

# Perkins V 2025-2026 Noncompetitive Grant Application for Secondary Applicants

## Eligibility

Public school districts (including a public charter school that operates as a local educational agency) and Boards of Cooperative Educational Services (BOCES) acting as fiscal agents are eligible to apply for secondary Perkins funds if they:

1. Generate an allocation of $15,000 or more or enter a consortium whose combined allocations are over $15,000,
2. Offer a minimum of three NYSED-approved CTE programs of study in three of the [national career cluster](https://careertech.org/career-clusters/)s that meet the definitions of size, scope, and quality (verified through the submission of SIRS data) at the time of application, **and**
3. Offer NYSED-approved CTE programs with approval expiration dates of June 30, 2026, or later.

First-time applicants and returning applicants that did not apply for funding in the 2024-25 program year must contact the Office of Career and Technical Education (CTE) at 518-486-1547 to confirm eligibility prior to applying for the 2025-2026 program year.

Both first time and returning applicants that did not apply for funding in the 2024-25 program year, with an individual allocation of or greater than $15,000 and whose programs meet the Perkins V definitions of size, scope, and quality as verified in the Student Information Repository (SIRS) at the time of application, must submit a letter of intent to apply by March 15, 2025, to both the fiscal agent of the consortium joined in the prior year and to the Office of CTE. A PDF copy of the original letter should be sent to [emsccte@nysed.gov](mailto:emsccte@nysed.gov). A completed Comprehensive Local Needs Assessment (CLNA) is then due to the Office CTE by April 1, 2025.

Perkins funds are allocated by a statutory formula that is based upon the number of individuals ages five to seventeen in a school district, with greater weighting to those individuals who are below the poverty line (source, U.S Census, Small Area Income and Poverty Estimates). Current allocations are found at the Office of CTE [Perkins](https://www.nysed.gov/career-technical-education/perkins-application) home page. These Perkins funds provide New York public schools and BOCES with the chance to improve student outcomes by concentrating on programs developed to meet the requirements of the NYSED Board of Regents’ CTE policy on program approval. Local grantees will be required to use Perkins funds only on NYSED-approved programs that have been evaluated on the CLNA and that have approved status at the time of application submission or on programs that fall under the new Perkins flexibilities.

## Application Contents

The application is comprised of five parts:

* Section 1 Introduction to Perkins V and Application Mechanics
* 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 to ensure compliance with the provisions of Perkins V legislation.

Questions about the application process or any forms may be submitted to [emsccte@nysed.gov](mailto:EMSCCTE@nysed.gov) .

E-mail one electronic copy of the application (in Word format) and a budget FS-10 budget Excel form to [emsccte@nysed.gov](mailto:EMSCCTE@nysed.gov), **no later than June 1, 2025**.

Mail original application (sections 2-5 only) and FS-10with 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 secondary education students and postsecondary education students who elect to enroll 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.

### Administration of federally funded projects: Uniform Administrative Requirements

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.  The final guidance consolidates the guidance previously contained in the aforementioned citations into a streamlined format that aims to improve both the clarity and accessibility.

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)*(includes 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 2-5 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].

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| E-mail one electronic copy of the application (in Word format) and a budget FS-10 Excel form to [emsccte@nysed.gov](mailto:EMSCCTE@nysed.gov) **no later than June 1, 2025**  Mail originalapplication (sections 2-5 only and FS-10with 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

The 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 Documentation  2.1 Perkins Cover Page  2.2 Consortium Participation  2.3 Fund Use Agreements for all Consortium Members |  |
| 3.0 Local Compliance with Perkins V Provisions  3.1 Stakeholder Input  3.2 Required Application Elements |  |
| 4.0 Local Plan which includes the Comprehensive Local Needs Assessment (CLNA) submitted on April 1, 2024 (for returning applicants, and on April 1, 2025, for new applicants) and the action steps with Perkins 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 page](https://www.oms.nysed.gov/cafe/forms/))  5.2 Administrative Cost Policy  5.3 Statement of Assurances  5.4 Assurances – Non-Construction Programs  5.5 Certification Regarding Lobbying, Debarment and Suspension |  |

