

Administration of the Perkins V Federal Grant

November 2025

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Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Public Law (PL) 115-224, amends the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The new act was signed into law July 31, 2018, and went into effect July 1, 2019. For the sake of brevity, throughout this handbook the Strengthening Career and Technical Education for the 21st Century Act will be referred to as Perkins V.

The Texas Education Agency (TEA), as the pass-through entity,¹ is the grantee² from the U.S. Department of Education (USDE), and TEA awards subgrants to non-federal entities,³ such as local educational agencies (LEAs), including school districts, charter schools, education service centers, and to a lesser degree institutions of higher education and nonprofit organizations, who are the agency's subgrantees.⁴ The Texas Higher Education Coordinating Board (THECB) is not a subgrantee/subrecipient of TEA, but rather a partnering agency administering the program for eligible postsecondary recipients per a written agreement with TEA.

This manual serves as guidance for managing the Perkins V Grant.

Grant Timeline

The grant period is from the date of grant execution through August 31 of the grant year. All grant funds must be expended during the state fiscal period (September 1 through August 31).

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by Perkins V.

General administrative regulations governing all federal grants, including those under Perkins V, are found in Title 2 of the Code of Federal Regulations (2 CFR), Part 200, known as the [Uniform Grant Guidance](#).

Further, Perkins V, Section 134(a), states:

“Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training

¹ “Pass-through entity” is defined as a non-federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.1, *Pass-through entity*)

² “Grantee” is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee pursuant to a subgrant or contract. (34 CFR 77.1, *Grantee*)

³ “Non-federal entity” is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.1, *Non-Federal entity* (NFE))

⁴ Subgrantee or subrecipient is an entity, usually but not limited to non-federal entities, that receives a subaward from a pass-through entity to carry out part of a federal award; but does not include an individual that is a beneficiary of such award. (2 CFR 200.1, *Subrecipient*) “Subgrantee” is defined in 34 CFR 77.1 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.”

The act goes on to indicate federal mandates for Perkins local “basic” applications. These guidelines for implementing Perkin V are published under authority of the act.

Additional Applicable Law and Regulations

In addition to the regulations cited in CS7000—Provisions, Assurances and Certifications in the consolidated application, the following regulations are applicable:

- CFR, Title 34, Part 300, and the Individuals with Disabilities Education Act (IDEA) (P.L. 108–446)
- Texas Education Code (TEC), Chapter 28, Subchapter A; Chapter 29, Subchapter F; Chapter 42, Subchapter C
- Texas Administrative Code (TAC), Title 19, Section 42.154, Part II
- CFR:
 - Title 34, Part 76, General Requirements*
 - Title 2, Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*
 - Title 34, Part 400, Vocational and Applied Technology Education Programs-General Provisions*
 - Title 34, Part 403, State Vocational and Applied Technology Education Program*

*Where not superseded by the requirements of Perkins V.

Assistance Listing Number

(Formerly referred to as the CFDA) 84.048A Career and Technical Education, Basic Grants

Funding Source

Federal funds in Texas are provided through Perkins V. Funds for Title I of Perkins V are allocated to the state and divided between secondary and postsecondary education institutions through a formula developed by TEA, which splits the funds 70%–30% between TEA and the THECB. TEA provides funds annually to THECB through a written agreement for administering Perkins V to eligible postsecondary recipients.

Federal Grant Funding Agency	U.S. Department of Education
Federal Grant Funding Agency Award Date	July 1
Award for Research or Development	No

Purpose of the Act

The purpose of Perkins V is to develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary education students who enroll in career and technical education (CTE) programs and programs of study, by:

1. Building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or in-demand occupations in current or emerging professions.
2. Promoting the development of services and activities that integrate rigorous, challenging academic and career and technical instruction that link to secondary and postsecondary education for participating CTE students.
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education.
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs of study, services, and activities.
5. Providing technical assistance that (A) promotes leadership, initial preparation, and professional development at the state and local levels; and (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors.
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries.
7. 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.
8. 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. (New in Perkins V).

Title I—Career and Technical Education Assistance to the States (the Basic Grant)

Perkins V provides financial support for innovation and program improvement in CTE at both secondary and postsecondary levels. Title I of the act outlines the structure and requirements related to the Basic Grant under Perkins V ([Table 1](#)). The act specifies the formula to be used for the allotment and distribution of funds to states as well as requirements for how states distribute Perkins V funds to local eligible agencies.

In addition, the act specifies uses of funds by both state and local recipients. Perkins V legislation includes several requirements related to reporting and accountability, with many of the state-level requirements having parallel provisions for local recipients.

These requirements include submission of applications and performance reports at both the state and local level. There is a requirement that both state and local recipients submit improvement plans if the agreed-upon, state-determined performance measures are not met.

Table 1. Title I: Selected Provisions Related to the Basic Grant

Financial Provisions	<i>Distribution of Funds</i>
	Section 111 Reservations and State Allotment
	Section 112 Within-State Allocation
	Section 132 Distribution of Funds for Postsecondary Education Programs
	Section 133 Special Rules for Career Technical Education
	<i>Use of Funds</i>
Section 124 State Leadership Activities	

	Section 135 Local Uses of Funds
Plans	Section 122 State Plan Section 134 Local “basic” application for CTE Programs
Accountability	Section 113 Accountability: State and Local Levels of Performance State and Local Reports (including disaggregated data)
Improvement Plans	Section 123 Improvement Plans State, Local Program Improvement

Title II—General Provisions

Title II of the Perkins V Act refers to federal and state administrative provisions. Section 211 (Fiscal Requirements) states that federal Perkins funds must be used to “supplement not supplant,” meaning that funds cannot replace state and local dollars that are being used for CTE activities. Title II also includes a maintenance of effort provision requiring that state funding for CTE remain at least at the same level as the previous year.

Title III—Amendments to Other Laws

Title III of Perkins V includes Section 301 (Amendments to the Wagner-Peyser Act), Section 302 (Amendments to the Elementary and Secondary Education Act of 1965), and Section 303 (Amendments to the Workforce Innovation and Opportunity Act).

Statement of Provisions and Assurances

The following special provisions and assurances apply to all programs funded under Perkins V. This section of the application is completed online via the [Perkins Portal](#). Postsecondary institutions acknowledge they have read these assurances and certification, and they become a part of the local Perkins application.

The applicant agrees to do the following:

- A. Expend no more than 5% of its Perkins grant award on administration, including direct and indirect costs.
- B. Plan, develop, and offer career and technical education programs, services, and activities in accordance with federal and state statutes, rules and regulations, and the guidelines and instructions for completing this application; and where necessary, describe the way the applicant will comply with the specified requirements.
- C. Submit descriptive, statistical, financial, and evaluative information as may be required by THECB for approval of the CTE programs, services, and activities described in this application.
- D. Provide CTE programs that meet the definition of size, scope, and quality as defined in the Texas Career and Technical Education State Plan.

- E. Work with secondary partners to enroll in rigorous and challenging academic courses enhanced with relevant CTE courses and ensure that students who participate in CTE programs are taught to the same challenging academic standards as all other students.
- F. Provide a CTE program that assists students who are economically disadvantaged (including foster children); students that are English learners; students preparing for training and employment in nontraditional fields; single parents, including single pregnant women; displaced homemakers; students with disabilities; homeless individuals; youth who are in or have aged out of the foster care system; and youth with parents on active duty in the military to succeed through supportive services, such as counseling, English-language instruction, childcare, transportation, and special aids and devices.
- G. Assures that the eligible applicant shall do all the following:
 - 1. Assist students who are members of special populations to enter CTE programs, and with respect to students with disabilities, assist in fulfilling the transitional service requirements of Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act.
 - 2. Assess the special needs of students participating in programs, receiving assistance under this application with respect to the successful completion of the CTE program in the most integrated setting possible.
 - 3. Provide supplementary services to students who are members of special populations, including with respect to individuals with disabilities, all the following:
 - a. Curriculum modification
 - b. Equipment modification
 - c. Classroom modification
 - d. Supportive personnel
 - e. Instructional aids and devices
 - 4. Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services.
 - 5. Provide counseling and instructional services designed to facilitate the transition from school to post-secondary education and training or to employment and career opportunities.
- H. Ensure that the programs funded under this application shall be conducted according to the criteria for serving each special population.
- I. Ensure the following:
 - 1. Individuals with disabilities will be provided with CTE programs, services, and activities in the least restrictive environment, and whenever appropriate, such programs, services, and activities will be included as a component of each student's individualized education plan.
 - 2. Students with disabilities who have individualized education plans shall be afforded, with respect to CTE programs, the rights and protections guaranteed to such students under Sections 1412, 1414, and 1415 of the Individuals with Disabilities Education Act.
 - 3. Students with disabilities who do not have individualized education plans or who are not eligible to have such a program shall, with respect to CTE, be afforded the rights and

protections guaranteed by such students under Section 504 of the Rehabilitation Act of 1973.

4. For the purpose of this application, such rights and protections shall include making CTE programs readily accessible to eligible individuals with disabilities through the provision of supplementary services and state rehabilitation agencies.
- J. Provide relevant CTE programs, services, and activities to all students who desire to enter occupations that are nontraditional for their gender.
- K. Provide individuals who are members of special populations with equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific programs of study, cooperative education, apprenticeship programs, work-based learning opportunities, and to the extent practicable, comprehensive career guidance and counseling services, and ensure that such individuals shall not be discriminated against on the basis of their status as members of special populations.
- L. Ensure that federal CTE funds shall be used to supplement, not supplant, non-federal funds and in no case shall replace non-federal funds that would have, in the absence of such federal funds, been used to support CTE programs.
- M. Ensure that none of the Perkins funds received under this application will be expended on CTE programs below the 5th grade.
- N. Maintain documentation in support of the assurances and other information provided in this application, and upon request, make such documentation available to the Texas Higher Education Coordinating Board.
- O. Desk Reviews: General ledgers, travel receipts, purchase orders, invoices, time and effort reports, subgrants, subcontracts or other expense documentation supporting each budget line item shall be provided upon request for review.
- P. Funds may be used for the new CTE program implementation only after a program has been approved by the institution's governing board, the THECB, and the institution's accrediting body (if applicable).
- Q. The use of funds to support Continuing Education (CE) programs or students in such programs is limited to THECB-approved CE programs that lead to a recognized postsecondary credential, including an industry-recognized certificate.
- R. And eligible recipients shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The Awarded Applicant has a continuing obligation to make disclosures throughout the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant award.
- S. No funds will be used to pay for religious worship, instruction, proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR, Section 76.532, and P.L. 107-110, Section 9505).

