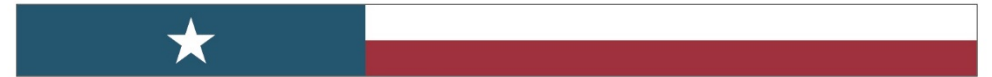


Perkins Basic Orientation

START TIME: 10:00 am Central

**Please keep your microphones
mute and videos off for the
duration of the meeting.**

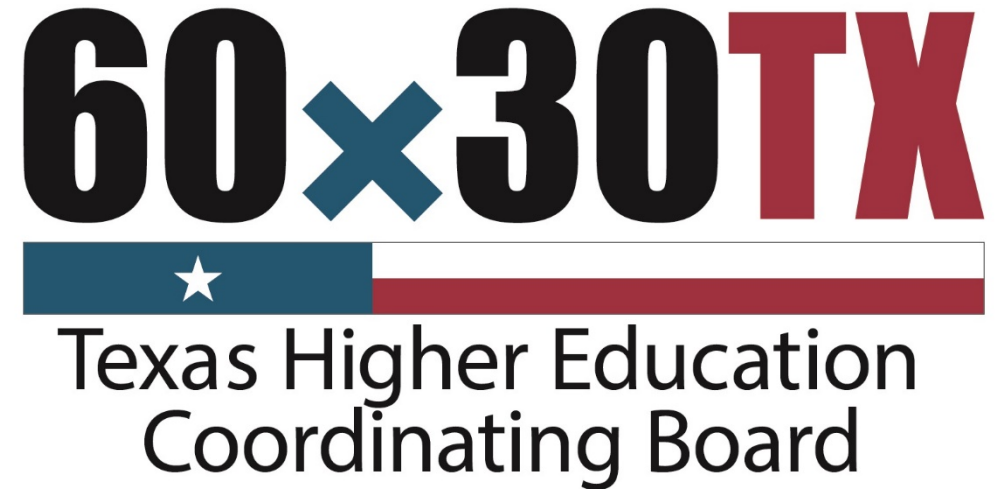
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Texas Higher Education
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Perkins Basic Orientation Virtual Training

The meeting will begin at 10:00 am
Central



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Texas Higher Education
Coordinating Board

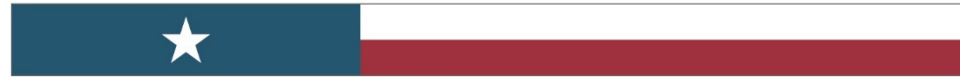
Greetings and Introduction

Mindy Nobles

Greetings

- Dr. Stacey Silverman, Assistant Commissioner, Academic Quality and Workforce
- Dr. Ray Martinez, Deputy Commissioner, Academic Affairs and Workforce Education

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Texas Higher Education
Coordinating Board

2020-21 Implementation Year
Mindy Nobles

Perkins V Implementation: Looking Back

We've done the work, and we're ready.

1. A new Perkins V State Plan for CTE
2. Learning, training, many questions
3. 54 Comprehensive Local Needs Assessments

Perkins V Implementation: Looking Ahead

Let the Future Begin.

1. Implementing your CLNA
2. New accountability
3. New learning, training, and questions

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Texas Higher Education
Coordinating Board

Equity and Perkins V

Sheri Ranis

Equity and Perkins V

Equal access to CTE for all students, and, in particular, those identified as being members of special populations groups.

Eliminating inequities to access is specifically referenced multiple times in *The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*.

CTE's Critical Mission and Guiding Star...

Assure that every CTE program in Texas supports students in attaining job-ready academic and technical skills, opportunities for work-based learning, and relevant employability skills.

...drives Access & Equity

A significant number of community college students face a multitude of barriers to accessing and succeeding in CTE. But students may be reluctant to self-identify as a student with special or unique needs.