## Section 2.0 Supporting Documentation

### Perkins V Cover Page

**Program Year: 2025-2026**

(Fiscal Agent Signature Required)

|  |  |  |
| --- | --- | --- |
| **BEDS or Agency Code** | **Project Number** | |
| **Applicant** | **Secondary Program of an LEA**  **Consortium (see required forms for members)** | |
| **Address** | | |
| **City** | **County** | **Zip Code** |
| **Contact Person** | **Telephone** | |
| **Email** | **FAX** | |

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| 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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| Superintendent/District Superintendent’s signature (**in blue ink**) |  | Date |
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| Printed Name |  |  |

### 2.2: Consortium Participation: Consortium Fiscal Agent’s Signature Required

Name of agency acting as fiscal agent:

The Superintendent of the consortium’s fiscal agent should complete this form.

List the names of the agencies that have agreed to participate in the consortium.  
*[Please fill first column, then second column, if necessary]*

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| **Participating Agencies** | |
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****The fiscal agent and agencies that enter into this consortium will conduct programming in accordance with the provisions of Perkins Section 131(f)(2) which states: *FUNDS TO CONSORTIUM. —Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only 1 member of the consortium.*

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| Signature of consortium fiscal agent (Superintendent) **(in blue ink)** |  | Date |
|  |  |  |
| Fiscal agent’s name (print) |  |  |

### 2.3 Consortium Fund Use Agreement: Chief School Officer’s Signature Required

Duplicate hard copies as needed to collect original signatures. Only hard copies with signatures may be submitted. PDFs showing signatures will not be accepted.

All agencies that have generated a Perkins formula allocation and opt to participate in a consortium must complete this form. The completed form (bearing original signature) should be given to the consortium’s fiscal agent for transmittal to the NYSED.

School District/BOCES:

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| SED/BEDS Code: |  |  |  |  |  |  |  |  |  |  |  |  |

Sections 134 and 135 of the Perkins Act require consortia members to collect data that allow them to carry out the provisions of the local application requirements. Beginning in 2019-20, only CTE data for NYSED-approved CTE programs should be reported to the NYSED SIRS. CTE data should be reported by the program provider—the agency that operates the NYSED-approved CTE program. This change does not remove the need for the BOCES and districts to share CTE data for other purposes (e.g., the generation of transcripts and awarding of credits).

Itis understood that this agency has elected to participate in the consortium and that the signing of this form constitutes an agreement with the designation of the fiscal agent for the use of funds under the provisions of Perkins *Section 131(f)(2*) which states*:*

Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefitting only one member of the consortium.



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| Signature of chief school officer (in blue ink on hard copy submitted) |  | Date |
|  |  |  |
| Chief school officer’s name (print) |  |  |

## 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 assisting with annual evaluation of the programs, services, and activities provided by the school district or board of cooperative education. The Local Advisory Council for CTE is the small leadership team which, for the Perkins 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)].** | | | | | |
| Check more than one letter, if appropriate. | **I** for supplied information,  **C** for provided substantive consultation,  **R** for reviewed and critiqued the plan or sections of the plan 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 at the secondary level | |  |  |  |  |
| Individuals familiar with CTE programs at the postsecondary level | |  |  |  |  |
| 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 Advisory Council Membership** | | | | | |
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| **Stakeholder Group Membership**  Describe how the following stakeholders 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, * Parents and students, * Representatives of special populations, * Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965), * Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and * Any other stakeholders. |

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. Add as many lines as you need to detail all stakeholders.

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| **Group ID Codes** | **P** parents **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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| **Local Advisory Council Activities** |
| Local advisory council meeting dates: |

****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 Required Application Elements

**Note:** Questions 1 through 10, and 14 apply to all NYSED-approved programs offered by the applicant. Questions 11 and 12 apply to those NYSED-approved programs for which the applicant is seeking funding. Question 13a applies to those programs for which the applicant would like to seek approval and have funded in the future. Question 13b applies to the proposed flexibilities for developing and/or newly approved programs.Please provide responses to the questions below. Additionally, provide details or descriptions when required.Responses can be provided in bulleted lists.

