



Accessing Grants Accounting Processing System (GAPS) - Quick Start Guide

Office of Career Readiness

Updated January 2026

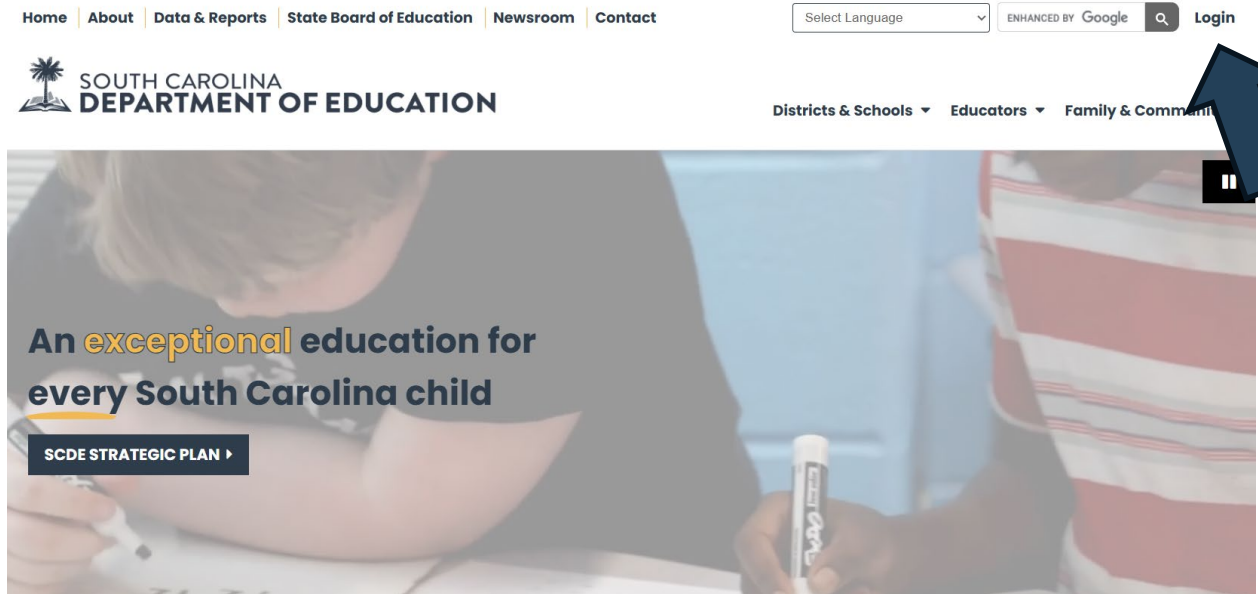
South Carolina Department of Education

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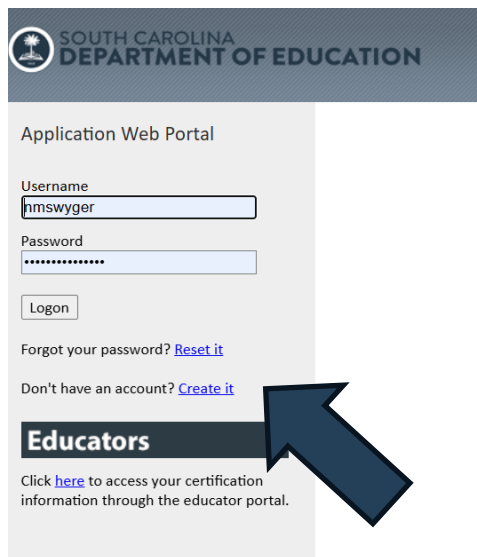
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Accessing GAPS – Quick Start Guide:

