



2023-24 PERKINS WORKFORCE GRANTS

February 22, 2023

SBCTC STAFF INTRODUCTIONS

- **Bill Belden**, Policy Associate—Workforce
- **Marla Elmquist**, Contracts Specialist—Fiscal
- **Kimberly Ingram**, Program Administrator—Workforce
- **Kari Kauffman**, Program Coordinator—Fiscal



AGENDA

3:30pm	<ul style="list-style-type: none">• Program Updates• Questions
4:15pm	<ul style="list-style-type: none">• OGMS• Budget Updates• Questions

PROGRAM GRANT OVERVIEW

- Performance Indicators
- Grant Deadlines
- Application Updates
- Professional Development
- Career and Technical Student Organization
- Programs of Study Verification Form

PERFORMANCE INDICATOR DATA

1P1: Postsecondary Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 are volunteers of the Peace Corps Act, or are placed or retained in employment.

PERFORMANCE INDICATOR DATA

2P1: Earned Recognized Postsecondary Credential

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.



PERFORMANCE INDICATOR DATA

3P1: Non-Traditional Program Concentration

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Demographic Subgroup/Special Population Categories

Not Successful at Meeting State Target:

A Comparison Across Indicators

POPULATION	1P1	2P1	3P1
Male	Did Not Meet	Did Not Meet	Did Not Meet
American Indian or Alaskan Native	Did Not Meet	Did Not Meet	
Black or African American	Did Not Meet	Did Not Meet	
Hispanic or Latino	Did Not Meet	Did Not Meet	
Native Hawaiians or Other Pacific Islanders	Did Not Meet	Did Not Meet	
Two or More Races	Did Not Meet	Did Not Meet	
White		Did Not Meet	
Economically Disadvantaged		Did Not Meet	
English Learners	Did Not Meet	Did Not Meet	
Individuals Preparing for Non-traditional Fields	Did Not Meet	Did Not Meet	
Individuals with Disabilities	Did Not Meet	Did Not Meet	
Out of Workforce Individuals	Did Not Meet	Did Not Meet	
Single Parent	Did Not Meet	Did Not Meet	
Youth in Foster Care	Did Not Meet	Did Not Meet	

PERFORMANCE INDICATOR DATA

POPULATIONS	2020-21 STATE AVERAGE %
Individuals in Non-Trad Fields*	7.54
English Learner*	23.3
Black/African American*	28.7
Foster Care Youth*	31.2
Pacific Islander*	31.6
Out of Work*	33.1
American Indian*	33.8
Male*	34.8
Individuals w/Disabilities	35.3
Hispanic	35.8
Single Parent	36.5
Multi-Racial	38.2
Other Race	38.2

1P1
Performance
Gaps

State Target 39%

*Indicates measure not achieved at least 90% for two consecutive years

PERFORMANCE INDICATOR DATA

POPULATIONS	2020-21 STATE AVERAGE %
Individuals in Non-Trad Fields*	9.73
Foster Care Youth*	39.3
Black/African American*	39.8
English Learner*	40.3
Pacific Islander*	41.1
American Indian*	43.4
Male*	46.2
Single Parent*	46.8
Multi-Racial	47.9
Hispanic	49.8
Individuals w/Disabilities	51.5
Other Race	51.8
White	52.0
Out of Work	52.4
Economically Disadvantaged	52.9

2P1
Performance
Gaps

State Target
53%

*Indicates measure not achieved at least 90% for two consecutive years

PERFORMANCE INDICATOR DATA

POPULATION	2020-21 STATE AVERAGE %
Male*	16.9

3P1
Performance
Gaps

State Target 18%


PERKINS WORKFORCE GRANTS TIMELINES

Grant Name	Application Release Date	Priority Deadline	Final Deadline
Perkins Plan	March 2	x	April 6
Perkins Corrections	April 13	x	May 11
Perkins Leadership Block Grant	April 13	x	May 11
Perkins Non-Trad	April 13	May 11	November 30
Perkins Special Projects	April 13	May 11	November 30

