



## Carl D. Perkins Policies and Procedures



Career and Technical Education Act of 2006 as amended in 2018, *"Strengthening Career and Technical Education for the 21st Century Act"* (Perkins V)

**2022-2024 EDITION**

**Wyoming Department of Education**

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# Table of Contents

- Introduction** ..... 1
- Overview of the Perkins Grant**
  - Framework of the Federal Statute ..... 1
    - o Purpose ..... 1
    - o Definitions..... 2
- Perkins Grant Funding**
  - Distribution of Funds ..... 9
    - o Formula for Distribution to Eligible Subrecipients..... 9
      - ▶ Secondary ..... 9
      - ▶ Post-Secondary..... 9
  - Workplace Discovery Grants ..... 9
  - Perkins V Basic Grant Application Process ..... 9
  - Obligation of Funds..... 10
  - Funding Timeline..... 10
- Perkins Accountability Requirements**
  - Local Performance Indicator Targets (LPI)..... 10
  - State Performance Indicator Targets (Goals)..... 11
  - Performance Improvement Plans ..... 11
  - Perkins Annual Reports..... 11
  - Perkins Monitoring ..... 12
    - o Local Level Monitoring..... 12
- Business and Industry Partnerships Advisory Council/Board**
  - Requirements ..... 12
- Comprehensive Local Needs Assessment** ..... 13
- Uses of Perkins Funds**
  - Administration..... 13
  - Indirect Cost Rate..... 14
  - Requirements for Uses of Funds..... 14
  - Permissible Uses of Funds..... 14
  - Supplement Not Supplant..... 15

## **Federal Cost Principles**

▪ Uniform Guidance.....	16
▪ Wyoming’s Examples of Allowable & Non-Allowable Expenses.....	17
▪ Specific Items of Cost–SEA.....	21
▪ Accommodations for Individuals with Disabilities.....	21
▪ Career and Technical Student Organizations.....	22
▪ Professional Development Grant.....	22
▪ Salaries.....	23
▪ Stipends.....	23

## **Procurement**

▪ Methods of Procurement (Purchase).....	23
▪ Micro-purchase.....	23
▪ Small Purchase Procedures.....	23
▪ Formal Purchases.....	24

## **Property Management**

▪ Types of Property.....	24
▪ Supplies.....	25
▪ Equipment Standards.....	25
▪ Sole Source Procurement.....	25
▪ Use of Equipment.....	25
▪ Condition of Equipment Definitions.....	26
▪ Inventory Procedure.....	26
▪ Retention Requirements.....	26
▪ Disposal.....	26

## Introduction

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The purpose of this manual is to describe the guidelines for grant allocation, implementation, and oversight for programs administered by the Wyoming Department of Education (WDE) Career and Technical Education (CTE) team. This is meant to be a procedure manual for eligible recipients to comply with state and federal requirements for Carl D. Perkins Career and Technical Education Act of 2006 as amended in 2018, *“Strengthening Career and Technical Education for the 21st Century.” (Perkins V)*

## Overview of the Perkins Grant

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### Framework of the Federal Statute

#### Purpose

The purpose of this Act is to develop more fully the academic knowledge, and technical and employability skills of secondary education students and postsecondary education students, who elect to enroll in career and technical education programs and programs of study, by—

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- (5) providing technical assistance that—
  - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
  - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
- (8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. Perkins V Sec. 2 (1-8)

## Definitions

**Administration**<sup>1</sup> – The term “administration”, when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient’s duties under this Act, including the supervision of such activities. Such term does not include curriculum development activities, personnel development, or research activities.

**Articulation Agreement**<sup>2</sup> (also known as Memorandum of Understanding [MOU]) – A written commitment:

- (A) that is agreed upon at the State level or approved annually by the lead administrators of –
  - (i) a secondary institution and a postsecondary educational institution; or
  - (ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and
- (B) to a program that is –
  - (i) designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree, and
  - (ii) linked through credit transfer agreements between the two (2) institutions described above.

**Career and Technical Education**<sup>3</sup> – The term ‘career and technical education’ means organized educational activities that:

- (A) offer a sequence of courses that –
  - (i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111 (b) (1) of the Elementary and Secondary Education Act (ESSA) of 1965;
  - (ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree;
  - (iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
- (B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.
- (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
- (D) may include career exploration at the high school level or as early as the middle grades (as such term defined in section 8101 of the Elementary and Secondary Education Act of 1965)

## Career and Technical Student Organizations<sup>4</sup> (CTSO) -

- (A) an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

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<sup>1</sup> Perkins V Sec. 3(1)

<sup>2</sup> Perkins V Sec. 3(4)(A)(B)

<sup>3</sup> Perkins V Sec. 3(5)(A)(i)(ii)(iii)(B)(C)(D)

<sup>4</sup> Perkins V Sec. 3(6)(A)(B)

- (B) State and national units—an organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

**Career and Academic Counseling**<sup>5</sup> – The term ‘career and academic counseling’ means counseling that—

- (A) provides access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future; and
- (B) provides information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, financial literacy, and support services, as appropriate; and
- (C) may provide assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

**CIP Code**<sup>6</sup> – The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education’s National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020. Information on the 1985, 1990, 2000 and 2010 CIP can be accessed on the resources page under the section heading Archive and Historical. On the 2020 CIP Website, you can view both the 2020 CIP and the 2010 CIP. The default option is to view the 2020 CIP, which is the most recent version of the CIP.

**College, Career, and Military Ready** – A well-rounded education includes both success in school and readiness for post-secondary life. Successful students follow a variety of paths that lead to a prosperous and fulfilling adult life. Graduation from high school is imperative. Additionally, students should demonstrate readiness for the next steps in life by achieving proficiency in one or more of the following:

- ACT (college ready)
- Industry recognized certification (career ready)
- ASVAB (career and/or military ready)

**CTE Concentrator**<sup>7</sup> – The term ‘CTE concentrator’ means—

- (A) at the **secondary school level**, a student, served by an eligible recipient, who has completed at least two (2) Concentrator courses in a single career and technical education program or program of study; and
- (B) at the **postsecondary level**, a student, enrolled in an eligible recipient, who has—
- (i) earned at least 12 credits within a career and technical education program or program of study; or
  - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

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<sup>5</sup> Perkins V Sec. 3(7)(A-C)

<sup>6</sup> <https://nces.ed.gov/ipeds/cipcode/Default.aspx?v=56>

<sup>7</sup> Perkins V Sec. 3(12)(A)(B)

**CTE Participant**<sup>8</sup> – The term ‘CTE participant’ means an individual, who completes not less than one course in a career and technical education program or program of study, from an eligible recipient.

**Displaced Homemaker**<sup>9</sup> (also known as Out-of-Workforce Individual) –

(A) an individual, who is a displaced homemaker, as defined in Section 3 of the Workforce Innovation and Opportunity Act or;

(B) an individual who –

(i) (I) has worked primarily without remuneration to care for a home and a family, and for that reason, has diminished marketable skills; or

(II) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act not later than two years after the date on which the parent applies for assistance under such title; and

(ii) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Eligible Agency**<sup>10</sup> – The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State. The State Board of Career and Technical Education is the designated eligible agency in Wyoming.

**Eligible Recipient**<sup>11</sup> (also known as subrecipient) – The term “eligible recipient” means—

(A) a local educational agency (LEA) (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or

(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

**Equipment**<sup>12</sup> – Equipment is defined as, “Tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost\* which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. See also:

- 200.12 Capital assets,
- 200.20 Computing devices,
- 200.48 General purpose equipment,
- 200.58 Information technology systems,
- 200.89 Special purpose equipment,
- 200.94 Supplies

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<sup>8</sup> Perkins V Sec. 3(13)

<sup>9</sup> Perkins V Sec. 3(36)

<sup>10</sup> Perkins V Sec. 3(18)

<sup>11</sup> Perkins V Sec. 3(21)

<sup>12</sup> 2CFR200.33.

\* A unit is defined as any piece of equipment that exceeds five thousand dollars or any equipment component necessary for operation that may be less than five thousand dollars individually, but when combined for use, totals more than five thousand dollars.



**Externship**<sup>13</sup> – The term “externship” means experiential learning opportunities for educators in a business and industry setting to give educators short practical experiences in their content area totaling a minimum of 37 hours every five years. Commonly used interchangeably with internship. For additional information and forms refer to the [educator externship handbook](#).