Equity is threaded throughout Perkins

- Statutory language
- CLNA analysis and plan
- Multiple aspects of the Perkins Basic RFA
- Accountability measures at the state and institutional level

Statutory Language – Purposes of the Act

...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; and

...increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

Sec.2 [20U.S.C.2301] Purpose

Statutory Language – Goals of the CLNA

CLNA must include:

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Section 134, (c) (2)(E)

Equity and the CLNA

- Consultations with stakeholders, including representatives of special populations
- Disaggregated analysis of student outcomes
- Devising activities and programs specific to special populations enrolled in CTE programs

Equity and the Perkins Basic Grant

- Tie backs to CLNA findings and goals
- Ongoing disaggregated data collection
- Strategies to impact Performance Indicators

Equity and the Perkins Basic Grant - 2

In accord with the findings of its CLNA, the Awarded Applicant shall ensure that Grant activities and programs serve these special populations enrolled in CTE programs. The Awarded Applicant shall:

- Implement strategies to overcome identified barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- provide equal access for special populations to career and technical education courses, programs, and programs of study; and
- ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

Perkins Basic RFA 7.3.31 Special Populations

Equity and the Perkins Basic Grant - 3

The application must

summarize the **gaps** identified for the six sections of the CLNA and the **goals** developed to address identified gaps.

Perkins Basic RFA 7.2 Comprehensive Local Needs Assessment

The application must focus upon

Special Populations – Activities that raise the academic performance of special populations students to the level of performance of other CTE students and that prepare special populations for high skill, high wage, or high demand occupations that will allow them to become self-sufficient.

Perkins Basic RFA 7.5.1 Activities

Equity and Accountability

- Institutional and state level disaggregated data collection and reporting requirements for Performance Indicators
- 3P1 – Non-Traditional Program Enrollment
- The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
 - *Numerator*: Number of CTE Concentrators from underrepresented gender groups who are enrolled in a CTE program that leads to non-traditional field.
 - *Denominator*: Number of CTE concentrators enrolled in a program that leads to employment in nontraditional fields during the reporting year.

- Perkins Basic RFA 7.4 and Appendix F

Implementation Year and Equity Q&A

Contact Information

Mindy Nobles- melinda.nobles@highered.texas.gov

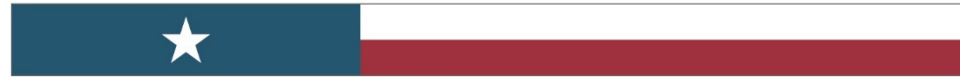
Duane Hiller- duane.hiller@highered.texas.gov

Dr. Sheri Ranis- sheri.ranis@highered.texas.gov

Stephanie Perkins- stephanie.perkins@highered.texas.gov

Amy Zandy- amy.zandy@highered.texas.gov

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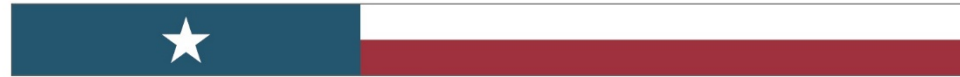


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Incorporating the CLNA into the Basic Application

Mindy Nobles

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Review: What the Statute Requires

Statutory Requirements: CLNA Report

Your CLNA report must:

1. Evaluate the performance of students, including special populations.
2. Describe how CTE programs are
 - a. Sufficient in size, scope, & quality to meet the needs of all students served by [college] and
 - b. Aligned to state or local demand.
3. Evaluate implementation of CTE programs and programs of study (as defined in the Act).
4. Describe how college will improve recruitment & professional development for CTE faculty, advisors, & support staff.
5. Describe how equal access to CTE programs will be achieved.

Statutory Requirements: CLNA & Equity

Your CLNA report must:

1. Evaluate the **performance of students, including special populations**.
2. Describe how CTE programs are
 - a. Sufficient in size, scope, & quality to **meet the needs of all students served by [college] and**
 - b. Aligned to state or local demand.
3. Evaluate implementation of CTE programs and programs of study (as defined in the Act).
4. Describe how college will improve recruitment & professional development for CTE faculty, advisors, & support staff.
5. Describe how **equal access to CTE programs** will be achieved.

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Coordinating Board

Review: THECB's CLNA Report Template

Mindy Nobles

THECB CLNA Report Template: Overview

THECB's CLNA report template requires:

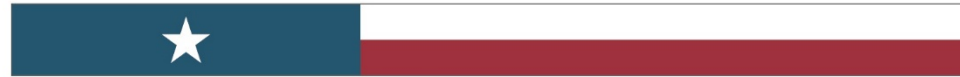
- I. CLNA checklist
- II. Summary analysis
- III. Body of the report:
 1. Evaluation of your **students' performance, including special populations**.
 2. How your CTE programs are sufficient in size, scope, & quality to **meet the needs of all students served**.
 3. How your CTE programs are aligned to state, regional, or local demand.
 4. How you've implemented CTE programs and programs of study (as defined in the Act).
 5. How you will improve recruitment & professional development for CTE faculty, advisors, & support staff.
 6. How you will **achieve equitable access to CTE programs for all students served**.