PERKINS APPLICATION UPDATES

- Perkins Plan
- Perkins Leadership Block Grant
- Perkins Corrections Grant

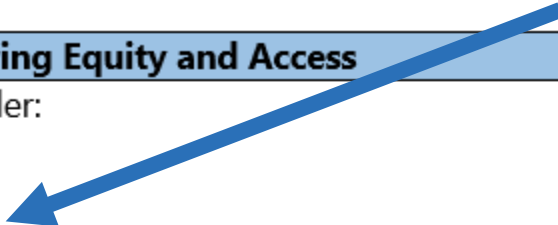
PERKINS PLAN APPLICATION CONTENT

1. Improving Equity and Access
2. Evaluation of Student Performance & Accountability
3. Program Size, Scope, and Quality
4. Pathways and CTE Programs of Study
5. Recruitment, Retention, & Training of CTE Educators
6. Comprehensive Local Needs Assessment
7. Budget Narrative
8. Resource Alignment and Accountability 
9. Grant and Fiscal Accountability



ACTION PLAN PROGRESS

Identify your college’s strategies from the CLNA Action Plan for Element 1: Improving Equity and Access. Please describe the progress made and stakeholders involved for each strategy.

Element 1: Improving Equity and Access	Action Plan for Improving Equity and Access
<p>Ratings:</p> <ol style="list-style-type: none"> 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist 	<p>Strategies in Priority Order:</p> 

RESOURCE ALIGNMENT & ACCOUNTABILITY

- Section #8 after the Budget Narrative
- Three questions
- How is your college's Perkins funding aligned with your college's ability to successfully meet or exceed the State Target for the performance indicators?

PROFESSIONAL DEVELOPMENT

- Sustained, intensive, collaborative, job-embedded, classroom-focused
- Not stand-alone, 1-day, or short-term workshops
- Ongoing and provides continuing support to staff
- Regularly evaluated for its impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development (section 3(40)(B)(viii))

CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO)

Requirements:

- State, Regional, or National Affiliation
- Technical Skills Competition

Focus:

- Increase participation of students in non-trad fields and special populations

PROGRAMS OF STUDY VERIFICATION FORM

Programs of Study

- Coordinated, non-duplicative sequences of courses at secondary and post-secondary level
- Addresses both academic & technical knowledge/skills
- Aligned with industry needs
- Progresses in specificity
- Includes multiple entry and exit points incorporating credentialing
- Culminates in the attainment of a recognized postsecondary credential

PROGRAMS OF STUDY VERIFICATION FORM

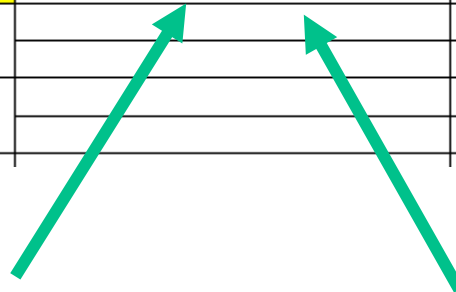
REVISED

NEW



Program of Study or Career Cluster	High School or District Name	College Course Name/ College Course #	High School Course #	College Program CIP Code	New Articulation (Yes/No)
Finance	Sample High School	Principles of Accounting/ ACCT101	ACCT 1	520302	No
		Accounting Technology/ ACCT103	ACCT 2	520204	Yes
	Template School District – 4	Principles of Accounting/ ACCT101	ACCT 1	520302	No

PREVIOUS



Program of Study or Career Cluster	High School or District Name	College Course Name	College Course Number	College Program CIP	New Articulation (Yes/No)
Finance	Sample High School	Principles of Accounting	ACCT101	520302	No
		Accounting Technology	ACCT103	520204	No
	Template School District – 4	Principles of Accounting	ACCT101	520302	Yes



QUESTIONS?



ONLINE GRANT MANAGEMENT SYSTEM QUESTIONS

- Contact your [OGMS Security Contact](#) for access to the 2023-24 Perkins Plan grant.
- The [OGMS User Manual](#) is available under the [“How To”](#) tab in OGMS
- Contact your OGMS [Security Contact](#) if your question is not answered in the Manual
- Contact [Kari Kauffman](#), 360-704-1021 if your Security Contact cannot resolve your question

OGMS LOGIN & APPLICATION ACCESS

- If you've forgotten your OGMS username, contact your OGMS Security Contact
- If you've forgotten your OGMS password, use the "Retrieve my password" feature located [here](#)
- Create a new application for FY24 Perkins Plan
- Save frequently to ensure you don't lose your work!

