**Postsecondary Size, Scope, and Quality**

Perkins V supports career and technical education (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, Connecticut community colleges must meet both federal and state requirements under the law.

Perkins V funds are awarded to Connecticut community colleges through formula funds. The CSDE and community colleges remain committed to their efforts to ensure that each student is provided opportunities to earn college credit while in high school. The mission of the College Career Pathways (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 are sufficient in size, scope, and quality to meet the needs of all students.

**Size: All community colleges must**

* 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 community 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: All community colleges must**

* Provide high-quality CCP programs that align secondary and postsecondary CTE by:
  + Allocating a minimum of $20,000;
  + Executing articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the community college and all partnering high schools;
  + Allotting of a minimum of 5% towards professional development for partnering high schools’ faculty with the community college faculty; and
  + Utilizing each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
* Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
* Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE courses with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence.
* Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, apprenticeships, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
* Provide postsecondary students the opportunity to earn an industry-recognized credential consisting of:
  + registered apprenticeships;
  + a certificate or certification;
  + a certificate of completion of a pre-apprenticeship; and/or
  + a license endorsed by Connecticut.

**Quality: All community colleges must**

* 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 records of 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.
* Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.