

# Perkins V 2025-26 Grant Application for Adult CTE Programs in Secondary Agencies

## Eligibility

Perkins adult CTE providers must generate at least a $50,000 allocation to be eligible. Since enrollment determines allocation amounts, recipients can be eligible one year and fall below the needed enrollments to generate the $50,000 allocation in the next year. Allocations are based on a formula that is defined in the Perkins legislation. The Office of Postsecondary Access, Support, and Success oversees the collection of data used to determine Perkins eligibility for postsecondary and secondary agencies delivering programs to adults.

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| **2025-26 Allocations** |
| **BOCES** | **CSD** |
| Eastern Suffolk BOCES |  | Buffalo City School District |  |
| Erie 1 BOCES |  | New York City Board of Education |  |
| Erie 2 - Chautauqua BOCES |  | Yonkers City School District |  |
| Madison Oneida BOCES |  |  |  |
| Onondaga-Cortland-Madison BOCES |  |  |  |
| Western Suffolk BOCES |  |  |  |
| **SUBTOTAL** |  | **SUBTOTAL** |  |

### Administration of Federally Funded Projects: The Uniform Guidance

The federal Office of Management and Budget issued final guidance on Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in the Federal Register on Thursday, December 26, 2013. 2 CFR Chapter I, Chapter II, Part 200, et al. [(78 FR 78590)](https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards).

This final guidance supersedes and streamlines requirements from OMB Circulars A-21, A-50, A-87, A-89, A-102, A-110, A-122, and A-133. For reference, the Uniform Guidance is broken down into its following subparts:

Preamble [*Major Policy Reforms*](https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards#h-10)Subpart A (200.0–200.99)[*Acronyms and Definitions*](http://www.ecfr.gov/cgi-bin/text-idx?SID=f2a2667ffbf7735807746b945397146f&node=2:1.1.2.2.1.1&rgn=div6)Subpart B (200.100–200.113) [*General Provisions*](http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.2&rgn=div6)Subpart C (200.200–200.211) [*Pre Award Requirements*](http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.3&rgn=div6)Subpart D (200.300–200.345) [*Post Award Requirements*](http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.4&rgn=div6)

Subpart E (200.400–200.475) [*Cost Principles*](http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.5&rgn=div6)Subpart F (200.500–200.521) [*Audit Requirements*](http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.6&rgn=div6)*(Appendices I-XI)*

### Section 1.1 Application Mechanics

* **Required electronic submission:** Only Word version submissions of this application can be accepted; we are unable to use the PDF format. (Please submit an Excel version of the FS-10).
* **Hard copy mailed to NYSED:** Send only sections 2-4 of the application along with the FS-10.
* **Application navigation:**
	+ Once opened from the webpage, save the application to your computer to complete the form fields.
	+ The “navigation panel” is the easiest way to move through the application sections.
	+ Access the navigation panel by clicking on “View,” then clicking the “Navigation Panel” check box found in the “Show” segment of the ribbon.
	+ To move from section to section, click on the section titles listed in the panel.
	+ To follow links, remember to use “ctrl” + click. To move from one cell to the next in the tables, use the “tab” or arrow keys. Other reminders are found in brackets [like this].

E-mail one electronic copy of the application (in Word format) and a budget FS-10 Excel form to emsccte@nysed.gov **no later than June 15, 2025.**

Mail original application (sections 2-4 only) and FS-10 with signatures in blue ink to:

New York State Education Department
Office of Career and Technical Education
89 Washington Avenue, Room 315EB
Albany, NY 12234

### Section 1.2 Application Checklist

This application aligns with federal requirements found in [Section 134](https://www.congress.gov/115/bills/hr2353/BILLS-115hr2353enr.pdf) of the Perkins legislation. Complete applications consist of elements found in the checklist below.

