**Carl D. Perkins**

**Grant**

**Guidebook**

**TABLE OF CONTENTS**

|  |  |
| --- | --- |
| Perkins Introduction | 3 |
|  |  |
| Perkins Local Application Plan | 6 |
|  |  |
| Perkins Funding | 11 |
|  |  |
| Perkins Compliances | 14 |
|  |  |
| Perkins Coordination at BRCC | 18 |
|  |  |
| Appendices | 23 |

**Perkins**

**Introduction**

The Carl D. Perkins Grant is a federally funded program designed to assist Career and Technical Education (CTE) students. The grant provides community colleges with resources to develop and maintain programs that serve faculty, staff and students in CTE departments.

**PURPOSE OF GRANT**

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV) is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by—

1. Building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and tech­nical education students;
3. Increasing State and local flexibility in providing serv­ices and activities designed to develop, implement, and improve career and technical education, including tech prep education;
4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
5. Providing technical assistance that—
   1. Promotes leadership, initial preparation, and professional development at the State and local levels; and
   2. Improves the quality of career and technical edu­cation teachers, faculty, administrators, and counselors;
6. Supporting partnerships among secondary schools, post­ secondary institutions, baccalaureate degree granting institu­tions, area career and technical education schools, local workforce investment boards, business and industry, and inter­mediaries; and
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive. (S. 250—3)

**OUTCOMES OF GRANT**

* Increase the number of high school students dually enrolled in career and technical courses
* Increase career and technical education enrollment at the postsecondary level
* Better informed students, counselors, teachers, faculty and staff regarding career and technical education opportunities and articulation
* More involvement of business and industry in the development of high-skill, high-wage, and high-demand programs of study.

**CORE INDICATORS: BUILDING BLOCK OF SUCCESS**

The federal Perkins legislation identifies five core indicators to measure the effectiveness of CTE at the collegiate level:

1. Technical Skill Attainment in CTE courses.
2. Completion of a CTE credential, certificate, or degree
3. Retention in higher education including transfer for further instruction
4. Placement or employment including military service or apprenticeship programs.
5. Nontraditional Participation in a CTE training area in which fewer than 25% of the employees in the field are of the student’s gender.
6. Nontraditional Completion of a CTE training area in which fewer than 25% of the employees in the field are of the student’s gender.

**Required Use of Funds**

Each eligible recipient that receives funds under this part shall use such funds to improve CTE programs.   In accordance with the Section 135 of the Perkins Act, funds made available to eligible recipients under this part shall be used to support CTE programs that—

1. Strengthen the academic and career and technical skills of students participating in CTE programs, by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs through a coherent sequence of courses.
2. Link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study.
3. Provide students with strong experience in and understanding of all “aspects of an industry,” which may include work-based learning experiences. The term ‘all aspects of an industry’ means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
4. Develop, improve, or expand the use of technology in CTE, which may include
   1. training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;
   2. providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   3. encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.
5. Provide professional development programs, including –
   1. In-service and pre-service training on effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction;
   2. Support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;
   3. Internship programs that provide relevant business experience; and
   4. Programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
6. Develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill and high-wage, and high-demand occupations that will lead to self-sufficiency.

**Permissive Use of Funds**

After the eligible postsecondary institution has met the “Required Uses of Funds” and completed the Required Uses of Funds Checklist, an eligible recipient may use funds --