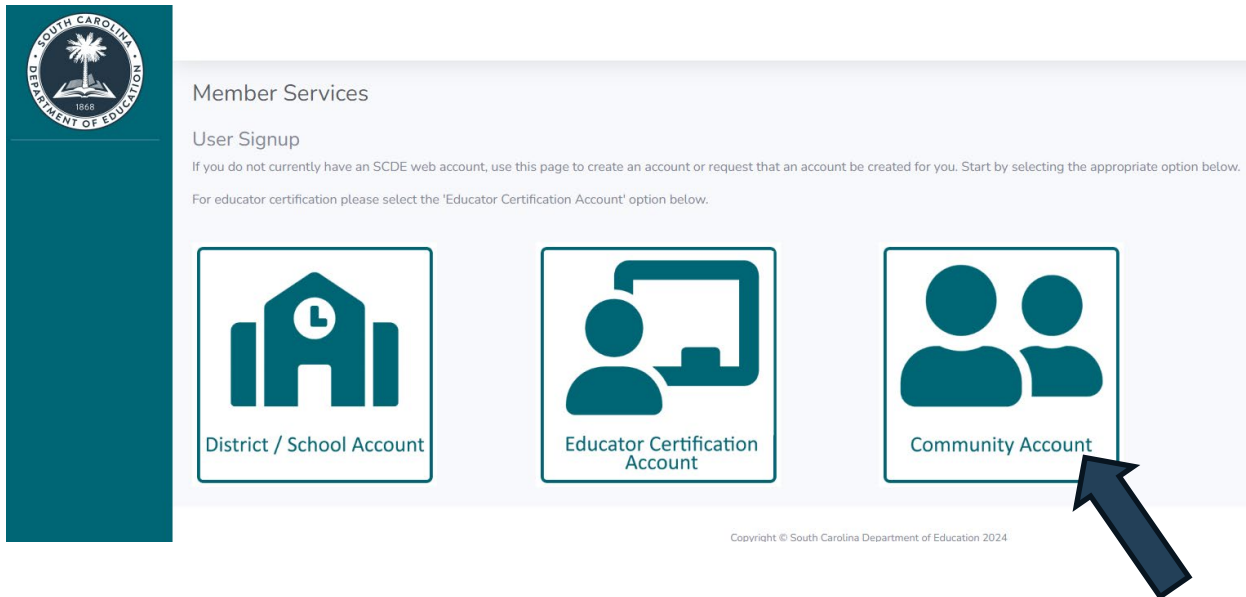
To access GAPS, log onto the Member Center from the front page of the SCDE website – <http://ed.sc.gov/>



You will need to create an account to gain access. Click on the “Create Account” button shown below.



When you click on Create Account you will choose the Community Account Option and complete the requested information.

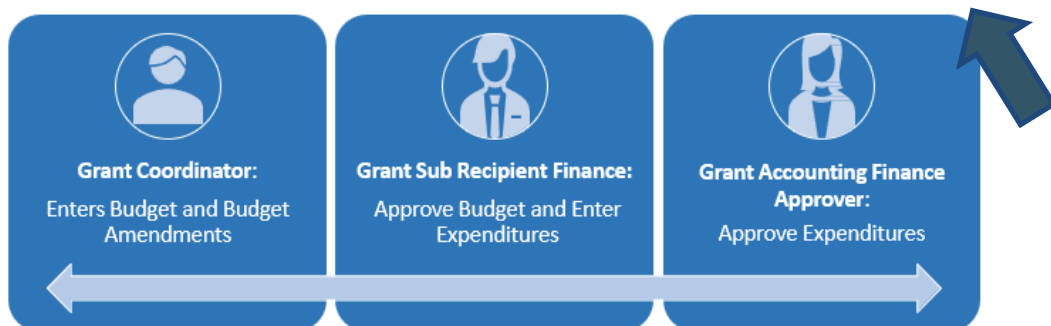


After you set up your account, please send an email to me, Maria Swygert at nmswyger@ed.sc.gov or the office mailbox at careerreadiness@ed.sc.gov so we can link your account to the correct location and user role.

User Roles for GAPS

GAPS is attached to the South Carolina Enterprise Information System (SCEIS). Therefore, for security purposes GAPS has three user roles assigned to operate and build the application and budget sections.

Three roles are needed in GAPS.



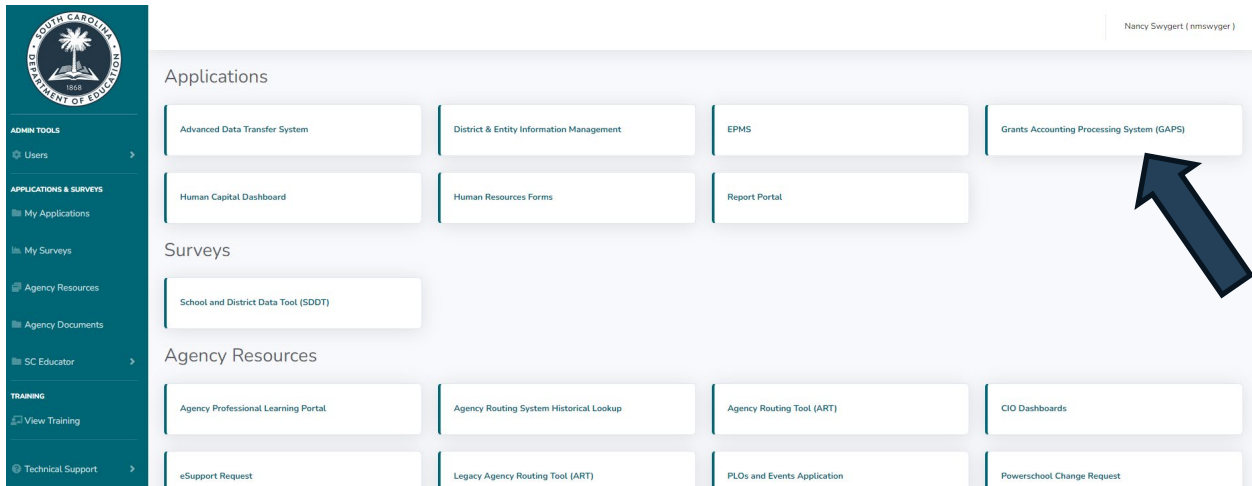
Roles – You may assign two people for each role within a single grant; however, one person may only have one role per grant. If an individual is assigned more than one role, the system will override one role for another.