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| 1. How will students of each population, learn about their school's CTE course offerings and whether each course is part of a NYSED-approved CTE program, ensuring equal access to high-quality CTE programming? You may list multiple schools having the same strategy on one line. Add as many lines as you need to detail all strategies that you employ for the populations that you enroll. [134(b)(2)(C)] | |
| Special Population | Identify Your Strategy for Communicating Course Offerings |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
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| Choose an item. |  |
| Special populations not enrolled at our locations | The reason that they are not enrolled |

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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)] |
|  |
| 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 a NYSED-approved CTE Program. [134(b)(3)(C)] |
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| 1. Describe how you will improve the academic and technical skills of students participating in these NYSED-approved CTE programs. How will you strengthen the academic and CTE components of this program for all students through the integration of coherent and rigorous content aligned with challenging academic standards and a relevant CTE experience to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)? [134(b)(4)] | |
| NYSED-approved CTE program to be strengthened 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 you need 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. |  |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |

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| 1. Describe how you will recruit, enroll, and prepare 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). Nontraditional field CIP Codes can be found on our Office of CTE [Perkins page](http://www.p12.nysed.gov/cte/perkins4/title1.html). [134(b)(5)(B)] |
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| 1. Describe how you will provide equal access for special populations to career and technical education courses, programs, and programs of study by detailing specific tools, strategies, and staffing used in order to ensure equal access. [134(b)(5)(C)] |
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| 1. Outline 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)] (Please provide links to your non-discrimination policy, 504 coordinator and Title IX coordinator contact information, and any specific civil rights grievance policies that may be in place.) |
| Non-discrimination policy link:  504 Coordinator contact info:  Title IX Coordinator contact info: |

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| 1. Describe the work-based learning opportunities that you will provide to all students participating in NYSED-approved CTE programs and your plan to work with representatives from employers to develop or expand work-based learning opportunities for all CTE students. [134(b)(6)] Add as many lines as you need to explain how you provide work-based learning opportunities to accommodate a range of student needs. | |
| Identify the work-based learning opportunities that you have provided to all students enrolled in NYSED-approved CTE programs. | Identify your plan to work with business and industry partners to expand work-based learning opportunities for all students. |
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| 1. Describe how you will provide all students participating in NYSED-approved CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. [134(b)(7)] |
| * 1. Identify your strategy to provide all CTE students with postsecondary credits |
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| * 1. Identify the postsecondary institution you partner with for postsecondary credit or other benefits of articulation. |
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| 1. Describe how you will coordinate with the NYSED and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession and that are reflective of the student population (gender, race, ethnicity, color, and disability).[134(b)(8)] |
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| 1. Describe how the results of the CLNA (found in the SIRS 345 Report as recorded in Chart 3) informed the selection of the specific career and technical education programs and activities selected to be funded. [134(b)(2)(A)] | | | | | | |
| PERFORMANCE INDICATOR | STATE BASELINE TARGETS | TARGETS for the 2025-26 APPLICATION | 2023-24 ACTUAL PERFORMANCE | GAPS IDENTIFIED\* | POSSIBLE CAUSES OF GAPS | STRATEGIES FOR IMPROVEMENT (IF NEEDED) |
| Percentage of CTE concentrators who graduate in four years with their cohort (1S1) | 81.80% | 95.93% |  |  |  |  |
| Academic attainment measured by performance on the English Language Arts Regents Examination (2S1) | 85.00% | 84.70% |  |  |  |  |
| Academic attainment measured by performance on a mathematics Regents examination (2S2) | 83.00% | 65.31% |  |  |  |  |
| Academic attainment measured by performance on a science Regents examination (2S3) | 83.00% | 77.56% |  |  |  |  |
| Secondary placement: number of concentrators in NYSED-approved CTE programs placed in postsecondary education, employment, or military (3S1) | 97.35% | 93.91% |  |  |  |  |
| Nontraditional Program Concentration (4S1) | 25.95% | 18.09% |  |  |  |  |
| Work-Based Learning: Percentage of CTE Concentrators who completed at least 54 hours of appropriate work-based learning experiences (5S3)\*\* | 62.50% | 49.22% |  |  |  |  |
| \* Gaps may be listed for all programs or for specific programs or by specific populations  \*\* Appropriate work-based learning experiences for the purpose of this application include any of the four New York State registered work-based learning programs (CEIP, GEWEP, and Co-op) as well as the following non-registered experiences: school-based enterprise, supervised clinical experience (health sciences and appearance enhancement programs only), community service, school-based projects, and job shadowing. Field trips, guest speakers, routine classwork, college visits, and non-school affiliated employment DO NOT count towards the 5S3 indicator. | | | | | | |
| b. Describe any additional gaps identified in the CLNA: | | | | | | |