1. To involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. To provide “career guidance and academic counseling” or those services which provide the student (and parent, as appropriate) access to information regarding career awareness and planning, including financial aid, with respect to an individual’s occupational and academic future;
3. To establish local education and business partnerships to include-
   1. work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to CTE programs;
   2. adjunct faculty arrangements for qualified industry professionals; and
   3. industry experience for teachers and faculty;
4. To provide programs for “special populations”;
5. To assist “career and technical student organizations”. The term “career and technical student organization” means an organization for individuals enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program.
6. For mentoring and support services. The term ‘support services’ means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
7. For leasing, purchasing, upgrading, or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. For teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;
9. To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10. To develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs;
11. To provide activities to support entrepreneurship education and training;
12. For improving or developing new CTE courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
13. To develop and support small, personalized career-themed learning communities;
14. To provide support for family and consumer sciences programs;
15. To provide CTE programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills of the adults and school dropouts;
16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job;
17. To support training and activities (such as mentoring and outreach) in nontraditional fields;
18. To provide support for training programs in automotive technologies;
19. To pool a portion of such funds with a portion of funds available to not less than one (1) other eligible recipient for innovative initiatives, which may include:
    1. improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
    2. establishing, enhancing, or supporting systems for-
       1. accountability data collection under this Act; or
       2. reporting data under this Act;
    3. implementing technical assessments; and
20. To support other CTE activities that are consistent with the purpose of this Act.

**Perkins**

**Local Application Plan**

Pursuant to the Perkins statute, in order for an eligible recipient to be allocated Perkins grant funds, the eligible recipient must submit a local application plan (LAP), which must be approved by the Louisiana Community & Technical College System (LCTCS). A LAP is submitted by the recipients on a yearly basis. An approved Perkins LAP constitutes an agreement between the eligible recipient and LCTCS. Below is a sample timeline for the local application.

**GRANT TIMELINE**

|  |  |
| --- | --- |
| **Date** | **Activity** |
| May -June | LAP Submission (eGrants) |
| July 1 | Basic Grant award letters (including CCTC) disbursed. When LAP is approved, 25% of funding will available for use in the first quarter. |
| October 1 | Remaining 75% of funding available for reimbursement. |
| October-November | Consolidated Annual Report (CAR) data due to LCTCS. |
| December 31 | Deadline for all equipment and non-consumable supplies purchases. |
| May 1 | Final budget revision deadline. |
| June 30 | Deadline for obligation of funds. |
| July 15 | All detailed invoices/final reimbursement due to LCTCS. |

**STAKEHOLDER INVOLVEMENT & COORDINATION OF INITIATIVES**

Plans to improve performance require discussions with and input from key stakeholders as specified in Perkins IV legislation. Discussions should focus first on the vision, mission, and expectations for the future. Commitment of the stakeholders is critical for the expectations to become reality. Regardless of the improvement processes in which a recipient has been involved, the local plan requires that key stakeholders be involved in some or all parts of the process. **The participants should meet annually for evaluation on the progress of the plan’s implementation with minutes of the meetings and sign-in sheets kept on file for monitors to review during the site evaluation visit.**

Local plans must describe how stakeholders participated in the discussion, development, implementation or evaluation of the LAP and Program of Study (POS) development. The following stakeholder groups **are required** to participate at the planning discussion and/or development level at a minimum:

* Chancellor/Regional Director/President;
* Campus Deans;
* Perkins Coordinator;
* Certified Perkins Representative;
* College & Career Transitions Coordinator(s);
* Academic faculty;
* Technical faculty;
* Academic advisors;
* Students;
* Secondary partners\*; and
* Business/Industry/Labor representatives.

\* Post-Secondary will continue to blend our efforts and investments to include Louisiana Department of Education Local Education Agencies (LEAs). These heightened partnerships are established around social-economic & geographic considerations. Each partnership, comprised of secondary and post-secondary will invest in three (3) mutual program clusters that are established to be high wage, high demand, and high skill.

**PROGRAMS OF STUDY/PROGRAMS**

Programs must be administered with the following overall goals in mind:

* strengthening academics of all students;
* broadening opportunities of students;
* emphasizing the importance of program completion (postsecondary); and
* achieving postsecondary credential, diploma, certificate, or associate degree.

It is important that the use of funds connects to program expectations, regional/state training needs, and quality consistent with the purpose of the Act.

