



CTSO

GUIDE TO ACCESSING FEDERAL PERKINS FUNDS

**For the Support of Career
and Technical Student
Organizations**

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INTRODUCTION

We hope this guide will provide you with the inspiration and tools to utilize the vast potential of career and technical student organizations to improve career and technical education and expand opportunities for students to achieve their education and career goals. By picking up this guide, you have taken a big step toward garnering support for your career and technical student organization activities. The national offices of your career and technical student organizations bring you this information to help you understand how to access federal funds to support the critical efforts that you undertake every day as a local advisor and how to ensure that those funds are being used effectively to improve teaching and learning.

Through federal support of career and technical education, provided through the Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270), career and technical student organizations are permitted to receive financial support for activities at the state and local levels that will help improve student learning and assist students in achieving their career goals. Many of the details of how CTSO activities may be supported are determined by state and local policies.

This guide is designed to help you understand how students across the nation can benefit from federal funds that are provided each year to support secondary and postsecondary career and technical education. The focus of this discussion is on career and technical student organizations (CTSOs, formerly known as vocational student organizations) and how these organizations can gain support for their activities by working with state and local education authorities to help them successfully carry out the Perkins Act. CTSO advisors should use this guide to help in understanding the opportunities that the Perkins Act presents for gaining support for CTSO activities.

With creativity, planning and persistence, you can gain valuable support for your programs at the state and local levels. Funds are not the only benefit of being an effective advocate, however. Helping state and local authorities understand what CTSOs are and how they benefit teaching and learning will help to garner strong long-term support for your activities

With this in mind, we have developed this guide specifically to help you effectively advocate for Perkins support for CTSO activities, but also more generally to see that what you do as a CTSO advisor is part of the much larger picture—of local, state, and national efforts to improve education.

This guide will give you:

- An overall understanding of the Perkins Act
- Detailed descriptions of the provisions in the Perkins that provide opportunities for CTSOs
- Ideas on how to advocate for support for your programs
- Answers to commonly asked questions
- Details on where to get more information.

Why Should CTSO Advisors Care About the Perkins Act?

There are many reasons why CTSO advisors should learn more about the Perkins Act. While increased support clearly benefits CTSO activities, there is a much bigger picture to see when looking at this law. The new Perkins Act can help to improve career and technical education programs to better serve students, better prepare teachers and counselors, and better address the priorities of business and industry. CTSO participation in state and local efforts to implement the Perkins Act can help to improve programs and, in turn, can help states and localities to meet the performance levels expected of them in order to continue receiving Perkins funds.

While the Perkins Act is not new, the new version does many new things. It calls for increased accountability, stronger connections between secondary and postsecondary education, more rigorous academic and CTE integration, and improved connections with

business and industry. Throughout their existence, CTSOs have had a profound effect on helping students to integrate contextual and academic learning. By working the new Perkins requirements into CTSO activities, advisors can help facilitate the implementation of the new law.

Responsibility and Responsiveness: The Context of the Perkins Act

It is critical that you understand the context in which you will be requesting assistance before you dive into the details of how to garner support. As you will learn in this guide, the Perkins Act gives you the ability, through direct references in the law regarding CTSO participation, to seek direct funding support for your CTSO activities. However, the law specifically *does not guarantee* such support. You will have to earn support, and to do so you must understand what your state and local authorities are required to accomplish with these funds.

More than ever before, state and local education efforts and, by extension, your career and technical education program specifically, are being held to very high standards of achievement in order to continue receiving Perkins support. While successfully meeting these standards is not easy, the steps taken will hold firm proof of the value of career and technical education, thus positioning career and technical education for even greater support in the future. Achieving this goal generates considerable costs up front, though, both in developing measurement systems and in collecting the information needed to show how career and technical education programs are performing. And with the overall credibility of programs as well as continued Perkins support on the line, the stakes are high.

Career and technical student organizations have a responsibility to help states and local schools meet the challenges set forth in the Perkins Act.

As integral partners during the evolution of career and technical education in this nation, CTSOs have focused on supporting and enhancing the educational curriculum. CTSOs also provide critically important leadership in bringing expertise from specific career

areas to education programs through close ties with businesses and local communities. As never before, the need for CTSOs is vital to assist state and local efforts in meeting the Perkins requirements.

Not only must CTSOs recognize their responsibility and potential to help, but they also must understand that they need to be responsive to calls to action by state and local leaders. When seeking methods to achieve success in Perkins implementation, state and local authorities will not be looking for the programs that have been funded the longest or the ones they “like” the most. Instead they will be looking to the programs that bring results, the kind that will show high achievement in the priority areas described under the Perkins Act.

There are mutually beneficial reasons why CTSO advisors should care about the Perkins Act. Tapping CTSOs’ potential as a powerful instructional tool to help meet the new Perkins requirements will help to ensure that the opportunity to access federal funds continues to be available to programs in your state and local area and could open the door to direct Perkins support for your CTSO activities.

A Word About the Vernacular

Several variations on the terminology to describe the organizations serving students in career and technical education currently are being used around the nation. In the 2006 Perkins Act, Congress finally adopted the new terms “career and technical education” and “career and technical student organization” to reflect the terms that are now used most commonly throughout the field. These are the terms we will use throughout this guide.

IMPORTANT NOTE: Regardless of which term you use, it is still possible for your program to qualify for funding under the Perkins Act. The key to qualifying is showing that your program improves teaching and learning in career and technical education.

THE PERKINS ACT

In this section, you will learn:

- **Brief history of the Perkins Act**
- **General overview of the new Perkins Act**

History

Although the first career and technical education legislation originated at the turn of the 19th century, modern law has its roots in the 1960s. At that time, Congress realized that many young people needed and wanted an educational curriculum that included preparation for the workforce. Congressman Carl D. Perkins, a U.S. Representative from Kentucky, was a vocal advocate for American career and technical education in those days. He played an influential role in the passage of the Vocational Education Act of 1963. During his tenure in the House of Representatives, Perkins went on to become chairman of the House Education and Labor Committee.