- T. The “Program income” section of the act states that an awarded applicant may generate program income in the operation of projects directly supported by federal funds administered by the THECB. In no case, however, may such income be generated from fees or charges to any person or institution that is intended to be a third-party beneficiary of such projects. (2 CFR, Section 200.307(e)(1)).
- U. Establish and maintain effective internal controls over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award.
- V. Prepare and submit the Comprehensive Local Needs Assessment (CLNA) before accessing the Perkins local “basic” application. Approved CLNA must be incorporated into the local “basic” application as outlined Perkins V Section 134 (c).
- W. **Grantee shall comply with the U.S. Department of Education’s Notice of Interpretation regarding the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) issued July 11, 2025, Grantee shall ensure that Perkins Funds are used in compliance with PRWORA, including but not limited to ensuring that Perkins funds are used to provide assistance or benefit only to U.S. citizens and eligible nonresidents as defined under PRWORA**
- X. Fulfill all the following requirements with Perkins or non-Perkins funds:
 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and participating in a career and technical education program, to assist them in making informed plans and decisions about future education and career opportunities and programs of study.
 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
 3. Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
 4. Support integration of academic skills into career and technical education programs and programs of study to support.
 5. Plan and conduct elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement in the local levels of performance established by Perkins V, Section 113.
 6. Develop and implement evaluations of the activities conducted with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required by Perkins V, Section 134(c), and the local report required by Perkins V, Section 113(b)(4)(B).

Federal Postsecondary Student Definitions

For the purposes of Perkins V postsecondary non-competitive applications, the following definitions apply:

ACTIVITY — A specific course of action to achieve one or more of the objectives of a project in the time specified.

ADMINISTRATION — Activities necessary for the proper and efficient performance of the eligible agency or recipient's duties under this act, including the supervision of such activities. Such terms do not include curriculum development activities, personnel development, or research activities. (Perkins V, Section 3(1))

ARTICULATION AGREEMENT — A written commitment:

- A. that is agreed upon at the state level or approved annually by the lead administrators of:
 - i. a secondary institution and a postsecondary educational institution; or
 - ii. a sub baccalaureate degree-granting postsecondary educational institution and baccalaureate degree-granting postsecondary educational institution; and
- B. to a program that is:
 - i. designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and
 - ii. linked through credit transfer agreements between the two institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be). (Perkins V, Section 3(4))

CAREER AND TECHNICAL EDUCATION (CTE) — Organized educational activities that:

- A. offer a sequence of courses that:
 - i. provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations;
 - ii. provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
 - iii. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
- B. include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; and
- C. to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing. (Perkins V, Section 3(5))

CONSORTIUM — Not less than two eligible postsecondary institutions collaboratively offering career and technical education and services, one of which will serve as the fiscal agent. Consortia shall demonstrate how the programs offered through the partnership are mutually beneficial to all members within the partnership and agree that funds are used only for programs authorized under Perkins V. Each member institution in a consortium shall meet the THECB standard for size, scope, and quality of programs on its own. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins V, Section 3(19)(a))

CORE INDICATORS OF PERFORMANCE — Section 113(b)(2) of Perkins V defines the new core indicators of performance as:

Postsecondary Retention and Placement (1P1): 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 (codified as Title 42 of United States Code [42 USC], Section 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (codified as 22 USC 2504(a)), or are placed or retained in employment.

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

*A recognized postsecondary credential is defined in the Workforce Innovation and Opportunities Act as “A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.”

**Note: A student gets counted under this indicator whether the student obtains the credential during participation or within one year of completion, meaning the student would be counted if the student obtains the credential in the one year following that student’s completion of the program.

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

COST OF ATTENDANCE — Attendance costs include:

- a. tuition and fees, as determined by the institution, include costs for rental or purchase of any equipment, materials, or supplies required of all students undertaking the same course of study and the same academic workload; and
- b. an allowance for books, supplies, transportation, dependent care, and miscellaneous personal expenses for a student attending the institution on at least a half-time basis, as determined by the institution.

Note that the portion of any student financial assistance received under Perkins V that is made available for attendance costs is not considered as income or resources in determining eligibility for assistance under any other program funded as a whole or in part with federal funds.

CTE CONCENTRATOR — At the postsecondary level, a student enrolled in an eligible recipient who has:

- a. earned at least 12 credits within a career and technical education program or program of study; or
- b. completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Perkins V, Section 3(12))

CTE PARTICIPANT — Individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient, as determined by Higher Education General Information Survey codes. (Perkins V, Section 3(13))

ELIGIBLE AGENCY — A state board designated or created consistently with state law as the sole state agency responsible for the administration of career and technical education in the state or for the supervision of the administration of career and technical education in the state. (Perkins V, Section 3(18))

ELIGIBLE INSTITUTION — Per Perkins V, Section 3(20):

- A. a consortium of two of the entities described in subparagraphs (B) through (H);
- B. a public institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree. All educational institutions must be able to generate \$50,000 and meet criteria for size, scope, and quality.
- C. a local educational agency providing education at the postsecondary level;
- D. an area career and technical education school providing education at the postsecondary level;
- E. an Indian tribe, tribal organization, or tribal education agency that operates a school or may be present in the state;
- F. a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5301 et seq.) or the Act of April 16, 1934 (25 U.S.C. 5342 et seq.);
- G. a tribally controlled college or university; or
- H. an educational service agency.

ELIGIBLE RECIPIENT — Per Perkins V, Section 3(21):

- A. a local educational agency, an area career and technical education school, an educational service agency, an Indian tribe, tribal organization, or tribal educational agency or a consortium, eligible to receive assistance under Perkins V, Section 131; or
- B. an eligible institution or consortium of eligible institutions eligible to receive assistance under Perkins V, Section 132.

ENGLISH LEARNER — Per Perkins V, Section 3(22):

- A. a secondary school student who is an English learner, as defined in Section 8101 of the Elementary and Secondary Education Act of 1965; or
- B. an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and:
 - i. whose native language is a language other than English; or
 - ii. who lives in a family environment in which a language other than English is the dominant language.

FORMULA FUNDS — Funds available to all eligible postsecondary educational institutions on a non-competitive basis, pursuant to Section 132 of Perkins V, for the purpose of improving career and technical education.

INDIVIDUAL WITH A DISABILITY — Per Perkins V, Section 3(28):

- A. IN GENERAL: an individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
- B. INDIVIDUALS WITH DISABILITIES: more than one individual with a disability.

NONTRADITIONAL FIELDS — Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work. (Perkins V, Section 3(33))

OBJECTIVE — A statement of a specific end that will support one or more program goals. It must:

- A. be stated in quantifiable terms;

- B. specify a date or time for its achievement; and
- C. identify the resources needed to achieve it in the specified period.

OUT-OF-WORKFORCE INDIVIDUAL — Per Perkins V, Section 3(36):

- A. an individual who is a displaced homemaker, as defined in Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102); or
- B. an individual who:
 - i. has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; or
 - ii. is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under such title; and
 - iii. is unemployed or underemployed and is having trouble in obtaining or upgrading employment.

PROGRAM OF STUDY — A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. incorporates challenging state academic standards, including those adopted by a state under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. addresses both academic and technical knowledge and skills, including employability skills;
- C. is aligned with the needs of industries in the economy of the state, region, tribal community, or local area;
- D. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- E. has multiple entry and exit points that incorporate credentialing; and
- F. culminates in the attainment of a recognized postsecondary credential. (Perkins V, 3(41)).

SPECIAL POPULATIONS — Per Perkins V, Section 3(48):

- A. individuals with disabilities;
- B. individuals from economically disadvantaged families, including low-income youth and adults;
- C. individuals preparing for nontraditional fields;
- D. single parents, including single pregnant women;
- E. out-of-workforce individuals;
- F. English learners;
- G. homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- H. youth who are in, or have aged out of, the foster care system; and
- I. youth with a parent who:
 - i. is a member of the armed forces (as defined in Section 101(a)(4) of Title 10, United States Code); and
 - ii. is on active duty (as defined in Section 101(d)(1) of Title 10, United States Code).

SUPPORT SERVICES — Services related to curriculum modification, equipment modification, classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices. (Perkins V, Section 3(50)).

The Local "Basic" Application

Local Basic Application Process

Pursuant to Section 134 of Perkins V, to receive funds under Perkins V, a postsecondary institution must develop and submit an annual, unified, local postsecondary Perkins application and budget. The application must address postsecondary CTE programming.

The local basic application, **due June 30**, must be signed by each participating college president or authorized designee. The plan must also include strategies to meet the state-determined performance levels required under the law.

If, in the previous year, the institution failed to meet the state-determined performance levels on a core indicator, the local basic application must also include an improvement plan. The approved local basic application – with statement of assurance signatures – serves as the postsecondary institution’s formal application for receiving Perkins funding.

Submission of the Local Basic Application

Local Perkins applications are submitted online through the Perkins Portal grant management system. The application is divided into several sections in the Perkins Portal, allowing postsecondary institution users to respond to narrative and budget questions separately.

Training and technical assistance webinars and instructional videos are available to help consortia learn about the online submission of local Perkins applications and to update postsecondary institutions about any changes made to the local basic application.