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| 1. Describe how the applicant 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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| 13. a. Describe any new program(s) of study that the applicant will develop and submit to the Office of CTE for approval to become eligible for future funding. [134(b)(2)(B)] |
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| 1. For applicants eligible for the proposed flexibilities, describe what developing or newly approved programs you will be proposing to fund, and describe how funds may be used to support programs as they grow to reach size, scope, and quality eligibility. (Specific action items will be defined in Chart 4) |
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| 1. Describe how the applicant is monitoring all Perkins-funded programs to ensure they continue to meet requirements for continued size, scope and other eligibility requirements. |
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## Section 4.0 Local Plan and Action Steps with Perkins V Uses of Funds

**Comprehensive Local Needs Assessment (CLNA):** The CLNA to be completed by April 1, 2024, for returning applicants, and by April 1, 2025, for new applicants, will evaluate all current NYSED-approved CTE programs. The expectation is that programs demonstrating the lowest student performance, according to Data Source 1 (SIRS 345 Report - Program Level Performance Report), will be funded first. Uses of funds in this section of the application will all be tied to needs identified in the CLNA. Each applicant will address those identified needs with funding priorities in the 2025-2026 program year. Funds should be directed towards activities that support the lowest-performing programs as identified in the performance data displayed in Chart 3 of the CLNA and/or Question 11 above.

The CLNA Workbook must be emailed in Excel format with the application to [emsccte@nysed.gov](mailto:emsccte@nysed.gov).

**Funding for NYSED-approved programs only:** Activities that improve or evaluate current NYSED-approved CTE programs can be funded. Funds cannot be applied to programs that are not NYSED-approved or that do not meet size, scope, and quality eligibility requirements at the time of the application.

**Flexibilities for developing and/or newly approved programs that do not yet meet size, scope, and quality requirements:** To utilize these flexibilities within the Perkins application, a district or BOCES must first be meeting 90% of the Perkins Performance Indicator Targets within their Perkins-funded, NYSED-approved programs or showing significant growth through a pre-established two-year improvement plan. Developing or newly NYSED-approved CTE programs that have not yet met the eligibility requirements of size, scope, and quality under Perkins can be supported with Perkins funding by supporting:

* salaries of the newly hired CTE teacher for up to three years,
* high-quality professional development for the newly hired teacher,
* technical assessment fees for students to alleviate a financial barrier, and/or
* the cost of translated, or varied reading level CTE material for the curriculum.

### 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 all students career exploration and career development activities,
2. Providing instructors professional development,
3. Building the skills all 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/or
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. Ideally, the combination of all funded projects should account for all/most of the six uses.

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| **Local Advisory Council Activities** |
| Insert the recommendations from Chart 8 of the CLNA Workbook below. |

### Action Steps with Perkins Uses of Funds

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

**BUDGET CODES**

|  |  |
| --- | --- |
| **Budget Category** | **Budget Code** |
| Professional Services | 15 |
| Support Staff Salaries | 16 |
| Purchased Services | 40 |
| Supplies and Materials | 45 |
| Travel Expenses\* | 46 |
| BOCES Services | 49 |
| Minor Remodeling | 30 |
| Equipment | 20 |

The Office of CTE is restricting the use of Perkins travel funds to in-state travel only. Out of state travel cannot be funded with Perkins grants.

|  |  |  |  |
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| **NYSED- approved CTE Program Title** | **Identified Needs, based on CLNA Workbook Summary (Chart 8)** | **Action Steps to address needs including dates, data, and expected outcomes. \* Include a budget code with each action step, i.e., 40 purchased services.** | **Use of Funds # (Click on drop down box to select)** |
|  |  |  | Choose an item. |
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## Section 5.0 Budgets, Assurances, and Certifications

### 5.1 Proposed 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 below) | 80 |  |
| Indirect Cost (see worksheet below) | 90 |  |
| BOCES Services | 49 |  |
| Minor Remodeling | 30 |  |
| Equipment | 20 |  |
| **TOTAL for this State Priority** | |  |

### 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 the 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 number of items exceed 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 (e.g., field trip transportation) that are generally covered by local funds, cannot be charged to Perkins, and/or
  + cost 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.

