

Perkins V Application General Information, Requirements, and Local Uses of Funds

I: APPLICATION GENERAL INFORMATION

Connecticut's vision is that schools and districts provide each student access to rigorous pathways and programs of study that result in students graduating with the essential knowledge, skills, and employability expertise to successfully meet the demands of Connecticut's expanding economy. The Connecticut State Department of Education (CSDE) supports the creation of innovative, flexible pathways and programs of study, designed in partnership with stakeholders, which focus on building the critical skills necessary to advance existing and emerging high-skill, high-wage and/or in-demand Connecticut industry sectors and occupations.

This application will demonstrate how your district/community college will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

The local applications should provide details that describe how secondary and postsecondary eligible recipients will utilize Perkins funding to improve career and technical education programs and start the transition to Perkins V legislation. The funds must be targeted at specific, measurable goals and objectives for a systematic improvement that provides quality CTE programs for all students.

II: APPLICATION REQUIREMENTS

This application serves as evidence that each eligible recipient will:

- offer CTE courses and activities which include not less than one (1) program of study approved by the CSDE including how students, including students of special populations, will learn about their school's CTE offerings and whether each course is part of a CTE program of study.
- in collaboration with local workforce development boards and other local workforce agencies and other partners provide: career exploration and career development coursework, activities or services; career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, and/or in-demand industry sectors or occupations; an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE education program.
- provide activities to prepare special populations for high-skill, high-wage, and/or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

- provide students participating in CTE programs work-based learning opportunities and explain how the recipient will work with representatives from employers to develop or expand work-based learning opportunities.
- provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.
- coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.
- address disparities or gaps in performance identified in the initial CLNA and subsequent biannual updates. If no meaningful progress has been achieved prior to the 2024-2025 school year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

III: LOCAL USES OF FUNDS

Per Section 135 of Perkins V, each eligible recipient shall use Perkins V funds to develop, coordinate, implement, or improve CTE programs. Funds made available to eligible recipients shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective and:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include:
 - introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
 - readily available career and labor market information including:
 - occupational supply and demand,
 - educational requirements,
 - other information on careers aligned to State, local, or Tribal (as applicable) economic priorities, and
 - employment sectors;
 - programs and activities related to the development of student graduation and career plans;
 - career guidance and academic counselors that provide information on postsecondary education and career options;

- providing students with strong experience in, and comprehensive understanding of, all aspects of an industry; or
 - any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and/or paraprofessionals, which may include:
- a. professional development on supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curricula;
 - b. professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students;
 - c. providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and/or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;
 - d. supporting school leaders and administrators in managing CTE programs in the schools, institutions, or local educational agencies of such school leaders or administrators;
 - e. supporting the implementation of strategies to improve;
 - f. student achievement and close gaps in student participation and performance in CTE programs;
 - g. providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, and/or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;
 - h. training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;
 - i. training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

- j. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.
3. Provide the skills necessary to pursue careers in high-skill, high-wage, and/or in-demand industry sectors or occupations.
 4. Support integration of academic skills into CTE programs and programs of study to support CTE participants at the secondary school level in meeting Connecticut academic standards and at the postsecondary level in achieving academic skills.
 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement including:
 - a. a curriculum aligned with the requirements for a program of study;
 - b. sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, and other appropriate organizations, including community-based and youth-serving organizations;
 - c. expanding opportunities, where appropriate, for CTE concentrators to participate in accelerated learning programs including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;
 - d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;
 - e. a continuum of work-based learning opportunities, including simulated work environments;
 - f. industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;
 - g. efforts to recruit and retain CTE program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;
 - h. coordination, where applicable, with other education and workforce development programs and initiatives, including career pathways and sector partnerships;
 - i. expanding opportunities for students to participate in distance CTE and blended learning programs;

- j. expanding opportunities for students to participate in competency-based education programs;
 - k. improving career guidance and academic counseling;
 - l. programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;
 - m. supporting the integration of employability skills into CTE programs and programs of study, including through family and consumer science programs;
 - n. supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
 - o. providing CTE, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
 - p. supporting career and technical student organizations (CTSOs), including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula;
 - q. making all forms of instructional content widely available, which may include use of open educational resources;
 - r. supporting the integration of arts and design skills, when appropriate, into CTE programs and programs of study;
 - s. partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE; and
 - t. support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or other activities to improve CTE programs.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

Per Sec. 211(a) Supplement not Supplant - Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and College Career Program activities.