**Local Program Improvement Plan** – For any of the district or college performance targets that are not met at the **90% threshold or above** (90% of the negotiated target for any of the Local Performance Indicator Targets), one of these must be submitted to the WDE. It must include a detailed plan to improve performance for each of the indicators not met. These are submitted with the End-of-Year report due January 31 and will be reviewed with the subrecipient during their annual Technical Education Assistance Meeting (TEAM).

**Non-Traditional Fields**<sup>14</sup> – The term “non-traditional fields” means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

**Local Performance Indicators (LPI) Targets**<sup>15</sup> (also known as Local Performance Assessment Targets) – The term used to denote the performance levels for the Core Indicators of Performance. These would include 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, and 5S1 for secondary; 1P1, 2P1, and 3P1 for post-secondary. **Refer to Attachment A for Secondary Indicators** (page 28 of this file). **Refer to Attachment B for Post-secondary Indicators** (page 30 of this file).

**Performance Assessment Targets**<sup>16</sup> (also known as Local Performance Indicators) – The term used to denote the performance levels for the Core Indicators of Performance. These would include 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, and 5S1 for secondary; 1P1, 2P1, and 3P1 for post-secondary. **Refer to Attachment A for Secondary Indicators** (page 28 of this file). **Refer to Attachment B for Post-secondary Indicators** (page 30 of this file).

**Perkins/CTE Coordinator** – Each subrecipient that accepts Perkins funding must establish a local Perkins/CTE Coordinator as a primary contact for Perkins accountability, general grant management, data collection and reporting, and other Perkins-related duties.

**Program of Study**<sup>17</sup> (also known as Career Pathway) – The term ‘program of study’ means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that —

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b) (1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

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<sup>13</sup> Wyoming Perkins V State Plan p.4

<sup>14</sup> Perkins V Sec. 3(33)

<sup>15</sup> Wyoming Perkins V State Plan p. 7

<sup>16</sup> Perkins V Sec. 3(41)(A-F)

<sup>17</sup> Wyoming Perkins V State Plan p.7

**SCED Code** – SCED Code – The School Courses for the Exchange of Data (SCED) is a 5-digit course code classification system for course content. SCED codes provide an inventory of high school courses commonly understood that can be used to compare course information, maintain data about students' coursework taught nationwide and efficiently exchange course records, including career and technical education (CTE) courses. For more information regarding the content of SCED Codes go to the following website: [SCEDFinder](#).

For any questions, please contact Ilaine Brown at [ilaine.brown1@wyo.gov](mailto:ilaine.brown1@wyo.gov).

**WDE STATE COURSE ID.** State course IDs will be one of two types, SCED based, OR a Wyoming Common Post-Secondary Course ID.

**Guidance to develop a WDE State Course ID:**

Characters 1-5 = can be found at SCEDFinder. Please be sure that the code description that is chosen is closest match to the district course description.

Character 6 = select one of the following alpha characters:

- B – Basic or remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.
- G – General or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's or district's expectations of scope and difficulty for mastery of the content.
- E – Enriched or advanced. A course that augments the content and/or rigor of a general course, but does not carry an honors designation.
- H – Honors. An advanced-level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.
- C – College. A course that is designed to be credit-bearing at a postsecondary institution.
- X – No specified level of rigor. The notion of rigor may not be appropriate for some courses; survey or interest courses that expose students to a variety of subjects and study hall are examples.
- Characters 7-10 = Available Carnegie Unit Credit – Measured in Carnegie Units, the amount of credit available to a student who successfully meets the objectives of the course. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie Unit. A Carnegie Unit is thus a measure of "seat time" rather than a measure of attainment of the course objectives. Available Carnegie Unit Credit is coded as a one-digit number carried out to two decimal places, with an explicit decimal. That is, one Carnegie Unit would be coded as 1.00. A half-unit of Carnegie credit would be reported as 0.50. Note that the Available Carnegie Unit Credit for a given course can vary from school district to school district. While some schools and districts use a performance- or competency-based metric of student progress.
- Characters 11 and 12 = if it is a full year CTE State Course ID should read "11". If the course is split into semesters the CTE Course ID should read "11" for the first semester and "12" for the second semester. If the course is a trimester course it should read "11", "12" and "13".

Guidance for Post-Secondary Course ID: [Aligned Courses](#).

**Size, Scope, and Quality Perkins V Plan**<sup>18</sup> – Local plans shall provide assurances that the eligible recipient will provide a CTE program that is of such size, scope and quality to bring about improvement in CTE programs [Section 134(c) (2)(B)(i)]. Perkins funds are intended to support or assist in developing programs of the following size, scope and quality:

**Size** – As defined by the Wyoming Perkins V Advisory Council, at the secondary level in order to receive Perkins V funding a program of study must have a minimum of three concentrators each year on a three-year rolling average.

At the post-secondary level, in order to receive Perkins V funding requires that a program has a minimum of three students, who earn a degree or certificate in a program of study each year on a three-year rolling average.

**Scope** – As defined by the Wyoming Perkins V Advisory Council, means that a program in order to receive Perkins V funding must provide opportunity for acceleration as evidenced by at least one (1) secondary/postsecondary credit transfer agreement (through dual or concurrent enrollment) or articulation agreement in place; rigorous academic and technical standards, employability skills aligned with challenging academic standards; an industry recognized credential (IRC); participation in work-based learning experiences; identified concentrator courses within a program of study; and must be identified as meeting two (2) of the three (3) parameters of in demand; high wage; high skill according to the comprehensive local needs assessment.

**Quality** – As defined by the Wyoming Perkins V Advisory Council means an educational program that is working to close student equity gaps in access and completion; to effectively use data to inform and improve student success; provide professional development to faculty and staff; and encourage student attainment of relevant, rigorous technical skills. In addition, a quality program must complete a comprehensive local needs assessment (CLNA) every two (2) years, have an advisory council for each program of study that meets at least twice a year, annually submit program data showing progress toward local performance indicator targets, employ faculty that meet the minimum licensure requirements as established by the Wyoming Professional Teaching Standards Board (PTSB), or Higher Learning Commission (HLC) or accrediting agency, and hold an appropriate, valid license; and must connect to a Career Technical Student Organization (CTSO) that is co-curricular and led by a CTE teacher that meets the minimum licensure requirements as established by the PTSB.

**Special Populations**<sup>19</sup> – The term “special populations” means—

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low income youth and adults;
- (C) individuals preparing for nontraditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);

<sup>18</sup> Wyoming Perkins V State Plan p. 8

<sup>19</sup> Perkins V Sec. 3(48)

- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who—
  - (i) 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).

**State Funding Model**<sup>20</sup> – The school foundation funding model provides for funding of Vocational Education (the model specifies vocational education, but terms have slowly been changing to CTE) in two ways:

- A. Additional funding for instructors based on students in grades 9-12 taking CTE courses approved by WDE. Student Vocational Education FTE amount is multiplied by additional 29% weight; the amount is then divided by a secondary class size of 21 to derive additional teacher FTE.
- B. Resources for Career and Technical Education equipment and supplies are based on an additional amount per teacher FTE.

**Supplant**<sup>21</sup> – Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant or “replace”, non-Federal funds expended funds to carry out career and technical education activities. Federal law prohibits grant recipients of federal funds from replacing state, local, or district funds with federal funds.

**Support Service**<sup>22</sup> – Services related to curriculum, equipment, or classroom modification, supportive personnel (including paraprofessionals and specialized instructional support personnel), and instructional aids and devices.

**Uniform Guidance** – The Uniform Guidance ([2 CFR Part 200](#)) streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes. It was published in the Federal Register ([79 Fed. Reg. 75871](#)) on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014. This collection of resources includes all the key documents an administrator needs to run a compliant federal education program.

