



Perkins IV

Carl D. Perkins Career and Technical Education Improvement Act of 2006

FACT SHEET

Requirements of Local Educational Agency Career Technical Education Programs Assisted with Perkins IV Funds

Each career technical education (CTE) program assisted with Section 131 or 132 funds must incorporate the nine requirements established in Section 135(b) of Perkins IV, including a sequence of courses that provides students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills, and the following planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs:

- Be staffed by qualified CTE teachers, meaning teachers who:
 1. possess a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
 2. can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency. The minimum qualifications for community college CTE teachers are established in Title 5 of the California Administrative Code.
- Focus on current or emerging high skill, high wage, or high demand occupations.
- Be aligned with the state's CTE Model Curriculum Standards and Framework.
- Have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008–2012 Local Plan for Career Technical Education and instructions for the annual application for funds.
- Provide for certification of students who achieve industry-recognized skill and knowledge requirements.
- Be aligned with applicable feeder and advanced-level instruction in the same career pathway.
- Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training.
- Provide practical applications and experiences through actual or simulated work-based learning assignments.
- Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.
- Include planned career awareness and exploration experiences.
- Provide for the development of student leadership skills through an established career technical student organization or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.

- Use annual evaluation results, including achieved core indicator performance levels, to determine needed program improvements, modifications, and professional development activities for staff.
- Have a systematic plan for promoting the program to all concerned groups, including, but not limited to, students, parents, counselors, site and district administrators, and postsecondary educational agencies.

Requirements of Sequences of Courses

Sequences of courses for CTE programs assisted with Perkins IV funds must:

- Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours.
- Be coherent, meaning that the sequence may only include those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career targeted by the program.
- Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

Requirements of Courses Assisted with Perkins IV Funds.

Courses assisted with Perkins IV funds must:

- Be integral to an approved CTE sequence of courses.
- Be explicitly designed to prepare students with career skills that lead to employment. (Employment could be at the completion of high school, community college, apprenticeship, or 4-year College or university.)
- Have no less than 50 percent of course curriculum and content directly related to the development of career knowledge and skills. (The California CTE Model Curriculum Standards and Framework can be useful tools in ensuring and validating that there is sufficient CTE content (embedded in the curriculum.)
- Have ongoing business and industry involvement in the development and validation of the curriculum.
- Be staffed by a qualified CTE teacher, meaning a teacher who
 - 1) possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which assigned, and
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- Contributes to the effort to provide students with an understanding of all aspects of the industry, the sequence of courses is preparing them to enter.

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