An “Eligible Applicant” is a Texas public postsecondary institution that offers CTE courses leading to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree (“Eligible Applicant,” “Applicant,” or “Awarded Applicant” below).

Application Process

1. Following the posting of the Program Announcement, THECB staff will email the Perkins Institutional Contact for each Eligible Applicant with a unique application number and secure password. That information will allow the Applicant access to the application forms via the online [Perkins Portal](#).
2. The Applicant shall complete and submit the application in the [Perkins Portal](#) **by 11:59 p.m., CDT, on June 30**; and
3. The Applicant shall email scanned copies of the Application Cover Page, Certification Regarding Lobbying, Federal Funding Accountability and Transparency Act (FFATA) Certification, and Certification of Compliance with Section 504 and ADA Title II to the THECB [online](#) **by 11:59 p.m., CDT on June 30**. Documents shall be signed by the Applicant representative who is authorized to bind the Applicant. Cover pages and other required forms may be signed in hard copy or electronically. **Please Note: All forms listed in #3 must be submitted on the same day as the online application.**

Application Content

The application for the Perkins Basic Grant Program includes eight parts:

1. [Application Cover Page](#)
 - a. The signatures of the institution's president, chief financial officer, and Perkins Institutional Contact shall bind the Applicant and signify the Applicant's agreement to comply with all provisions of this grant.
2. [Comprehensive Local Needs Assessment \(CLNA\)](#)
 - a. Must be completed before submitting Local basic application
3. [Local Basic Application Questions](#)
4. If required, Performance Improvement/Evaluation Plans for each of the three federally designated core indicators (see the [Local Basic Application Guide](#))
 - a. **If line 1 is less than 90% on any of the three data sheets (1P1, 2P1, and 3P1), a performance plan is required for the sheet that is below 90%.**
5. Local Use of Funds
6. Project Goals and Outcomes
7. Budget
8. [Certification Regarding Lobbying form](#)
9. [Federal Funding Accountability and Transparency Act \(FFATA\) form](#)
10. [Certification of Compliance with Section 504 form](#)

For information on how to amend the application, read [When to Amend Application/Budget](#).

Local Basic Application Questions

The body of the local basic application is structured around the specific requirements identified in Section 134(b) of Perkins V. A summary of these requirements is included here. The state may include additional requirements as necessary. Each application will include/describe:

- CLNA results
- CTE course offerings and activities provided with Perkins V funding
- How the postsecondary institution will:
 - Provide career exploration, development, and guidance
 - Improve academic and technical skills of CTE students
 - Prepare special populations for high-skill, high-wage, or in-demand occupations, provide equal access, ensure they are not discriminated against, and prepare students for non-traditional fields
- Work-based learning opportunities available to students and how they will be developed or expanded
- Postsecondary credit opportunities for high school students
- Recruitment, preparation, retention, and training of CTE professionals
- Gaps or discrepancies in performance
- How activities will contribute to the goals of *Building a Talent Strong Texas*.

Comprehensive Local Needs Assessment (CLNA) Framework

[Perkins V Section 134\(c\)](#)

The CLNA must be completed before application submission every two years. Results of the CLNA must be incorporated into the local basic application and will drive postsecondary institution spending decisions. Please note that the first question required in the local basic application asks for the description of the CLNA and how that work informed the selection of activities funded through Perkins V.

Postsecondary institutions will submit the completed CLNA Framework document along with the local basic application. The CLNA Framework document is a standardized reporting tool for postsecondary institutions to report their needs assessment results. Postsecondary institutions will complete and upload this as a separate document using the [CLNA Submission Form](#).

The CLNA Framework document and CLNA Guide can be downloaded from the [THECB Perkins V CLNA web page](#). The CLNA Guide is available to postsecondary institutions to provide guidance on the process of conducting a needs assessment.

Per [Perkins V Section 134\(c\)\(2\)](#), the comprehensive local needs assessment must include the following:

- An evaluation of student performance with respect to state-determined and local levels of performance, including an evaluation of performance for special populations and subgroups
- How CTE programs offered are of sufficient size, scope, and quality – and aligned to in-demand industry sectors
- Progress toward the implementation of CTE programs and programs of study
- How local recipients will improve recruitment, retention, and training of CTE teachers, faculty, and specialized instruction support personnel
- Progress toward implementation of equal access to high-quality CTE courses and programs of study

Performance Improvement Plans (If required)

[Perkins V Section 123](#)

A postsecondary institution that does not meet a state-determined core indicator target within 90% of the approved target must develop and implement a program performance improvement plan. For each performance indicator the postsecondary institution failed to meet at least 90% of the state-determined performance level (SDPL), the institution must complete an Improvement Plan (IP) and include it with their Perkins local basic application. The IP is completed in the Perkins Portal. For more information, read Section 3 of the [local basic application guide](#).

Local Use of Funds

[Perkins V Section 135](#)

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in Sections 134(c) and 135(b) of Perkins V. Postsecondary institutions must describe how they intend to implement one or more of following requirements of the Perkins legislation to support career and technical education programs that are of sufficient size, scope, and quality:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including those in the middle grades, before enrolling and

while participating in career and technical education programs, in making informed plans and decisions about future education and career opportunities and programs of study.

2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals.
3. Provide within career and technical education the skills necessary to pursue high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into career and technical education programs and programs of study.
5. Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under Perkins V, Section 113.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Perkins V, Section 134(c) and the local report required under Perkins V, Section 113(b)(4)(B).

Postsecondary institutions must provide a list of the project goals that document alignment with one or more required uses of funds by filling out a table in the Perkins Portal online.

Project Goals and Outcomes

Once institutions have decided on the type of project goals, they will use the funds for, institutions must fill out the Project Goals and Outcomes section. This section includes the following:

1. Project goal name
2. Proposed funding amount
3. Project goal narrative
4. Description of how the project goal will help address priorities in the CLNA
5. Description how the funded program, project, or services will guide students' completion toward a postsecondary credential
6. Measurable project goal outcomes
7. Timeline
 - a. Activity
 - b. Anticipated completion date
 - c. Person(s) responsible for activity item
8. Staffing description (if no funding is requested for staffing, indicate with N/A)
9. Project sustainability following the funding of the grant

Budget

Based on the project narratives and outcomes, postsecondary institutions will estimate the amount of funding used through Perkins V. This will be done using the THECB Budget Sheets and CB 100, located in the [Perkins Portal](#) online. This section of the application is designed to include information on coordination of the Perkins grant (e.g., the budget and percentage of staff time at postsecondary levels). The section also should include a list of individuals whose salaries are paid in full or part with federal Perkins dollars. For more information, read the [Budget Planning Guide](#).

Table 2. Budget Schedules

EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS (EDGAR) EXPENDITURE CATEGORIES	
<u>Schedule A</u> Compensation— Personnel 2 CFR 200.430	Compensation for personnel services includes all remuneration, paid currently, or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.
<u>Schedule A</u> Compensation— Fringe Benefits 2 CFR 200.431	Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick, or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, non-Federal entity-employee agreement, or an established policy of the non-Federal entity.
<u>Schedule B</u> Travel Costs 2 CFR 200.475	Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.
<u>Schedule C</u> Equipment 2 CFR 200.2	Equipment is defined as tangible personal property (including information technology systems) that has a useful life of more than one year and an acquisition cost that equals or exceeds the lesser of the non-Federal entity’s capitalization level or \$5,000 (or \$10,000, if applicable, depending on the entity’s internal policies). The specific capitalization threshold may vary by organization but cannot be higher than \$10,000. For capital expenditures, see 2 CFR 200.439.
<u>Schedule F</u> Supplies 2 CFR 200.2	All tangible personal property [other than those described in §200.2 Equipment]. Supplies include any materials that are expendable or consumed during the grant. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$10,000, regardless of the length of its useful life.
<u>Schedule D</u> Contractual Services 2 CFR 200.318 Consultant/ Professional Service Costs 2 CFR 200.459	All products or services which are procured by contract. “Contract” means a legal instrument by which a non-Federal entity purchases property or services needed to conduct the project or program under a federal award. Costs of professional and consultant services rendered by persons who are members of a particular profession or possess a special skill, and who are not officers or employees of the non-Federal entity.
Schedule G Administration/Traini ng and Education 2 CFR 200.473	The cost of training and education provided for employee development.

Local Basic Application Approval Process

Once post-secondary institutions' applications are completed and submitted to the Perkins Portal grant management system, a full staff review of all applications is conducted by THECB staff. **The approved local basic application is a legally binding document.**

Implementation of the Plan

The approved local basic application serves as a formal document detailing goals, outcomes, and approved expenditures. The Perkins V application describes activities aligned with the CLNA, state-determined performance levels, and federal legislation. Once the local basic application is approved by THECB staff, efforts to implement it are focused on supporting and improving CTE curriculum, instruction and assessment, the implementation of programs of study, and supporting CTE faculty and staff.

Annual Final Report

Postsecondary institutions are required to submit a final report in September of each year via the Perkins Portal grant management system. This report identifies the progress made in implementing the activities and goals outlined in the local basic application. THECB staff will provide additional guidance to postsecondary institutions on final report requirements for the year, as well as how to successfully submit the report to state staff.

Reporting Timeline

The reporting timeline and requirements pictured in Figure 1 and Table 3 identify important dates and deadlines for post-secondary institutions to meet state requirements.