THECB CLNA Report Template: Section Detail

The six sections of the report body should include:

1. The evidence base
2. Analysis of the evidence
 - a. High points
 - b. Gaps & root causes
3. Goals you've set in response to the analysis
 - a. Program Goals 2020-21
 - b. Program Goals 2021-24

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The CLNA & Your Basic Application

Mindy Nobles

Your Application Begins with Your CLNA

In general, we'll review your CLNA report for:

1. The basics: completeness, compliance with requirements of statute
2. The quality: your analysis of the evidence you present
 - a. **Thoughtful discussion** that identifies the following for each section:
 - i. The college's strengths
 - ii. The college's weaknesses or gaps
 - iii. The root causes
 - b. **Program goals that target gaps in meaningful ways** designed to produce improvement

Incorporating the CLNA: General Principles 1

1. Incorporation of Student Performance and Access and Equity goals is required.
2. Other goals may be incorporated according to local priorities
3. Identify incorporated goals by number, name, or other designation to make clear what they are.
4. A goal that spans more than one year may appear for FY 2021.

Incorporating the CLNA: General Principles 2

7.3.1 Special Populations

In accord with the findings of its CLNA, the Awarded Applicant shall ensure that Grant activities and programs serve these special populations enrolled in CTE programs. The Awarded Applicant shall: |

- Implement strategies to overcome identified barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- provide equal access for special populations to career and technical education courses, programs, and programs of study; and
- ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

Incorporating the CLNA: Local Application Narrative

Local Application Narrative

1. Required: Item 1—Summarize all gaps identified and goals developed.

APPENDIX E LOCAL APPLICATION

The Local Application shall include (1-10):

1. a description of the results of the comprehensive needs assessment conducted under Appendix D;
2. Incorporate CLNA strengths, weaknesses/gaps, root causes and goals elsewhere in Narrative consistently with local priorities.

Incorporating the CLNA: PIEP

Program Improvement/Evaluation Plan

1. Required: Incorporate CLNA Student Performance and Access and Equity goals.
2. Incorporate other goals consistently with local priorities.
3. An incorporated goal must show a purposeful connection to the core indicator it supports.
4. Identify incorporated goals clearly by name, number, etc.
5. Standard programmatic Perkins activities, strategies, etc., may also appear without an associated CLNA goal.

Incorporating the CLNA: Budget

Budget

1. Required: Budget Perkins funds to support Student Performance and Access and Equity goals.
2. Budget for other CLNA goals consistently with local priorities.
3. Identify budgeted goals clearly by name, number, etc.
4. Standard programmatic budget items may also appear without an associated CLNA goal.

CLNA and the Perkins Basic Application Q&A

Contact Information

Mindy Nobles- melinda.nobles@highered.texas.gov

Duane Hiller- duane.hiller@highered.texas.gov

Dr. Sheri Ranis- sheri.ranis@highered.texas.gov

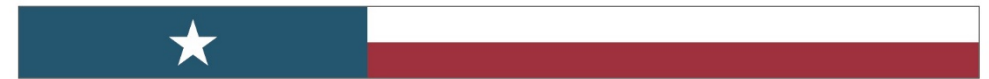
Stephanie Perkins- stephanie.perkins@highered.texas.gov

Amy Zandy- amy.zandy@highered.texas.gov

Break

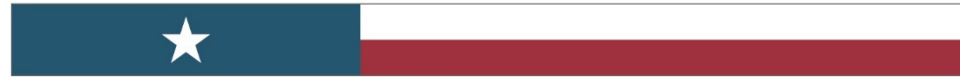
Noon to 12:30 pm Central

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Unpacking the 2020-21 Perkins Basic RFA

