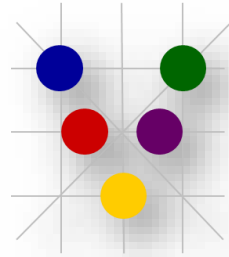


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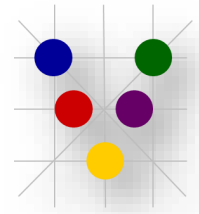
SIZE, SCOPE AND QUALITY

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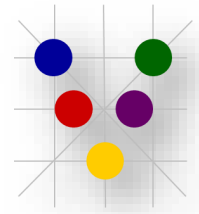




What role does size, scope and quality play in Perkins V?

- **Local Uses of funds:**
 - **Section 135(b)** Requires that funds made available to eligible recipients shall be used to support career and technical education programs that are of sufficient size, scope, and quality.
- **Local Application:**
 - **Section 134(c)(2)(B)(i)** requires that - (B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient;

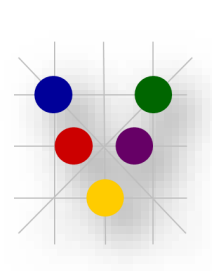




Suggestions...

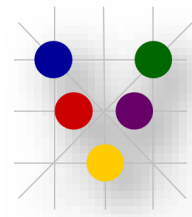
- Definitions should not discriminate against any student. Definitions should be inclusive not exclusive.
- Consider establishing a “Policy/Procedure” Handbook or Guide to capture these definitions.
- States may elect to have a state-wide definition or opt to establish different parameters depending on the region or size of the districts (eligible recipients).





What should we consider when developing our definitions for size, scope and quality?





SIZE (numerical value)	SCOPE (curricular considerations)	QUALITY (measurable results)
1. Minimum number of programs/credits/courses	1. The curriculum reflects a progression from secondary to postsecondary.	1. Students are achieving program goals and objectives; and making progress with respect to the indicators.
2. Minimum number of students	2. The curriculum offers academic, technical and employability skills (work-based, distance learning, etc.).	2. The program has certified teachers providing instruction on industry standards.
3. Minimum amount of equipment and materials needed to operate the program	3. The curriculum is aligned to the needs of industry and includes high skill, high wage and in-demand programs.	3. Program participation results in dual credit / concurrent enrollment.
4. Minimum number of staff	4. The curriculum provides opportunities to obtain recognized credentials, industry certifications or degrees	4. Students able to obtain a recognized credential, certificate, license or degree upon program completion.
5. Minimum number of internships, practicums, or work-based experiences.	5. The curriculum shows a progression of instruction towards an occupation or profession.	5. There is an evaluation and approval process to determine whether programs achieves the goals and objectives of the program and grant.

