



Perkins V Subrecipient Handbook

MAY 5, 2026

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IMPORTANT: The Perkins V Subrecipient Handbook ([handbook](#)) is for the administration of Perkins V funds. Please click the handbook link to ensure you are using the most recent version.

The [IDCTE educator portal](#) is where the handbook is saved and where other resource documents are shared with districts/institutions. Accounts are free. For educator portal instructions you can click on the [instructions link](#).

Purpose

The purpose of this handbook is to provide guidance for the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act ([Perkins V](#)) as administered by the Idaho Division of Career Technical Education (IDCTE).

To be eligible for Perkins V funds, eligible entities must offer at least one approved Idaho IDCTE program of study (pathway program), meet the administrative requirements in the Perkins V Subrecipient Handbook, and submit a yearly Perkins V application based on results from a CTE Comprehensive Local Needs Assessment (CLNA). Perkins grant funds are intended to improve and enhance CTE programs through projects. Projects shall focus on activities that help meet CTE needs identified in your CLNA. Overall performance is measured by student outcomes.

Background: Carl D. Perkins Career and Technical Education Act of 2006

IDCTE awards funds to subrecipients as a part of Perkins V. Grant funds are to be used to more fully develop the academic knowledge and technical and employability skills of secondary and postsecondary education students who enroll in CTE programs and programs of study.

Annual Calendar

Perkins funds are awarded to eligible subrecipients (local education agencies (LEAs) and technical colleges) from July 1-June 30. The annual calendar below details the submission deadlines and requirements. Additional information regarding these requirements can be found in the [Appendix F: Annual Calendar](#) (detailed).

Perkins Forms & Processes	Due Date
Reimbursement Requests due quarterly but can be submitted as frequently as you spend your funds. *Late requests will be taken out of next year's funds.	Final deadline: Jun. 4*
Comprehensive Local Needs Assessment (annual updates)	Jun. 30
Perkins Applications (Excel Budget worksheets - Appendix B)	Jun. 30
Postsecondary: Nontraditional Application	Jun. 30
State Institution Project Application	Jun. 30
Narrative Report (summary of prior year outcomes)	Jun. 30
Performance Improvement Plan	Jun. 30
Consortium documents: Agreements or Waiver Request	Jun. 30
Perkins Reports	Due Date

Summarized and program level data delivered to LEAs and technical colleges	By March
Technical Colleges submit Pell/BIA counts for CTE students	Mar. 31
Placement data for annual legislative report and Perkins report (LEAs and technical colleges)	Apr. 30
Technical College enrollments	Nov. 1
Perkins allocations for eligible recipients Distributions are approximate and dependent upon appropriation dates and amounts received from Congress and the Office of Career, Technical, and Adult Education (OCTAE). *Projected allocations will be sent within 30 days following the receipt of the allocation tables from OCTAE. LEA funds are based on: - o 30% is allocated to LEAs based on the number of 5-to-17-year olds who reside in the school district - o 70% is allocated to LEAs based on the number of 5-to-17-year olds in families below the poverty line Technical College funds are based on the number of CTE students who received financial aid under Pell or BIA during the report period.	Notification Date April/May*

Grant Regulations and Other Guidance Documents

This section addresses grant regulations and other guidance documents for Perkins V funds.

IDCTE subrecipient monitoring

The Idaho Division of Career Technical Education (IDCTE) is required to conduct programmatic compliance reviews of subrecipients of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). IDCTE is also required to conduct compliance reviews of subrecipients that offer CTE programs and that receive federal financial assistance from the U.S. Department of Education under the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs (34 C.F.R. Part 100, Appendix B; 34 C.F.R. Part 104, Appendix B; 34 C.F.R. Part 106, Appendix A). This part of the review is known as [Methods of Administration](#).

Recipients of Perkins V funding will be monitored on applicable rules and regulations. IDCTE is required to do yearly monitoring.

Authorizing statute and program regulations

An authorizing statute, in the context of a grant program, is a formal written legislative enactment authorizing the grant program. It may establish requirements, prohibitions, and policy. An authorizing statute has the force and effect of law. Program regulations implement statute by establishing working provisions, statutory requirement, and policy, and establish detailed and/or program requirements, prohibitions, and policy as authorized under statute. These supersede Education Department General Administrative Regulations and 2 Code of Federal Regulations (CFR) 200. The authorizing statute is Perkins V as administered by IDCTE.

Education Department General Administrative Regulations (EDGAR) and other applicable grant regulations

[Administrative regulations](#) governing the U.S Department of Education's grant programs are found in parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98 and 99 of Title 34 of the CFR.

2 CFR Part 200

Commonly referred to as the Uniform Guidance, [2 CFR Part 200](#) addresses the administrative requirements, cost principles, and audit requirements for federal awards and provides consistency across agencies. Despite the name, it is a regulation, not guidance.

Required Written Policies

Entities receiving federal funds are required to have the following written policies:

- Conflict of Interest Policy – [200.318\(c\)](#)
- Accounting Policies – [200.306\(h\)\(2\)\(i\)](#); [200.400](#); [200.430\(i\)](#)
- Time and Effort Policies – [200.430\(a\)](#), [ED Cost Allocation Guide](#)
- Fringe Benefits Policies – [200.431](#)
- Employee Health and Welfare Policies – [200.437](#)
- Travel Reimbursement Policy – [200.475\(a\)](#)
- Real property sales procedures – [200.311\(c\)\(2\)](#)
- Written Allowability Procedures – [200.302\(b\)\(7\)](#); [200.403\(c\)](#)
- Written Cash Management Procedures – [200.302\(b\)\(6\)](#) and [200.305](#)
- Written Procurement Procedures – [200.318\(a\)](#), [200.319\(d\)](#), and [200.320](#)
- Procedures for Managing Equipment – [200.313\(d\)](#)
- Participant support cost classification – [200.456](#)
- Record conversion quality control – [200.336](#)
- Opportunities to object, hearings and appeals – [200.342](#)

Grant Award Notification

The Grant Award Notification (GAN) is the official document and notification to a grantee that states an amount and term and conditions of the award.