Stephanie Perkins and Duane Hiller

RFA Calendar of Events

Date	Events
June 15, 2020	RFA Posting Date
July 29, 2020	Revised Allocation Emails to Perkins Contacts, if applicable
August 10, 2020	Inquiry Deadline
August 31, 2020	Application Deadline
September 7, 2020	Application Cover Page and Federal Certifications Deadline
September 1, 2020	Grant Period Begins

Perkins V Special Populations

In referencing “special populations” in the Local Application and **in other sections of the Application**, the Applicant shall use the term to mean:

1. individuals with disabilities;
2. individuals from economically disadvantaged families, including low-income youth and adults;
3. individuals preparing for non-traditional fields;
4. single parents, including single pregnant women;
5. out-of-workforce individuals;
6. English learners;
7. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11434a);
8. Youth who are in, or have aged out of, the foster care system; and
9. Youth with a parent who
 - a. Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
 - b. Is on active duty (as such term is defined in section 101(d)(1) of such title).

("Youth" as it is used in items 2, 8, and 9 above refers to individuals of age 17-24.)

CLNA and the RFA

There are several places in the RFA that reference the Comprehensive Local Needs Assessment (CLNA), so you will want to pay close attention to where this occurs and the requirements. The CLNA components were discussed in depth in the training this morning. If you have further questions on incorporating your CLNA in the Perkins Basic Local Application, please reach out to your THECB designated grant advisor.

**Note: Appendix D is solely about the CLNA. Also, not all items in the evaluation plan must be associated with a CLNA goal. At minimum, access and equity must be addressed in student goals from the CLNA into the evaluation plan.*

Appendix G

Perkins V Core Indicators of Performance and State Targets (1P1, 2P1, and 3P1)

1P1: Postsecondary Retention & Placement 1

1P1: Postsecondary Retention and Placement. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

1P1: Postsecondary Retention & Placement 2

Numerator: Number of CTE Concentrators who, in the 2nd quarter after completion (4th quarter/Fall), are found:

- 1) enrolled in a higher education institution in TX;
- 2) employed in TX;
- 3) in advanced training;
- 4) in the military; or
- 5) in a service program.

Denominator: Number of CTE Concentrators who earn a credential or exit an institution (are not found in that institution/district in the Fall of the next year).

1P1: Postsecondary Retention & Placement 3

1P1 State-Determined Performance Levels (SDPL)

Program Year	2020-2021	2021-2022	2022-2023	2023-2024
SDPL	83.00%	83.20%	83.40%	83.60%
90% of SDPL	74.70%	74.88%	75.06%	75.24%

2P1: Earned Recognized Postsecondary Credential¹

2P1: Earned Recognized Postsecondary Credential. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.*

*This means that a student gets counted under this indicator whether the student obtains the credential during participation or in the year following that student's completion of the program.

2P1: Earned Recognized Postsecondary Credential²

Numerator: Number of CTE Concentrators who, within the fiscal year or one year after:

- 1) earn a certificate or degree;
- 2) earn certificate of completion of apprenticeship;
- 3) pass a state-recognized licensure exam; or
- 4) pass an industry-recognized certification exam.

Denominator: Number of CTE Concentrators who earn a credential or exit an institution (are not found in that institution in the Fall of the next year).

2P1: Earned Recognized Postsecondary Credential³

2P1 State-Determined Performance Levels (SDPL)

Program Year	2020-2021	2021-2022	2022-2023	2023-2024
SDPL	50.80%	51.00%	51.20%	51.40%
90% of SDPL	45.72%	45.90%	46.08%	46.26%

3P1: Non-Traditional Program Enrollment¹

3P1: Non-Traditional Program Enrollment. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

3P1: Non-Traditional Program Enrollment²

Numerator: Number of CTE Concentrators from underrepresented gender groups who are enrolled in a CTE program that leads to non-traditional field.

Denominator: Number of CTE concentrators enrolled in a program that leads to employment in nontraditional fields during the reporting year.

