



# FY22 CTEI and Perkins Grant Guidebook

*May, 2021*

**VALEES**

www.valees.org

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## Introduction

As districts design activities for the FY22 state Career and Technical Education (CTEI) and federal Perkins grant applications, please review the district Local Needs Assessment completed in FY20 found in the state IWAS application and the recently sent Perkins Performance Indicator data. Both documents, the LNA and performance indicator data should inform the grant activities and purchases the district makes.

## Performance Indicator Definitions

VALEES member districts should consider how activities can support student attainment of the Perkins performance indicators. [Perkins performance indicator definitions for SFY 2021 - 2024](#) from the Illinois State Board of Education are available below. Review district Perkins performance indicator data sent by VALEES in May, 2021.

In the Perkins V legislation, a concentrator is defined at the secondary school level as “an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.” Perkins V formalizes the concentrator definition and past practice.

**Secondary 1S1: Four-Year Graduation Rate** The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time grade nine student in any year between the report year and the reporting year minus three.

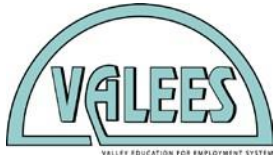
Denominator: The unduplicated number of exiting CTE concentrators who entered grade nine in the reporting year minus three with a qualifying exit code.

**Secondary 1S2: Extended (Six-Year) Graduation Rate** The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma in the reporting year and were reported as a first-year, first-time grade nine student in any year between the report year and the reporting year minus five.

Denominator: The unduplicated number of exiting CTE concentrators who entered grade nine in the reporting year minus five with a qualifying exit code.

**Secondary 2S1: Academic Proficiency in Reading/Language Arts** CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.



Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the reading/language arts section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

**Secondary 2S2: Academic Proficiency in Mathematics** CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the mathematics section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

**Secondary 2S3: Academic Proficiency in Science** CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.

Numerator: The unduplicated number of CTE concentrators with a “proficient” score in the science section on a statewide high school assessment exam during the reporting year.

Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

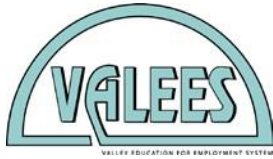
**Secondary 3S1: Postsecondary Placement** The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community 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 employed.

Numerator: The unduplicated number of CTE concentrators exiting in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.

Denominator: The unduplicated number of exiting CTE concentrators who exited in the reporting year minus one.

**Secondary 4S1: Nontraditional Program Enrollment** The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.

Numerator: The unduplicated number of CTE concentrators in a CTE cluster area that is identified as nontraditional to the student’s reported gender. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them, that is the student’s official designation.)



Denominator: The unduplicated number of CTE concentrators enrolled in all clusters having a nontraditional designation during the reporting year.

**Secondary 5S2: Program Quality – Attained Postsecondary Credits** The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit. (Dual credit courses must have a postsecondary institution's Integrated Postsecondary Education Data System code to be accepted in SIS.)

Denominator: Unduplicated count of CTE concentrators who graduated during the reporting year.

**Secondary 5S3: Program Quality – Work-Based Learning** The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Numerator: Unduplicated count of CTE concentrators who graduated during the reporting year and took at least 1 work-based learning course during their high school career

Denominator: Unduplicated count of CTE concentrators who graduated during the reporting year

## CTE Program Size, Scope, and Quality

CTEI and Perkins grant expenditures should support [size, scope and quality](#). Closely review the quality components of a CTE Program. All criteria of a quality Program of Study must be met 22-23. Use grant funds to support the full implementation of a quality Program of Study.

- 1. Development and Engagement:** All programs of study must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including, but not limited to, business and industry, local workforce boards, adult education providers, and community-based organizations. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies and Skills:** The program of study must align instruction and experiences to a progression of employer-informed technical and essential employability competencies that lead to readiness for employment or further education for high-skill, high-wage, and in-demand occupations identified during the engagement process.



3. **Academic Instruction and Supports:** The program of study must include challenging academic instruction and student supports and interventions to facilitate successful student progressions into and through required coursework and avoid remediation to the extent possible. The programs of study instruction must be by a qualified teacher as defined by ISBE or a community college in compliance with ICCB Administrative Rules and accrediting bodies. Dual credit instructors must meet requirements as described in the Dual Credit Quality Act and be in accordance with ICCB administrative rules.
4. **Recruitment and Access:** Districts and colleges must develop a student recruitment and retention plan through the CLNA beginning in SFY 2021 to address equity gaps that are evident as early as middle school, including gaps in program of study access, participation, persistence, and completion. Programs of study must ensure access is equitable and all students are able to receive support to persist and succeed in CTE courses and opportunities.
5. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from K-12 through postsecondary (including four-year transitions, where appropriate). There must be multiple entry and exit points and stackable credentials must be incorporated.

