

Carl D. Perkins Career and Technical Education Act

Overview: The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) supports secondary and postsecondary programs that build the academic, career, and technical skills of young people and adults. The majority of funding is distributed through Title I of Perkins IV, which supports activities for both youth and adults. Title II of Perkins IV supports Tech Prep, an educational model that articulates secondary and postsecondary career and technical education (CTE) in a multiyear program in such areas as engineering, technology, applied science, health, and applied economics. States may consolidate resources available under both Title I and II funding streams.

Type of Program: Formula grants to states, with state flexibility to determine the allocation of funds between secondary and postsecondary institutions. States must direct at least 85 percent of funds to secondary and postsecondary institutions, which may include area career and technical education schools, technical colleges, and community colleges. These funds can be used to support critical components of career pathways initiatives, including curriculum development, program development, and support services. The remaining 15 percent can fund state administrative and leadership activities.

Eligibility and Targeting: Institutions that receive Perkins IV funds must ensure access for special populations who face difficulty in attaining education and employment. Under the 2006 Act, special populations are defined as:

- Individuals with disabilities,
- Individuals from economically disadvantaged families, including foster children,
- Individuals preparing for nontraditional fields,
- Single parents, including single pregnant women,
- Displaced homemakers, and
- Individuals with limited English proficiency.

Services/Program Support: Perkins IV funds can be used to develop CTE programs and curricula, including a multiyear sequence of courses known as a program of study; develop programs for special populations; provide mentoring and support services for CTE participants; upgrade or adapt equipment designed to strengthen academic and technical skill achievement; and provide professional development opportunities to teachers, administrators, and career guidance and academic counselors.

Non-federal Funds: States must maintain non-federal spending on career and technical education at the same level as in prior years. States must also match funds spent on state administrative (but not state leadership) activities, using non-federal sources.

HOW PROGRAM CAN SUPPORT CAREER PATHWAYS AND CAREER PATHWAY BRIDGES

Perkins IV can support key components of career pathways initiatives and can be used to drive development of new pathways that lead to jobs in vital economic sectors. Funds also can be used for initial development and support of the CTE components of career pathway bridge initiatives, typically in coordination with other funding sources.

The 2006 reauthorization of the legislation requires local recipients of Perkins IV funds to offer at least one program of study as an essential part of their CTE offerings. A program of study is a multiyear sequence of courses, similar to a well-defined career pathway, in a career and technical content area that:

- Includes academic and CTE content in a non-duplicative progression of courses,
- Combines secondary and postsecondary program elements,
- May allow for dual or concurrent enrollment in a postsecondary program, and
- Leads to an industry-recognized credential or certificate at the postsecondary level or to an associate or baccalaureate degree.

Programs of study under Perkins can be thought of as career pathways intended to move secondary students towards a postsecondary credential and/or the baccalaureate level. A program of study can be structured in different ways, e.g., as a component of a career cluster, a career academy, a Tech Prep program, or a small learning community. In some states, programs of study are designed to have multiple entry points, including opportunities for adult learners.

Resources reserved as state leadership funds (10 percent of total allocation) are required to fund selected activities, which include developing, improving, or expanding the use of technology in CTE; supporting partnerships among local institutions, adult education providers, and other entities; and providing professional development opportunities for CTE teachers and faculty. In addition to these required activities, allowable uses of these funds include supporting new CTE

courses and initiatives, improving career guidance and academic counseling, and developing and enhancing data systems so that states and institutions can track academic and employment outcomes for CTE students.

Perkins IV funds distributed to local institutions (85 percent of total allocation) are required to be used for a range of activities, including provision of activities that prepare special populations for high-skill, high-wage, or high-demand occupations; development of quality CTE programs; and enhanced use of technology in CTE programs. Local recipients may use funds for critical implementation activities, such as provision of mentoring and support services, expansion of flexible delivery formats that make CTE accessible to all students, and development or improvement of new CTE courses. Perkins IV funds also may be used to provide direct assistance to special populations participating in CTE activities, including dependent care, transportation, books, and supplies, provided that the assistance supplements what is available from non-federal sources.²⁴

In **Washington**, Perkins leadership funds were instrumental in the development of I-BEST, a career pathway program for low-skilled or limited English proficient adults that contextualizes and integrates basic skills education with occupational training and results in college credit and an occupational certificate. Leadership funds supported ten I-BEST demonstration projects in 2004-2006 and have been used over the years to support I-BEST professional development opportunities. In addition, the state has established expectations for all Perkins programs that include meeting the unique needs of adult learners by ensuring that course requirements and necessary skill sets required for obtaining entry into the workforce are well defined and understood.

Ohio's new five-year plan for Perkins IV includes the shift of three percent of Perkins Title I funding from secondary to postsecondary institutions to support activities geared towards supporting student success and improving a student's likelihood of earning a credential. The state intends for institutions to use this funding to identify learning needs and provide appropriate interventions for students vulnerable to dropping out

of high school and those students who need assistance with re-entry into the education system.

As part of the Shifting Gears Initiative, **Illinois** is using lessons learned from Perkins IV programs of study to inform the development of career pathway bridges for adults and youth, including pathways to postsecondary education and employment for low-skilled adults.

PROGRAM LIMITATIONS

- Federal dollars may be used for the delivery of prerequisite courses; however, the 2006 legislation specifically excludes funding of prerequisite courses that are remedial. Any course funded under Perkins IV also must meet all parts of the new definition of CTE.
- Perkins IV funds may be used to support the CTE component of a career pathways bridge initiative. Additional federal, state, and local resources, such as adult education and literacy funds, should be used to provide basic skills instruction and other elements of the career pathway bridge initiative.

OPPORTUNITIES FOR STATES

The flexibility under Perkins IV provides ample opportunities for states to build new or expand existing career pathway and career pathway bridge initiatives, including:

- Align programs of study and overarching career clusters with the workforce and skill needs of regional employers.
- Use program approval authority to drive the development of programs of study and ensure program access for adults as well as for young people.
- Collect outcome data for adults participating in CTE programs to track adult educational and labor market transitions.
- In conjunction with other federal and state funds, use state leadership funds to initiate career pathway bridge initiatives.

- Use the authority under the reserve (which may consist of up to 10 percent of funds that are distributed to local institutions) to award grants to secondary and postsecondary institutions.
- Support partnerships involving local schools, postsecondary institutions, and adult education providers to focus on successful transitions, with attainment of academic, career and technical skills.