



Perkins V 2025-2026 Application Guidance

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. A completed Comprehensive Local Needs Assessment (CLNA) is then due to the Office CTE by April 1, 2025.

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.

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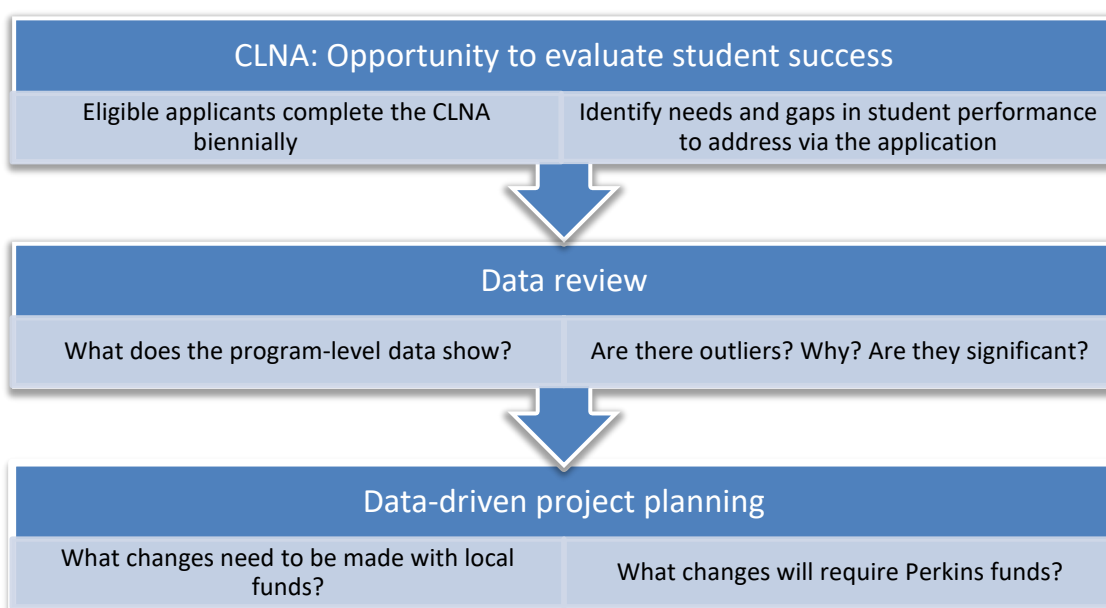
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Purpose and Priorities of New York State’s Perkins V Grant

- Assist local applicants in improving secondary-level NYSED-approved CTE programs that meet the definition of career and technical education as contained in the Strengthening Career and Technical Education for the 21st Century Act.
- Support NYSED-approved CTE programs that are of sufficient size, scope, and quality to be effective.

The Comprehensive Local Needs Assessment (CLNA) as a Basis for the Perkins V Application

The CLNA Process



After completing the biennial CLNA, the local applicant will analyze these findings to generate a list of recommendations that can be addressed using Perkins V funds.

- The purpose of the CLNA is to identify areas of *BOTH* strengths and weaknesses in the applicant’s CTE programs.
- Data driven decisions will guide the action steps needed to address these recommendations in order to improve programs and increase student opportunities.
- Future directions of CTE for the applicant will be informed and/or validated by the stakeholders and partners conducting the analysis.
- The stakeholders and partners will identify strategies, solutions, and investments that can be implemented in order to address weaknesses and gaps that currently exist.
- The same recommendations will direct the budget decisions regarding the appropriate use of Perkins V Funds for the given program year.
- All of the above information will create the foundation for the 2025-2026 local application.
- Applicants who completed the CLNA in 2023-24 should reevaluate the funded activities to determine which should be carried forward a second year and which have been completed.

Priorities identified in last year's CLNA that have not yet been funded can be included in the 2025-26 application.

