requirements must be addressed.</p> <p>Not allowed: consumable supplies to be made into products to be sold or to be used personally by students, teachers, or other persons.</p>
<p>Facility Construction</p>	<p>Renovation of the school facility cannot be funded by the Perkins IV grant.</p>

Professional Development	<p>Professional Development activities:</p> <ul style="list-style-type: none"> ➤ Are high quality, sustained, intensive and classroom focused and a part of a professional development plan ➤ Will help teachers and personnel improve student achievement ➤ Will help teachers and personnel: stay current with all aspect of an industry; effectively develop rigorous and challenging integrated curricula (jointly with academic teachers, to the extent practicable, develop a higher level of academic and industry knowledge and skills. <p>Academic Integration</p> <ul style="list-style-type: none"> ➤ Expenses directly related to academic integration tied to Perkins Core Indicators (i.e., Math in CTAE).
Teacher Travel to National/State Conferences	<p>Teacher travel to national and state professional development conferences such as the National Business Educator’s Association is an allowable expense if the documentation denotes that it meets the Perkins IV requirements for Professional Development. Conference attendees are responsible to share information with other staff to make improvements to curriculum and in an effort to improve overall program quality.</p>
CTAE Professional Organization Memberships	<p>Not Allowed</p> <ul style="list-style-type: none"> ➤ Costs of individual memberships in organizations ➤ Funds awarded to organizations engaged in lobbying
CTAE Support Staff Salaries	<p>Perkins IV funds may be used to pay support staff salaries to start up a program and may continue for a maximum of three years. Prior approval of support staff is required by GaDOE CTAE Accountability Unit. School support staff that is maintained beyond the three-year period will be held accountable for supplanting, as ongoing staffing is a responsibility of the local education agency.</p>

Middle School Students	Georgia does not allow Perkins IV funding specifically for CTAE students in the middle schools below grade 7.
Career Guidance	To provide career guidance and academic counseling for students participating in CTAE Programs.
Training in CTAE identified Non-Traditional fields.	<ul style="list-style-type: none"> ➤ To support training and activities in non-traditional fields; ➤ For mentoring and outreach in non-traditional fields.
Support for Special Populations	<ul style="list-style-type: none"> ➤ Leasing, purchasing, upgrading or adapting equipment or instructional aides or devices to support the attainment of skills in the classroom and; ➤ Testing materials.
Capital Expense	<p>Not Allowable</p> <p>(1) Capital Expenditures" means expenditures for the acquisition costs of capital assets (non-instructional equipment, building, land), or expenditures to make improvements to capital assets that materially increase their value of useful life.</p> <p>(2) Acquisition cost means the cost of the asset including the cost of modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it was acquired.</p>

NON-ALLOWABLE USE OF FUNDS

- Funding activities that would supplant (replace) requirements of LEA
- Remedial courses
- Acquisition of equipment for personal use
- Expenditures for students not enrolled in CTAE Programs
- Capital Expenditures
- Consumable supplies to be made into products to be sold or to be used personally by students, teachers, or other person
- Subscriptions to magazines or journals not directly related to CTAE programs of study
- Contingency or "petty cash" funds
- Contributions and donations
- Dues, memberships to professional organizations or societies for individuals
- Equipment and supplies for building maintenance
- Fines and penalties
- Standard classroom furniture not unique to instruction program
- Furniture, files and equipment used by the teacher unless it is an integral part of an equipment workstation or to provide reasonable accommodations to CTAE Program students with disabilities
- General storage files or cabinets not designed to store specific tools or equipment
- Gifts, door prizes, etc.
- Instructional aids, uniforms, tools or other items to be retained by students
- Interest and other financial costs (not CTAE related)
- Leasing vehicles, car rentals, etc.
- Meals, banquets entertainment except as allowable under travel regulations
- Promotional materials such as T-shirts, pens, cups, key chains
- Tuition costs, university fees, distance learning fees
- Vehicles such as automobiles, trucks, buses, airplanes, boats, golf carts, motorcycles, trailers, and tractors.
- Travel outside of the US (except by prior approval of GaDOE CTAE Accountability Unit)