



CAREER AND TECHNICAL
EDUCATION

CARL D. PERKINS CAREER &
TECHNICAL EDUCATION
IMPROVEMENT ACT

FISCAL YEAR 2019

Perkins Funding
Application Guide

Introduction

The purpose of the “Carl D. Perkins Career and Technical Education Act of 2006” (Perkins IV) is to develop more fully the academic, career and technical skills of students enrolled in career and technical education programs by

- building on the efforts of states and localities to develop challenging academic and technical standards, and to assist students in meeting the 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 technical instruction, and that link secondary and postsecondary education for participating students;
- increasing flexibility in providing services and activities designed to develop, implement and improve career and technical education;
- conducting and disseminating national research and information on best practices;
- providing technical assistance that promotes leadership and professional development and improves the quality of career and technical education faculty, administrators, and counselors;
- supporting partnerships among educational levels, business and industry, and local workforce investment boards;
- providing individuals with opportunities throughout their lifetimes to develop the knowledge and skills needed to keep the United States competitive

The Utah State board of Education is the sole state agency that administers grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds by both entities to assure that the intent of the law is being met within the schools receiving Perkins funding. Although Congress identifies the minimum requirements for funding use, the Utah State Board of Education have the authority to raise the standards. This helps assure that schools are using funds for program development and improvement rather than maintenance.

Purpose:

Each eligible secondary and post-secondary school requesting funding from the 2006 Carl D. Perkins Career and Technical Education Improvement Act must submit an application to the Utah State Board of Education. General eligibility guidelines are listed in the “eligibility” section below. This Application does not contain all encompassing information but provides a general summary of aspects of CTE grant information that will assist the CTE Director.

Eligibility

To be eligible to be approved for Perkins funding, the school, district or college must:

- have submitted a written Five-Year/Multi-Year Plan;
- have at least one currently approved career and technical education (CTE) program (Information concerning the program approval/re-approval process can be found on the USBE website:);
- have at least one approved program of study (POS);
- have submitted the required FY17 Utah Perkins Data Review to the Utah State Board of Education (USBE) for the 2017-2018 school year (this does not apply to school districts who did not conduct approved CTE programs in the prior school year); and
- have a minimum federal gross allocation greater than \$15,000 on the secondary level or a minimum federal gross allocation equal to or greater than \$50,000 on the postsecondary level. Postsecondary institutions with state funding may submit a grant application regardless of the state funding level.

Consortium Requirements

A consortium shall operate only joint projects that serve all districts/institutes participating in the consortium. Funds allocated to a consortium shall be used only for purposes & programs that are mutually beneficial 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 the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet eligibility requirements.

Local Five-Year/Multi-Year Plan

A local plan is required as specified in the Perkins Act. The plan outlines the long-range goals of the grantees and indicates any areas of concentration in the instructional programs. It lays the foundation for the annual funding applications to conduct activities to accomplish the long-range goals.

Eligible recipients should review their Five-Year/Multi-Year goals and objectives carefully to determine if they remain consistent with the recipient's CTE programs and needs. As required by the Act, the local plan must:

- Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;
- Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;
- 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 career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education 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 [8]

ii) career and technical education subjects;

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

D) ensure that students who participate in such career and technical education 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 career and technical education 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);

- Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
- Describe how parents, students, academic and career and technical education 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 career and technical education 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;
- Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
- Describe how the eligible recipient will—
 - A) Review career and technical education 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;
 - Describe how individuals who are members of special populations will not be discriminated against based on their status as members of the special populations;
 - Describe how funds will be used to promote preparation for non-traditional fields;
 - Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
 - Describe efforts to improve—

the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under- represented in the teaching profession; and

B) the transition to teaching from business and industry.

Eligible Agency Responsibility

Eligible agencies are responsible for reviewing Perkins guidelines in addition to all federal and state regulations. Eligible agencies are also responsible for monitoring the status of their application, reviewing all USBE application feedback throughout the review and approval process and responding to requests for revisions in a timely manner.