As a subrecipient of a Perkins Grant Subaward, entities agree to be bound by the requirements of the [Grant Award Notification](#) to the IDCTE which are applicable to the subawards.

Office for Civil Rights

The mission of the [Office for Civil Rights](#) is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

Idaho Perkins V State plan

IDCTE developed the [Idaho Perkins V State Plan](#) (State plan) in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

Comprehensive Local Needs Assessment (CLNA)

Perkins funds are intended to improve and enhance CTE programs through needs identified in the CLNA.

Eligible entities complete/and or update their CLNA yearly. The CLNA is saved in the [ShareFile platform](#). CLNAs are saved in the Perkins (non-data) folder and subfolder CLNA. You can access your CLNA any time and make updates in real-time by storing your latest version in ShareFile. You can access past versions by right clicking on version saved in the file.

Recipients are responsible for reviewing the CLNA annually and updating as needed. Access your CLNA via [ShareFile](#) in the Perkins (non-data) folder and subfolder CLNA. Access your CLNA at any time and make updates as needed. Annually complete CLNA worksheets Part A New and Part E. You will need to review your performance measures and enrollment information found in the data folder for the most recently completed year (2024-2025 will be accessible when you are in school year 2025-2026). Make sure to review all the CLNA worksheets to see if your pathway programs are listed and stakeholder engagement is current. Update outdated information as needed. Section updates are noted in more detail below.

1. Part A: Student Performance
 - The purpose of this section is to annually analyze student performance using pre-determined measures. If a recipient is below the State Determined Performance Level (SDPL) then the recipient will be required to write a Performance Improvement Plan (PIP) for each measure below target for the most recent school year. The template for the PIP is located on Part A below the chart of outcomes.
2. Part B1: Size, Scope, and Quality
 - The purpose of this section is to review the requirements for size, scope, and quality (derived from Idaho's Perkins V State Plan) and evaluate your CTE programs to see if they meet these definitions. Additionally evaluate the requirements for your programs to ensure you meet program quality standards.
3. Part B2: Industry and Occupation Alignment
 - The purpose of this section is to make sure your pathway program is aligned to State, regional, Tribal, or local in-demand industry sectors or occupations.
4. Part C: Program of Study Implementation
 - The purpose of this section is to analyze the strengths and barriers of your programs.
5. Part D: Recruitment, Retention, and Training of Qualified CTE Personnel
 - The purpose of this section is to review and analyze recruitment, retention, and training of qualified CTE personnel.
6. Part E: Equal Access
 - The purpose of this section is to identify any existing or potential barriers that may prevent members of any special population from entering and succeeding in CTE programs. Special populations are defined as:
 - Individuals with disabilities;
 - Individuals from economically disadvantaged families, including low-income youth and adults;
 - Individuals preparing for nontraditional fields;
 - Single parents, including single pregnant women;
 - Out-of-workforce individuals;
 - English learners;
 - Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
 - Youth who are in, or have aged out of, the foster care system;
 - Youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

7. Stakeholders: Stakeholder Engagement

- Perkins V requires extensive stakeholder involvement with the listed groups below once every two years at a minimum. The first suggested step in bringing stakeholders together is to determine who will take part in helping to manage the work ahead and set priorities. IDCTE recommends recipients begin by gauging the interest of members of the Technical Advisory Committee(s) in forming a leadership team.

Consultation does not have to occur all at once, nor does it have to include every stakeholder in the same meeting. Be strategic and take advantage of events that are already set to occur such as school board or city council meetings. Ask the tough questions and be prepared for feedback. Answers provided should help you identify the most pressing needs for your CTE programs and help prioritize Perkins V expenditures.

Required Stakeholders:

1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
3. Representatives of the state board or local workforce development boards and a range of local or regional businesses or industries;
4. Parents and students;
5. Representatives of special populations;
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
7. Representatives of Indian tribes and tribal organizations in the state, where applicable

Additional CLNA resources are found below. For new events and resources created by IDCTE, users can subscribe to notifications in the [Educator Portal](#).

- Technical assistance trainings are located on our [YouTube playlist](#).
- Perkins Comprehensive Local Needs Assessment [video](#)

Other applicable statutes and regulations

Statement of Assurances (Assurances)

The Assurances are found in [Appendix E](#).

Cash Management Improvement Act (CMIA)

CMIA of 1990, 31 U.S. C..6513: This legislation addresses the efficient transfer of funds for federal financial assistance programs between the federal government, the states, and U.S. territories (including the District of Columbia, Puerto Rico, American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Virgin Islands).

31 CFR Part 205: CMIA implements regulations for transferring funds between the federal government and states for federal assistance programs.

Idaho State Board of Education

Applicable policies are found on the Idaho State Board of Education [website](#).

Additional Relevant Perkins V Information

Funding eligibility

Secondary and postsecondary funding eligibility can be found in the [State plan](#) under the Size, Scope, and Quality sections.

To be eligible for Perkins V funds, local education agencies (LEAs) must offer at least one IDCTE approved program of study (pathway program), meet the administrative requirements in the Perkins V Subrecipient Handbook, and submit a yearly Perkins V application based on results from a career technical education Comprehensive Local Needs Assessment (CLNA). Perkins grant funds shall be used to improve and enhance CTE programs through projects. Projects should focus on activities that help meet CTE needs identified in your CLNA. Overall performance is measured by student outcomes.

LEAs must have at least one approved IDCTE pathway program in the prior fiscal year to be eligible for funding in the subsequent fiscal year or LEAs have submitted a program request application by February 15, 2026 and have been approved would be eligible to start their program in School Year 2026-2027 and apply for Perkins funding for FY27. IOT is not an eligible pathway program.

Eligible postsecondary entities may utilize funds for programs listed in their Board approved three-year plan.

The yearly Perkins V application is due on June 30. Please plan accordingly to complete all application process prior to the due date. Failure to submit your application by the due date may make you ineligible to receive Perkins V funding for the corresponding state fiscal year.