In 1984, the Vocational Education Act was renamed for the revered chairman, becoming the Carl D. Perkins Vocational Education Act. In 1990, the law was revised again. It became the Carl D. Perkins Vocational and Applied Technology Act. The 1990 Perkins Act was a turning point for career and technical education. A stronger emphasis was placed on the integration of contextual learning and academic instruction. In addition, the 1990 Perkins Act strengthened measures related to providing educational services to economically disadvantaged students and special populations. The 1998 Perkins Act, named the Carl D. Perkins Vocational and Technical Education Act, greatly enhanced accountability for student achievement, provided more flexibility in how funds were spent, and called for even more integration. (Note: You may hear some of your colleagues

refer to these versions of the Perkins Act as “Perkins I,” “Perkins II,” and “Perkins III.”)

Work on the next reauthorization began in 2003, but was fraught with numerous delays and competing priorities. After over three years of discussion, Congress finally reached agreement on the new legislation and approved it overwhelmingly. It was clear that Members of Congress placed a high value on career and technical education programs, thanks in large part to the advocacy efforts of supporters around the country and the quality of programs and student services. The new Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270) was signed into law on August 12, 2006. This law, also called by some as “Perkins IV,” brings new opportunities for innovation and improvement of our programs. Several themes are evident in the legislation, including accountability for results, coordination within the CTE community, stronger academic and technical integration, connections between secondary and postsecondary education through programs of study, and links to business and industry.

General Structure of the 2006 Perkins Act

There are many similarities and some significant differences in the 1998 and 2006 Perkins Acts. The basic structure of the law remains familiar—a state grant administered by the U.S. Department of Education. However, there are significant differences in the details of the two laws.

Accountability

The extensive accountability provisions included in the legislation reflect the continued congressional focus on holding school districts, community and technical colleges, and state authorities responsible for using federal funds for improving student achievement.

It is important for CTSO advisors to be familiar with these accountability provisions because they are the foundation for activities supported with Perkins funds. If your activity can help the state and your local school district or institution to meet its accountability requirements, you are much more likely to be able to garner Perkins

funds to support your efforts.

The new Perkins Act calls for each state, in coordination with the U.S. Department of Education, to set performance levels at the secondary and postsecondary levels in areas such as academic and technical achievement, program completion, credential attainment, and transition into further education and careers. The exact requirements, referred to in the law as “core indicators,” are outlined later in this guide.

The indicators must be expressed in percentages or numbers to make sure they are “objective, quantifiable, and measurable,” and all measures must be valid and reliable. Each state will continue to negotiate performance targets with the Department of Education, as in the previous Perkins Act. If a state fails to meet its performance levels over time, the Department of Education can withhold all or part of a state’s funding.

In addition, in the new law, local programs will also be held accountable for specific performance targets. Locals will work with the state to set individual performance targets for each indicator and must meet those performance levels or over time will face similar sanctions.

State Uses of Funds

Just as before, once a state receives its allotment of federal funds, the law gives specific guidelines as to how the money will be divided between state and local uses—at least setting out the minimum amounts that must be spent on local activities. After heated debate on how to divide federal money between local and state level activities, an 85–15% local-state split was established, meaning that of the grant that a state receives, at least 85% must be driven down to the local level, while up to 15% may be retained at the state level for statewide activities that benefit the local programs.

The 15% state allotment can be used to support state-level activities that fall under two categories: administration and leadership. Up to 5% (or \$250,000, whichever is greater) of the total state allotment may be used for the administrative category for activities that focus on developing the state plan, reviewing local plans, monitoring and

evaluating program effectiveness, assuring compliance with all applicable federal laws, providing technical assistance, and supporting and developing state data systems.

State leadership receives 10% of the total state allotment, the same amount as under the previous law. The law lays out guidelines for required and permissible uses for the remaining percentage of money. Required uses include activities that range from the integration of academic, career, and technical components to professional development, while permissible activities include state level support for career and technical student organizations. This listing is not a guarantee of funds for CTSO activities, however. In fact, with more required uses of funds than before combined with the costs of implementing the accountability provisions, states will be looking to fund primarily those activities that help to achieve the directives of the law.

Local Uses of Funds

The other 85% of a state's Perkins grant is allotted to local career and technical education programs. Of this 85%, up to 10% may be held in "Reserve." The "Reserve" allows the eligible state agency to distribute a portion of the local funds in a manner not tied to the in-state distribution formulas. Therefore, a state may set aside up to 10% of the 85% for distribution to local programs in:

- Rural areas
- Areas with high percentages of career and technical students
- Areas with high numbers of career and technical students

These reserve funds are often used for innovative statewide initiatives, such as a focus on a specific content area.

Similar to state uses of funds, there is an array of activities that are required and permissible for local funds under the Perkins Act. Required uses of local funds include activities such as program development and improvement and professional development, while permissible uses include career and technical student organization programs and activities, mentoring and support services, and placement in jobs and further education. One of the notable new permissible uses is support for entrepreneurship.

Secondary and Postsecondary Distribution Formulas

The law allows the state grant to be split between secondary and postsecondary career and technical education programs. The state determines how much of its grant goes to secondary and how much goes to postsecondary, though in all cases, there must be coordination between the two.

Both secondary and postsecondary education have separate distribution formulas under the law. The formulas take into account poverty and population, as the overall priority of most federal education laws is to assist the neediest students and to give funds to areas proportionately with regard to the number of students being served. To receive a grant, a local secondary program or consortia must qualify for at least \$15,000 and postsecondary programs or consortia must qualify for at least \$50,000. This requirement ensures that funds are disbursed in grants large enough to make a difference.

