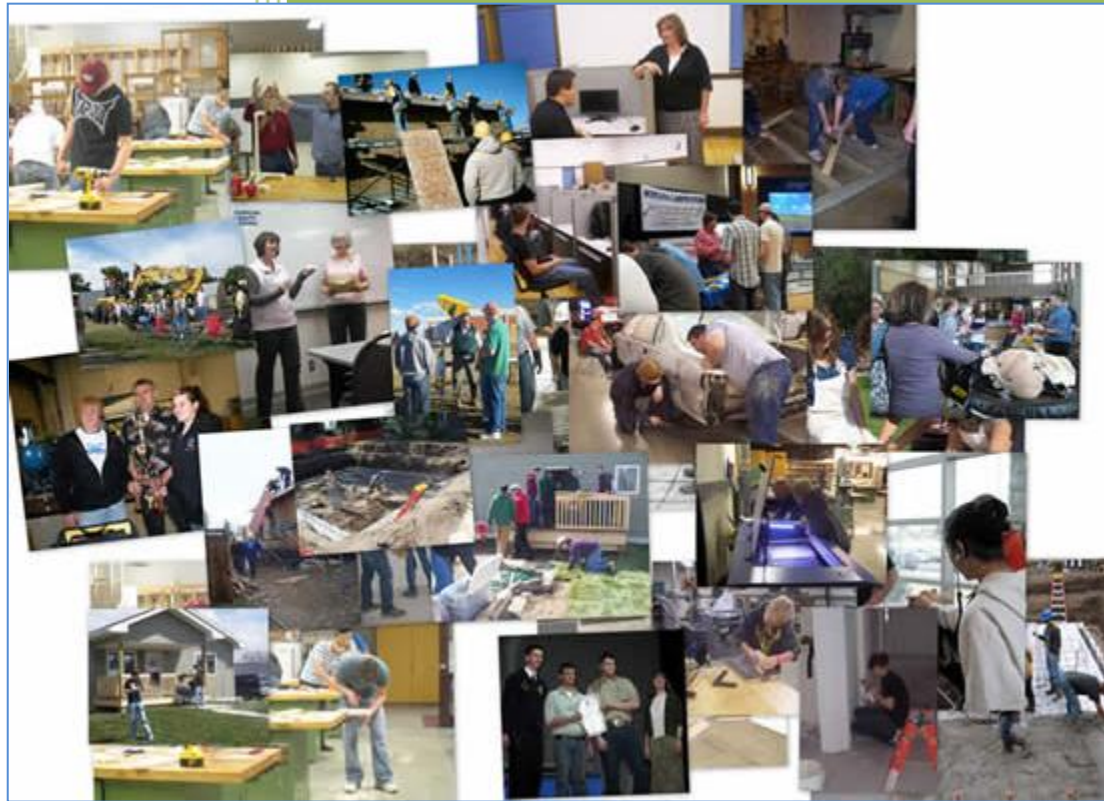# Career Technical Education Resource Guide for the Carl D. Perkins Title IC Basic Grant Funds

**Division of
Workforce and Economic Development**

Chancellor's Office, California Community Colleges

Revised June 2012

Career Technical Education Resource Guide for the Carl D. Perkins Title IC Basic Grant Funds

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Career Education Practices Unit
Division of Workforce and Economic Development

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http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices.aspx

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Introduction

The purpose of the Career Technical Education (CTE) Resource Guide is to provide rules, regulations and reporting requirements for the Carl D. Perkins Career and Technical Education Title IC Basic Grant funds and links to other information that we feel is important for CTE Deans, Administrators and staff at the community colleges.

Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270)

The President signed the Carl D. Perkins Vocational and Technical Education Act of 2006 into law on August 12, 2006. The new act is authorized through fiscal year 2012. While the bulk of the law is very similar to the 1998 Perkins Act, there are some significant changes in content and focus. Several themes are evident throughout the Act- accountability for results and program improvement at all levels, increased coordination within the CTE system, stronger academic and technical integration, connections between secondary and postsecondary education, and links to business and industry.

The following sections pertain to the Title IC, Basic Allocation:

- Section 132 – Distribution of Funds for Postsecondary Education Programs
- Section 134 – Local Plan for Career and Technical Education
- Section 135 – Local Uses of Funds

A complete copy of the Perkins Act is available at:
http://www2.ed.gov/policy/sectech/leg/perkins/index.html

California State Plan for Career Technical Education, 2008-12

The California State Plan for Career Technical Education, approved in March 2008 by both the State Board of Education and the Board of Governors of the California Community Colleges, establishes the vision, goals, and essential elements of a world-class career technical education system for the State of California.

The State Plan presents a vision for CTE that is both broad and bold, placing the requirements for federal Carl D. Perkins funding within this larger context. The plan is presented in five chapters. Chapters Four and Five respond directly to the requirements for federal funding, while the Introduction and Chapters One through Three provide the context for the State Plan and highlight the system elements identified by stakeholders as essential to the development of high-quality CTE in the State of California.

The State Plan is available on the California Community Colleges Chancellor's Office website at: http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV.aspx

Education Department General Administrative Regulations

The Code of Federal Regulations (CFR) is a codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal government. The code is divided into 50 titles that represent broad areas subject to federal regulation. Title 34 of the CFR, which pertains to the U.S. Department of Education and related Federal entities, is composed of several hundred parts printed in three volumes. Parts 74-99 of that title are collectively known as the Education Department General Administrative Regulations (EDGAR). These parts contain regulations for administering discretionary and formula grants awarded by the Department.

