



## Perkins V: Size, Scope, Quality Definitions

The North Dakota Department of Career and Technical Education has defined Size, Scope and Quality for the purpose of making funds available to eligible recipients (pursuant to section 135 of Perkins V) as:

### Size/Scope/Quality – Secondary

**Size:**

- The minimum number of students enrolled in an approved CTE program shall be:

For schools with 100 or fewer students in grades 9-12	2-year avg of 5
For schools with 101- 500 students in grades 9-12	2-year avg of 10
For schools with 501 or more students in grades 9-12	2-year avg of 15

- Minimum number of CTE Programs offered by the LEA:

Size of student population in grades 9-12	Minimum # of CTE Programs (not courses) offered in house
50 or fewer	One program
51-100	Two programs
101-500	Three programs
501 or more	Four programs

**Scope:**

The scope of the program must include classroom instruction, lab, a CTSO (or a documented, organized sequence of instructional activities designed to foster leadership skills) and work-based experiences. The program must offer the student multiple pathways/options upon successful completion: continuing to postsecondary education or training, entering the world of work or military. Programs offered are based on available labor market data, with flexibility given to local community and school needs.

**Quality:**

A quality CTE program meets the Twelve CTE Standards and all applicable Perkins Performance Indicators.

**The Twelve CTE Standards:**

- Instructional Planning and Organization**
  - Has the Local Application been developed consistent with results of Comprehensive Local Needs Assessment (CLNA)?

- b) Is there is a plan to address performance gaps identified by the CLNA?
  - c) Does each CTE program offer the student multiple pathways/options upon successful completion, including continuing to postsecondary education or training, entering the world of work or military? (Scope)
  - d) Does the LEA provide organized career exploration and guidance activities for all students?
  - e) Is the LEA strengthening CTE programs through integration of academic and technical program components?
  - f) Is there opportunity for CTE students to gain postsecondary credits while in high school? (Scope)
  - g) Does the LEA comply with requirements to offer a minimum number of CTE programs based upon enrollment? (Chart)
- 2. Instructional Materials**
- a) Selected with consultation by key stakeholders?
- 3. Instructional Personnel**
- a) Does the LEA demonstrate a commitment to support the preparation, retention, training and professional development of CTE Administrators, faculty and support staff?
- 4. Enrollment and Student-Teacher ratio**
- a) Do CTE programs have the required number of students for program approval?
  - b) Is the student-teacher ratio controlled for safety of students?
  - c) Are support personnel available as necessary for the safety and success of special population students?
- 5. Equipment and Supplies**
- a) Are equipment and supplies chosen in consultation with key stakeholder recommendations?
- 6. Instructional Facilities**
- a) Are facilities of adequate size to accommodate CTE program requirements? Are they well-maintained and conducive to learning? Are they barrier free to accommodate students with disabilities?
- 7. Safety and Sanitation**
- a) Are facilities inspected for safety, and equipped as required for safety purposes? (ex: eyewash station, safety goggles, etc.)
- 8. Stakeholder Consultation and Program Advisory Committees**
- a) Are required stakeholders in place for consultation on Perkins Applications? As follows:
    1. Secondary and postsecondary educators;
    2. Administrators and other support staff;
    3. State or local workforce boards;
    4. Business and industry representatives;
    5. Parents and students;
    6. Representatives of special populations;
    7. Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth;
    8. Representatives of Indian Tribes and Tribal Organizations (where applicable).
  - b) Do advisory committees include representatives of business and industry? Do they advise regarding quality of course content?

- c) Do advisory committees include representatives of special populations to provide expertise/strategies for the success of special population students?
  - d) Does advisory committee approve continuation, recommend transformation, or terminate the program?
  - e) Does advisory committee provide input and suggestions in development of work-based learning opportunities?
- 9. Leadership Development**
- a) Do all CTE students have the opportunity to develop leadership skills through a CTSO?
  - b) If a CTSO is not offered, is there evidence of an organized sequence of instructional activities designed to foster leadership skills?
- 10. Work-based Experience**
- a) Do all CTE students have an opportunity to participate in a work-based experience as defined by NDCTE? (Either on a jobsite, or in a simulated experience in school.)
- 11. Special Populations**
- a) How will special population students be prepared for high-skill, high-wage or in-demand occupations?
  - b) How is equal access provided to CTE courses, programs, and programs of study?
  - c) How does the school ensure that members of special population groups are not discriminated against based upon their status as members of such groups?
- 12. Educational Equity**
- a) What opportunities does the LEA provide to prepare students for nontraditional fields?
  - b) Is the LEA making progress demonstrating equitable access in enrollments into high quality CTE courses and programs of study?