**Work-Based Learning**<sup>23</sup> – Work-based learning is sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

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<sup>20</sup> Wyoming Statue 21-13-309(D)

<sup>21</sup> Perkins V Sec. 211(5a)

<sup>22</sup> Perkins V Sec. 3(50)

<sup>23</sup> Perkins V Sec. 3(55)

# Perkins Grant Funding

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## Distribution of Funds

### Formula for Distribution to Eligible Subrecipients

The WDE distributes Perkins V funds according to the guidance provided in Section 112 (a) (1) of the law. According to the federal act and the approved Wyoming State Plan for Career Technical Education the following formula is used for Perkins allocations to eligible subrecipients:

- **15%** of the total state allocation is set aside for State Leadership and Administration.
- **85%** of the total state allocation is factored into the formula for local distribution (flow-through funds).
- **60%** of the local flow-through funds is allocated to secondary programs, **40%** is allocated to post-secondary programs.
- Reserve Option – Wyoming is exercising this reserve option. Up to **15 %** of the total state allocation shall be distributed to the subrecipients through a competitive process.

### Secondary Education Programs

- **30%** of the total allocation to local education agencies (LEAs) is based on the number of 5- to 17-year-olds who reside in the school district.
- **70%** of the total allocation to local education agencies (LEAs) is based on the number of 5- to 17-year-olds in families who reside in the school district and are below the poverty line, based on data collected under Section 1124 (c)(1)(A) of the ESEA of 1965.

### Post-Secondary Education Programs

- **100%** of the allocation to post-secondary institutions is based on the number of Federal Pell Grant recipients and recipients of assistance from the Bureau of Indians Affairs enrolled in programs meeting the requirements of Section 135 offered by such institution or consortium [Section 132(a)(2)].

### Workplace Discovery Grants

If any subrecipients Perkins Grant funds are not expended or obligated at the local level within the program year (July 1 to June 30 of the following year) for which they are provided, these funds must be returned to the State. Returned funds will be redistributed to eligible subrecipients utilizing a competitive Workplace Discovery Grant application process. See Attachment B. For more information, contact [llaine.brown1@wyo.gov](mailto:llaine.brown1@wyo.gov).

### Perkins V Basic Grant Application Process

The Perkins grant application is completed biennial by eligible subrecipients. It is submitted through the MTW Grants Management System (GMS). All applications submitted are reviewed by WDE Career Technical Education Perkins program managers to determine eligibility. All federal and state program assurances must be checked and dated in order for the application to be approved. For Wyoming GMS, click [HERE](#), or go to: <https://gms.edu.wyoming.gov/wdeGMSWeb/Logon.aspx>

A Perkins Participation notice (letter of intent) for Perkins V funds for the upcoming program year will be sent out mid-March (in even years) to eligible LEAs. Similarly, a Pell/BIA Count notification will be sent in mid-March to Institutions of Higher Education (IHE). Following receipt of the IHE Pell counts, the WDE will send Perkins Participation notices to the IHE, which will typically happen in late March. The acknowledgment to participate in Perkins funding and activities signifies accepting the deadline to apply for the funds. The Perkins approved grant application is due to the WDE by May 31 of each year. See Calendar Attachment C. For example, the grant application for the grant year beginning July 1st must be submitted to the WDE via GMS by May 31st.

Any eligible recipient **failing** to meet the May 31 deadline for submission of grant applications **may not** qualify for funding. Grant funds are not available until after July 1st or when the application is fully approved, whichever comes later. Funds are retroactive to the date the application is fully approved.

### **Obligation of Funds**

Funds cannot be obligated until the Perkins grant application is reviewed and fully approved by the WDE CTE Team. Once fully approved, changes in project budget, goal(s), objective(s) or activities will require a formal amendment submitted electronically on the respective program year application in GMS. **Budget changes of less than 10% of the grant total do not require a formal amendment.**

### **Funding Timeline**

Funds must be obligated within a program year. A program year is defined as a period of time beginning July 1 and ending on June 30 within a single 12-month period. Liquidation of the funds may occur after the end of the program year, making the funds available to eligible recipients for a total period of 15 months. It is strongly recommended, though, that funds be expended by June 30. See Attachment B.

For example, payments made for salaries and benefits should end on June 30, and start out of the new program year budget on July 1 of each program year. The cutoff date for final cash requests submitted through GMS can always be anticipated to occur mid-September to allow time for processing. **All cash requests for funds that were obligated but paid after June 30th of each year for the previous year, must include the statement, "Funds were obligated prior to June 30th" in the LEA comment section.**

### **Cash Request Documentation**

Acceptable documentation for reimbursement includes:

- Dated receipts
- Canceled checks
- Check ledgers (must be accompanied by itemized receipts)
- Proof of credit card payment

The following are **not** acceptable documentation for reimbursement:

- Purchase orders
- Quotes from vendors
- Check ledgers without itemized receipts

This policy is based on the following guidance:

- 200.332 (Requirements for pass-through entities)  
Please see subsections 200.332 (a)(2), (a)(3), and (a)(5) as well as 200.332 (b), (d)(1), and (e).
- 200.302 (Financial Management)  
The entire section.

## **Perkins Accountability Requirements**

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### **Local Performance Indicator Targets (LPI)**

Perkins V established a state and local performance accountability system designed to assess the effectiveness of the state and local funding recipients in achieving progress in CTE. See Attachment A for definitions of LPIs.

## **State Performance Indicator Targets (Goals)**

In general, each eligible subrecipient's LPI targets contribute to the State targets for each of the performance indicators.

## **Performance Improvement Plans**

If a local subrecipient fails to meet at least 90 percent of an agreed upon LPI target for any of the performance indicators, the local subrecipient shall develop and implement a performance improvement plan in consultation with various groups (with special consideration to performance gaps between subgroups) during the first program year succeeding the program year for which the local subrecipient failed to meet the performance level.

The WDE CTE Perkins Team will work with the local subrecipient to implement the improvement plan.

After providing notice and opportunity for a hearing, the state may withhold all or a portion of the local subrecipient's funding if:

- A. The subrecipient fails to implement an improvement plan;
- B. The subrecipient fails to make any improvement in meeting performance targets within the first program year of implementation of the improvement plan;
- C. The subrecipient fails to meet at least 90 percent of an agreed upon adjusted level of performance target for three consecutive years.

Sanctions may be waived due to exceptional or uncontrollable circumstances, or based on the small size of school or college.

## **Perkins Annual Reports**

The Perkins Annual Report is a summary of activities, supported by Perkins funding, completed between July 1 and June 30 of the fiscal year. The report will be submitted in GMS as an amendment to the original application on the End-of-Year Report tab. The report must be submitted to the WDE by January 31st for the program year that ended June 30th of the prior year.

For example, the Annual Report for a program year would be submitted in January of the following year. Areas required to be addressed in the report are:

- A. Executive Summary - summarize CTE activities completed and an overview of the total program impact;
- B. Disaggregated Data Gap Analysis – identify any disparities or gaps in performance among all students and disaggregated categories of students. Describe proposed strategies for addressing each of the identified disparities or gaps;

These reports are reviewed by the WDE CTE Perkins Team for approval. The approval process occurs in GMS as an approval or rejection of the amendment submitted. Reports may be rejected and sent back via GMS for corrections if there is insufficient or incorrect information provided. Colleges and districts will have an opportunity to correct the report and resubmit it for final approval.

Information from these reports will be summarized and shared with WDE leadership as a snapshot of subrecipient activities and initiatives.

**See Attachment C, Perkins Secondary and Post-Secondary Perpetual Calendar (page 31).**

## Perkins Monitoring

### Local Level Monitoring

All programs funded under the Carl D. Perkins Act of 2006 Career and Technical Education Act of 2006 as amended in 2018, “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) shall be monitored for the purposes of compliance, program improvement and financial review. Monitoring for secondary subrecipients of Perkins occurs in conjunction with Consolidated Grant monitoring, and is coordinated through the WDE Federal Programs team. Monitoring for post-secondary subrecipients of Perkins is coordinated by the Perkins CTE team independent of secondary monitoring.

Detailed monitoring protocols and timelines will be available through the WDE CTE Team.

## Business and Industry Partnerships Advisory Council Board

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### Requirements

Each Career and Technical Education (CTE) Program is required to have a local CTE Advisory Council/Board to provide counsel, direction and guidance to the recipient in developing their CTE programs. This council/board is responsible for the overall program direction as submitted in the local application.

**It is required that the advisory council/board meet a minimum of twice per program year** – once in the fall, and once in the spring is recommended. These meetings may occur virtually or in-person. Subrecipients must keep adequate documentation of meetings, including minutes, sign-in sheets, agendas, and other relevant documentation. If the meeting is held virtually, a screen-shot will serve as the sign-in sheet. An excellent toolkit for advisory council/board meetings can be found at the WDE website under CTE Resources.

