

Perkins IV: Quick Start Guide

For more than 30 years, the Carl D. Perkins Career and Technical Education Act (Perkins) has supported Congress' commitment to improve career and technical education across the nation.

Perkins IV as the 2006 reauthorization is known is the largest federal formula grant program for secondary and postsecondary career and technical education. The legislation provides approximately \$1.1 billion dollars annually to states, the District of Columbia, Puerto Rico, Guam, Palau, and the Virgin Islands. States receive Perkins IV funds under Title I (basic state grant).

Title I grants are allotted to states through a formula based on the states' populations in certain age groups and per capita income. Each state is required to distribute not less than 85% percent of its Title I funds by formula to local education agencies, area vocational and technical schools, community colleges, and other public or private nonprofit institutions that offer career and technical education programs. Each state determines the split of funds to be distributed to recipients at the secondary versus postsecondary level. In South Carolina, almost 70% percent of funds are spent at the secondary level and 30% percent at the postsecondary level.

The state-level agency responsible for administering the Perkins grant may not spend more than 5% percent of its Perkins grant on administrative activities and not more than 10% percent on state leadership activities described in the legislation. Similarly, each local recipient may not spend more than 5% percent of its Title I funds on administrative activities. Title I grants are awarded annually pending the appropriation of Perkins IV funding by Congress.

Required Uses of Title I Funds by States

- Conducting an assessment of the career and technical education programs funded under Perkins IV.
- Developing, improving, or expanding the use of technology in career and technical education.
- Offering professional development programs at the secondary and postsecondary levels.
- Integrating academics with career and technical education.
- Providing preparation for non-traditional fields in current and emerging professions.
- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and other entities to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study.
- Serving individuals in state institutions.
- Providing support for programs for special populations that lead to high-skill, high-wage, and high-demand occupations.
- Offering technical assistance for eligible recipients.

Improving Program Accountability

Congress made accountability for results a central focus of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), setting out performance requirements for states and local programs. These requirements were established "to assess the effectiveness of the state in achieving statewide progress in career and technical education, and to optimize the return of investment of Federal funds in career and technical education activities."

Under Perkins IV, each state is required to report annually on 13 core indicators of performance for all students, as well as disaggregated data on the performance of students in special population categories described in the law, as well as gender, race, and ethnicity (see below).

The U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) funds several ongoing initiatives to help states develop and implement accountability systems that yield valid, reliable, and complete data on the progress of career and technical education students: Perkins Core Indicators of Performance

Secondary Level:

- 1S1: Academic Attainment in Reading/Language Arts
- 1S2: Academic Attainment in Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rate
- 5S1: Secondary Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion

Postsecondary Level:

- 1P1: Technical Skill Attainment
- 2P1: Credential, Certificate or Diploma
- 3P1: Student Retention or Transfer
- 4P1: Student Placement
- 5P1: Nontraditional Participation
- 5P2: Nontraditional Completion

Disaggregated Data Categories

- Gender
- Race and Ethnicity (1997 revised standards)
- Individuals with Disabilities
- Economically Disadvantaged, including Foster Children
- Single Parents
- Displaced Homemakers
- Individuals with Limited English Proficiency
- Migrant Students (secondary only)

Career Clusters and Programs of Study

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions in the 21st century global economy. To this end, Perkins IV requires states to offer “career and technical programs of study” that comprise academic, career, and technical content that prepares students to make successful transitions to postsecondary education and the workplace. Under Perkins IV, local education agencies and postsecondary institutions **must offer at least one program of study that:**

- Incorporates secondary education and postsecondary education elements;
- Includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary to postsecondary education;
- May include opportunity for secondary education students to gain postsecondary education credits through dual or concurrent enrollment programs or other means; and
- Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.

The 16 career clusters are occupational categories with industry-validated knowledge and skills statements that define what students need to know and be able to do in order to realize success in a chosen field. Within each of the clusters, programs of study (also called “career pathways”) have been developed, which outline sequences of academic, career, and technical courses and training that begin as early as ninth grade and lead to progressively higher levels of education and higher-skilled positions in specific industries or occupations.

16 Career Clusters

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services, Family and Consumer Sciences
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution and Logistics

Core Indicators of Performance

Note: This document has not been assigned an OMB control number under the Paperwork Reduction Act of 1995 (44 U.S.C. 3507(d)) because it is not intended as an information collection instrument. Therefore, you are not required to respond to it as an information collection. The information contained in this document may assist you in responding to the Perkins IV State Plan Guide and Consolidated Annual Report (CAR) forms, each of which is an information collection and will be assigned an OMB control number.

Student Definitions

Secondary Level:

CTE Participant: A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Web Resources and Tools You Can Use

- The Career Clusters site offers a variety of downloadable resources: <http://www.careerclusters.org>
- Perkins Collaborative Resource Network (PCRN) website offers guidance and resources: <http://cte.ed.gov/>
- The Office of Career and Technology Education at the SC Department of Education <https://ed.sc.gov/instruction/career-and-technology-education/>
- The Association for Career and Technical Education <https://www.acteonline.org/>
- Advance CTE <https://www.careertech.org/>