


CTE 2018/19

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Perkins Requirements

Goal

Perkins Requirement 1

Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.

Perkins Requirement 2

Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).

Perkins Requirement 3

Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

Perkins Requirement 4

Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

Perkins Requirement 5

Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.

Perkins Requirement 6

Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.

Perkins Requirement 7

Initiate, improve, expand and modernize quality CTE programs, including relevant technology.

Perkins Requirement 8

Provide services and activities that are of sufficient size, scope and quality to be effective.

Perkins Requirement 9

Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Perkins Permissive Uses

Goal

Perkins Permissive Use 10.1

Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.

Perkins Permissive Use 10.2

Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.

Perkins Permissive Use 10.3

Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.

Perkins Permissive Use 10.4

Provide programs for special populations.

Perkins Permissive Use 10.5

Assisting career and technical student organizations.

Perkins Permissive Use 10.6

Mentoring and support services.

Perkins Permissive Use 10.7

Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.

Perkins Permissive Use 10.8

Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.

Perkins Permissive Use 10.9

Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.

Perkins Permissive Use 10.10

Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.

Perkins Permissive Use 10.11

Providing activities to support entrepreneurship education and training.

Perkins Permissive Use 10.12

Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.

Perkins Permissive Use 10.13

Developing and supporting small, personalized career-themed learning communities.

Perkins Permissive Use 10.14

Providing support for family and consumer sciences programs.

Perkins Permissive Use 10.15

Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.

Perkins Permissive Use 10.16

Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.

Perkins Permissive Use 10.17

Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

Perkins Permissive Use 10.18

Providing support for training programs in automotive technologies.

Perkins Permissive Use 10.19

Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.

Perkins Permissive Use 10.20

Supporting other CTE activities consistent with the purposes of the Act.

Perkins Core Indicator Activity – Individual Programs Only

Goal

Perkins Core Indicator Activity 1

Tech. Skill Attainment

Perkins Core Indicator Activity 2

Credential/Certificate/ Degree

Perkins Core Indicator Activity 3

Student Persistence or Transfer

Perkins Core Indicator Activity 4

Student Placement

Perkins Core Indicator Activity 5

Non-traditional Participation

Perkins Core Indicator Activity 6

Non-traditional Completion

Strong Workforce Recommendations

Goal

Strong Workforce Recommendation 1

Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

Strong Workforce Recommendation 2

Improve CTE student progress and outcomes

Strong Workforce Recommendation 3

Develop and broadly publicize industry-informed career pathways that prepare students for jobs need within the regional labor market.

Strong Workforce Recommendation 7

Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

Strong Workforce Recommendation 8

Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.

Strong Workforce Recommendation 9

Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.

Strong Workforce Recommendation 10

Facilitate curricular portability across institutions.

Strong Workforce Recommendation 11

Develop, identify and disseminate effective CTE practices.

Strong Workforce Recommendation 12

Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

Strong Workforce Recommendation 15

Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.