CTE Coordinator role: The CTE Coordinator enters the programmatic and narrative information into the Local Application and submits it to the OCTE. This user will also be the primary contact for the OCTE and the LEA. In the Finance Section, the CTE Coordinator will create any budget or amendments and submit them to the CTE Finance role for approval.

CTE Finance role: The CTE Finance User will review the budgets and amendments to ensure all object, function, and amounts are correct and aligned to the local accounting system. If approved, the CTE Finance will submit the budget and amendments to the OCTE. The CTE Finance role is also responsible for entering and submitting the expenditure requests to the Grants Approver.

Grants Finance Role: The Grants Finance Role will review the Grants Finance Role to ensure all object, function, and amounts are correct and aligned to the local accounting system. If approved, the Grants Finance Role will submit the Grants Finance Role to the SCDE Office of Finance.

Once you have an account you will have access to the Member Center and the resources available to you. From there look under Web applications and click on the Grants Accounting Processing System (GAPS).



Grants Accounting Processing System

Once in GAPS, you will see it is divided into two sections, the Narrative/Application and the Finance components. Below, you can see the splash page for the application.

Grant Accounting Processing System | CATE Administrator | Member Center | Logout

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Home Application Finance Admin

Welcome to the Grants Accounting Processing System (GAPS)

Below are some basic instructions for the navigation tabs:

Home	Navigates you to GAPS home page
Application	The SCDE Program Office will notify you if the application is to be entered directly into GAPS – Currently, this only applies to the Perkins Local Plan Application submission.
Finance	Budget, Budget Amendments, Expenditures and Expenditure Refunds are processed in this section.

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Accessing the Finance Section

From the splash page select the Finance tab and a sub grant drop down menu will appear. Select the grant you want to work on.

Home Application Finance

Sub Grant Selector

Sub Grant Selector

Sub Grant

Select a Sub Grant

- 20 CATE Collaborative (06/30/2019) - (09/30/2021)
- 21 Clemson AgEd (07/01/2020) - (09/27/2021)
- 21 Clemson FFA (07/01/2020) - (09/29/2021)
- 21 CTE Continuum (07/01/2020) - (09/28/2021)
- 21 CTE Equipment (07/01/2020) - (09/28/2021)
- 21 CTE Federal (207) (07/01/2020) - (09/30/2021)
- 21 CTE Federal Administration (12/17/2020) - (09/30/2021)
- 21 CTE Federal Leadership (12/17/2020) - (10/01/2021)
- 21 CTE PPE (07/01/2020) - (09/26/2021)
- 21 CTE Student Leadership (01/01/2021) - (09/30/2021)

Sub Grant

21 CTE Federal (207) (07/01/2020) - (09/30/2021)

Entity

Abbeville - (0160)

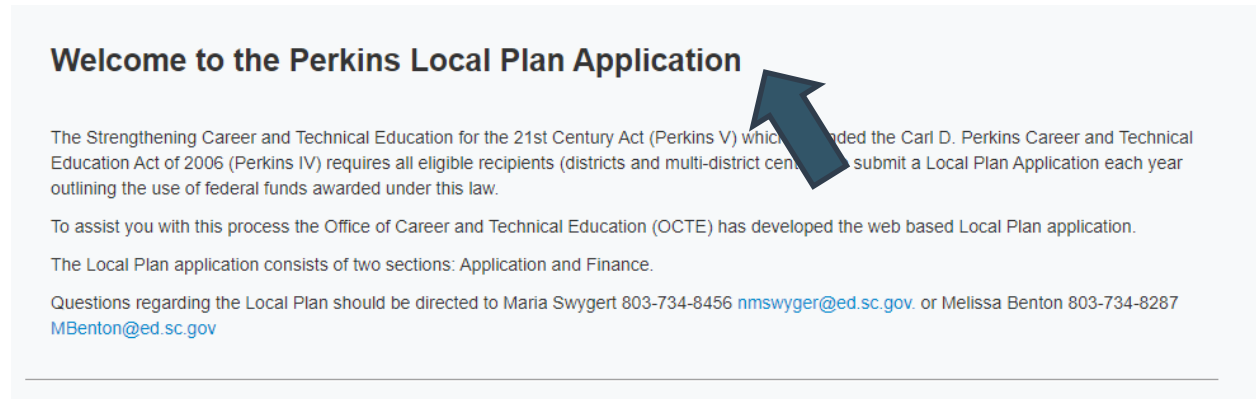
Sub Program

01-CTE Federal

Next

Once you have selected the grant click next.