EDGAR is available on the U. S. Department of Education's website at http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

Office of Management and Budget Circulars

The Office of Management and Budget (OMB) Circulars are instructions or information issued by OMB to Federal agencies. The OMB Circulars provide program and policy guidance. The OMB Circulars that are pertinent to Carl D. Perkins Act funds are:

- Circular A-87 Cost Principals – State and Local
- Circular A-21 Cost Principals – Education Institutions
- Circular A-133 Single Audit Requirements
- Circular A-102 Grants and Cooperative Agreements with State and Local Governments
- Circular A-110 Uniform Administration Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and Other Non-Profit Organizations

The OMB Circulars are available on the Office of Management and Budget website at: http://www.whitehouse.gov/omb/circulars.

Master Calendar for Perkins Funds

The following timeline provides important dates and deadlines for the Title IC annual cycle. Dates provided are subject to change by the Chancellor's Office, CEP Unit. Extensions of reporting deadlines may be made with the approval of the Project Monitor.

To get a copy of the most current Master Calendar for Title IC Perkins Funds go to the Chancellor's Office website at: http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx.

Listed below are the dates and activities of the 2012-13 annual cycle for Title I-C Funds.

Approximate Date	Activity
October 1, 2011	District 2010-11 Financial Aid data due to the Chancellor's Office
December 1, 2011	Deadline for resubmission of 2010-11 Financial Aid data for use in the SFA reconciliation for 2012-13 BFAP-SFAA administrative funding
January 6, 2012	Section 132 Preliminary Reports #1 & #2 run by CO MIS *(The 2012-13 Perkins Title IC allocation is based on the student counts in these reports)*
January 13, 2012	Section 132 Preliminary Reports #1 & #2 with Student Counts for Allocations and Certification forms posted to web at: http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx
February 17, 2012	Deadline for resubmission of MIS data for use in 2012-13 Perkins funding allocation
February 17, 2012	District certification forms are due in the Chancellor's Office indicating data certification or resubmission (requests new certification form creation.)
February 20, 2012	Final run of Perkins Title I-C Section 132 Reports #1 & #2 is generated by the Chancellor's Office MIS
March 1, 2012	Perkins Title I-C Section 132 Reports #1 & #2 are posted to Chancellor's Office CEP website (new certification forms for districts with resubmissions will also be posted)
March 9, 2012	Tentative 2012-13 Allocations for Perkins Title I-C are posted to the Chancellor's Office CEP website
March 15, 2012	2012-13 Perkins Title I-C District Local Application (online) opens for data entry
March 30, 2012	Resubmission certification form is due for districts submitting data to correct counts before February 10, 2012
April 2, 2012*	Core Indicator Performance Target Negotiations for program year 2012-13 begin. Districts will negotiate targets with their Chancellor's Office project monitor. * State negotiations with the USDE for Core Indicators must be completed before District negotiations with the Chancellor's Office can be finalized.
May 15, 2012*	2012-13 Perkins Title I-C District Local Application (online) is due * Performance Target negotiations must be completed and Certification forms must be in the Chancellor's Office before applications for Perkins funds can be approved.

July 1, 2012*   Perkins 2012-13 Title I-C grants become effective.
                     * District applications must be substantially approved prior to July 1, 2012
                     for the expenditure of funds to begin.

Online Year-to-Date Expenditure and Progress Report and Final Report Due Dates

October 25   First Quarter Online Year-to-Date Expenditure and Progress Report Due

January 25   Second Quarter Online Year-to-Date Expenditure and Progress Report Due

April 25   Third Quarter Online Year-to-Date Expenditure and Progress Report Due

July 25   Fourth Quarter Online Year-to-Date Expenditure and Progress Report Due

August 25   Final Report Online Year-to-Date Expenditure and Progress Report Due

August 31   Online Title I-C Final Report Due

Career Education Practices (CEP) Monthly Updates

The CEP Unit publishes monthly updates and emails them to CTE Deans and Administrators at the community colleges. The purpose of the monthly updates are to inform districts/colleges of upcoming reporting deadlines, changes in policy and guidelines, upcoming conferences and workshops and other important information that the CEP Unit feels is important to share with the field. The monthly updates are emailed to the Chancellor's Office Occupational Education Administrators standard distribution list and also sent out through the Regional Chairs listserv.

The monthly updates are also located on the CEP unit website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/MonthlyUpdates.aspx

CEP Methods of Communication with Community College CTE Administrators

The CEP Unit sends memorandums to community college CTE Administrators via the Chancellor's Office Occupational Education Administrators standard distribution list. The email recipients for the standard distribution list are determined by each college and district Email Administrator.   In order to ensure that you receive emails from the CEP unit you should contact your district Email Administrator and make sure that you are on the Occupational Education Administrators aoe-all@cccco.edu email distribution list. In addition, the CEP Unit also uses the project director email addresses from the online Year to Date Expenditure and Progress Report District Profile. It is important to make sure that the District Profile contact information is current for all funding sources such as Title IB State Leadership, Title I-C and CTE Transitions.

The CEP memos are posted on the CEP website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/Memos.aspx

CEP Project Monitors by Community College Region

The community colleges in California are organized into ten economic regions. Each region is assigned a Perkins project monitor in the Chancellor's Office.

The list of community college regions and project monitors assigned to each of the regions is located on the CEP unit website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartB/RegionalConsortia.aspx

Online Tutorials

Online training modules for a variety of Perkins and CTE program components are available. Multiple formats are offered for a variety of purposes.

PowerPoint presentations are provided for use as slideshows, often with narration, but can also be used as models or templates for local presentations. Presentation "Notes" pages have text describing the function being discussed in the narration.