**Secondary** – Each program of study must have an advisory council or have a representative on a district-wide advisory council. The CTE Advisory Council shall include at the minimum, the following representation::

- One (1) CTE parent(s)
- Two (2) CTE high school students
- Two (2) CTE instructors
- Two (2) business/industry employers (including small businesses)
- At least one (1) member from each of the following groups:
  - o Native Tribe/Organization Representative
  - o Postsecondary Faculty/Administrators
  - o Special Education District Representative
  - o Workforce Development Council Representative
  - o McKinney-Vento District Representative
  - o Special Populations:
    - ▶ Individuals with a disability
    - ▶ Economically disadvantaged family and low-income youth and adults
    - ▶ Individuals preparing for nontraditional fields



- ▶ Single parents (including single pregnant women)
- ▶ Out-of-work individuals
- ▶ English learners
- ▶ Individuals experiencing homelessness
- ▶ Foster care youth (in or aged-out)
- ▶ Youth with an active military parent

**Post-secondary** – Each eligible subrecipient shall consult with stakeholders on an ongoing basis. Each department must have an advisory board or have a representative on a college-wide advisory board. The CTE Advisory Board shall include at the minimum, the following representation:

- Representatives of career and technical education programs from the local school district, including teachers, career and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of career and technical education programs at the community college and university, including faculty and administrators;
- Representatives of the Wyoming Workforce Development Council or local workforce development boards and a range of local or regional business or industries;
- Parents and students;
- Representatives of special populations;
- Representatives of regional or local agencies serving out-of-school youth, children and youth who are homeless, and at-risk, and at-risk (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); and
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable;

The advisory boards may be content specific (individual committees for each career cluster or program area), or may consist of representatives from multiple content areas.

## Comprehensive Local Needs Assessment (CLNA)

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The CLNA is designed as the foundation of Perkins V implementation at the local level. The Wyoming guidebook provides a framework with a structured approach to the regional and local needs assessment efforts by translating the legal language into actionable steps that not only completes the requirements but also engages stakeholders in thoughtful program improvement. The Comprehensive Local Needs Assessment template can be found [here](#).

## Uses of Perkins Funds

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### Administrative Costs

Each eligible recipient receiving funds under Perkins V shall not use more than five (5) percent of such funds for costs associated with the administration of activities under this section. This may include salaries, benefits, and travel for staff members responsible for administration of the Perkins grant at the local level.<sup>24</sup>

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<sup>24</sup> Perkins V Sec. 135 (6)(d)

## Indirect Cost Rate<sup>25</sup>

The Perkins V Act establishes a limitation on administrative costs, which are inclusive of allowable indirect costs. Therefore, indirect costs plus direct program administrative costs cannot exceed the five (5) percent administrative cap for Perkins, and the five (5) percent limitation applies to both (combined) direct administration and indirect costs.

This is the case even if a college or district has negotiated a restricted indirect rate with the State. The following is an example of how the indirect is calculated:

Total Perkins Allocation:	\$ 50,000.00
Administrative Cost Limitation at 5%:	\$ 2,500.00
Direct Program Administrative Cost Incurred:	\$ 1,700.00
Allowable Indirect Cost Reimbursement:	\$ 800.00
TOTAL Administrative Cost Reimbursement:	\$ 2,500.00

For additional indirect costs information and the application please go to the following website: [School Foundation](https://edu.wyoming.gov/beyond-the-classroom/school-foundation/), which can also be accessed: <https://edu.wyoming.gov/beyond-the-classroom/school-foundation/>.

## Requirements for Uses of Funds\* (Perkins V Sec. 135 (b)(1-6))

(A) Funds made available to eligible recipients under this part shall be used to support career and technical education 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—
2. provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors or paraprofessionals—
3. provide within career and technical education the skills necessary to pursue career 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;
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;
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).

\* For detailed information of Requirements for Uses of Funds please refer to Section 135 of Perkins V Law.

## Permissible Uses of Funds (Perkins V Sec. 124 (2)(b)(1- 25))

(A) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(C)(ii)(II).

<sup>25</sup> 2 CFR Part 200.56

(B) The State leadership activities described in subsection (a) may include –

1. developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;
2. approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);
3. establishing statewide articulation agreements alignments aligned to approved programs of study;
4. establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to;
5. for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965), including programming that
6. supporting eligible recipients in eliminating inequities in student access to—
7. awarding incentive grants to eligible recipients—
8. providing support for –
  - A. the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or
  - B. consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—
    - (i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and
    - (ii) do not protect the health, safety, or welfare of consumers;
9. the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;
10. support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;
11. the creation, evaluation, and support of competency-based curricula;

### **Supplement Not Supplant**<sup>26</sup>

Perkins funds shall supplement, and not supplant, non-federal funds expended for CTE programs. This includes funds disbursed at the state level and at the local level. Expenditure reports and ledgers will be reviewed during state monitoring of local programs in order to ensure that Perkins funds are supplementing, not supplanting, non-federal funds.

Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities.

<sup>26</sup> Perkins V Sec. 211 (a)

It will be presumed that supplanting has occurred where:

- a. A recipient uses Perkins funds to provide services that the recipient is required to make available under another federal, state or local law; or
  
- b. A recipient uses Perkins funds to provide services that the recipient provided with non-Perkins funds in the prior year; or
  
- c. A recipient provides services for non CTE students with non-federal funds, and provides the same services to CTE students using Perkins funds.

## Federal Cost Principles

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### Uniform Guidance (UG)

The non-federal entity must establish and maintain effective internal control over the federal award that provides reasonable assurance that the non-federal entity is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The factors affecting the allocation of costs are outlined in Uniform Guidance. The general principles in Uniform Guidance state that for costs to be allowable they must be:

- Reasonable and necessary meaning that, for example, sound business practices were followed, and purchases were comparable to market prices;
  - o A cost is reasonable if, in its nature and the amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.
- Allocable to the federal award meaning that the federal grant program, in this case Perkins, derives a benefit in proportion to the funds charged to the program – for example if 50 percent of an instructor’s salary is paid with Perkins funds, then the instructor must spend at least 50 percent of his or her time on Perkins program activities;
- Legal under state and local law;
- Are properly documented and accounted for on a consistent basis with generally accepted accounting principles;
- Consistent with the provisions of the grant program; and
- Not used for cost-sharing or matching any other grants agreement.

For more information on Uniform Guidance click [HERE](#).

## Wyoming's Examples of Allowable and Non-Allowable Expenses

Use	Allowable and Non-Allowable Expenses
<b>Academic Integration</b>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Expenses directly related to academic core integration of the Perkins Core Indicators in CTE courses (i.e., Math, English and Science in CTE).</li> </ul> <p>Perkins V Sec. 135 (b)(4)</p>
<b>Career Development</b>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Funds used to provide career development and academic counseling for students who are currently enrolled or will be enrolled in CTE Programs.</li> </ul> <p>Perkins V Sec. 135 (b)(1)</p>
<b>Career Exploration</b>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Funds may be used to provide career exploration activities beginning in grades 5-8.</li> <li>▪ Any funds that will be used in grades 5-8 must be included in the application or an amendment.</li> </ul> <p>Perkins V Sec. 135 (b)(1)</p>
<b>Career and Technical Student Organizations (CTSOs)</b>	<p><b>Allowable Expenses</b></p> <ul style="list-style-type: none"> <li>▪ Chapter advisor travel to conferences, competitions, leadership activities for chapter advisors, who are CTE or PIC certified;</li> <li>▪ Support of student CTSO organization instruction that is an integral (co-curricular) part of the CTE Program of Study;</li> <li>▪ Instructional supplies, materials, and equipment needed to support a student organization as an integral (co-curricular) part of the CTE Program;</li> <li>▪ Cost of school/district memberships in CTSOs</li> </ul> <p>Perkins V Sec. 135 (b)(5)(O)</p> <hr/> <p><b>Non-Allowable Expenses</b></p> <ul style="list-style-type: none"> <li>▪ Travel to conferences, competitions, leadership activities for chapter advisors, who are not CTE or PIC certified;</li> <li>▪ Lodging, food, and transportation of students to gatherings of CTSO students;</li> <li>▪ Purchase of supplies, uniforms, and other effects for personal use or ownership;</li> <li>▪ Cost of non-instructional activities such as athletic, social or recreational events;</li> <li>▪ Printing and dissemination of non-instructional materials;</li> <li>▪ Purchase of awards for recognition of students, advisors or other individuals;</li> <li>▪ Dues and registration fees for individual students and advisors</li> </ul> <p>Perkins V Sec. 135 (b)(5)(O)</p>

