



The Illinois Community College Board and the Illinois Center for Specialized Professional Support are partnering to support HOUSE Liaison's through professional development, training, and resources. The HOUSE Liaison Center will be a central hub for all resources developed under this project.

Look for more information on the HOUSE Liaison Center [Equity in Career and Technical Education - ICCBHouseCenter \(ilequity.com\)](https://www.ilequity.com)



UNLOCKING PERKINS FUNDING TO SUPPORT COMMUNITY COLLEGE STUDENTS EXPERIENCING HOMELESSNESS

HOUSE LIAISON WEBINAR, SPRING 2025



AGENDA:



WHAT IS PERKINS



COMPREHENSIVE LOCAL
NEEDS ASSESSMENTS



PERKINS AND CTE
CONNECTION TO
HOUSE



RESOURCES



WHAT IS PERKINS?

OVERVIEW OF THE LAW AND ITS APPLICATION IN ILLINOIS



CARL D PERKINS CAREER AND TECHNICAL EDUCATION ACT

- Current (Perkins V) July 31, 2018 as Public Law 115-224.
- Support and enhance Career and Technical Education, secondary & postsecondary levels
- Emphasis on academic rigor
- In demand industry sector alignment
- Sub-baccalaureate focus: industry-recognized credential, postsecondary certificate, AAS degrees
- Encourages work-based learning, career exploration, and secondary-postsecondary transitions

[AdvanceCTE_ACTE_P.L.115-224Summary_Updated080618.pdf](#)

WHAT'S REQUIRED IN PERKINS PROGRAMS

1. Career exploration and career development activities through an organized, systematic framework designed to aid students
2. Professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors
3. Skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
4. Integration of academic skills into career and technical education programs
5. Programs of study that result in increasing student achievement of the local levels of performance
6. Evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required

PERKINS SPECIAL POPULATIONS

1. Out-of-Workforce Individuals
2. English Learners
3. Individuals With Disabilities
4. Individuals From Economically Disadvantaged Families
5. Individuals Preparing For Nontraditional Fields (gender only)
6. Single Parents
7. Foster Care Involved Youth
8. Individuals Experiencing Homelessness
9. Youth With a Parent on Active Duty in the Armed Forces



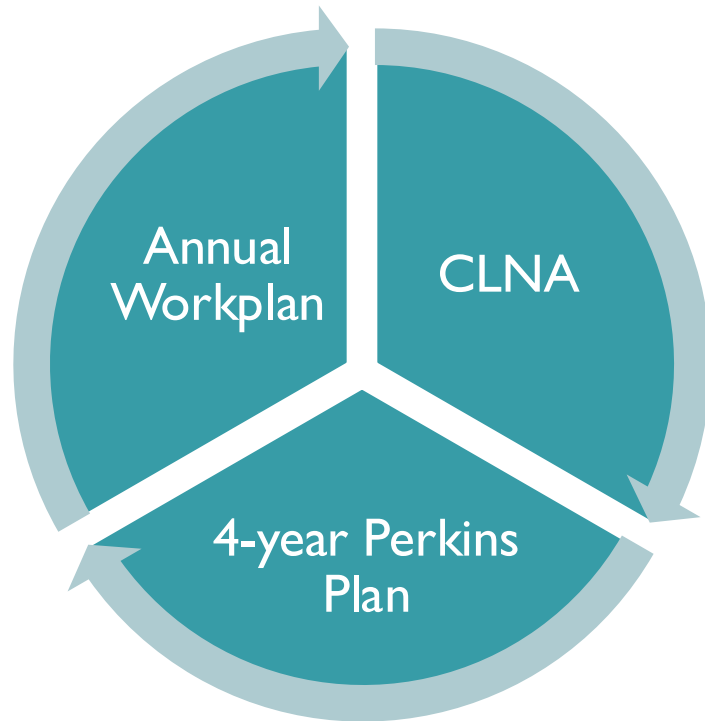
PERKINS V, LANGUAGE ON STUDENTS WHO ARE HOMELESS

- an individual who lacks a fixed, regular, and adequate nighttime residence; and includes –
 - children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - migratory children (such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in (a) through (c).⁴

PERKINS V, LANGUAGE ON STUDENTS IN CARE

- Youth who are in, or have aged out of, the foster care system
 - a minor placed into an alternative living environment due to neglect or abuse by their legal guardian; or
 - an individual in foster care who has reached their 21st birthday and aged out of the system.

