



# Guidance for Using Federal Perkins Funds for Noncredit Community College Courses

**Overview**

The vision for career and technical education (CTE) in Maryland is for each student to have access and opportunity to engage in career programs of study that:

- ✓ align to high-skill, high-wage, or in-demand careers;
- ✓ lead to earning industry-recognized and/or postsecondary credentials that will allow entrance or advancement in a specific career cluster; and
- ✓ provide career-based learning experiences that require the application of academic and technical knowledge and skills in a work setting.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) has a heightened focus on increasing the number of students earning industry-recognized credentials. Under Perkins V, the definition of program of study now includes a new qualification, that it has multiple entry and exit points that incorporate credentialing. Noncredit community college courses provide a pathway for students to earn industry credentials and increases the number of entry and exit points for Maryland students.

The Maryland State Department of Education (MSDE) has developed criteria for community colleges to use to determine if noncredit CTE courses are eligible for federal Perkins funding.

This document outlines [eligibility, funding, and coordination](#) requirements. Questions about this document can be directed to, Nina Roa, Director of Finance and Legislation for Career Programs at [nina.roa@maryland.gov](mailto:nina.roa@maryland.gov) or 410-767-1904.

**Eligibility Criteria**

In order for postsecondary CTE noncredit coursework to be approved for funding under the [Strengthening Career and Technical Education for the 21st Century Act](#) (Perkins V) the following criteria must be met:

Criteria from Perkins V	Application to Noncredit Coursework
Course Sequence	Noncredit course sequences must: <ul style="list-style-type: none"> <li>• Be comprised of at least two CTE noncredit courses.</li> <li>• Lead to a certification or industry-recognized credential that is acknowledged by the MSDE, Division of Career and College Readiness. <i>MSDE will develop a list of recognized certifications and industry-recognized credentials. A list already exists for secondary programs; community colleges may use that as a guide until a list is developed for the postsecondary level. Community colleges will have the ability to recommend certifications and industry-recognized credentials to the MSDE.</i></li> </ul>
Size	Noncredit course sequences meeting the criteria for size must: <ul style="list-style-type: none"> <li>• Enroll a minimum of 10 students in the CTE noncredit course sequence.</li> </ul>
Scope	Noncredit course sequences meeting the criteria for scope must: <ul style="list-style-type: none"> <li>• Lead to students earning industry-recognized credentials, certifications, licenses and may lead to college credit, or degrees.</li> </ul>

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Criteria from Perkins V	Application to Noncredit Coursework
Quality	<p>To meet the criteria for quality of noncredit course sequences, the community college must:</p> <ul style="list-style-type: none"> <li>• Achieve or consistently makes progress towards local targets established for state and federal core indicators of performance.</li> <li>• Meet local and state annual data-reporting requirements and conducts reviews of all annual Program Quality Index reports to inform program improvement.</li> <li>• Ensure that noncredit CTE courses are delivered by faculty who meet the requirements of the institution’s or programmatic accrediting body (if applicable), and the college accrediting body.</li> </ul>
Faculty Requirements and Professional Learning Opportunities	<p><i>The community colleges should:</i></p> <ul style="list-style-type: none"> <li>• Ensure that adjunct faculty meet the requirements of the institution, programmatic accrediting body (if applicable), and the college accrediting body (where applicable).</li> <li>• Submit its criteria for hiring adjunct faculty who teach CTE noncredit courses to the Division of Career and College Readiness when applying for CTE noncredit courses to be added to the college’s list of approved state programs.</li> <li>• Provide verification of faculty credentials and eligibility during MSDE Perkins monitoring visits.</li> <li>• Ensure that personnel associated with the college’s approved CTE noncredit courses be eligible for professional learning opportunities so that their service to CTE students can be improved or expanded.</li> </ul>
High-Skill	<p>To meet the high-skill requirement, CTE noncredit course sequences must align to occupations that meet the following:</p> <ul style="list-style-type: none"> <li>• Require previous work-related skills, knowledge, or experience of one or more years;</li> <li>• Have a Specific Vocational Preparation (SVP) rating of at least six as defined by <a href="#">O*Net</a>;</li> <li>• Require state or federal licensing or industry-recognized certification; or</li> <li>• Require a recognized postsecondary credential or degree.</li> </ul>
High-Wage	<p>To meet the high-wage requirement, CTE noncredit course sequences must:</p> <ul style="list-style-type: none"> <li>• Align to occupations that exceed the state average annual wage. The 2018 average annual wage in Maryland was \$58,770.</li> </ul>
In-Demand	<p>To meet the in-demand requirement, CTE non-credit course sequences must:</p> <ul style="list-style-type: none"> <li>• Align to occupations that lead to careers with a growth rate over ten years of at least 7% or a two-year occupational projected growth of at least 2.5%.</li> </ul>