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| Transmittal Letter. The transmittal letter must be included with the application; it is the formal request drafted by the applicant to apply for Perkins CTE funding for the upcoming academic year. Letters must be on the agency’s letterhead and signed (in blue ink), by the chief school officer and request Perkins funding for CTE programs for the upcoming school year. | [ ]  |
| 2.0 Supporting DocumentationPerkins Cover Page | [ ]  |
| 3.0 Local Compliance with Perkins V Provisions:3.1 Stakeholder Input3.2 Required Application Elements  | [ ] [ ]  |
| 4.0 Local Plan which includes the Comprehensive Local Needs Assessment (CLNA) submitted on April 1,2024 for returning applicants, or on April 1, 2025, for newly eligible applicants, and the action steps with Perkins V Uses of Funds. | [ ]  |
| 5.0 Budgets, Assurances, and Certifications:5.1 FS-10, Proposed Budget for Federal or State Grant form—for processing payment Excel FS-10 form found on the Office of Grants Finance Page5.2 Administrative Cost Policy5.3 Statement of Assurances5.4 Certification Regarding Lobbying, Debarment and Suspension | [ ] [ ] [ ] [ ]  |

Questions about the application process or any forms may be submitted in writing to emsccte@nysed.gov.

E-mail one electronic copy of the application (in Word format) and FS-10 budget (in Excel format) to emsccte@nysed.gov **no later than June 15, 2025**.

Mail original application (sections 2-5 only) and FS-10 with signatures in blue ink to:

New York State Education Department
Office of Career and Technical Education
89 Washington Avenue, Room 315EB
Albany, NY 12234

## Application Contents

This application is comprised of five parts:

* Section 1 Introduction to Perkins V and Application Mechanics and Definitions
* Section 2 Supporting Documentation
* Section 3 Local Compliance with Perkins V Provisions: Fillable forms
* Section 4 Local Plan and Perkins V Uses of Funds: Fillable forms
* Section 5 Required Budget, Assurances, and Certifications

Completion of all parts in Sections 2-5 and a budget FS-10 Excel form—found on the [Office of Grants Finance page](https://www.oms.nysed.gov/cafe/forms/)—are required before funds can be released.

Questions about the application process or any forms may be submitted to [emsccte@nysed.gov](file:///C%3A%5CUsers%5Ckleahey%5CDesktop%5CMisc%5CPerkins%20Apps%20for%20Cily%5CFINAL%5COneDrive_1_3-14-2025%5Cemsccte%40nysed.gov).

E-mail one electronic copy of the application (in Word format) and a budget FS-10 Excel form to emsccte@nysed.gov **no later than June 15, 2025.**

**For additional Adult Perkins deadlines, please visit the Adult Perkins webpage.**

Mail original application (sections 2-5 only) and FS-10 with signatures in blue ink to:

New York State Education Department
Office of Career and Technical Education
89 Washington Avenue, Room 315EB
Albany, NY 12234

## Section 1.0 Introduction to Perkins V

The purpose of funding under the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act is to develop more fully the academic knowledge and technical and employability skills of students in career and technical education programs by:

* including preparation in high-skill, high-wage, or in-demand occupations,
* integrating rigorous and challenging academic and CTE instruction that link secondary and postsecondary programs,
* providing technical assistance that improves the quality of CTE faculty, teachers, counselors, and administrators,
* supporting partnerships between secondary, postsecondary, local workforce boards, business, and industry, and
* providing individuals with opportunities and skills to compete in the labor market.

## Section 2.0 Supporting Documentation

### Perkins V Cover Page

**Program Year: 2025-2026**
(Fiscal Agent Signature Required)

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| **BEDS or Agency Code:**       | **Project Number:**       |
| **Applicant**        |  [ ] **Adult Program of an LEA or BOCES**  |
| **Address**       |
| **City**       | **County**      | **Zip Code**      |
| **Contact Person**       | **Telephone**       |
| **E-Mail**       | **FAX**       |

I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, Assurances and Certifications, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.



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| Superintendents/District Superintendent’s signature **(in blue ink)**      |  | Date:       |
| Printed name |  |  |

## Section 3.0 Local Compliance with Perkins V Provisions

### 3.1 Stakeholder Input: Chief School Officer’s Signature Required

**Local Advisory Council for CTE:** Per New York Consolidated Laws, Education Law: [EDN §4601](https://codes.findlaw.com/ny/education-law/edn-sect-4601.html), this council is responsible for advising the board of education or board of cooperative education on the development of and policy matters arising in the administration of career and technical education, including long-range and annual program plans, and assist with annual evaluation of the programs, services, and activities provided by the school district of board of cooperative education. The Local Advisory Council for CTE is the small leadership team which, for the Perkins V Comprehensive Local Needs Assessment (CLNA), is tasked with collecting data, conducting initial data analysis, disseminating data and supporting materials to the larger Stakeholder Group, coordinating and scheduling stakeholder meetings and feedback, and completing the CLNA based on all data and feedback. The Local Advisory Council members should be well-positioned to provide guidance to the Stakeholder Group concerning timelines, feedback, and review of all data and materials concerning the development of both the CLNA and the Local Application. Additionally, this council should be comprised of no less than 10 members from the groups identified in the table below.