Middle School and Secondary: The middle school and secondary program of study course sequence must, at minimum:

- Provide guidance and instruction on the concept of career clusters and support for student selection of a cluster of interest prior to a cluster-specific orientation course with related career awareness activities;
  - Include an orientation course providing a broad understanding of the specific cluster or cluster grouping that applies to the program of study in which the student is enrolled, and that includes career exploration;
  - Include an advanced course developing competencies and skills needed for entry-level employment or further postsecondary education;
  - Incorporate credit transfer opportunities (e.g., dual credit, articulation agreement) and/or training for an industry-recognized credential; and
  - Include instruction and evaluation in safety as appropriate within the curriculum.
6. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
    - Team-based challenges and/or CTSOs; and
    - One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships



(i.e., youth, pre-, registered, non-registered, research), student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

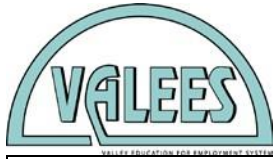
7. **Instructors:** Instructors within programs of study are qualified, collaborate with industry professionals, and engage in applicable professional learning.
8. **Facilities and Equipment:** Programs of study are offered in appropriate and accessible facilities that use industry standard technology and equipment.
9. **Continuous Improvement:** The district and college use a continuous improvement process that evaluates and improves the program of study in collaboration with those stakeholders and the local or joint advisory committee.

## General Statement on Allowability of Activities

Grant funds support Career and Technical Education programs, students and teachers. When writing the FY22 grants, districts should refer to their approved CTE program list available at [www.valees.org](http://www.valees.org) then Career Pathways then Approved Programs. Funds should be spent on supporting these programs, students, and educators. Grant funds can also be used for student support services to assist CTE students from special populations, career guidance and academic counseling services for CTE students and work-based learning activities for CTE students.

## Detail on Allowability of Activities

The table beginning on page 8 provides specific activities and their allowability. The information below is either directly from [Illinois State Board of Education written materials](#) provided in the IWAS grant application or from VALEES member experience in submitting grants.



### Automated Response Units/Clickers

Not allowable.

### Career and College Fairs

Costs for Career and College Fairs are acceptable on a pro-rated basis (percent CTE students served out of total number of students served) or indicate that the Career and College Fair is only for CTE students.

### Career and Technical Education Student Organizations (CTSOs)

CTEI and Perkins funds can only be used for [nationally and Illinois recognized CTSOs](#) that are aligned to approved secondary CTE programs, are advised by appropriately licensed CTE teachers, and have CTE student members. Student costs are only allowed for those participating in approved secondary CTE programs.

Allowable CTSO costs are:

- o Transportation for state competition and leadership conferences utilizing most cost-effective means;
- o Special Population state and national membership;
- o Student's registration/fees for state and national competition and leadership conferences;
- o Chapter advisor state professional development;
- o Chapter advisor to attend national conference – handle on a case-by-case basis; and
- o New CTSO's (chapter advisor) stipend that are not currently being paid for by other funding sources (e.g., local, state, etc.)

Not allowable CTSO costs are:

- o Student hotel costs;
- o Membership fees for students who are not special populations; and
- o Out-of-state travel for students, including CTSO events/competitions. More than 50 miles outside of the Illinois border constitutes out-of-state.

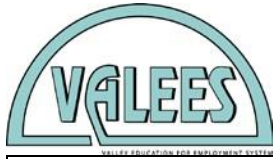
### Classroom/Building Repair or Modification

General classroom furniture, equipment, any physical modifications and building repairs are the responsibility of the local district. Not allowable in the grant.

### Consumer Education

Costs for consumer education classes are not allowable. Do not use the words "consumer education" in the grant narrative. Consumer education materials, supplies, curriculum, etc. are **never** allowable.





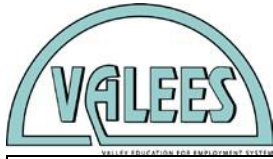
### Dual Credit/Dual Enrollment

Grants can pay dual credit costs for members of special populations only.

Perkins V Section 135(b)(5)(S) allows for 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.

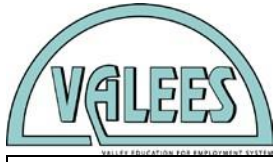
### Food

Do not purchase food for meetings or student events with CTEI or Perkins grant funds. Consumable supplies such as food for use in approved culinary arts or restaurant management programs are allowable.