The Perkins splash page will appear. Please note, GAPS is used by many different federal programs. The splash page confirms that you are in the right grant to begin building your budget.



Welcome to the Perkins Local Plan Application

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) which amended the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires all eligible recipients (districts and multi-district centers) to submit a Local Plan Application each year outlining the use of federal funds awarded under this law.

To assist you with this process the Office of Career and Technical Education (OCTE) has developed the web based Local Plan application.

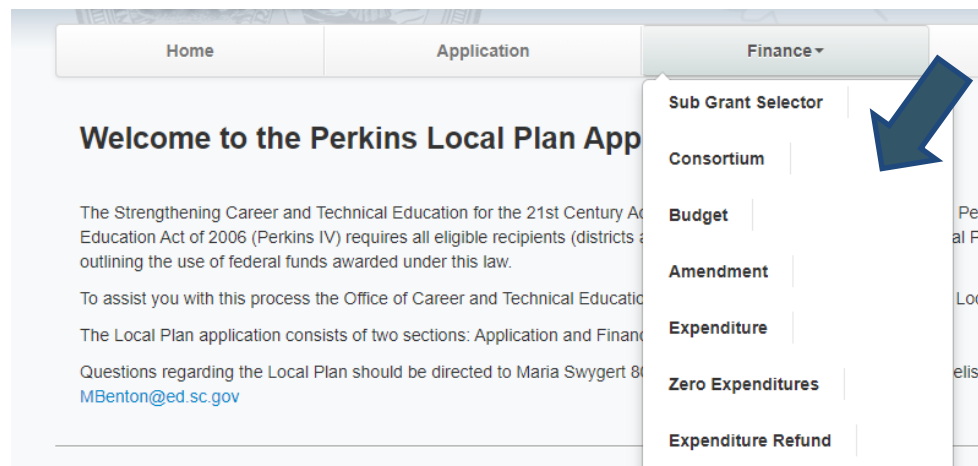
The Local Plan application consists of two sections: Application and Finance.

Questions regarding the Local Plan should be directed to Maria Swygert 803-734-8456 nmswyger@ed.sc.gov or Melissa Benton 803-734-8287 MBenton@ed.sc.gov

The Perkins V Finance Section

The Finance Section is comprised of several drop-down sections:

- **Consortium**
- **Budget**
- **Amendment**
- **Expenditure**
- **Supporting Documents**