Perkins V Application Components and Their Purpose

Section 1: Introduction to Perkins and Application Mechanics

This section outlines the purpose of funding under the Strengthening Career and Technical Education for the 21st Century (Perkins V) Act, the Uniform Administrative Requirements, the application mechanics, and the checklist applicants should use to ensure a complete application prior to submission.

Section 2: Supporting Documentation

This section contains the documentation necessary for the fiscal agent signature as well as the consortium participation and consortium fund use agreements.

Section 3: Local Compliance with Perkins V Provisions

In section 3.1, the applicant will outline the membership of the Local Advisory Council (LAC) and how they are involved with the development of the local application.

Section 3.2 contains the required application elements for Perkins compliance. Questions that refer to special populations will have drop-down menus where the applicant can choose a particular special population that they may need to refer to or an all-students category for broader statements.

Questions 1 through 10, and 14 in this section 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.

The NYS Perkins V Application connects to activities performed for the 2020 Methods of Administration Plan approved by the United States Department of Education's Office of Civil Rights. Under New York's plan for monitoring civil rights in CTE programs, all CTE associates participate in efforts to assure compliance with civil rights statutes. The plan connects civil rights monitoring to other oversight work done in the Office of CTE. Reviews of grant applications include a civil rights component which monitors issues that may signal that the applicant requires technical assistance or a civil rights review.

Section 4: Local Plan and Perkins V Use of Funds

After completing the CLNA, the Local Advisory Council will draft recommendations based on the analysis of the findings and the CLNA Summary. These recommendations will be placed into Section 4 as a reference point for the action steps that will follow in the chart. There should be a clear linkage of needs and recommendations to action steps and uses of funds to address them.

Activities developed and outlined in Section 4 to improve student outcomes need to be linked to 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.

The combination of all funded activities should account for all of the six uses.

The needs outlined and action steps described in this section will be linked to one of the six required Perkins V Use of Funds. Use the drop-down menu in column four to select the required activity supported by the action steps.

Local Application Section 4

Section 4 will create a one-year plan of projects, services, and activities that **specifically** address the needs identified in the CLNA Summary tab of the Excel workbook. The plan must include:

1. NYSED-approved CTE Program title,
2. Identified needs based on the CLNA Summary,
3. Action steps to address needs including dates, data, and expected outcomes, and
4. Use of Funds.

Detailed information about dates, data that supports the action, and expected measurable outcomes must be included in the chart. 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))*

The table below illustrates that some needs can carry over into multiple programs of study, i.e., the need for more work-based learning opportunities. However, some needs that arise may be program specific. This will be applicant specific. In the Action Step column, the narrative is very specific about how Perkins funds will be used to support this project. There should be clear linkage between this chart and the FS-10 when referencing the budget code following each action.

Identifying Needs and Proposed Solutions

NYSED-approved program	Needs identified in the CLNA summary and data sources used	Action Steps to address needs (include): expected outcomes, completion dates, and associated budget codes	Perkins required use of fund #
Pre- Engineering	WBL data for these programs shows that only 50% of concentrators meet the 54-hour target for WBL.	1.0 FTE WBL coordinator will be hired for the 2025-26 school year (Codes 15, 80)	3. Building the skills students need to pursue careers in high skill, high wage, or in-demand industry sectors.
Automotive Technology	More WBL opportunities and more available hours are needed for all three programs.	Hire a second WBL coordinator 0.5 FTE who will work with local business and industry partners to expand opportunities for quality WBL experiences for these programs (Code 15, 80, and 46)	
Construction Technology		Expected Outcome: raise the percentage of students meeting the 54-hour target from 50% to 85% in the first year and to 100% in year 2.	

Example list of needs and proposed solutions for multiple programs.

The action steps outlined in this year’s local application will detail projects that address the needs found through the CLNA process. The 2025-2026 application will continue to address the same needs the applicant found in the CLNA completed in 2023-24. Funding for the 2025-26 program year will then address either new projects or continuations of those projects outlined in the 2024-2025 application. This will allow the applicant to continue the plan for a two-year investment in the needs or gaps revealed by the most recently completed CLNA. Additionally, the two-year cycle will provide more complete outcome data for the completion of the next CLNA during the 2025-2026 program year.

