

Perkins V Size, Scope, and Quality

Perkins funds are intended to support, or assist in developing programs of the following size, scope, and quality.

Size – Program must Include a State Recognized Program of Study containing a coherent sequence of courses (section 135 (b))

Secondary:

- Ability to generate a minimum of \$15,000
- Ability to concentrate in POS/Pathways from at least two Career Cluster areas and the ability to complete at least one of the CTE POS/Pathways recognized by the state
- CTE Student Organizations (CTSO) that align with the POS/Pathways offered
- Six approved unique CTE courses from the master list that align with the POS/Pathways offered
- Demonstrate sufficient size of student participants, concentrators and completers over a three-year average as defined by the state.

Post-secondary:

- Ability to generate a minimum of \$50,000
- Provide 2-year CTE associate degree, 1-year certificate programs, and programs of 600 hours or more approved by the State Perkins Executive Committee
- Programs of 360 hours or more leading to industry certifications and other programs specifically approved by the State Perkins Executive Committee
- Demonstrate sufficient number of student participants, concentrators and completers over a three-year average as defined by the state

Scope – Secondary and post-secondary programs must

- Include POS/Pathways that train for high skill, in demand and/or emerging careers
- Include rigorous, coherent CTE course content aligned with challenging academic standards credentials of value recognized by local industry
- Include secondary and post-secondary linkages that provide opportunities for stacked credentials
- Provide students with opportunities for work-based learning experiences

Quality – Secondary and post-secondary programs must incorporate State approved quality standards

- Standards and Curriculum: Standards and curriculum are the foundational elements for designing and improving CTE courses.
- Alignment and Articulation: Alignment and articulation are key to getting CTE partners working together to support POS/Pathways for CTE students.
- Accountability and Evaluation: Accountability and evaluation provide opportunities for data-driven decision-making regarding achievement gaps and performance outcomes of Perkins programs. Achieve local levels of performance established for Perkins measures.
- Submit to state all required program elements, evaluations and assessments accurately.
- Student Support Services: Student support services include the ways that all students are made aware and given accesses to the career and education opportunities available in a POS/Pathways.
- Professional Development: Professional development should be designed around the needs identified by data and should focus on continuous improvement of student CTE opportunities.
- Implement a continuous program improvement process approved by the state.