Extensions may be granted but must be requested in writing and will not be considered after September 15 of the current fiscal year.

Award period

Perkins funding is awarded by fiscal year: July 1 through June 30. All activities must occur and expenditures must be obligated within the award period.

Funding allocation

Allocation amounts are calculated in accordance with section 131(a)-(e). Reserve fund amounts are provided for those districts designated as rural or remote. Values are based on the initial assumption that all districts have a program of study and may be used to help determine if a program of study is appropriate. Allocations will be updated annually to reflect the Idaho allotment amount as determined by the Secretary of Education.

Postsecondary reserve funds will also be used to facilitate the transition of career and technical education students from secondary to postsecondary programs. Transition projects for reserve funds must be submitted annually.

Funding is distributed on an annual basis for subrecipients and notification of allocations are communicated April-May.

Funding for special populations

All eligible recipients must verify that special populations have access to all program areas offered in their school through the application process.

Special populations include individuals with disabilities; individuals from economically disadvantaged families, including low income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

Supplement not supplant

Funds made available under Perkins for CTE shall supplement and not supplant non-Federal funds expended to carry out CTE activities.¹

There is a presumption of supplanting if a recipient used Federal funds to provide services that the State or local entity was required to make available under other Federal, State, or local Laws or used Federal funds to provide services that the State or local provided with State or local funds in the prior year. Supplanting presumptions are rebuttable if the recipient can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal funds not been available. This supplanting rule is specific to Perkins. Supplanting provisions may vary by federal funding source.

Consortiums

A consortium is two or more entities including; a public or nonprofit private institution of higher education that offers and will use funds provided under this title in support of career and technical education courses that lead to technical skill proficiency or a recognized postsecondary credential, including an industry-recognized credential, a certificate, or an associate degree; a local educational agency providing education at the postsecondary level; an area career and technical education school providing education at the postsecondary level; an Indian Tribe, Tribal organization, or Tribal education agency that operates a school or may be present in the state; a postsecondary educational institution controlled by the Bureau of Indian Education or operated by or on behalf of any Indian Tribe that is eligible to contract with the Secretary of the Interior; a tribally controlled college or university; or an educational service agency. Consortiums complete a single CLNA for participating entities and must have at least one pathway program between the participating entities. Consortiums are formed through [agreements](#).

Perkins V Act Section 131(c) MINIMUM ALLOCATION —

1. IN GENERAL. —Except as provided in paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection

¹ Perkins Sec. 211(a)

(a) is greater than \$15,000. A local educational agency may enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement of this paragraph.

Consortiums

- a. Funds allocated to consortiums shall be used only for purposes and projects that are mutually beneficial to all members of the consortium.
- b. Funds may not be reallocated to individual members of the consortium for purposes or projects benefitting only one consortium member of the consortium.
- c. Project descriptions and budgets may be completed for the whole consortium but must take into consideration the strength of the needs of individual consortium members as identified in the CLNA. For example, if a program of study is suffering due to old or malfunctioning equipment, then a priority for the consortium may be to modernize the equipment. The percentage of total consortium funds needed for the project is a secondary consideration.
- d. Funds may not be reallocated using a predetermined formula. For example, if there are four members in the consortium, funds may not be distributed as 25% to each consortium member.
- e. Funds may not be reallocated by the recipient's original allocation amount.

Consortium member changes will need to be updated annually prior to June 30 for the state to update funding applications. Please email perkins@cte.idaho.gov or call 208-605-4541 for more information.

Program income

Sometimes districts/consortiums/institutions generate income from a Perkins V funded project (e.g., buying material for a shed and selling the shed). In these situations, the income generated must be used in accordance with grant guidelines as noted in the [GAN](#).

Records retention

Subrecipients awarded funds are required to [retain records](#) according federal guidelines.

Data requirements

Eligible recipients are required to analyze their data annually. This analysis is done through the CLNA. Data is collected and correlated by the Division for each recipient and is available through ShareFile. Historical data is provided as well.

For performance metrics and definitions, refer to:

- 1) [Secondary: Perkins Data Guide](#)
- 2) [Postsecondary: Perkins Data Guide](#)

Performance Improvement Plans

Eligible recipients are required to analyze their data annually as described in the [Data requirements](#) section. This analysis is completed through the CLNA. Data is collected and correlated by the Division for each recipient and is available through ShareFile. Historical data is provided as well.

In the event that a subrecipient does not meet at least 90 percent of the performance target for one or more performance indicators (secondary or postsecondary), IDCTE will review the analysis to determine if the recipients will be put on a performance improvement plan. IDCTE will notify the recipient of next steps.

Technical assistance, IDCTE communication, and grants training

IDCTE staff provide technical assistance training during annual conferences and upon request. Perkins trainings are available on a playlist located on the [IDCTE YouTube playlist](#).

IDCTE provides programmatic updates to subrecipients throughout the year. Communication is delivered in several ways, outlined below. Contact categories marked with an asterisk (*) are pulled directly from the Idaho District Contact Information application in the Idaho System for Educational Excellence (ISEE). ISEE is Idaho's K-12 longitudinal data system, supporting budgeting processes, data submissions and data-driven decision-making. These contact categories are uploaded to our contact management system at least once per month. While we can manually add you to a list, those additions are overwritten when a new list is imported from ISEE. To ensure you remain on the appropriate distribution lists, please work with your district's ISEE coordinator to verify your information is in the correct contact categories. If you're listed in the contact categories but aren't receiving emails, check with your IT team to confirm that IDCTE communications are not being filtered or blocked.