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| **Please check the types of involvement each of the groups below have had in the development of your local application [Section 134(a)].** |
| Types of Involvement | **I** for supplied information, **C** for provided substantive consultation, **R** for reviewed and critiqued the application or sections of the application or **N** for no involvement. |
| **Required Local Advisory Council Membership** | I | C | R | N |
| Individuals familiar with CTE and major industries in the service area  |[ ] [ ] [ ] [ ]
| Individuals familiar with CTE programs for adult learners |[ ] [ ] [ ] [ ]
| Individuals familiar with the workforce needs and requirements of the service area (For the purpose of this grant, on-going collaboration is required with partners consisting of local workforce development boards, other local workforce agencies and one-stop delivery systems as described in [Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C 3151(e)(2](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf))  |[ ] [ ] [ ] [ ]
| Individuals familiar with the special educational needs of the students with physical and mental disabilities |[ ] [ ] [ ] [ ]
| Individuals representative of community interests, including individuals familiar with the special needs of the population to be served |[ ] [ ] [ ] [ ]
| Individuals enrolled as CTE students at the agency served by the advisory council |[ ] [ ] [ ] [ ]
| **Optional Local Advisory Council Membership** |
|       |[ ] [ ] [ ] [ ]
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| **Local Advisory Council Activities** |
| Local advisory council meeting dates:       |

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| **Stakeholder Group Membership**Describe how the following stakeholder groups provide counsel, direction, and assistance with respect to the planning, development, and requirements for establishment of new programs or evaluation and revision of existing programs to the smaller Local Advisory Council, which guides CTE decisions for districts and BOCES. Section 134(d) of the Perkins legislation requires participation from the following individuals:* Representatives of career and technical education programs in a local educational agency or educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
* Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
* Representatives of the state board or local workforce development boards and a range of local or regional businesses or industries;
* Students;
* Representatives of special populations;
* Representatives of regional or local agencies serving out-of-school youth, homeless families, and populations at-risk for homelessness;
* Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
* Any other stakeholders.
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List below individual members of the stakeholder group who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs (if additional pages are needed, contact the Office of CTE).

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| **Group****ID Codes** | **S** students**T**  teachers**L**  labor organizations**BI** for representatives of business and industry | **CC/4C** representatives of community / 4-year colleges**SE** representatives of special education **SP** representatives of special populations**O** other interested individuals |
| **Name, title, or position** | **Company, business, or organization** | **Group ID code** |
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The signature of the Chief School Officer (CSO) indicates that the local advisory council and stakeholder groups have been involved in development of recommendations of the proposed activities.

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| Signature of CSO **(in blue ink)** |  | Date |
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| Name and title of CSO (print) |  |  |

### 3.2 Perkins V Required Application Elements

Note: Questions 1 through 10 apply to all programs offered by the recipient that culminate in an industry credential. Questions 11 and 12 apply to the specific programs from this group for which you are seeking funding. Question 13 applies to those programs for which the recipient would need to further develop in order to seek funding in the future.

