

# Perkins Basic Orientation

June 9, 2022

# Zoom Meeting Reminders

- The training is being recorded and will be available, along with the presentation, on the THECB Perkins page in the coming days.
- The chat feature is enabled for dialogue between attendees. Do not post questions here, as they may not get answered.
- Mics and cameras should be turned off during presentations. Attendees are welcome to unmute and be on camera during the Q&A sessions. To unmute and ask a question, use the raise hand feature in Zoom.
- There will be a 30-minute lunch break at 11:30. Please feel free to take a break as needed throughout the day.

# Community & Technical College Staff Introductions

# Mindy Nobles

- Assistant Director, Community and Technical Colleges, Workforce Education Division
- With THECB since 2013
- 20 years prior experience with Community and Technical Colleges
- Professional mission:
  - Advancing student equity
  - Advancing career and technical education
  - Supporting the community college mission



# Shawndra Harmond



- Is new to the agency
- Loves character art and roses.
- Is a native Texan from Houston who enjoys traveling and tasting a good brisket.
- Is a current Ph.D. student at North Central University focusing on higher education.
- Has over 23 years in Career and Technical Education both as a secondary educator and a community college instructor.
- Is passionate about the self-motivated pursuit of wisdom by being a lifelong learner.

# Duane Hiller

- Received his MS in Chemistry from Boston College in 1995
- Started working at the THECB as an Administrative Assistant temp in March 1996
- Worked as a Data Analyst when the first WECM courses were created in 1997
- Going through his eighth version of the Guidelines for Instructional Programs in Workforce Education (GIPWE)





# Stephanie Perkins

- Has been with THECB since August 2019
- Received her Ed.D. in Organizational Leadership in Higher Education from Abilene Christian University fall 2021
- Background includes 15 years of community college work in student services
- Passionate about diversity, equity, and inclusion within community colleges and how elevating student voice has an important impact on college processes





# Tanisha Shorter-Lott

- Over 20 years' experience in education (17 of those were within the community college setting)
- Has served in the areas of admissions, advising, dual enrollment, early college high school and career and technical education for high school and college students
- Served as adjunct faculty member in Management
- Fun fact: Tanisha is soon to become a certified yoga instructor...Namaste!



# Workforce Education Updates

**Tina Jackson, Ph.D., Assistant Commissioner, Workforce Education**

# Building A Talent Strong Texas Through Evidence- Based Practices



# Building a Talent Strong Texas

**ATTAINMENT**  
of Postsecondary  
Credentials

**PRODUCTION**  
of Postsecondary  
Credentials of Value

**PROMOTION**  
of Research,  
Development &  
Innovation

**EQUITY:** Data will be disaggregated & tracked by race, gender & income

**COORDINATION:** Across public and private sectors, with input and support from educators, institutional leaders, policy makers, employers, and students

# Talent Strong Texas: Primary Indicators

## Attainment

- Percent of Texans ages **25-34** with a degree, certificate, *or other postsecondary credential of value* by 2030
- *Percent of Texans ages **35-64** with a degree, certificate, or other postsecondary credential of value by 2030*

## Credentials of Value

- Number of students completing postsecondary credentials of value each year.
- Percentage of graduates with no or low student debt in relation to potential earnings.

## Research & Development

- Annual private and federal research and development expenditures
- Number of research doctorates awarded yearly by Texas institutions of higher education

# Attainment of Postsecondary Credentials

By expanding attainment to include all working age Texans, we can increase employment opportunities and income for individuals, create a deeper talent pool for employers, and align skills with the jobs the workforce demands.

## TARGETS

- **60% of Texans ages 25 -34** with a degree, certificate, or other postsecondary credential of value by 2030.
- **60% of Texans ages 35 -64** with a degree, certificate, or other postsecondary credential of value by 2030.

By expanding our attainment goals to include all working-age Texans, we will increase employment opportunities and incomes for individuals, create a deeper talent pool for employers, and align skills with the jobs our economy increasingly demands.



# Postsecondary Credentials of Value

Credentials from Texas institutions of higher education must propel graduates into lasting, successful careers that equip them for continued learning and greater earning potential, with low or manageable debt.

