

University of Hawai'i Community Colleges
CARL D. PERKINS STRENGTHENING CAREER AND TECHNICAL
EDUCATION FOR THE 21st CENTURY ACT (PERKINS V)

Guidelines for FY 2024-2025

All potential proposers and reviewers are expected to read these guidelines and adhere to them to be considered eligible for funding from Perkins V. Upon review of the guidelines, proposers are expected to download a copy of the [2024-2025 Perkins Proposal Application](#), remove extraneous information, and submit a concise proposal with clear supporting information for the proposal to the appropriate dean by March 8, 2024.

I. Purpose of Perkins V (Public Law 115-224)

Perkins V became law on July 31, 2018. As eligible recipients of Perkins funds, the University of Hawai'i Community Colleges must fully address the goals of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and comply with the federal and state requirements of the Act.

As stated in the law, *“The purpose of this Act is to develop more fully 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, 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 in-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;*
- (4) *conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;*
- (5) *providing technical assistance that—*
 - (A) *promotes leadership, initial preparation, and professional development at the State and local levels; and*
 - (B) *improves the quality of career and technical education teachers, faculty, administrators, and counselors;*
- (6) *supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;*
- (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; and*
- (8) *increasing the employment opportunities for populations who are chronically unemployed or*

underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

II. Core Indicators of Performance

To improve the UHCC's performance on the Perkins Core Indicators, it may help to review the Perkins' performance goals and outcomes for prior years. Each February, the [Perkins indicators are updated for the system and at the campus level](#). Preliminary data for 2021-2022 has been posted to this [link](#) and will be finalized in February 2024. The UHCC system's and the individual campuses' actual outcomes on each of the indicators is shown for the prior two years of available data.

Performance on Core Indicators in 2021-2022 and 2020-2021 (based on students carrying 12 or more CTE credits):

Perkins Indicator	2021-22 Goal	2021-2022 Actual Outcomes*							
		UHCC System	Hawaii CC	Honolulu CC	Kapiolani CC	Kauai CC	Leeward CC	UH Maui College	Windward CC
1P1	34	78	80	63	83	87	83	86	92
2P1	34	70	67	68	75	69	71	65	80
3P1	11	23	18	16	34	29	23	26	7

Perkins Indicator	2020-21 Goal	2020-2021 Actual Outcomes*							
		UHCC System	Hawaii CC	Honolulu CC	Kapiolani CC	Kauai CC	Leeward CC	UH Maui College	Windward CC
1P1	33	82	74	80	83	91	82	84	88
2P1	33	68	71	65	72	71	66	63	76
3P1	10	25	17	13	34	17	34	37	13

*Note: These numbers may differ from what is shown in the ARPD, due to methods that UHCC system adopted to be more precise with identifying students as CTE participants.

Perkins Core Indicators and Goals for 2022-23 (based on students carrying 12 or more CTE credits). Note: Goals are based on data that may be collected AFTER completion of the program so goals are calculated the year after.

Perkins Core Indicators	Measurement Definition	Performance Goals for 2022-23
1P1: Postsecondary Retention and Placement	<p>Numerator: Number 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 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</p> <p>Denominator: Number of CTE concentrators who completed their program in the reporting year.</p>	35.00
2P1: Earned Recognized Postsecondary Credential	<p>Numerator: Number of CTE concentrators who receive a recognized postsecondary credential <u>during participation in or within 1 year of program completion.</u></p> <p>Denominator: Number of CTE concentrators who left postsecondary education in the prior reporting year.</p>	35.00
3P1: Nontraditional Program Concentration	<p>Numerator: Number of CTE concentrators, <u>from underrepresented gender groups</u>, in career and technical education programs and programs of study that lead to non-traditional fields.</p> <p>Denominator: Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.</p>	12.00

*Concentrators: Students in a declared CTE program who have completed at least twelve credits or the equivalent in a CTE program.