Programs of Study

One of the highlights of the new Perkins Act is the requirement for the development and implementation of “career and technical programs of study.” These programs of study are defined and referenced throughout the Act. States must develop the programs of study in consultation with local programs, and each local recipient receiving funds under the bill will be required to offer the relevant courses of at least one. Programs of study are very similar to, and build on, positive initiatives already underway in CTE programs around the country, such as Tech Prep, career pathways, career academies, and career clusters. In many states, the foundational elements of programs of study may already be in place. At a minimum, programs of study must:

- Incorporate secondary education and postsecondary education elements
- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education

- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree
- Identify and address current or emerging occupational opportunities.

Tech-Prep

Tech Prep is a program within the Perkins Act that provides support for linking secondary and postsecondary career and technical education programs. Under the new law, states have the option of keeping their Tech Prep grant separate and instituting new accountability measures for the programs, or combining the funds into the basic state grant and distributing the funds to local programs as described above.

To Learn More About the Perkins Act

The above information is meant to serve as a general outline of the Carl D. Perkins Career and Technical Education Act of 2006 and how it differs in some areas from the 1998 law. To enhance your understanding of this new legislation, the Association for Career and Technical Education (ACTE) has developed a guide entitled *The Perkins Act of 2006: The Official Guide*. The Perkins guide will prove to be an excellent asset and resource for your program, with its brief history of the 2006 Perkins Act, side-by-side comparisons, detailed section by section analysis, including graphs and charts, the full text of the new law, and sections highlighting the coordination with other federal legislation. Copies of this guide can be purchased by contacting Product Sales at ACTE headquarters (800-826-9972).

FREQUENTY ASKED QUESTIONS

In this section, you will find:

- That others share your questions
- Answers to those questions
- More sources of answers to other questions as they arise.

Q. What is the Perkins Act?

A. The Carl D. Perkins Career and Technical Education Act (Public Law 109-270) is the vehicle through which federal support is distributed to states, local school districts, and postsecondary institutions to develop more fully the academic and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Q. How can CTSOs best participate in the full development of students?

A. This is a very big question that has many possible answers, each contributing to the whole picture. It is strongly suggested that CTSO advisors seek activities that address the comprehensive needs of students. Career and technical education is an integral part of broader educational reform efforts and its activities must bolster the overall effort.

Many states rank schools in a “report card” that is made public and how your school meets state academic standards is usually the primary measure for this ranking. If career and technical education does not participate in helping schools to meet these standards, it is likely to be marginalized. With regard to the Perkins Act, programs receiving funding are required to meet state academic standards. Therefore, to qualify for support, CTSOs must help in reaching

these standards.

CTSOs have proven their ability to connect education and careers, motivate students, build education and business partnerships, participate in career guidance and counseling, encourage higher level academics, and build interpersonal and employability skills of students. These activities should be closely coordinated with state and local career and technical education activities, including the Perkins Act accountability measures, and should also relate to the overall education reform activities being carried out within the state. The best place to start addressing this broad issue is to ask your local supervisor for advice in how to ensure that your activities fit with Perkins requirements and state and local priorities and how they can help to meet students' needs.

Q. How do I get support from the Perkins Act for my CTSO activities?

A. You have already taken a big step by opening this guide. Review the information contained in this document to understand how your program can help to meet the requirements of the Perkins Act, then start with your principal or school CTE director in asking for support. Keep your immediate supervisor informed of what you would like and seek his or her support. Remember to follow the local protocol to determine who you should consult. Your local school board or the officials governing your postsecondary institutions can help you determine whether your local plan allows for such support. If it does not, then urge that the plan be amended. You also may need to address the matter at the state level, through your state advisors and supervisors. If you still feel your concerns have not been addressed, you may want to address the issue with the state director and the state board governing career and technical education. If you need assistance in finding out how to contact these offices, consult the resources section of this guide and contact one of the state or national organizations listed.

Q. What if I am told by state or local officials that the Perkins Act does not allow support to go to CTSO activities?

A. To start, explain in a diplomatic way that the opposite is true.

The Perkins Act specifically does permit CTSO activities to receive support. Refer to Section 3(6) of the Perkins Act (Public Law 109-270) for the definition, Section 124(c)(4) for the reference regarding permissible uses of state leadership funds and Section 135(c)(5) for permissible uses of local funds. Clearly, Congress intended that CTSO activities be permitted to receive funds. However, Congress did not mandate that CTSO activities receive funds. State and local education authorities are given flexibility in determining how funds will be used. Therefore, you must convince them of your program's ability to help reach state and local goals for career and technical education. Provide evidence to them that your program can help the state to meet its accountability requirements.

Q. What is the state plan?

A. Each state had to submit to the Secretary of Education a state plan detailing how it will use Perkins funds over the period of time of the law. The law required that the plan be developed with consultation from a wide variety of stakeholders and that public hearings be held to gather input. States submitted their 5-year implementation plans, covering fiscal years 2008–2012, in the spring of 2008. However, states can revise the plan annually, so if you feel that it inadequately addresses a particular issue, you should inquire about the process of amending the plan.

Q. What is the local plan?

A. Each local recipient of Perkins funds, be it a school district or a postsecondary institution, must submit to the state a plan detailing how it will use Perkins funds over the same period of time. As with the state plan, a variety of stakeholders must be involved in the plan's development. States determine exactly when this plan has to be submitted originally and how is amended. This local plan provides an open invitation for you to participate in local planning.

Q. My state's plan and local plan have already been completed. Can I still influence them?

A. Yes. The law permits state and local plans to be amended. Be advised, however, that this may be a difficult and lengthy process.