## TARGETS

- **550,000 STUDENTS COMPLETING** postsecondary credentials of value each year.
- **95% OF GRADUATES** with no undergraduate student debt or manageable levels of debt in relation to their potential earnings.

Credentials from Texas colleges and universities must equip graduates for continued learning and lasting, successful careers, with no or manageable student debt.

# Research, Development, and Innovation

Texas must be a leading state in generating knowledge through basic and applied research and translating it to innovations, discoveries, and economic development.

## TARGETS

- **\$1 BILLION** additional annual private and federal research and development expenditures by 2030.
- **7,500 RESEARCH DOCTORATES** awarded annually by Texas institutions of higher education.

Advancing Texas competitiveness in the global economy will require strengthening our state R&D infrastructure and translating discoveries into innovations that benefit individual Texans' lives and drive economic development.

**“By Building a Talent Strong Texas, our state will play a leading and unprecedented national role in prioritizing credentials of value.”**

THECB Strategic Plan: Building a Talent Strong Texas, March 2022

# Advancing Equity for the Benefit of All Texans

In raw numbers, Texas grew more than any other state over the past decade, and more than 95% of that growth was in communities of color. Data for *Talent Strong Texas* indicators will be disaggregated and reported by race, gender, income level, and geographic area to monitor that all goals are being advanced equitably and all Texans have opportunities to succeed.

# **Evidence-Driven Workforce Development and Technical Training is Needed Now More Than Ever**

**Limited funding combined with unprecedented need means funding must be focused where the greatest impact can be achieved.**

**This is not about excluding programs that have not yet built evidence; it is about continuous improvement. Each grant or contract should be an opportunity to learn more about what works and what needs improving.**

**Federal requirements for evidence-based programs are growing. Now is the time to get ahead of the curve and lead the way in evidence-driven workforce and training solutions.**



# Evidence-Based Grant-Making

- ❖ Defines “evidence of effectiveness” so there is a common understanding of “evidence-based.”
- ❖ May offer outcomes and performance-based payments. Such payments are linked directly to priority outcomes (e.g., increased wages, long-term employment in related industry).
- ❖ Uses data to determine how well we are serving constituents through our services.

# Texas Goal for the Use of Evidence

The goal of Texas Evidence-Based Grant-Making is to discover innovative approaches and replicable models that lead to ***better outcomes for program participants.***



# Building Evidence in Texas

THECB has approved the Carl D. Perkins Equitable Access and Opportunity Program RFA. The Program will:

- Focus on the Perkins V priority student categories designated as Special Populations;
- Incorporate the Texas Evidence-Based Grant-Making framework to improve the measurement of success of the grant program;
- Incentivize program models with demonstrated track record of effective outcomes; and
- Encourage building the evidence base for those models with little to no evidence – all grants will be evaluated.

# Questions and Discussion

# Perkins V: Equity, Access, and Accountability

**Mindy Nobles, Assistant Director, CTC, Workforce Education**



# Student Equity and Access: Federal Requirements

## Perkins V Sec. 2: Purpose of Act

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary students and postsecondary education students who elect to enroll in career and technical education programs of study by—

...

(8) Increasing the employment opportunities for populations who are chronically unemployed, including individuals with disabilities, from economically disadvantaged families, long-term out of workforce, past or current foster care, and homeless.

# Student Equity and Access: Federal Requirements

## Sec. 134(b) Local Application Narrative

(9)... a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years,

and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

# Student Equity and Access: Federal Requirements

## Sec. 134(c)(2) Comprehensive Local Needs Assessment

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

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

# **Student Equity and Access: Federal Accountability**

## **Perkins V Sec. 113(b) Data Required for State Report**

States must disaggregate special populations performance on Perkins Core Indicators and

Identify and quantify any disparities or gaps in performance on the Perkins Core Indicators between special populations students and all CTE concentrators.

# Student Equity and Access: General THECB Emphasis

## Building a Talent Strong Texas (Excerpts)

“Texas has set ambitious goals in the past, and we are not backing away from them – instead, we’re raising the bar. Our economy demands nothing less. *Building a Talent Strong Texas* expands on the successes and progress of our previous plan, *60x30TX*, by **widening the lens** for higher education.

“Across all these goals, we will break down the data by race, gender, income, and geography to make sure all Texans have an opportunity to succeed. Over the past decade, 95% of our state’s population growth was in communities of color. If we do not advance our higher education goals equitably, we can’t achieve them.