Figure 1. Reporting Timeline

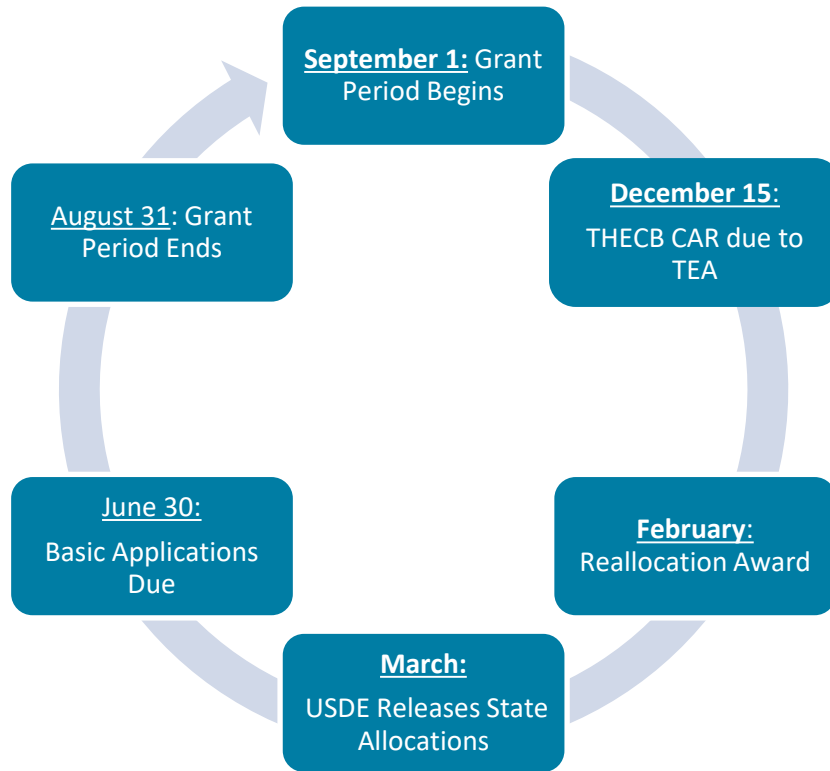


Table 3. Reporting Requirements

Date	Deadlines
May	Program announcement sent to colleges and application opens
June 30	Basic Local Application due (This includes application cover page and state/federal certification forms)
December 10	Expenditure Report 1 due
March 10	Expenditure Report 2 due
April 30	All equipment must be purchased (Schedule C)- See page 39
June 1	Last day to submit budget amendments. <i>All amendments must be submitted in the portal.</i>
June 10	Expenditure Report 3 due
June 30	Last day to encumber/obligate grant funds
August 31	Contract end date for closing out all grant activities
September 15	Final Report, Final Expenditure Report, and Inventory Report due <i>Submit any remaining expenditures. Awarded Applicant will not be reimbursed for any expenditures made after August 31.</i>

Accountability and Data

[Perkins V Section 113](#)

The required postsecondary core indicators of performance for each grant cycle are established by state Perkins staff and the USDE. The purpose of the indicators is to assess the effectiveness of the state Perkins program, along with its individual institutions, in achieving statewide progress in CTE and to optimize the return on investment of federal funds in CTE activities.

Core Indicators of Performance

[Perkins V Section 113\(b\)\(2\)\(B\)](#)

Each institution is responsible for meeting or exceeding the negotiated performance levels. All projects/programs funded by Perkins must be related to a measurable performance outcome that demonstrates cost effectiveness and is tied directly to one of the following three indicators:

- 1P1 – Postsecondary Retention and Post-Program Placement
- 2P1 – Earned Recognized Postsecondary Credential
- 3P1 – Nontraditional Program Completion

Evaluation methods should be designed to provide feedback regarding the progress toward attaining the required performance levels. Institutions that do not meet negotiated performance levels are required to submit a local improvement plan along with the following year's Perkins application.

Indicator Guidance and Definitions

The text below provides information relative to how students are counted for the purposes of Perkins, along with the definitions of indicators and accountability measures.

Postsecondary CTE Participant — A postsecondary/adult student who has earned one or more credits in any CTE program area.

Postsecondary CTE Concentrator — A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

1P1: Postsecondary Retention and Post-Program Placement

- Numerator — the number 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 (codified as 42 USC, Section 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (codified as 22 USC, Section 2504(a)), or are placed or retained in employment.
- Denominator — the number of CTE concentrators who completed their program in the prior reporting year.

2P1: Earned Recognized Postsecondary Credential

- Numerator — the number of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.
- Denominator — the number of CTE concentrators who graduated from postsecondary education in the prior reporting year.

3P1: Nontraditional Program Completion

- Numerator — the number of CTE concentrators from underrepresented gender groups in career and technical education programs and programs of study that lead to nontraditional fields.
- Denominator — the number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field during the reporting year.

Disaggregated Data Categories

The categories below are those identified by United States Department of Education:

- Gender
- Race and Ethnicity
- Special Populations:
 - individuals with disabilities;
 - individuals from economically disadvantaged families, including low-income youth and adults;
 - individuals preparing for nontraditional fields;
 - single parents, including single pregnant women;
 - out-of-workforce individuals;
 - English learners;
 - homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 USC, Section 11434a);
 - youth who are in, or have aged out of, the foster care system; and
 - youth with a parent who:
 - is a member of the armed forces (as such term is defined in Section 101 (a)(4) of Title 10, USC); and
 - is on active duty (as such term is defined in Section 101(d)(1) of Title 10, USC).

Data Collection

Each institution will log in securely into the [MOVEit Portal](#) to retrieve their data to answer the student performance data questions as it relates to the [Perkins V Indicators of Performance](#). (Refer to the [MOVEit Portal Guide](#) for instructions on downloading the data.)

Each institution will find its local basic application data file in its “Special Projects” folder on Moveit. The retrieval of this data file will require coordination with your institution’s state reporting officials. The state reporting official at your institution has access to the secure transfer site. If you need assistance identifying your institution’s reporting official, please contact Yughi Kim at Yughi.Kim@highered.texas.gov.

Audit and Access of Records

Awarded Applicant acknowledges that acceptance of funds under the contract acts as acceptance of the authority of (1) the Texas State Auditor's Office or any successor agency; (2) the Texas State Auditor's Office or any successor agency, under the direction of the Texas Legislative Audit Committee; (3) the THECB's Internal Auditor; and (4) any external auditors selected by the THECB, the State Auditor's Office, or the United States (collectively referred to as "Audit Entities") to conduct an audit or investigation in connection with those funds. Awarded Applicant further agrees to cooperate fully with Audit Entities in the conduct of the audit or investigation, including providing all records requested. Awarded Applicant shall ensure that this clause concerning the authority to audit funds is received indirectly by contractors through Awarded Applicant and the requirement to cooperate is included in any contract the Awarded Applicant awards.

Awarded Applicant shall maintain its records and accounts in a manner that assures a full accounting for all funds received and expended by Awarded Applicant in connection with the subaward. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved application. The Applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. These records and accounts (which includes all receipts of expenses incurred by Awarded Applicant) shall be retained by Awarded Applicant and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by the THECB and by others authorized by law or regulation to do so for a period of not less than seven years from the date of completion of the subaward or the date of the receipt by the THECB of Awarded Applicant's final claim for payment or final expenditure report, the date all related billing questions are resolved, or the date any related litigation issues are resolved, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed. Awarded Applicant shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all documents and other information related to the subaward. Awarded Applicant and any subcontractors shall provide any Audit Entities with any information the entity deems relevant to any monitoring, investigation, evaluation, or audit.

Each grantee institution shall have a system established in writing to ensure that appropriate officials provide all necessary organizational reviews and approvals for the expenditure of funds and for monitoring project performance and adherence to grant terms and conditions under the subaward.

The THECB reserves the right to require the reimbursement of any over-payments determined by any audit or inspection of records kept by the Awarded Applicant on work performed under the grant. Awarded Applicant shall reimburse the THECB within 30 calendar days of receipt of notice from the THECB of overpayment. Awarded Applicant's failure to comply with this "Audit and Access to Records" subsection shall constitute a material breach of the subaward.

Reporting Requirements

There are several types of reports required throughout the Perkins grant cycle:

- **Annual Final Reports (Basic):** Recipients will be asked to summarize their projects/programs and report the final outcomes as they relate to accountability measures used to assess progress in meeting negotiated performance levels. Annual Final Reports are completed in the [Perkins Portal](#).
- **Quarterly Reports (FIP/PEAOP and Leadership):** Recipients will be asked to summarize their projects/programs and report the final outcomes as they relate to grant plans. Quarterly and Final Reports are due in the [Perkins Portal](#) for each year the grant is active (12-month or 24-month):

Table 4. Quarterly Reports (FIP and PEAOP)

Date Due	12-month Leadership/PEAOP Grants	24-month Leadership/PEAOP Grants (including Quarterly Reports 1-4)
December 10	Quarterly Report 1	Quarterly Report 5
March 10	Quarterly Report 2	Quarterly Report 6
June 10	Quarterly Report 3	Quarterly Report 7
September 15	Quarterly Report 4-Final	Quarterly Report 8-Final

- **Expenditure Reports (Basic, FIP/PEAOP, and Leadership):** Expenditure reports are due to the in the [Perkins Portal](#) on the following days after the end of each quarter:

Table 5. Expenditure Reports

Date Due	Basic & 12-month Leadership/PEAOP Grants	24-month Leadership/PEAOP Grants (including Expenditure Reports 1-4)
December 10	Expenditure Report 1	Expenditure Report 5
March 10	Expenditure Report 2	Expenditure Report 6
June 10	Expenditure Report 3	Expenditure Report 7
September 15	Expenditure Report 4 -Final	Expenditure Report 8-Final

- **Inventory Report.** Institutions must submit their inventory report annually by September 15, which documents a cumulative record of equipment inventory.
- When purchasing and disposing of equipment with federal funds, please refer to and ensure compliance with the regulations in [34 CFR, Section 80.32](#), and 2 CFR, Section 200.313, and read the [THECB Equipment Inventory Guide](#).
 - **Equipment Purchases.** All capitalized purchases (**Schedule C**) should be made by **April 30**. **No equipment purchases are allowed for PEAOP recipients.**
 - **Equipment Disposition.** If there is no longer a need for a specific piece of equipment to accomplish the purpose of the CTE program, or if the equipment becomes worn out or obsolete, use the THECB [Inventory Disposition Request Form](#).

If a report due date falls on a holiday or weekend, the recipient shall submit the report on the first working day following the holiday or weekend.

