Perkins Consortium Frequently Asked Questions

1. **Who determines how Perkins funds are allocated in a consortium?**

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 CTE program improvements, as well as enhance teaching and learning outcomes.

2. **What should funding decisions be based upon?**

Each consortium member should provide program performance information to the consortium lead so that decisions can be made regarding strategies that will improve performance across the consortium. Consortia may support, with the grant funds, only approved, agreed-upon, CTE programs within the same career cluster pathway or program area. Funding decisions should result in program improvements that are sufficient size, scope, and quality to be effective.

Example: Funds cannot be allocated to individual members for supplies, equipment or travel based upon individual member's needs or wishes.

3. **As long as the individual consortium members agree, can the consortium "grant back" the original amount of Perkins entitlement to a school or district?**

No, 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 formula funds for a district is determined to be $12,357, they cannot receive $12,357 back from the consortium to use in their CTE programs.

4. **Can a single CTE program area or career pathway be funded in a particular year?**

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

Example: If a consortium reviews the career and technical education needs of all the schools 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, in-service for business teachers or supplies and equipment for business programs.

5. **If the consortium members agree, can the same entity i.e., marketing education, receive the majority of funds year after year?**

No, one entity cannot dominate funds year after year.

6. **If the consortium members agree, can funds be allocated solely to technology in a given year?**

Yes, the funds could be used solely for technology needs in a given year.

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% 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%) <u>consortium</u> indirect and administrative costs.

7. **What are some responsibilities of participating Consortium members?**

- Submit all ED114 forms, budget narratives, and Continuous Improvement Plans (CIPs) to the Fiscal Agent in a timely manner and by required 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.

8. **What are some responsibilities of the consortium fiscal agent or lead agency?**

- 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, including ED114 forms, budget narratives and CIPs from all consortium participants; and
- Submit the grant application and complete all required reports.

9. **How is the 5% administrative cap on funds determined?**

The 5% administrative cap can entail costs of grant management, administrative duties, writing the ED 114, budget narrative and CIP <u>from both the consortium lead and individual districts</u>, record keeping, program reports, and all indirect costs.

10. **Can each school within a consortium have their own CTE advisory committee or must there be a single advisory committee for all consortia members?**

Advisory committees for all consortia members is required but that may be accomplished through a single advisory committee that serves all members in the consortium or through individual committees at each school.

11. **Who is responsible for maintaining fiscal records within the consortium, the fiscal agent or the individual schools within the consortium?**

The fiscal agent must maintain all fiscal records of the consortium to include the budget. It is prudent for individual subsidiary members to also retain budget records. A paper trail should be maintained by the fiscal agent to ensure that subgranting of funds back to subsidiary members of the consortia is not occurring.