Flexibilities in Spending Outlined in the Revised Perkins V State Plan

New flexibilities in the administration of the Perkins V Grant have been approved in the NYS Perkins V State Plan. These flexibilities center around middle-level CTE and developing or newly approved NYSED CTE programs.

Flexibilities for Middle Level CTE Programs

To utilize these middle level CTE 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.

If, through course-level data, it can be confirmed that a district is providing the required 1.75 units of middle level CTE instruction, an eligible recipient may apportion some of their Perkins allocation (beginning in the 2025-26 school year) to middle level CTE programs in their district or, in the case of a BOCES, their component districts. These funds cannot supplant costs associated with the already required 1.75 units of middle level CTE required by [Commissioner's Regulation 100.4\(c\)](#).

In regard to middle level CTE, Perkins funds may be used to:

- support middle level CTE-certified teachers and middle level counselors with high-quality professional development in the area of CTE;
- offer students new career development and career awareness experiences that are separate from the required units of study and above and beyond what the district has already funded locally; and/or
- support middle level chapters of Career and Technical Student Organizations (CTSO) while following the included parameters on pages 9 through 11 of the Perkins application guidance document as it relates to the secondary-level CTSO funding allowances.

Flexibilities for Developing or Newly Approved CTE Programs

To utilize these flexibilities for developing or newly approved CTE programs 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 approved CTE programs that have not yet met the eligibility requirements of size, scope, and quality under Perkins may use Perkins funding to support:

- salaries of newly hired CTE teachers for up to three years;
- high-quality professional development for newly hired teachers;
- 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.

Three scenarios/timelines are included in Appendix 1 of this document.

Illustration of Allowable and Unallowable Uses of Funds

Allowable costs by budget code are outlined below for those needs that have been identified during the CLNA process. Note: costs are allowable only when they are a necessary component of an overall effort to address program areas in need of improvement.

Budget Code	Allowable Costs	Unallowable Costs
15 Professional Salaries	<ul style="list-style-type: none"> • CTE teacher positions for up to three years for responsibilities and/or activities aligned to CLNA outcomes • Technical instructional assistant positions for up to three years • Career counselor positions for up to three years • Other instructional or professional staff providing services in a Perkins funded program for up to three years • Stipends for any staff employed by the recipient agency to perform tasks outside their work hours and normal duties that support a Perkins funded program • NEW CTE teacher positions for up to three years while program is working toward NYSED-approval or recently approved as outlined in the new Revised State Plan flexibilities (as described on page 9 above) 	<ul style="list-style-type: none"> • Salaries or wages of any instructional/professional staff whose responsibilities and/or activities are not directly related to a CLNA outcome • Any position eligible for funding that has been supported for three consecutive years on the same activity • Any position that has been previously funded with local funds
16 Support Staff Salaries	<ul style="list-style-type: none"> • Clerical or administrative support directly related to a Perkins funded program (only for time spent on those activities) (i.e., secretarial and clerical assistance, and building 	<ul style="list-style-type: none"> • Salaries for clerical or administrative support for time spent on duties unrelated to grant activities