USBE communicates with local recipients regarding the status of Perkins Grant applications, amendments, and final reports. Such communication is with the eligible agency only and utilizes the contact information provided in the Perkins grant application. Eligible agencies are responsible for maintaining updated contact information in the application.

Perkins Administration

While titles may vary, each institution is required to have a designated Perkins Administrator. The Administrator has certain responsibilities that are essential to the institution's successful attainment of the Perkins Core Indicators of Performance and the relationship with Utah State Board of Education's CTE staff. These responsibilities include, but are not limited to, the following:

- Be knowledgeable of the Utah's Perkins processes.

- Prepare the Perkins application (in collaboration with district/college faculty, staff and relevant support service providers).
- Serve as a central point of contact for communications concerning the Perkins grant.
- Engage in technical assistance meetings as needed.
- Prepare all documents and reports as required for programmatic monitoring.
- Be knowledgeable of additional Perkins-funded grants.
- Submit all necessary reports.
- Be knowledgeable of CTE data and performance.
- Maintain fiscal integrity in the use of Perkins funds.
- Attend all mandatory and otherwise necessary professional development workshops

Accessing Funds & General Funding Guidelines

Federal funds shall be disbursed to the awardee on a reimbursement basis only. Perkins is a one year (12 month) grant with no carryover. **Final reimbursement requests must be submitted no later than August 1st of the next fiscal year.** To ensure reimbursement, both fiscal and programmatic administrators should be conscious of funding deadlines. These deadlines are specific to the Perkins grant. Deadlines for other grant opportunities made available by Utah State Board of Education may vary. Reimbursement requests should be submitted on a quarterly basis. Please review the following **sample** schedule:

Quarter 1	July - September	October 30 th
Quarter 2	October - December	January 30 th
Quarter 3	January - March	April 30 th
Quarter 4/Final Reimbursement	April – June	July 30 th

Use of Funds

Funds available to your school are based upon a formula mandated in the Carl D. Perkins Career and Technical Education Act of 2006. There are two categories of fund usage: required and permissible. If the application successfully addresses each of the required activities, you may request, with justification, that permissible funds be used to fund a project.

All districts and consortium that handle any Perkins funds are required to have written documentation (electronic or paper format) of their processes and procedures for management and handling of those funds.

Perkins legislation identifies nine required activities for which funds are to be used in your district. Each of the activities identified on the following pages must be addressed in the application and included in the budget. Funding focuses on the continued improvement of programs and pathways, not the maintenance of current programs. An example of program maintenance would be a request to pay a counselor's salary, the same salary that has been paid for the past three years. Continuous improvement includes increased student achievement in current programs, the development and implementation of new state of the art programs focusing on high-skill, high-wage or high-demand occupations, integrated curriculum and assessment design, and high quality, sustained, and intensive professional development activities for school personnel that enrich their knowledge and skills and directly relates to changes in technology, increased student achievement and/or program improvement.

While Eligible agencies make decisions as to how allocated funds will be disbursed to support the required uses of funds, consideration should be given to size, scope and quality and the impact each will have on the performance (intended outcomes). The definitions for size, scope and quality are:

- **Program Quality:** Program must;

- o Incorporate State approved standards
- o Submit to State approved evaluations, or assessments
- o Implement a continuous program improvement process approved by the State
- o Achieve performance targets established for Perkins core indicators

- **Program Scope:**

- o Courses must include rigorous, coherent CTE content aligned with challenging academic standards.
- o Links, or pathway maps, must exist between the secondary and postsecondary CTE programs of study.