Failure to submit reports in a timely manner may result in withholding fiscal reimbursements and will influence the recipient's eligibility for future grant awards. Continued failure to submit reports and reimbursement requests may result in termination of the grant for nonperformance.

FIP/PEAOP will be phased out on August 31, 2026.

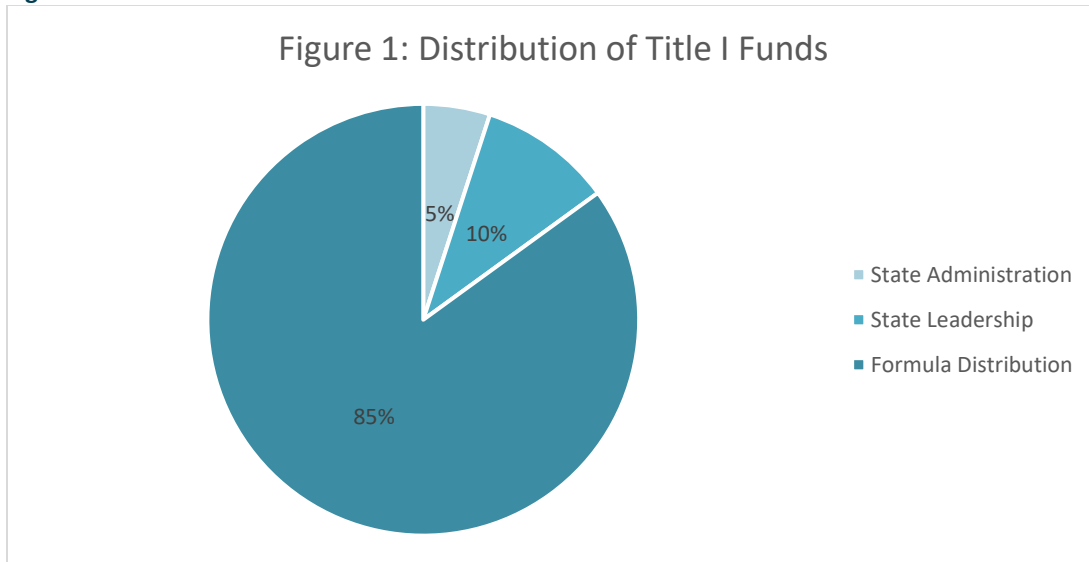
For more information, contact THECB's Fiscal Lead, Tanisha.Shorter.Lott@highered.texas.gov.

Perkins Funding Methodology and Allocation

The purpose of this section is to offer transparency to the Perkins federal grant state allocation and the distribution of that allocation to the subrecipients. As specified in the act, Perkins V Title I funds allocated to the state are distributed among three categories:

1. **85%** – funds provided to eligible recipients through formula-based distribution
2. **10%** – funds used for state leadership activities
3. **5%** – funds used for state-level administration of the grant

Figure 2. Distribution of Perkins Funds



Source: Section 112 of Perkins V

In the Texas State Plan, subrecipients are the 54 post-secondary institutions that serve CTE programs at the postsecondary levels. These subrecipients receive 85% formula-based allocation.

The funds allocated to the formula-based distribution category are split between eligible secondary (70%) and postsecondary (30%) recipients as described in the State Plan and illustrated in Figure 2. All funds that are not used in the fiscal year awarded are recaptured and reallocated through the formula.

Formula Distribution

Eighty-five percent of the Perkins state allocation flows to the 54 postsecondary institutions by formula distribution. This 85% is further subdivided into the basic allocation (90% of the 85%) and the reserve (10% of the 85%). Under Perkins V law, states can increase reserve funds by up to 15% of the basic allocation.

Note: States determine whether reserve funds are awarded and at what level.

To qualify for a grant award, the Eligible Applicant must have enough full-time student equivalents to collectively generate a minimum of \$50,000 in the formula.

Reallocation of Perkins V Funds: Strengthening Career and Technical Education for the 21st Century (Carryover Funds)

[Perkins V Section 133\(b\)](#)

Perkins *carryover funds* are grant funds that have not been obligated during the fiscal year in which they were allocated, which are then carried over to the following fiscal year. These unspent funds are pooled and reallocated back to the technical colleges using the same formula as the original allocations. Additional details about carryover funds are found in a later section of this manual called *Timely Obligation of Funds*.

Around January or February, the grants management staff members, working with the TEA, determine the amount of carryover for the colleges. The Budget and Accounting units provide the amount of unspent Perkins funds from TEA and the technical colleges in the previous fiscal year (for example, the January/February FY 2022 carryover comes from the unspent funds from FY 2021). This amount is added to the budgeted state administration amount which went un-matched by the state, as well as any state leadership funds to be added. This total carryover is divided among the technical colleges using the same formula as the initial allocation, i.e. based on their percentage of statewide occupational Pell grants awarded. This carryover amount is added to the college's initial allocation for Perkins, and a new allocation spreadsheet is run. The colleges can then submit budget amendments for the new funds.

Colleges will receive an email from THECB staff with instructions to log into the [Perkins Portal](#) and to submit an amendment. THECB staff will review and approve amendments promptly upon submission. Institutions are encouraged to submit reallocation amendments as early as possible to facilitate timely review. An institution requiring additional time to submit an amendment should contact its [THECB Perkins grant advisor](#). **Please note there is no guarantee for reallocated funds each year.**

Pre-Award Costs

Due to the annual late release of the allocation, colleges may budget pre-award costs for expenditures that must occur before execution of the applicant's grant agreement. Colleges may budget up to **10% of each budget schedule for pre-award costs**. Pre-award costs must be entered on the first line of each budget schedule for which funds must be expended before September 30. Pre-award cost line items shall appear in the online application as indicated in Table 6.

Table 6. Pre-Award Cost Line Items

I. Activity	II. Description (or other relevant description column)	Amount
Other	Pre-Award Costs	\$10,000

State Levels of Use (State Leadership and PEAOP)

There are two grant programs used with state leadership funds: [Field Based Innovation Program \(FIP\)](#) and the [Perkins Excellence in Access Opportunity Program \(PEAOP\)](#).

Administration

Up to 5% of the postsecondary allocation is set aside for the administration of the State Plan. Administrative funds are used pursuant to Perkins V, Section 112(a)(3).

Ten percent of the state funds must be used for state leadership projects. There are specific **mandatory and permissive leadership activities** that are allowed per Section 112(a)(2) and Section 124 of the Perkins Act.

State Leadership Grants

Perkins V Section 112(a)(2) and Section 124

Purpose

State Leadership Grant projects are designed to inform and improve CTE Basic Grant activities. These activities develop more fully the academic knowledge and technical and employability skills of postsecondary education students who enroll in CTE programs of study.

Guidelines

Each State Leadership Grant project must be aligned to Perkins V and include:

1. A purpose consistent with the leadership goals stated above
2. Clearly defined project goals and objectives
3. Measurable outcomes that are supported and aligned to at least one Perkins V accountability measure
4. A detailed budget
5. Oversight and technical assistance from Perkins leadership staff
6. A project evaluation and report at the completion of the program year

Note: An eligible agency that receives leadership funds may not use funds for administrative costs.

Goals

Each State Leadership Grant project will improve career and technical education, which includes:

- Preparation for nontraditional fields in current and emerging professions
- Activities to support special populations
- Exposure for students to high-skill, high-wage, and in-demand occupations
- Support for CTE educational opportunities for individuals with disabilities and individuals in state institutions such as corrections and juvenile justice
- Activities for recruiting, preparing, or retaining career and technical education teachers, faculty, and specialized instructional support staff, such as pre-service teacher development, professional development, or leadership development
- Technical assistance for eligible recipients
- A report on the effectiveness of the use of grant funds in achieving goals for preparing an educated and skilled workforce and meeting the skilled workforce needs of employers, including

in existing and emerging in-demand industry sectors and occupations as identified by the state, and how the state's CTE programs help to meet those goals in reducing disparities or performance gaps in state-determined levels of performance of all CTE concentrators.

State Leadership Application Information

The State Leadership currently has two tracks: Field-Based Innovation Program (FIP) and Perkins Excellence in Access and Opportunity Program (PEAOP), that will be **phased out on August 31, 2026**.

There are no more application cycles for these two tracks. For additional information, click link: [Perkins State Leadership Grants - Texas Higher Education Coordinating Board](#).

The categories beginning, Fiscal Year (FY) 2026 are:

Emerging and Current High Demand Credentials

This proposal category of funding aligns with Perkins V Section 124's focus on developing programs that prepare students for high-skill, high-wage, or in-demand occupations. It aligns with Texas House Bill 8 88th Legislature, a community college finance model to recognize emerging occupations that are of statewide importance as demonstrated by legislative action and supported by state appropriations. Additionally, this category supports the development of statewide programs of study, including curriculum development.

Recruitment and Retention of CTE Educators in Postsecondary Education

This proposal category is responsive to one of the required uses of State Leadership funds under Perkins V Section 124, which includes "recruiting, preparing, or retaining of CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals". The focus on innovative strategies and professional development aligns with the law's emphasis on supporting CTE educators.

Prison Education – Preparing for Reentry

This category of funding aligns with Perkins V Section 124's provision for supporting "individuals in state institutions, such as state correctional institutions, including juvenile justice facilities". It is also responsive to the permissible use of funds for supporting "career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education.

For additional information, click link: [Perkins State Leadership Grants Cycle 2025-2026 - Texas Higher Education Coordinating Board](#)

Financial Requirements

This section provides for the specific uses of funds for which a postsecondary institution is authorized to spend its Perkins allocation and how much must be spent toward each use. Perkins is dedicated to increasing learner access to high-quality CTE programs of study.

Internal Controls

Resources

The following internal control resources will benefit your organization.

Internal Control—Integrated Framework

The Internal Control—Integrated Framework guidance document was developed by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

In 1992, COSO began providing guidance for internal control systems in response to growing concern in the business sector over financial fraud. The goal was to help organizations establish effective systems of internal controls that went beyond checklists and carrying out standard policies and procedures.

