

Perkins V Consortium Guidance

As authorized under sections 131(c)(1) and 132(c)(1) of Perkins V, secondary school recipients with an allocation less than \$15,000, and post-secondary recipients with an allocation less than \$50,000, must become part of a consortium that shall operate joint projects that provide services to all partners in the consortium and are of sufficient [size, scope, and quality](#) to be effective. All consortium goals must be mutually beneficial to all members of the consortium. All funds allocated to consortia must be used to meet requirements of Section 135 (Local Use of Funds) and for the purposes of the subsection, must be used only for purposes and programs that are mutually beneficial to all members of the consortium. They cannot be reallocated to individual members of the consortium. The CSDE assists in establishing consortiums that will fulfill legislative requirements and work together on projects to achieve state goals.

Consortium Comprehensive Local Needs Assessment (CLNA)

The [CLNA](#) steers CTE program improvement through meaningful goal setting and continuously evaluating the effectiveness of CTE programming with an expanded group of stakeholders. All funds spent must have a direct connection to the consortium's CLNA goals and strategic plans. It is the responsibility of each consortium participating member to contribute towards the consortium's initial CLNA and a biannual update with an expanded group of stakeholders representing the entire consortium. The consortium members should provide program performance information to the consortium lead in the form of student concentrator data and CLNA goal progress and obtainment. Each of the consortium's members are not responsible for also conducting their own CLNA. However, they are encouraged to have institutional CTE program missions and goals that are locally specific.

Perkins Funding Allocations, Decisions, and Requirements

The consortium members must review the career and technical education needs of all the schools across the consortium and have input on the allocation of funds. Joint planning by all consortium members should result in the most effective use of funds for Career and Technical Education (CTE) and programs that are sufficient size, scope, and quality to be effective. At a minimum, the use of consortium funds must be used only for purposes and programs that are mutually beneficial to all members of the consortium, reflect CLNA defined CTE program improvements, as well as enhance teaching and learning outcomes.

The compiled consortium's program and student data in addition to CLNA goal progress or obtainment should guide decisions regarding strategies that will improve performance across the consortium. Consortia may support, with the grant funds, only approved,

agreed-upon, CTE programs. Funding decisions should result in program improvements that are sufficient size, scope, and quality to be effective.

Funding a single CTE program area, career pathway, or technology in a particular year is allowable if joint planning of consortium members results in a determination that a single program area, career pathway, or technology is the best use of Perkins funds for that year.

Example: If a consortium reviews the needs identified in the collective CLNA and determines that the funds should be focused on program improvement of business education, then all business education programs in the consortium must have the opportunity to participate and other program areas may not receive funding that year. Those funded expenditures could include sub coverage for curriculum revision of business programs, FBLA advisor stipends, professional development (PD) for business teachers or supplies and equipment for business programs.

Example: If the total funds in the consortium are \$23,710, the consortium could allocate funds of \$4,500 on training teachers in the use of the new technology (to meet the 5 percent minimum requirement for professional development); \$8,000 for Chromebooks for all consortium CTE programs; \$10,000 computer software and licensing; and \$1,210 (Maximum 5 percent) consortium indirect and administrative costs.

Consortiums and Required Spending Percentages

All required percentages that are applicable to single district grant recipients are also true for consortiums. A consortium can be compared to a large district with several high schools, where all participating schools must meet the minimum size, scope, and quality requirements in order to be funded. This concept is also applied to the required minimum and maximum spending percentages found in the Perkins grant, (i.e., administrative cap, professional development (PD), College Career Pathways (CCP), Industry Recognized Credentials (IRC), middle school career exploration, student transportation for competitive CTSO or other competitive events, etc.)

The 5 percent administrative cap can entail costs of grant management, administrative duties, writing the budget narratives and collective CLNA, record keeping, program reports, and all indirect costs.

A minimum of 5 percent of the consortium's total allocation must fund both CCP and PD.

If the consortium elects to fund middle school career exploration, IRCs, or student transportation for competitive events, then a maximum of 10 percent of the total allocation or \$3,000, whichever is greater, can be allocated to each of these initiatives.

Consortiums and Advisory Boards

Advisory committees or boards for all consortia members are required. The consortium has the autonomy to use whichever committee or board structure that works best for them. This may be accomplished through a single advisory committee that serves all members in the consortium or through individual committees at each participating school.

Prohibited Practices

A consortium is precluded from allocating resources to members in amounts equal to their original allocations or for purposes and programs that are not mutually beneficial. The consortium cannot “grant back” the money to the individual LEA. Perkins legislation is clear that a grant back situation can cause the entire amount to be reclaimed by the U.S. Department of Education.

Example: If the funding formula determines a district’s allocation to be \$12,357, they cannot receive \$12,357 back from the consortium to use in their CTE programs. They can receive more or less than \$12,357, but not the exact amount.

Even though a consortium can allocate all its funds towards a single CTE program area, career pathway, or technology in a particular year, this exact investment practice should not be repeated in subsequent years. One entity cannot dominate funds year after year.

Example: If the consortium decided to allocate the majority of its funds towards manufacturing in the current fiscal year, then in the following fiscal year they may not allocate the majority of funds towards this same programming.

Example Consortium Participating Member Responsibilities

- Contribute to the Consortium’s CLNA (i.e. CTE student concentrator data, progress towards meeting goals and program improvement strategies, advisory board information, etc.);
- Submit required spending requests and budget narrative documentation to the Fiscal Agent by the requested deadlines;
- Collaborate with the Fiscal Agent and all member institutions to determine joint needs and formulate budget proposals that address those needs; and
- Participate fully in consortium planning meetings and professional development.

Example Consortium Fiscal Agent or Lead Agency Responsibilities

- Address the needs of every member LEA/College in the consortium;
- Arrange consortium planning meetings for use of funds;
- Account for all funds received and disbursed by members and maintain all records;
- Gather all required information from Consortium participating members (i.e., CTE student concentrator data, progress towards meeting goals and program

improvement strategies, advisory board information, spending requests, and budget narrative documentation etc.); and

- Submit the grant application, revisions if applicable, and complete all required reports.