	<p>operation and maintenance)</p> <ul style="list-style-type: none"> • When recipients use their own school bus transportation for a project, the salary of the individual bus driver and monitors will be allowed for those hours (above and beyond their contractual day) of project use. 	
<p>40 Purchased Services</p>	<ul style="list-style-type: none"> • Any contracted arrangement with an entity outside the recipient agency for allowable activities, services, and/or products for a Perkins funded program (e.g., site licenses) • Rental costs are allowable if the recipient is renting from an outside agency or vendor and the rental fees are necessary, reasonable, and allocable to the project addressing the needs identified in the CLNA. • Repairs for Perkins funded equipment that directly impact a Perkins funded programs • Costs associated with technical assessments or industry recognized certification examinations • Costs associated with translating materials for ELL students in NYSED-approved programs • Costs associated with preparing for and participating in technical skills competitions aligned with CTE program standards and curricula for CTSOs (DECA, FBLA, FFA, HOSA, 	<ul style="list-style-type: none"> • Funding for activities, services, and/or products provided by the recipient agency • Funding for activities, services, and/or products that have previously been secured using local funds • Any expenditure for entertainment or other non-instructional activities • Rent cannot be charged if the local agency actually owns the space or item involved • Professional organization dues or membership fees • Tuition, fees, or other payments for the benefit of an individual student or staff members and not the overall CTE program. (e.g., expenses for student driver’s education and NYS driver license fees, dual enrollment tuition, teacher certification costs, etc.) • CTSO or other dues/membership fees for students • Any portion of a student’s conference/competition registration fee used for

	<p>FCCLA, Skills USA, and TSA); students must be concentrators in a NYSED-approved CTE program to be supported with Perkins funds for these activities</p>	<p>food, lodging, awards, social assemblages, and recreation</p> <ul style="list-style-type: none"> • Student travel to national level CTSO competitions
<p>45 Supplies and Materials</p>	<ul style="list-style-type: none"> • Items with a per unit cost of less than \$5,000 that directly improve a Perkins funded program and benefit students in those programs (individual supplies must be itemized including number ordered with their unit cost) • Translated materials for students in NYSED-approved CTE programs or in new programs under the 2025-26 flexibilities • Costs associated with technical assessments or industry recognized certification examinations • Differentiated, CTE-specific reading materials • Promotional materials for teacher recruitment • Costs associated with preparing for and participating in technical skills competitions aligned with CTE program standards and curricula for CTSOs (DECA, FBLA, FFA, HOSA, FCCLA, Skills USA, and TSA); students must be concentrators in a NYSED-approved CTE program to be supported with Perkins funds for these activities • Career-specific furniture or fixtures (i.e., accessible cosmetology stations, drafting tables, sewing 	<ul style="list-style-type: none"> • Items with a per unit cost of \$5,000 or more • Consumable goods and supplies that are typically and reasonably provided by the recipient agency (e.g., pencils, paper, printer ink, etc.) • Postage • Computers for administrators, teachers and support staff use • Program promotional materials for student recruitment or general communication; including memorabilia, awards, recognition items (e.g., t-shirts, flash drives, or other items retained by the students) • Costs of CTSO jackets, uniforms, etc. • General classroom furniture

	tables, stainless steel culinary tables, etc.)	
46 Travel expenses	<ul style="list-style-type: none"> • In-state conference registration for high-quality professional development (HQPD) • Non-credit course reimbursement for HQPD specific to instructing career and technical education students • Expenses for in-state transportation, per diem, and lodging costs if the costs are necessary, reasonable, and allocable to a project • Pupil transportation and travel of staff between instructional sites when in support of a Perkins funded project • Advisors supervising students at local, state, and/or national events • When recipients use their own school bus transportation for a project, reimbursements shall be limited to the approval rate per mile for operational costs 	<ul style="list-style-type: none"> • Meals, unless included in the registration fee for conferences • Meals for school/district HQPD meetings • Any expenditure for entertainment or non-instructional activities • The Office of CTE has determined that out-of-state travel can no longer be funded with Perkins funding. • Student travel to national level CTSO competitions
49 BOCES Services	<ul style="list-style-type: none"> • Any contracted arrangement with a BOCES provider for allowable activities, services, and/or products for a Perkins funded program 	
30 Minor Remodeling	<ul style="list-style-type: none"> • Salaries, associate employee benefits, purchased services, and supplies /materials related to alterations to existing sites to improve NYSED-approved 	<ul style="list-style-type: none"> • Modifications not directly tied to improving access to NYSED-approved program • Major remodeling