CCC Confer Webinar: These sessions are also provided in archived CCC confer webinars. You will need the date, time, and title of the desired webinar. If the sound does not play, try selecting Tools, Audio Output, and then Select Audio Output device. This method allows users to listen while using other applications if sufficient screen desktop space is available.

Streaming Video: These are very large files and users will need high speed access for viewing or saving the files. Files for saving on your local drive are offered in **Low** (large) and **High** (very large) Resolution. The presentation plays in Windows Media Player or other players that can view WMV files. Media players can be sized to allow multiple applications to be used while the tutorial is playing.

Topics include:

- Managing Perkins Funds
- Title I-C, Year-to-Date (YTD) or Quarterly Report Tutorial
- Title I-C, Online Final Report
- Perkins IV, Accountability **(Core Indicators, Cohort Selection, etc.)**

http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/OnlineTrainingTutorials.aspx

Allocation of Title I-C Funds

Title I-C funds are allocated to districts based on the economically disadvantaged Career Technical Education (CTE) student counts for the district. The following section describes in detail the process and the reports that are used for funding purposes.

Data Certification and Reports used for funding

District Perkins Title I-C funding is based on economically disadvantaged Career Technical Education (CTE) student counts for the district. The Chancellor's Office Management Information System (MIS) data is the primary data source used for identifying economically disadvantaged CTE students. Both MIS "term" based (i.e., summer 2010, fall 2010, winter 2011, spring 2011) course, enrollment, and Student VTEA (SV) record submissions and "annual" submissions (specifically the 2010-11 financial aid data) are used.

One of the primary sources determining the Perkins allocation is prior year financial aid data submitted by your district. Accurate and timely MIS data submissions from your district are critical to your Perkins Title IC funding allocation. Two reports, Section 132 Preliminary Reports #1 & #2, provide the district counts used for the Perkins Title I-C allocation. The Chancellor's Office will notify districts when the reports and required certification forms are available on the web.

The reports and forms are on the COCCC website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx

Procedures to correct report inaccuracies and verify corrections

Counts on certification forms and reports can only be corrected through MIS data submissions. Districts have the opportunity to resubmit MIS data for about five to six weeks after the report publication notification. District MIS staff can view updated CTE counts within twenty-four hours of a data submission at: http://edit2.cccco.edu/CFM/anlcnts/anlcnts_logon.cfm.

Perkins Local Assistance allocation data resubmission deadline

Although the deadline for submitting corrected MIS Student Financial Aid data was December 1, 2011 (for financial aid reconciliation purposes), the deadline for submitting corrected MIS data for Perkins Local Assistance allocations is close of business on February 17, 2012. **This Perkins deadline does not extend the financial aid reconciliation data submission (12/1/11) deadline**.

The Perkins Title I-C allocations for 2012-13 will be calculated on MIS data submitted through February 17, 2012. Because districts must certify to auditable sources for the counts in the reports described above, districts often need to resubmit data to correct data inaccuracies. Failure to submit complete and accurate 2010-11 *Term* or *Financial Aid* data by the deadline may lead to negative effects on your Perkins allocation. You have the opportunity to correct data submitted for Perkins Title I-C funding purposes until the deadline. Resubmissions after that date are not used for Perkins Title I-C allocation purposes.

Required certification for receipt of funding

Districts must certify that the data used for funding is supported with auditable sources prior to the release of funds. "Certification forms" will be posted with the Preliminary Reports 1 and 2 in early January. District certification forms, signed by the district CEO, are due in the Chancellor's Office by February 17, 2012. Counts on certification forms must match "Final Run"

numbers generated on February 20, 2012. Districts with final run student counts higher than original certification counts must complete a new certification form for the new counts to be used.

Allocation Distribution Formula

Title I, Part C, Section 131/132-Local Plan

Local plan funds (Basic Grant) are allocated to districts based on the number of economically disadvantaged students enrolled in credit and noncredit career and technical education courses. Districts must qualify for the federally-required minimum level grant of $50,000 or form a consortium to reach that level.

The tentative allocation amounts are emailed out to the districts in early March and the final allocation amounts are emailed out in late March.

The tentative allocation amount is usually very close to the previous years unless you have had a major change in enrollments.

The allocations are on the COCCC website :
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx

District Local Planning Process

Perkins IV § 134(b)(5) requires that a group of individuals, comprised of business, industry, labor organizations, special populations, faculty*, guidance and academic counselors, administrators, representatives of Tech Prep consortia, parents, students, and others be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds. (*The majority of faculty should be representatives of CTE.)

In the local application each district must (1) briefly describe the Local Planning Team's involvement in the 2012-2013 planning process. (NOTE: If you are unable to recruit a representative of any of the required groups, you must describe your efforts to recruit full representation.) and (2) describe (a) how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs funded under this title, and (b) how such individuals and entities are informed about and assisted in understanding the requirements of this title, including CTE programs of study.

Core Indicators

Core indicator reports are expected to be published in mid February. These reports can be used to evaluate performance against previously negotiated targets and proposing new targets for the coming year. The Chancellor's office will notify districts when the reports are posted on

web and ready for use. The core indicator reports are on the COCCC website at:
https://misweb.cccco.edu/perkins/main.aspx

State Targets

The US Dept of Education Office of Adult and Vocational Education (OVAE) approves final negotiated state performance levels each year. The Chancellor's Office includes the State's negotiated level in the annual Final Agreed Upon Performance Levels (FAUPL) worksheet and communicates that information to the field each year.

Local Targets

As a result of May 2009 programming error corrections, renegotiation of local targets, and state target renegotiations, the sanctions imposed in the 2009-10 Application are suspended. The upcoming evaluation of performance against locally negotiated targets will be considered as the first evaluation year in the 2010-11 Fiscal Year planning reports and Application planning cycle.