Home Application Finance ▾

Welcome to the Perkins Local Plan App

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Sub Grant Selector

Consortium

Budget

Amendment

Expenditure

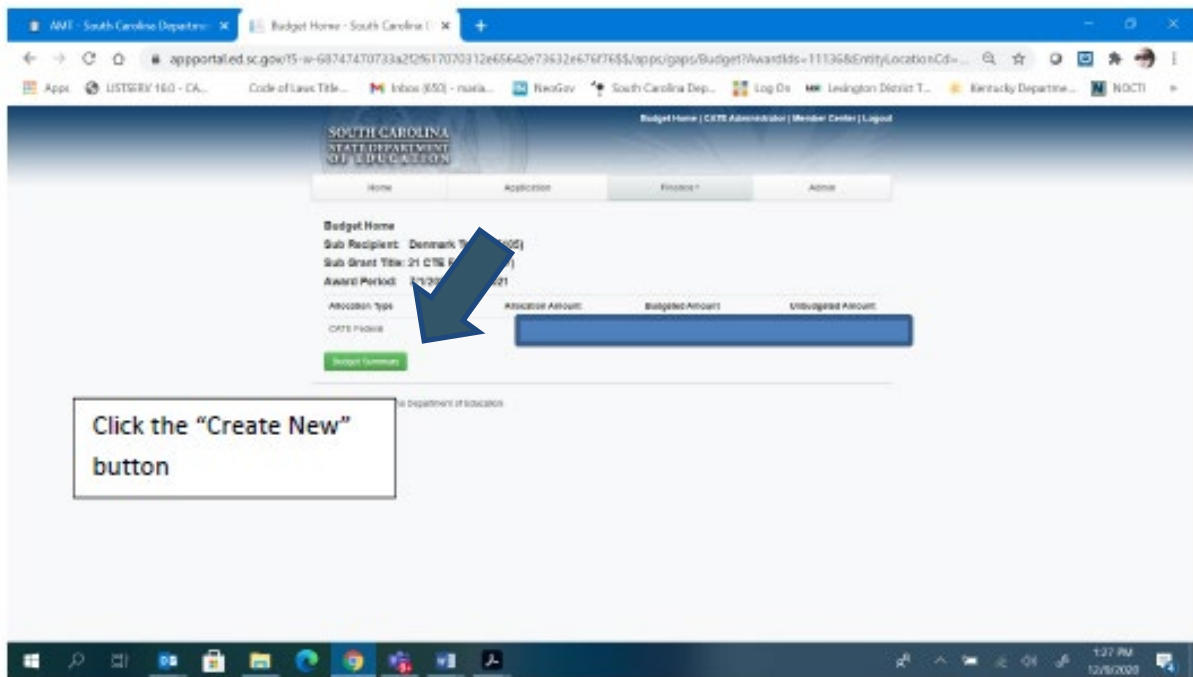
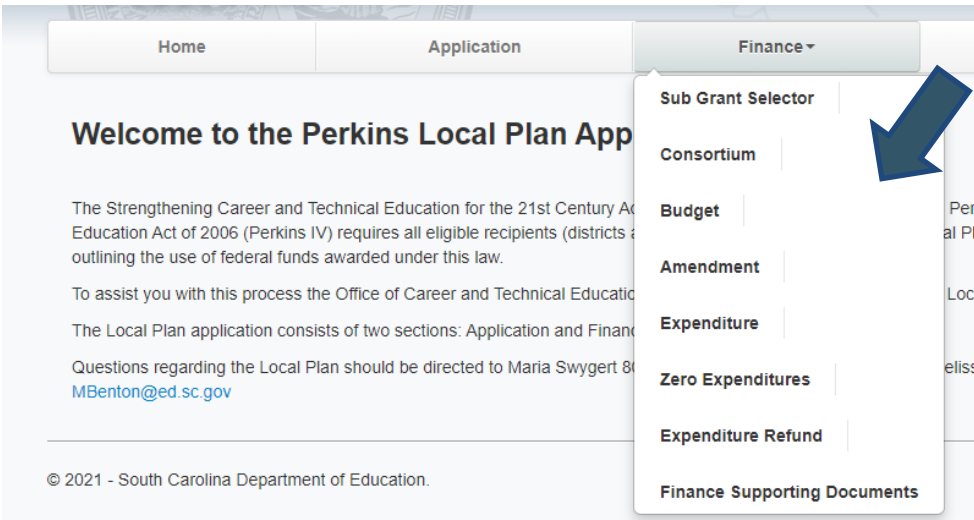
Zero Expenditures

Expenditure Refund

- **Consortium**
 - This selection allows the LEA to transfer part or all of the federal allocation to another LEA or multi-district career center to support the students and programs for the shared goals which are mutually beneficial of all consortium members. Complete the Consortium Agreement in GAPS and upload the completed and signed form (Appendix A) into the supporting Documents Section. Consortium Agreement must be approved before any unbudgeted funds can be budgeted in the Finance Section.
 - **Budget**
 - This selection allows you to build your federal Perkins Budget and support the programs and narratives described in the application section.
 - **Amendment**
 - This selection allows the user to modify the submitted and approved federal Perkins Budget.
 - **Expenditure**
 - This selection allows the LEA to claim those budgeted items that have been encumbered. Perkins funds operate on a 15-month grant period. Funds encumbered through June 30 of the following year must be claimed by August 15, no exception. Encumbrances between July 1 and September 30 must be claimed by December 15, no exception.
 - **Supporting Documents**
 - This selection allows the LEA to upload the state EIA budget spreadsheet, job descriptions and other supporting documents.
-

Creating a Budget in GAPS

In the drop-down menu select Budget. On the Budget page, click on the Create New button to begin budgeting funds.





Create New

Allocation Type	Allocation Amount	Budgeted Amount	Unbudgeted Amount
CATE Federal	\$59,183.89	\$0.00	\$59,183.89

Budget Summary

Enter Budget Item - Create

Sub Program Code *

01 - Integration of Academic and Technical Skills

Function Code *

100 - Instruction

Object Code *

100 - Salaries

Budget Amount *

Perkins Indicator: (you can select multiple items) *

- 1S1 - Four-Year Graduation Rate
- 1S2 - Extended Graduation Rate
- 2S1 - Academic Proficiency in Reading/Language Arts
- 2S2 - Academic Proficiency in Mathematics
- 2S3 - Academic Proficiency in Science
- 3S1 - Postsecondary Placement
- 4S1 - Non-traditional Program Enrollment
- 5S1 - Program Quality – Attained Recognized Postsecondary Credential
- 5S2 - Program Quality – Attained Postsecondary Credits
- 5S3 - Program Quality – Participated in Work-Based Learning
- 1P1 - Postsecondary Retention and Placement
- 2P1 - Credential, Certificate or Diploma
- 3P1 - Non-traditional Program Enrollment

Activities Description *

Maximum characters: 2000
Characters left: 2000

Describe how the Activity (above) will improve performance on the Perkins Indicators *

Maximum characters: 2000
Characters left: 2000

Name	FTE %	Details
------	-------	---------

No details for this budget item have been entered.