“In raw numbers, Texas grew more than any other state over the past decade, and it is one of the youngest and most diverse states in the nation. More than 95% of our growth over the past decade was in communities of color. **If we’re not advancing our goals equitably, we cannot meet those goals.**”

Source: [Building a Talent Strong Texas - THECB](#)



# Student Equity and Access: Perkins Program Emphasis

## Carl D. Perkins Equitable Access and Opportunity Program

“Awards are intended to address the Perkins V statutory emphasis on recruiting and supporting special populations students, as defined in Sec. 3(48), toward successful outcomes in CTE programs.”

RFA published March 3, 2020; applications due June 14.

Access the RFA, application, and webinars at ([Perkins Equitable Access and Opportunity Program Request for Applications \(RFA\) - THECB \(texas.gov\)](#))

# Student Equity and Access: Perkins Program Emphasis

## Carl D. Perkins Basic Grant Program

LOCAL APPLICATION must provide activities and programs to for overcoming barriers for equitable access to programs, preparing students for high-wage jobs, and ensuring nondiscrimination.

PERFORMANCE IMPROVEMENT AND EVALUATION PLAN must have programs, activities, and budget items for closing identified gaps in special populations performance in addition to improving core indicator performance. Must consider these to be priorities in use of funds.

BUDGET must designate funds for programs, activities, and services that reduce or close special populations performance gaps identified in the CLNA.

# Student Equity and Access: Institutional Accountability

THECB has integrated disaggregated special populations performance data into OCR/MOA risk assessment along with Core Indicator Performance.

If trends indicate the value, Workforce Education/Perkins staff will re-introduce merit-based mid-year reallocations based on

1. Core Indicator Performance and
2. Reducing or closing special populations performance gaps

to provide incentives for improved local performance.

# **Perkins V: The CLNA Revision**

**Duane Hiller, Program Director, CTC, Workforce Education**

**Stephanie Perkins, Program Director, CTC, Workforce Education**

# Importance of the CLNA

- Statutorily required to update CLNA not less than once every 2 years (SECTION 134, (1)(B) of Perkins V)
- Colleges should treat CLNA as a living document with continuous assessment of goals and consultation of stakeholders
- Perkins funding priorities should be identified in CLNA and subsequently referenced in Basic Application, including budget, as required by RFA Sec. 7.2.
- At a minimum, application must address Student Performance and Improving Access and Equity CLNA goals.

# CLNA and Risk Assessment

CLNA is an element of Perkins Basic Risk and OCR Assessments

Each year Perkins staff look at CLNAs as one factor in a set of indicators that determine which Perkins Basic grantees will be undergoing desk reviews and site visits. Additionally, the CLNA will be considered when conducting OCR risk assessments.

# What Should be Updated in the CLNA

- Summary Analysis: findings, vision, priorities, participants from the institution, local and/or regional collaborators, geographic area
- All sections mentioned on previous slide. This includes providing new data points that have developed or are current. Larger data representations included in appendices
- Proof of current stakeholder consultations provided in appendices (agendas, surveys, etc.)

## Goals:

- a. Program Goals 2022-2023
- b. Program Goals 2023-2026

## Next Mandatory Update:

FY 2026, due in June 2025

## Remember:

CLNA is a living document and should be revised annually. Colleges can re-submit annually prior to the Basic Application.



# Major Sections of the CLNA to be Updated

- Performance Evaluation of Students (to include evaluation of performance for each special populations category)
- Size, Scope & Quality of Programs
- Labor Market Alignment
- CTE Program/Programs of Study Implementation
- Faculty/Staff Recruitment, Retention and Training
- Improving Equitable Access

# Performance Evaluation of Students (to include evaluation of performance for each special populations category)

- How are students in your CTE programs performing (academic success, degree completion) in comparison to non-CTE students?
- How are students from special populations performing in your CTE programs in comparison to CTE students who are not in those categories?
- Which groups of students are struggling the most in CTE programs?
- Which CTE programs overall have the highest student success rates, and which have the lowest?
- Are there certain CTE programs in which one or more special populations categories are performing above the general CTE student population?
- Do the data suggest potential root causes for inequitable outcomes in your CTE programs?