## Elementary Career Development

1. Expenditures must equal the elementary portion of the grant. See [subgrantee allocation table](#).
2. Expenditures must be identified in the narrative portion of the grant.
3. From ISBE, “activities are allowable for support, development and implementation of an organized sequence of career development learning activities for students in kindergarten through eighth grades. These activities encompass self-knowledge, education and occupational awareness and exploration, as well as career planning. “
4. Materials purchased with elementary funds must be used in the classroom. Books and materials for the LRC are not allowable.
5. Equipment is not allowable with elementary funds. Items that are under the \$500 threshold for equipment but appear equipment-like could include: Chromebooks, tablets, printers, etc. are also not allowable.
6. Allowable **staff activities** for elementary career development, per ISBE:
  - An activity or event that trains participants with a career development skill that they will use in their classroom or other educational situation.
  - Business and Industry Visitation: A professional development activity that sends teachers, counselors, administrators or other educational personnel to a business, industry or community institution for the purpose of learning what career skills and concepts are used and incorporating that knowledge into educational experiences for students.
  - Conferences: An activity or event that has career development activities featured in session topics and/or a participant can learn career concepts and skills that are used by others. Connections Conferences and the Careers Conference (Madison WI) are examples.
7. Allowable **student activities** for elementary career development, per ISBE:
  - ICPs: Individualized career plans can be started in the elementary level to document the career development experiences of students.
  - Field Trips: A trip to a business, industry or community institution by a group of students to learn the processes performed there, the occupations demonstrated there and the career skills used on the job.
  - Job Shadowing: An experience in which the student observes a worker doing a particular job.
  - Career Information System: Usually a computerized software system (or materials) that provide students with career information. (Electronic devices are not allowable.)
  - Experiential Classroom Experiences: Student experiences in the classroom that teach career concepts or skills while integrating the Illinois Learning Standards into the coursework. Separate career courses or modules as well as integrated activities are experiential classroom experiences. Purchase of career materials may qualify if used in the classroom.



- Career Fairs: A special event designed for students in which speakers from the community assemble at a site to share information about their careers. Career Days are organized similarly and qualify in this category.



### Equipment

1. Equipment should be purchased as soon as the grant is approved. Equipment purchasing should be completed in first semester. Equipment approved in the FY22 grant is intended for student use beginning in FY22.
2. Instructional equipment is allowable and should be recorded in Function 1000 – Instruction.
3. Equipment has a per unit cost over \$500.
4. Equipment requires prior written approval. When writing the grant include: name of equipment, per unit cost, number of units purchasing, total cost. Example: *2 circular saws, unit cost \$700, total cost \$1,400*
5. All equipment must be recorded and inventoried annually. Inventories must be submitted to the VALEES office annually by October 15.
6. If the district’s Board of Education has approved a policy for the use of a 700 account for non-capitalized equipment, the Board of Education policy and approval date must be listed every time the 700 account is being used. Example: *The Board of Education of School District ABC established a threshold of \$500 - \$2,500 for non-capitalized equipment on October 4, 2006.*
7. General classroom furniture, equipment, any physical modifications and building repairs are the responsibility of the local district.
8. Equipment purchased for teachers is not allowable. No teacher computers, printers laptops, tablets, etc.

### Furniture

General classroom furniture, equipment, any physical modifications and building repairs are the responsibility of the local district. Not allowable in the grant.

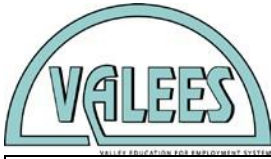
### Industry recognized credentials

There is no cap on inclusion of industry-recognized credentials/certifications/licenses for approved programs that align to high-skill, high-wage, or in-demand industry sectors or occupations.

- CLNA stakeholders and existing advisory committees should provide guidance on which credentials/certifications/licenses to offer.
- Function code 2230 shall be used to record the cost of all student assessment and testing, including industry-recognized credentials, certifications, and licenses. The object code will be either 300 or 400, depending on the type of expense. The expenditure description must itemize the specific name and total cost of the assessment or testing for each credential, certification, or license paid for by the grant.

### Lobbying

Costs related to lobbying activities are unallowable.



### Memberships

CTE-related school district memberships in business, technical, and professional organizations are allowable.

CTE-related organization subscriptions to business, professional, and technical periodicals is also allowable.

Individual memberships are not allowable (CFR 200.454)

### Out-of-state travel

Students: Out-of-state travel for students cannot be included in either grant. This includes, but is not limited to, CTSO events/competitions, field trips, etc. More than 50 miles outside of the Illinois border constitutes out-of-state.

