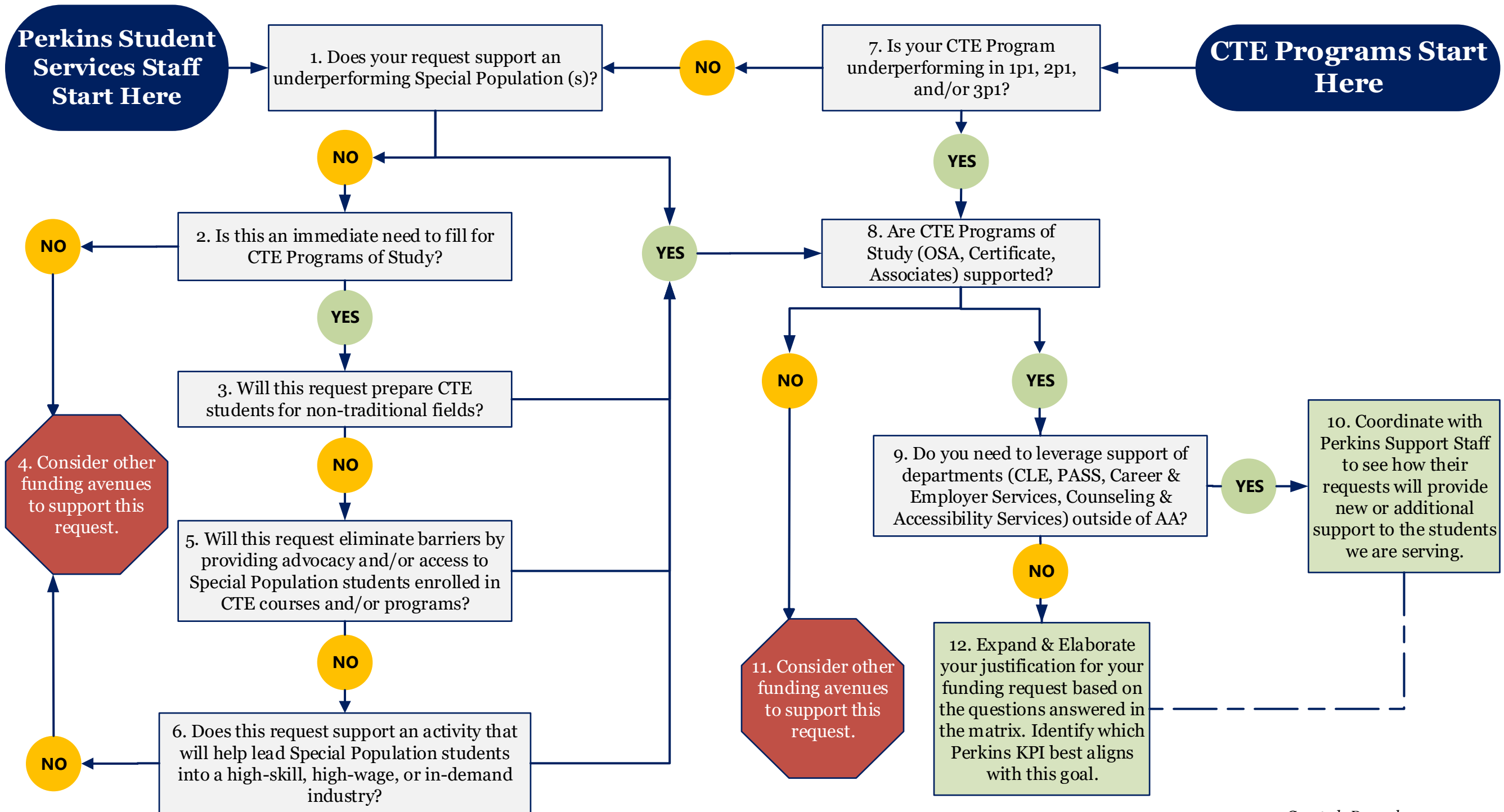


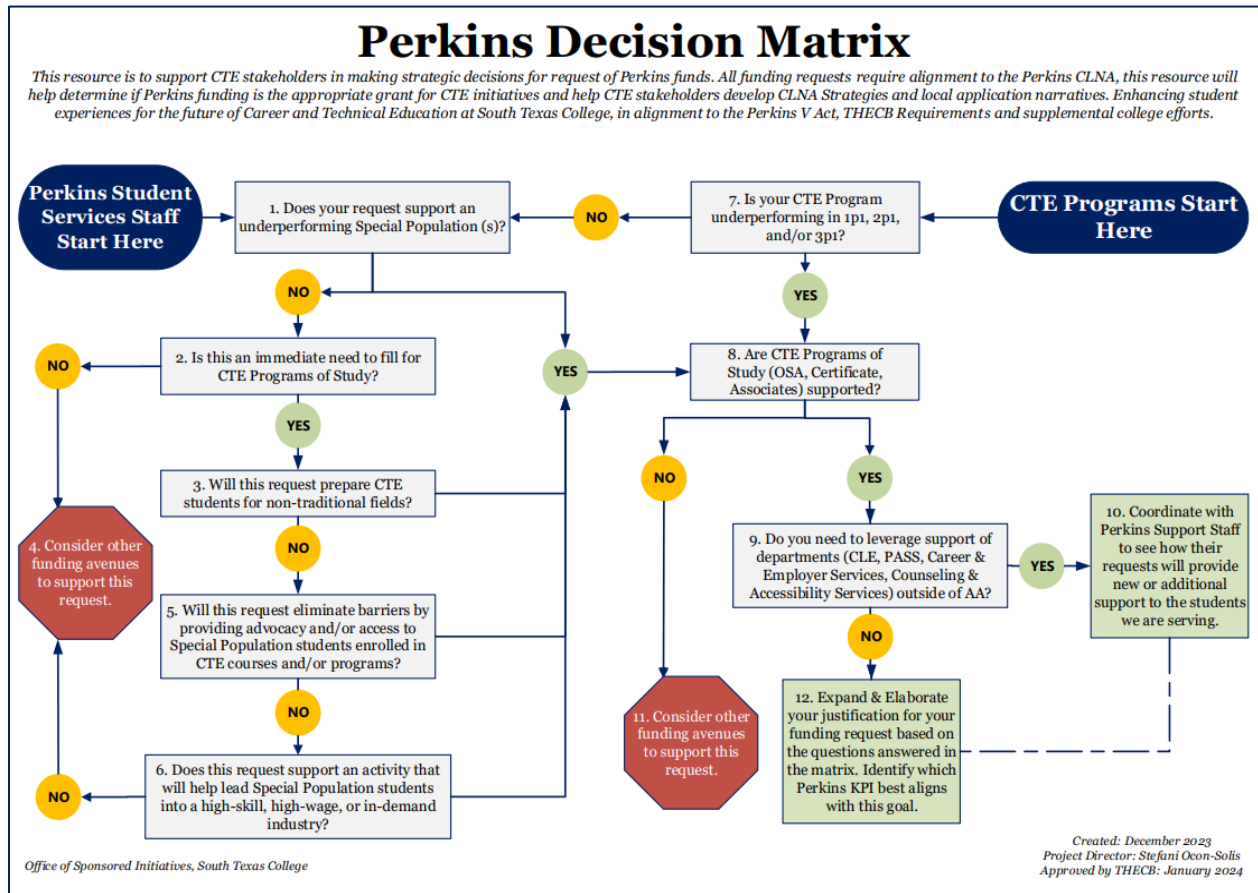
Perkins Decision Matrix

This resource is to support CTE stakeholders in making strategic decisions for request of Perkins funds. All funding requests require alignment to the Perkins CLNA, this resource will help determine if Perkins funding is the appropriate grant for CTE initiatives and help CTE stakeholders develop CLNA Strategies and local application narratives. Enhancing student experiences for the future of Career and Technical Education at South Texas College, in alignment to the Perkins V Act, THECB Requirements and supplemental college efforts.



Perkins Decision Matrix Guidance

This guidance is to support CTE stakeholders in processing consideration through the **Perkins Decision Matrix**, below.