COSO developed a framework for the creation of internal control systems that included five key components and 17 guiding principles. COSO updated the Internal Control—Integrated Framework guidance document in May 2013. More information is available on the [COSO](#) website.

Standards for Internal Control in the Federal Government (Green Book)

The [Standards for Internal Control in the Federal Government \(Green Book\)](#) is published by the Government Accountability Office (GAO).

The GAO sets internal control standards for the federal government. These standards support the framework created by COSO. The *Standards for Internal Control in the Federal Government* ([Green Book](#)) can be used by organizations that receive federal grants from TEA to design, implement, and operate internal controls. The most recent version of the [Green Book](#), published September 2014, is available through the [GAO](#) website.

Why Internal Controls are Important

The new [EDGAR](#) applies uniformly to all grantee types, specifically for TEA subgrantees, including LEAs, education service centers (ESCs), institutions of higher education (IHEs), and nonprofit organizations. It provides monitors and auditors with rules so they can determine whether the federal programs being administered by the grantee have sufficient internal controls in place.

The new [EDGAR](#) is intended to increase efficiency, strengthen oversight, and bring consistency to federal grant rules. Although most of the rules in the new [EDGAR](#) are similar to those in prior circulars, the new emphasis is to balance performance and compliance with written policies and procedures. This means that auditors will be expected to examine outcomes in addition to processes. Grantees will have more flexibility to establish local processes; however, these processes will need to be strong enough for outcomes to meet the objectives of the federal grants, including compliance.

Under the new [EDGAR](#), grantees must strengthen accountability for federal funds and improve local policies that prevent, detect, and reduce fraud, waste, or abuse. You will need to develop written policies and procedures that document grant activities, such as how you determine allowable costs and purchases.

The New EDGAR and Internal Controls

[2 CFR 200.303](#) requires grantees to implement internal controls for the administration of federal grants. Grantees must establish and maintain effective internal control over federal grants and provide reasonable assurance that they comply with all laws, regulations and requirements related to the grants they receive. **Additionally, grantees must:**

- Evaluate and monitor their own compliance with grant requirements.
- Quickly address any noncompliance identified, including any found in audit or monitoring findings.
- Take reasonable measures to protect sensitive or personally identifiable information (in accordance with laws regarding privacy and confidentiality).

[2 CFR 200.303](#) advises that internal controls *should* be in compliance with GAO standards and COSO's Internal Control—Integrated Framework.

Local Use of Funds

To expend their allocated basic and reserve funds, each institution develops and submits an annual plan addressing the requirements identified in Section 134 of Perkins V. At this subrecipient level, expenditures are based on the approved local basic application.

When using Perkins funds (see [Perkins V Section 135](#)) for expenditures in the local plan, these expectations must be met:

1. The funding is for the development, implementation, refinement, or support of an approved CTE program or program of study.
2. Funding is allocable according to Perkins V.
3. There is no supplanting. You cannot use federal funds to pay for series, staff, programs, or materials that would otherwise be paid for with state or local funds. In other words, the expenditure was not previously funded with local funding.
4. The expenditure is reasonable and necessary for the plan's execution.

Supplement versus supplant is a frequent question. [Perkins V Section 211\(a\)](#) of Perkins V clearly states: **“SUPPLEMENT NOT SUPPLANT** — 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.”

Perkins funds shall supplement, not supplant (replace), non-federal funds expended for CTE. If an activity is, or has been, supported by non-federal funds, Perkins funds may not be used to support that activity the following year unless there is overwhelming evidence that the activity would be terminated where it is not supported by Perkins funds.

Seek THECB advice before proceeding under this exception. If the college normally pays for an item, service, or activity, then Perkins dollars should not be used.

Funds available to institutions under Section 135 of Perkins V shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective, that align with the CLNA, and that:

- Provide career exploration and career development activities.
- Provide professional development for CTE professionals.
- Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
- Support integration of academic skills into CTE programs and programs of study.
- Plan and carry out elements that support the implementation of CTE programs and plans of study and that result in increasing student achievement of the local levels of performance established under Perkins V, Section 113.
- Develop and implement evaluations of the activities carried out with funds under Perkins V, Section 135.

Refer to Perkins V, Section 135 for a complete description of requirements for uses of funds at the local level.

Allowable and Unallowable Costs

Funds must be spent 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.

Advertisements

Advertisements are allowed for recruiting grant personnel only as long as the advertisement is not in color and not excessively large.

Advertisements are allowed for communication with the public and press when the costs are considered necessary as part of the outreach effort for the grant.

Advisory Council

An advisory council may be funded under the grant program. Only the following types of advisory councils are allowable:

- The advisory council includes representatives of business and industry (including small businesses) and, to the extent possible, labor organizations, higher education representatives and faculty, administrators, representatives of special populations, CTE and academic teachers, students, and community partners.
- The role of the advisory council is to participate in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.

Alcoholic Beverages

Alcoholic beverages are not allowed under any circumstances.

Audit Fees

Audit fees are allowable in accordance with the following:

- Audit fees and expenses are allowable only when the audit is required by and performed in accordance with 2 CFR, Section 200.501.
- Audit fees and expenses may not be charged as a direct cost when such audit services costs are part of the Awarded Applicant's indirect cost pool.

Awards for Recognition and Incentives for Participation

Minimal-cost certificates, plaques, ribbons, small trophies, or instructionally related items to be used in the classroom (such as pens and pencils) are acceptable incentives for participation in program activities or awards for recognition.

The following items may be donated by others as awards for recognition and incentives for participation, but may NOT be purchased with grant funds:

- Gifts or items that appear to be gifts
- Souvenirs, memorabilia, or promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains
- Door prizes, movie tickets, gift certificates, passes to amusement parks, and similar items
- Food of any kind (snacks, beverages, refreshments, meals, and so on)

Calendars and Calendaring Systems

Calendaring systems to manage personal calendars – whether paper calendars, personal digital assistants (PDAs), or electronic or software calendars – are not allowable costs.

Cellular Telephones for Personal Use

A cellular telephone for personal use is not an allowable cost.

Ceremonies, Banquets, or Celebrations

Costs associated with ceremonies, banquets, or celebrations are not allowable.

Conflict of Interest

Any purchase or expenditure that would pose a conflict of interest, real or perceived, is not allowable.

Construction, Remodeling, or Renovation

These costs are not allowed unless specifically authorized in the authorizing program statute and unless specifically approved in the applicable grant application.

Donations

Donations to other organizations or to other units within the Awarded Applicant institution are not allowable.

Employee Service Awards

Employee service awards cannot be paid from grant funds.

Entertainment, Recreation, Social Events

Costs associated with any type of entertainment, recreation, or social event are not allowable.

Field Trips

Field trips may be funded for educational purposes that address specific CTE course and/or program-related outcomes. Field trips must be open to all students participating in the CTE course or program. Costs for the field trip must be reasonable. Any entrance fees and transportation costs must be reasonable in comparison to the intended objectives of the trip.

Unallowable costs related to field trips include:

- Field trips that supplant and do not supplement local or state expenditures or activities
- Field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the grant program
- Field trips, during which more than 25% of the time is spent at the location is used for entertainment or recreation of field trip participants

Fines and Penalties

Fines and penalties are not allowed.

Food Costs for Conferences

Unless otherwise specified, a limited amount of funds may be expended on light meals for participant meetings or training events under very limited circumstances. The use of grant funds for this purpose is specifically limited to light, working lunches for participants when the working lunch is noted on an agenda, clearly described, and mandatory. The purpose of a working lunch should be to shorten the overall meeting or training time and to facilitate accomplishing the objectives of the meeting or training and the overall program.

A working or light meal described below is reasonable in cost when the cost of the meal including tax does not exceed \$20 per person; therefore, the Awarded Applicants will not be reimbursed for more than \$20 per person, including tax. Any amount over \$20 per person must be paid from other allowable funding sources. The \$20 per person does not include any mandatory service fee or set-up fee. Anything termed gratuity or tip is not reimbursable.

Specifically, grant funds may be expended for the following costs, provided that the Awarded Applicant maintains adequate and sufficient documentation that the costs were necessary and reasonable to further the intent and objectives of the grant:

- **Light meal during an all-day meeting or training session:** Light meal (not to exceed \$20 per person, including tax) for participants who are cloistered in an all-day (at least six-hour) meeting or training session. Awarded Applicant must document that it was impractical for participants to obtain meals on their own (for example, because of an isolated location or distance to eateries) and that their attendance at the meeting or training session was essential to accomplishing the objectives of the grant. Awarded Applicant must maintain an agenda that clearly identifies the topics discussed during the meeting or training session and the time allocated to each topic, including the meal period.
- **Working meal during an all-day meeting or training session:** Light meals during a working meeting (not to exceed \$20 per person, including tax). A working meal is defined as an activity in which staff or participants are engaged in exercises or activities during the normal mealtime. Awarded Applicant must maintain an agenda that shows that no other opportunity for a meal was provided and that clearly identifies the exercise or activity the participants were engaged in. Awarded Applicant should also retain a representative sample of the work product, if any, that was generated as a result of the working

session. No other food costs, including food and beverages for refreshments, breaks, or snacks, are permitted.

Allowable Food Costs for Parents and/or Students

The following costs are allowable:

- Nutritional snacks for children in childcare while parents are participating in grant activities
- Food is necessary to conduct nutrition education programs for parents. Full meals for parents or students are not allowable for this purpose under any circumstances. Expenditures must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.

Unallowable Food Costs for Parents and/or Students

The following costs are not allowed:

- Refreshments of any kind, including beverages, breaks, and snack foods, except as necessary for parental involvement activities to encourage attendance by parents
- Refreshments or meals at an awards banquet or function
- Any food costs that are not necessary to accomplish the objectives of the grant program
- Any food cost associated with an event in which a guest speaker or other individual conducts a presentation, and the participants are not actively engaged in performing activities
- Gratuities or tips

Fundraising Activities

Costs of organized fundraising, including solicitation of gifts and bequests, endowment drives, financial campaigns, and similar expenses incurred to raise capital or to obtain contributions are not allowable. Costs associated with attending or sponsoring training on fundraising are not allowable.

