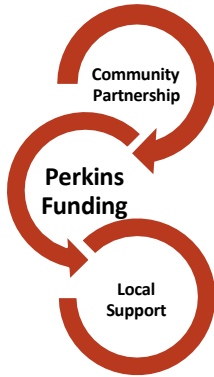


Using Perkins Funds to Support CTE Programs

(Last updated on 5/15/2025)



Providing high-quality CTE to students requires a strong commitment of significant resources including funding an instructor, providing consumable learning materials, and investing in industry-grade equipment. Perkins funding is one source of financial support districts may access to not only support but *improve* their local CTE program(s).

Please know that Perkins funding is not designed to be the full support of the local CTE program(s), simply a compliment to local resources. This document is provided as a means of providing insight and guidance as to how to best utilize and capitalize on available Perkins funding.

It is important to keep in mind that all things Perkins are CTE, but not all things utilized within CTE may be funded with Perkins funding.

The Workforce Education Grants are another funding source that many CTE programs utilize to support CTE efforts outside the scope and capacity of Perkins funding.

Federal law identifies nine allowable uses of funds under Perkins:

To strengthen the academic and career & technical skills of students participating in career & technical education programs; link career & technical education at the secondary level and career & technical education at the postsecondary level; provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences; develop, improve, or expand the use of technology in career & technical education; provide professional development programs; develop and implement evaluations of the career & technical education programs carried out with funds; initiate, improve, expand, and modernize quality career & technical education programs, including relevant technology; provide services and activities that are of sufficient size, scope, and quality to be effective; provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career & technical education programs for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

It is critical to understand that Perkins budget requests must fit within what Perkins allows, yet because the funds are federal dollars, there are additional regulations that apply to all federal funds, which we also much comply with. In addition to federal regulations, *there are also state policies that ensure Perkins funds align to South Dakota CTE priorities.*

It is also critical to realize that an item must be fully approvable. If a teacher requests travel to a professional development opportunity, it would be perceived as ‘approvable’; however, the request still needs to be void of supplanting and be specifically related to their CTE content. Below are the top 5 issues that every Perkins request must be void of to be approved. These are the first filters in approvability.

Keep in mind that Perkins is a federal law supporting career education. All budget items must align to state-approved CTE content standards within approved programs and equip students with workplace skills and knowledge.

Note: Based on Perkins V law, funds may be used to support special population students which would otherwise be unallowable in very specific situations. If an entity has identified a need unique to special population students, please contact the Data and Grants Manager or your regional specialist to discuss if the otherwise unallowable expense could be permissible based on Perkins V law and state policy.

Top 5 Perkins Budget Request Red Flag Issues

Perkins budget approvals must comply with the federal and state rules and policies attached to those funds. Please consider the following Top 5 Perkins budget request red flag issues. Rejected Perkins budgets result in processing delays and a significantly decreased likelihood of receiving your Perkins-funded equipment prior to the start of the school year. It is recommended to evaluate each Perkins budget request for the following common red flags prior to including them on the budget application:

#1- Supplanting

The Problem: The local district is required to provide equal support to CTE and non-CTE classes.

Examples:

- A district pays for ELA textbooks yet wants Perkins funds to fund CTE textbooks.... That is supplanting. If a district sends non-CTE teachers to the TIE Conference but wants to use Perkins funds to send the CTE teachers to the TIE conference, that is supplanting.
- The district provides a variety of common classroom technologies (like a teacher laptop, projector, student devices, etc.) to non-CTE teachers but is hoping to use Perkins funds to provide these for the CTE classrooms. That is supplanting.

The Filter: Does or has the district provided this or something largely similar to non-CTE teachers/classrooms?

If so-that...is supplanting. And any request that uses Perkins funds to supplant local funds is not allowable.

#2- Consumable

The Problem: Consumable supplies *maintain* a CTE program instead of *improving it*. Perkins funds are intended to make a transformative change and improvement to the CTE program!

Examples:

- Supplies that are 'used up'. Although a lot of great learning happens using supplies that must be 'used up' in the process, these simply are not allowable uses of Perkins funds based on Federal law.
 - *Common examples include Welding rod, welding wire, steel, CO2 Cartridges, ink, toner, printer cartridges, 3D printing cartridges/filament, lumber, paper, plants, potting soil, band-aids, health science first aid kit supplies/gloves/alcohol swabs, etc.*
- Things that are given to a student, then it is gone, out of the program. This is not allowed.
- Supplies are that used to create items that are then sold (even if for a profit to benefit the CTE program). This is not allowed.

The Filter: Does this request maintain the CTE program? Will the item(s) be used up? If so, grant reviewers will view it as consumable and will have no choice but to deny your budget application to ensure compliance with federal Perkins law. **Save time and avoid returned applications by leaving consumable supplies out of your Perkins budget application.** When requesting equipment with Perkins funds, budget how your program will fund the necessary consumables for that equipment *with local resources*.

#3- Direct Individual Benefit to Select Students

The Problem: Picking and choosing what students within the CTE program get financial support that directly benefits him/her is not allowable. Perkins supports CTE programs, not select individuals. Additionally, the law requires equal access to CTE programming for all students participating in CTE.