In order to convince the state or local authorities that there is a strong need to amend the plan, you need to show how your suggested changes will improve the plan and the quality of career and technical education provided in the district. As mentioned above, it is always important to follow the local protocol to determine to whom you should go. You might start by consulting your principal and your local education officials to get a copy of the local plan. For the state plan, contact your state director's office. If you are not sure who your state director is, contact one of the organizations listed in the resources section of this guide for assistance in obtaining this information, or ask your local officials to guide you. You also may receive assistance from your state supervisor in your content area or from your state career and technical student organization advisor.

Q. My local plan does not include support for CTSO activities. Does this mean that I cannot get any local Perkins funds?

A. It may. However, you may work to get your local plan amended, and thus open up the possibility of getting Perkins funds to support CTSO activities. Start by talking with your principal, then see about making written or verbal contact with the local education officials who wrote the plan. Advocate to them your reasons for the change you propose and work to garner support from parents, businesses, students and your education colleagues. Also, even if CTSO activities are not specifically mentioned in your local plan, there may be other goals and activities, such as professional development or integration, that CTSOs can participate in or benefit from.

Q. I have heard my state and local officials use the term “co-curricular.” What does this mean in the context of CTSOs receiving support from Perkins funds?

A. The term “co-curricular” refers to the relevance of your program to the educational curriculum. This means that your program must coordinate with and enhance the delivery of the state or local curriculum. It must be relevant to improved teaching and higher levels of student performance in career and technical education, and you must be able to prove this. You will be required to report on your

success using measurable data.

Q. Can funds be used for student transportation expenses to state and national CTSO conferences?

A. If the purposes of the conference meet the criteria listed under state or local uses of funds and if state and local policies permit such support, transportation may be provided with support from Perkins funds. The transportation costs must be necessary and reasonable.

Q. May I purchase instructional materials from the national CTSO organizations or other professional associations using Perkins funds?

A. Perkins funds may be used to purchase instructional aids and publications to strengthen students' skill attainment. Local laws and school board policies will dictate the sources from which instructional materials may be purchased. The Perkins Act contains no prohibitions on the sources of instructional materials.

Q. When does the Perkins fiscal year start and end?

A. As with most federal programs providing support to education, the Perkins Act fiscal year begins on July 1 and ends on June 30.

Q. May CTSO jackets be purchased using Perkins funds, either for individual students to keep or for the program to pass on to students from year-to-year?

A. No.

More questions? New challenges?

The U.S. Department's Office of Vocational and Adult Education maintains a website that includes all of the guidance they have released on the 2006 Perkins Act. New material is posted as it arises, so stay tuned to this site:

www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html

BUILDING SUPPORT

In this section, you will find:

- Key provisions of the Perkins Act that can open doors for CTSOs
- Direct references to CTSOs
- Important new accountability measures that you can help to achieve state and local planning for the Perkins Act
- How Perkins funds may be used at the state and local levels.

In an earlier chapter, you read about the history of the Perkins Act and what it is designed to do. But how can you participate in the Perkins Act? How can you get support for your local program?

The first step is to understand that your ideas matter. You can influence policymaking at the state and local levels to gain support for your program.

The second step is to learn how to be an effective advocate for your program. Advocating for your program is your responsibility and will benefit your students. To advocate, you must know:

▢ What you want to achieve...

Do you need support for a specific event or an ongoing activity? How much funding do you need? These are questions you must answer before taking steps to advocate—you must have a clear picture of what you want to achieve.

▢ Who you need to influence...

Who can address your concerns? In the following sections you will find information on who makes the policies at the state and local levels and where to get specific information on how to reach those individuals in your state.

▢ How you can help state and local officials meet their requirements under the current law...

Do you know what these requirements are? They are explained in detail in this guide.

▢ Why the state or local officials should support your program...

How can you make a strong case for your program? The elements that make your program relevant, instructive, and appealing to students are also useful in catching the attention of policymakers. You already know your program's strengths. This guide will help you to see how they fit into the larger picture of the Perkins Act.

As you review the following descriptions of selected components of the Perkins Act, keep these questions and issues in mind. Now, take a look at the following details of the new Perkins Act to see where your program can fit in. Keep in mind that the law does not spell out specifically in every case that a CTSO can get funds for an activity. For example, if funds are required to be spent on integrating academic and technical education and your program does (or can do) that, then it is possible that you could receive funds to support activities that achieve this directive.

To get the funds, however, you will have to start by asking, then follow up your request by making a strong case to support it.

Direct References to Student Organizations in the Perkins Act

A CTSO is referenced by the term “career and technical student organization” in the new Perkins Act. This term is defined as meaning “an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.” Further, the definition states that such an organization “may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level.”

The importance of the reference to CTSO activities being “an integral part of the instructional program” cannot be overstated. This point is paramount to assisting in state and local efforts to meet the accountability requirements under the Perkins Act. To receive funding support, your program must be “co-curricular,” meaning that the

activities must be relevant to the educational program. They must not simply have entertainment value, regardless of the popularity of the program and the social benefits to students that might result from participation. Activities must directly correlate to what is being taught in the classroom and they must help students to understand the subject matter better and perform at higher levels. While the definition might only refer to the relationship to the instructional program, the performance requirements are inherent in the ability of a state or local authority to provide support. If they do not succeed in meeting the accountability requirements, the availability of additional funds in the future will be at great risk.

This term is used only twice in the law aside from the definition. It is listed under *permissible uses of state leadership funds, meaning that a state may (not “must”) use funds reserved for state leadership activities to support CTSO activities*. This reference includes a provision emphasizing efforts to increase the participation of students who are members of special populations. It is also listed under *permissible uses of local funds, allowing local schools and postsecondary institutions to use their Perkins funds to support CTSO activities*.

NOTE: The term “special populations” is defined in the law 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.

These two references are an open door—they give considerable latitude to states and localities to permit the expenditure of Perkins funds for CTSO activities, as long as the CTSO activities help to fulfill the purposes of the Perkins Act, such as assisting students in meeting challenging academic and technical standards and preparing them for high wage, high skill, or high demand occupations.