PERKINS GRANT PROCESS, COLLEGE LEVEL



- Conduct CLNA every two years
- Use CLNA results to inform a 4-year Perkins Plan
- Use the 4-year plan and the CLNA to inform the Annual Workplan for Perkins

CLNA ELEMENTS

- Student performance data
- Size, scope, and quality
- Labor market alignment
- Progress toward implementing CTE programs of study
- Recruitment, retention, and training of faculty and staff
- Progress toward improving access and equity

RECOMMENDED CLNA PARTICIPANTS

- Representatives of CTE programs, counselors, staff, administrators at secondary/postsecondary institutions
- Representatives of local workforce development boards and a range of local or regional businesses or industries
- Parents and students
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Any other stakeholders that the eligible agency may require the eligible recipient to consult.

PERKINS LOCAL PLAN AND WORKPLAN ELEMENTS (NOT EXHAUSTIVE LIST)

- Includes how students, including students who are members of special populations, will learn about career and technical education course offerings
 - Career exploration, career development coursework, activities, or services
 - Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment.
- Describe how the college will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - Provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
- Provide a description of how disparities or gaps in performance will be addressed in each of the plan years

STUDENT SUPPORT

- Students are never to receive Perkins funds directly. However, under certain limited circumstances, Perkins funds may be used to provide direct assistance (e.g. transportation, childcare, textbooks, supplies) to students who are members of a Special Population as defined by Perkins.
- The following conditions must be met:
 - Students must be a member of a Special Population and must be participating in a career and technical education program.
 - Assistance is provided to address an overwhelming barrier to successful participation.
 - Assistance must be part of a larger set of strategies to address the needs of the Special Population.
 - Funds must supplement and not supplant assistance that is otherwise available from non-federal sources.

NOT ALLOWABLE

- Tuition and fees
- Student incentives, awards and membership fees
- Stipends for student participation in CTE program activities.
- Food and beverages

CASE CHECKPOINT #1: PERKINS SUPPORT FOR CARLOS

- Age & Program: 22, Welding certificate student
- Living Situation: Living in his car after leaving an unsafe living situation
- Transportation: Has a car (his home), but gas money is tight
- Financial Picture: Does day labor gigs to earn cash
- Support System: Recently connected with a campus navigator to apply for benefits, uses local community food pantry
- Challenges: No place to safely store or charge tools, no address for FAFSA/job apps, no shower access; laundry access depends on cash flow to afford laundromat
- Strengths: Highly motivated, skilled welder, focused on employment goal

SUPPLANTING

- Perkins funds should supplement, not supplant, non-federal funds expended for career and technical education activities.
- Supplanting is presumed to occur in the following three circumstances.
 - An eligible recipient uses Perkins funds to provide services that the recipient:
 1. was required to make available under other federal, state, or local law, except as permitted by Section 21(a)(5) of Perkins V.
 2. was provided with non-federal funds the year prior.
 3. was provided with non-federal funds for non-CTE students but charged to Perkins for CTE students.

PERKINS PROJECTS—IF YOU HAVE A SMALLER GRANT

- Gas/transit cards*
- Tune up website language
- Create plain language documents
 - Compile student resource guide
- Nudging*
- Create working group for workflow/student navigation
- Work with data stewards
- Review & revise policies creating barriers

PERKINS PROJECTS—IF YOU HAVE A LARGER GRANT

Everything in small grant list plus:

- Hire humans to support students; create release time to do deeper work with students
- Compile Standard Operating Procedures
- Train staff/faculty on procedures and resource guide

■ Absorb other costs of attendance:

- Textbook lending library
- Supply lending library

GAS CARD LANGUAGE (SCHOOLHOUSE CONNECTIONS)

- Gas cards are to be used to supplement the cost of transportation and will not be issued retroactively.
- Cards are contingent upon the student attending school regularly and on-time.
- The amount of gas cards issued may vary depending on distance from school, number of students at different level schools, etc. Gas cards are issued once every five school days that the student is in attendance. If there is a holiday, school closure or if the student is absent – the date of the next available will be stretched out accordingly.
- The full amount of the card must be used to purchase only gasoline.

https://docs.google.com/document/d/IZUOYKLHX93R11fwbFXpcZmUSua_Aj0eyYTx6nvcPntA/mobilebasic?