Districts not meeting 90% of negotiated targets in the new spring 2010 Core Indicator reports, also shown on the 2010-11 Local Application form CTE-7, will be considered as a first year *Focused Improvement District* in current year evaluations. All districts are starting as if the upcoming reports were the first year of comparing performance to targets.

Final Agreed Upon Performance Levels (FAUPL)

Negotiation Workbooks

Workbooks are developed each year to aid in the performance target negotiation process.   The workbooks provide eight years of data through the 2009-10 cohort year for each of the core indicators of performance summarized at the college, district and statewide levels. The data are also disaggregated by special population groups for support in negotiating targets. Line charts are provided for each indicator to facilitate visual analysis of past trends in college, population group, or district performance. Tables of indicator performance rates (*Percentages* tab) are available to help districts and consortia populate the *Final Agreed Upon Performance Level* (FAUPL) negotiation worksheet.

The workbooks are available in the *Perkins IV Core Indicator Reports* section at:
https://misweb.cccco.edu/perkins/main.aspx

Negotiation FAUPL Worksheets

The *Final Agreed-Upon Performance Level* (FAUPL) negotiation worksheet provides the foundation for the negotiation process. Each year the Chancellor's Office emails out the worksheet with the state negotiated target levels of performance for that year. The worksheet must be completed by the district and sent by email to the district's Perkins project monitor in the Chancellor's Office for approval. The workbooks are available in mid February and the district must negotiate their targets with their project monitor before the local application can be certified as the approved performance targets are a part of the local application.

You should review the document "The Negotiation Process: Using the Negotiation Workbook and Final Agreed Upon Performance Level (FAUPL) Worksheet to Complete the District Target Negotiations" before you complete your FAUPL Worksheet.

The document is available on the COCCC website at
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx

Core Indicator Resources

There are various documents on the Chancellor's Office website that provide indepth information on core indicators. The documents are:

- Accessing and Using the District Negotiation Workbook
- Accountability Framework
- Core Indicators and Special Populations Brochure
- CTE Major Assignment
- Negotiated State Performance Targets Table with Background Material
- Perkins IV Core Indicator Cohort Definitions, Selection Methodology and Report Specifications
- Other presentations are available on our COCCC website in our CEP Training Section at http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/OnlineTrainingTutorials.aspx

These documents are located on our website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CoreIndicators.aspx

Additional Resources

- Collecting Data for Special Populations
- From Compliance to Improvement Accountability and Assessment in California Community Colleges
- Performance Measures for Improving California Community Colleges: Issues and Options
- Instructional Program Improvement Resource Guide
- LMID Advisory Committee
- Labor Market Information
- Core Indicator Workshops, Presentations and Tutorials Webpage

These documents are located on our website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/CoreIndicators.aspx

Guidelines for Allowable Uses of Title I-C Section 132 Funds

The basic criteria for expending Perkins funds are:

- Expenditures Must:

- Meet the purpose of the Act
- Be necessary and reasonable

- Expenditures May Not be Used for:
  - General purposes
  - Maintenance of existing programs

The Requirements for Uses of Perkins IV, Title I, Part C Section 132Funds are:

1. Strengthen academic and career technical skills of students thru integration
2. Link CTE secondary and postsecondary programs (at least 1 program of study)
3. Provide students with strong experience and understanding in all aspects of an industry Work-Based Learning (WBL)
4. Develop, improve or expand use of technology
5. Professional development
6. Evaluate programs with emphasis on special populations
7. Initiate, improve, expand and modernize quality programs
8. Provide activities, services and be of sufficient, size, scope and quality
9. Prepare special populations for high skill, high wage, or high demand, occupations

The Permissive Uses of Perkins IV, Title I, Part C Funds are:

1. Involve parents, business and labor in planning & operation
2. Career guidance & academic counseling
3. Business Partnerships - Work-related experience students & faculty
4. Programs for special populations
5. CTE student organizations
6. Mentoring & support services
7. Upgrading equipment
8. Teacher preparation programs
9. Improving and developing new CTE courses including distance education
10. Assist transition to BA degree programs
11. Support entrepreneurship education
12. Initiatives for secondary students obtaining postsecondary credit to count towards an AA/AS or BA/BS degree
13. Support small CTE learning communities
14. Family & consumer sciences
15. Adult CTE programs
16. Job placement programs
17. Support Nontraditional activities
18. Automotive technologies
19. Pooling funds – Teacher preparation, data and accountability, assessments
20. Support other CTE programs

Listed below are the Cost Guidelines for Title I, Part C, Section 132 funds.

Eligible Costs

- Administrative Costs (5%)

- Personnel Services (time distribution records)
- Operating Expenses
- Stipends
- Consultants
- Instructional Materials
- Travel
- Instructional Equipment

Ineligible Costs

- Student Expenses or Direct Assistance to Students*
- Entertainment
- Awards and Memorabilia
- Individual Memberships
- Membership with Organizations that Lobby
- College Tuition, Fees, and Books*
- Fines and Penalties
- Insurance/Self-insurance
- Expenses that Supplant
- Audits, except Single Audit
- Contributions and Donations
- Contingencies
- Facilities and Furniture
- General Advertising
- Alcohol
- Fund Raising
- General Administration

*See Guidelines for Using VTEA Funds for Direct Assistance to Special Populations Students located on the CEP website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx

Definition of Supplanting

- Districts cannot use Federal Funds to pay for Services, Staff, Programs, or Materials that would otherwise be paid with State or Local Funds
- Always ask: "What would have happened in the absence of federal funds?"