<p><b>CTE Instructor/ Support Staff Salaries</b></p>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Funds to pay CTE instructor, clinical supervision and classroom support staff salaries and benefits to start a new program of study;</li> <li>▪ Funds to pay administrative support staff to start a new program of study. Must be included in five (5)% administrative cap.</li> </ul> <p><i>This initiative is limited to a maximum of <b>three</b> (3) years. The prior approval of this expense is required by WDE CTE Staff. Personnel Activity Reports (PARs) or semi-annual certification forms are required. See Salaries page 23 for additional guidance.</i></p>
	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Salary for CTE instructors/clinical supervision/school support staff, that is maintained beyond the three-year period.</li> <li>▪ Salary for middle grade CTE instructors/school support staff.</li> <li>▪ Salary for CTE instructors/clinical supervision/school support staff, in a non-Perkins funded program of study.</li> </ul>
<p><b>CTE Professional Organization Memberships</b></p>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Cost of institutional/district memberships in CTE professional organizations.</li> </ul>
	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Cost of individual memberships in any professional organizations.</li> </ul>
<p><b>Equipment</b></p>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Equipment that will be used by students enrolled in CTE Programs. <ul style="list-style-type: none"> <li>o It is recommended that equipment be purchased early enough in the school year to enable an increase in student performance <b>during</b> the program year purchased.</li> </ul> </li> <li>▪ Equipment that will be utilized in instructing students in CTE Programs. <ul style="list-style-type: none"> <li>o LEAs/IHEs may lease, purchase, and upgrade equipment (including instructional aides).</li> <li>o LEAs/IHEs may pay the cost to maintain equipment purchased with Perkins V funds as long as the expenditures adhere to the budget guidance.</li> <li>o The subrecipient must inventory any equipment item over \$5000 purchased with Perkins V funds.</li> </ul> </li> <li>▪ Inventory documentations should be kept on file for five (5) years and made available upon request. Inventory documentation must follow the federal guidelines set forth in UG (2 e-CFR 200.313(d) (1-5)).</li> <li>▪ Equipment must be removed from the inventory records if the program ceases to exist; proper disposal guidelines must be followed (2 e-CFR 200.313(e) (1-4)).</li> </ul>

<p><b>Equipment</b></p>	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Motorized and Non-Motorized Vehicles (e.g. trucks, trailers, tractors, etc.) <ul style="list-style-type: none"> <li>o This is generally unallowable unless the subrecipient has obtained prior approval and can provide documentation that shows the vehicle will be used solely for educational purposes supporting CTE programs that align with the Perkins Grant Application.</li> </ul> </li> <li>▪ Replacement of equipment that was originally purchased with non-federal funds <ul style="list-style-type: none"> <li>o This would be considered supplanting if the subrecipient cannot provide adequate documentation showing an upgrade in technology or general function of the replacement.</li> </ul> </li> <li>▪ Infrastructure support <ul style="list-style-type: none"> <li>o installation of equipment</li> <li>o capital improvement</li> <li>o structural work</li> <li>o permanent buildings</li> </ul> </li> </ul>
<p><b>Food</b></p>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Meals and incidental expenses (M&amp;IE) associated with middle grades and high school CTE instructors/classroom support, and career counselor travel to professional conferences, technical assistance and training that support programs of study.</li> <li>▪ Meals and incidental expenses (M&amp;IE) associated with high school administrators and support staff. Must be included in five (5) percent administrative cap.</li> </ul> <p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Meals provided for an in-house training or event. For example, providing a lunch/dinner for advisory committee meetings would be unallowable.</li> </ul>
<p><b>Industry Recognized Credentials/Certification</b></p>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ The cost of instructors materials and study guides to support preparation for end-of-program credential/certifications.</li> </ul> <p><b>Reimbursable Expense – see Attachment C</b></p> <ul style="list-style-type: none"> <li>▪ One industry recognized credential successfully completed per CTE concentrator</li> </ul> <p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Multiple industry recognized credential per CTE concentrator</li> <li>▪ Failed industry recognized credential</li> <li>▪ Industry recognized credential for non-CTE concentrators</li> </ul> <p><i>* Evidence must be submitted to WDE with an invoice for reimbursement of industry recognized credential/certification. See attached sample invoice (Attachment D)</i></p>

<p><b>Middle Grades Perkins Funding (grades 5-8)</b></p>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Supplies and materials for career exploration.</li> <li>▪ Supplies, materials and equipment if the middle grades CTE courses are directly aligned to a Perkins CTE program of study at the high school.</li> </ul> <p>**Perkins V funds may only be used at the middle grades if it is written in the Perkins grant application.</p>
	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Supplies, materials and equipment for courses that do not align with a Perkins funded CTE program of study at the high school.</li> <li>▪ Professional development for full-time CTE middle grade teachers in a non-aligned and/or non-funded Perkins program of study at the high school..</li> </ul>
<p><b>Professional Development Activities</b> Conference attendees are expected to disseminate information with other staff to make improvements to curriculum in an effort to improve overall program quality.</p>	<p><b>Allowable Expenses</b></p> <ul style="list-style-type: none"> <li>▪ The cost of professional development activities that: <ul style="list-style-type: none"> <li>o Are of high quality, sustained, intensive, and classroom focused</li> <li>o Develop a higher level of academic and industry knowledge and skills.</li> <li>o Included in the Perkin application</li> </ul> </li> <li>▪ For full-time CTE instructors/classroom support staff and career counselors;</li> <li>▪ Full-time CTE instructors/classroom support staff and career counselors travel, registration, lodging, M&amp;IE to professional development</li> <li>▪ Travel, lodging, registration, meals and incidental expenses (M&amp;IE) associated with Grant Managers, Business Managers, Perkins Coordinators, high school administrators and support staff must be included in five (5) percent administrative cap.</li> </ul>
	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Professional development activities that: <ul style="list-style-type: none"> <li>o are stand-alone, 1-day, or short-term workshops that are not sustained</li> <li>o on-site visits to other schools for program review</li> </ul> </li> <li>▪ Travel expenses for non-CTE instructors</li> <li>▪ Late registration fees for professional development</li> <li>▪ The difference between the member and non-member registration rate for CTE professional organization</li> </ul>



<b>Substitute Teachers</b>	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Substitutes for academic instructors</li> <li>▪ Substitutes for CTE instructors, due to supplanting guidelines</li> <li>▪ Substitutes for a non-funded Perkins program of study</li> <li>▪ Substitutes for CTE instructors to attend professional development, due to supplanting guidelines</li> <li>▪ Substitute teacher for a non-approved program of study</li> </ul>
<b>Support for Special Populations</b>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Leasing, purchasing, upgrading or adapting equipment or instructional aides or devices to support the attainment of skills in the classroom for Perkins funded CTE programs of study.</li> <li>▪ Testing accommodation materials for Perkins funded CTE programs of study</li> </ul>
	<p><b>Non-Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Leasing, purchasing, upgrading or adapting equipment or instructional aides or devices to support the attainment of skills in the classroom for Perkins funded CTE programs of study</li> <li>▪ Testing accommodation materials for Perkins non-approved CTE programs of study</li> </ul>
<b>Work-based Learning</b>	<p><b>Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Personal protective equipment that is owned and maintained as part of the a Perkins funded program of study</li> </ul>
	<p><b>Non- Allowable Expense</b></p> <ul style="list-style-type: none"> <li>▪ Workman’s compensation for individual students</li> <li>▪ Personal protective equipment that is retained by the student</li> <li>▪ Student compensation</li> </ul>

**Specific Items of Cost**

The allowable/non-allowable list is not exhaustive, but rather a general set of guidelines. Any use of funds for the following items **must** be included in the biennial application. If an item was not included in the initial application an amendment shall be completed prior to June 30 of the application year. Expenses prior to an amendment approval **may not be allowable or reimbursable**. If a subrecipient has a question regarding a specific purchase, it is recommended that they contact the WDE Perkins Team.