Examples:

- Your Perkins funds only go so far, so- you decide to purchase 10 ServeSafe certifications then offer it to the students you feel need it most. Picking and selecting individual students who will directly benefit from Perkins funds is not allowable.
 - IF....** You pay for and provide the opportunity for all students in the class/program to complete the certification
 - THEN...** the certifications are allowable because it is now a function of the CTE curriculum/program as a whole instead of selected individuals.
- Purchasing uniforms, equipment or supplies that become property of the student is not allowed.
- Purchasing supplies or equipment which will be made into something that is sold by or becomes the property of the student. That- directly benefits the student on an individual level and therefore is not allowed.

- Awards, recognitions, scholarships, tuition, memberships, etc. directly benefit only certain individuals and therefore is not allowed.

The Filter: Does the budget request *support only select individuals*? This is not allowed. Or, all individuals in the program as a whole? Which is allowed. Please clarify in your justification if a request will be for certain individuals or for all students enrolled in the course or program, then ensure the item(s) are not retained as property of students.

#4- Capital Improvement

The Problem: Nothing purchased with Perkins funds belongs to the local school district. In the event, a district must close its CTE program(s)- all Perkins purchases must be and will be transferred to other approved CTE programs. Therefore, it is not allowable to spend Perkins funds on making structural changes, building buildings, or capital improvements due to their lack of transferability.

Examples:

- A district wants to upgrade to a restaurant-grade commercial kitchen and the new equipment will require increased electrical access and load capacities. While this is a great idea to modernize the program, Perkins simply cannot pay for the improvement of infrastructure such as electrical, moving of walls, installing plumbing, etc.
- A permanent lean-to greenhouse with a permanent foundation. Is the structure permanently attached to the building, with permanent footings or concrete flooring? If so, although we recognize the addition would strengthen the CTE program, due to its reliance on the district's building and permanent nature- it would be considered a capital improvement.
- **The Filter:** Is everything being requested able to be transferred to another district's CTE program with reasonable effort and successfully relocated at another CTE program *without losing functionality*? If so, Then... consider the following- Will the request be used to make permanent changes to an existing structure OR will the existing property's overall value increase OR the useful life of a structure be increased, OR will the existing building be adapted to have a new use? If any of these are 'yes' then the request risks being considered a capital improvement in the event of an audit. An easy test can be whether the item can be moved *and* retain its original functionality. If not, it's a capital improvement and not allowed.

#5- Weak Industry Connection

The Problem: CTE is about career preparation through industry-driven programming and learning opportunities. The equipment, tools and learning opportunities should function and be the same as what industry professionals use.

Examples:

- An Arts/AV program wants to buy video cameras and proposes buying \$150 cameras, so all students can use one at the same time. Industry professionals are not using \$150 cameras. They are using professional quality DSLR cameras/video cameras with professional grade accessories. The cheaper cameras do not prepare students with industry skills therefore requesting high-quality DSLR camera set-ups are the best and only approvable choice.
- Requesting to attend professional development that while remotely connected to CTE or industry, it not directly aligned to CTE courses and programming offered to students. Seek out industry-grade training aligned to the CTE standards you teach.
- Items that are used for hobbies or crafting projects. While these may be enjoyable to many for personal fulfillment, the equipment is not used by professionals in high-wage, high-skill or high-demand occupations.

The Filter: What is the industry doing? Do that. If the program is tightly aligned to CTE Standards and you're doing what industry is doing, you're on the right path. If in doubt, this is a great opportunity to connect with your advisory committee or connect with a local industry partner.

Have questions or need further clarifications? Contact your regional specialist or Kim.Roth@state.sd.us to discuss.

Perkins funding may be used for middle school grades (5th-8th) for CTE programs or endeavors which align to specific approved CTE Career Clusters programs available to students at the correlating high school. Perkins funds may not be used for elementary grades or related efforts.

Itemized Guidance

Please note this is not an exhaustive list but are commonly requested items and discussed topics regarding Perkins budget applications. If you have questions or ideas for items not listed, please do not hesitate to reach out to your regional specialist to discuss if the request is allowable.

Teacher Supports Professional Development, Salaries, Stipends, Sub Pay		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. <i>(not allowable use of Perkins funds)</i>	Comments and Context
CTE Content-Specific Professional Development for CTE Teachers - registration - travel to the professional development opportunity	General Education Professional Development which is Non-Specific to CTE Content	
	Tuition for Certification or Teaching Certificate Renewal Expenses	
	Cost of Grad Credit offered at Professional Development	
	Textbooks or materials for teacher use above and beyond registration or tuition fees related to professional development.	
Salaries for new roles that directly, fully, and singularly support new CTE work.		<p>May only be funded for a maximum of 3 years as Perkins is intended to expand CTE opportunities, not maintain them. Beyond 3 years, the salary cost is considered program maintenance and no longer improvement or expansion. When making the request, please consider how the district will support the position after three years. Careful evaluation of the position's responsibilities and allowability will be necessary for salary-related request.</p> <p>The request must be void of supplanting, meaning the district has not funded similar work or efforts.</p>
	Salaries that have been previously funded by the district.	Even if a new staff person, if the FTE was previously supported by the district, doing so would be considered supplanting.
	Salaries or compensation in which the work of the proposed position has previously existed and been supported by local funds in the past three school years.	Doing so would be considered supplanting.
Stipends for CTE Teachers to attend Professional Development, work on the	Stipends for CTE Teachers to attend Professional Development, work on the	In this situation, 'contract year' is defined as the time from the first