Five-Year Plan

Each eligible recipient desiring to participate in Title I, Part C, Section 132 funding under the Carl D Perkins Career and Technical Education Act of 2006 (Perkins IV or Act), Public Law 109-270, must submit a five-year local plan for the funds, in addition to annual applications and reports.

The five-year local plan has two primary purposes: (1) to provide the narrative responses and assurances required in the Perkins IV mandates and applicable Federal and State requirements,

and (2) to provide a strategic description of the career and technical education (CTE) program improvements to be made with Perkins IV funds during the 2008-2012 time period. The annual application and expenditure plan will be used to collect district information on the program improvements to be made with Perkins IV funds in each of the five program years.

Section 134 of the Act requires local plans to be for the same time period as the State Plan. Due to the Act's late passage date (August, 2006), states were provided with two alternatives: (1) submitting a six-year (2007-2012) state plan or, (2) submitting a one-year state transition plan for the 2007-2008 program year and a five-year state plan for 2008-2012. California selected alternative (2) because of the time needed to complete the required research and development of a multiple-year state plan. By doing so, it committed local agencies to submit plans for the same time periods.

Local Application for Title I-C

Local applications and expenditure plans must be submitted annually and electronically for Perkins IV funds based on allocations provided by the Chancellor's Office. In 2008-09, the local application submission changed to electronic format.

In 2009-2010, the Chancellor's Office initiated an allocation process instead of a grant process. The allocation process allowed districts to electronically certify and submit their Local Applications.

The local application will request districts to identify the TOP Code CTE program(s) to be improved, describe the improvements to be made, and describe how the program improvement activities will be carried out with respect to meeting State/local-adjusted levels of performance established for the core indicators.

Local Application Templates

To allow colleges to begin planning in advance of the release of the Perkins Title I-C online application, templates of the application forms are on the Chancellor's Office CEP website at: http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartC.aspx

After the online application is released in mid-March, you can copy and paste the information from the templates into the online application forms. The completed online application must be certified and submitted by your Chief Executive Officer by May 15 each year to enable Chancellor's Office staff to review and approve the application by July 1st. If the Chancellor's Office project monitor gives the district a "Substantially Approvable" status this means you can begin expending funds until the project monitor is able to approve the application which means the district can be reimbursed for expended funds starting July 1st.

Districts are reminded that the purpose of Perkins Title I-C funds are for Career Technical Education (CTE) program improvement. These funds cannot be used for courses with non-vocational TOP codes (even if it is a required general education or pre-requisite for a CTE degree/certificate program) or generic basic skills courses.

Local Application Website

The Perkins Local Application system is available through the ―Extranet Online Web Local Application Site at: http://misweb.cccco.edu. The Logon screen can be accessed directly at: http://misweb.cccco.edu/ctegrantplan/prod/logon.cfm. The user guide (Web-based Perkins Local Application System Users Guide) is available on the Logon screen below the Logon button and on the menu bar.

The completed online application must be certified and submitted by your Chief Executive Officer by May 15th of each fiscal year to enable Chancellor's Office staff to review and approve the application by July 1st. If the district is not able to meet this deadline they may request an extension by emailing their project monitor and indicating when they expect to have the application certified.

Local Application Users Guide

The "Web-based Perkins Local Application System Users Guide" can be accessed at: http://misweb.cccco.edu/ctegrantplan/prod/logon.cfm or http://misweb.cccco.edu .

Local Application User Passwords

The online application can be accessed using three levels of passwords: the Project Director, General User and the Superintendent/President. Note that the Project Director password is the same password used to access the "Perkins Title IC Year-to-Date Expenditures and Progress Report." If you need to get the passwords for your district contact your Chancellor's Office Project monitor. The list of project monitors is available at http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsIVTitleIPartB/RegionalConsortia.aspx

Legal Terms and Conditions

The Chancellor's Office Standard Allocation Agreement Provisions, Legal Terms and Conditions are located at: https://misweb.cccco.edu/ctegrantplan/prod/logon.cfm. The legal terms and conditions include important information on costs and payments, local application amendment requests, budget changes, reporting requirements and other information that you need to be aware of as you implement your program.

Local Application Amendment Process

If you need to make an amendment to your local application the Application Amendment Request form is located on our website at: http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices.aspx

Once this form is completed you need to email it to your Perkins project monitor for review and approval.

Districts must receive prior approval for all out-of-state travel for professional development activities. To submit an Out-of-state travel request, the Project Director sends the Chancellor's Office project monitor an e-mail that includes the completed form as an attachment in accordance to the following procedures:

1. In the e-mail subject line, type: Out-of-state travel request
2. In the e-mail body, state EITHER that the request (A) complies with the cost guidelines per the request form footnotes or (B) provide a justification for non-compliance.
3. For a detailed explanation of the requirements for Out-of-state travel requests, please review this Question and Answer Guide.

The Chancellor's Office project monitor will review the request and e-mail a response. Keep a copy of the approval document and/or e-mail in the district audit files.

The Out-of-state travel request form is located on the CEP website at http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/Outof StateTravel.aspx

Reporting Requirements

Year-to-Date Expenditure and Progress Report

Each district shall prepare and submit to the CEP Unit quarterly "Year-to-Date Expenditure and Progress Reports" using the online reporting system. These reports are due on or before the following dates:

- October 25 (activities for the months of July, August and September)
- January 25 (activities for the months of October, November and December)
- April 25 (activities for the months of January, February and March)
- July 25 (activities for the months of April, May and June)

It is very important that the district certify the quarterly report by the due date. Districts are reimbursed based on the expenditures submitted in the quarterly reports. If the district does not certify the report by the due date it may be possible that the district will not receive payment until the next quarter.

