

SECTION 2

PERKINS FEDERAL PROGRAMS

The OCTE has responsibility for major CTE Programs of Study that affect high school through postsecondary learners. The OCTE has primary responsibility to administer Perkins. The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by:

- (1) building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs and programs of study, services, and activities;
- (5) providing technical assistance that—
 - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
 - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and

- (8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

For most students, a postsecondary experience with specific focus on workforce preparation will be necessary for gaining economic independence. The goal of CTE is to ensure that students have the academic foundations, as well as the specific technical skills, to enter and succeed in their postsecondary program.

Perkins provides opportunities for students in grades 9-16 to pursue specific CTE programs of their choice.

State approved secondary CTE programs provide academic and technical skill development, knowledge of all aspects of the industry, and the opportunity for WBL and credential attainment. These secondary CTE programs lead directly to Perkins POS at the postsecondary level.

PERKINS SECONDARY GRANTS

Perkins provides federal funding to support and improve state approved CTE programs, consistent with state and regional high-skill, high-wage, and in-demand occupations. The Perkins Act focuses on strengthening academics and CTE skills through high standards and curriculum integration. It also broadens professional development and technical assistance opportunities for CTE personnel and supports linking secondary and postsecondary CTE POS's.

Although there is some flexibility for the use of funds at the regional level, there is a focus on accountability for all CTE students, including measures for all the categories of special populations and groups of students by race and gender. Perkins requires that state approved CTE programs provide services for special populations students.

In Michigan, Perkins dollars are distributed on a regional basis. The current regional structure consists of 27 regions. All 27 regions are currently eligible to participate because they meet the definition of "sufficient size, scope, and quality." The CEPD structure, initially established for the purpose of State School Aid Act and Public Act 94 of 1979, as amended Section 61a(1) (Added Cost) distribution, also supports the structure of regional planning for Perkins. The vital role of CEPDs, regional, and local CTE administrators and directors is to foster coordination and cooperation among educational agencies. The goal is to share resources and services to best support student achievement in CTE.

Perkins POS provides a seamless transition from high school to postsecondary education. Through aligned programs and articulated coursework, partnering institutions collaborate to develop 2+2 or 2+2+2 POS. Through articulation and postsecondary credit agreements, POS's seek to reduce remediation and duplication of coursework, ensure smooth transfer to post high school education, and provide

opportunities for advanced coursework and skill development. Other postsecondary education connections are supported and encouraged with opportunities such as dual enrollment, direct credit, and early middle college options.

REGIONAL LEADERSHIP TEAM

The goal of the regional leadership team is to develop, design, and participate in the implementation and evaluation of the CTE POS for their region. It is essential to have the team assist in gathering and analyzing information that will need to be considered and to recognize the uniqueness of the region during the process.

Communication with all the stakeholders is the main goal of a leadership team and must be in conjunction with Administrators and postsecondary partners.

The Career Education Advisory Council (CEAC) must review the secondary Perkins grant application and Comprehensive Local Needs Assessment (CLNA) on an annual basis. The CEAC has the responsibility to advise the WDB on education-related issues. This assures that priorities of the CEAC and the LEAs are being met.

It is highly recommended that the region designates and supports a leadership team coordinator (Regional Perkins Federal Grant Coordinator) to provide technical assistance to the local districts and supervise/coordinate the assembly and submission of the long-range planning documents, annual applications, and end-of-year reports.

The regional leadership team should:

1. Determine the configuration of the educational structure within the region if it is a large and complex territory.
2. Determine fiscal agent and fiscal agency responsibilities.
3. Organize and utilize an effective communication/leadership/planning strategy for the region.
4. Determine the leadership structure for implementing and facilitating activities included in the regional plan.
5. Organize an effective monitoring/accountability process and structure for the region.
6. Communicate with the CEAC regarding grant planning so that the educational goals in the region are met.

Characteristics of an effective leadership team:

- Provide for continuity over time

- Persons assigned and time allotted are commensurate with the task assigned
- Strategies assure inter-relatedness of all initiatives
- The structure represents/reflects the entire region
- All key members meet at least quarterly to assure input and communication between the team members

APPLICATION FOR FUNDS

The OCTE awards formula grants to regional fiscal agents. Eligible recipients of funding are public educational agencies that provide state approved CTE POS.

Each region must submit an annual application for Perkins funds. The application is submitted in the spring of each year for approval. The annual plan must identify the projects that will be completed during the next fiscal year to reach the region's

long-term goals and objectives and address the needs and priorities identified in the CLNA. Success of programs and projects will be measured by how well students in the region achieve the Perkins CPIs.

CRITERIA FOR FUNDING

Please refer to [Section 8](#).