

Information about Perkins V Grant funding for CTE

The Strengthening Career and Technical Education for the 21st Century Act which amended the Carl D. Perkins Career and Technical Education (Perkins IV) Act of 2006 was signed into law on July 31, 2018. The amended Act, now **Perkins V**, brings changes to the \$1.2 billion annual federal investment in career and technical education (CTE).

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective (and reflect the needs assessment), the law includes six “required” activities:

1. Provide career exploration and career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
4. Support integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and
6. Develop and implement evaluations of the activities funded by Perkins (including the CLNA).

SCRTC must submit a local application to be eligible for funding. Maine DOE can add additional requirements (as under current law), but the local application must include:

1. A description of the results of the comprehensive needs assessment;
2. Information on the CTE course offerings and activities to be provided with Perkins funds, including at least one state-approved program of study;
3. A description of how SCRTC, in collaboration with local workforce development partners, will provide a series of career exploration and career guidance activities;
4. A description of how SCRTC will improve the academic and technical skills of students participating in CTE programs;
5. A description of how SCRTC will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; 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;
6. A description of the work-based learning opportunities for students participating in CTE programs and how SCRTC will work with representatives from employers to develop or expand work-based learning;
7. A description of how SCRTC will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school;
8. A description of how SCRTC supports the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. A description of how SCRTC will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.