# Size, Scope & Quality of Programs

- Are you offering a sufficient number of courses, and course sections, within programs?
- Are there students who want to enroll in your programs who are unable to do so?
- Should the need to transfer arise, do students have the ability to complete a program of study at your institution and/or other institutions in your service area?
- How do your programs compare to a set of quality standards developed by your state or by a relevant third party?
- How do specific program areas compare in quality?
- How do specific components of your programs, such as work-based learning or instruction, compare in quality?

# Labor Market Alignment

- What industries are projected to grow the most in your local area? What occupations?
- Are your CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in your region?
- How do your CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations in your area to which students should be exposed?
- What skill needs have industry partners identified as lacking in your programs?
- Which graduates of your programs are thriving in the labor market, and why?
- What opportunities exist in your local labor market for students with disabilities, English learners or other special populations?

# CTE Program/Programs of Study Implementation

- How fully are your programs aligned and articulated across secondary and postsecondary education?
- Do your programs incorporate relevant academic, technical and employability skills at every learner level? Do you have credit transfer agreements in place to help students earn and articulate credit?
- Are your students being retained in the same program of study?
- Do students in the programs of study have multiple entry and exit points?
- Are students in your programs earning recognized postsecondary credentials? Which ones?
- Are secondary students in your programs earning dual/concurrent enrollment credit?

# Faculty/Staff Recruitment, Retention and Training

- How diverse is your staff? Does it reflect the demographic makeup of the student body?
- What processes are in place to recruit and induct new faculty and staff? Are these processes efficient and effective, especially for faculty coming from industry?
- Are all of the faculty teaching your programs adequately credentialed? Do you offer regular, substantive professional development opportunities to faculty and staff?
- What professional development offerings are most highly rated by participating staff?
- What do faculty report as needs and preferences for professional development, benefits and supports?
- In what subject areas do you need to develop or recruit more educators?

# Improving Equitable Access

- Which special populations groups are underrepresented in your CTE programs overall and in particular program areas? Overrepresented?
- Are there additional enrollment discrepancies related to high-wage, high-skill occupations?
- Can all learners access high-quality CTE programs of study? What barriers currently exist that prevent special population groups from accessing your programs?
- How are special population groups performing in your programs?
- What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?
- What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?
- How are you engaging the learners and communities you serve to better understand the problem and identify solutions?



# Mandatory Stakeholder Consultations

Stakeholder consultations must be incorporated into the CLNA.

Consultations must be done on an ongoing basis to ensure:

- responsiveness to community employment needs;
- alignment with employment priorities;
- incorporation of labor market information;
- activities that reflect current, intermediate and long-term market projections; and
- employer input on programs of study standards, curriculum, industry-recognized credentials and current technology & equipment.

## Statutory Reference:

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134

# Mandatory Stakeholder Consultations

continued

## Statutory Reference:

Strengthening Career and Technical Education  
for the 21st Century Act (Perkins V), Section 134

## Required Stakeholder groups include:

- CTE teachers ,counselors, school leaders, administrators
- Postsecondary faculty and administrators
- State and local workforce development boards and local/regional businesses/industries
- Parents and students
- Representatives of Perkins Special Populations
- Regional/local agencies serving out-of-school youth, homeless youth and at-risk youth
- Indian tribes and tribal organizations

**Consultations can be virtual or in person.**

# How to Make Revisions to the Current CLNA

1. DO NOT submit a brand-new document! THECB staff need to identify changes to the currently filed CLNA.
2. The CLNA should be submitted in **Microsoft Word utilizing Track Changes**.
3. Page limits from Narrative Example should be followed. There are no page limits to appendices.

# Utilizing Track Changes and Comments for Revision

The screenshot displays the Microsoft Word interface with the **Review** tab selected. The ribbon includes options for **Track Changes** (All Markup, Show Markup, Reviewing Pane), **Comments** (New Comment, Delete, Previous, Next, Show Comments), and **Changes** (Accept, Reject, Previous, Next). A dropdown menu for **Track Changes** is open, showing options: **For Everyone**, **Just Mine**, and **Lock Tracking**.