Criteria from Perkins V	Application to Noncredit Coursework
Data Collection and Reporting	<p>Community colleges must establish data collection protocols to collect and report CTE noncredit student and course data. This includes establishing immediate mechanisms for collecting data on current students enrolled in CTE noncredit courses who earn certifications and/or industry recognized credentials.</p> <p>Over the next year, MSDE will:</p> <ul style="list-style-type: none"> <li>Develop core indicators and set targets to measure CTE noncredit coursework performance, and</li> <li>Establish noncredit data collection and reporting requirements</li> </ul> <p>In addition to data reporting requirements, the Local Application Assurances require that community colleges adhere to MSDE reporting requirements for <b>all</b> CTE courses and programs of study receiving Perkins funds. This includes submitting all required reports in a complete and timely manner. The community college must establish internal procedures to collect and include information on CTE non-credit courses in consolidated Perkins reports.</p>

### Funding and Coordination

#### **Perkins Funding**

- Funding Levels:** Allocations of postsecondary Perkins V formula funds are based on audited unduplicated Pell Grant awards to CTE student headcounts. Including CTE noncredit courses in the college's list of approved programs eligible to receive Perkins funds might not increase the college's Perkins allocation as very few students who enroll in postsecondary CTE noncredit coursework are eligible to receive Pell Grant awards. Fiscal year (FY) 2021 Perkins allocations to eligible community colleges are as follows:

Community College	FY 2021 Allocation
Allegany College of Maryland	\$221,446
Anne Arundel Community College	\$367,540
Baltimore City Community College	\$287,039
Community College of Baltimore County	\$1,253,052
Carroll Community College	\$39,031*
Cecil Community College	\$39,031*
Chesapeake College	\$124,411
College of Southern Maryland	\$149,347
Frederick Community College	\$72,912
Garrett College	\$20,871*
Hagerstown Community College	\$217,109
Harford Community College	\$198,407
Howard Community College	\$523,663
Montgomery College	\$417,413
Prince George's Community College	\$886,054
Wor-Wic Community College	\$334,201

\*Figures in blue indicate minimum allocation required in the Perkins V was not met. No Perkins formula funds can be awarded.

- **Supplanting:** In cases where funding is already provided for proposed CTE noncredit courses, Perkins funds may only be used to supplement funding. Perkins funds cannot be used to supplant existing funding streams. For example, Perkins funds may be used to establish, increase or expand CTE noncredit courses or CTE levels of service (supplementing with Perkins funds); however, Perkins funding of services, staff, programs/coursework, or materials that have been traditionally funded with local, state, or other funds is considered supplanting and not permissible.

### **Coordination of the Noncredit Proposal and Local Application to Include Noncredit Courses**

In order to be eligible to receive federal Perkins funds, CTE noncredit course sequences must be on MSDE's List of Approved Career and Technical Education Programs of Study (List A). To request additions to List A, complete and submit a Postsecondary CTE Noncredit Course Sequence Proposal for each course sequence through the college's identified Perkins Contact/Coordinator. See the attached list of each college's identified Perkins Contact/Coordinator.

If a community college includes a request for funding of CTE noncredit courses in its annual Perkins Local Application, then the college's for-credit academic affairs department and the college's noncredit continuing education department must work cooperatively with the Community College Perkins Contact/Coordinator in developing those aspects of the Local Application.

### **Alignment to Classification of Instructional Program (CIP) Codes**

The CTE noncredit courses in the sequence must align to a Classification of Instructional Programs (CIP) code that qualifies under the high-skill, high-wage or in-demand definition. The Maryland State Department of Education (MSDE) has developed [a list of postsecondary CTE programs](#) that align to high-skill, high-wage or in-demand occupations. Colleges may suggest additional CIPs in support of CTE noncredit course sequences but must provide evidence showing how the CTE noncredit sequence meets the high-skill, high-wage or in-demand criteria.