CLNA or other CTE planning work <i>outside</i> the local district's contract year.	CLNA or other CTE Planning work <i>within</i> the local district's contract year.	teacher contract day until the last teacher contract day for the given school year including nights and weekends within.
Stipends for CTE teachers to attend DOE coordinated CLNA meetings on non-contract teacher days.		
Sub pay to cover a CTE teacher's classroom while attending CTE specific professional development, work on the CLNA, participate in CTE related industry tours and postsecondary opportunities related to the Career Cluster the instructor teaches.	Sub-pay for non-CTE teachers. Sub-pay for CTE teachers so they can chaperone students. District in-house departmental meetings, trainings or collaboration- does not meet the professional development definition.	
Consortium Directors may attend CTE professional development to the support the priorities of the CLNA Action Plan.	Administrative Duties and administration of the grant. Consortium Director attendance at content specific professional development designed for instructors.	

Travel, Conference Registrations and Related Expenses

Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. <i>(not allowable use of Perkins funds)</i>	Comments and Context
Registration for CTE instructors, administrators, or advisory committee members to attend CTE specific approved professional development opportunities.	Registration for CTE educators to attend an event for which the district is covering the expense of non-CTE teachers to attend.	
	Registration to professional development which is not directly related to CTE.	
	Registration for CTE instructors to attend events which are predominantly competitive in nature.	
	Registration for CTE instructors to attend events which are not considered professional development.	
	Any travel expenses for chaperones regardless of meeting content or function.	
	Registration for entertainment tickets, special or social events.	

	Registration 'bundles' which include entertainment tickets, special or social events which are above the standard or base registration.	If the social or special event is included complimentary in the registration, that is fine. However, if the social or special event has a standalone or 'add-on' cost listed anywhere in the registration information, that 'add-on' cost must be deducted from the registration to determine the allowable amount of reimbursement for the registration itself. It is advised to avoid bundling and simply pay the registration on its own, then use personal funds to pay for the add-on or special event costs.
Transportation to CTE approved professional development including mileage from home to airport, flight to and from meeting location, taxi from airport to hotel and back to airport, taxi or ride share expenses from hotel to conference center (if at a different location) or meeting location. Travel costs must follow district or consortium policy as agreed upon.	Taxi or ride share costs for leisure time or activities which are recreational or entertainment in nature.	
	Transportation costs for non-CTE instructors, chaperones or students including shared mileage costs.	In situations where CTE instructor(s), non-CTE instructors, school personnel, chaperones, parents, or students are sharing transportation to a non-professional development opportunity, Perkins funds may not be used to cover those costs.
Meals at district- or consortium-approved per diem rates for CTE instructors while attending approved CTE professional development.	Meal costs above per diem rates. Meal costs for chaperones or students.	
	Meals for days not spent either traveling to or directly attending professional development.	
Hotel expenses for CTE instructors and administrators while attending approved CTE professional development.		Hotel expenses can only be reimbursed to cover the nights necessary to attend the approved CTE professional development. If additional nights are included to allow for personal time, those nights must be subtracted from the total.
	Hotel expenses for non-CTE instructors, chaperones, or students.	Note: if hotel rooms are shared with chaperones or other school personnel, the room rate needs to be pro-rated per person so that Perkins funding is only paying for the CTE instructor's share of the expense.

	Curriculum bundles included with conference registration which would not be approvable if the items were requested individually on the Perkins budget application.	The \$100 threshold for value also applies to each individual item within any 'bundled' situation.
Teacher Tuition, Assessments, Courses, Specialized Training and Certification		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Training Registration Fees for professional development specific to CTE content standards.	Tuition or scholarships.	
	Praxis tests, assessments, or certification exams. This includes those taken for purposes of teacher certification.	
	Course fees.	
	Textbooks, course supplies, books, resources, or other materials needed for courses requiring tuition.	
	Books and printed materials for teacher training.	
	General teacher training not specific to CTE content standards.	
Instructional and Student Supports		
Tools, Equipment and Simulators		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Industry- grade tools and equipment used by industry. Note - must have a <u>per-item</u> value of \$100 or more.		Must cost \$100 or more per item. "Bundling" to meet the threshold is not allowed. The minimum cost is to ensure innovation and improvement, not maintenance. Must be of the same quality and features used within industry.
	Basic, residential grade, crafting and/or or hobby grade tools and equipment Examples include: Cricut machines, Crafting equipment, label makers, presentation making tools .Embroidery Machines Sewing Machines; Kitchen or residential herb gardens/greenhouses. Handy and fun kitchen gadgets and tools <i>(even if color-coded)</i> . Color-coded cookware sets. Residential kitchen tools such as: Hand Mixers, Insta-pots, Air Fryers, Blenders, Food Choppers; Laser Engravers Leather Tooling Equipment Fishing tackle supplies and lure-making supplies. Grills, smokers, fryers, dehydrators, jerky making equipment. Game Cameras; Legos	Perkins funding supports instruction that equips students with career skills in preparation for high-skill high wage in-demand careers. Items not industry standard in the workplace are not allowable.