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| 1. How will students, including students who are members of special populations and English language learners, learn of the applicant’s CTE offerings, and which programs offer industry certificates or credentials? You may list multiple programs having the same strategy on one line. Add as many lines as you need. [134(b)(2)(C)]
 |
| Special Population | Identify Strategy for Communicating CTE Offerings |
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| 1. Describe how you will, in collaboration with local workforce employment boards and other local workforce agencies, one-stop delivery systems, and other partners
 |
| 1. provide career exploration and career development coursework, activities, or services to all students. [134(b)(3)(A)]
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| 1. provide all students, families, and community members with career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the CLNA. [134(b)(3)(B)]
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| 1. provide an organized system of career guidance and academic counseling to all students before enrolling and while participating in your CTE Programs. [134(b)(3)(C)]
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| 1. Describe how you will improve and strengthen the academic and technical skills of students participating in adult CTE programs through the integration of coherent and rigorous content aligned with challenging academic standards and a relevant CTE experience relevant to the local economic workforce conditions. [134(b)(4)]
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| CTE program to be strengthened as identified in the CLNA | Strategy to improve academic and technical skills within that program |
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| 1. Describe how you will provide activities to prepare all student populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency. Add as many lines as needed for each student population enrolled. [134(b)(5)(A)]
 |
| Student Population | Identify how you will provide activities to prepare each student population for high skill, high-wage, or in-demand industry sectors or occupations. |
| Choose an item. |       |
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| 1. Describe how you will prepare all adult CTE participants for non-traditional fields (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% of the individuals employed in each such occupation). [134(b)(5)(B)]
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| 1. Describe how you will provide equitable access for special populations to career and technical education courses, programs, and programs of study. [134(b)(5)(C)]
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| 1. Describe your strategy to ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. [134(b)(5)(D)]
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| 1. What work-based learning opportunities (including simulations) will you provide to students participating in adult CTE programs? [134(b)(6)] Add as many lines as needed.
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| Identify work-based learning opportunities that you have provided to students enrolled in adult CTE programs. | Identify your plan to work with business and industry partners to expand work-based learning opportunities for these students. |
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| 1. Describe how you will provide all students participating in adult CTE programs with the opportunity to gain postsecondary credit or additional credentials while still attending programming at your school. [134(b)(7)]
 |
| 1. Identify your strategy to provide CTE students with additional credentials or postsecondary credits
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| 1. Identify the institution or credentialing agency (e.g., American Red Cross, OSHA) you partner with for stackable credentials, postsecondary credits, or other benefits.
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| 1. Describe how will you coordinate with the New York State Education Department and institutions of higher education to support the recruitment, preparation, retention, and training, and professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable NYS certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession. [134(b)(8)]
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| 1. a. How will the results of the CLNA inform the selection of the specific career and technical education programs and activities selected to be funded? [134(b)(2)(A)]
 |
| **PERFORMANCE****INDICATOR** | **TARGETS FOR THE 2025-26 APPLICATION** | **MOST RECENT PERFORMANCE DATA** | **PROGRAMS NOT MEETING TARGET** | **SPECIAL POPULATIONS NOT MEETING TARGET, SPECIFY THE POPULATION AND PROGRAM NAME** | **POSSIBLE CAUSES OF GAPS** | **STRATEGIES FOR IMPROVEMENT (IF NEEDED)** |
| The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment (1P1) | 37.25% |       |       |       |       |       |
| The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion (2P1) | 51.25% |       |       |       |       |       |
| The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields (3P1) | 27.75% |       |       |       |       |       |
| 11 b. What other gaps were identified in the CLNA? [134(b)(2)(A)]      |

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| 1. Describe how you will address disparities or gaps in performance for programs identified in question 11, and if no meaningful progress has been achieved prior to the third program year, describe any additional actions the applicant will take to eliminate those disparities or gaps. [134(b)(9)]
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| 1. Describe any new program(s) of study that you will develop and submit to the State for approval to become eligible for future funding. [134(b)(2)(B)]
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## Section 4.0 Local Plan and Perkins Uses of Funds

**Funding for Adult Programs Only:** Activities that improve or evaluate active Adult CTE programs can be funded. Funds cannot be applied to programs that do not offer students the chance to earn an industry credential or certificate.

**Needs Assessment:** Uses of funds in this section will be tied to needs identified in the 2023-24 Comprehensive Local Needs Assessment (CLNA) and the Summary Chart 8 from the CLNA workbook (or for newly eligible applicants, the CLNA submitted by April 1, 2025). Recipients address needs identified through funding decisions made for the 2025-2026 program year application. Funds should be directed toward activities that support the lowest-performing programs or address urgent labor market needs.

### 4.1 Local Compliance with Perkins V Uses of Funds

Projects developed to improve student outcomes also need to document that the planned activities address the six uses of funds specified in Perkins V. The six uses of funds are:

1. Offering students career exploration and career development activities,
2. Providing instructors professional development,
3. Building the skills students need to pursue careers in high skill, high wage, or in-demand industry sectors,
4. Supporting integration of academic skills into CTE programs and programs of study,
5. Planning and carrying out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement, and
6. Developing and implementing evaluations of the activities carried out with Perkins funds.