- **IDCTE Leadership Brief:** Sent the first Thursday of each month to Superintendents*, Assistant Superintendents*, CTE Coordinators*, and IDCTE employees. Past newsletters are available on [the Educator Portal](#).
- **Top 10 Tuesday:** Sent the second Tuesday of each month to Advisory Council, AFNR Faculty, BAM, BPA Advisors, Business Managers*, CEI, CSI, CWI, CTE Coordinators*, CTE Teacher Educators, DECA Advisors, ETE Teachers, FCS, FFA Advisors, Health Professions, HOSA Advisors, Idaho CTE Foundation Board, ISU College of Technology, IDCTE Employees, IDOC Certified Educators, IFCS Members, LCSC, LOS, NIC, Presidents, Principals*, Public Safety, School Counselors*, SkillsUSA Advisors, Superintendents*, TCLC, Trades and Industry, Transition Coordinators, and Workforce Training Centers. You can receive Top 10 Tuesday by [joining one of these groups](#). Postsecondary contacts may [sign up online](#).
- **Wednesday Wrap-Up:** Sent the last Wednesday of each month to legislators and external agency partners.
- **Perkins emails:** Sent directly to Business Managers*, Superintendents*, Assistant Superintendents*, CTE Coordinators*, and the IDCTE-managed Technical College Leadership Council (TCLC).

The U.S. Department of Education has developed [grant trainings and management resources](#) relevant (not an exhaustive list) to Perkins V funding. Relevant trainings include:

- Managing the Procurement Process
- Allowable Cost and Activities
- Internal Controls

Methods of Administration (MOA)

The purpose of the Methods of Administration ([MOA](#)) program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs. Through its Methods of Administration authority, OCR, in partnership with the Office of Career, Technical, and Adult Education, oversees the civil rights compliance programs of state agencies that administer career and technical education. The state agencies' responsibilities under the MOA program are set out in the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and

Handicap in Vocational Education Programs ([Guidelines](#)) (Appendix B of the Title VI regulation and the Section 504 regulation, and Appendix A of the Title IX regulation). ²

² [PCRN: Methods of Administration \(ed.gov\)](#)

Appendix A

Requirements for Uses of Award Funds

Requirements for uses of award funds are found in Sec. 135 of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the [Strengthening Career and Technical Education](#) for the 21st Century Act.

Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the CLNA.

The six sections below are noted on the yearly [Perkins Application](#) under the section identified as the Perkins Part Categorization.

Funds made available to eligible recipients under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and that—

- (1) 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 career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—
 - (A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - (B) readily available career and labor market information, including information on—
 - (i) occupational supply and demand;
 - (ii) educational requirements;
 - (iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
 - (iv) employment sectors;
 - (C) programs and activities related to the development of student graduation and career plans;
 - (D) career guidance and academic counselors that provide information on postsecondary education and career options;
 - (E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or
 - (F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;
- (2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—
 - (A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;
 - (B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - (C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an

- industry, including the latest workplace equipment, technologies, standards, and credentials;
 - (D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;
 - (F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - (H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or
 - (I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;
- (3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- (4) support integration of academic skills into career and technical education programs and programs of study to support—
- (A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and
 - (B) CTE participants at the postsecondary level in achieving academic skills;
- (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—
- (A) a curriculum aligned with the requirements for a program of study;
 - (B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;
 - (C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

- (D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - (E) a continuum of work-based learning opportunities, including simulated work environments;
 - (F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - (H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;
 - (I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;
 - (J) expanding opportunities for students to participate in competency-based education programs;
 - (K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;
 - (L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;
 - (M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - (N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - (O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;
 - (P) making all forms of instructional content widely available, which may include use of open educational resources;
 - (Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;
 - (R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;
 - (S) 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; or
 - (T) other activities to improve career and technical education programs; and
- (6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

Appendix B

Recipients submit Perkins applications yearly. Perkins applications are due by June 30 of the current year.

The list below contains links to the applications and will be updated yearly as formula funding changes. Applicants will also need to reference directions posted in the application and other direct email communications.

1. Secondary: [Perkins Application](#) (excel document)
2. Postsecondary: [Perkins Application](#) (excel document)
3. Postsecondary: [Perkins Nontraditional Application](#) (excel document)

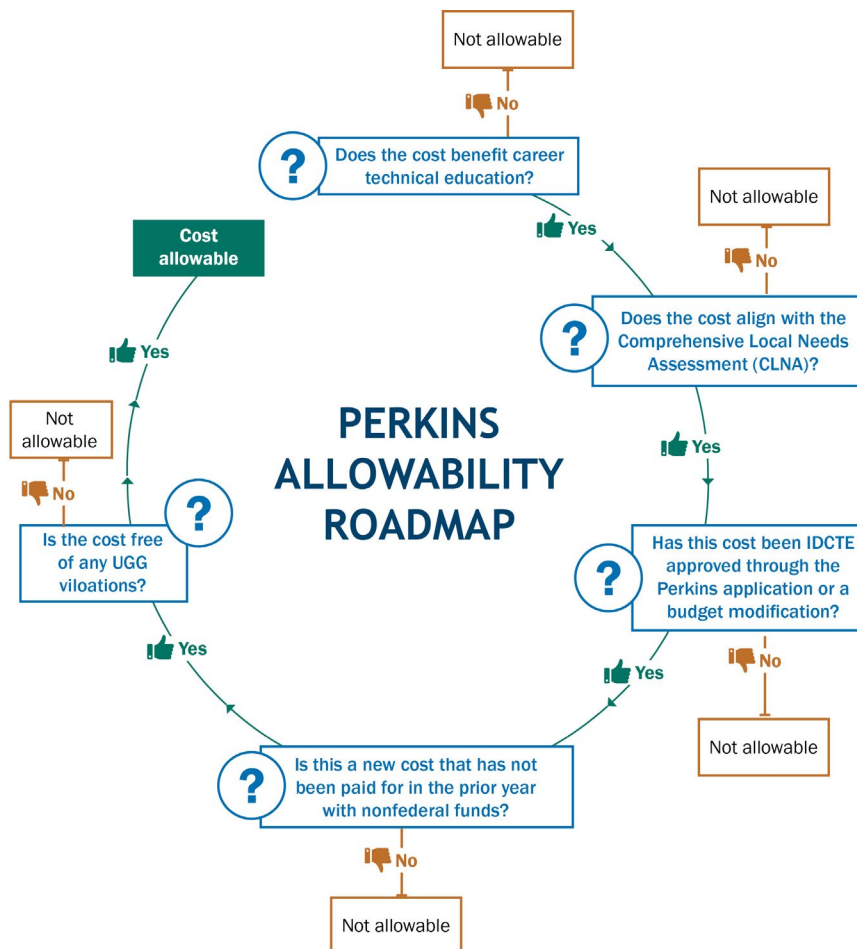
Appendix C

Allowable vs. Non-Allowable Activities and Expenditures and Allowability Chart

This is not a complete list of allowable and non-allowable costs. Allowability of an expenditure depends on the language in Perkins V, EDGAR, which contains Uniform Grant Guidance ([2 CFR 200](#)), Idaho State Code, and IDCTE policies. Additionally, recipients must have written policies and procedures in place. See the section [2 CFR Part 200](#) for more information.