**Accommodations for Individuals with Disabilities**

Individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. Accommodations or special strategies to help overcome barriers so that members of special populations can benefit from CTE is an allowable expense. Examples would be large print text and materials converted to braille.

## Career and Technical Student Organizations

Career and Technical Student Organizations (CTSOs) are an integral part of high quality CTE. Co-curricular CTSOs are a great benefit to local CTE programs and students. Instructional CTSO programs consist of three overlapping parts: classroom instruction, hands-on lab activities, and CTSO activities.

When integrated into local CTE curriculum, the CTSO is a powerful instructional tool which offers organized curriculum-oriented activities that help students maximize employability, gain leadership opportunities, and develop personal skills which enable them to develop into productive members of society.

Perkins V has strengthened support of CTSO's by requiring them to be co-curricular. Every student in a Perkins funded program of study must have the opportunity to participate in a state recognized CTSO.

## Professional Development Grant

The Carl D. Perkins Act of 2006 promulgated federal funding in a formula grant award to support Career & Technical Education (CTE) at the secondary and post-secondary levels. The Wyoming Department of Education (WDE) sets aside a portion of this funding to "...conduct state leadership activities." (Perkins Act of 2006, Sec. 124(a)). This application is eligible for CTE teachers/faculty in programs of study included in the current Perkins application, school districts/community colleges, and the Wyoming Association for Career and Technical Education (WACTE) Divisions interested in attending or providing professional development programs at the secondary and postsecondary levels.

These professional development programs must be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

The grant may be used to send one or more CTE professionals to a state or national conference, or training, either virtually or in-person, related to innovation in CTE, developing career pathways, integration of academics and CTE, federal accountability and reporting requirements for Perkins, or that may result in an industry-recognized credential for the educator. It may also be used to bring a speaker or trainer to your school/college to facilitate a CTE content-specific training. All costs must be directly tied to the CTE program as approved in the current local Perkins application plan.

**The grant may not be used to purchase food and/or beverages** or any other unallowable uses of funds under the "Strengthening Career and Technical Education for the 21st Century Act" (Perkins V). Applications will be reviewed and scored by a grant review committee at the WDE, and amounts awarded will be equal to or less than \$2,500.00.

Individuals may apply for the professional development opportunity. However there are tax consequences for the individual, therefore the recipient will be reimbursed via an agreement with their district/institution unless otherwise requested. **Each applicant must apply individually and multiple applicants on a single application will not be considered.** Each applicant may apply for **only one** professional development opportunity per grant cycle (the only exception being if you are applying individually and on behalf of a division of WACTE).

This application will be open for submission May 1 to July 31 of each year. **Please Note:** All professional development opportunities must have a start date later than the effective date of the fully executed contract.

For questions regarding the agreement process, please contact Ilaine Brown at [ilaine.brown1@wyo.gov](mailto:ilaine.brown1@wyo.gov). Funds need to be expended and the travel completed by June 30 of the following year. This is a competitive grant and will be awarded based on a rubric that will be scored after the grant closing date. Applicants will be notified of the award no later than August 15 in the year of the application. The Grant Agreement is not effective until the final signature is affixed on the Attorney General Approved Grant Agreement. Grant

recipients will be responsible for dissemination as agreed upon in the grant application. Previous grant recipients, who did not disseminate the information, will not be eligible to apply for one full grant cycle.

The criteria to apply for the grant:

- Must be a high school/college CTE classroom instructor/faculty in a program of study, included in the current Perkins application; school district/college, or WACTE division
- Reason for seeking professional development
- Plan for Dissemination of information
- Preference will be given to activities that support Perkins V goals

### **Salaries**

Perkins funding may be used to pay for salaries as detailed in the “Allowable Costs” section above. Salaries for classroom support staff/clinical supervisors/instructors/faculty may be paid in full or in part with Perkins for the support of new CTE programs for up to three years. The first year, Perkins funding may be used to pay up to 100% classroom support staff/clinical supervisors/instructors/faculty; Year 2: 50% and Year 3: 25% from Perkins funds to pay salaries and benefits. Year 4 and beyond Perkins may no longer be used to fund salaries and benefits. After three years, the salaries for those individuals must be supported with local funds. All LEAs/IHEs funding salaries/ benefits with federal funds (including Perkins) must follow the WDE Time Distribution policies for LEAs and IHEs.

### **Stipends**

Stipends for professional development are limited to \$2,500.00 per full-time CTE middle grade and high school teacher in an aligned Perkins program of study in the current district application. Prior approval is required. Use of this stipend precludes receiving a professional development grant in the same grant year.

## **PROCUREMENT**

### **Methods of Procurement (Purchase)**

The following information is in reference to State and Federal requirements following 2 CFR Part 200.318 General Procurement Standards and applicable Perkins regulation and policies. Subrecipients must establish formal purchase thresholds that align with Federal, State, or local district/college policies (whichever is lower).

### **Micro-Purchase**

Acquisition of supplies and services under \$3,000.00 are considered micro-purchases. Micro-purchases may be made without soliciting competitive quotes if the price is considered reasonable. To the extent feasible, however, subrecipients must distribute micro-purchases equitably among qualified suppliers.

Micro-purchase thresholds are defined by 2 CFR 200.67 and are periodically adjusted for inflation. Therefore this amount can be adjusted as allowable.

### **Small Purchase Procedures**

Goods or services that cost less than the formal purchase threshold (\$5000) established by subrecipients, and do NOT meet the federal definition for a micro-purchase (\$3000), are considered small purchases. Subrecipients are not required to follow a formal procurement process for small purchases, however purchases must be done competitively. For example, a subrecipient may choose to contact potential vendors by phone to get price quotes. As long as the process is thoroughly documented, phone contacts are allowable.

## Formal Purchases

Formal purchase contracts may not be awarded to potential vendors that wrote bid specifications, solicitation documents, or the contract. Potential bidders may provide information for the specifications but cannot prepare documents.

Identical solicitation specifications or requests for proposals must be provided to all potential vendors. This must include all important information such as delivery schedules, quantities, product specifications, and purchase conditions.

Subrecipients will verify that all contracts and procurements are net of all applicable discounts, rebates, and credits. All contractors will maintain records and source documents in support of all costs, discounts, rebates, and credits.

Contracts made under a federal award (such as Perkins V) will also contain all applicable federal provisions as referenced under Appendix II of *Part 200-Contract Provisions for Non-Federal Entity Contracts under Federal Awards*.

**Debarment and Suspension:** The debarment and suspension procedures are intended to prevent fraud, waste, and abuse in Federal procurement and non-procurement actions. All contracts to be paid with federal assistance must have verification regarding debarment and suspension.

**Standards of Conduct:** The subrecipient must maintain written Standards of Conduct governing the performance of their employees engaged in award and administration of contracts supported by federal funds. Therefore, within this policy the standards of conduct must include that there will not be employees engaged in any procurement when there is a conflict of interest, real or perceived, and employees cannot solicit or accept any gratuities, favors or anything of monetary value from prospective vendors. These standards must also include disciplinary actions that will occur if employees are found to be in violation of this policy [2 CFR, Part 200.318(c)(1)].

## PROPERTY MANAGEMENT

### Types of Property

There are seven classifications of property:

**Capital Assets:** Tangible or intangible assets used in operations having a useful life of more than a year, includes: land, buildings, equipment, intellectual property, software, or construction [2 CFR Part 200.12].

**Computing Devices:** Machines used to acquire, store, analyze, or process public data and other information electronically. Includes accessories for printing, transmitting, receiving, or storing electronic information [2 CFR Part 200.20]. These items shall be inventoried upon receipt.

**Equipment:** Tangible, personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes [2 CFR Part 200.33]. In Wyoming, the Perkins threshold for equipment is \$5,000.00. These items shall be inventoried upon receipt.

**Special Purpose Equipment:** Equipment which is used only for research, medical, scientific or other technical activities. Includes X-ray machines, surgical instruments, and microscopes. In Wyoming, the Perkins threshold for equipment is \$5,000.00. These items shall be inventoried upon receipt.

**Intangible Property:** Property having no physical existence, such as trademarks, copyrights, patents and patent applications and property such as loans, notes and other debt instruments, lease agreements, stock and other instruments of property ownership [2 CFR Part 200.59].

**Property:** Real property or personal property [2 CFR Part 200.81].

**Real Property:** Land and land improvements, structures and appurtenances thereto, but excludes moveable machinery and equipment [2 CFR Part 200.85].