3P1: Non-Traditional Program Enrollment³

3P1 State-Determined Performance Levels (SDPL)

Program Year	2020-2021	2021-2022	2022-2023	2023-2024
SDPL	17.00%	17.10%	17.20%	17.30%
90% of SDPL	15.30%	15.39%	15.48%	15.57%

Appendix H: Reporting Requirements¹

All due dates align with the Leadership report deadlines

Biannual and Final Reports: The Awarded Applicant shall submit a Biannual and Final Report that documents the implementation and outcomes of the Performance Improvement/Evaluation Plan for each core indicator. Reports shall provide data for each target measure in the Evaluation Plan that demonstrates the Awarded Applicant's success or progress toward meeting the target measure. Target measures that are not met shall be addressed through discussion of causes and, as relevant, alternative approaches. Reports must indicate clearly that Results/Comments are **Biannual or Final** with a line skipped (two hard returns) between the two. Both reports shall appear in the final report. **If a report due date falls on a holiday or weekend, the Awarded Applicant shall submit the report on the first working day following the holiday or weekend.**

The reporting schedule:

<u>Report</u>	<u>For Period Ending</u>	<u>Report Due Date</u>
Biannual	February 28, 2021	March 31, 2021
Final	August 31, 2021	September 30, 2021

Appendix H: Reporting Requirements²

All due dates align with the Leadership report deadlines

Expenditure Reports: The Awarded Applicant's chief financial officer or authorized designee shall submit Expenditure Reports on Form CB 100 at any time during the Grant Period but at least quarterly. The final Expenditure Report shall include actual expenditures for the Grant Period and Form CB 320, detailing actual expenditures by activity for the Grant Period. **The Awarded Applicant will not be reimbursed for any expenditures submitted after October 15, 2021.**

The reporting schedule:

<u>Report</u>	<u>For Quarter Ending</u>	<u>Report Due Date</u>
First	November 30, 2020	December 31, 2020
Second	February 28, 2021	March 31, 2021
Third	May 31, 2021	June 30, 2021
Final	August 31, 2021	September 30, 2021

Appendix J: Cost Guidelines

Expanded guidance on time & effort record keeping

Salaries, Wages, and Employee Benefits

Salaries and wages are allowable for personnel who work on the grant provided the appropriate time and effort reports are maintained in accordance with the applicable federal cost principles and submitted to the Awarded Applicant's accounting office to document charges to payroll. Benefits are allowable in the same proportion as salaries and wages. Time and effort reports must document staff's specific time on task in detail even if staff is 100% FTE Perkins-funded. Grant employees must show that time on task is CTE-related for allowability. Additionally, grant employees' recorded effort must align with Schedule A listed and approved job duties.

Appendix L: Changes to the Grant Plan or Budget

When submitting changes to the grant plan or budget, keep in mind:

1. Follow requirements for an email notification, or a formal amendment. Email notification go directly to the grant's THECB designated grant advisors. Amendments are created in the Perkins Portal.
2. If submitting an amendment, please follow correct formatting guidelines for line items (Indicate the purpose of each line item in clear language: REMOVE, REDUCE, INCREASE, or ADD.)

Miscellaneous RFA Changes

- Texas Genuine is no longer required on marketing material.
- New lobbying and disclosure forms. **Note: Every college must submit these forms to THECB by the means specified in the RFA. Even if you feel they do not apply to your college, they must be signed and submitted. This includes submitting the cover page with signatures (The cover page only needs to be submitted once with signatures at the beginning of the grant year. If changes are made throughout the year, the institution does not have to submit a newly signed cover page.)*
- Since the local application will be due August 31, there will be a pre-award cost accommodation for FY21. Specifics on how to budget pre-award costs will be discussed in the budget training that follows this presentation.

Basic RFA Q&A

Contact Information

Mindy Nobles- melinda.nobles@highered.texas.gov

Duane Hiller- duane.hiller@highered.texas.gov

Dr. Sheri Ranis- sheri.ranis@highered.texas.gov

Stephanie Perkins- stephanie.perkins@highered.texas.gov

Amy Zandy- amy.zandy@highered.texas.gov

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Texas Higher Education
Coordinating Board

Perkins Basic Budget Basics

Mindy Nobles and Stephanie Perkins

Budgeting the Perkins Basic Local Application

RFA Section 7.5 Budget

The Applicant shall prepare a 2020-2021 budget that:

- identifies prioritized FY 2021 CLNA goals as relevant.
- includes, but is not limited to, the cost items identified in the Performance Improvement/Evaluation Plans;
- is consistent with the goals and objectives of the Perkins Act;
- meets applicable rules and laws, including the allowable cost principles in the applicable Uniform Grant Guidance (e.g., 2 CFR 200 Subpart E—COST PRINCIPLES; and
- complies with the Requirements for Uses of Funds (Appendix I), Perkins Grant Cost Guidelines (Appendix J), and Supplementing Versus Supplanting (Appendix K); and
- can be expended within the Federal Funding Period (September 1, 2020 to August 31, 2021).