	Microwaves; food printers, washers, dryers, etc.	Microwaves are items of convenience and do not teach a high skill within a high need, high wage industry.
	Equipment for live-streaming sports, school, or community events.	
Simulators that simulate the practice of marketable skills and/or industry skills which are aligned to course standards.	Consumable costs necessary to maintain the function of simulators.	
	Replicas or lower-grade items which do not simulate marketable and/or career skills.	Perkins funding supports instruction that equips students with career skills in preparation for high-skill, high-wage, and in-demand careers.
	Simulators that do not instruct a career or workplace skill. Examples include- Empathy belly simulators and infant simulators (Real Care babies) related accessories. Ex: Food/Cookie printers	
	Equipment not specifically used for instruction of content standards within an approved CTE program. Examples include - ladders that are sometimes used by the program however are also and often used for general school use. Including items of convenience or storage.	
	Replacement of lost, stolen, or broken equipment.	
Supplies		
Best Practice Use of Perkins Funds Invest Here First! (Allowable use of Perkins Funds)	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Instructional aids specific to CTE content that cost over \$100, and which are not consumable.	Instructional aids, supplies or equipment which are retained or kept by the students or any person.	
Demonstration models specific to CTE content used by post-secondary training programs or industry for training purposes.		

<p>CTE content-specific visual aids that display CTE course standards content demonstrating complex highly technical skills or complex career knowledge that is challenging to replicate in a classroom setting. Examples include: ***Please be thoughtful in deciding if these items are worth their investment as many have a high cost yet apply to only a small portion of one or a few standards.</p> <ul style="list-style-type: none"> ▪ Bovine Breeder & Ultrasound Kit ▪ Rescue Critters Fluffy and Jerry ▪ Canine Vet Trainer ▪ FAS Infant Models ▪ Infant CPR Manikin ▪ Drug Addicted Infant Models ▪ Health Science Anatomy Models ▪ Plant and Animal Anatomy Models ▪ Geriatric Experience Demonstrators ▪ Weld Defect Kit 	<p>Visual aids that do not demonstrate a career skill. Examples Include:</p> <ul style="list-style-type: none"> ▪ Baby Think it Overs (this provides a parenting experience vs. a career skill) ▪ Empathy Belly (this is a parenting experience vs. a career skill) ▪ Tractor Pull Challenge Kit (does not adequately align to a high-wage, high-skill career) ▪ Animal Pelts (does not in and of itself provide a career skill). <p>Visual aids that do not demonstrate complex highly technical skills. Examples include:</p> <ul style="list-style-type: none"> • Swine Litter Processing Simulator • Calf Simulator • Cow and Pig Ear Simulator • Birth Defect Baby Models • Childhood Illnesses Baby • Childcare Experience Program 	<p>Consumable costs necessary for the use or demonstration of the visual aids are the responsibility of the district using the item.</p> <p>Evaluate the practicality of purchasing models compared to simply purchasing the actual item. <i>Ex: chicken cut model that costs \$2,000 + compared to buying a whole chicken for under \$10.</i></p>
	<p>Things that are consumed in the process of being used. Ex: welding rod, steel, culinary arts groceries, lumber, 3D printer filament, batteries, printing ink, paper, landscaping supplies, gardening supplies, dirt, landscape fabric, etc. These are considered consumable supplies and are not allowable per federal law.</p>	<p>The cost of these items is also not allowed even if “bundled” with the purchase price of the original equipment. If purchasing a bundle, the equipment must be separated out from the consumables.</p>
Curriculum, Software, Subscriptions and Access to Online Resources		
<p>Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i></p>	<p>CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)</p>	<p>Comments and Context</p>
<p>Online curriculum programs specific to CTE content and/or leading to approved CTE industry certifications.</p>	<p>Consumable workbooks, printed materials, tear-off/paper instructional aids and books. Includes hard copy textbooks.</p>	<p>Printed materials including textbooks quickly become outdated. Electronic curriculum supports which are updated on an annual or consistent basis are encouraged.</p>
<p>Industry-grade software and apps specific to current industry practices within the Career Cluster.</p>		<p>Must be the same software that business and industry uses in the current workplace to complete career cluster specific work. Ex: CAD, SolidWorks. <i>**Be sure to check on free apps for educators such as Quick Books and Lighroom (on Android or Apple devices)</i></p>
	<p>Classroom management and learning management systems.</p>	<p>These are general educational supports which teachers of all content areas may utilize. Due to the lack of specificity to CTE content, these are not allowable for Perkins funds.</p>

	Programs, online tools, apps, or access that allow for more efficient management of the classroom and instruction yet do not directly provide CTE content.	Without the CTE content aspect, these are general educational supports which teachers of all content areas may utilize. Due to the lack of specificity to CTE content, these are not allowable for Perkins funds.
	General office or educational software	Ex: Microsoft Office Applications
CTSO related curriculum programs which provide CTE specific content.	CTSO management programs which do not directly provide CTE related content to students.	
	Technology used to connect to the internet, create student presentations, general classroom tasks, assignments or projects.	