Add

Save

Cancel

Once all pages of the Finance Section have been completed, click on the **Submit** button on the bottom of the Budget Summary page. Status of each page should change from **“PreSubmittal”** to **“Submitted to Sub Recipient Finance.”**

Contact the person in the LEA’s Finance Office who has been assigned the CTE Finance role and ask them to review each page to ensure that the funds have been budgeted under the correct subprogram number, the correct Function number, and the correct Object Code. If all information is correct, the person with the CTE Finance role should click on the Submit button on the bottom of the Budget Summary page.

The status of all pages in the Finance Section should change to **“Submitted to SCDE Program”** or **“Submitted to ED Associate”**—meaning that the pages have been submitted to the OCR.

Once the budget is created and all funds are budgeted, click “Submit All”. This will submit the item to next role “CTE Finance” who will in turn submit it to the SCDE. The same process works for creating and submitting an expenditure claim.

Budget Home
Sub Recipient: [REDACTED]
Sub Grant Title: 22 CTE Federal (207)
Award Period: 7/1/2021 - 9/30/2022

Allocation Type	Allocation Amount	Budgeted Amount	Unbudgeted Amount
CATE Federal	\$191,225.98	\$191,225.98	\$0.00

[Budget Summary](#)

2022 - South Carolina Department of Education.

The Budget Summary option will take you into the deep dive of the budget.

Sub Program Code	Function Code	Sub Program Name	(100) Salary	(200) Employee Benefits	(300) Purchased Services	(400) Instructional Supplies	(500) Capital Outlay	(600) Other	(700) Transfers	Total
04	200	04 - Professional Development	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
06	100	06 - Initiate/Improve Programs	\$0.00	\$0.00	\$4,075.00	\$54,300.00	\$0.00	\$0.00	\$0.00	\$58,375.00
15	400	15 - Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,125.00	\$4,125.00
Total:			\$0.00	\$0.00	\$24,075.00	\$54,300.00	\$0.00	\$0.00	\$4,125.00	\$82,500.00

[Back](#)
[Export Budget To PDF](#)

The amounts on each line are color coded. Green approved, Blue not created, reviewed, and/or submitted, Orange returned for correction, Red denied. If you click on an amount you can go into the budget details of that item.

Sub Program Code	Function Code	Object Code	Budget Amount	Approval Status
01	200	100	\$68,294.56	Approved

[Back](#)

Clicking on the amount again will provide the entire programmatic description including the history of the transaction.

Entity Name	Sub Program Code	Function Code	Object Code	Approval Status	Budget Amount
[REDACTED]	01 - Integration of Academic and Technical Skills	200 - Support Services	100 - Salaries	Approved	\$68,294.56

Perkins Indicator
 1P1 - Postsecondary Retention and Placement
 2P1 - Credential, Certificate or Diploma
 3P1 - Non-traditional Program Enrollment

Activities Description
 Tutoring is a crucial component of ATC's student success and retention initiatives. This activity will fund tutoring support services for students enrolled in CTE programs. Specifically, this activity will allow for designated supplemental instruction (SI) tutors in the technical education, accounting, early childhood education, computer technology, nursing and other health science programs. Funds will support an estimated seven tutoring positions per year. Additionally, an additional nursing tutor will be hired due to overwhelmingly good results in previous years. An average of 20-30 tutors are actively working as Student Success Center staff at any given time. Faculty referrals assist in identifying students at-risk in their academic courses and allow for perspective tutoring in the identified areas. Students also self-designate their need for tutoring support. Although tutoring is provided in non-Perkins eligible subjects, systems are in place to restrict Perkins-funded tutoring services to only subjects which are deemed eligible.