Budgeting Pre-Award Costs for FY21 1

Pre-award costs (RFA 7.5) are costs incurred prior to the effective date of the grant where such costs are necessary for the efficient and timely performance of the scope of work. Main points for pre-award costs are:

- Up to 15% of total allocation
- Can be expended beginning Sept. 1
- Must be for allowable costs
- Assign appropriate grant activity
- Examples of budgeting for pre-award costs are within the RFA budget schedule examples.

Budgeting Pre-Award Costs for FY21 2

What a pre-award cost budget line should look like

7.5.7 Schedule F: Operating Expenses, Services, and Books

I. Activity	II. Description	III. Amount
<i>Professional Development</i>	<i>Pre-award costs \$500</i>	<i>\$0</i>
<i>Special Populations</i>	<i>Pre-award costs \$12,000</i>	<i>\$0</i>
<i>Upgrade Curriculum</i>	<i>Pre-award costs \$2,000</i>	<i>\$0</i>

Your Budget and CLNA Findings

- ❖ Colleges must budget for CLNA student performance and special population goals to remedy gaps identified in the CLNA and may also prioritize other FY21 goals based on local need (colleges do not need to budget for every FY21 goal in the CLNA).
- ❖ Not all budgeted expenditure need to be targeted on a specific CLNA goal. For example, standard components of every Perkins program, such as keeping CTE programs current, may appear without specific reference to a CLNA goal.

Special Populations Expenditures

- Budget items may be spent on mitigating and/or removing barriers to participation for CTE students who identify as one or more of the special populations categories defined by Perkins V.
- All expenditures must be instruction-related (i.e. supplies, costs for access, and direct costs of participating in classes):
 - ✓ Textbooks, uniforms, tools, etc. (this includes open educational resources).
 - ✓ Technology, software licenses, testing vouchers, etc.
 - ✓ Transportation, childcare, etc.

Dual Credit Students and the Budget

THECB does not include dual-credit students in the basic allocation count or the CTE concentrator cohort for core indicator calculation. The secondary-postsecondary pathway is a Perkins V emphasis, and we support programmatic costs for dual-credit, but high schools should support their secondary CTE students' access costs with their own Perkins funds.

Example: The expense of software licensing for a certification exam may be shared with a local HS, but postsecondary funds shouldn't support secondary students in taking the certification test.

Following Cost Guidelines in the RFA

- Cost guidelines for Carl D. Perkins grant programs can be found in Appendix J of the RFA. The list given is meant to address specific costs only and not intended to be all inclusive.
- Funds must be expended for *reasonable and necessary costs* in conducting grant activities. *Reasonable* means a cost is consistent with prudent business practice and comparable to current market value. *Necessary* means the cost is essential for the Awarded Applicant to accomplish the objectives of the project. The Awarded Applicant must comply with the applicable Federal Cost Principles in expending grant funds.
- Common cost principle questions:
 1. In-state and out-of-state travel
 2. Food and beverage costs for hosting meetings and traveling
 3. Salaries, wages, and employee benefits

Always feel free to contact your THECB designated grant advisor if you have a question about cost principles.

Formatting Budget Line Items

- 7.5.1 Grant Activity Titles- each cost item on Schedules A-F must have a cost item associated with it.
- Bundling conference registration, line item savings/overages, supplies, marketing/outreach into one line is permitted.
- The “Other” grant activity title is intended for costs not fitting neatly into other categories.
- Marketing and supplies (consumables) budgeted over \$2,000 must have a unit cost breakout (xx@\$xx). This can be found in 7.5.7 of RFA.

Schedule A: Salaries and Fringe Benefits

RFA 7.5.2

- Salaries shall be calculated pay rate that is comparable to those paid for similar positions. Time & Effort documentation required.
- May not request salaries and fringe benefits for executive officers or administrative staff.
- Stipends requested for full-time employees for special projects shall be for work to be performed outside normal duty hours.