Perkins grant funds are intended to improve and enhance Career Technical Education (CTE) programs through projects. Projects shall focus on activities that help meet CTE needs as identified in a Comprehensive Local Needs Assessment (CLNA). Overall performance is measured by student outcomes. Recipients must use the CLNA to guide funding decisions.

When making these determinations, use the following allowability roadmap to aid in guiding the requests;



Allowable Costs

- A. Administrative and indirect costs (5%).
- B. Audit costs in accordance with the Single Audit Act.
- C. Background checks for students required in order to complete a CTE program of study.

- D. Career guidance and academic counseling to students who are enrolled in career & technical education programs.
- E. CTE communication costs (e.g., publications, postage).
- F. Student laboratory manuals (e.g., accounting workbooks).
- G. Consumable materials and supplies that support the instructional program.
- H. CTE teacher in-service.
- I. CTSO Student Memberships are allowed as an overall group membership, not individual memberships.
- J. CTSO competition costs: Participant support costs for students in CTE related activities includes direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences, or training projects.
- K. Curriculum development.
- L. Electronic-based curriculum that supplements content when the curriculum cannot be reused and/or shared (e.g., an individual student's access to a program or testing software).
- M. Equipment/technology for approved CTE instruction, including computers necessary for CTE program software.
- N. Fees and expenses for supplemental specialized instruction (e.g., Red Cross certified CPR instructor for short-term, specialized instruction in a health professions program).
- O. Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential.
- P. Marketing and outreach materials
- Q. Materials and Supplies - Material and supplies must be direct costs made available to the student for the purpose of completing CTE coursework.
- R. Hosting meetings and conferences. Refreshment costs only allowable as noted in the [Grant Award Notification](#).
- S. Professional development and other training costs.
- T. Professional service costs, including services contracted by the district or institution for CTE equipment and laboratory maintenance (e.g. equipment service contracts and hazardous waste disposal).
- U. Program evaluation.
- V. Rental/lease costs of equipment.
- W. Salaries (must collect [time and effort](#) documentation based upon written policies).
- X. Single copy reference materials, including single-user electronic reference materials.
- Y. Supplemental staff for clinical or lab supervision of students enrolled in health programs.
- Z. Technical skill assessment instructional materials and administration cost.
- AA. Training costs.

BB. Transportation (related to CTE program standards and/or transition to postsecondary CTE programs).