	program facility accessibility	
20 Equipment	<ul style="list-style-type: none"> Commercial grade items with a per unit cost of \$5,000 or more and a usable life of at least one year that directly improve a Perkins funded program and benefit students in those programs 	<ul style="list-style-type: none"> Equipment for programs that are not included in the action steps described in Section 4 Equipment required for the start-up of a program Non-instructional equipment used for the overall functioning of the school (e.g., office equipment and furnishings, reproduction and printing equipment) General classroom furniture Purchase or lease of automobiles
80 Employee Benefits	<ul style="list-style-type: none"> The fringe benefit rate for project personnel must be the same as those used for other agency personnel Only benefits which are attributable to the professional and support staff identified in codes 15 and 16 may be included 	
90 Indirect Costs	<ul style="list-style-type: none"> Central administrative costs and certain other organization-wide costs that are incurred in connection with the grant, but that cannot readily be identified within the grant District indirect cost rates are set annually 	<ul style="list-style-type: none"> Indirect rate greater than the percentage assigned to the district Administrator salaries, administrative activities, and indirect costs combine cannot exceed 5% of the grant

Supplement, Not Supplant

Funds made available under Perkins V should not supplant local or state funds. Perkins V funds are to be used to improve NYSED-approved career and technical education programs. Local or state funds would provide the infrastructure, staff, supplies, staff travel, equipment, etc. for normal operation.

Fiscal Guidelines for Federal and State Funded Grants

General Principles for Allowable Costs

Grant funds, whether from federal or state sources, must be expended on allowable activities in accordance with the approved budget and the applicable cost principles outlined in 2 CFR 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards).

The Office of CTE has determined that out of state travel can no longer be funded with Perkins funds.

To be considered allowable for reimbursement, costs must meet the following general criteria:

- Be necessary and reasonable for proper and efficient operation of the program;
- Be allocable to the project and properly documented;
- Be permissible under applicable state and/or federal laws and regulations;
- Conform to policies and procedures as well as any limitations or exclusions set forth in these guidelines, laws or regulations, or other governing limitations as to types or amounts of cost items;
- Be the net amount after applying all applicable credits, such as purchase discounts, project-generated income, and adjustments of overpayments;
- Not be included as a cost in any other project or grant;
- Be consistently treated; and
- Must be accounted for in a basis that is in accordance with generally accepted accounting principles (GAAP).

Encumbrances

All encumbrances (or obligations) must be made **within the approved funding period (project period) of the grant**. Encumbrances for both federal and state projects are created on the following basis:

- Acquisition of real or personal property
 - The encumbrance is made on the date on which a binding written commitment to acquire the property is made.
- Personal services by an agency employee
 - The encumbrance is made when the services are performed.
- Personal services by a contractor who is not an agency employee
 - The encumbrance is made on the date on which the agency makes a binding written commitment to obtain the work.
- Performance of work other than personal services
 - The encumbrance is made on the date on which the agency makes a binding written commitment to obtain the work.
- Public utility services
 - The encumbrance is made when the agency receives the services.
- Travel
 - The encumbrance is made when the travel is taken.
- Rental of real or personal property
 - The encumbrance is made when the agency uses the property.

Supplement, Not-Supplant

This is a provision common to many federal education program statutes. In general, this statutory requirement specifies that a State or local educational agency may allocate and use funds received under a particular federal program only to supplement and not supplant (or replace) funds from non-federal sources.

This means a local educational agency:

- **may not** divert state and local funds for other uses simply because these particular federal grant funds are available;
- **may not** use these federal grant funds to pay for activities required by State law or local district policy; but
- **may** use these federal funds to expand existing programs and/or add new programs that would not otherwise be available from state and local funding sources.