The Year-to-Date Expenditure and Progress Report database and Users Guide can be found on the Chancellor's Office website at: https://misweb.cccco.edu/vtea/Prod/logon.cfm .

Instructions on How to Complete the Year-to-Date Report

- Expenditures

  Expenditure amounts are reported by summary object code as defined by the *California Community Colleges Budget and Accounting Manual.* This manual is located on the Chancellor's Office website at:

- Section I - Summary of Activities Conducted During the Quarter

  When completing the narrative section, you must report the activities that were conducted during the quarter. If the district is a multi-campus district you must report the activities by college.

  You should report the activities according to the following categories:

  1.   Curriculum Development/Instruction
  2.   Professional Development
  3.   Counseling/Direct Services to Students
  4.   Other: Describe programs/services funded
  5.   Administration

  If you plan to report activities that were accomplished with other inkind funds make sure that you indicate in the report that the activities were paid for out of another funding source.

- Section II - Reasons for lack of progress towards attainment of program improvements

  Indicate the reason that you have not made progress towards the attainment of program improvement activities for this quarter.

- Section III - Provide an explanation for major budget changes

  Districts may make changes to any budget category amounts without the approval of the Project Monitor so long as budget categories are not added or deleted, the total dollar amount of the Allocation Agreement is not affected, and the outcomes of the Allocation Agreement will not be materially affected. The district must explain why they moved funds from one category to another,   what the funds will be used for and that it will not materially affect the outcome or the work plan.

  If a budget category is added or deleted, Project Monitor approval is required. The district would submit electronically a budget change request for the succeeding quarter through the Year-to-Date Expenditure and Progress Reports system. Once the requested change is approved, the affected online quarterly budget will be updated electronically.

  For allocations funded under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, extensions of time are not allowed beyond June 30th of the allocation agreement performance term.

Payment of Funds

Payment shall be made through the apportionment process five times a year. Payment will be based upon receipt of a quarterly invoice in the form of the online Perkins IV Title I-C "Year-to-

Date Expenditures and Progress Report" and a final invoice using the online "Final Expenditure Report".

Quarterly payments will be made as supplemental apportionment payments in the month following the due date and shall not exceed ninety percent of the total Allocation amount pending satisfactory performance of the Agreement. Final payment will be made through the annual Recalculation payment for the prior year. No payment shall be made without the approval of the Chancellor's Office CEP Project Monitor and the Dean or his/her designee.

Perkins IV Title I-C Year-to-Date Expenditure and Progress Reports not received by the due date may be paid in the subsequent payment cycle. If the final report is not received and approved by December 31st of the allocation agreement performance term, the Chancellor's Office may make the final payment through a claims schedule.

Districts will receive payments as indicated below:

1st Quarter – November	4th Quarter – August
2nd Quarter – February	Final Payment – February
3rd Quarter – May	

The apportionment payment reports are on the Chancellor's Office website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/PerkinsApportionmentReimbursements.aspx

Final Report

Each district must complete the annual final report which identifies the year's planned and actual outcomes of CTE program improvement activities carried out with Perkins IV funds. The report will be based on the five-year local plan, the one-year application and expenditure plan, an evaluation of the programs improved with the funds, and an assessment of how the needs of special populations students were met in the CTE programs assisted with the funds.

The online Final Report database and Final Report Users Guide can be found at:
https://misweb.cccco.edu/icfinalreport/prod/logon.cfm.

For those who are new to the process or need a refresher course, the Perkins Title I, Part C Online Final Report Tutorial is available on the CEP unit website at:
http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/OnlineTrainingTutorials.aspx

The tutorial features a voiceover by Dr. Chuck Wiseley describing the final report, the specific forms within it, and the suggested process for completing it. This recorded Power point presentation is 11 megabytes in size and runs about 30 minutes.

Please be aware the due date for your CEO to certify and submit the district's Final Report online is August 31st. Failure to meet this deadline may result in the forfeiture of 10% of the district's Title IC allocation.

Chancellor's Office Monitoring and Audits

Risk-Based Monitoring

The CEP Unit of the Chancellor's Office may conduct monitoring based on the following criteria:

- Problems identified in the single audit report
- Year-To-Date Expenditure/Progress Report expenditures not on track according to local plan
- Performance measures below negotiated level
- Performance issues identified in the final report

Other Risk Factors Include:

- New personnel
- New or revamped information systems
- Rapid growth
- Changes in accounting rules/methods

Required District Audit

The California Education Code Section 78016 states

(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each program commenced subsequent to July 28, 1983.

(e) A written summary of the findings of each review shall be made available to the public.

In the CTE Legal Terms and Conditions it states:

12. Audit (Article II Legal, Terms, and Conditions)

Recipient agrees that the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Allocation Agreement. Recipient agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Recipient agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Recipient agrees to include a similar right of the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract or sub-recipient related to performance of this Allocation Agreement.

Career Technical Education Program Approval

The Program and Course Approval Handbook is located on the Chancellor's Office website at: http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum.aspx

New Credit Programs

The application for new CTE programs must include a recommendation for approval from the Career Technical Education Regional Consortium. There are seven Career Technical Education Regional Consortia, composed of vocational education and economic development administrators, faculty, and staff from each college in the region. Their activities are funded by the Chancellor's Office from federal Carl D. Perkins Career Technical Education Act (Perkins) funds, and their charge is to increase collaboration among colleges, encourage regional planning, offer professional development, and promote marketing of community college CTE programs.