Personalized Property and Goods Made for Fundraising Purposes

Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
	Items which become personal property of someone. Examples: safety gear,	
	customized welding jackets, embroidered culinary arts coats	
	Awards including monetary gifts, plaques, gifts, gratuities, or commemorative items which are given to a specific individual	
	Prizes including monetary awards, branding swag, performance incentives or 'giveaways'	
	Equipment used for fundraising. Some examples may include: Hot dog cookers Engraving Machines Screen Print Machines Large format printers that print posters, vinyl decals, etc. Food printers. Embroidery or Sewing Machines Equipment to make products for or manage school stores.	Equipment that is already a part of the instructional content of the plan may be used to make goods for fundraising purposes IF the predominant use of the equipment is for in-class instruction of approved CTE standards within the approved CTE program. All profits resulting from the use of the equipment must be reinvested into Perkins allowable items for the CTE program. Any profit either monetary or otherwise may only be used for approved Perkins expenses.
	Production Supplies, equipment, and materials used for making goods to be used for fundraising purposes or to start a school/program business.	

Student Earned Certifications and Industry Credentials

Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Student certification opportunities for DOE approved industry-recognized credentials provided as part of the CTE program and offered to <u>all students in the course.</u>	Certification opportunities only offered to some of the students in the course.	

	Certification costs for instructors, administrators, or other CTE personnel.	
	Certification opportunities not on the DOE-approved industry credentials list.	
Motors, Drones, Electronics and Robotic Items		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Small engines or vehicle systems for instructional purposes which will remain in the program for multiple years.		
Drones used <u>solely</u> for CTE instructional purposes.	Drones used for non-CTE-instructional purposes or for kids to learn about them in a generalized way not specific to content within an approved CTE program.	Drones must be registered with the FAA. If the instructor under whose name the drone is registered leaves the district or consortium, the district or consortium is responsible for ensuring that registration is transferred to an individual providing instruction in the CTE classroom.
		If drones are purchased for non-CTE classroom instruction or other uses using district funds, Perkins may not support similar drones in the CTE classroom.
Robots and non-consumable robotic components.		If robots and non-consumable robotic components are purchased for non-CTE classroom use using district funds (i.e., robotics competitions outside of an approved CTE program), Perkins funds may not be used to purchase similar components for CTE.
Electronic coding instructional tools used for teaching coding and STEM-related content.		If electronic coding instructional tools are purchased for non-CTE classroom use using district funds, Perkins funds may not support similar items.
	Monitors, display units, signs, digital bulletin boards, or similar items used to display information.	Mobile devices (i.e., iPads) that replicate tools used on a worksite may be allowable. Sufficient justification about use and software must be provided and the district must not have purchased similar devices for use outside of the CTE classroom. Devices must be used solely for CTE purposes.
	Items used for transporting individuals and/or their goods.	

Awards, Gifts, Donations, Scholarships		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
	Cash awards, medals/pins, plaques, ribbons, trophies, certificates, donations, door prizes, gifts, promotional items, branded promotional items (swag- cups/glasses, folders, key chains, pens, pencils, posters, t-shirts), scholarships	
	Scholarships.	
	Donations or financial contributions of any sort. Some examples may include donations to individuals, organizations, service or community groups, CTSOs regardless of purpose.	
	The use of Perkins purchased equipment to create items that are then donated, sold, or auctioned which results in benefit outside the approved CTE program.	
Career and Technical Student Organizations and Competitive Events		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Affiliation plans which enable all students enrolled in a cluster program to participate in a CTSO are permissible.	Teacher, chaperone, or adult memberships, dues, affiliations, or fees to events.	
Teacher expenses to national CTSO events which include formal professional development including travel, meals, lodging, registration, etc.	Teacher expenses to local and state CTSO competitions including travel, meals, lodging, registration, etc.	Must include the name of the teacher attending the CTSO event within the GMS justification box. Also include date and location of the CTSO national event.
	Awards	
	Student expenses. Including but not limited to dues, memberships, food, lodging, registration, fees to events, conference expenses.	
	Student transportation to events, trainings, competitions, or activities.	
	Jackets, uniforms, apparel, or accessories.	
	Supplies used for CTSO purposes by students or teachers.	
	Equipment and tools used for fundraising efforts.	
	Chaperone expenses.	
	Competition manuals, supplies or materials.	

Student Tests, Assessments, Courses, Tuition and Tutoring		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Assessments which are part of a student earning an industry certification within a Career Cluster program of study are allowable. The assessment must be provided to the <u>entire class as a part of the course instruction.</u>	Assessments that are part of a student earning an industry certification within a Career Cluster program of study which are only provided so a portion of the class , to those students interested, to those students most likely to be successful, or any other reason which results in less than 100% participation by students in the class.	
	College prep or placement tests.	
	NCRC Assessments	These are already provided free of charge with state funds to 11 th and 12 th -grade students.
	Non-CTE Courses or Activities	
	Student Tuition	
	Postsecondary Fees	
	Remedial Courses	
	Career Assessments	SD MyLife provides these and is supported by state funds.
	Assessments which were previously paid for or provided via local funds are not allowable. This would be supplanting.	
	If the district provides tutoring services in other content areas, funding tutoring for CTE content is not allowable due to supplanting.	
	Distance Learning Fees and Dual Credit Expenses.	This individually benefits certain students and therefore is not allowable.