The document content includes:

- Page limits:** Suggested page amounts for each section of the CLNA Narrative are noted below. Please keep in mind that the CLNA Narrative, excluding appendices, should not exceed **25 pages** total.
- Summary Analysis (1-2 pages)**
  - Findings: State the main findings arising from the CLNA process.
  - Vision: State the institution's vision for CTE and how the CLNA fits into that vision.
  - Priorities: Indicate the institutional priorities that the CLNA uncovered.
  - Participants from your institution (Name, title, affiliation)
    - Perkins Director: Jane Doe
    - Perkins Contact: **Sam DoeJohn Doe**
    - President: Dr. Sally Doe
    - Dean CTE: Dr. Mark Doe
    - Career Navigator: Ralph Doe**
  - Local or regional collaborators in CLNA development
  - Geographic area: How do you define "local" for the purpose of this plan?

Annotations on the screenshot:

- An orange arrow points from the **Track Changes** dropdown to the **For Everyone** option.
- An orange arrow points from the **Track Changes** dropdown to the **Reviewing Pane** dropdown.
- An orange arrow points from the **Track Changes** dropdown to the **Lock Tracking** option.
- A red dashed line connects the **Perkins, Stephanie** comment to the **Perkins Contact** field.
- A blue arrow points from the **Comments** section to the **Perkins, Stephanie** comment.
- A box labeled "New and changed text with track changes." points to the **Sam DoeJohn Doe** and **Career Navigator: Ralph Doe** text.
- A box labeled "Comments are a great way to communicate with THECB within the document!" points to the **Perkins, Stephanie** comment.

Below the Summary Analysis, the document continues with:

- Part 1. Student Performance (3-4 pages)**
  - Evidence Base:
  - Analysis:
    - High Points
    - Gaps
      - Root Causes
  - Goals:
    - Program Goals 20**22**20-23**1**
    - Program Goals 20**23**21-26**4**
- Part 2. Size, Scope & Quality of Programs (3-4 pages)**

# Remember Page Limit Requirements for Narrative

**Comprehensive Local Needs Assessment Narrative Template**

**Page limits:** Suggested page amounts for each section of the CLNA Narrative are noted below. Please keep in mind that the CLNA Narrative, excluding appendices, should not exceed **25 pages** total.

**Summary Analysis (1-2 pages)**

1. Findings: State the main findings arising from the CLNA process.
2. Vision: State the institution's vision for CTE and how the CLNA fits into that vision.
3. Priorities: Indicate the institutional priorities that the CLNA uncovered.
4. Participants from your institution (Name, title, affiliation)  
Perkins Director: Jane Doe  
Perkins Contact: ~~Sam Doe~~John Doe  
President: Dr. Sally Doe  
Dean CTE: Dr. Mark Doe  
~~Career Navigator: Ralph Doe~~
5. Local or regional collaborators in CLNA development
6. Geographic area: How do you define "local" for the purpose of this plan?

**Part 1. Student Performance (3-4 pages)**

1. Evidence Base:
2. Analysis:
  - a. High Points
  - b. Gaps
    - i. Root Causes
3. Goals:
  - a. Program Goals 20~~22~~20-23~~1~~
  - b. Program Goals 20~~23~~21-26~~4~~

**Comments:**

- Perkins, Stephanie Formatted: Highlight
- Perkins, Stephanie CTE vision has not changed from last CLNA.
- Perkins, Stephanie Formatted: Highlight

You can change the track changes to "simple markup" to hide track changes and view page limits. This also helps you see a "cleaner" version.

# What to Expect During the Review Process

- Collaboration between you and your Perkins Basic grant advisor on any questions that arise from updated CLNA.
- Comments and questions will happen via track changes within document.
- THECB approves updated CLNA.
- College will submit a final PDF (clean copy) of CLNA after review.
- College should not wait for CLNA approval before beginning Basic Application. College will receive timely feedback from CLNA submission to incorporate correct references in Application.