Gifts

Gifts or items that appear to be gifts are not allowable.

Hosting or Sponsoring Conferences

Conferences may be hosted or sponsored under the grant program. Conferences must be managed to minimize the cost to the grant award. The following types of conference are allowable:

- Professional development for CTE programs or for the dissemination of technical information. Hosting or sponsoring conferences will require pre-authorization and justification. Please submit a request to the THECB.

Legal Fees

Legal fees and expenses are allowable only as necessary for the administration of the grant program. Retainer fees are not allowable costs. Legal expenses for claims against the federal or state governments are not allowable.

Lobbying

Any costs incurred for lobbying are not allowable.

Memberships

Membership in business, technical, and professional organizations related to the grant program are allowable. Membership must be in the name of the Awarded Applicant and not in the name of an individual.

Memberships in civic and community organizations and in organizations that are substantially engaged in lobbying are not allowable costs.

Printing Costs

Printing costs are allowable when they are reasonable and necessary. Any multicolor printing must be reasonable in cost and must be necessary to carry out the objectives of the grant program.

Promotional Items, Memorabilia, and Souvenirs

Promotional items, memorabilia, and souvenirs are not allowable costs.

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 comply with 2 CFR, Section 200.430, and 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. Additionally, grant employees' recorded effort must align with Schedule A, Listed and Approved Job Duties.

Certification statements in lieu of time and effort reports are not allowable.

Social Events

The costs associated with social events of any kind are not allowable.

Training or Technical Assistance on Grant Writing

Funds may not be used for training or technical assistance on grant writing or for costs associated with writing other grant applications.

Transportation Costs

The cost of transporting students (or parents, if appropriate for the particular grant program) to or from grant activities is an allowable expenditure for certain special populations under Perkins V, Section 135(b)(5)(S).

Travel Costs

The Awarded Applicant shall have written policies and procedures for employees who travel on Perkins business and seek travel reimbursement with Perkins funds. Personnel are required to travel at the federal lodging and per diem rates or the Awarded Applicant's rates, whichever are more stringent. Employees may be reimbursed at the per diem rates or for actual costs not to exceed the per diem rates. At the institution's discretion, employees who exceed the per diem rates may be reimbursed for the difference with other non-federal funds that are available to the Awarded Applicant. Site-specific information on rates for in-state and out-of-state travel is available at the [U.S. General Services Administration website](#).

Personnel shall be reimbursed for actual car mileage at the current rate established by the Texas Comptroller of Public Accounts (CPA) or at a rate established by the Awarded Applicant, whichever is more stringent. Information about the CPA rate is available on the [CPA website's Travel Rates page](#).

Out-of-State Travel - Out-of-state travel costs are allowable under the grant program. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Out-of-state travel will require pre-authorization and justification.

Allowable Travel Expenses - The following travel expenses are allowable:

- Mileage reimbursement is allowable for travel necessary to carry out the objectives of the grant project. If institutional policy reimburses at a lower rate, the Awarded Applicant must claim that lower rate.
- Airfare is allowable at the lowest fare available.
- Car rental fee (at destination) is not allowable unless other transportation, such as taxi or shuttle, is not available for performing official business or unless car rental is more cost effective than alternate modes of travel. Gasoline for the rental car is allowable.
- Airport parking is allowable.
- Taxi fares for official business are allowable. Tips cannot be reimbursed.
- Itemized miscellaneous business expenses (such as business phone calls, printing, or materials) for carrying out official business of the meeting, conference, or workshop are allowable.
- Registration fees for attending workshops or conferences are allowable. Social events or recreational events available at a cost above the basic registration fee may not be paid from grant funds.
- Awarded Applicant may claim less than the maximum meal reimbursement rate for a duty point and use the amount of the reduction to increase the maximum lodging reimbursement rate for the duty point. This is allowable for in-state and out-of-state travel.

Travel Costs for Officials, such as Vice Presidents and Deans, and Administrative Assistants

- Travel costs for executive officers (including the president, vice presidents, and deans) or administrative support staff may not be funded under the grant program.

Unallowable Travel Expenses - The following travel expenses are not allowable:

- Any travel expenses associated to foreign travel
- First-class air fare
- Per diem (meals and lodging) for meeting, conference, or workshop participants who live in the same city where the event is held (automobile mileage is allowable)
- Tips or gratuities of any kind
- Alcoholic beverages
- Entertainment, recreational, or social events
- Any expense for other persons
- Automobile mileage or taxi fares for other than official business
- Personal accident insurance or personal effects coverage for rental cars
- Rental car for personal use or for purposes not associated with the official business meetings, conferences, or workshops

Travel Documentation - Travel costs must be properly documented to be reimbursable. Travel costs not supported by proper documentation are not allowable grant charges and are subject to disallowance by state and federal auditors and monitors.

Cost Principles

The applicable cost principles, as established by the Federal Office of Management and Budget (OMB), are posted online at [eCFR — Code of Federal Regulations](#) and [eCFR :: 2 CFR Part 200 -- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) for:

- Open-enrollment charter schools operated by an institution of higher education (i.e., college or university)
- Institutions of higher education

You can also reference the THECB's [Perkins V Allowable Cost Guide](#).

Additional Funds Usage Guideline

Using Perkins V Resources to Fund Personnel

Personnel may be funded via a college's Perkins grant in the following cases:

- Personnel are providing service to special populations (as defined by Perkins V); and/or
- Personnel are assigned to other functions and/or projects designed to improve CTE, as specified in the college's currently approved Perkins local basic application plan. In all cases, the following conditions must be met:
 - Job descriptions are written and kept on file at the time of employment for each individual.
 - Personnel Activity Reports are filled out and filed for each employee.
 - Perkins funds are not supplanting state funds.
 - Only that portion of a person's time assigned to Perkins-related functions and/or activities are funded via the Perkins Grant.
 - Personnel who are compensated in whole or in part with federal grant dollars are required to report on their duties/activities funded under the grant. Time and effort reporting, or Personnel Activity Reporting, reflects how faculty and/or staff spent the time for which they were compensated through federal grant funds.

The purpose of federally mandated time and effort reporting is to provide documentation to substantiate payroll charges. For example, if 25% of an individual's time was charged to a federal grant, time and effort reports must substantiate that the individual spent at least 25% of their time working on activities to support that federal grant. Time and effort reports must be a single, certified document that reflects 100% of an employee's time worked in a given period.

OMB Uniform Guidance, Subpart E, Section 200.430, contains the federal regulatory requirements for time and effort reporting.

Using Perkins V Resources to Fund Postsecondary Perkins Programs

Post-secondary, credit-based programs: Perkins V resources may only be used by colleges for program expenditures relating to students pursuing an approved program as identified in the THECB program inventory database. The student must be pursuing a program that is identified by a

Classification of Instructional Program (CIP) code in one of the 16 career clusters designated as “Perkins eligible.”

To be eligible, the program must, among other requirements, terminate in a certificate, diploma, or an Associate of Applied Science (AAS) or Associate of Science (AS) degree.

Post-secondary Customized Training Courses and Programs: Perkins funds can be used for non-credit postsecondary courses if they lead to a recognized postsecondary credential, including an industry-recognized certificate (Perkins V, Section 3(5)). These funds at the local level must be aligned to the institutions CLNA (Perkins V, Section 135(a)).

5-Percent Administrative Cost Allowance: Perkins V allows eligible recipients to use up to, but not more than, 5% of grant funds for administrative costs. Administration is defined as activities necessary for the proper and efficient performance of the eligible fiscal and data collection responsibilities under Perkins V.

Fiscal Year Expenditure Timelines: Perkins V does not allow colleges to carry over unexpended funds from one fiscal year to the next. All expenditure orders must be encumbered by June 30 of the local basic application state fiscal year. Attempts should be made to pay all invoices by July 31 of the local basic application state fiscal year or shortly thereafter. Business processes need to be concluded on or before August 31. Any expenditure payments to be made after August 31 will not be reimbursed.

Postsecondary institutions are responsible for judicious cash management. **More than 50% of Perkins funds should be spent by the third quarter of the fiscal year.**

Budget Changes Within the Fiscal Year

The Awarded Applicant shall contact the THECB to notify staff of changes to the grant. All changes to the approved budget require advance notice and approval. Costs incurred without prior approval of budget changes may result in grant funds not covering costs and an institution being responsible for payment. If unapproved costs are found after the program year has ended, an institution may need to refund THECB. All budget changes must be submitted through the [Perkins Portal](#).

Examples of budget changes:

1. Changes to the scope, strategies, or timeline of a Performance Improvement/Evaluation Plan with or without a change to the budget
2. Changes to one or more cost items within a schedule that changes the scope or activities of the grant (“activities” includes approved programmatic activities and Grant Activity Titles for approved budget line items)
3. Changes that move costs across Schedules A-F that cumulatively exceed 10% of the total grant award
4. Changes to any information or costs in Schedule C: Capital Expenditures and Equipment or a change that temporarily or permanently reassigns any individual named on the Application Cover Page
5. Changes that resolve any potential conflicts of interest that arise before or during the grant period
6. Changes to one or more cost items within a schedule that do not change the scope or activities of the grant
7. Changes that move costs across Schedules A-F (except to or from Schedule C: Capital Expenditures and Equipment) that do not cumulatively exceed 10% of the total grant award
8. Increases to a cost item in Schedule D: Consultant and Service Contracts

For more information read our [Budget Planning Guide](#).

Timely Obligation of Funds

Obligation: an obligation occurs when funds are formally designated for a specific cost (EDGAR [34 CFR § 76.707](#)).

The following table illustrates when funds are determined to be obligated under federal regulations.