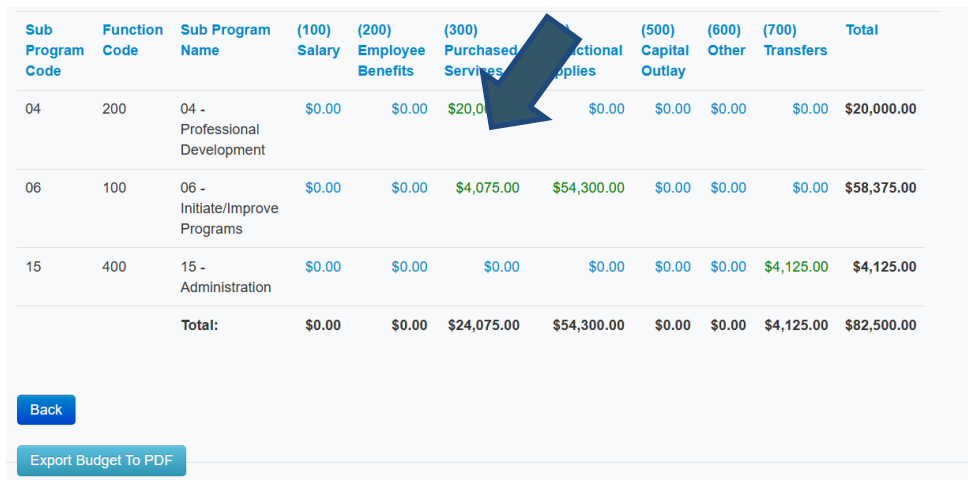
Describe how the Activity (above) will improve performance on the Perkins Indicators
 As noted in the 2020-2022 Comprehensive Local Needs Assessment, CTE programs are in high demand within the Lower Savannah region. As also noted, an identified student barrier is stigma attached to tutoring services. By embedding SI tutors in the classroom and/or lab, it will help address this gap. SI tutoring services will assist students in overcoming obstacles to achievement, decreasing student achievement gaps, and help students achieve program completion. This support increases student knowledge, persistence, and proficiency in application of academic subjects to the students' in CTE courses and programs. These services are of particular benefit to underserved and underrepresented students (socioeconomically

Status Key:

- **PreSubmittal:** the page is with the person who has the CTE Coordinator’s role. (Item is denoted in blue.)
- **Returned:** the page has been returned to the person in the district/multi-district career center who has been assigned the CTE Coordinator’s role. (Item is denoted in orange.)
- **Denied:** the page has been denied. The funds are unallocated and a new budget item must be corrected. (Item is denoted in red.)
- **Submitted to Sub Recipient Finance:** the page is with the person in the district who has the CTE Finance role.
- **Submitted to ED Associate or Submitted to SCDE Program:** the page has been submitted to the Office of Career Readiness.
- **Approved:** the page has been reviewed and approved by the Office of Career Readiness. (Item is denoted in green.)

Saving or Printing the Finance Section:

Click on the **Export to pdf** button on the Budget Summary page to save the Finance Section or to print it.



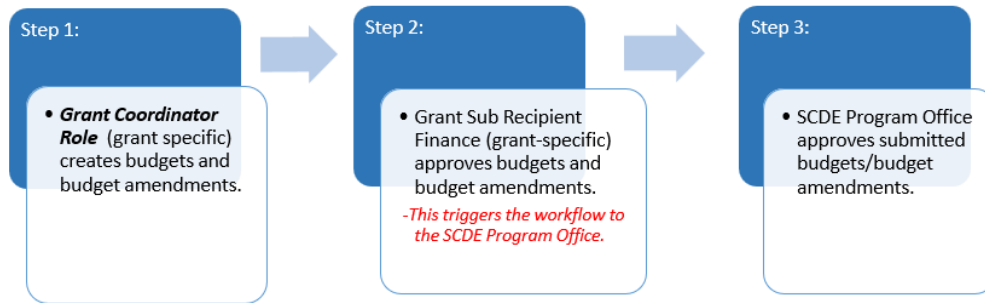
Sub Program Code	Function Code	Sub Program Name	(100) Salary	(200) Employee Benefits	(300) Purchased Services	Functional Supplies	(500) Capital Outlay	(600) Other	(700) Transfers	Total
04	200	04 - Professional Development	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
06	100	06 - Initiate/Improve Programs	\$0.00	\$0.00	\$4,075.00	\$54,300.00	\$0.00	\$0.00	\$0.00	\$58,375.00
15	400	15 - Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,125.00	\$4,125.00
Total:			\$0.00	\$0.00	\$24,075.00	\$54,300.00	\$0.00	\$0.00	\$4,125.00	\$82,500.00

Back

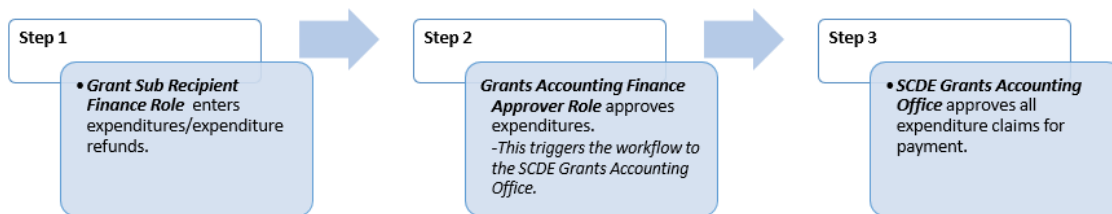
Export Budget To PDF

Visual Overview of GAPS Processes

Budgets – Process 1



Payments – Process 2



Please note that it is only after the final approval by SCDE program that expenditures can be entered for a grant.