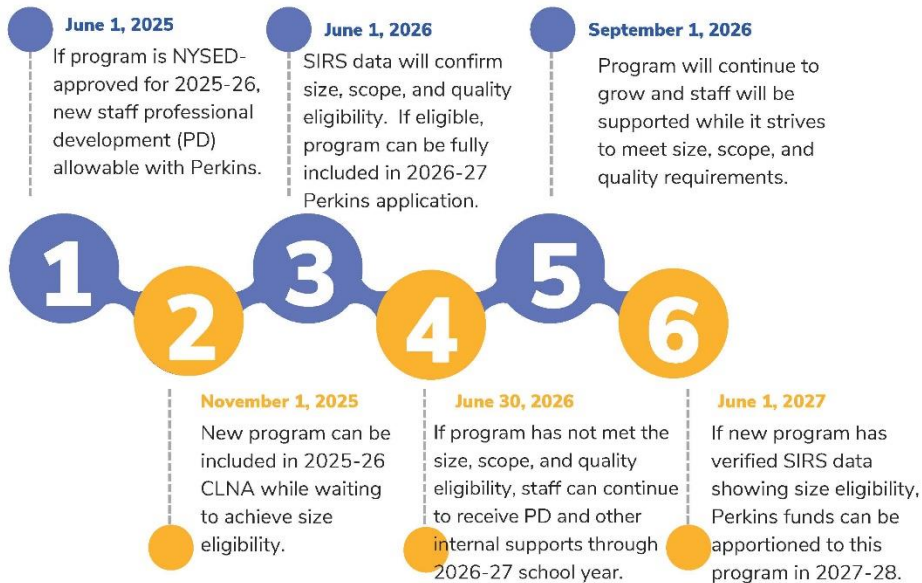
Grantees should carefully review applicable program statute and regulations to determine if the supplement, not supplant requirement applies in order to ensure full compliance with such requirements.

For samples of specific cost and budget codes, see [Office of Grants Finance Fiscal Guidelines](#).

Appendix 1: Flexibilities Around Developing or Newly Approved CTE Programs

Perkins Flexibilities

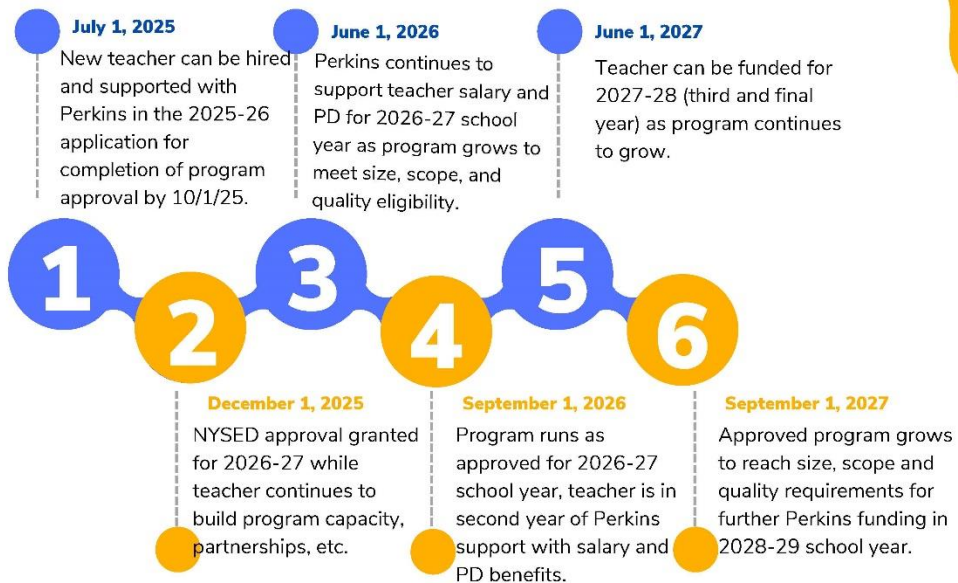
For programs approved to operate 2025-26 school year



Flexibility Example 1

Perkins Flexibilities

For programs seeking initial approval by October 1, 2025



Flexibility Example 2

Perkins Flexibilities

For programs seeking initial approval on or before October 1, 2026



Flexibility Example 3