CTE Teacher (and other allowable roles) Professional Learning: Related to the purposes of this grant will be allowed with ISBE approval, which should be obtained at least 30 days prior to the travel date. Such travel must be in accordance with written EFE System policy. Travel will be reimbursed at rates defined in this policy. Such travel records must be maintained at the local level for audit purposes.

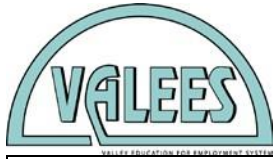
The following details must be included in the expenditure description and itemization textbox for out-of-state travel for CTE Teacher and other allowable roles: function attending, location, number of travelers, projected cost, date(s) of travel, and benefit to project.

### Professional development

1. From ISBE, *to maintain consistency in coding of professional development: function code 2210 shall be used to record and report all professional development expenses. In the event a substitute teacher is needed while the regular teacher attends a professional development activity, a substitute teacher shall be charged to function 2210.*
2. From ISBE, *if a regular teacher conducts a professional development class above and beyond his or her everyday responsibilities, the stipend paid to that teacher shall be recorded in 2210.*
3. Tuition expenses for teachers are unallowable.
4. If professional development requires out-of-state travel, see section titled out-of-state travel.

### Projectors

Classroom projector systems are allowable, but must have a detailed explanation as to how projection systems will improve **student** technical skills. Without an explanation as to how student skills are improved, a projector is considered a piece of teacher equipment and will be disallowed. At times, even with support for technical skill attainment, the request to purchase classroom projectors has been denied by ISBE.



### Salary

1. All salary requests must have the following information: First and last name of teacher or career counselor, title, amount of salary being requested, percent of total salary this amount represents, and annual salary. An example: *Robert Smith, certified agriculture teacher, \$2,500 or 5% of salary, salary is \$50,000 annually.*
2. Salaries for non-certified personnel are unallowable.
3. Administrator salaries are unallowable.

### Software

1. Software that a student accesses through a Web-browsers should be coded as 1000-300
2. Software that is installed on a local workstation or server should be coded as 1000-400.
3. It is the expectation of VALEES that any software accessed through the Web or installed on a local workstation is [SOPPA compliant](#).

### Students

The following costs relating to students are not allowable: monetary compensation/stipends to students, direct tuition payments (exception for special population students) out-of-state travel for students, including but not limited to CTSO events/competitions or field trips, tuition and student transportation to and from home school and Career or Vocational Center.

### Supplies

1. 1000-400 for instructional supplies.
2. 2120-400 for guidance supplies.
3. It is acceptable to be general when describing supplies. Supply items do not need to be itemized as equipment does. Wording such as: *Supplies to support drafting and woods CTE programs to include lumber, small hand tools, etc.* is acceptable.

### Tuition

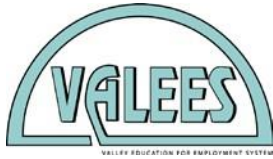
Tuition is not an allowable expense for students or staff.

### Warranties and Protection Plans

Warranties and protection plans for items purchased with grant funds are unallowable and are the responsibility of the district.

## Supplement versus Supplant

Federal funds may not be used to supplant state or local funds. Expenditures previously made with federal funds, which are allowable under the CTEI grant, may be include in the budget. **However, once those activities are paid out of state or local funds they cannot again be paid for with federal money.** That constitutes supplanting which is not allowed. (ISBE, Career & Technical Education Improvement Grant Instructions, page 14, FY19).



Page 45 from the ISBE Fiscal Procedures Handbook - *“The provision of most federal and state funded programs provides that only supplemental costs may be charged. Those funds are intended to supplement (i.e. in addition to) and not supplant (i.e. replace) local funds.”*

## Amendments

A serious effort must be made to write the original grant application with a team of stakeholders at the building and district level that are well-informed of the district’s plans for the FY22 implementation of CTE programs. Minimize/eliminate the need for grant amendments.

**Call or email the VALEES office before submitting an amendment.**

Below is guidance on amendments provided by ISBE.

Grant amendments are required when there is a change in the budget over the pre-determined threshold and when there is a change in scope or a new budget expenditure not previously approved in the budget. Certainly amendments can be submitted with changes less than the threshold and are recommended, so the grant can most closely reflect the expenditures. However, the guidance below addresses the requirement for amending, as it relates to changes in the budget.

The required amendment threshold is 10% or \$1,000 change, whichever is greater. This is no longer by specific cell, but it is now a change based on the **object code total**. See the example below.