As indicated within the document, the **Perkins Decision Matrix** is:

“To support CTE stakeholders in making strategic decisions for request of Perkins funds. All funding requests require alignment to the Perkins CLNA, this resource will help determine if Perkins funding is the appropriate grant for CTE initiatives and help CTE stakeholders develop CLNA Strategies and local application narratives. Enhancing student experiences for the future of Career and Technical Education at South Texas College, in alignment to the Perkins V Act, THECB Requirements and supplemental college efforts.”

Before using the matrix, it is important to ensure the following:

- A. Review THECB Perkins Data and other data useful for supplemental federal funding consideration
- B. Vet current CLNA Priorities with existing initiatives to determine costs are allocable
- C. Discussed with Program or Divisional Leadership to determine the reasonableness
- D. Considered systemic impact for CTE
- E. Understand Perkins V, Core Indicators and what special populations are to ensure allowability and necessary costs are requested

Perkins Decision Matrix Guidance

Outside of administrative related costs for Perkins Basic, funding considerations have been split between two different types of support: Perkins Student Services and CTE Programs. Based on the support type, begin the matrix either on the top left (Perkins Student Services) or top right (CTE Programs) of the document.

Starting with “**Perkins Student Services Staff Start Here**”, ask yourself the following questions and proceed to the next sequence following the Perkins Decision Matrix arrows.

Question #1: Does your request support an underperforming Special Population (s)?

If **yes**, proceed to **Question #8:** Are CTE Programs of Study (OSA, Certificate, Associates) supported?

If **no**, proceed to **Question #2:** Is this an immediate need to fill for CTE Programs of Study?

Question #2: Is this an immediate need to fill for CTE Programs of Study?

If **yes**, proceed to **Question #3:** Will this request prepare CTE students for non-traditional fields?

If **no**, proceed to **#4:** Consider other funding avenues to support this request.

Question #3: Will this request prepare CTE students for non-traditional fields?

If **yes**, proceed to **Question #8:** Are CTE Programs of Study (OSA, Certificate, Associates) supported?

If **no**, proceed to **Question #5:** Will this request eliminate barriers by providing advocacy and/or access to Special Population students enrolled in CTE courses and/or programs?

#4: Consider other funding avenues to support this request. This is the decision.

Question #5: Will this request eliminate barriers by providing advocacy and/or access to Special Population students enrolled in CTE courses and/or programs?

If **yes**, proceed to **Question #8:** Are CTE Programs of Study (OSA, Certificate, Associates) supported?

If **no**, proceed to **Question #6:** Does this request support an activity that will help lead Special Population students into a high-skill, high-wage, or in-demand industry?

Question #6: Does this request support an activity that will help lead Special Population students into a high-skill, high-wage, or in-demand industry?

If **yes**, proceed to **Question #8:** Are CTE Programs of Study (OSA, Certificate, Associates) supported?

If **no**, proceed to **#4:** Consider other funding avenues to support this request. This is the decision. Stop.

Starting with “**CTE Programs Start Here**”, ask yourself the following questions and proceed to the next sequence following the Perkins Decision Matrix arrows.

Question #7: Is your CTE Program underperforming in 1p1, 2p1, and/or 3p1?

If **yes**, proceed to **Question #8:** Are CTE Programs of Study (OSA, Certificate, Associates) supported?

Perkins Decision Matrix Guidance

If **no**, proceed to **Question #1**: Does your request support an underperforming Special Population (s)?

Question #8: Are CTE Programs of Study (OSA, Certificate, Associates) supported?

If **yes**, proceed to **Question #9**: Do you need to leverage support of departments (CLE, PASS, Career & Employer Services, Counseling & Accessibility Services) outside of AA?

If **no**, proceed to **#11**: Consider other funding avenues to support this request. Stop.

Question #9: Do you need to leverage support of departments (CLE, PASS, Career & Employer Services, Counseling & Accessibility Services) outside of AA?

If **yes**, proceed to **#10**: Coordinate with Perkins Support Staff to see how their requests will provide new or additional support to the students we are serving.

If **no**, proceed to **#12**: Expand & Elaborate your justification for your funding request based on the questions answered in the matrix. Identify which Perkins KPI best aligns with this goal.