- **Program Size:** Program must;

- o Include a State Recognized Program of Study containing a coherent sequence of courses (Sec. 3 (5) , Sec 122 (c) (1) (A))Sec 134 (b) (3)) ☐ Secondary – Provide at least two CTE Areas of Study, six CTE Courses, one CTE Student Organization (CTSO) and one of the CTE Pathways recognized by the State ☐ Postsecondary – 2 year CTE associate degree, 1 year certificate programs, and programs of 600 hours or more approved by the Board of Regents, programs of 360 hours or more leading to industry certifications, plus other programs specifically approved by the State.
- o Provide an opportunity for students to become CTE Pathway Completers
- o Identify and report a substantial number of CTE concentrators and Pathway Completers each year

Required Use of Funds (Mandatory)

- (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;
- (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 pre-service training on 20 USC 2355.
 - (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 career and technical education in public schools and other public-school personnel who are involved in the direct delivery of educational services to career and technical education 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 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;
 - (7) initiate, improve, expand, and modernize quality career and technical education 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 career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissible Use of Funds

If all nine of the above requirements have been met with objectives described in your application, you may request funding for other areas in need of improvement. Again, this must be a request for funding to enhance, expand or improve a program in order for the request to be considered. Permissible uses of funds requests must identify how the funding will be used. For example, if the funding is requested for mentoring and support services, you must identify the type of service, number of students to be served, etc. Perkins legislation identifies 20 permissible uses of funds. They are listed below.

- (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 to 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 who are 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 to not less than 1 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.

State Leadership Activities (Required & Permissive Use of Funds at the Local Level)

Required Uses of Funds:

1. An assessment of the CTE programs carried out with Perkins funds under this title, including special focus on meeting the needs of special populations.
2. Developing, improving or expanding the use of technology in CTE, that may include personnel training, providing CTE students the skills needed for entry into the technology fields, or encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
3. Professional development programs, including initial teacher preparation, for CTE teachers, faculty, administrators, and career guidance and academic counselors at all levels, that:
 - Provide in-service and preservice training on effective integration (provided jointly with academic teachers to the extent practicable), teaching skills based on research, practices, to improve parental and community involvement; and use of scientifically based research and data.
 - Are high-quality, sustained, intensive and classroom-focused in order to have an impact on classroom instructions, and are not one-day or short-term workshops or conferences.
 - Will help teachers and personnel to improve student achievement.
 - Will ensure that teachers and personnel stay current with the needs, expectations, and methods of industry; can 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, and effectively use applied learning.
 - Are coordinate with the teacher certification or licensing and professional development activities that the state carries out under the Elementary and Secondary Education Act (ESEA) and the Higher Education Act.
4. Supporting CTE programs that improve the academic and career and technical skills of CTE students through the integration of academics and CTE.
5. Providing preparation for nontraditional fields in current and emerging professions, and other activities that expose students, including special populations, to high-skill, high-wage occupations.
6. Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete programs of study.
7. Serving individuals at state correctional institutions that serve individuals with disabilities.

8. Supporting programs for special populations that lead to high-skill, high-wage, or high-demand occupations.
9. Technical assistance for local recipients.

Permissible Uses of Funds:

1. Improvement of career guidance and academic counseling programs that assist students in making informed decisions, including encouraging secondary and postsecondary students to graduate with a diploma or degree; and exposing students to high-skill, high-wage occupations and nontraditional fields.
2. Establishment of agreements, including articulation agreements, between secondary and postsecondary CTE programs in order to provide postsecondary opportunities for students, such as through Tech Prep programs.
3. Support for initiatives that facilitate the transition of sub baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
4. Support for career and technical student organizations.
5. Support for public charter schools operating CTE programs.
6. Support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry.
7. Support for family and consumer sciences programs
8. Support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements.
9. Support to improve or develop new CTE courses and initiatives, including career clusters, career academies, and distance educations, that prepare individuals for high-skill-high-wage or high-demand occupations.
10. Awarding incentive grants to eligible recipients for exemplary performance.