# Submission Requirements and Due Date

1. New Signature Page Required-  
CLNA Executive Summary
2. Submit initial document and final document to  
[Perkins@highered.Texas.gov](mailto:Perkins@highered.Texas.gov)
3. Subject line of email: Revised CLNA  
[Inset College Name]
4. Revised CLNA and Executive  
Summary due on or before **June  
28, 2022**



# Q&A

# Lunch

## 11:00-12:00

# Unpacking the 2022- 2023 Perkins Basic RFA

**Mindy Nobles, Assistant Director, CTC, Workforce Education**

**Tanisha Shorter-Lott, Program Director, CTC, Workforce Education**

# What Impacts the Perkins Basic 2022-23 RFA?

- Modifications and clarifications from the U.S. Department of Education concerning Perkins V
- Modifications and clarifications from Federal Uniform Grant Guidance (UGG)
- THECB Perkins staff annually reviews and refreshes the RFA based on colleges' input and need to clarify.

**The Basic RFA incorporates all changes.**

# An RFA Outline Overview

- Sections 1-6: “The Basics”
- Section 7: Application instructions and grant management requirements
- Section 8: How the Coordinating Board will review the application
- Sections 9-11: Binding legal notices to applicants
- Appendices A-N
  - Referenced in this year’s orientation:
    - *Appendices B-E:* *Cover Page and Certifications*
    - *Appendix F:* *Local Needs Assessment*
    - *Appendix K:* *Requirements for Use of Funds*
    - *Appendix L:* *Grant Cost Guidelines*
    - *Appendix M:* *Supplementing versus Supplanting*

# Major Updates

- Sec. 1.3 Synopsis of Program

Defines goals of the updated strategic plan for higher education, *Building a Talent Strong Texas*, that are advanced by the Perkins Basic Grant Program.

- Sec. 1.9 Point of Contact

Stephanie Perkins will serve as the RFA's Point of Contact for FY 2023.

- Sec. 7.2 Requirement to submit CLNA

Federal mandate to submit at least every second year.

- Sec. 7.3.3 Requirement for Programs of Study

Perkins V Sec. 134(b)(2): Information on CTE offerings on Local Application must include at least 1 program of study. (New emphasis)

# Perkins V Sec. 3(41)

(41) PROGRAM OF STUDY.—The term ‘program of study’ means 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 Sec. 134(b)(2)

SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

(a) LOCAL APPLICATION REQUIRED-- ...

(b) CONTENTS--The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

...

(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—

- (A) how the results of the comprehensive needs assessment described in subsection(c) informed the selection of the specific career and technical education programs and activities selected to be funded;
- (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
- (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

# Updates and Clarifications

- Sec. 4 Application Process

Reminder: Cover page and certification documents may be signed in hard copy or electronically.

- Sec. 7.2 & Appendix F Comprehensive Local Needs Assessment (Reminders)

- Updates are required for FY 2023
- Data study and stakeholder consultations required
- Study and consultations to be undertaken in FY 2022
- Training webinar available on THECB Perkins page

# Updates and Clarifications

- Sec. 7.5.3.1 Requesting Cost Items under Schedule B

Update: Schedule B & Schedule F line items for same event must have same Grant Activity assigned.

- Sec. 7.5.8 Schedule G: Administration/Indirect Cost

Update: must have funds budgeted in Schedule G before charging against it in expenditure reports. Add in application or amendment.

# Updates and Clarifications

- Sec. 7.4.1.3 Specific Budget Items (for PIEP)

Clarifies circumstances under which a college may use Perkins funds to support a student organization.

- Sec. 7.5.8 Public Disclosure

Adds conditions and guidance to requirement that THECB must approve disclosures, news releases, and reports that are part of grant.

# Updates and Clarifications

- Sec. 10.2 Social Activities Expenditures

Emphasizes that meal costs are not a generally allowable expense. Refers college to Appendix L Grant Cost Guidelines: Food and Beverage Costs.

- Sec. 10.5 Special Fund Restrictions

Clarifies that grant funds may not be used for dual-credit student support. Use of grant funds for dual credit is limited to program costs.