Entry Format - *Grant Activity (1-7), the campus (if applicable), name of the title of the position, indication of full-time or part-time, a brief description of the work, the percentage of time the person/position will spend on Perkins Basic Grant activities, prioritized CLNA goal as relevant, and the total compensation for the Grant Period.*

I. Activity	II. Title/Position	III. % of Time on Project	IV. Amount
<i>Special Populations</i>	<i>South Campus - Student Advisor (FT) – will provide career counseling and guidance to CTE special populations students. CLNA Goal VI.1.a.</i>	<i>50%</i>	<i>\$ 22,000</i>
<i>Other</i>	<i>Tutors (PT) for Health Sciences students (Est. 20 tutors, 50 hrs. each, \$7.50/hr.).</i>	<i>100 %</i>	<i>\$ 7,500</i>
<i>Special Populations</i>	<i>Pre-award costs</i>		<i>\$3,300</i>
<i>Other</i>	<i>Pre-award costs</i>		<i>\$1,125</i>

Schedule B: Travel

RFA 7.5.3

- May not request travel for executive officers or administrative support staff.
- Travel costs shall include airfare, mileage, hotel, per diem, and other costs directly related to transit. Conference fees and other registration costs should be charged to Schedule F.

Entry Format - Grant Activity (1-7), campus (if applicable), CTE program or function, position(s) of the traveler(s), the purpose of and justification for the travel, dates and location of the destination (if known when the Application is submitted), prioritized CLNA goal as relevant, and the total cost.

I. Activity	II. Title/Position	III. Purpose	IV. Amount
Professional Development	South Campus - (2) Special populations advisors	Attend AHEAD conference, Cincinnati, OH, 10/3-5/2020. CLNA goal VI.1.a.	\$ 2,000
Professional Development	Central Campus – Instructor -Automotive Technology	Attend annual manufacturer update, Ford Corp. Conference. 7/10--12/2021, Vista View, MN	\$2,000

Schedule C: Capital Outlay/Equipment

RFA 7.5.4

- Schedule C shall identify capital items, as defined by federal cost policy (tangible property having an initial acquisition price of more than \$5,000 per unit and a useful life of more than one year) or by the applicant's local policy, whichever is more stringent.
- Using the same criteria, computing devices shall be categorized under Schedule C or Schedule F based on the initial per-unit acquisition price.
- Items should be requested only when they are necessary to accomplish specific objectives of the Perkins Act.

7.5.4.1 Requesting Cost Items under Schedule C

Entry Format: *Grant Activity (1-7), the campus (if applicable), program or activity for which the item is being purchased, the number of units to be purchased and the unit cost of the item (if more than one unit is to be purchased), a description of and justification for the item, prioritized CLNA goal as relevant, and the total cost.*

I. Activity	II. Description	III. Amount
Instructional Equipment	South Campus – RN Nursing – (1) Sim Baby with compressors, peripheral kits, and extended warranty - allows for instruction and competency-based testing in a realistic practice setting for students in the Maternal /Child course.	\$ 8,000
Instructional Equipment	West Campus – Electronics - (2 @ \$11,345) Ellipsometer – recommended by industry partners to provide students experience with small scale <u>nanoelectronic</u> measurement.	\$22,690
Instructional Equipment	Pre-award costs	\$22,690

Schedule D: Consultants and Service Contracts

RFA 7.5.5

- The Applicant shall not request consultant or contract fees for any services that can be provided by employees of the Applicant.
- An employee of the Applicant shall not be paid as a consultant or contractor even if the work is done while the employee is on leave or after regular work hours (2 CFR §200.459).
- Schedule D shall not include vendor contracts, which belong under Schedule F: Operating Expenses, Services, Books, and Supplies.

Entry Format: Grant Activity (1-7), the program or activity for which the consultant/contractor is being used, the name of the consultant/contractor (if available), the campus (if applicable), a description of and justification for the services provided, prioritized CLNA goal as relevant, and total cost of services.