The Chancellor's Office requires the recommendation of the Career Technical Education Regional Consortium in order to ascertain the need for the proposed program in regard to other community colleges in the area, as specified by Title 5, §55130 (b)(8)(A). The Chancellor's Office relies on the advice of the Career Technical Education Regional Consortium when reviewing the approval criterion of need, especially in comparing the proposed program to others that are offered by other community colleges in the region. Consortium approval also assures program developers that the design of their program curriculum is along the lines of current good practice as judged by their professional peers.

However, the requirement for a recommendation from the Career Technical Education Regional Consortium is not absolute. If a program has been refused a recommendation for approval by a Regional Consortium, and the college feels the refusal was unjustified or unfair, it may submit the program to the Chancellor's Office without a regional recommendation for approval. The

burden of justification will be on the college to show why the application should be approved without a positive recommendation.

Taxonomy of Programs (6th Edition)

The Taxonomy of Programs (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes. At the college level, local program titles often differ substantially from college to college. For example, one college has a program called —Mechanized Agriculture, another has a program called —Agriculture Engineering Technology, and a third has one called —Agriculture Equipment Operations & Maintenance. Because they have similar outcomes, information on all three is collected and reported at the state level under TOP code 0116.00, which carries the standardized title —Agricultural Power Equipment Technology.

The TOP was designed to aggregate information about *programs*. However, a TOP code must also be assigned to every *course* in our system.[1] Although the TOP does not contain as many specific choices as would a system designed for courses, each course should be given the TOP code that comes closest to describing the course content.

What the TOP Is Used For

TOP codes and titles serve a variety of purposes at the state level. For example, they are used:

- in the Inventory of Approved and Projected Programs, to make information available about where programs of particular types are offered around the state;
- in the Management Information Systems database, to collect and report information on student awards (degrees and certificates) issued in particular types of programs;
- in the Management Information Systems database, to collect and report information on enrollment and Full Time Equivalent Students (FTES) in courses within particular curriculum categories; and,
- in Vocational Education accountability reports on program completions and course success in particular types of vocational programs.

There are also some state purposes for which only the first two digits of the Taxonomy, the most general level of classification, are used. For example:

- In reports on staffing, the teaching assignment of each classroom faculty member is characterized by the two-digit TOP discipline of most of the courses he or she teaches.
- In budget reports, spending on instructional programs is broken down by two-digit TOP discipline.
- In facilities planning, assignable square feet for laboratories varies according to the TOP discipline.

Certain data collected by TOP codes are also reported by the Chancellor's Office to the federal government. For this to happen, the data must be converted to the system of classification used

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[1] Definitions and rules for program and course approval can be found in the *Program and Course Approval Handbook* published by the Chancellor's Office.

by the U.S. Department of Education, which is called the Classification of Instructional Programs (CIP). A crosswalk table from TOP to CIP is used for this purpose.

CCC Curriculum Inventory

The inventory of approved and projected program lists degrees and certificates that are approved by the Chancellor's Office and offered by California community colleges.

The inventory is on the Chancellor's Office Academic Affairs website at: http://curriculum.cccco.edu/

Special Populations

Perkins IV requires colleges to spend funds on programs that help students succeed in Career and Technical Education. Capturing the number of your Special Populations students is critical to your program for identifying barriers to their success.

The six Special Populations categories are:

- Economically Disadvantaged - Financial aid recipients
- Limited English Proficient – ESL participants
- Disabled – DSPS participants
- Single Parents – Classroom or enrollment survey
- Displaced Homemakers – Classroom or enrollment survey
- Training in areas that are nontraditional to their gender (Less than 25% are of a specific gender) – and participate in identified TOP codes determined on national data

Strategies for particular special populations groups are available at www.stemequitypipeline.org; www.jspac.org and www.cccspecialpopulations.org

Joint Special Populations Advisory Committee (JSPAC)

The JSPAC is a committee comprised of educators from the K-12, adult education, and community colleges as well as business, industry, and the trades who are committed to enhancing the Career and Technical Education field as well as encourage girls and women to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand. The JSPAC website is located at: http://www.jspac.org.

Nontraditional Program Areas by TOP Code

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) places an increased emphasis on training students for nontraditional careers. The Act defines a nontraditional career as any career in which fewer than 25% of the employees are of a single gender and holds states and districts accountable for meeting targets to train students for careers that are nontraditional for their gender.

To assist local districts and colleges in identifying career and technical education (CTE) programs that are considered nontraditional, the Special Populations Collaborative Project has combined federal/national data resources with the California Community Colleges Chancellor's Office (CCCCO) Taxonomy of Programs (TOP) classification system into this table of Nontraditional Programs by TOP Codes. This information is located on the Special Populations Collaborative Project website at www.cccspecialpopulations.org

Resources for Collecting Data for Special Populations

The Los Angeles/Orange County Regional Consortia sponsored a workshop on Collecting Data for Special Populations. DVDs of the 2-hour workshop are available through your local consortia. For more information on obtaining a copy contact your project monitor. Available handouts for the workshop that are useful when viewing the DVD can be downloaded from the links below:

Slideshow handouts 2 per page (not all slides are shown in the video),

Page One from VTEA Section 132 Formula Distribution - Report 1 & Report 2

DED - SV03 STUDENT-VTEA-ECONOMICALLY-DISADV-STATUS

Also referenced in the workshop is the report:
Collecting Data for Special Populations - Early Results.