NUDGING

- Low touch
- Technology-enabled:
 - Email
 - Bulk texting
 - Learning management systems
- Low cost

CASE CHECKPOINT #2: PERKINS SUPPORT FOR JASMINE

- Age & CTE Program: 19, enrolled in Cosmetology
- Living Situation: Staying with friends, moving every three weeks or so trying not to overstay her welcome
- Transportation: Borrows a friend's car; unreliable access to the car and to public transit (doesn't always have bus fare)
- Financial Picture: Works 20 hrs/week at a retail job; can't always afford kit supplies for class
- Support System: One supportive friend, otherwise limited
- Challenges: No stable place to sleep, struggles to meet clinical hour requirements, fear of being judged by peers/staff
- Strengths: Passionate about beauty work, creative, resourceful—often helps classmates with techniques

OTHER POSSIBLE PERKINS GRANT VERBIAGE

- 4-year Plan Goal:
 - Increase the number of students experiencing homelessness that obtain a post-secondary certificate, degree, or industry-recognized credential.
- Annual Workplan Objectives:
 - Increase the number of students experiencing homelessness who successfully complete CTE coursework each semester
 - Increase the number of students experiencing homelessness who engage with the HOUSE liaison
 - Increase the number of students experiencing homelessness who obtain a post-secondary certificate, degree, or industry-recognized credential.

CASE CHECKPOINT #3: PERKINS SUPPORT FOR RON

- Age & Program: 31, Medical Assisting student, single father of two
- Living Situation: Doubled up with his sister's family—6 people in a two-bedroom apartment
- Transportation: Relies on public transportation and must coordinate with school/daycare
- Financial Picture: Receives childcare subsidy and financial aid but still can't cover all costs
- Support System: Sister is supportive but overwhelmed; no partner or other family help
- Challenges: Needs childcare for externship hours, no quiet place to study, kids' needs come first
- Strengths: Strong time-management skills, empathetic, excels in patient care



RESOURCES

ON PERKINS AND SPECIAL POPULATIONS



ICSPS SUPER STRATEGIES & HOUSE LIAISON HANDBOOK

Students experiencing homelessness



Retention Super Strategies | RECOMMENDATIONS

When assisting students who are experiencing homelessness in overcoming the complex barriers they face, program's retention policies should address academic support as well as provide comprehensive support systems.

- Establish a student support committee with representatives from key offices on campus. This could include an individual from:
 - ✓ financial aid
 - ✓ academic affairs
 - ✓ student housing
 - ✓ admissions
 - ✓ student support services
 - ✓ student health
 - ✓ dining
 - ✓ athletics
- Establish a food bank on campus.
- Provide training for staff on federal resources available to students experiencing homelessness.
- Allow for flexibility in course scheduling as students may be balancing classes, employment, and parenting responsibilities.
- Offer academic advising services several times per semester.
 - ✓ track student performance
 - ✓ provide academic intervention
- Consider working with campus organizations, community agencies, and benefactors to establish a dedicated fund to assist homeless students with financial needs that exceed campus resources.

Did You Know?

A national survey conducted by Voices of Youth Count found completion rates, for at least some college credits, were low (28%) among 18- to 25-year-old youth experiencing homelessness who identify as white. They were even lower for those identifying as black (22%), Native American Indian or Alaska Native (15%), or Hispanic (13%). For the same subpopulations who had not experienced homelessness, completion rates of at least some postsecondary education were more than double for most groups: 51%, 44%, 34%, and 35%, respectively. These statistics reflect the extent to which youth experiencing homelessness—especially youth of color—also face financial disadvantages in an economy that requires higher levels of education for jobs with viable incomes and benefits.⁴



Students in care



RESOURCES

- Perkins, ICCB Grant Manual [CTE-Grant-Manual-12.19.pdf](#)
- Perkins, Special Pops definitions [Special Populations](#)
- ICSPS Super Strategies [Super Strategies](#)

WHAT QUESTIONS DO YOU HAVE FOR US?

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Housing and Opportunities that are Useful for Students' Excellence

[Equity in Career and Technical Education - ICCBHouseCenter \(ilequity.com\)](https://ilequity.com)

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