

Size, Scope, and Quality - Post-Secondary

Perkins V supports CTE 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, and/or in-demand careers. To be eligible for funding of their CTE programs, post-secondary institutions must meet both federal and state requirements under the law. Perkins V funds are awarded to post-secondary 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 with 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 post-secondary 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 14 funded Connecticut CTE Career Clusters taught by a CTE certified teacher:
 - Advanced Manufacturing;
 - Agriculture;
 - Arts, Entertainment & Design;
 - Construction;
 - Digital Technology;
 - Education;
 - Energy & Natural Resources;
 - Financial Services;
 - Healthcare & Human Services;
 - Hospitality, Events & Tourism;
 - Management & Entrepreneurship;
 - Marketing & Sales;
 - Public Service & Safety; and
 - Supply Chain & Transportation.

- Each post-secondary recipient must qualify for a minimum allocation of \$50,000 or join 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 13 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 post-secondary education programs through aligned programs of study when offering articulated coursework and:
 - Allocate a minimum of 5 percent;
 - Execute articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the post-secondary institution and all partnering high schools;
 - Allot of a minimum of 5 percent towards professional development for partnering high schools’ faculty with the post-secondary 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 14 funded Connecticut CTE Career Clusters (Clusters) with a minimum of one CTE two-course sequence in a single CTE content area, defined by subcluster for each offered CTE pathway per Cluster. The non-duplicative CTE courses within structured career pathways must be from the same subcluster and consist of a minimum of a two-course sequence. This applies to each campus location funding is being requested for.

- Create and name a CTE program of study that represents the courses and experiences offered by the eligible recipient.
- 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 broad spectrum 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 broad spectrum of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
- Meet at least 90 percent 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