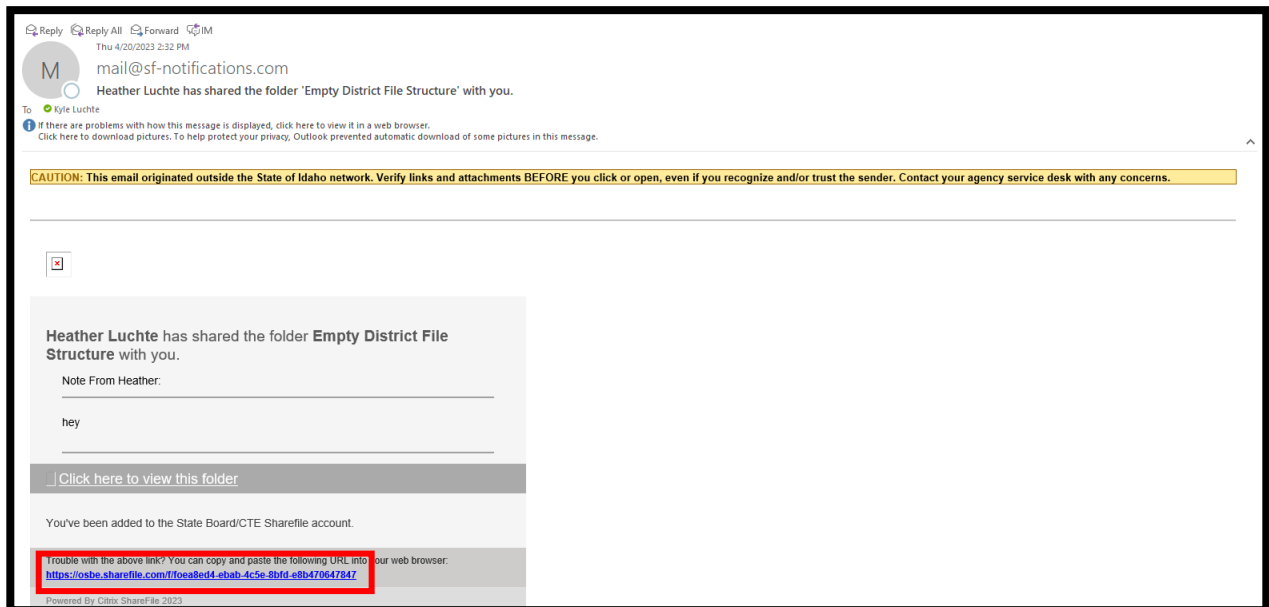
Non-Allowable Costs

- | |
|--|
| A. Advertising and public relations promoting the recipient. |
| B. Alcoholic beverages. |
| C. Capital expenditures - Purchase or construction of buildings/facilities, including permanent modifications to existing buildings/facilities. |
| D. Contingency or miscellaneous funds. |
| E. CTSO student costs such as individual membership dues, items retained by student (jackets), social activity, food/beverages. |
| F. Donations and contributions. |
| G. Entertainment. |
| H. Expenditures associated with students not enrolled in CTE programs. |
| I. Expenditures for CTE programs below the 7 th grade. |
| J. Expenditures not related to project outcomes. |
| K. Expenditures that supplant local or state funds. |
| L. Expenditures to support academic programs or remediation. |
| M. Fines and penalties. |
| N. Food and beverages not related to a CTE program. All other food and beverage expenses must meet LEAs policies for travel or sponsored meetings. |
| O. Fundraising expenditures. |
| P. Gifts, door prizes, etc. |
| Q. Goods or services for personal use. |
| R. Insurance, interest/financial costs, and lobbying/other political activities. |
| S. Items retained by students. |
| T. Monetary awards. |
| U. Pre-awarded costs. |
| V. Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery. |
| W. Promotional items/materials such as T-shirts, cups, keychains, etc. |
| X. Professional dues not related to CTE. |
| Y. Student scholarships that do not fall under Sec 135 or Sec. 224. |
| Z. Technology related to basic instructional delivery, e.g., Smart Boards, cell phones, instructor computer replacement, etc. where the technology is used for non-CTE purposes. If used for multiple purposes, costs need to be allocated according to usage. |
-

Appendix D

Accessing and submitting documents using ShareFile

[ShareFile](#) is a secure file sharing platform which will be used to pass documentation between IDCTE and Perkins V Grant subrecipients. For help accessing your ShareFile account, or to add additional user logins, please contact McKenna Stallones (McKenna.Stallones@cte.idaho.gov). Once you have been added to ShareFile you will receive an email as pictured below. Click the link at the bottom of the email to be directed to your entity's folder.



Appendix E

Statement of Assurances

UPON ACCEPTANCE OF IDAHO DIVISION OF CAREER TECHNICAL EDUCATION (IDCTE) FUNDS, THE SUBRECIPIENT AGREES TO THE FOLLOWING:

- a. Use funds made available from IDCTE to supplement, and to the extent practicable, increase the amount of local funds that would, in the absence of such funds, be made available for the uses specified in the local plan and local application. In no case may federal funds from IDCTE supplant state or local funds.
- b. Provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper accounting for funds paid to the school district.
- c. Not use funds received under the Perkins V Act to provide career and technical education programs to students prior to the seventh grade.
- d. Not use funds made available under Perkins V to mandate that any individual participate in a career and technical education program, including an IDCTE program that requires attainment of a federally funded skill level, standard, or certificate of mastery.
- e. Perkins V funds may be used to pay for the costs of career and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individual with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career & technical education.
- f. Audit expenditure of career and technical education funds to identify:
 - i. Programs which received funding,
 - ii. The amount of funds received by individual programs,
 - iii. How the funds were expended (in accordance with the Single Audit Act).
- g. Provide access to Idaho Division of Career Technical Education, the federal grantor agency, Comptroller General of the United States, Idaho State Legislature, or any of their duly authorized representatives, to any of the school districts books, documents, or records which are directly pertinent to this specific Contract. Access to records includes the right to review, audit, inspect, and make excerpts and transcriptions.
- h. Provide career and technical education programs that are of such size, scope, and quality as to bring about improvement in the quality of education offered by the school district.
- i. Provide qualified personnel for the projects and special services funded by IDCTE.
- j. Assess the needs of students participating in programs receiving assistance with respect to their successful completion of the career & technical education program in the most integrated setting possible.
- k. Provide supplementary services to students who are members of special populations including, with respect to individuals with handicaps, when appropriate, (a) curriculum modification; (b) equipment modification; (c) classroom modification; (d) supportive personnel; and (e) instructional aides and devices.
- l. Establish effective procedures, including an expedited appeals procedure, by which parents, students, instructors, and area residents concerned will be able to directly participate in local decisions that influence the character of programs affecting their interests.

- m. Provide career and technical education programs and activities for persons with disabilities in the least restrictive environment in accordance with Section 612(5)(B) of the Individuals with Disabilities Education Act and, whenever appropriate, as a component of the Individualized Education Program developed under Section 614(d) of such Act.
- n. Equitable Opportunity Assurances
- o. Provide special population students enrolled in private secondary schools with access to career technical education programs/projects.
- p. Provide relevant training and career and technical education activities to males and females who desire to enter occupations that are not traditionally associated with their gender.
- q. Provide, to the extent practicable, to individuals who are members of special populations equal access to the full range of career and technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study; work-based learning; apprenticeship programs; and comprehensive career guidance and counseling services. This provision prohibits discrimination on the basis of a student's status as a member of a special population group.
- r. Provide individuals who are members of special populations with equal access to recruitment, enrollment, and placement activities.
- s. Assist students who are members of special populations to enter career and technical education programs and, with respect to students with disabilities, assist in fulfilling the transitional service requirements of Section 626 of the Individuals with Disabilities Act.
- t. Afford the rights and protections guaranteed under Sections 612, 614, and 615 of the Individuals with Disabilities Education Act, with respect to career & technical programs, to students with disabilities who have individualized education programs developed under Section 614(d) of such Act.
- u. Afford students with disabilities, with respect to career and technical programs, who do not have individualized education programs developed under Section 614(d) of the Individuals with Disabilities Education Act and who are not eligible to have such programs, the rights and protections guaranteed such students under Section 504 of the Vocational Rehabilitation Act Amendments of 1998. For the purposes of this Act, such rights and protections shall include making career & technical education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3).
- v. Monitor the provision of career and technical education for each student with disabilities to determine if such education is consistent with the individualized education program developed for such students under Section 614(d) of the Individuals with Disabilities Education Act.
- w. Monitor the provision of career and technical education to each student to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.

Coordination Assurances

- a. Coordinate career and technical education planning for individuals with disabilities among appropriate representatives of career and technical education, special education, and State vocational rehabilitation agencies.

- b. Coordinate career and technical education planning for special population students with Title I, Title I Migrant, and ESL programs.