# Perkins Budget Basics

**Shawndra Harmond, Program Director, CTC, Workforce Education**

**Stephanie Perkins, Program Director, CTC, Workforce Education**

# Budgeting the Perkins Basic Local Application

## RFA Section 7.5 Budget

The Applicant shall prepare a 2022-2023 budget that:

- identifies prioritized FY 2023 CLNA goals as relevant
- includes, but is not limited to, the cost items identified in the Performance Improvement/Evaluation Plans
- is consistent with the goals and objectives of Perkins V
- meets applicable rules and laws, including the allowable cost principles in the applicable Uniform Grant Guidance
- complies with the Requirements for Uses of Funds (Appendix K), Perkins Grant Cost Guidelines (Appendix L), and Supplementing Versus Supplanting (Appendix M)
- can be expended within the Federal Funding Period (September 1, 2022 to August 31, 2023)

# Your Budget and CLNA Findings

- Colleges must budget for CLNA student performance and special population goals to remedy gaps identified in the CLNA and may also prioritize other FY23 goals based on local need (colleges do not need to budget for every FY23 goal in the CLNA).
- Not all budgeted expenditures need to be targeted on a specific CLNA goal. For example, standard components of every Perkins program, such as keeping CTE programs current, may appear without specific reference to a CLNA goal.



# Special Populations Expenditures

- Budget items may be spent on mitigating and/or removing barriers to participation for CTE students who identify as one or more of the special populations categories defined by Perkins V.
- All expenditures must be instruction-related (i.e. supplies, costs for access, and direct costs of participating in classes):
  - ✓ Textbooks, uniforms, tools (including open educational resources), etc.
  - ✓ Technology, software licenses, testing vouchers, etc.
  - ✓ Transportation, childcare, **tuition**, support staff (i.e. advisors and career navigators. Tracking is imperative to show that staff are only working with special populations students through T&E), etc.

# Budget Schedules

- **Schedule A: Salaries and Fringe Benefits- RFA 7.5.2**
  - ✓ All Perkins funded employees listed here.
  - ✓ Included time spent on grant and description of duties.
- **Schedule B: Travel- RFA 7.5.3**
  - ✓ All in and out-of-state travel. Registration fees go on schedule F. Virtual conferences go on F as well. Student travel is also a schedule F item.
- **Schedule C: Capital Outlay/Equipment- RFA 7.5.4**
  - ✓ All capital items (one unit or multiple parts that comprise one unit) over \$5,000. If your college has a more stringent capitalization policy, you must notify THECB.

# Budget Schedules Continued

- **Schedule D: Consultants and Service Contracts- RFA 7.5.5**
  - ✓ Vendor line items are placed on schedule F.
- **Schedule F: Operating Expenses, Services, and Books- RFA 7.5.6**
  - ✓ Largest budget schedule. Next slide will explain more about unit cost breakout.
- **Schedule G: Administration/Indirect Cost- RFA 7.5.8**
  - ✓ Cannot exceed more than 5% of total allocation.

# Formatting Budget Lines

- Bundling conference registration, line-item savings/overages, supplies, or marketing/outreach into one line is permitted.
- Marketing and supplies (consumables) budgeted over **\$4,000** (new threshold in FY22) must have a unit cost breakout (xx@\$xx). This can be found in 7.5.7 of RFA.
- Student support costs budgeted over **\$15,000** (new threshold in FY22) must have a unit cost breakout (xx@\$xx). This can be found in 7.5.7 of RFA.

# Grant Activity Titles

7.5.1 Grant Activity Titles- The Applicant shall identify one of seven grant activity titles with each cost item included in Schedules A-F.

1. Upgrade Curriculum
2. Professional Development
3. Guidance and Counseling
4. Instructional Equipment
5. Special Populations
6. One-Stop Centers
7. Other

# Grant Activity Titles continued

- The “Other” grant activity title is intended for costs not fitting neatly into other categories.
- The use of the “Special Population” grant activity title shall only be used when the person, activity, equipment, etc. will only be utilized by special population students.
- The “Instructional Equipment” grant activity title should only be used on schedule C.

# Miscellaneous Budget Items

- Schedule C cannot exceed its budgeted amount on expenditure reports. A formal amendment must be done in the portal to increase and decrease this Schedule.
- Schedules A-F, excluding C, can be changed through an email notification to the college's THECB Perkins designated grant advisor if the changes do not cumulatively exceed the allocated total amount of the grant by 10%.
- Colleges shall not report an amount on expenditure reports if any budget has a \$0 budgeted amount. THECB has particularly seen this on schedule G in the past.
- Budget for a face-to-face Perkins Orientation in FY23. We hope to invite the field to our new downtown Austin location.

