

Size, Scope, and Quality Secondary

Perkins V supports career and technical education (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, Connecticut high schools must meet both federal and state requirements under the law. All CTE programming funded through Perkins V must be taught by a CTE certified and endorsed educator. In the Perkins applications, all eligible 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.
- Qualify for a minimum allocation of \$15,000 or join a consortium to meet the minimum allocation requirement, including charter and magnet schools.
- Identify and report a substantial number of CTE concentrators each year. The term “secondary CTE concentrator” means a student served by an eligible recipient who has completed at least two courses in a single career and technical education program of study. This means that once a student completes two courses in a single CTE program or program of study, that student is counted as a CTE concentrator.

Scope

- Have student success plans in place for each student.
- Coordinate secondary and post-secondary education programs through aligned programs of study when offering articulated coursework.
- 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 sub-cluster for each offered CTE pathway per Cluster. The non-duplicative CTE courses within structured career pathways must be from the same sub-cluster and consist of a minimum of a two-course sequence. This applies to each school in a district 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 in each Cluster for which funding is requested.
- Make meaningful improvement progress towards increasing the opportunities for students to participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, pre-apprenticeships, school-based enterprises, and simulated work environments) that support the development of

academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, durable skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.

- Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. This applies to each school in a district funding is being requested for.
- Encouraged but not required:
 - Participation in at least one CTSO leadership conference.
 - Opportunities for students to earn industry-recognized credentials including:
 - credit(s) towards an associate degree;
 - a certificate or certification;
 - a certificate of completion of a pre-apprenticeship; and/or
 - a license endorsed by Connecticut.
 - Career exploration in middle school (grades 6-8) aligned to the Clusters taught at the district high school, designated Agricultural Science and Technology Education (ASTE) program/center, and/or regional Connecticut Technical Education and Career System high school. Middle school requirements include:
 - An allocation not to exceed 10 percent of the total district Perkins entitlement or \$3,000, whichever is greater.
 - Courses taught or co-taught by a CTE certified teacher.

Quality

- Conduct biennial comprehensive local 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 stakeholders from various backgrounds, including, but not limited to, 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