## Supplies

All tangible personal property other than those described in 2 CFR Part 200.33 - Equipment. A computing device is a supply if the acquisition costs is less than the lesser of the capitalization level established by the non-federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life [2 CFR Part 200.94]. See also 2 CFR Part 200.20 Computing Devices and 2 CFR Part 200.33 Equipment. These items shall be inventoried upon receipt.

## Equipment Standards

WDE will consider equipment listed in the "Equipment Location" tab on the Perkins grant application in GMS sufficient for most equipment purchases over the \$5,000.00 threshold.

## Sole Source Procurement

Procurement by noncompetitive proposals [2 CFR 200.320(f)] is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source;
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or
4. After solicitation of a number of sources, competition is determined inadequate.

The subrecipient wishing to use sole source must submit a specific written request to and receive formal approval from WDE, unless one of the other circumstances described by Uniformed Guidance is met [2 CFR 200.320 (f)].

Keep in mind that Uniformed Guidance prohibits specific brand name requests, so if a subrecipient plans on submitting equipment requests via GMS or sole-source procurement requests, they must not reference specific brand names [2 CFR 200.319(a)(6)]. Instead of specifying a brand name, an "equal to" brand name product should be sought, and a description of the performance or other relevant requirements sought should be provided.

## Use of Equipment

A state must use, manage and dispose of the property in accordance with state laws and procedures. Other non-federal entities must follow these guidelines [2 CFR 200.313(c)]:

- 1) Equipment must be used by the non-federal entity in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the non-federal entity must not encumber the property without prior approval of the federal awarding agency. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority:
  - i. Activities under a federal award from the federal awarding agency which funded the original program or project, then
  - ii. Activities under federal awards from other federal awarding agencies. This includes consolidated equipment for information technology systems.
- 2) During the time that equipment is used on the project or program for which it was acquired, the non-federal entity must also make equipment available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects for which it was originally acquired. First preference for other use must be given to other programs or projects supported by federal awarding agency that financed the

equipment and second preference must be given to program or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible. User fees should be considered if appropriate.

- 3) The non-federal entity must not use equipment acquired with the federal award to provide services for a fee that is less than private companies charge for equivalent services unless specifically authorized by federal statute for as long as the federal government retains an interest in the equipment.

When **REPLACING** like equipment that was originally purchased with Perkins funds, the subrecipient must cover 51% with local (non-federal) funds and may cover up to 49% with Perkins funds. Replacement of equipment when upgrading with current technology may be covered 100% with Perkins funds.

When acquiring replacement equipment, the non-federal entity may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property [2 CFR Part 200.313 (c)(4)].

### Condition of Equipment Definitions

*Disclaimer: These definitions are provided as general guidelines only.*

- **New:** Equipment has never been used, and is still in original packaging. Equipment is assumed to be in full working order and immaculate physical condition.
- **Demonstrator:** Unit has only been used a few times for little to no experimental purposes, commonly at a tradeshow or conference. May have minor physical damage, scuffs, and small dents. Unit is in full working order.
- **Excellent:** Equipment is in full-working order, immaculate physical condition, with no dents, scratches or rust. May have been opened and installed, but has either never been used, or has been used only once or twice. System has been fully tested for operability.
- **Refurbished:** Equipment is used but has been rebuilt to factory specifications, with any broken or worn parts having been replaced.
- **Good:** Equipment has been used regularly. System is in good physical condition, but may show minor physical wear such as scuffs or scratches. Unit is in full working order.
- **Fair/Working:** Unit may show signs of physical wear, such as scratches and dents. Appears to be working, powers up if applicable, but may be untested for specific and accurate operation.
- **Serviceable:** Unit is in mostly working order, could be restored to full working condition with the help of a service technician.

### Inventory Procedure

The subrecipient must maintain current inventory lists for all Perkins equipment with current market value exceeding \$5,000.00 per item. Also included in the inventory should be any items that could be considered "pilferable" (capable of being stolen), such as camera equipment, tablets, laptop computers, etc. The equipment inventory should be listed on the equipment inventory electronic spreadsheet provided by the WDE, which follows the guidelines set forth by Uniformed Guidance 2 CFR 200.313(d)(1). The following are also true for equipment:

- A. At least once each year, a physical inventory of equipment must be taken and the results reconciled with the equipment inventory to verify the current utilization of the equipment. Additional inventories may be performed by the Perkins Coordinator or designee at various times to verify school compliance with federal, state, and local requirements.
- B. Any differences between quantities determined by the physical inspection and those shown on the inventory must be investigated to determine causes of the differences and reconciled.

1. A control system must be in place to ensure adequate safeguards to prevent loss, damage, or theft of equipment. Any loss, damage, or theft of equipment must be investigated, fully documented, and reported to the subrecipient Perkins Coordinator.
  2. Adequate maintenance procedures must be implemented to ensure that all equipment is kept in proper and safe operating condition. Maintenance cost is an allowable expense. 2CFR 200.313 (4)
  3. Disposition of equipment must include date of disposal and sale price of the property.
- C. All equipment over \$5000.00 purchased with Perkins funds MUST be labeled with "Perkins" and the fiscal year or program year purchased. For example:

<p style="text-align: center;"><b>School District Name – Wyoming</b></p> <p style="text-align: center;"><b>Perkins V – Fiscal Year _____</b></p>
--

**Note:** Subrecipient compliance with these inventory requirements is assessed during the Perkins Monitoring Review process per 2 CFR Part 200.303.

### **Retention Requirements**

Financial records, supporting documents, statistical records, and all other non-federal entity records pertinent to a federal award are to be retained for a period of three years from the date of submission of the final expenditure report per 2 CFR Part 200.333.

### **Disposal**

Any Perkins equipment valued at five thousand dollars must follow guidelines (2 CFR 200.311) for disposal.

Those guidelines are as follows:

- Equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation.
- The removal of the equipment should be reflected on the inventory.

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 122 W. 25th St. Suite E200, Cheyenne, WY, 82002-2060 or 307-777-7675, or the Office of Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417.

This information will be provided in an alternative format upon request.

## Attachment A

# Secondary Perkins V Indicator Definitions

CTE CONCENTRATOR - The term "CTE concentrator" at the secondary school level, is a student served by an eligible recipient who has completed at least 2 courses in a single CTE program or program of study.

Code	Indicator	Numerator	Denominator
1S1	Four-year Graduation	The number of CTE concentrators who, in the reporting year, were counted as graduates in the State's computation of its four-year adjusted graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	Number of CTE concentrators who, in the reporting year, were included in the State's computation of its four-year adjusted graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2) of ESSA.
2S1	Academic Proficiency in Reading/Language Arts	Number of CTE concentrators who graduated secondary education during the reporting year who have achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.	Number of CTE concentrators who graduated secondary education during the reporting year who have been assessed on reading/language arts on the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S2	Academic Proficiency in Math	Number of CTE concentrators who graduated secondary education during the reporting year who have achieved math proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.	The number of CTE concentrators who graduated from secondary education during the reporting year who have been assessed on science on the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
2S3	Academic Proficiency in Science	Number of CTE concentrators who graduated secondary education during the reporting year who have achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.	Number of CTE concentrators who graduated secondary education during the reporting year who have been assessed on science on the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.



Code	Indicator	Numerator	Denominator
3S1	Post-Program Placement	The number of CTE concentrators who, in the second quarter after graduating from secondary education, are in postsecondary education, advanced training, military service, a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	The number of CTE concentrators who graduated from secondary education during the reporting year and completed a follow-up survey.
4S1	Nontraditional Program Concentration	Number of CTE concentrators, during the reporting year, from underrepresented gender groups, in career and technical education programs and programs of study, which lead to non-traditional fields.	Number of CTE concentrators in a CTE program or program of study, which leads to non-traditional fields, during the reporting year.
5S1	Recognized Postsecondary Credential	Number of CTE concentrators who graduated from high school having attained an industry recognized credential by graduation during the reporting year	Number of CTE concentrators who graduated from high school during the reporting year.