Vehicles and Transportation		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Bus or transportation expenses for transporting entire classes to an industry tour or CTE content-specific field trip. Example: Taking all the health science students to Scrubs Camp IF the district has not funded that effort previously. If the district has provided transportation to Scrubs Camp in the past, doing so with Perkins funds would be supplanting and would not be allowable.		General Career Fairs, college or technical college visit days by individual students, or competitive events are not allowable.
	Vehicles used for transporting students to internship work sites whether purchased or leased.	
	Vehicle rentals such as busses, mileage expenses, etc. for CTSO activities which do not qualify as professional development.	

<p>Taxis or transportation expenses for the purposes of getting to/from CTE professional development are allowable.</p>	<p>Renting a vehicle for the duration of a professional development training to be used for personal site-seeing and personal entertainment is not allowable and may not be charged against Perkins.</p>	
<p>Industry-grade equipment with a motor may be purchased with the understanding that the equipment ties to content standards in the cluster taught and the entity and/or school district has clear understandings related to whom is legally responsible for the item's use and related liabilities.</p>	<p>Renting or leasing of any motorized equipment.</p>	<p>Maintenance, repairs, fuel, insurance, litigation, and any expenses incurred by the use or possession of motorized equipment is the responsibility of the entity.</p>

Consumables

<p>Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i></p>	<p>CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)</p>	<p>Comments and Context</p>
	<p>Anything which is consumed or used up in the course of its use is not allowable. No exceptions. Here are some examples of items that are not allowable (this is not an exhaustive list): CO2 Cartridges, 3D filament Ink, toner, printer paper Lumber, welding rod, welding wire, steel Replacement bits, blades, hand tools, equipment pieces Office supplies, Food Consumable teaching materials, aids, or supports Plants, dirt, potting soil, fertilizers, seeds, gardening supplies, hydroponic nutrients, ph testers, etc.</p>	<p>Perkins is intended to be a long-term investment to improving the local CTE program. It is not allowable to use Perkins funds for program maintenance.</p>

Software, Subscriptions, Textbooks, Workbooks and Online Access

<p>Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i></p>	<p>CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)</p>	<p>Comments and Context</p>
<p>Online access to curriculum content aligned to CTE content standards is allowable if the request is void of supplanting.</p>		
<p>Software or access subscriptions that are industry standard and directly applicable to the CTE content standards within the approved program. May only be used for educational purposes. Examples include: Solid Works, Chief Architect, MBA Research</p>	<p>Software for use outside the CTE content standards within the approved program. This includes materials, software, or equipment that is used for general purposes (I.e., Microsoft Suites or Adobe Acrobat) hobby, craft, fundraising, leisure arts, or general education.</p>	
	<p>Hard copy textbooks, workbooks, resource books, and magazines.</p>	
	<p>Software and access related to the creation of the school yearbook or newspaper.</p>	

	General or common operating software or subscriptions. Examples may include Microsoft Office, Adobe, learning management systems, file sharing	
Technology to access industry-grade apps may be allowable on a case-by-case basis.		Must be void of supplanting issues and only for CTE educational purposes used for highly technical use in industry settings. For example: If, supplanting is not an issue, the purchase of an app-based device so that Lightroom can be accessed (a free app available on Android & Apple products).
Uniforms and Safety Gear		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Uniforms and safety gear which are standard industry protocol and are not personalized with a value greater than \$100. Examples- welding helmets, welding coveralls.	Uniforms and safety gear which are personalized and become the property of a student.	
	Uniforms and safety gear which become the property of the student.	
	CTSO uniforms, attire, or gear.	
Program Supports		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Stipend or extra compensation for curriculum development of new CTE programs IF the local district has not paid any teachers within the district extra compensation for work related to curriculum development, curriculum alignment, or program development.	Stipend or extra compensation for curriculum development, team meetings, program development, or CTE work during the school year.	There is a high threshold of proof that an entity must provide to verify that the request is void of supplanting.
Specialized items unique to the instruction of CTE content or to provide reasonable accommodations for special population students such as students with disabilities, who are homeless, or who are English Learners may be allowed.		
	Promotional efforts involving radio, tv, or social media ads; hiring of videographers, photographers, or marketing specialists for promotional or awareness-related campaigns; branding, marketing, or promotion of the CTE program, district, or partners.	
	Meals, food, or snacks for general CTE meetings.	
	Stipends for Industry and Postsecondary Partners	

	General education or teacher support apps, tools, technology, training or other expenses that are beneficial to educators' practice of teaching yet are not used	
	Individuals in an administrative role within their district, cooperative, multi-district or other educational partnership may not request administrative compensation for providing administrative support to the consortium.	
	No one within a consortium member district nor the consortia's administration may request funds for providing services to those within the consortium which provide personal benefit due to conflict of interest.	The consortium model exists to support the mutual benefit of member districts and the collaborative effort of all involved.