III. Perkins V Intervention Strategies

Objectives of College Perkins Plans

- Meet Perkins V federal requirements and requirements of Perkins state plan with special attention to the new areas of emphasis in Perkins V (e.g., size, scope and quality, special populations, work-based learning, counseling). New areas of emphasis include but not limited to:
 - preparing students for high skill, high wage, or in-demand occupations in current or emerging professions;
 - supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
 - increasing the employment opportunities for populations who are chronically

unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

- Invest Perkins funding strategically to achieve UH and UHCC strategic goals and objectives for students and the community.
- Align Perkins process and priorities with other planning and initiatives (including but not limited to the ARPD process). **Proposals without evidence of planning and reference to ARPD and other planning documents will not be funded.**

Timeline for Strategy Proposal Submission and Approval

Date	Activity
November 17, 2023	CTE Deans and UHCC System confirm the review process and rubric.
December 1, 2023	UHCC System issues 2024-2025 Perkins RFP Guidelines, Application Form, and Rubric to CTE Deans for final review.
December 8, 2024	2024-2025 Perkins RFP Guidelines, Application Form, and Rubric to be disseminated to faculty/staff. Campuses should provide training and support to potential proposers.
March 8, 2024	Campus proposals due to the respective CTE Dean.
March 29, 2024	Campus proposals reviewed and prioritized. CTE Deans upload applications for CTE Deans and UHCC System review and comment. Proposals reviewed and scored using the Rubric.
April 18, 2024	Rubrics scored and uploaded to the shared drive for summarizing before the CTE Deans meeting.
April 19, 2024	CTE Deans discuss proposals at CTE Deans meeting and submit recommendations to the System office.
May 17, 2024	System issues award notices to campuses.

To meet the requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), strategies should be developed around the core indicators shown above (page 2). The UHCC System will give priority to proposals that support any **one** of the selection criteria shown below.

Selection Criteria

- Academic Program Development through Collaboration and Cross-campus Work Groups
 - Aligning of courses and programs across the CCs
 - Establishing hub and spoke programs
 - Coordinating online programs to increase efficiencies

- Reducing duplication of courses and programs
- Collaborating to take a more strategic view of state needs and how to efficiently and effectively deploy program resources
- Industry-validated Programs
 - Modernizing program equipment
 - Implementing work-based learning opportunities
 - Embedding certifications in program and courses
 - Supporting professional development for program faculty to ensure currency with in-demand skills
 - Providing financial support for students taking certification exams while in the program
- Secondary to Post-secondary Pathway Development (including Early College)
 - Supporting professional development for program faculty to support their efforts to articulate non-credit to credit or industry certifications to credit.
 - Training of advisors/counselors to ensure high quality support for students who want to transition from non-credit to credit or transfer from 2-year to 4-year programs
 - Providing faculty time for planning and articulation work
 - Implementing programs and activities to support retention and persistence of CTE students in the pathway

A list of uses of funds is included in the Appendix. Below is a guide for some of the allowable and unallowable expenditures.

Allowable Expenditures Necessary and reasonable costs associated with:
Career guidance/counseling
Certifications for students
Computers for students' access
Consultants
Curriculum development
Development and piloting of course/program assessments
Employee salary and fringe benefits
Equipment
Equipment maintenance (if part of initial purchase)
Professional development activities and travel

Supplies (such as office supplies that are a small expenditure amount)
Travel and facility costs for meetings (e.g. CTE Deans meetings, PCC meetings)
Unallowable Expenditures
Compensation for instruction when tuition will be collected
Entertainment costs
Facilities, building construction, and similar requests
Food and beverages, for any reason
Furniture
Instructional consumables (items that can only be used once and then must be discarded)
Promotional “give away” items
Students’ books and tools (unless the college will keep and reuse them)
Students’ access to online materials or software is one-time use such as a digital textbook or individual subscription to online materials for a limited period of time.
Students’ travel
Students’ tuition
Vehicles (unless for instructional purposes)

Some reminders:

1. For new personnel positions, budgets should allow for the time it takes to prepare a position description, have it classified by OHR, recruited, interviewed, and filled (approx. 3 months into the new fiscal year).
2. For student employment requests, past years’ hours should be used as a guide (when data are available), and consider the time it takes to hire and fill such positions, and the realistic number of hours a student or students would work during a semester.
3. Full time (FT) 9-month employees cannot be paid during their duty period. Less than FT 9-month employees can be paid only that which would take them up to their FT salary during their duty period. Outside the duty period, both employees may earn up to 3/9 of their FT annual salary.
4. FT 11- or 12-month employees cannot earn federal OT. Less than FT 11- or 12-month employees may earn federal OT such that when added to their salary, it does not exceed their FT annualized salary.
5. Intellectual property developed with Perkins funds belongs to the UHCC and must be made available at no charge, and the developer cannot gain revenue or profits.
6. Development of new courses and or the conversion of F2F courses to distance courses is typically compensated at no more than 3 teaching equivalencies.