**Allocations:** **2025-2026** allocations are posted on Office of CTE [Office of CTE Perkins homepage](http://www.nysed.gov/career-technical-education/perkins).

### 5.3 Statement of Assurances for Secondary 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.

**Size, Scope, and Quality:** All NYSED-approved programs receiving funding in this application, must meet the Perkins V definitions of size, scope, and quality as outlined below at the time of application.

**Programs of sufficient size**

* Must provide a minimum of three (3) NYSED-approved CTE programs in three (3) of the national career clusters;
* Must be serving a minimum of eight (8) CTE concentrators (this includes concentrators in grades 9-12 with active program service records reported to the SIRS); and
* Must be open to all students with adequate supports provided for student success.

**Programs of sufficient scope**

* Provide nonduplicative sequences of courses offering academic, technical, and employability skills to expose students to multiple aspects of an occupational area;
* Progress in specificity, beginning with exploration of multiple aspects of an industry or career cluster and leading to more occupation-specific instruction;
* Align with the needs of industry in the economy of the state, region, or local area;
* Offer multiple entry and exit points; and
* Culminate in the ability for students to attain a recognized postsecondary credential.

**Programs of Sufficient Quality**

* Achieve or make progress toward achieving established for Perkins performance indicators;
* Align to state academic learning standards and industry standards and are delivered by appropriately certified teachers who have on-going professional development in instructional strategies to meet the needs of all learners;
* Include articulation agreements with postsecondary institutions and apprenticeship programs; and
* Result in student attainment of a credential that confers added value to the high school diploma. The CDOS Credential, an industry recognized certification (e.g., Microsoft Office Specialist) or the CTE technical endorsement, or a combination of these.

**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, (2) Title IX of the Education Amendments of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Discrimination Act of 1975, (5) the Americans with Disabilities Act, 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.

Perkins funds will only be used to provide CTE programs that are of a size, scope, and quality (or developing/ newly approved programs as they reach size, scope, and quality under the new flexibilities) to bring about improvement in the quality of education offered by the recipient.

Provisions are made for members of special populations in private secondary schools to participate in CTE programs assisted under Section 131 of Perkins. The career education being received by students with disabilities is consistent with their Individual Education Plan.

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.



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| Signature (in blue ink) |  | Date |
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| Name and Title |  |  |

### 5.4 Statement of Assurances for Non-Construction Programs for Secondary Perkins Basic Grant Recipients 2025-26: Chief School Officer’s Signature Required

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| **Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of Information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.** |

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to:
   1. Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin;
   2. Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681- 1683, and 1685-1686), which prohibits discrimination on the basis of sex;
   3. Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;
   4. the Age Discrimination Act of 1975, as amended (42U.S.C. §§6101-6107), which prohibits discrimination on the basis of age;
   5. the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
   6. the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
   7. (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records;
   8. Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental, or financing of housing;
   9. any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and G) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and Ill of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds. Will comply, as applicable, with the provisions of the Davis­ Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally assisted construction sub agreements.
9. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.
10. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
11. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
12. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
13. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
14. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm-blooded animals held for research, teaching, or other activities supported by this award of assistance.
15. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
16. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 0MB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
17. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

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



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| Signature (in blue ink) |  | Date |
|  |  |  |
| Name and Title |  |  |

### 5.5 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. I am 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)

**Certifications Regarding Lobbying; Debarment, Suspension, and other Responsibilities Including Drug-free Workplace Requirements, continued.**

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 certifications found on pages 27-29 of the 2024-25 New York State Perkins V Application.



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| --- | --- | --- |
|  |  |  |
| 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