**Secondary 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 high schools must meet both federal and state requirements under the law.

In the Perkins applications, all eligible secondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

**Size: All districts 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.
* Qualify for a minimum allocation of $15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
* Identify and report a substantial number of CTE concentrators each year.

**Scope: All districts must**

* Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
* Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.
* 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 course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
* Provide students the opportunity to earn an industry-recognized credential consisting of:
  + 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.
* Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, 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.
* CTE middle school (grades 6-8) programs may be funded with the following restrictions:
  + A maximum of 10% of the total District Perkins allocation or $3,000, whichever is greater.
  + The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
  + Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
* Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one leadership conference is strongly encouraged but not required.

**Quality: All districts 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 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.
* Complete work place safety training for students and staff.
* 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.