Reporting Assurances

- a. Provide requested information to Idaho Division of Career Technical Education to enable the State Board for Career Technical Education to comply with the allocation guidelines.
- b. Carry out, in good faith, the local Plan as described.
- c. Submit a Certificate Regarding Drug-Free Workplace Requirements for State Institutions to the Idaho Division of Career Technical Education. (Submission of this form to the Department of Education satisfies this requirement.)
- d. Submit a Certificate Regarding Lobbying for Grants and Cooperative Agreements to the Idaho Division of Career Technical Education. (Submission of this form to the Department of Education satisfies this requirement.)
- e. Submit a Certificate Regarding Debarment, Suspension, and Other Responsibility Matters, Primary Covered Transactions, to Idaho Division of Career Technical Education. (Submission of this form to the Department of Education satisfies this requirement.)
- f. Submit reports and other information as required by Idaho Division of Career Technical Education, within the dates established, and maintain documentation in the school district as required.

Equipment/Inventory Assurances

- a. Maintain an inventory of equipment purchased with career and technical funds as outlined in EDGAR, which includes exercising reasonable care and safekeeping of the equipment.
- b. Use the equipment in the program for which it was intended. Use other than to carry out the purposes for which it was intended will: (a) be incidental to that use; (b) not interfere with that use; and (c) not add to the cost of using that equipment for the purposes for which it was purchased.
- c. Obtain approval from IDCTE prior to any diversion, sale, or trade-in of equipment purchased with funds provided in whole or in part by IDCTE.

CERTIFICATION OF ASSURANCES

I certify that the above assurances will be complied with and those programs, services and activities approved will be conducted in accordance with the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998, General Education Provisions Act (GEPA), General Education Provisions Act Enforcement Regulations, OCR Guidelines, Education Department General Administrative Regulations (EDGAR), OMB Circular A-87, OMB Circular A-133, the State Plan for Career Technical Education, and the Governing Rules and Policies of the State Board for Career Technical Education.

Appendix F

Annual calendar (detailed)

The calendar below will aid you in knowing what is due.

Detailed Annual Calendar				
Item	Brief description	How to do it	What is submitted & where to submit	Due date
Secondary Perkins Application Postsecondary Perkins Application and Perkins Nontraditional Application	A yearly application for Perkins projects. It describes how the projects relate to your CLNA and your expected outcomes.		IDCTE sends out email notifications to eligible recipients April/May of every year.	Jun 30
State Institution Perkins Application	State Institutions only: An application for Perkins funds specific to the Idaho Department of Correction, the Idaho Department of Juvenile Corrections, and the Idaho Educational Services for the Deaf and Blind.		IDCTE sends out email notifications to potential recipients April/May of every year.	Jun 30
Perkins Measures Results	This is your data that IDCTE provides to each LEA and technical college. It is disaggregated by gender, race and ethnicity, special populations, and programs. You will use these numbers during your annual Data Analysis (listed below).	You don't have to do anything!	IDCTE will provide your personalized workbook titled "Perkins measures" in: ShareFile folder 'Data'	Spring
PELL/BIA data for Perkins Distribution	Postsecondary only: A report containing students that receive financial aid under PELL or BIA.	Instructions provided in the template.	Access your template here and submit to ShareFile folder 'Data'	Mar 31
Submit placement data	A report containing placement data (follow-up) of CTE concentrators.	Secondary Instructions Postsecondary Instructions	Access your personalized template titled "FY2X Follow-Up" from: ShareFile folder 'Data' Submit your completed template to: ShareFile folder 'Data'	Apr 30

Reimbursement Requests	See Appendix G for the process to request payment of approved Perkins projects. Perkins reimbursement requests are due quarterly but can be submitted as frequently as you spend your funds. All requests must be submitted by June 4.		See Appendix G	Requests due quarterly throughout the year. Final Request Deadline: Jun 4* <i>*Late requests will be taken out of next year's funds.</i>
Narrative Report	A report describing how Perkins funds were used and the outcomes of the funded Perkins projects.		IDCTE will provide instructions on submission to recipients in April/May of every year. This report is typically part of the Perkins yearly application.	Jun 30
Consortium documents: Agreements or Waiver Request			Email a copy of your Agreement or your Waiver to: perkins@cte.idaho.gov	Jun 30
Comprehensive Local Needs Assessment (CLNA)	A template identifying your district's performance gaps, needs to overcome the gaps, and strategies to implement.	CLNA section YouTube channel	Access your CLNA through your ShareFile folder 'Perkins (non-data) > CLNA'	Jun 30
Submit enrollment data (Part 1)	Postsecondary only: A report containing program-level enrollment data.	Instructions	Access your personalized template titled "Enrollment Report" from: ShareFile folder 'Data' Submit your completed template to: ShareFile folder 'Data'	Jul 15
Submit enrollment data (Part 2)	Postsecondary only: A report containing student-level enrollment data.	Instructions	Access your personalized template titled "Enrollment Report" from: ShareFile folder 'Data' Submit your completed template to: ShareFile folder 'Data'	Nov 1

Appendix G

Expenditure Period and Reimbursement Requests

Funds are made available via reimbursement after the district expends allowable amounts. Expenditures are allowable within the state fiscal year of July 1 through June 30 and final fiscal year requests are noted in Appendix F. Reimbursement claims must include project numbers as referenced in the tables.

Reimbursements must be requested using the current form located via our website in the [Educator Portal](#). Reimbursement requests may be submitted as soon as the money has been spent at the LEA, consortium, or technical college level. Completed requests shall be submitted to perkins@cte.idaho.gov on a quarterly basis. Reimbursement requests are required to have the following certification:

Required Financial Certification

"I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812."

Subrecipients need to keep supporting documentation for reimbursement requests. Supporting documentation for requested expenditures may include the following (not an exhaustive list):

- a) Purchase Orders
- b) Invoices
- c) Vouchers
- d) Packing Slips
- e) Procurement documentation
- f) Travel documentation
- g) Policies and Procedures
- h) Equipment Logs
- i) Time Sheets

Appendix H

Modifications, amendments, and new project requests for approved Perkins applications

The Perkins V Application functions as a contract between the subrecipient and Idaho Division of Career Technical Education (IDCTE). Consequently, it is essential that the anticipated project expenditures and activities match the projections in the application.