Budget (Read Only)										<a href="#">Instructions</a>
LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY** 500	OTHER OBJECTS 600	NONCAP EQUIP** 700	TOTAL
1	1000	Instruction			4,000	41,000	34,570			79,570
3	2120	Guidance Services								
7	2210	Improvement of Instruction Services			2,000					2,000
9	2230	Assessment & Testing								
10	2300	General Administration								
13	2520	Fiscal Services*								
15	2540	Operation & Maintenance of Plant Services								
27	4000	Payments to Other Districts and Governmental Units								
29	Total Direct Costs				6,000	41,000	34,570			81,570
30	Approved Indirect Costs X 3.15%									
31	Total Budget									81,570

Given the above budget, an amendment would be based on changes in the object code column total seen in line 29. For example, would an amendment be required if:

- Am I required to amend if I increase purchased services (300) column by \$1,500 for one of my activities? I plan to move funds from 1000/400 to 2210/300.

*Yes, because changing the total in the 300 column by \$1,500 is over the threshold. The threshold at which you would need to amend would be if the change was over \$1,000 (so total of column 300 was more than \$7,000). The change requested to be made here puts the 300 column total at \$7,500. The ability to change up to \$1,000 is based on the amendment threshold rule: 10% of \$6,000 is \$600 or \$1,000 whichever is greater; in this case, the \$1,000 is greater, so the change can be up to \$1,000 before an amendment is required.*



Budget (Read Only)											Instructions
LINE	FUNCTION	EXPENDITURE ACCOUNTING	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	SUPPLIES & MATERIALS 400	CAPITAL OUTLAY*** 500	OTHER OBJECTS 600	NONCAP EQUIP*** 700	TOTAL	
1	1000	Instruction			4,000	41,000	34,570			79,570	
3	2120	Guidance Services									
7	2210	Improvement of Instruction Services			2,000					2,000	
9	2230	Assessment & Testing									
10	2300	General Administration									
13	2520	Fiscal Services*									
15	2540	Operation & Maintenance of Plant Services									
27	4000	Payments to Other Districts and Governmental Units									
29	Total Direct Costs				6,000	41,000	34,570			81,570	
30	Approved Indirect Costs X 3.15%										
31	Total Budget									81,570	

Given the above budget, an amendment would be based on changes in the object code column total seen in line 29. For example, would an amendment be required if:

- Am I required to amend if I move \$3,500 from 1000/500 to 1000/400 for an already approved purchase?

*No, because you have not met the amendment threshold. Look at the total of the increasing column (400); not the decreasing column (500). The total in column 400 is \$41,000, so the amendment threshold is either \$4,100 or \$1,000 whichever is greater. In this case, an amendment would be required if the total of column 400 exceeded \$45,100 (\$41,000 + \$4,100). The budget change proposed was only \$3,500, making the total of the column \$44,500, which does not exceed the threshold.*

This is guidance to assist you in understanding what is printed in the Fiscal Policies and Procedures Handbook for State and Federal Grants. In addition to your grant administrator and program consultants, this handbook should be your go to resource for the specific requirements and procedures to follow.

## Reporting

CTEI reporting includes 1.) the district's CTEI spreadsheet available on [www.valees.org](http://www.valees.org) be completed and submitted and 2.) the general ledger from the district's administrative financial software be submitted to support the expenditures documented on the CTEI spreadsheet.

### **FY22 CTEI report due dates:**

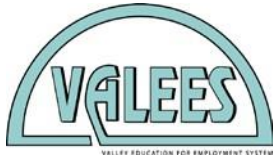
December 15, 2021

March 15, 2021

June 1, 2021 (final report)

VALEES will only send CTEI payments to districts with evidence of appropriate grant purchasing. Meaning that if the VALEES office has a payment to the district that represents 20% of the district's total CTEI allocation, VALEES requires documentation that 20% of the district's allocation has been spent in accordance with the grant.





While it is difficult to predict when the state will begin making CTEI payments to VALEES, please begin spending CTEI grant monies as soon as the grant is approved. Plan to have at least 50% of the grant expended by December.

**Perkins** reporting is completed as districts request reimbursement. Perkins funds are only sent to member districts after a Perkins request for reimbursement form is completed and supporting documentation including invoices, receipts and the general ledger are attached. Perkins request for reimbursement forms are available on the VALEES Website.

It is strongly encouraged to **at a minimum submit a Perkins request quarterly**. Perkins requests are accepted on a more frequently basis too.

### General Education Provisions Act (GEPA) Statement – Perkins

Districts receiving Perkins grant monies must provide a GEPA statement in the grant application. A sample statement is provided below.

*School District X ensures equitable access to and participation in all programs for students, teachers and other program beneficiaries with special needs and does not impose barriers based on gender, race, national origin, color, disability or age. Should any barriers arise the matter will be addressed by administration or by Board of Education with action to address such barriers being taken according to appropriate policy.*