11. Providing activities to support entrepreneurship education and training.
12. Providing CTE programs for adults and school dropouts to complete secondary education, in coordination, to the extent practicable, with activities under the Adult Education & Family Literacy Act.
13. Providing assistance to individuals who have participated in CTE to continue their education or training or find jobs.
14. Developing valid and reliable assessments of technical skills
15. Developing and enhancing data systems to collect and analyze data on academic and employment outcomes.
16. Improving the recruitment and retention of CTE teachers, faculty, administrators and career guidance and academic counselors, including individuals in underrepresented groups and transition to teaching from business and industry.
17. Support for occupational and employment information resources such as those described in Section 118.

Supplement Not Supplant

Perkins funds should supplement, not supplant, non-federal funds expended for career & technical education activities. Supplanting is presumed to occur in the following three circumstances:

An eligible recipient uses Perkins funds to provide services that the recipient:

- (1) Was required to make available under other federal, state, or local law, except as permitted by Section 324(c) of Perkins IV
- (2) provided with non-federal funds the year prior
- (3) provided with non-federal funds for non-CTE students but charged to Perkins for CTE students/teachers

It is very important the provider maintain good fiscal records to document that federal funds supplement rather than supplant funding.

Allowable & Unallowable Expenditure Examples

The chart below is a sample list of allowable & unallowable expenditures regarding Perkins Funding. Please note this list is not all-inclusive. Please contact Camille Clarke, Camille.Clarke@schools.utah.gov or Wendi Morton, Wendi.Morton@schools.utah.gov.

ALLOWABLE	UNALLOWABLE
ADMINISTRATION COSTS UP TO 5% (INCLUDES ICR-INDIRECT COST RATE)	ADVERTISING AND PUBLIC RELATION
CAREER COACH AND/OR CAREER DEVELOPMENT FACILITATOR	
YOU CAN PAY COSTS TO INITIATE A NEW PROGRAM OF STUDY IN AN EMERGING PROGRAM AREA FOR TYPICALLY NO MORE THAN 3 YEARS	PAYING A CTE TEACHER'S ONGOING SALARY
PAY FOR CTSO CHAPTER ADVISOR TRAVEL, LODGING, REGISTRATION, ETC... WHEN ACCOMPANYING CTSO STUDENTS.	PAY FOR ANY RELATED STUDENT COSTS TO CTSO EVENTS.
INSTRUCTIONAL SUPPLIES AND MATERIALS, SOFTWARE, ETC. AND OTHER EQUIPMENT FOR STUDENT USE IN CTE COURSES.	PAYING TUITION FOR STUDENTS OR TEACHERS
TRANSPORT STUDENTS IN CTE PROGRAMS ON FIELD TRIPS.	CONSUMABLE ITEMS SUCH AS PAPER, INK, GROCERIES, WELDING GASES OR RODS, LUMBER, NAILS, ETC.
TEXTBOOKS CAN BE ORDERED WITH PERKINS FUNDS FOR NEW COURSES <u>ONLY</u> .	TO PURCHASE ITEMS SUCH AS MUGS, T-SHIRTS, PENCILS, PLAQUES, ETC. TO PROMOTE CTE PROGRAMS.
LEASED EQUIPMENT USED FOR CTE COURSES.	COMMENCEMENT COSTS
CTE CAREER GUIDANCE AND COUNSELING	
CONFERENCES/WORKSHOPS-HOSTING/SPONSORING	CONTRIBUTIONS AND DONATIONS
CERTIFICATIONS FOR SKILL ATTAINMENT OF STUDENTS	ENTERTAINMENT COSTS
PROFESSIONAL DEVELOPMENT FOR CTE EDUCATORS	EXPENDITURES FOR CAREER EDUCATION PRIOR TO THE 7 TH GRADE
SUBSCRIPTION AND SOFTWARE LICENSURE PURCHASES FOR CTE PROGRAMS (YEARLY BASIS)	EXPENDITURES THAT SUPPLANT
SUBSTITUTE PAY FOR TEACHERS ATTENDING PROFESSIONAL DEVELOPMENT	
WARRANTIES WHEN EQUIPMENT IS PURCHASED	EQUIPMENT MAINTENANCE OR REPAIR
	FUNDRAISING
PAYING STIPENDS FOR ATTENDING PD NOT ON CONTRACT	GIFTS
ADVISORY COMMITTEE	NORMAL CLASSROOM TECHNOLOGY(INCLUDING NON-INSTRUCTIONAL FURNITURE)
ALLOWED ONLY FOR GRADES 7-12	MENTOR COSTS FOR CTE TEACHER
	START UP EQUIPMENT

