

PERKINS V

DEFINING SIZE, SCOPE, and QUALITY

These criteria are provided to guide the investment decisions of recipients of Perkins funds. The criteria apply both to “CTE programs” in the traditional sense, and to “activities” or “services” which may also be a component of CTE programs. Examples of “activities” or “services” include activities in support of career counseling and advising or a program of services intended to support non-traditional students.

Note that each column stands on its own.

This chart should not be read as rows and columns being interdependent.

SIZE (numerical value)	SCOPE (curricular considerations)	QUALITY (measurable results)
		Meets minimum requirements established in Statute and SBE rules 2380 and others.
1. Minimum number of programs: As required in Perkins, recipients must operate at least 3 Perkins-eligible programs. to be eligible to receive funds.	1. The written and implemented curriculum reflects a progression from grade 7 to 14, including elements of career counseling/advising and development activities across the grade span, and is based on state-approved standards and competencies.	1. Students and systems are achieving program goals and objectives; and making progress with respect to the Federal and State indicators.
2. Minimum number of students: The minimum number of students in a funded program, activity, or service is 7	2. The curriculum offers academic, technical and employability/transferrable skills (work-based, distance learning, etc.) that have been consistently and equitably aligned to graduation requirements across the high schools in the region. Secondary and post-secondary programs/pathways are connected by articulation agreements and dual/concurrent enrollment courses.	2. The program has appropriately licensed and endorsed teachers providing effective instruction. These teachers also possess appropriate industry certifications aligned with stated program outcomes.
3. Minimum amount of equipment and materials needed	3. The curriculum is aligned to the needs of industry and is	3. Program participation results in dual credit / concurrent enrollment

Perkins V: State Plan Summary Document 3 – SIZE, SCOPE, and QUALITY

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to operate the program as evidenced by Regional Advisory Board (secondary) and ongoing program advisory committee review of local program input needs and outcome expectations (secondary and post-secondary)	aligned to high skill, or high wage, or in-demand occupations, and opportunities to pursue post-secondary education.	course passing; multiple current articulation agreements exist with in-state and out-of-state institutions, including Registered Apprenticeship programs. Programs (designated pre-apprenticeship) connected to Registered Apprenticeship include recommended hours toward program completion as well as related instruction that will be recognized by postsecondary as credit towards an associate degree or certificate.
4. Minimum number of staff Program teaching staff number must adhere to student ratio outlined in State Board of Education rules. Student support program/ "services" are staffed consistently with appropriately trained or licensed/certified individuals.	4. The curriculum provides opportunities to obtain recognized post-secondary credentials (industry recognized credentials, certificates, licenses or degrees) aligned with the career pathway.	4. Students consistently earn pre-determined recognized post-secondary credentials (industry recognized credentials, certificate, licenses or degrees) during or within 6 months of program completion.
5. Minimum number of internships, practicums, Career Work Experiences, Cooperative Technical Education experiences, or Student Apprenticeships or other work-based learning experiences, not counting job shadows, and following established guidelines is 2.	5. The curriculum shows a progression, and breadth and depth of instruction, towards an occupation or profession; has related counseling and advising; and integrates CTSOs.	5. The Regional Advisory Board is actively involved in reviewing the center and its programs and services for quality and equity of access.

Perkins V: State Plan Summary Document 3 – SIZE, SCOPE, and QUALITY