# Time & Effort Highlight

## RFA Appendix L

- Certifications for 100% FTE staff are no longer allowed
- Time and effort reports must document staff's specific time on task in detail even if staff is 100% FTE Perkins-funded. Grant employees must show that time on task is CTE-related for allowability. Additionally, grant employees' recorded effort must align with Schedule A listed and approved job duties. Certification statements in lieu of Time and effort reports are not allowable.



# Travel Costs Highlight

## RFA Appendix L

- 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. All federal travel must be at the GSA rate.
- The most common found unallowable travel cost found on desk reviews are tips. Receipts are not required to be collected but are encouraged for verification purposes.

# Supplementing vs. Supplanting Highlight

## RFA Appendix M

- Funding provided under the Perkins Act shall supplement (increase the level of services) and not supplant (take the place of) state, local, and other federal funds. Awarded Applicants shall not use Perkins funds to supplant funds that, in the absence of Perkins funds, would have been spent on CTE students.
- Federal funds cannot be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

# Break 10-minutes

# Perkins Basic Reminders

**Stephanie Perkins, Program Director, CTC, Workforce Education**

# How to Avoid Re-Openings

- ✓ Signing Appropriate Documents
- ✓ Incorporating the CLNA in the Local Application, PI/EP, and Budget Sheets
- ✓ Performance Improvement/Evaluation Plan
- ✓ Amendments & Budgets

# Signing Appropriate Documents

- All documents must be signed by appropriate parties to avoid delays in NOGA issuance.
- All documents are due by 11:30 PM, CT July 22, 2022 at [Perkins@highered.texas.gov](mailto:Perkins@highered.texas.gov).
  - Cover page (Appendix B)
  - Certification Regarding Lobbying (Appendix C)
  - FFATA Certification (Appendix D)
  - Certification of Compliance with Sec. 504 and ADA Title II (Appendix E)

# Incorporating the CLNA in the Local Application, PI/EP, and Budget Sheets

- As a reminder, the CLNA must be cited throughout the Perkins Basic Application.
- References should be included in the Local Application as you develop the narrative.
- As you formulate activities, goals, and targets for FY23, CLNA gaps and priorities should be incorporated into the PI/EP where applicable.
- Where applicable, CLNA references should be referenced in budget lines that match with gaps identified in the CLNA, and places referenced in the PI/EP.

# Performance Improvement/Evaluation Plan

**\*\*Activities and strategies that extend the full length of the Grant Period should be divided into sub-activities and sub-strategies that will show the Awarded Applicant's incremental progress in completing the larger activities and strategies.\*\***

- **Section 7.4.1 of RFA-** The Applicant shall develop a Performance Improvement Plan that identifies the Perkins-funded CTE programs, activities, and specific budget items that will play a significant role in improving its performance on each core indicator and address prioritized FY 2023 CLNA goals. The Plan shall, at a minimum, address goals identified in the CLNA's Student Performance and Access and Equity sections.
- **Section 7.4.2 of RFA-** The Applicant shall develop an Evaluation Plan that measures the effectiveness of the Perkins-funded programs, activities, and budget items in the Performance Improvement Plan. The Evaluation Plan shall include (a) activities and strategies; (b) a planned timeline; and (c) target measures that can be evaluated prior to the end of the grant period.



# Amendments & Budgets

- Amendments are required for any changes to schedule C or if a change exceeds 10% of the total allocation of the grant.
- Check the CB100 and CB320 before submitting an amendment. Ensure that totals are correct and there are no negative balances on the CB320.
- Budget description for equipment must include the program the equipment is for.
- Use of the correct activity for budget lines must be utilized.
  - ✓ Special population activity is for items that are to only be used by special pop. students.
  - ✓ Instructional equipment is only used in schedule C.
  - ✓ Other is only used if no other activity fits the line description.

# Portal Glitches

- Do not have more than one session open while making changes in the portal
- As of right now, the best browsers to use are Firefox and Internet Explorer
- Do not use browser back button
- Contact grant advisor if getting submission errors for troubleshooting

# Final Q&A

# Acknowledgements & Closing Remarks

**Tina Jackson, Ph.D., Assistant Commissioner, Workforce Education**  
**Mindy Nobles, Assistant Director, CTC, Workforce Education**

# Thank you for attending!

## THECB Perkins Staff, Community & Technical Colleges, Workforce Education

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