Perkins IV requires the eligible recipient to develop and implement at least one “program of study” that:

* incorporates secondary education and postsecondary education elements;
* includes academic and career and technical content in a coordinated, non-duplicative progression of courses; and
* leads to an industry-recognized credential, certificate, or diploma at the postsecondary level, or an associate or bachelor’s degree.

In the LAP, the eligible recipient should indicate whether there is currently an articulation or dual enrollment agreement with a local education agency. If no agreements currently exist, the eligible recipient must indicate their commitment to establish such an agreement. Each eligible recipient must complete the **Program Inventory** for submission with the LAP to indicate the progress toward establishment of linkages with secondary partners.

The term ‘articulation agreement’ means a written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary educational institution to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a postsecondary credential, a certificate, diploma or a degree; and linked through credit transfer agreements between the secondary and postsecondary institutions.

The recipient must ensure that the Perkins-funded program meets the standards established in the Perkins Act. The program must:

* involve organized educational activities;
* include a sequence of courses that leads to an industry-recognized credential, certificate, diploma, degree, other formal award;
* provide individuals with academic and technical knowledge and skills through integrated academic and technical instruction;
* employ competency-based applied learning techniques;
* include curriculum activities that address work attitudes and general employability skills as well as occupational-specific skills;
* be of sufficient size, scope, and quality to be effective -- this may include the addition of a distance learning component to a program;
* provide for equitable participation of special populations;
* maintain an active advisory committee to ensure that instruction is relevant to current practices in industry and to the needs of the local workforce; and
* prepare students for **high-wage, and high-demand, and high-skill occupations** in current or emerging professions. (High-skill, high-wage, or high-demand occupations for the purpose of this grant should be determined by LWIA data.)

**Perkins Funding**

**GRANT FUNDING REQUESTS**

Eligible recipients within an economic region shall choose three (3) career clusters to focus funding toward each grant award year. All recipients within the region will focus Perkins funding on programs within the clusters selected. Regions shall give funding priority to clusters that are high-wage, high-demand and high-skill (in that order). Eligible recipients with programs that are unique to the institution may request an exception for funding for a program outside of their region’s three (3) cluster focus on a case-by-case basis. These unique programs must meet the high-wage, high-skill, and high-demand requirements in order to receive funding.

As part of the LAP, all recipients must include a budget summary and budget narrative. The budget narrative should provide details for all line items listed in the budget summary, state which statutory required or permissive use the line item corresponds to, and should describe how the proposed expenditure will improve the CTE program for which the line item is included.

The Required and Permissive Uses of Funds are listed in the Introduction of this document.

Equipment: An item is defined as equipment if it can be expected to serve its principal purpose for at least one year and is equal or greater to $1,000 per unit cost in value.

Non-Consumable Supplies: An item is defined as a non-consumable supply if it can be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (e.g., printers, cameras, iPods, cell phones).

Consumable Supplies: An item is defined as a consumable supply if it cannot be expected to serve its principal purpose for at least one year and is less than $1,000 per unit cost in value (e.g., paper, pencils, and instructional material). Generally, at the local level, office supplies are not considered allowable purchases, unless associated with a workshop, conference, or a professional development activity, or when necessary for the operation of equipment purchased with Perkins funds.

**Note:**

1. All equipment and supply requests follow BRCC’s Purchasing guidelines. Contact the Director of Purchasing for specific details or see the Purchasing webpage: <http://www.mybrcc.edu/administration_and_finance/purchasing_and_contracts/purchasing/index.php>
2. All equipment and non-consumable supplies must be inventoried and tagged upon receipt. Each Perkins Coordinator is to label Perkins funded items with a visible tag that highlights funding source and year. Note: This label may be in addition to the state tag for equipment.
3. All contracts entered into by recipients must be reviewed by LCTCS; The Perkins State Director must give prior approval for all contracts entered into by recipients.