I. Activity	II. Individual or Firm	III. Purpose	IV. Amount
<i>Special Populations</i>	<i>TBD – campus-wide CTE essential skills workshop ("soft" skills)</i>	<i>Bluebonnet Campus - prepares CTE instructors to incorporate essential skills into curricula - increases campus's overall placement rate. CLNA goal II.3.a & VI.3.b.</i>	<i>\$ 1,000</i>
<i>Other</i>	<i>Betty Smith – LVN Nursing Evaluator</i>	<i>Prepares NCLEX-PN® diagnostic report on identified areas of <u>low</u> test performance – increases pass rates.</i>	<i>\$ 2,000</i>
<i>Special Populations</i>		<i>Pre-award costs</i>	<i>\$1,000</i>

Schedule F: Operating Expenses, Services, and Books

RFA 7.5.6

- Schedule F shall identify all other allowable direct costs (other than those identified in Schedules A-D).

Entry Format: Grant Activity (1-7), the campus (if applicable), the program or activity for which the item is being purchased, the number of units to be purchased and the unit cost of the item (if more than one unit is to be purchased), a description of the item, prioritized CLNA goals as relevant, and the total cost. When entering registration fees for various conferences in one line item, the line item must include names/acronyms of planned conferences and unit costs (e.g., 3@\$450) for each conference.

I. Activity	II. Description	III. Amount
<i>Professional Development</i>	<i>Registration fees for conferences on Schedule B. AHEAD (2 @ \$355), Ford Corp \$100.</i>	<i>\$ 810</i>
<i>Upgrade Curriculum</i>	<i>North Campus – Automotive Technology – (5 @ \$1,400) Engine stands.</i>	<i>\$ 7,000</i>
<i>Special Populations</i>	<i>Childcare vouchers – (Approx. 35 students @ \$1,000 for the fall and spring semesters). CLNA goal VI.1.a.</i>	<i>\$35,000</i>
<i>Upgrade Curriculum</i>	<i>North Campus – Welding – Supplies (Steel, pipe, gas, rods, misc. supplies).</i>	<i>\$7,200</i>
<i>Other</i>	<i>Dist. Wide CTE Program & Career Coach marketing materials: (posters, brochures, radio ads). CLNA Goal VI.3.a.</i>	<i>\$5,500</i>
<i>Professional Development</i>	<i>Pre-award costs</i>	<i>\$500</i>
<i>Special Populations</i>	<i>Pre-award costs</i>	<i>\$12,000</i>
<i>Upgrade Curriculum</i>	<i>Pre-award costs</i>	<i>\$2,000</i>

Schedule G: Administration/Indirect Cost

RFA 7.5.8

- The Administration/Indirect Cost to the Grant is limited to **no more than** five percent of the total direct expenditures. There are two allowable methods for arriving at the Administration/Indirect Cost, of which the Applicant shall choose one:
- Indirect Method. The Applicant has a federally approved Indirect Cost Plan on file and makes it available upon request.
 - Allocation Method. The Applicant has a calculation projection on file, available upon request, showing that administrative cost is at least five percent.

I. Description	II. Amount
<i>Allocation Method: Institution must have a calculation projection on file.</i>	<i>\$ 6,152</i>
<i>Pre-Award costs</i>	<i>\$922</i>

Miscellaneous Budget Items

- Schedule C cannot exceed its budgeted amount on expenditure reports. A formal amendment must be done in the portal to increase and decrease this Schedule.
- Schedules A-F, excluding C, can be changed through an email notification to the college's THECB Perkins designated grant advisor if the changes do not cumulatively exceed the allocated total amount of the grant by 10%.

Budget Basics Q&A

Contact Information

Mindy Nobles- melinda.nobles@highered.texas.gov

Duane Hiller- duane.hiller@highered.texas.gov

Dr. Sheri Ranis- sheri.ranis@highered.texas.gov

Stephanie Perkins- stephanie.perkins@highered.texas.gov

Amy Zandy- amy.zandy@highered.texas.gov

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Texas Higher Education
Coordinating Board

COVID-19 Q&A

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Texas Higher Education
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Closing Remarks

Mindy Nobles

Thank you!

Contact Information

Mindy Nobles- melinda.nobles@highered.texas.gov

Duane Hiller- duane.hiller@highered.texas.gov

Dr. Sheri Ranis- sheri.ranis@highered.texas.gov

Stephanie Perkins- stephanie.perkins@highered.texas.gov

Amy Zandy- amy.zandy@highered.texas.gov