7. Perkins funds should be used for the benefit of CTE students, thus instructional aids, course development, equipment, and other purchases should be for direct impact to CTE students.
8. **Do not supplant. Perkins funds cannot be used to cover the cost of something that at any time has been paid with non-Perkins funds.**
9. Mobile devices such as tablets and other such equipment issued to students must remain the property of the college and must be maintained by the college for use in multiple semesters. Preference is given for technology which has specialized use for a program (vs. general technology support).

A budget is required for each proposal. The budget must include planned expenditures in the areas of personnel, equipment, supplies and services. **All expenditures shall be described and supported in the narrative of the proposal.** Personnel expenditures must include the calculations of salary/hourly wage, FTE or planned hours of work per week, and fringe.

Career and Technical Education Deans at each college are responsible to ensure that all submissions are complete and that the college has reviewed and prioritized its strategies consistent with this RFP, the CTE State Plan, and the Perkins law.

Chancellors must sign the [Assurances form](#).

IV. Processing Budget Changes for Approved Plans

Substantial changes to approved plans must be submitted to the CTE Deans for support or non- support and then to the UHCC Perkins Office for appropriate action. In general, the following would constitute substantial changes:

1. Budget changes between categories, or changes within categories that might affect the expected outcomes.
2. Additional expenditures that would increase the overall strategy/project budget, or necessary due to unforeseen/uncontrollable circumstances.
3. Changes of **10% (or greater)** of the individual strategy/project budget, even if there is no change to the total allocation for the project.

Note: Budget changes that do not impact the total strategy/project budget and involve changes of less than 10% of the total strategy/project budget, within and across budget categories, may be approved by the campus CTE Dean. A written justification and an amended budget modification spreadsheet documenting such changes must be submitted to the UHCC Perkins Office for review and approval. The changes should also be reflected in the strategy/project completion report.

V. Expenditure of Funds

All funds must be expended, and goods and services received by June 30 of the project year. The college's CTE Dean is responsible **for informing** the UHCC Perkins Office and the CTE Deans group when large amounts of an award are projected to be unspent.

Any CTE Dean who does not inform the system office of expected unspent awards in a substantial (more than 10%) amount in a timely manner will not be eligible to

receive Perkins funding for the following academic year.

VI. Completion Reports

The University of Hawai'i Community Colleges (UHCC) System is required to submit a Consolidated Annual Report (CAR) to the Office of the State Director for Career and Technical Education (OSDCTE). This report is typically due in December. To assist in the completion of the UHCC's annual report, each college shall submit [completion reports](#) by **October 10th** of the project year. A format for the completion report is a separate document.

When preparing the completion reports, colleges should refer to their Perkins-funded projects' strategies, effectiveness measures, and budgets. **Late, incomplete or inaccurate completion reports may lead to a program being ineligible for Perkins funding in the future.**

APPENDIX
[from Perkins V (Public Law
115-224)]

SEC. 135. LOCAL USES OF FUNDS.

- (a) GENERAL AUTHORITY.--Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).
- (b) REQUIREMENTS FOR USES OF FUNDS.--Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—
 - (1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - (B) readily available career and labor market information, including information on--
 - (i) occupational supply and demand;
 - (ii) educational requirements;
 - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - (iv) employment sectors;
 - (C) programs and activities related to the development of student graduation and career plans;
 - (D) career guidance and academic counselors that provide information on postsecondary education and career options;
 - (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
 - (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
 - (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491- 2(e)(2)(C));
 - (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

- (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
 - (4) support integration of academic skills into career and technical education programs and programs of study to support—
 - (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - (B) CTE participants at the postsecondary level in achieving academic skills;
 - (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
 - (A) a curriculum aligned with the requirements for a program of study;
 - (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)),

- including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;
- (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - (E) a continuum of work-based learning opportunities, including simulated work environments;
 - (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
 - (I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs;
 - (J) expanding opportunities for students to participate in competency-based education programs;
 - (K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - (O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - (P) making all forms of instructional content widely available, which may include use of open educational resources;
 - (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - (R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - (S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility

- challenges for those special populations; or
- (T) other activities to improve career and technical education programs; and
- (6) Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).