**Postsecondary Size, Scope, and Quality**

Perkins V supports CTE that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, postsecondary institutions must meet both federal and state requirements under the law. Perkins V funds are awarded to postsecondary through formula funds. The CSDE remains committed to ensuring each student is provided opportunities to earn college credit while in high school. The mission of the CCP program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom. In the Perkins applications, all eligible postsecondary recipients shall provide assurances that all CTE programs provide equal access and are sufficient in size, scope, and quality to meet the needs of all students.

**Size**

* Offer at least three of the 12 funded Connecticut CTE Career Clusters:
* Agriculture, Food and Natural Resources;
* Architecture and Construction;
* Business Management and Administration;
* Education and Training;
* Finance;
* Health Science;
* Hospitality and Tourism;
* Information Technology;
* Manufacturing;
* Marketing;
* Science, Technology, Engineering and Mathematics; and
* Transportation, Distribution, and Logistics.
* Each college must qualify for a minimum allocation of $50,000 or join in a consortium with another eligible college to meet the minimum allocation requirement.
* Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
	+ Earned at least 12 credits within a career and technical education program or program of study; or
	+ Completed a program that includes fewer than 12 credits or the equivalent in total.

**Scope**

* Coordinate secondary and postsecondary education programs through aligned programs of study when offering articulated coursework and:
	+ Allocate a minimum of $20,000;
	+ Execute articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the postsecondary institution and all partnering high schools;
	+ Allot of a minimum of 5% towards professional development for partnering high schools’ faculty with the postsecondary institution faculty; and
	+ Utilize each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
* Offer at least three of the 12 funded Connecticut CTE Career Clusters (Clusters) with a minimum of one CTE pathway per Cluster and at least one program of study per pathway consisting of a two course sequence. Academic courses do not count as part of the two-course sequence.
* Incorporate relevant national career and technical standards that prepare students for careers in current or emerging professions (e.g., National Consortium for Health Science Education) in each Cluster for which funding is requested.
* Provide credit-bearing programming in which students attain industry-recognized credentials (e.g., associate degree or sub-baccalaureate certificate, registered apprenticeship, certificate or certification, license endorsed by Connecticut).

**Quality**

* Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
* Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program’s occupational area.
* Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
* Meet at least 90% of the required level of performance for any of the core indicators.
* Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.