However, these two references alone do not provide state and local officials with the justification they need to allow funds to be spent on CTSOs. CTSOs can increase their chances of earning support by understanding the range of activities expected of recipients of Perkins funds and determining how they can help to meet these expectations. Read on to discover myriad opportunities contained

in the Perkins Act for gaining support for your programs.

Accountability

To advocate for support for your CTSO activities, it is important that you understand a key area of focus for state and local officials in charge of administering the Perkins Act. The law requires that the states and local programs measure their progress on and make improvements in specific “indicators of performance.” In its state plan, the state agency must describe how it will measure the following:

Secondary Student Indicators

1. Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State under No Child Left Behind (NCLB), and measured by the State academic assessments used for NCLB.
2. Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry recognized standards, if available and appropriate.
3. Student rates of attainment of each of the following: (1) a secondary school diploma; (2) a General Education Development (GED) credential, or other State-recognized equivalent including recognized alternative standards for individuals with disabilities; (3) a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).
4. Student graduation rates (as defined by NCLB).
5. Student placement in postsecondary education or advanced training, in military service, or in employment.
6. Student participation in and completion of career and technical education programs that lead to nontraditional fields.

Postsecondary Student Indicators

1. Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments,

that are aligned with industry-recognized standards, if available and appropriate.

2. Student attainment of an industry-recognized credential, a certificate, or a degree.
3. Student retention in postsecondary education or transfer to a baccalaureate degree program.
4. Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
5. Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.

As you think about these indicators, you should recognize that, among all the new Perkins Act provisions, these present the greatest challenge to states and local schools. If you can think of ways to help attain these measures you are more likely to catch the attention of state and local officials with authority over these programs. They need and want assistance, the very kind that you can provide!

State Plan

After developing a transition plan to move from the 1998 Perkins Act to the 2006 Perkins Act during the 2007–2008 school year, the state agency in charge of administering the Perkins Act submitted a five-year plan to the U.S. Secretary of Education describing how the state will use the funds and how it will meet the requirements of the law. The five-year plan began with the 2008–2009 school year, but may be revised annually as needed, as determined by the state agency. Therefore, if CTSOs are not specifically or adequately mentioned in your state's initial five-year plan, there is still opportunity to have it included. Keep in mind that revising a plan could be a difficult and lengthy process, so you will have to make a strong case to convince your state agency to do it.

The best way to obtain a copy of your state's plan is to contact the state director's office. In many states, the state plan will be available on the state Department of Education's (or other agency that admin-

isters Perkins funds) website. To give you an idea of how the state agency developed the state plan, review the following requirements included in the law:

Consultation

The state agency must develop and implement procedures for consulting all of the following during the development of the state plan:

- Academic and CTE teachers, faculty, and administrators
- Career guidance and academic counselors
- Parents
- Students
- The governor
- Eligible recipients (local education agencies or nonprofit postsecondary institutions offering 2-year programs)
- Interested community members
- Representatives of business and industry, labor organizations, and special populations
- Charter school authorizers and organizers
- Institutions of higher education
- Representatives of Tech Prep (if applicable)
- Entities participating in activities under the Workforce Investment Act.

In developing the state plan, the state agency must consult with other state agencies responsible for secondary and postsecondary career and technical education, including agencies responsible for community and technical colleges, adult education, tech-prep, and secondary education, on portions relevant to their areas of responsibility. Any of these agencies may file objections to the state plan and the eligible agency must include a response to such objections in the state plan.

Contents

The Perkins Act contains elements required for the state plan. States must:

1. Describe how the career and technical education activities funded

under the Act are designed to meet or exceed state adjusted performance levels, including:

- The career and technical “programs of study”
- How the state will develop and implement the “programs of study”
- How the state will support the development of articulation agreements between secondary and postsecondary programs
- How the state will make information available about “programs of study”
- The programs that will be carried out to develop, expand, and improve access to appropriate technology in career and technical education
- Criteria that will be used to approve local applications
- How high school programs will prepare CTE students, including special populations, to graduate with a diploma
- How such programs prepare students for postsecondary education or high-skill, high-wage, or high demand occupations, and how students will be made aware of opportunities
- How funds will be used to develop or improve programs
- How the state will facilitate communication on best practices
- How funds will be used to link secondary and postsecondary CTE
- How the state will report on the integration of academic and career and technical education.

2. Describe how professional development, including initial teacher preparation, will be provided to career and technical teachers, faculty, administrators, and counselors, especially professional development that:

- Promotes academic and career and technical integration
- Increases the percentage of teachers that meet certification and licensure requirements
- Is high quality, sustained, intensive, and focused on instruction
- Encourages applied learning
- Provides the knowledge and skills needed to work with special populations
- Assists in accessing and utilizing data
- Promotes integration with professional development activities

under ESEA and HEA.

3. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession, and the transition to teaching from business and industry

4. Describe efforts to facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs.

5. Describe how parents, teachers, administrators, faculty, counselors, businesses, and labor organizations will be involved in the planning, development, implementation and evaluation of programs

6. Describe how funds will be allocated among secondary school career and technical education, or postsecondary and adult career and technical education, or both, and through consortia of secondary and postsecondary programs

7. Describe how the eligible agency will

- Improve academic and technical skills of students through the integration of academics and CTE
- Provide strong experience in and an understanding of all aspects of an industry
- Ensure that career and technical education students are taught to the same challenging academic standards as are taught to all other students

8. Describe how the eligible agency will annually evaluate the effectiveness of programs and ensure non-duplication with other federal programs.

9. Describe the state's programs for special populations, including how members of special populations:

- Will be provided with equal access to activities
- Will not be discriminated against
- Will be provided with programs designed to enable them to meet or exceed state performance measures and prepare them for further learning and high-skill, high-wage or high demand occupations.