Entity Supports

Warranties, Service Agreements, Maintenance Contracts, Service Plans, Insurance and Repairs

Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. <i>(not allowable use of Perkins funds)</i>	Comments and Context
Warranties included with the purchase of the item at no additional cost.	Renewals or extension of warranties after the time of purchase. This would then be considered program maintenance and is unallowable.	
Extended warranties purchased at the time of purchase.		The warranty must be on the same invoice as the item purchased.
	Service and Maintenance Agreements. Contracts or commitments in which the entity pays a fee to have an item maintained or serviced. This is considered program maintenance and therefore is not allowable.	
	Insurance of any kind or sort.	
	Repair of any item, equipment, or tool.	
	Return shipping costs and re-stock fees for returned Perkins purchased items.	Districts that discover they cannot properly install or use an item purchased by Perkins are responsible for any and all costs related to return shipping, restocking fees, or other expenses related to their lack of due diligence in evaluating their ability to implement their Perkins requests.

Capital Improvements

Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. <i>(not allowable use of Perkins funds)</i>	Comments and Context
Structures designed and used solely for CTE instructional purposes which are on skids that may easily be transported to another CTE program if needed. For example: Mobile Greenhouses	Buildings or structures which are site built/assembled on permanent or attached to permanent foundations. For example: Greenhouses	Item must be able to be moved without affecting the original performance of the item or requiring replacement of parts.

	Using funds to pay for changing or altering the physical structure of a building, classroom, or facility.	
	Installation of permanent HVAC, ventilation, plumbing, sewer, electrical, framing or elements of construction.	
	Construction expenses. Construction supplies, materials, or equipment for non-instructional purposes.	
	Utilities going into structures used for CTE instructional purposes which are on skids.	
	Storage structures.	
	Equipment which is mounted to or becomes a part of a building or structure.	
	Construction, remodeling, rewiring or link installation or anything permanently affixed to a building.	
	Installation fees. Costs which provide for the installation of items including but not limited to the building of a structure itself, connecting to a building, modifying an existing building to accommodate CTE programming, modification of a building or capital expenditure.	
Audits and Fiscal Expenses		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Portion of the audit directly attributed to auditing the Perkins grant may be charged against the 5% indirect cost.	General school/institution audits. Perkins funds cannot fully fund an audit which the scope is beyond CTE.	
	Fines, Penalties, Interest or other Financial Costs	Only approved indirect costs may be charged to the grant by the recipient and must be based on the entities approved indirect cost plan. Administrative and indirect costs cannot exceed 5% of the grant.
CTE Comprehensive Local Needs Assessment		
Best Practice Use of Perkins Funds Invest Here First! <i>(Allowable use of Perkins Funds)</i>	CTE Needs covered by district, partnerships, fundraising, etc. (not allowable use of Perkins funds)	Comments and Context
Sub pay for teachers' classrooms for CLNA workdays during the contract year.		In this situation, contract year is defined as the time from the first teacher contract day until the last teacher contract day for the given school year.
Stipend pay to teachers outside the contact year for CTE CLNA workdays.	Contractors or professional services to complete the CLNA on behalf of the district or entity.	The CTE Regional Specialists and staff will already be providing CLNA support.

Definitions

Professional Development- training or instruction provided by an organization outside the school district that directly correlates to CTE course instruction. If aligned to the teacher’s CTE content area and CEU contact hours, CEUs, undergrad credit, or grad credit is available, the professional development will be approvable. CTSO meetings, conferences, conventions, or other events which involve competition must have obvious teacher professional development on the meeting agenda which is specific to the teacher’s CTE content area to be considered a professional development opportunity. Watching competitive events, helping coordinate competitive events, and chaperoning students so that they may compete- while we fully support those efforts and strongly encourage CTSO participation, simply do not comply with the federal limitations attached to Perkins funding.

Contract School Year- starts on the first contract day of the school year and continues until the final contract day of the school year.

Entity- an organization that receives Perkins funding. May be an individual district if the district accesses its Perkins funding as a standalone district or a consortium if a grouping of districts collaboratively accesses Perkins funding.

Fiscal Year- the fiscal year runs from July 1st- June 30th of each year. **Note: For guidance related to including Perkins budget requests on the correct fiscal year- please review the information on the next page very carefully.**


Perkins When Obligations are Made Guidance [Link to Federal Guidance- \(34 CFR 76.707\)](#)