Modifications or amendments to an approved project budget should be requested when changes are anticipated or discrepancies are discovered. It is the responsibility of the subrecipient to monitor project budgets during the fiscal year.

Postsecondary institutions cannot move funding across different sources, e.g. Non-Traditional funding cannot be moved to Local Distribution.

All requests for modification must be signed by the authorized agent, submitted by June 30 of the grant year, and emailed to perkins@cte.idaho.gov.

A. Transfers Between Line Items

Funds may be transferred from one line item to another line item or new equipment may be requested by submitting the following documents to IDCTE:

1. An email requesting the transfer of funds and outlining the desired transfers.

No amendment or modification is necessary for line-item budget changes that are **less than 10%** of the approved project budget. Example: If the project budget is \$22,000, it would be allowable to transfer up to \$2,200 between line items without requesting a modification).

IMPORTANT: The 10%-line-item transfer **does not** apply to salaries and benefits or equipment purchases that were not approved in the original application. It also does not apply to new line items.

B. Transfers Between Projects

Funds may be transferred from one project to another project by submitting the following documents to IDCTE:

1. An email requesting the transfer of funds and outlining the desired transfers.

C. Transferring to a New Project

The transfer of funds from an existing project to a new project can be accomplished by submitting the following:

1. An email requesting the transfer of funds and outlining the desired transfers.

D. Transfers for New Equipment Purchases

Funds can only be used to purchase equipment that was not included in the original application **after** approval has been granted by IDCTE. Request approval for new equipment purchases by submitting the following:

1. An email requesting the transfer of funds with a detailed description of the desired equipment.

Equipment means tangible personal property having a useful life of more than one year and an acquisition cost of \$10,000 or more per unit.

Equipment Purchases

The Equipment Policy states “In order to purchase equipment and receive reimbursement from the State Board for Career Technical Education, the LEA/Consortium must secure prior approval. Only the specific number and kind of approved items may be purchased unless an amendment has been approved by the appropriate state supervisor. Approval of an amendment must be in writing before a purchase is made.”

Sample E-mail Request

[DATE]

Idaho Division of Career Technical Education
650 W. State St., Suite 324
Boise, Idaho 83702

Dear Perkins Program Director,

We would like to request a modification to our FYXX Perkins V Projects.

We request to transfer funds between lines as follows:

1. Reduce Project 1 Supplies by \$11,000, from \$28,000 to \$17,000;
2. Increase Project 1 Equipment by \$11,000, from \$20,000 to \$31,000.
The equipment to be purchased is Sample Equipment (Make, Model)
to be used for [enter activity].

We also request to transfer funds from one project to another:

1. Reduce Project 1 Supplies by \$7,000, from \$17,000 to \$10,000;
2. Increase Project 4 Supplies by \$7,000, from \$0 to \$7,000.

Enclosed is our revised Perkins application with an updated budget worksheet reflecting these changes in the corresponding projects. Let me know if you have any questions or need additional information.

Sincerely,
[Your Name]

Appendix I

Subrecipient Handbook Chart of Changes

The chart below is to be as a reference to guide and assist recipients in finding all changes, additions and deletions to the Perkins Subrecipient Handbook. Subrecipients are encouraged to consistently refer to the Chart to help facilitate and manage changes in administering CTE programs in Idaho.

CHART	
Perkins V Subrecipient Handbook	Changes achieved for May 4, 2023, version
Data requirements	Updated guidance from January 11, 2024 version
Performance Improvement Plans	New from January 11, 2024 version
Appendix B - Perkins applications	Updated guidance and links added for FY25 applications.
Appendix A - Requirements for Uses of Award Funds	Updated guidance from January 11, 2024
Annual Calendar	New from January 11, 2024 version
Office for Civil Rights	New from January 11, 2024 version
Technical assistance, IDCTE communication and grants training	Updated with information regarding IDCTE communication from January 11, 2024 version
Appendix H - Modifications, amendments, and new project requests for Perkins applications that are already approved	Updated guidance from January 11, 2024. Previously Appendix G.
2 CFR Part 200	Updated guidance from January 11, 2024
Appendix C - Allowable vs. Non-Allowable Activities and Expenditures	Updated guidance from January 11, 2024
Appendix E - Statement of Assurances	New from January 11, 2024 version
Appendix F - Annual calendar (detailed)	New from January 11, 2024 version
Appendix G -Expenditure Period and Reimbursement Requests	Updated guidance from January 11, 2024
Appendix I - Subrecipient Handbook Chart of Changes (Chart)	Updated from January 11, 2024. Previously Appendix H.
Annual Calendar	Updated section from May 9, 2024 version
Comprehensive Local Needs Assessment (CLNA)	Updated section from May 9, 2024 version
Funding eligibility	Updated section from May 9, 2024 version
Consortiums	Updated section from May 9, 2024 version
Appendix B - Perkins applications	Updated guidance and links added for FY26 applications.
Appendix H - Modifications, amendments, and new project requests for Perkins applications that are already approved	Updated guidance from May 9, 2024.
Background: Carl D. Perkins Career and Technical Education Act of 2006	Updated section from May 2, 2025 version
IDCTE subrecipient monitoring	New from May 2, 2025 version
Comprehensive Local Needs Assessment (CLNA)	Updated section from May 2, 2025 version
Funding eligibility	Updated section from May 2, 2025 version
Supplement not supplant	Updated section from May 2, 2025 version
Data requirements for Perkins performance measures	Updated section from May 2, 2025 version
Technical assistance, IDCTE communication and grants training	Updated with information regarding IDCTE communication from May 2, 2025 version
Appendix C - Allowable vs. Non-Allowable Activities and Expenditures	Updated guidance from May 2, 2025 version
Appendix F - Annual calendar (detailed)	Updated guidance from May 2, 2025 version