If the obligation is for:	The obligation is made:
Acquisition of real or personal property	On the date on which the state or subgrantee makes a binding written commitment to acquire the property.
Personal services by an employee of the state or subgrantee	When the services are performed.
Personal services by a contractor who is not an employee of the state or subgrantee	On the date which the state or subgrantee makes a binding written commitment to obtain the services.
Performance of work other than personal services	On the date on which the state or subgrantee makes a binding written commitment to obtain the work.
Public utility services	When the state or subgrantee receives the services
Travel	When the travel is taken.
Rental of real or personal property	When the state or subgrantee uses the property.
A pre-agreement cost that was properly approved by the Secretary of Education under the cost principles in 2 CFR § 200, Subpart E Cost Principles	On the first day of the grant or subgrant performance period.

Capital Assets (Equipment)

Equipment purchases must be permissible according to Perkins V, Section 135(b). Allowable use, disposition, and recordkeeping requirements, as defined by Education Department General Administrative Regulations (EDGAR) must be followed. Perkins V requires that equipment purchased with its funds be utilized within the current grant year to benefit students in Career and Technical Education (CTE) programs. **Equipment must be purchased by the April 30 deadline and be received, installed, and operational by the first day of the college's summer session 1.** It is the college's responsibility to ensure vendors can deliver and install the equipment by first class day ensuring that the investment directly supports educational outcomes within the intended timeframe and current grant year.

Requirements for Purchasing Equipment with Federal Grant Funds

29 CFR, Section 95.34, Equipment

“(f) The recipient’s property management standards for equipment acquired with Federal funds and federally owned equipment shall include all the following:

1. Equipment records shall be maintained accurately and shall include the following information:
 - i. A description of the equipment.
 - ii. Manufacturer’s serial number, model number, Federal stock number, national stock number, or other identification number.
 - iii. Source of the equipment, including the award number.
 - iv. Whether the title vests in the recipient or the Federal Government.
 - v. Acquisition date (or date received if the equipment was furnished by the Federal Government) and cost.
 - vi. Information from which one can calculate the percentage of Federal participation in the cost of the equipment (not applicable to equipment furnished by the Federal Government).
 - vii. Location and condition of the equipment and the date the information was reported.
 - viii. Unit acquisition cost.
 - ix. Ultimate disposition data, including date of disposal and sales price or the method used to determine current fair market value where a recipient compensates ED for its share.
2. Equipment owned by the Federal Government must be identified to indicate Federal ownership.
3. A physical inventory of equipment must be taken, and the results reconciled with the equipment records at least once every two years. Any differences between quantities determined by the physical inspection and those shown in the accounting records must be investigated to determine the causes of the difference. The recipient shall, in connection with the inventory, verify the existence, current utilization, and continued need for the equipment.
4. A control system must be in effect to ensure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented; if the equipment was owned by the Federal Government, the recipient shall promptly notify the Secretary.
5. Adequate maintenance procedures must be implemented to keep the equipment in good condition.
6. Where the recipient is authorized or required to sell the equipment, proper sales procedures must be established which provide for competition to the extent practicable and result in the highest possible return.”

Postsecondary Equipment Documentation

Documentation of equipment must comply with federal requirements, THECB policies, and institutional policies. For more information read the [THECB Equipment Inventory Guide](#).

Perkins Monitoring

[Perkins V Sections 121\(a\)\(1\) and Section 123\(b\)](#)

Perkins V and federal regulations at 2 CFR, Section 200, Subpart F, require that state agencies monitor and evaluate schools and colleges receiving Perkins formula funds under statutory allocation. THECB conducts programmatic and fiscal monitoring, including desk reviews and site visits, to determine compliance with the request for applications, the approved local basic application, and applicable statute(s), law(s), regulations, and guidelines. Throughout the grant period, THECB and/or its representatives shall have the right to request programmatic documentation for desk review and to make site visits to review grant operations and accomplishments.

Purpose

THECB conducts Perkins site visits and/or desk reviews annually to fulfill federal grant monitoring requirements and to provide technical assistance to institutions.

Objectives for Perkins Monitoring

- Determine present and predict future Perkins programmatic opportunities, challenges, and threats.
- Detect conditions, procedures, or factors that threaten an institution's Perkins program in time to effectively mitigate them.
- Better define how high-quality Perkins programs operate for the benefit of all Perkins institutions.

Monitoring Guidelines

Each postsecondary institution shall provide evidence upon request that the postsecondary institution is meeting the fiscal and programmatic requirements of Perkins V, federal grant guidance, and the Perkins Request for Applications. THECB will provide compliance oversight and technical assistance toward compliance.

Selection of Sites to be Monitored

THECB identifies institutions for programmatic site visit and/or desk review using a risk assessment modeled on an instrument utilized by the Office of Career, Technical, and Adult Education, a division of the U.S. Department of Education. The risk assessment analyzes defining factors listed below to identify institutions that may benefit from programmatic review and technical assistance. All 54 Texas community and technical colleges are subject to annual risk assessment and periodic site visit and/or desk review. THECB identifies 15 institutions for monitoring annually using the risk assessment tool.

Risk Assessment Tool

Risk assessment criteria include targeted areas that indicate program performance, fiscal processes and patterns, grant compliance practices, and programmatic management:

- Schedule of Expenditures of Federal Awards score
- THECB fiscal desk audit score
- Amount of award
- Percentage of unexpended funds
- Unmet core indicators
- Number of amendments
- Number of late reports
- Number of new staff
- Time since last site visit and desk review

Factors are weighted to assign proportional risk.

Structure of Desk Reviews

The 15 institutions identified annually through the risk assessment process submit policies, procedures, and related documentation for management of awarded funds, compliance with federal statutory and regulatory requirements, and programmatic development and alignment with the CLNA. THECB reviews submitted materials and responds with a report noting areas of compliance and noncompliance, with recommendations to correct areas of noncompliance. Institutions respond with documentation of corrections made and a plan with a timeline for completing corrections needing a longer timeframe. THECB will approve corrections upon their completion. Areas reviewed include the following:

- Procurement of capital and noncapital equipment
- Management of grant-funded travel
- Management of funds mitigating barriers for special populations students
- Procurement of consultants and subcontractors
- Management of CTE program advisory committees
- THECB fiscal desk findings
- Procedures for avoiding supplanting of local or state funds with federal funds
- Management of time and effort recordkeeping for grant-funded staff
- Documentation and discussion of programmatic alignment with the CLNA

Structure of Monitoring Visits

Five of the 15 institutions identified for Perkins monitoring will be subject to an onsite monitoring visit based on the identified risk level. THECB staff will provide a site visit agenda template showing meetings and programmatic tours to be scheduled. The institution will submit a tentative agenda for THECB's approval before the onsite visit. Institutions identified for onsite review will also complete the desk review.

Who participates in the monitoring visit?

Participants in an institution's monitoring may vary, depending on the governing and operating structure within a postsecondary institution. Generally, an institution's leadership attends the opening and closing meetings along with Perkins staff and other administrative personnel. Appropriate administrative staff and managers attend meetings for discussion of procurement and inventory management, special populations services, core indicator performance strategies, and other topics appearing on the agenda template. Walk-throughs of CTE programs supported with Perkins funds, including demonstrations of the use of Perkins equipment, are planned consistently with the agenda template.

What facilities and logistical needs are there for monitoring visits?

Institutions identified for site visits shall determine the most appropriate location(s) for site visit meetings and arrange for any necessary transport between sites. Meeting or conference rooms for the opening and closing meetings should be adequate in size for institutional staff and two THECB staff. The location of meetings between THECB staff and departmental/program staff shall be determined by the college. The monitoring team will need wireless internet access during the visit.

What onsite documentation is needed and how does it need to be organized?

An institution subject to a site visit shall submit required documentation before the site visit through the desk review process. THECB will provide instructions on how to submit documentation for review. Any additional documentation required for a site visit will be identified on a case-by-case basis in advance of

the visit. An institution may voluntarily supply documentation of its processes or stewardship for any of the topic meetings.

Who is the contact for questions about preparing for a monitoring visit?

The [THECB grant advisor](#) team offers individualized assistance in planning a monitoring visit.

Methods of Administration (MOA)/Office for Civil Rights (OCR) Reviews

The U.S. Department of Education's Office for Civil Rights (OCR) requires the THECB to conduct compliance desk reviews and site visits as part of its Vocational Education Methods of Administration civil rights compliance of campuses that receive federal funding for two-year CTE programs.

The purpose of the compliance desk reviews, and onsite visits are to determine the postsecondary institutions' compliance with the OCR's *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap* and the following federal laws and regulations:

- Title VI of the Civil Rights Act of 1964 and its implementing regulations at [34 CFR, Part 100](#), which prohibit discrimination on the basis of race, color, and national origin
- Title IX of the Education Amendments of 1972 and its implementing regulations at [34 CFR, Part 106](#), which prohibit discrimination on the basis of sex
- Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at [34 CFR, Part 104](#), which prohibit discrimination on the basis of disability

An OCR-approved targeting plan determines which of the state's two-year institutions will be subject to a compliance desk review. Every two years, the THECB submits a targeting plan for the OCR's review. The targeting plan includes a system for weighing and ranking of data for each college. The system's criteria place emphasis on the provision of equitable CTE opportunities for students of all racial and ethnic categories, national-origin minorities, male and female genders, and disabled individuals by analyzing indicators of (1) minority participation, (2) participation by gender, (3) participation of individuals with disabilities, (4) the overall number of students enrolled in CTE programs at the institution, and (5) the number of years since an institution's last OCR compliance desk review/site visit.

Questions can be referred to MOA Postsecondary State Coordinator Dr. Audra Patridge at Audra.Patridge@highered.texas.gov.

Retention of Perkins V Grant Records

THECB provides that a state/government entity that holds data itself proposes, and has approved, a record retention schedule in which it specifies how long it intends to keep records. The THECB Records Retention Schedule states that federal grants are to be kept for five years.

**Texas Higher
Education**
COORDINATING BOARD

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