Basic Cost Principles

In addition to adhering to the required & permissive uses of funds as outlined above and in the Perkins Act, all expenditures made by recipients with federal Perkins funds must meet the basic cost principles delineated in 2 CFR, Part 220, and 2 CFR, Part 225. Part 225 establishes cost principles for state local and Indian tribal governments and 2 CFR, Part 220 establishes cost principles for educational institutions. These cost principles are the basic guidelines describing permissible ways federal funds may be spent.

The general principles in 2 CFR, Part 225 & 2 CFR, Part 220 state that for costs to be allowable, they must be:

- Reasonable & necessary (I.E. sound business practices were followed & purchases were comparable to market prices).
 - A cost may be reasonable if the nature of the good 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. (Review, 2 CFR, 225)
- Allocable to the federal award (I.E. the program derived a benefit in proportion to the funds charged to the program. If a teacher's salary is 50% Perkins funds, then that teacher must spend at least 50% of his/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
- Not used for cost-sharing or matching any other grant agreement

Using Perkins Funds for Instructional Materials, Software and/or Equipment

The Perkins Act of 2006, Section 135, provides the legal definitions for the required & permissive use of funds to support career & technical education. Grant funds from Perkins IV can be used to purchase instructional materials, software, and/or equipment to improve, modernize, or expand career & technical education offerings. In addition to this Section of the Law, the U.S. Department of Education has provided non-regulatory guidance to clarify the Congressional intent of certain situations.

Any instructional materials, software and equipment (both <\$5,000.00 and >\$5,000.00 per item) must be justified according to their ability to modernize, improve or expand the career and technical education offerings and align them with current industry standards and expectations.

Instructional Materials, software and/or equipment must enhance instruction for students to gain knowledge and skills that meet industry standards and expectations in high wage, high skill and high demand occupations. Instructional materials, software or equipment that is used in hobby, craft or leisure arts courses are not approvable for reimbursement

It is not permissible to buy residential grade equipment and seek Perkins reimbursement. Any equipment purchased (both <\$5,000.00 and >\$5,000.00 per item) must be industry grade and quality to be eligible for reimbursement.

Applicable Law

The following is a listing of regulations applicable to Perkins Programs:
Education Department General Administrative Regulations
<https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Part 77 (Definitions that Apply to Department Regulations).

§34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).

§34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments).

§34 CFR Part 81 (General Education Provisions Act— Enforcement).

§34 CFR Part 82 (New Restrictions on Lobbying).

§34 CFR Part 84 [Government Requirements for Drug-Free Workplace (Financial Assistance)].

§34 CFR Part 85 [Government wide Debarment and Suspension (Non-procurement)].

§34 CFR Part 86 (Drug and Alcohol Abuse Prevention).

§34 CFR Part 99 (Family Educational Rights and Privacy).

Local Application Process (FY19)

Eligible Agencies will need to review & submit the following for FY19 Formula Funding:

- 1) **Cover Letter**: A brief cover letter explaining the eligible agency's intention to **either extend or amend its' current Local Plan or if the agency is intending to upload a new plan entirely**. The cover letter must be signed by an official who is authorized to act on the behalf of the eligible agency.
- 2) **"Request to Extend the Five-Year-Plan" form**: with appropriate options reviewed & signed by an official who is authorized to act on the behalf of the eligible agency
- 3) **Proposed FY19 Budget Completed & submitted in the Utah Grants Management system**

- 4) Consortium Memorandum of Understanding (if applicable)
- 5) Completed Local Assurances Form