It is not necessary for a single project to cover all uses, but the combination of all funded projects should account for the six uses overall.

The CLNA completed during the 2023-2024 program year (or in the 2024-25 program year for newly eligible applicants) evaluated all adult CTE programs that culminate in the attainment of an industry credential or certificate. The findings from this CLNA is the basis for the 2025-2026 grant application. The expectation is that programs demonstrating the lowest student performance in terms of program completions, certificate attainment rate, and job placements will be funded first.

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| **Advisory Council Activities** |
| Recommendations made based on the analysis of the CLNA and the completed Chart 8 Summary done during the 2023-2024 (or 2024-25 for newly eligible applicants) program year.       |

### 4.2 Action Steps with Perkins Uses of Funds

Create a one-year plan of action steps below (with budget codes noted) for the 2025-2026 projects, services, and specific activities which will be carried out to address the needs identified in the CLNA Summary. Include detailed information about dates, data that supports the action, and expected measurable outcomes. Use labor market data as well as local data to make data-driven decisions, including stakeholder recommendations, input from business and industry partners, student surveys, etc. (Perkins V Sec. 134. [20 U.S.C. 2354] Local Application for Career and Technical Education Programs B (1-9))

**NYS BUDGET CODES**

|  |  |
| --- | --- |
| **NYS Budget Category**Professional ServicesSupport Staff SalariesPurchased ServicesSupplies and MaterialsTravel ExpensesBOCES ServicesMinor RemodelingEquipment | **Budget Code**1516404546493020 |

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| --- | --- | --- | --- |
| **Adult program title and certification(s) available to students** | **Identified needs, based on CLNA Summary** | **Action steps to address needs including dates, data, and expected outcomes. \* Include a budget code with each action step, i.e., Code 40 Purchased Services.** | **Use of Funds # (Click on drop down box to select)** |
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## Section 5.0 Budgets, Assurances, and Certifications

### 5.1 Budget Summary

Total all codes from the action steps outlined above. Complete the worksheets that follow to itemize employee benefits (Code 80) and to determine indirect costs, (Code 90).

|  |  |  |
| --- | --- | --- |
| **Budget Category** | **Budget Code** | **Proposed Expenditure** |
| Professional Salaries | 15 |       |
| Support Staff Salaries | 16 |       |
| Purchased Services | 40 |       |
| Supplies and Materials | 45 |       |
| Travel Expenses | 46 |       |
| Employee Benefits ([see worksheet](#sp1employeeBenefitsWorksheet)) | 80 |       |
| Indirect Cost ([see worksheet below](#sp1indirectCostWorksheet)) | 90 |       |
| BOCES Services  | 49 |       |
| Minor Remodeling  | 30 |       |
| Equipment | 20 |       |
| **TOTAL for this State Priority** (manual calculation) |       |

##### Code 80: Employee Benefits Worksheet

Agencies may choose to calculate the proposed employee benefits by using their agency’s fringe benefits rate or itemizing the specific benefits. The fringe benefit rate for project personnel must be the same as those used for other agency personnel. Only the employee benefits, which are attributable to the professional and support staff identified in Codes 15 and 16 may be included in this section*.*

Complete either Section I or Section II:

**Section I** Calculation of fringe benefits using the agency’s fringe benefit rate:

|  |  |  |
| --- | --- | --- |
| **Agency Fringe Benefit Rate** | **Project Salaries** | **Proposed Expenditure** |
|      % |       |       |

**Section II** Itemize specific categories of benefits:

|  |  |
| --- | --- |
| **Benefit** | **Proposed Expenditure** |
| Social Security |       |
| Retirement (NYS Teachers, NYS Employees, Other) |       |
| Health Insurance |       |
| Worker’s Compensation Unemployment Insurance |       |
| Other (Identify      ) |       |
| **TOTAL**, for Identified Salary Needs |       |

##### Code 90: Indirect Cost Worksheet

Refer to NYSED’s Grant Finance Office’s [Fiscal Guidelines](http://www.oms.nysed.gov/cafe/guidance/) for further instructions regarding Modified Direct Cost Base and the Approved Restricted Indirect Cost Rate.