The focus of the Perkins Act is on continuous improvement in CTE. As such, generally **a recipient should not continue to spend funds on a program for more than three (3) consecutive years, unless new additions or improvements are continuing to be made in the program.** The recipient must receive prior approval from the Perkins State Director before allocating funds to a program that has already received Perkins funding for three consecutive years.

**BUDGET REVISIONS**

A revision is a document requesting budgetary or programmatic changes. Budget revisions may not be submitted until the original local application has been approved.

A budget revision must be approved by LCTCS before implementing any activities related to revision such as: adding personnel, issuing purchase orders, receiving goods, providing services, or encumbering funds.

Recipients are allowed to request revisions to their budget throughout the program year. A budget revision may be necessary when (1) additional funds are awarded after the original allocation, or (2) the needs of the recipient or a specific program vary from the approved application. In either of these events, Budget Revision Forms must be completed and submitted for approval by LCTCS prior to funds being obligated.

**SUPPLANTING**

As a requirement of the Perkins statute, funds made available under the Act must supplement and not supplant non-federal funds expended to carry out CTE activities. In other words, federal Perkins funds may only be used in addition to funds already spent by the state and eligible recipients on CTE, and cannot be used in place of non-Perkins funds.

It will be presumed that supplanting has occurred where:

* LCTCS or one of the eligible recipients uses Perkins funds to provide services that LCTCS or one of the eligible recipients is required to make available under federal, state, or local law; or
* LCTCS or one of the eligible recipients uses Perkins funds to provide services that LCTCS or the eligible recipients provided with non-Perkins funds in the prior year; or
* LCTCS or one of the recipients provided services for non-CTE students with non-federal funds, and provided the same services to CTE students using Perkins funds.

These presumptions are rebuttable if LCTCS or the eligible recipients can demonstrate that it would not have provided the services in question with non-Perkins funds had the Perkins funds not been available. If presumed supplanting occurred, due to a reduction in nonfederal funds or a change in the state’s priorities, LCTCS and/or the recipient will create and maintain contemporaneous written documents, such as meeting minutes or itemized budget documents for one year to the next, demonstrating that the decision to not fund an activity with state or local funds was made without regard to the availability of Perkins funds.  If LCTCS or a recipient uses Perkins funds to support activities that otherwise would be funded with state or local funds, the activities funded must be allowable under Perkins**.  All recipients must receive prior approval from the Perkins State Director** **to use Perkins funds where non Perkins funds had been used in the past.  This prior approval must be maintained by the recipient on file with all other justification documentation.**

**Perkins Compliance**

**PROGRAMMATIC ACCOUNTABILITY**

Recipients of Perkins funds will be measured against core indicators of performance as defined below:

Technical Skill Attainment

Student attainment of challenging career and technical skills proficiencies, including student achievement or technical assessments, that is aligned with industry-recognized standards, if available and appropriate.

Credentialing (Credential, Certificate, Diploma, or Degree Completion)

Student attainment of an industry-recognized credential, certificate, diploma, or degree.

Retention and Transfer

Student retention in postsecondary education or transfer to a baccalaureate degree program.

Placement

Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high-skill, high-wage, or high-demand occupations or professions.

Nontraditional Participation

Student participation in and completion of CTE programs that lead to employment in nontraditional fields. “Nontraditional” fields mean occupations or fields of work, including careers in computer science, technology, and other current and emerging high-skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.

Nontraditional Completion

Student completion of CTE programs that leads to employment in nontraditional fields.

**SPECIAL POPULATIONS**

Each recipient must collect and disaggregate data for each core indicator of performance by “special populations” categories. The term “special populations” refers to—

1. Economically Disadvantaged

The term “economically disadvantaged” means individuals from economically disadvantaged families, including foster children. The term is also applied to students enrolled in public two-year colleges and who are the recipients of PELL grants.

1. Single Parents

The term “single parent” means an unmarried parent. The term “single parent” includes single pregnant women.