## Postsecondary Perkins V Indicator Definitions

1P1	Postsecondary Retention and Placement	The number of CTE concentrators who during the second quarter after program completion, remain in postsecondary education, are in advanced training, military service, a service program that receives assistance under title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	Number of CTE concentrators who completed their program in the prior reporting year and completed a follow-up survey.
2P1	Earned Postsecondary Credential	Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within one (1) year of program completion.	Number of CTE concentrators who completed a postsecondary program in the prior reporting year.
3P1	Nontraditional Program Concentration	Number of CTE concentrators, during the reporting year, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.	Number of CTE concentrators in a CTE program or programs of study, that leads to non-traditional fields, during the reporting year.

Attachment B

**WDE**  **CTE**  
**SCHOOL DISTRICT CALENDAR**

Wyoming Department of Education  
 122 W. 25th St., Ste. E200  
 Cheyenne, WY 82002  
 307-777-7675

PERKINS GRANT	DATA COLLECTION
<b>JULY</b>	
<b>07/01:</b> Perkins program year begins	<b>07/01:</b> WyCTE Collection review and revision for Program of Study for upcoming school year
<b>07/01:</b> Cutting Edge grant opens	
<b>07/01:</b> New & emerging programs of study that meet criteria become Perkins fully funded	
<b>07/31:</b> Professional Development grant closes at midnight	
<b>AUGUST</b>	
<b>08/31:</b> Cutting Edge grant closes at midnight	
<b>SEPTEMBER</b>	
<b>09/15:</b> All cash request must be submitted for previous year reimbursement	<b>09/30:</b> Deadline for districts to notify WDE of any discrepancies in indicator results except 351
<b>OCTOBER</b>	
10/01: Consolidated grant monitoring (including Perkins) begins	<b>10/01:</b> Begin collecting follow-up data on CTE concentrators who completed their program of study during the previous year
	<b>10/01:</b> WyCTE Collection review and revision for Programs of Study closes for current school year
<b>NOVEMBER</b>	
<b>11/01:</b> Workplace Discovery grant application opens (if funds are returned)	<b>11/30:</b> Follow-up survey of graduated senior concentrators closes
	<b>11/30:</b> Deadline to certify ASVAB scores
<b>DECEMBER</b>	
<b>12/01:</b> Workplace Discovery grant application closes (if applicable)	

\*\*note: any date that falls on a weekend or holiday, the item(s) will be due the following business day.

JANUARY	
<b>01/01:</b> District technical education assistance meetings (T.E.A.M.) (all month)	<b>01/01:</b> WDE680A submission of previous year follow-up data window opens
<b>01/15:</b> WDE completes Perkins desk reviews (Consolidated grant monitoring) and notifies school districts of results	<b>01/08:</b> Disaggregated data reports available via WDE data dashboards
<b>01/31:</b> End of year Perkins annual report for previous academic year due in GMS	<b>01/23:</b> Deadline for districts to notify WDE of any discrepancies in indicator results except 351
FEBRUARY	
<b>02/01:</b> District technical education assistance meetings (T.E.A.M.) (all month)	<b>02/01:</b> Import courses and edit schools in WyCTE Collection (dependent upon 638 submission)
	<b>02/01:</b> Review and discuss local performance indicator targets
MARCH	
	<b>03/01:</b> Deadline to certify schools in WyCTE Collection
	<b>03/15:</b> Window to import/edit student data opens (ASVAB, certifications, et al)(dependent upon 684 submission)
APRIL	
<b>04/01:</b> WDE sends letters of intent with estimated allocations	
<b>04/15:</b> Perkins grant letters of intent due (even years only)	
<b>04/15:</b> Perkins grant application window opens	
MAY	
<b>05/01:</b> CTE Demonstration grant application opens (state funded) (if available)	
<b>05/01:</b> Professional Development grant opens	
<b>05/31:</b> Perkins grant application closes in GMS	
JUNE	
<b>06/30:</b> CTE Demonstration grant application closes (state funded) (if available)	<b>06/15:</b> Deadline to certify students in WyCTE Collection
<b>06/30:</b> Current year Perkins funds MUST be obligated	<b>06/15:</b> New & emerging programs of study concentrator data review begins
	<b>06/30:</b> New & emerging programs of study concentrator data review ends

\*\*note: any date that falls on a weekend or holiday, the item(s) will be due the following business day.

**WDE**  **CTE**  
**COMMUNITY COLLEGE PERPETUAL CALENDAR**

Wyoming Department of Education  
 122 W. 25th St., Ste. E200  
 Cheyenne, WY 82002  
 307-777-7675

**State of Wyoming Perkins V**

PERKINS GRANT	DATA COLLECTION
<b>JULY</b>	
<b>07/01:</b> Perkins program year begins	<b>07/15:</b> WDE Data Collection System (DCS) data collection window opens to run the following reports: <ul style="list-style-type: none"> <li>▪ Previous academic year participant (WDE 680B)</li> <li>▪ Concentrator (WDE 680C)</li> <li>• <b>WCCC Central Station Instance</b></li> </ul>
<b>07/01:</b> Cutting Edge grant opens	
<b>07/01:</b> New & emerging programs of study that meet criteria become Perkins V funded	
<b>07/31:</b> Professional Development grant closes at midnight	
<b>AUGUST</b>	
	<b>08/31:</b> Participant and concentrator reports submitted via DCS - WDE 680B & WDE 680C ( <a href="https://edu.wyoming.gov/data/dcs/">https://edu.wyoming.gov/data/dcs/</a> )
<b>SEPTEMBER</b>	
	<b>09/15:</b> WDE provides preliminary indicator reports to colleges
	<b>09/16 – 09/27:</b> Community colleges review and replicate data calculations to validate results
	<b>09/30:</b> Deadline for colleges to notify WDE of any discrepancies in indicator results
<b>OCTOBER</b>	
	<b>10/01:</b> Begin collecting follow-up data on CTE concentrators who completed their program of study during the previous year
<b>NOVEMBER</b>	
<b>11/01:</b> Workplace Discovery grant application opens (if funds are returned)	
<b>DECEMBER</b>	
<b>12/01:</b> Workplace Discovery grant application closes (if applicable)	<b>12/31:</b> Follow-up survey data collection ends

\*\*note: any date that falls on a weekend or holiday, the item(s) will be due the following business day.

JANUARY	
<b>01/01:</b> Community college technical education assistance meetings (T.E.A.M.) (all month)	<b>01/01:</b> WDE680A submission of previous year follow-up data window opens
<b>01/31:</b> End of year Perkins annual report for previous academic year due in GMS	<b>01/31:</b> The WDE680a window closes
FEBRUARY	
<b>02/01:</b> Community college technical education assistance meetings (T.E.A.M.) (all month)	<b>02/01:</b> Review and discuss local performance indicator targets
MARCH	
<b>03/01:</b> Take Pell count	
<b>03/15:</b> WDE sends letters of intent with initial estimated allocations	
APRIL	
<b>04/15:</b> Perkins grant letters of intent due (even years only)	
<b>04/15:</b> Perkins grant application window opens	
MAY	
<b>05/01:</b> Professional Development grant opens	
<b>05/31:</b> Perkins grant application closes in GMS	
JUNE	
<b>06/15 –</b> New & emerging programs of study <b>6/30:</b> concentrator data review	
<b>06/30:</b> CTE Demonstration grant application closes (state funded) (if available)	
<b>06/30:</b> Current year Perkins funds MUST be obligated	

\*\*note: any date that falls on a weekend or holiday, the item(s) will be due the following business day.

**Attachment D**

# Perkins V – CTE Industry Recognized Credential Invoice

Student Name: \_\_\_\_\_ INVOICE# \_\_\_\_\_

Address: \_\_\_\_\_ Date: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Contact Name, Phone, Email: \_\_\_\_\_

Bill To:  
 Wyoming Department of Education  
 Attn.: Ilaine Brown  
 122 W. 25th Street, Ste. E200  
 Cheyenne, Wyoming 82002  
 P: 307-777-3549 | E: ilaine.brown1@wyo.gov

DESCRIPTION – IRC name	UNIT COST	QUANTITY	AMOUNT
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
		<u>TOTAL</u>	_____

Please use IRC Spreadsheet (on following page) to submit student name, Wiser # and passing score.

# Industry Recognized Credential

THIS SHEET MUST ACCOMPANY THE IRC INVOICE  
Student documentation must be loaded to the WY CTE.

STUDENT FIRST NAME	STUDENT LAST NAME	WISER #	NAME OF IRC	SCORE