10. Describe how local eligible recipients will be given the opportu-

nity to provide input into the state performance levels and how the state, in consultation with local recipients will develop a process of negotiation on local levels of performance.

11. Provide assurances regarding compliance with the requirements of this title and the state plan, including performing a financial audit.

12. Provide assurances that there will be no conflict of interest in equipment purchases.

13. Describe how data will be reported to measure student progress, including special populations, and how states will ensure that the data reported is complete, accurate, and reliable.

14. Describe how the needs of students in alternative education programs will be met, if appropriate.

15. Describe how the eligible agency will provide technical assistance to local eligible recipients.

16. Describe how career and technical education relates to occupational opportunities in the state or region.

17. Describe methods for joint planning and coordination with other federal education programs.

18. Describe how funds will be used to promote preparation for high skill, high wage, or high demand occupations and nontraditional fields.

19. Describe how funds will be used to serve students in state correctional institutions.

20. Describe how services for postsecondary students and school dropouts will be coordinated with the services and activities provided under the Workforce Investment Act of 1998, the federal law that addresses youth and adult job training and adult education.

State Uses of Funds

Funds are provided for use at the state level in two basic areas: state administration and state leadership activities. Support for career and technical student organizations generally comes from state leadership activities. Career and technical student organizations are listed

under permissible uses of state leadership funds, meaning that it is allowable to spend these funds to support activities of career and technical student organizations.

To see how support from Perkins Act funds for career and technical student organization activities can be justified, review the following uses of funds that are contained in the law. You will see that career and technical student organization activities can support a large number of these activities.

State Leadership Activities

This section of the Perkins Act details 9 required and 17 permissible uses of leadership funds. By envisioning your program as an integral part of many or all of these activities, you will see opportunities for building your case to garner Perkins Funds to support your activities.

Required Uses:

1. Assessment of career and technical education programs funded under this title, including how the needs of special populations are being met and their performance
2. Expansion of the use of technology in career and technical education programs, which may include professional development, providing students with skills that lead to entry into technology fields, and collaborating with technology industries to offer internships and mentoring
3. Professional development programs for teachers, faculty, administrators, and counselors that meet the requirements laid out in the state plan and:
 - Provide pre-service and in-service training on effective integration of academics, effective teaching skills based on research, effective practices to improve parental and community involvement, and effect use of research and data
 - Are high quality, sustained, intensive, and classroom-focused
 - Will help improve student achievement
 - Will help teachers stay current with the needs, expectations, and methods of industry; develop rigorous and challenging integrated

curricula; develop a higher level of academic and industry knowledge; effectively use applied learning

- Are coordinated with other education programs under title II of the Elementary and Secondary Education Act (ESEA) and title II of the Higher Education Act (HEA)

4. Improve the academic and career and technical skills of students by strengthening the components of CTE programs through the integration of academic and career and technical education

5. Providing preparation for nontraditional fields and other activities to prepare students for high skill, high wage occupations

6. Partnerships among local education agencies, postsecondary institutions, adult education providers, and other entities such as employers, labor organizations, intermediaries, and parents

7. Education at state correctional institutions or institutions serving individuals with disabilities

8. Programs for special populations

9. Technical assistance for eligible recipients.

Permissible Uses:

1. Career guidance and counseling programs

2. Agreements between secondary and postsecondary career and technical education to offer postsecondary opportunities to secondary students

3. Support for initiatives that facilitate the transfer of sub-baccalaureate students to baccalaureate degree programs

4. Career and technical student organizations

5. Public charter schools offering career and technical education

6. Support for CTE programs that offer experience in, and understanding of, all aspects of the industry that the individual is preparing to enter

7. Family and consumer sciences education

8. Education and business partnerships

9. Improving or developing new CTE courses and initiatives

10. Awarding incentive grants to local programs
11. Activities that support entrepreneurship education and training
12. Programs for adults and school dropouts to complete secondary education
13. Job and postsecondary education placement
14. Developing valid and reliable assessments of technical skills
15. Developing and enhancing data systems
16. Improving the recruitment and retention of career and technical educators, administrators, and counselors, including underrepresented groups and those transitioning from business and industry
17. Support for occupational and employment information resources.

Local Plan and Local Uses of Funds

While Perkins funds are distributed to school districts and community and technical colleges through a prescribed formula based on factors such as poverty and population, how the funds are used once they get to the local level is different in every community. The federal law gives a listing of activities that must be undertaken by recipients of funds. These include the submission of a local plan, which is sent to the state agency in charge of the Perkins Act in that state, and several required uses of funds. In addition, the law lists many permissible uses of funds, meaning that the law lists activities that you may undertake using Perkins funds, but are not required. The following reviews Sections 134 and 135 of the Perkins Act, which contain the requirements for local plans as well as the listings of uses of funds at the local level. In reviewing these activities, you will see a broad array of possibilities for ways in which CTSOs can participate in the Perkins Act.

Local Plan Contents

If you can convince local policy makers that your programs can help to meet the requirements of the Perkins Act, you might be able to get your activities specifically included in the local plan. Review carefully the following requirements for the local plan so that you

will understand the task that must be undertaken by school officials in your area, then consider ways you can help through your CTSO activities.

Following this description of the local plan are the listings of required and permissible uses of funds at the local level. As you develop ideas that you wish to have included in the local plan, keep in mind that these activities must fit within the guidelines created by these required and permissible uses of funds.

