**Carl D. Perkins Grant**

**Funding Overview**

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**OVERVIEW**

**Requests for funding should be based on the NEEDS of your program.** This is the opportunity to sell your program and how it will benefit the students you serve. Remember, ‘What does your program NEED to be successful?’

We are strictly prohibited from using Perkins funding to pay for regular “cost of doing business” expenditures. This is called supplanting. As specified on the Funding Request form, requests need to align with Perkins V criteria and (as applicable) with specifications provided by the Arizona Department of Education (ADE).

**ADE preferred uses:**

* ADE favors Perkins V funding spent on specific program improvements and increasing program measures. Plans may use funds for program supplies, equipment and professional development where demonstrated need and justification is provided.
* ADE prefers that Programs submitted for funding lead to a National/State licensure or certification.

**FUNDING PRIORITIZATION**

1. The CTE Operations team (or designated sub-team) will review and provide recommendations as to the ranking of funding requests for MCC Perkins Grant Planning.
2. The Perkins grant administrator may amend the ranking of funding requests to ensuring funding priorities align with Perkins V criteria, ADE guidance, and MCC strategic direction.
3. The Student and Academic Affairs Leadership Team (SAALT) will provide final review and approval of the MCC Perkins Grant Planning form.

**PERKINS REQUIREMENTS FOR USE OF FUNDS**

The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 (amended and enacted as [Perkins V](https://cte.ed.gov/legislation/perkins-v) on February 15, 2019) is to more fully develop the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.

Section 135 of Perkins V requires that funds made available to eligible recipients shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

**FEDERAL PERKINS GRANT PERFORMANCE MEASURES**

Each performance measure describes how Perkins funded Programs of Study will be measured to assess impact on the objective.

**1P1 – Retention and Placement**

**Proposed Level of Performance by ADE**

|  |  |  |  |
| --- | --- | --- | --- |
| **SY19-20** | **SY20-21** | **SY21-22** | **SY22-23** |
| 35.00% | 35.25% | 35.50% | 35.75% |

*Numerator:* Number of CTE concentrators who completed their program in the previous reporting year and who remained enrolled in postsecondary education, were placed in employment, military service, apprenticeship or advanced training by the second quarter of the reporting year.

*Denominator:* Number of CTE concentrators who completed their program in the previous reporting year.

**2P1 – Credential, Certificate or Degree**

**Proposed Level of Performance by ADE**

|  |  |  |  |
| --- | --- | --- | --- |
| **SY19-20** | **SY20-21** | **SY21-22** | **SY22-23** |
| 45.00% | 45.25% | 45.50% | 45.75% |

*Numerator:* Number of CTE concentrators who were enrolled in a CTE program during the reporting year who also attained an industry-recognized credential, certificate or degree.

*Denominator:* Number of CTE concentrators who were enrolled in a CTE program during the reporting year.

**3P1 – Nontraditional Enrollment**

**Proposed Level of Performance by ADE**

|  |  |  |  |
| --- | --- | --- | --- |
| **SY19-20** | **SY20-21** | **SY21-22** | **SY22-23** |
| 22.00% | 22.25% | 22.50% | 22.75% |

*Numerator:* Number of nontraditional CTE concentrators enrolled in a nontraditional program in the reporting year.

*Denominator:* Number of CTE concentrators enrolled in a nontraditional program in the reporting year.