If the obligation is for-	The obligation is made-	What items fit in these situations-
(a) Acquisition of real or personal property	On the date on which the State or subgrantee makes a binding written commitment to acquire the property.	Purchase orders for equipment and non-capitalized equipment.
(b) Personal services by an employee of the State or subgrantee	When the services are performed	Grant Administration Contract Work
(c) Personal services by a contractor who is not an employee of the state or subgrantee	On the date which the state or subgrantee makes a binding written commitment to obtain the services.	Conference Registration Contract Work
(d) Travel	When the travel is taken	Mileage, meals, lodging, airplane tickets, baggage fees.
If...	Then.	
If you register for the SD CTE Summer/SDACTE conference or professional development prior to June 30 th .	It must have been included in the current year’s budget application and claimed against that budget year. <i>Note- for registrations, it is the date of when you register that determines what fiscal year the funds must come from, NOT when the conference itself is held.</i>	
If you register for the SD CTE Summer/SDACTE conference after July 1 st .	Must be included in the fiscal year/budget application that starts on July 1 st for the coming year. DO NOT register or commit to funds until AFTER July 1 st AND after the consortium’s approvable budget application has been formally submitted within the GMS system by the consortium director. <i>Note- for registrations, it is the date of when you register that determines what fiscal year the funds must come from NOT when the conference itself is held.</i>	
Travel (mileage, meals, lodging, plane tickets, etc.) begins prior to June 30 th .	It needed to be included in the prior year’s budget application and claimed against that budget year. Note- if the travel spans across both June 30 th and July 1 st , a grant extension may be permissible on a case-by-case basis. This is completed via an amendment in which a grant extension is requested. Contact kim.roth@state.sd.us with questions.	
Your travel (mileage, meals, lodging, plane ticket, etc.) to the professional development opportunity <u>begins</u> on or after July 1 st of the grant year.	Must be included in the fiscal year/budget application that starts on July 1 st AND the consortium’s Perkins V budget application must have been formally and fully submitted within the GMS system by the consortium director prior to making the obligation. Special Note: Although plane tickets, summer conference hotel rooms, etc. may need to be committed to prior to July 1 st . Because the item is viewed as travel, it comes from the grant year in which the travel happens . If for some reason the travel would not be approved by the CTE office, or the travel does not happen, the cost(s) would be the responsibility of the district and/or consortium as is applicable to the situation.	

How to Write a Perkins Justification

Step 1: Identify the Use of Funds to which the item aligns to.

- A- Provide **career exploration and career development activities** through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study. See Section 135 for further details.
- B- Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- C- Provide within CTE the **skills necessary to pursue careers** in high-skill, high-wage, or in-demand industry sectors or occupations.
- D- Support **integration of academic skills** into CTE programs and programs of study.
- E- Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in **increasing student achievement on performance indicators**.
- F- Develop and implement **evaluation of the activities** carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.


 For example, your request for industry equipment would **increase skills needed to pursue a career(C)** and will also **integrate academics (D)** by involving the use of extensive math.

Step 2: Identify two or three standards that the item is aligned to or in support of.

- [CTE Career Cluster Standards](#) are listed on the DOE website. Select the applicable Career Cluster. Then, the course the request is aligned to. Open the standards document by selecting on the course title.

Indicator # BT 2 Utilize appropriate industry math skills and formulas		Indicator # BT 5 Apply basic organizational, spatial, structural and construction p	
Webb Level	Sub-indicator	Webb Level	Sub-indicator
Level 2 Skill/	BT2.1 Understand and demonstrate basic math skills and formulas.	Level 3 Strategic	BT 5.1 Demonstrate the understanding of the building process by the building of a construction project.


- Once you have identified the course standards that the request supports, locate the identifier for the standard as highlighted above in yellow.
- Include only the short identifier in your justification. Please only include 2-3 in your justification.
- If a request is for professional development, simply put ALL instead of the standard identifier.

 Update your justification for industry equipment to now read: **CD BT2.1, BT5.1**

Step 3: Add a short explanation.

- Should not exceed 150 words. The example below is only about 50 words long. Be sure to include wording that documents any needed clarifications related to the Top 5 Red Flags.
- Include reference to how the request supports the Action Plan related to the CLNA Lite. Here is an example of a final/complete justification:

Use of funds  Standards  Short Explanation

 **CD BT2.1, BT5.1** Purchasing framing circular saws will allow students to learn skills used in the construction of structures. These saws are exactly what are used at home building construction sites daily for framing, roofing, siding, and various other building tasks. Students will practice workplace math skills while using the equipment as well. **This request supports the Action Plan in that it allows the program to more closely align to industry grade equipment and skills.**

Perkins Budget Tab Worksheet

NOT for upload. *Simply an information gathering worksheet.*



Once logged into the **Grants Management System**, the Budget Detail tab will look like this:

To obtain additional detail lines, fill in all blank lines, and click Save Page. 5 more blank lines will then be added at the bottom.

Activity Code	Object Code	Career Clusters	Expenditure Description and Itemization	Justification	Perkins Funds	Delete Row
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Use the table below to gather and prepare the necessary information to enable quick and easy entry into the GMS Perkins Budget Application. Look up the Activity Codes, Object Codes and Use of Funds list [here](#).

Follow the 'How to Write a Perkins Justification' expectations found [here](#).

The first line is an example. Feel free to add lines as needed. This document will NOT be uploaded into the GMS or submitted in any way to DCTE.

Activity Code	Object Code	Career Cluster	Expenditure Description (District) Item Name	Justification (Use of Funds Standards Brief Explanation/Clarifications)	Perkins Funds
1130	470	Ag, Food & Natural Resources	(District Name) OPCOM Farm Grow Wall Hydroponics System. Found here	C,D ADPS 2.1, ADPS 2.4, ADPS 2.5 The hydroponics grow wall will allow students to learn hydroponic agricultural production including management of the growing environment. No consumables will be purchased such as nutrients or ph adjusters. Multiple science standards and concepts will be imbedded into the learning experience as well. This request supports our Action Plan Item #1: Transforming programs to align to industry innovations and emerging trends.	\$950.00