|  |  |  |  |
| --- | --- | --- | --- |
| Sum of all preceding totals (codes 15, 16, 40, 45, 46 and 80) | $ |       |  |
| (If applicable) Portion of each subcontract exceeding $25,000 and any flow through funds | $ |       |  |
| A. Modified Direct Cost Base  | $ |       | (A) |
| B. Approved Restricted Indirect Cost Rate |       | % | (B) |
| C. (A) x (B) = Total Indirect Cost (for Priority 1: Program Evaluation) | $ |        | I |

**HARD COPY FORM AND SIGNATURE REQUIRED**: Complete FS-10 Proposed Budget for Federal or State Project, Excel form – found on the [Grants Finance forms page](http://www.oms.nysed.gov/cafe/forms/). When completing the FS-10 budget forms, use the most recent form on the Office of Grants Finance page; do not use a local copy stored on your computer.

##### FS-10 Reminders

* All budget items requested require specific detail to identify the item, its purpose, quantity, unit cost, etc. An itemized list in an additional Word or Excel file is allowed if the number of items exceeds space on the FS-10**.**
* Items required for normal operations of a school or to comply with state or federal law cannot be purchased with Perkins funds—this would constitute supplanting. Examples include:
	+ consumable supplies needed for normal operations of the technical program,
	+ costs that are generally covered by local funds (e.g., field trip transportation), and/or
	+ costs for items that are not necessary to complete the project proposed in this application.

For more information, see the federal Uniform Guidance Subpart E (200.400–200.475),  [Cost Principles](http://www.ecfr.gov/cgi-bin/text-idx?SID=60623b20e6213558b4aa6ab7eb76b619&node=2:1.1.2.2.1.5&rgn=div6).

### 5.2 Administrative Cost Policy

Each eligible agency or institution receiving funds shall use no more than five percent of such funds for administrative costs. Administrative costs are subject to the following definitions and restrictions:

1. Indirect cost is considered part of administrative cost and is included in the five-percent maximum. Agencies having an approved indirect cost rate greater than five percent are limited to five percent for this program, including any direct charges that are determined to be administrative costs.
2. All staff positions and activities not directly related to a specific need identified in the CLNA or CLNA Summary will be considered as administrative costs.
3. Certain direct costs, including staff salaries and activities related to the successful operation of a project, are not considered as administrative costs. For example, the cost of modifying curricula to serve students in a project is not considered an administrative cost.

### 5.3 Statement of Assurances for Adult Programs Delivered by Secondary Agencies Perkins Basic Grant Recipients 2025-26: Chief School Officer’s Signature Required

All applicants assure that Perkins funds will supplement and not supplant local expenditures and will not duplicate objects of expenditure from other sources. This assurance does not apply to funds made available under Title I used to pay for the costs of career education services required in an Individualized Education Plan developed under the Individuals with Disabilities Education Act.

Perkins fund use: All costs must be necessary, reasonable, and allocable. Grantees will be monitored for allowable fund use and be required to take corrective action if grant funds have not been applied appropriately. Failure to take corrective actions could result in the suspension of Perkins funding.

None of the funds expended under Perkins are being or will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Methods of administration and fiscal control are in place for proper and efficient administration and accounting of projects funded under Perkins. These methods must comply with[2 CFR 200, Uniform Guidance](http://www.ecfr.gov/cgi-bin/text-idx?SID=ed90f54836feb6a994f657188eb05e33&node=2:1.1.2.2.1&rgn=div5).

The special populations under Perkins have the same opportunity to enroll in career education programs as other populations served; are provided with programs designed to enable them to meet the State levels of performance; and are not discriminated against on the basis of their status as members of the special populations. All consultants meet competency requirements and are legally eligible to receive Perkins funds. Agency complies with (1) [Title VI of the Civil Rights Act of 1964](https://www.justice.gov/crt/fcs/TitleVI), (2) [Title IX of the Education Amendments of 1972,](https://www.justice.gov/crt/title-ix-education-amendments-1972) (3) [Section 504 of the Rehabilitation Act of 1973](https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973), (4) [The Age Discrimination Act of 1975](https://www.dol.gov/agencies/oasam/regulatory/statutes/age-discrimination-act), (5) [the Americans with Disabilities Act](https://www.dol.gov/general/topic/disability/ada), and (6) [the U.S. Office for Civil Rights’ Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education on the Basis of Race, Color, National Origin, Sex and Handicap](https://www.ed.gov/laws-and-policy/adult-education-laws-and-policy/guidelines-for-vocational-education-programs).

