



Perkins Grant Management: What You Need to Know

The Carl D. Perkins Career and Technical Education Act (Perkins Act) is the primary piece of federal legislation that supports career and technical education (CTE). In addition to providing funds, the law requires student enrollment and performance reporting; supports increased alignment across CTE and core academics, across education and the labor market, and across the secondary, postsecondary and workforce systems; and encourages expanded access to high-quality CTE programs.

Each recipient of Perkins funding must perform a number of administrative duties to stay in good standing. These responsibilities often fall to the Perkins grant manager or coordinator, which may not be a full-time role.

While the particulars will vary by state and locality, there are many similarities in this role across different contexts. The Perkins grant manager oversees budgeting, inventory and reporting for the Perkins grant and most likely leads the periodic comprehensive local needs assessment required of Perkins grantees. In addition, the individual responsible for the Perkins grant might also be called on to perform other CTE administrative tasks such as overseeing course and curriculum decisions, marketing CTE programs, and coordinating career development events. Use these checklists to gather information and identify contacts specific to your state and local area that can help you in this role.

Getting Started

- ✓ Define the scope of your role: In many cases, Perkins grant manager is a part-time job for a CTE teacher, CTE administrator or other career development professional, so it is important to understand exactly which responsibilities you are responsible for completing.
- ✓ Review your state's current Perkins V plan to help you understand statewide goals and systems within which your local programs are operating.
- ✓ Understand the structure of CTE in your area, such as whether or not your institution is part of a consortium with other institutions or if there are other requirements for regional collaboration in your state.
- ✓ Read your institution, district or consortium's latest comprehensive local needs assessment (CLNA) and local application so you're knowledgeable about local or regional enrollment and performance, labor market needs and funding decisions made for the current fiscal year.
- ✓ Identify staff with expertise related to school and district data or institutional research, special populations, and career counseling and development who can support CTE programs and students.
- ✓ Identify existing advisory boards and stakeholders such as employer and workforce partners and partners at other middle, secondary and/or postsecondary institutions in your area.
- ✓ Identify important dates such as reporting deadlines; timelines for the next CLNA and local application; when industry advisory board meetings are scheduled; and when monitoring is scheduled, if applicable.
- ✓ Find out if your state or region has guidance, training and/or a cohort of Perkins grant managers who meet regularly to exchange ideas and lessons learned.
- ✓ Review ACTE's [Perkins 101](#) series to help you better understand the requirements of Perkins V legislation.



Going Deeper

Funding and Local Application

- ✓ Identify the amount of Perkins funding your district or institution receives from your state and how these funds are distributed among programs.
- ✓ Learn the required and permissible uses of funds under Perkins and what cannot be paid for with Perkins funding, according to the legislation and any additional guidelines and restrictions in your state. Be sure to consult not just Perkins guidance, but also the Department of Education's [General Administrative Regulations](#) and the Office of Management and Budget's [Uniform Guidance](#) for federal grants.
- ✓ Identify other sources of federal funding, such as the Workforce Innovation and Opportunity Act, the Every Student Succeeds Act and the Individuals with Disabilities Education Act, which may be braided with Perkins funding to support programs and students.
- ✓ Understand the “supplement, not supplant” provision in Perkins funding, which requires that funding recipients not use federal Perkins funds to replace state and local sources of funding.
- ✓ Locate tools that will enable you to track Perkins spending and submit budget amendments, as needed.
- ✓ Identify whether or not your district or institution receives funding through your state's Perkins Reserve Fund, which is an optional funding stream that your state may distribute to local recipients separately to meet certain goals.
- ✓ Understand the requirements and calendar for the four-year local application and local application revisions.
- ✓ Oversee procurement and inventory of Perkins-funded equipment, ensuring compliance with institutional and federal guidelines.
- ✓ Evaluate applications from sub-grantees, if applicable.
- ✓ Track expenditures, initiate budget transfers and prepare financial reports.
- ✓ Contact finance and operations staff who can support this work.

Accountability and Reporting

- ✓ Identify the timeline for reporting Perkins data annually to your state.
- ✓ Learn the [Perkins accountability indicators](#) that apply to your district or institution and how these indicators are defined.
- ✓ Identify the data sources used to calculate each performance indicator's numerator and denominator.
- ✓ Identify your district or institution's targets for student performance on Perkins accountability indicators.
- ✓ Understand how data is disaggregated, including by the [nine special populations](#) in Perkins V and by Career Cluster or program area.
- ✓ Identify whether your institution or schools within your district are subject to Perkins improvement plans, which local recipients must develop when they do not achieve at least 90% of a performance target in a given year.
- ✓ Identify data-sharing agreements with partner institutions, industry certification providers and others that may impact your reporting.
- ✓ Contact data/institutional research staff who can support this work.



Program Approval, Review and Monitoring

- ✓ Review the requirements and procedures for state approval, review and monitoring of CTE programs and programs of study that receive Perkins funding.
- ✓ Identify any rubrics, self-assessments or similar tools that the state requires for approval and review of CTE programs and programs of study that receive Perkins funding.
- ✓ Understand the different levels of monitoring, which may include desk audits and on-site monitoring as well as reviews for civil rights compliance, and the calendar for monitoring activities.
- ✓ Learn how requirements and procedures for Perkins-funded programs interact with state- or locally funded CTE program requirements.

CLNA and Stakeholder Engagement

- ✓ Identify the timeline for the next CLNA.
- ✓ Learn the requirements and processes in your district, college or consortium for the CLNA.
- ✓ Locate the CLNA template provided by your state.
- ✓ Identify advisory boards, meetings and other ways for required CLNA stakeholders – including educators, counselors, business and workforce representatives, parents, students and representatives of the nine special populations recognized in Perkins V, among others – to provide feedback on your CTE programs.
- ✓ Access data sources used for the CLNA, including labor market information and CTE enrollment and performance data.
- ✓ Consider how this data will be shared with stakeholders.

Special Populations Support

- ✓ Understand the special populations identified in Perkins V and how many of your CTE students fit into these learner groups.
- ✓ Identify existing programs, supports and services for special populations and areas for growth in serving these students.
- ✓ Learn how Perkins funds can and cannot be used to support these learners.
- ✓ Identify other staff or programs that may support this work.

Professional Development

- ✓ Locate the calendar for professional development.
- ✓ Understand the ways in which Perkins funding can support CTE educator development.
- ✓ Clarify your role in providing Perkins-funded professional development for CTE administrators, faculty/teachers and other staff.
- ✓ Identify people who can support you in this work, such as state associations for CTE educators.



Learn More

To learn more about the topics addressed in this brief, consult the following resources:

- [Perkins 101: Introduction to the Carl D. Perkins Career and Technical Education Act](#) (ACTE, 2025)
- [Perkins 101: Federal Funding](#) (ACTE, 2025)
- [Perkins 101: Accountability](#) (ACTE, 2025)
- [Perkins 101: Comprehensive Local Needs Assessment](#) (ACTE, 2025)
- [Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act](#) (ACTE, 2018)
- [A Brief History of CTE](#) (ACTE, 2021)
- [CTE Policy Past, Present, and Future: Driving Forces Behind the Evolution of Federal Priorities](#) (Imperatore & Hyslop, 2017)