1. Displaced Homemakers

The term “displaced homemaker” means an individual who

1. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
2. (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii)has been dependent on the income of another family member but is no longer supported by that income; or (iii)is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title iv if the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
3. Nontraditional

The term “individual preparing for nontraditional field” means a student preparing for an occupation or field of work in a nontraditional field. The term “nontraditional field” means occupations or field of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

1. Disabilities

The term “individual with a disability” means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

1. Limited English Proficiency

The term “individual with limited English proficiency” means a secondary school student, an adult, or an out-of-school youth, who have limited ability in speaking, reading, writing, or understanding the English language, and

1. whose native language is a language other than English; or
2. who lives in a family or community environment in which a language other than English is the dominant language.

**REPORTING REQUIREMENTS**

Each recipient of Perkins funds will be required to report disaggregated data for each core indicator of performance (including special populations) to LCTCS for inclusion in the Consolidated Annual Report (CAR).

The reported data will be used to determine the progress made by the recipient in achieving the agreed-upon performance levels for each performance (core) indicator established for LCTCS. Any eligible recipient which does not attain 90% of the agreed-upon performance level for an individual performance indicator must develop an **Improvement Plan** for the subsequent fiscal year. Federal funds must be focused on the improvement of this indicator while maintaining the other established performance levels.

Each recipient will be monitored by LCTCS to evaluate compliance with the Perkins Act, assess progress toward the goals of the grant, and verify the accuracy of data reported to LCTCS for inclusion in the CAR.

**SELF-MONITORING**

The Perkins Monitoring Review process will be based on the following specific areas of concerns or targets:

* Analyses of submitted reports
* Data quality and/or data collection issues
* Financial issues
* Grant management performance, including timely submission(s)
* Perkins core performance indicator levels
* All programs/clusters are current and have been properly maintained
* Current Local Application Plan (LAP) objectives/strategies
* Current LAP expenditures
* Program safety and integrity

**Perkins Coordination at BRCC**

**LAP PREPARATION**

To prepare for the Local Application Plan (LAP), each department is required to submit a Departmental Input Form for the Perkins Proposal which outlines their commit to fulfilling the goals and objectives of the Perkins Grant. This form will be emailed to department deans along with the supporting documentation forms needed for funding requests.

**FUNDING REQUESTS**

All funding requests for next fiscal year are required to be submitted with the Departmental Input Form for the Perkins Proposal. Funding allocations for departmental requests will be determined by the Perkins Basic Coordinator and evaluated based on the following criteria:

1. Is the request allowed as a required use or permissive use of funds?
2. Is the request reasonable in cost?
3. Is the request allocable, or necessary to the operation for the CTE program AND benefits the students of the CTE program?
4. Will the request positively impact a Perkins Performance Indicators?
5. Is the request an efficient way to utilize the Perkins funds? Are we receiving the maximum benefit for the costs?
6. Has the department fulfilled its Perkins commitments (programmatic monitoring and reporting) in the past?

Note: All BRCC Perkins Requests are approved by the Vice Chancellors for Academic Affairs and Finance, as well as the Chancellor by way of the LAP or a budget revision.

**Due to the approval process, all funding requests not originally included in the Departmental Input Form for the Perkins Proposal must be submitted at least 6 weeks in advance with additional time possibly requested for Contract Services.** This will allow the Perkins Basic Coordinator to complete a Budget Revision, obtain approval from the Vice Chancellor of Finance and Chancellor, obtain approval from the Perkins State Director (LCTCS), and complete an Internal Budget Transfer.

**PROGRAMMATIC MONITORING**

Upon approval from LCTCS, the Perkins Basic Coordinator will send out a Departmental Accountability Summary to each Academic Dean which outlines all approved commitments and funding requests.

The Accountability Summary should be used as a checklist to complete the Departmental Quarterly Report which is due on the 10th day following each quarter. In addition, department coordinators must submit Quotes and Estimates to the Perkins Coordinator. Likewise, Authorization to Travel forms should be completed and submitted to the Perkins Basic Coordinator as soon as departments are notified that travel is approved. Please be advised that new federal guidelines require travel authorizations to note the designated travel was necessary to the operation for the CTE program.