Perkins funds will only be used to provide CTE programs that are of a size, scope, and quality as to bring about improvement in the quality of education offered by the recipient.

Provisions have been made in accordance with New York State Education Law (Section 4601) for the appointment of and consultation with a Local Advisory Council. The agency maintains a local advisory council that meets all appropriate Commissioner’s Regulations or uses a BOCES advisory council.

A written policy is in effect which provides for the suspension from school for a period of not less than one year of any student who is determined to have brought a weapon to school and the referral of such student to a criminal or juvenile justice system. Such a policy can allow the Chief Administrative Officer of the agency to modify such expulsion requirement for a student on a case-by-case basis. Students aged 16 and under must receive alternative education while suspended from regular school. The term “weapon” means a firearm as such term is defined in Section 921 of title 18, United States Code

Chief School Officer’s Certification: I hereby certify that the agency is in compliance with the assurances listed above.

|  |  |  |
| --- | --- | --- |
|  |  |       |
| Signature of CSO **(in blue ink):** |  | Date: |
|       |  |  |
| Name and Title |  |  |

### 5.4 Certifications Regarding Lobbying; Debarment, Suspension, Other Responsibilities & Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Non-Procurement) and Government-wide Requirements for Drug-free Workplace (Grants).” The certification shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying: As required by Section 135 2, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:
2. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
3. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;

I the undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

1. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

1. The applicant certifies that it and its principals:
2. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
3. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
4. Are not presently indicted or otherwise criminally or civilly charged by a Government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph, (1) (b) of this certification; and
5. Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminate for cause or default; and
6. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.
7. Drug-Free Workplace: Grantees other than Individuals

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

1. The applicant certifies that it will or will continue to provide a drug-free workplace by:
2. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’ s workplace and specifying the actions that will be taken against employees for violation of such prohibition;
3. Establishing an on-going drug-free awareness program to inform employees about—
4. The dangers of drug abuse in the workplace;
5. The grantee’s policy of maintaining a drug-free workplace;
6. Any available drug counseling, rehabilitation, and employee assistance programs; and
7. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
8. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
9. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
10. Abide by the terms of the statement; and
11. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
12. Notifying the agency, in writing, within 10 calendar days after having received notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 312A, GSA Regional Office Building No. 3), Washington DC 20202-4571. Notice shall include the identification number(s) of each affected grant.
13. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –
14. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
15. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
16. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), I, and (f).
17. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant. Place of performance (street address, city, county, state, zip code)

[ ] Check if there are workplaces on file that are not identified here.

Drug-Free Workplace: Grantees Who Are Individuals

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

1. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
2. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above 2025-26 certifications found in the Perkins application for adult CTE programs delivered by secondary agencies.



|  |  |  |
| --- | --- | --- |
|       |  |  |
| Name of applicant and project number or project name |  |  |
|       |  |  |
| Printed name and title of authorized representative |  |  |
|  |  |       |
| Signature  |  | Date |

[ED80-0013](https://www.ed.gov/media/document/ed80-013pdf), 6/90

## Appendix: Definitions for Adult CTE Program Providers

Section 3 of the Perkins V legislation contains the following definitions for postsecondary non-competitive applications:

**ARTICULATION AGREEMENT**—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 sub baccalaureate degree granting postsecondary educational institution and

baccalaureate degree granting postsecondary educational institution; and

(B) to a program that is--

(i) designed to provide students with a nonduplicative 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 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

**CAREER AND TECHNICAL EDUCATION (CTE)—**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,
(ii) provides technical skill proficiency or a recognized postsecondary credential which may include an industry-recognized credential, a certificate, or an associate degree, and
(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph.

(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.