Training tutorials for creating budgets, budget amendments, and expenditures can be found on our webpage: <http://ed.sc.gov/finance/grants-accounting/>

Federal Fund Reminders

Local Use of Perkins (Federal) funds

Under Perkins V the Local Use of Funds (Sec. 135) are more streamlined than in the previous Perkins IV. In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective, the law includes six areas of focus:

1. provide career exploration and career development activities through an organized, systematic framework;
2. provide professional development for a wide variety of CTE professionals;
3. provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. support integration of academic skills into CTE programs;

5. plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. develop and implement evaluations of the activities funded by Perkins.

Key activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others, are included under the elements that support implementation of programs and programs of study. Finally, the five percent limit on administrative costs at the local level has been carried over in Perkins V.

Subprograms:

- Subprogram 01- Integration of Academic and Technical Skills
- Subprogram 02- Career Exploration/Work-based Learning
- Subprogram 03- Post-secondary and Career Readiness
- Subprogram 04- Professional Development
- Subprogram 05- Evaluation and Assessment
- Subprogram 06- Initiate and Improve Programs
- Subprogram 11- Equipment
- Subprogram 15- Administrative Costs

REMINDER: If you are using Perkins funds to fund a position, a district job description must be uploaded. The percentage of time devoted to each job duty should be indicated beside the job duty in the job description. When completing the Activity Description (in the Finance Section), include the name of the person in the position and include the FTE supported with the funds.

Function Number Information

Function code 100 is used for activities that directly support **instruction** such as activities dealing directly with the teaching of students or the interaction between teacher and students.

Function code 200 is used for **support services**. Support services are those services that provide administrative, technical, personal (such as guidance, health), and logistical support to facilitate and enhance instruction. Support services should sustain and enhance instruction.

Object Code

- Object 100—Salary,
- Object 200—Fringe Benefits,
- Object 300—Purchased Services,
- Object 400—Instructional Supplies,
- Object 500—Capital Outlay (Equipment),
- Object 600—Other, and
- Object 700—Indirect Costs.

Indirect Cost

Indirect cost can be budgeted ONLY as a part of administrative costs which is Subprogram 15-Administration. Therefore, indirect cost is limited to the lesser of five percent (administrative limit), actual restricted indirect cost rate, or administrative indirect cost (five percent minus administrative direct cost). Direct administration costs include salaries, benefits, office supplies, postage, office equipment, and official travel costs for program administration, budgeting and planning, monitoring, evaluation, and divisional level administrative services such as program specific accounting, auditing, or legal services. Generally, direct administration costs differ from indirect charges in that the indirect charges are considered organization-wide costs.

If claiming indirect cost, enter the restricted indirect cost rate for your district as a percent (%) at the top of the indirect cost column (top of column). Use the format: whole number and two decimal places (example: 1.34%).

All allowable indirect cost should be shown only on the administration line (Subprogram 15). Indirect cost is calculated by multiplying the restricted indirect cost rate times the total Title I budget for federal salaries, fixed charges, purchase services, and supplies (no equipment). This is the maximum amount that may be taken, subject to the restrictions outlined in the first paragraph above. Remember that you can only claim indirect cost for federal expenditures and that you cannot budget or claim indirect cost for equipment.

Subprograms and Uses of Funds

Subprogram	Uses of Funds
01- Integration of Academic and Technical Skills	Strengthen the academic and career and technical skills of students participating in CTE programs and programs of study by strengthening the academic and CTE components of such programs through the integration of academics with the CTE program through a coherent sequence of courses such as a CTE Program of Study to ensure learning in the core academic subjects and career and technology education subjects.
02- Career Exploration/Work-based Learning	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.

03- Post-secondary and Career Readiness	Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
04-Professional Development	Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
05-Evaluation/Assessment	To develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations students are being met.
06-Initiate/Improve Programs	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.
11-Equipment	To lease, purchase, or upgrade equipment designed to strengthen and support CTE course standards.
15-Administration	To support administrative costs associated with the administration of CTE activities. Funds budgeted for this subprogram are limited to no more than five percent of the total Title I Basic Grant (Perkins) funds received.

Subprogram Number	Function Code	Subprogram Name	Source of Funds
01	100/200	Integration of Academic and Technical Skills	Perkins Title I
02	100/200	Career Exploration/Work-based Learning	Perkins Title I
03	100/200	Post-secondary and Career Readiness	Perkins Title I
04	100/200	Professional Development	Perkins Title I
05	100/200	Evaluation/Assessment	Perkins Title I
06	100/200	Initiate/Improve Programs	Perkins Title I
11	100	Equipment	Perkins Title I
15	200	Administration	Perkins Title I

If you have a question about accessing GAPS that is not addressed above, please contact Maria Swygert at 803-734-8456, nmswyger@ed.sc.gov or Melissa Benton at 803-734-8287, mbenton@ed.sc.gov. For general questions please reach out to careerreadiness@ed.sc.gov.