**REQUIRED DOCUMENTATION NEEDED FOR PERKINS**

The system’s office requires each college receiving Perkins funds to submit a quarterly reports (every three months) which describe how the college as a whole is meeting the requirements of the grant. Every department is to show how they are meeting the goals of the grant.

Your Quarterly Report should include the following items:

1. Any information to show how you are increasing student retention, completion, skill attainment, placement, nontrad participation and nontrad completion
   1. Number of CTE students served
   2. Number of CTE information sessions held
   3. Number of CTE students attending the information sessions (special populations and nontrads)
   4. Number of CTE students advised (phone, email, and in-person, including special populations and nontrads)
   5. Description of special activities offered to CTE students (Career fairs, employer related events, etc.)
   6. Number of students participating in CTE student organizations(special populations and nontrads)
   7. Partnerships with employers or colleges to increase CTE student placement or completion
   8. Number of clinical, externship, and internship sites and number of CTE student participants
   9. Number of CTE dual enrollment courses, and number of CTE students dually enrolled
   10. Number of students placed after graduation
2. Advisory board roster (Company name, company representative/title, company address, and contact info), calendar of meetings, agendas and minutes
   1. Please invite the Perkins Coordinator to the meetings to hear from industry representatives about workforce trends and hear from you what’s happening in your programs
3. Professional Development
   1. List of all professional development taken by staff in department (Perkins funded or not)
   2. 1-page travel summary (best practices gained) from any travel funded by Perkins
4. Equipment/supply updates
   1. Packaging Slips and Invoices should be sent to the Perkins Coordinator immediately for review & signature
   2. Purchasing should be notified immediately of equipment and non-consumable supply deliveries so that the items may be tagged and inventoried. Each Perkins Coordinator is to label Perkins funded items with a visible tag that highlights funding source and year. Note: This label may be in addition to the state tag for equipment.
   3. A Grant Purchasing Log should be maintained that identifies:
      1. Quantity
      2. Item Description
      3. Location
      4. Budgeted Unit Cost/Budgeted Total Cost
      5. Actual Unit Cost/ Actual Total Cost
      6. Requisition Number/Date Entered
      7. PO Number/ Date Issued
      8. Delivery Date
      9. Payment Date

Please submit documentation quarterly (except for invoices and packaging slips which should be submitted immediately).

As a requirement of the Perkins grant, any personnel paid by the grant must complete a Time & Effort Certification which notes the amount of time and type of effort accomplished under the grant. This certification is to (1) be completed after the fact (after payment for completed work), (2) be signed/dated by both employee and supervisor, (3) account for employee’s total compensated activities, (4) coincide with a pay period, and (5) completed at least once monthly (if working on multiple cost objectives/ funding sources) or once every six months (if working on one cost objective).

At the beginning of each fiscal year, the Perkins Coordinator will forward grant funded staff a Employee Time& Effort Certification Calendar which highlights certification periods and review dates for completion. Grant personnel and supervisors must ensure that activities completed are within the staff’s approved job description. While the Annual Performance Evaluation is helpful to assess the staff’s work ethic, the supervisor will need to complete monthly reviews of the grant personnel’s’ activities. Supporting documentation should be maintained for auditing purposes. If it is found that the employee is completing tasks outside of the job description, the staff’s salary must be realigned to match their job duties.

**IMPORTANT DATES**

1. Quarterly Reports
   1. October 10
   2. January 10
   3. April 10
   4. July 10
2. Equipment Purchases
   1. December 31 (Note: Date may be earlier if college is closed for holidays.)
3. All Expenses (requests) Paid
   1. June 30- this includes equipment, travel, supplies, services contracts, etc.

**CONTACT INFORMATION**

**For assistance with Basic Grant/Postsecondary Programs:**

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