

Perkins Grant Principles 1-6

Principle 1: Leadership, Organization, and Support

Focuses on engaging partners in the development, implementation and evaluation of CTE programs at each college. Highlighted in this section are the potential benefits of successful partnerships along with various roles played by each partner.

Principle 2: Access, Equity and Opportunity

Emphasizes educational opportunities such as, providing students with strong experience in and understanding of all aspects of industry, exploring work-based learning opportunities and career guidance, and academic counseling.

This section highlights topics such as support services, internships, work-based learning activities and strategies for serving Special Populations students.

Special Populations

Planned activities that focus on ensuring programs are accessible by members of special populations, providing training and assistance to prepare special population students for employment, helping special population students overcome barriers that may limit opportunities for success, and ensuring members of special populations will not be discriminated against. **Special Populations include:** Individuals with disabilities; Individuals from economically disadvantaged families; Individuals preparing for nontraditional fields; Single parents, including single pregnant women; Displaced homemakers; Individuals with limited English proficiency.

Principle 3: Alignment and Transition

Focuses on offering CTE Programs of Study that: contain fully articulated curricula from secondary to postsecondary education; lead to a certificate, credential or degree; provide opportunities for students to participate in dual credit courses; and are aligned to the local labor market.

Principle 4: Enhanced Curriculum and Instruction

Focuses on strengthening the academic and career and technical skills of students in CTE programs through integrating academics with CTE programs; including the same coherent and rigorous content standards in CTE programs as other college programs; and developing, improving or expanding the use of technology in CTE programs (**supplies or equipment**). This section highlights strategies of curriculum integration as a means of dually strengthening the academic and career and technical skills of students in CTE programs.

Principle 5: Professional Preparation and Development

Focuses on providing professional development opportunities for faculty, guidance counselors and administrators to ensure they stay current with all aspects of an industry (**conferences, meetings, travel**); to provide internship programs that offer relevant business experience; and to provide trainings on the effective use and application of technology to improve instruction.

Principle 6: Program Improvement and Accountability

Designed around Perkins emphasis on data and accountability to ensure colleges are using data for improvement of programs to increase student success measures. Colleges must continuously evaluate and improve CTE programs; assessing how the needs of Special Populations are being met; assisting and enabling Special Populations to meet State-adjusted levels of performance; ensuring program quality is improved, expanded, modernized and includes relevant technology; and ensuring services and activities are of sufficient size, scope, and quality.