

CARL D. PERKINS GRANT UPDATES

Size, Scope and Quality – Secondary

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) provides funding for Career and Technical Education (CTE) in secondary schools. Perkins Grant funding is intended to improve or develop new CTE programs at the secondary level that are relevant and challenging. Perkins supports career and technical education that prepares students for post-secondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, high-demand careers, Carl D. Perkins Grants are not entitlements. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

Connecticut has defined the **size, scope and quality** of Connecticut Secondary CTE programs that must be met each year in order to be eligible for Perkins funding:

Size

Each comprehensive high school within a district or consortium must offer at least three of the seven recognized state CTE programs, and one area must be an assessed area*:

Agriculture Education

Cooperative Work Education

Business and Finance Technology Education

Family and Consumer Sciences

Marketing Education

Medical Careers

Technology Education

A minimum of two (2) courses must be offered within each program area (with the exception of a course that leads to a certification) in order to be considered a Pathway.

Each district, including charter and magnet schools, must qualify for a minimum allocation of \$15,000 or join in a consortium with another eligible district(s) to meet the minimum allocation requirement

Scope

- Each district high school/college must implement its existing career pathway as found in the Connecticut Career Cluster Chart and add at least one additional career pathway/program of study.
- All secondary districts must offer at least one Career and Technical Student Organization (CTSO) and show progress in establishing new CTOS in other CTE program areas;
- A consortium shall operate only **joint projects** that serve all the secondary districts or colleges participating in the consortium. Funds allocated to a consortium 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 the purpose of funding programs and/or activities that benefit only those individual members of the consortium. All members of the consortium must meet the eligibility requirements.
- Each secondary district must offer the minimum number of courses and assessments in at least one area.

Quality

Eligible programs must be taught by certified CTE teachers or interdisciplinary/team curriculum projects involving both CTE and academic staff.

All grantees are required to continue working with the partnership/advisory committee to serve in an advisory capacity. One or more committees may be established to provide support to all seven program areas.

KEY CHANGES TO THE CARL D. PERKINS GRANT APPLICATION FOR 2016-17



As defined by the Carl D. Perkins Act, Perkins funds must be expended only for career and technical education programs, services, and activities. All aspects of use of Perkins funds must be supported by data and the district/college must have the capacity to measure improvement resulting from the use of Perkins funds. For the 2016-17 Perkins Grant, the Connecticut Department of Education is requiring the following:

- a portion of Perkins funds must be used to improve performance levels in any core indicator area that a CTE program has failed to meet minimum levels for the prior academic year. For example, if the district has low performance in technical skill attainment in marketing education programs, they must use the funds to improve marketing education and funds could be allocated to align the marketing curriculum to the 2015 CTE Performance Standards and Competencies;
- secondary schools with College Career Pathways (CCP) programs must allocate a minimum of 5 percent to carry out the CCP Program, preferably towards professional development for high school faculty with the affiliated community college faculty;
- programs must have a **CTE two-course** sequence, with the exception of a course that leads to a certification, in order to fund any expenditures in a career cluster, pathway or program area. Academic courses do not count as part of the two-course sequence. Single course “programs” cannot receive funding. However, expenses for developing the second course may be funded for curriculum development and faculty collaboration over the course of 2016-17 but cannot include funding equipment, supplies or other related expenditures. The second course must be in place for students in the 2017-18 school year;
- CTE Advisory Boards must be active, meet at least twice a year and include business and industry partners. Evidence of advisory board activity should be provided in the 2016-17 Continuous Improvement Plan (CIP) (i.e. list of members, meeting agendas, actions taken on meetings, committee involvement in program improvements and funding). For more information on advisory committees, go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320802>;
- priority should be given to programs that lead to an industry-recognized credential, certificate or associate degree for high-skill, high-need, high-wage careers;
- stand-alone expenditures unrelated to the CIP and measurable program improvement will not be funded; and
- no out-of-state travel for postsecondary programs, including CCP, will be funded.

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