Requirements for the Local Plan

Requirements for the local plan are determined by the state agency. At a minimum, the Act requires that each local plan include a description of how Perkins funds will be used to do the following:

1. Describe local programs supported with Perkins funds
2. Describe how local programs meet state and local adjusted performance levels
3. Describe how local programs will offer the appropriate courses of at least one “program of study”; improve the academic and technical skills of students, including how they help career and technical education students to meet the same challenging academic proficiencies as are taught for all other students and encourage them to enroll in rigorous academic courses; and how students are taught about all aspects of an industry
4. Describe how comprehensive professional development will be provided to career and technical, academic, guidance, and administrative personnel to promote the integration of academics and CTE
5. Describe how interested parties, including parents, students, teachers, faculty, administrators, counselors, representatives of business, labor organizations, representatives of workforce development programs, representatives of Tech Prep consortia, and special populations, are involved in the development, implementation, and evaluation of local programs; and how they are to be informed about the requirements of Perkins
6. Provide assurances that programs are of such size, scope, and quality to improve career and technical education

7. Describe the process used to evaluate and promote continuous improvement in the performance of the eligible recipient
8. Describe how the local program will review CTE programs to identify and adopt strategies to help special populations overcome barriers to success; will ensure programs will be designed to enable special populations to meet the local adjusted levels of performance; and will provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations
9. Describe how discrimination against special populations will be prevented
10. Describe how funds will be used to promote preparation for nontraditional fields
11. Describe how career guidance and academic counseling will be provided to CTE students.
12. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and counselors, including among individuals underrepresented in the profession and to improve the transition from business and industry.

Local Uses of Funds

Each eligible recipient receiving Perkins funds may not use more than 5% for administrative purposes. The balance of the funds is to be used for the following required activities and may also be used for the permissible activities listed. As you review these uses of funds, think about how your program helps to carry out each activity. This will help you to build a strong case for support for your programs.

Required Uses of Local Funds:

1. Strengthen academic and career and technical skills of students through integration of academic and career and technical programs
2. Link CTE at the secondary and postsecondary levels, including by offering the relevant elements of at least one “program of study.”
3. Provide programs that address all aspects of an industry
4. Develop, improve, or expand the use of technology, which may

include professional development, providing students with the skills necessary to enter high technology and telecommunications careers, and encouraging schools to work with high technology industries to offer internships and mentoring

5. Provide professional development for teachers, faculty, administrators, and counselors, including in-service and pre-service training on a variety of subjects, programs to ensure teachers stay current with all aspects of an industry; internship programs that provide relevant business experience, and programs designed to train in the effective use and application of technology

6. Evaluate programs and assess how special populations are being served

7. Initiate, improve, expand and upgrade programs

8. Provide services of sufficient size, scope, and quality

9. Provide activities to prepare special populations to high skill, high wage, or high demand occupations

Permissible Uses of Local Funds:

1. Involve parents, businesses, and labor organizations in planning, implementing, and evaluating CTE programs

2. Provide career guidance and academic counseling

3. Support local education and business partnerships

4. Provide programs for special populations

5. Assist career and technical student organizations

6. Provide mentoring and support services

7. Lease, purchase, and upgrade equipment, including instructional aids and publications

8. Provide teacher preparation programs that address academic and CTE integration and that assist individuals interested in becoming CTE teachers, including teacher candidates from business and industry

9. Develop and expand postsecondary program offerings at times and in formats that are more accessible to students

10. Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs
11. Provide activities to support entrepreneurship education and training
12. Develop and improve new courses
13. Develop and support small, personalized career-themed learning communities
14. Support family and consumer sciences education
15. Provide programs for adults and school dropouts to complete secondary education or upgrade technical skills
16. Provide services for placement in employment and further education
17. Support training and activities in nontraditional fields
18. Support for training programs in automotive technologies
19. Pooling funds with other local programs for joint innovative activities
20. Support other activities consistent with purposes of the Perkins Act.

ADDITIONAL RESOURCES

Throughout the school year, questions may arise as you and other CTSO advisors brainstorm about how you can most effectively use Perkins funds to inject new energy and ideas into your activities. It's important to remember that you are probably not the only ones with questions—people involved with CTE at all levels (local, state, and national) are grappling with the same issues.

The entire career and technical education community is responsible for making the transition to the new law a successful one. That's why there are many other resources out there to help guide you and offer advice on interpreting what the Perkins Act of 2006 might mean for your program.

On these next few pages, you'll find contact information for all ten CTSOs recognized by the Association for Career and Technical Education and its affiliated state associations, and the National Association of State Directors for Career Technical Education Consortium. This is a team effort, so don't hesitate to tap into these resources. We are all here to serve you and your students!

Career and Technical Student Organizations

Business Professionals of America

Membership divisions: Secondary, Post-secondary, Middle Level

Total annual membership: 50,000+

Mission statement/goals: To contribute to the preparation of a world-class workforce through the advancement of leadership, academic, citizenship, and technological skills; prepare students to be effective associates and committed

business leaders by educating, validating, and motivating on an individual basis; to develop the business, communication, technical, and leadership skills needed to contribute and compete in the workplace today and tomorrow.

Executive Director: Kirk W. Lawson
Contact: 5454 Cleveland Ave. ,Columbus, OH
43231-4021; PH: 614-895-7277;
E-mail: klawson@bpa.org
Website: www.bpa.org

DECA—An Association of Marketing Students

Membership divisions: High School (marketing education in secondary institutions); Delta Epsilon Chi (marketing education in technical and post-secondary institutions); Professional (educators and administrators); Alumni (former high school and Delta Epsilon Chi members)

Total annual membership: 201,000

Mission Statement/Goals: The mission of this organization is to enhance the co-curricular education of students who have an interest in marketing, management, and entrepreneurship. DECA seeks to help students develop skills and competence for marketing, finance, hospitality, management, and entrepreneurial careers, build self-esteem, experience leadership, and practice community service. DECA is committed to the advocacy and the growth of business and education partnerships.