Resource Document

> Program Memorandum - OVAE/DVTE 99-13
>
> Subject**:** Services That Prepare Individuals for Nontraditional Training and Employment and Related Issues
>
> Date**:** May 27, 1999
>
> To**:**   State Directors of Vocational-Technical Education
>   State Directors of Community, Technical and Junior Colleges
>   State Tech-Prep Coordinators
>
> From**:** Patricia W. McNeil
> http://www2.ed.gov/print/about/offices/list/ovae/pi/cte/vocnontrad13.html

Regional Consortia

Perkins Title IB State Leadership funds are used to support a consortium of colleges within a region to integrate and coordinate Career and Technical Education, Economic Development, Workforce Preparation and General Education programs aimed at preparing students to succeed in and contribute to the global marketplace. These funds are to support a wide range of statewide activities that support improvement and innovations in professional development, curriculum development, and institutional responsiveness and flexibility to business, industry, and government. Funds may be used to identify and train peer experts in curriculum

development to provide assistance to other colleges, regionally and statewide, or to establish training institutes, which foster the exchange of public and private sector expertise. These funds may also be used to promote electronic networking to improve statewide coordination and information dissemination of curriculum and instructional innovations, and professional development.

There a seven regional consortiums throughout the state. Listed below are the seven regional consortiums and their website address.

Bay Area Community College Consortium
 http://baccc.net

Central Region Consortium
http://www.crconsortium.com/

Desert and Southern California Regional Consortium
http://desertcolleges.org

Los Angeles Orange Regional Consortium
http://www.laocrc.com/Pages/default.aspx

North Far North Regional Consortium
http://nfnrc.org/

San Diego and Imperial Counties Regional Consortium
http://www.gcccd.edu/sdic-regional-consortium/default.html

South Central Regional Consortium
http://www.scrc.cc/

Statewide Advisory Committees

Perkins Title IB State Leadership funds are used to support statewide subject matter and industry sector advisory committees. In order to have a process for direct linkages between faculty and administrators with representatives from business, industry, and labor on a statewide basis, the Chancellor's Office has established a state-level career and technical education advisory committee structure. All committees are concerned with the improvement of career and technical education for students, and the competencies required by employers. Most of the advisory committees concentrate on Industry Sectors, which involve academic discipline-specific issues. These committees are composed of at least 50 percent of the membership from business, industry, and labor. The Statewide Academic Senate also appoints members to the committees. The Subject Matter advisories focus on other priorities of the Act, including special populations, work-based learning, career development, employment services and placement, and research and accountability.

Listed below are the subject matter statewide advisory committees and their website addresses

Agriculture and Natural Resources
http://www.calagcc.com/

Business Education
http://www.calbusinessed.org/default.aspx

Family and Consumer Sciences
http://cccfcs.com/

Health Occupations
http://ca-hwi.org/

Industrial and Technical Education
http://www.cccindustrialtech.org/

Public Safety Education
http://www.publicsafetyinfo.org/

Special Populations
http://www.jspac.org/

Work-Based Learning
http://cacareerbriefs.com/

Career Development
http://www.cacareercafe.com
http://www.ctetoolbox.com
http://www.cacareerbriefs.com/
http://www.whodouwant2b.com/

Research and Accountability
http://cms.cerritos.edu/cte/r-a-committee/

Statewide Discipline/Industry Collaborative Projects

Perkins Title IB State Leadership funds are used to support the Statewide Discipline/Industry Collaborative projects. The purpose of the collaborative projects is to improve career and technical education programs.

Program improvement is fostered by statewide collaboration and partnership development. Activities focus on developing effective practice models for implementation by faculty at the local level. Funded activities are strictly for projects with statewide impact or scope, and are for

program improvement. As such, to ensure scope, each collaborative project must include at least one subgrant funded partner from a different region implementing project activities. The projects must address all five of the priorities for Career Technical Education State Leadership Funds, which are performance accountability, curriculum development and improvement, professional development, student support structures, and partnership development/improvement.

Agriculture and Natural Resources Collaborative
http://www.calagcc.com/

Business Education Industry Collaborative
http://www.calbusinessed.org/default.aspx

Family and Consumer Sciences
http://cccfcs.com/

Health Occupations
http://healthoccupations.org/

Industrial and Technical Education
http://www.vteabp.org/

Information and Communications Technologies
http://cccict.org/

California Perkins Joint Special Populations Advisory Committee
http://www.jspac.org/

Public Safety Education
http://www.publicsafetyinfo.org/

Work-Based Learning
http://cacareerbriefs.com/

Career Development
http://cacareerbriefs.com

Special Populations
www.cccspecialpopulations.org

Other Resources

Real Estate Education Center

The California Community Colleges Real Estate Education Center exists to serve all of the community colleges in California by providing instructional support and services to instructors of Real Estate. The Center also oversees the distribution of scholarship funds from the Real Estate Endowment Fund to community college students.

The Center is responsible for producing Real Estate Instructor and Student guides on most of the Real Estate subjects taught at community colleges statewide. Instructor guides are available to Real Estate instructors and Student guides are provided at cost to be sold to students through their community college bookstores.

In addition, the Center is responsible for conducting three Real Estate Education Conferences for Real Estate Educators in California. One is held in the San Francisco Bay area, one in the Los Angeles area, and the third in the San Diego area.

For additional information please visit the Real Estate website at http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/RealEstateEducation.aspx

Career Technical Education Organizations and Associations

Listed below are some of the CTE organizations and associations that provide conferences and professional development activities and the link to their websites.

- California Community College Association of Occupational Education (CCCAOE) http://www.cccaoe.org/
- Association for Career and Technical Education (ACTE) http://www.acteonline.org/
- American Association of Community Colleges (AACC) http://www.aacc.nche.edu/Pages/default.aspx
- National Association for Career and Technical Education Information (NACTEI) http://www.nactei.org/
- National Council for Workforce Education http://www.ncwe.org/