**CONSORTIUM—**two or three postsecondary eligible institutions collaboratively offering career and technical education and services. Consortia shall demonstrate how the programs offered through the partnership are **mutually beneficial to all members** within the partnership and agree that funds are used only for programs authorized under the Perkins V legislation. Each member institution in a consortium shall meet the NYSED standard of Size, Scope, and Quality on its own. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

**CORE INDICATORS OF PERFORMANCE—**Perkins V legislation defines the new Core Indicators of Performance as:

**Postsecondary Retention and Placement (1P1)**The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

**Earned Recognized Postsecondary Credential (2P1) \***The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.\*\*

\*A recognized postsecondary credential is defined in the Workforce Innovation and Opportunities Act (WIOA) as “A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.”

\*\*Note: A student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion, meaning that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

**Non-traditional Program Enrollment (3P1)**The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. (Sec. 113 (2B)).

**CTE CONCENTRATOR**—The term “CTE concentrator” at the postsecondary level means a student enrolled in an eligible recipient who has—

(A) earned at least 12 credits within a career and technical education program or program of
study; or

(B) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

**CTE PARTICIPANT**—The term “CTE participant” at the postsecondary level means a student enrolled in a eligible recipient who completes not less than one course in a career and technical education program or program of study.

**ECONOMICALLY DISADVANTAGED** — Individuals who participate in any of the following economic assistance programs—

1. Pell Grant
2. Tuition Assistance Program (TAP)
3. Aid for Part-Time Study (APTS)
4. Educational Opportunity Program (EOP); Higher Education Opportunity Program (HEOP); Search for Education, Elevation and Knowledge (SEEK); and College Discovery (CD)
5. Bureau of Indian Affairs Higher Education Grant Program (BIA)
6. TANF Funded Services and Assistance
7. Workforce Investment Act
8. Supplemental Security Income
9. Women, Infants, and Children (WIC)
10. Other public assistance programs serving the economically disadvantaged, such as: Food Stamps, Home Energy Assistance Payments (HEAP), Supplemental Security Income, Trade Readjustment Act, and Refugee and Immigration Affairs Assistance
11. New York State’s Low-Income Guidelines define an economically disadvantaged student as one who is a member of a household that meets the following income eligibility standards: The total annual income of such household is equal to or less than 185 percent of the amount under the annual United States Department of Health and Human Services poverty guidelines for the applicant’s family size for the applicable year. For 2020-2021, the Low-Income Guidelines are as follows: a total family income below $23,606 for single persons, $31,894 per couple, or $40,182 for a family of three, with an additional $8,288 per dependent child.

**ELIGIBLE RECIPIENT** — The term “eligible recipient” means—

(A) 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 of the Perkins V legislation; or

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

**ENGLISH LEARNER** — The term “English learner” means—

(A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or

(B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—

(i) whose native language is a language other than English; or
(ii) who lives in a family environment in which a language other than English is the dominant language.

**INDIVIDUAL WITH A DISABILITY —**

(A) IN GENERAL. -- The term “individual with a disability” means an individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) INDIVIDUALS WITH DISABILITIES. —The term “individuals with disabilities” means more than 1 individual with a disability.

**LOCAL ADVISORY COUNCIL (LAC)** — required group of at least ten members including representatives of the local workforce in CTE fields that match programs offered by the institution, as well as administrators of those programs at the institution.

**NONTRADITIONAL STUDENTS** — persons who elect to enter a career or technical education program which prepares them for entry into a career for which individuals from one gender comprise less than 25% of the individuals employed in such occupation or field of work.

**NONTRADITIONAL FIELDS** — 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.

**PROGRAM OF STUDY** — The term “program of study” means a coordinated, nonduplicative 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.

**SIZE, SCOPE, QUALITY —**

(A) Size -- eligible institutions must be public (i.e., SUNY or CUNY), have a minimum of five approved CTE programs and the ability to generate a minimum of $50,000 in formula funding on their own or by partnering with another institution in the form of a consortium.

(B) Scope -- programs must prepare concentrators for employment in high-skill, high-wage, or in-demand careers. Programs must lead to technical skill proficiency or a recognized postsecondary credential. Scope must ensure all students are provided with equitable access to CTE programs of study.

(C) Quality -- is measured by evaluation of the program’s progress on the Core Indicators of Performance as compared to federal and state targets.

**SPECIAL POPULATIONS** — 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 non-traditional 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),

(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.