Executive Director: Dr. Edward L. Davis
Contact: DECA Inc., 1908 Association Drive,
Reston, VA 20191-1594; PH: 703-
860-5000; FX: 703-860-4013; E-mail:
decainc@aol.com;
Website: www.deca.org

Future Business Leaders of America–Phi Beta Lambda (FBLA–PBL)

Membership divisions: Future Business Leaders of America (high school); FBLA-Middle Level; Phi Beta Lambda (PBL) (postsecondary); Professional Division (alumni and professional community)

Total annual membership: 250,000

Mission statement/goals: Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

President and CEO: Jean M. Buckley

Contact: 1912 Association Dr., Reston, VA 20191-1591; PH: 703-860-3334; FX: 866-500-5610; E-mail: General@fbla.org
Website: www.fbla-pbl.org

Family, Career and Community Leaders of America (FCCLA)

Membership divisions: Middle level, high school, alumni and associates, and honorary

Total annual membership: 220,000+

Mission statement/goals: FCCLA's mission is to promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

Executive Director: Michael L. Benjamin, M.P.H., CAE

Contact: 1910 Association Dr., Reston, VA 20191
PH: 703-476-4900; FX: 703-860-2713

E-mail: mbenjamin@fcclainc.org

Website: www.fcclainc.org

Health Occupations Students of America (HOSA)

Membership divisions: Secondary; Postsecondary/Collegiate; Professional; Alumni; Honorary; Members-at-Large; and, Middle School (beginning in 2008–09)

Total annual membership: 95,500

Mission statement/goals: The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health science technology education students, therefore, helping students to meet the needs of the health care community.

Executive Director: Dr. Jim G. Koeninger

Contact: HOSA National Headquarters,
6021 Morriss Road, Suite 111 Flower
Mound, TX 75028; PH: 972-874-9962;
800-321-HOSA (4672); E-mail: hosa@hosa.org
Website: www.hosa.org

National FFA Organization

Membership divisions: Active student members; Alumni

Total annual membership: Student members: 500,823; Alumni: 45,399

Mission statement/goals: The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

National FFA Advisor and CEO: Dr. Larry D. Case

Contact: National FFA Organization, 6060 FFA
Drive, Indianapolis, IN 46268

PH: 317-802-6060; E-mail: jadams@ffa.org;
Website: www.ffa.org

National Young Farmer Educational Association (NYFEA)

Membership divisions: none; members range in age from 18 years plus

Total annual membership: 3,500

Mission statement/goals: The mission of this organization is to promote the personal and professional growth of all people involved in agriculture. NYFEA strives to develop and provide educational and leadership opportunities to its membership and others. It provides a national framework to inspire personal achievement and strengthen agricultural leadership, the result of which may foster economic growth.

Executive Vice President: Gordon Stone

Contact: NYFEA, P.O. Box 20326, Montgomery, AL 36120; PH: 334-213-3276; FX: 334-213-0421; E-mail: natloffice@nyfea.org
Website: www.nyfea.org

National Postsecondary Agricultural Student Organization (National PAS Organization)

Membership divisions: Collegiate (postsecondary)

Total annual membership: 1,300

Mission statement/goals: The National Postsecondary Agricultural Student Organization provides opportunities for individual growth, leadership, and career preparation.

Executive Director: Jeff Papke

Contact: 6060 FFA Dr., Indianapolis, IN 46278-1370; PH: 317-802-4350; FX: 317-802-5350; E-mail: jpapke@nationalpas.org
Website: www.nationalpas.org

SkillsUSA

Membership divisions: High school (students); college/postsecondary (students); professional (educators and administrators); and alumni

Total annual membership: 300,000+

Mission statement/goals: SkillsUSA is an applied method of instruction for preparing America's high performance workers in public career and technical programs. It provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communications skills. It emphasizes total quality at work: high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

Executive Director: Timothy W. Lawrence

Contact: SkillsUSA, P.O. Box 3000, Leesburg, VA 20177-0300; PH: 703-777-8810; FX: 703-777-8999; E-mail: anyinfo@skillsusa.org
Website: www.skillsusa.org

Technology Student Association (TSA)

Membership divisions: High school, middle school

Total annual membership: 150,000

Mission statement/goals: The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering, and mathematics (STEM) concepts through co-curricular activities, competitive events, and related programs.

Executive Director: Dr. Rosanne T. White

Contact: 1914 Association Dr., Reston, VA 20191-1540; PH: 703-860-9000; FX: 703-758-

4852; E-mail: general@tsaweb.org
Website: www.tsaweb.org;

Professional Associations

Association for Career and Technical Education

Membership: 30,000

Mission statement/goals: The Association for Career and Technical Education (ACTE) is the nation's largest not-for-profit education association dedicated to the advancement of education that prepares youth and adults for successful careers. It provides advocacy, public awareness and access to information, professional development and tools that enable members to be successful and effective leaders. Founded in 1926, ACTE has more than 29,000 members including teachers, counselors and administrators at the middle school, high school and postsecondary levels.

Executive Director: Janet B. Bray, jbray@acteonline.org

Senior Director of Public Policy: Stephen DeWitt, sdewitt@acteonline.org

Assistant Director of Public Policy: Alisha Hyslop ahyslop@acteonline.org

Advocacy Associate: Jamie Baxter, jbaxter@acteonline.org

Address information: ACTE, 1410 King Street, Alexandria, VA 22314; PH: 800-826-9972; FX: 703-683-7424; Website: www.acteonline.org

National Association of State Directors of Career Technical Education Consortium (NASDCTEC)

Membership: 59 (one per state and territory), 200 Associate Members

Executive Director: Kimberly Green, kgreen@careertech.org

Associate Director–Programs: David Buonora, dbuonora@careertech.org

Government Relations Associate: J. Domenic Giandomenico,
domenic@careertech.org

Address Information: NASDCTEC, 8484 Georgia Ave., Suite
320, Silver Spring, MD 20910 (as of
8/1/08); Website: www.careertech.org

State Career and Technical Education Associations

The Association for Career and Technical Education has affiliated state Associations in most states and territories. For contact information of leaders of these associations, call the ACTE Member Services Department at 800-826-9972 or visit the Website at www.acteonline.org.