APPLICANT INFORMATION & GRANT RESOURCES

- Enter your contact information on the Applicant Information screen
 - Be sure to avoid typos when entering your email address
- Find and download Grant and Fiscal Guidelines, as well as other important documents in the Grant Info link

GRANT RESOURCES, CONTINUED

- In the Grant Information page, you will also find the:
 - FY24 Perkins Fiscal Guidelines
 - FY24 Perkins Planning Numbers
 - FY24 Programs of Study Verification
- Please download for your reference.

ASSURANCES & UPLOADING DOCUMENTS

- Find the FY24 Assurances in the Assurances tab
 - Download and print for completion and signature
- Upload the Assurances and other documents as needed in the Attachments tab



CONTENTS SECTION

- Each section must be completed before you can submit your application
- Click the Save button on every screen
 - Save frequently, as OGMS times out every 20 minutes
- Sections can be completed in whatever order you wish

BUDGET ACTIVITIES

- Budget lines are also called “activities”
- Required & Permissive Uses
- Administration
 - Program/staff oversight
 - Indirect
 - 5% max budget

SALARIES/BENEFITS

- All position titles to be funded by the grant.
- Percentages of effort, full-time equivalent faculty (FTEF), full-time equivalent staff (FTE), or hourly wage information for each position to be funded from the grant. (*Fiscal Guidelines Appendix A*)
- A brief description of duties by position as they relate to the grant.
- Time & Effort documentation required

GOODS & SERVICES

- Goods
 - Instructional materials, computers, supplies for a CTE program, etc.
 - May not meet definition of capital assets
 - Non-consumables must be retained
- Services –
 - Equipment lease, sign language interpreters, interagency/interlocal agreements, etc.

BUILDING RENTAL

- Any rent charged to grant must be at or below fair market value (FMV) – affirm in grant narrative
- If college/foundation charges rent to programs in college/foundation-owned facility, must have policy that rent is charged to ALL programs, not just Perkins

TRAVEL

- Describe travel in narrative
- WEC travel is administrative
- All state travel rules apply

CONTRACTS

- Guest speakers, external curriculum reviewers, etc.
- Describe contract purpose
- Rules that apply to your organization for this funding also apply to any contractors

CAPITAL ASSETS

- Must be approved by SBCTC prior to purchase
- Property or equipment with a useful life in excess of 1 year and a per unit acquisition cost of \$5,000 or more
- Include details in budget
- Must be “special purpose” – not general purpose like furniture

TUITION, BOOKS, AND FEES

- For special populations or non-traditional training/employment students
- Must be part of broader effort to address CTE special populations' needs
- Any fees must be required
- Funds not given directly to students

INDIRECT

- Your organization can claim indirect to cover such costs as operation, maintenance, library, and student administration expense that cannot be clearly allocated to an individual program.

GRANT AND FISCAL ACCOUNTABILITY

- Section 9 of the grant application
- Questions relate to:
 - Volume of federal grants a college has
 - Staff experience with federal grants
 - College's processes and procedures for handling federal grants



QUESTIONS?



SUBMIT YOUR GRANT APPLICATION

- Submit your application in the “Submit” tab
- If the application will not submit properly:
 - Check to ensure all the application tabs have been completed correctly (each tab will have a check mark on it)
 - If you are still unable to submit, check with your OGMS Security Contact. You may not have the correct permissions to submit the grant

APPLICATION FEEDBACK & APPROVAL

- Your application may require minor revisions before it can be approved for funding
 - You'll find feedback regarding these revisions in the "Feedback" tab
 - Respond to this feedback in the relevant section of the application
 - While making changes, be sure to save at the bottom of each applicable contents section

QUESTIONS & CONTACT INFORMATION

- For program questions: [Kimberly Ingram](#)
- For budget questions: [Marla Elmquist](#)
- For OGMS questions: [Kari Kauffman](#)