## Size/Scope/Quality – Postsecondary

### Size:

Programs must have at least 10 students by the third year of operation.

### Scope:

A program consists of a sequential list of courses that leads to a certificate, diploma, or an associate degree.

### Quality:

A quality CTE program meets the Twelve CTE Standards and all applicable Perkins Performance Indicators.

### The Twelve Postsecondary CTE Standards:

#### 1. Instructional Planning and Organization

- a) Has the Local Application been developed consistent with results of Comprehensive Local Needs Assessment (CLNA)?
- b) Does the eligible recipient have the resources to address any gaps in achievement identified in the Comprehensive Local Needs Assessment? (Examples: Disability Services/Developmental Coursework/Tutorial Services)
- c) Does each CTE program provide successful graduates with high-wage, high-tech or high-demand job opportunities?
- d) Does each CTE program include classroom instruction, lab, a student organization and a work-based experience? (Scope)
- e) Does each CTE program offer the student multiple pathways/options upon successful completion: continuing postsecondary education, entering the world of work or military? (Scope)
- f) Does the college provide career exploration and guidance services for all students?
- g) What has been done by the college to ensure alignment with programs at the secondary level? Is dual credit an option for secondary students? (Scope)

#### 2. Alignment with Labor Market

- a) Does successful completion in the program culminate in the credentials (degree/diploma/certifications) required for employment in this state's labor market?
- b) Are there labor market data that support this program's continuation for the next five years? Is there data projecting growth in the occupation(s) for which the program is preparing students? Describe.
- c) What is the "in field" placement rate for the last cohort of graduates?
- d) What is the average initial salary offered to the last cohort of graduates?
- e) Is programmatic accreditation required for entry into the labor market? If so, does the program hold such accreditation? If not, are there plans in place to achieve such accreditation? Describe.
- f) How does the program prepare students for employment in a diverse labor market?

- 3. Instructional Materials, Equipment and Supplies**
  - a) Are the materials, equipment and supplies used to teach this program reviewed and selected in consultation with key stakeholders? Are they consistent with current industry or business practices?
  - b) Are there adequate resources to acquire and maintain the equipment/learning resources/library materials required to prepare students for employment in the current labor market?
- 4. Instructional Personnel**
  - a) Does the college demonstrate a commitment to support the training and retention of program faculty?
  - b) Are faculty able to attend professional development opportunities as needed to keep abreast of labor market trends and requirements?
- 5. Enrollment and Student-Teacher Ratio**
  - a) What is the number of students required to sustain the program? (Size)
  - b) Do students with special needs receive support as necessary to succeed in the program? Examples:
  - c) What does the college do to support student recruitment and retention in your program? (Size)
  - d) Does the college employ adequate numbers of faculty to facilitate student success in this program?
- 6. Instructional Facilities**
  - a) Are facilities of adequate size to accommodate CTE program requirements?
  - b) Are facilities well-maintained and conducive to learning?
  - c) Are they barrier free to accommodate students with disabilities?
- 7. Safety and Sanitation**
  - a) Are facilities inspected for safety, and equipped as required for safety purposes? (ex: eyewash station, safety goggles, etc.)
  - b) Are there any safety issues in the program based upon student/teacher ratio? Describe.
- 8. Program Advisory Committees/Stakeholder Involvement**
  - a) Does the Advisory Committee for this program include key business/industry stakeholders?
  - b) How often is the Advisory Committee consulted for guidance on keeping the program content consistent with the requirements of the labor market?
  - c) Does the Advisory Committee have key members as needed to provide expertise/strategies for fostering the success of special population students?
  - d) Does advisory committee approve continuation, recommend transformation, or terminate the program?
  - e) Does advisory committee provide input and suggestions in development of work-based learning opportunities?
- 9. Leadership Development**
  - a) Do all CTE students have the opportunity to develop leadership skills through a CTSO? Are there alternative leadership development opportunities on campus available to CTE students?
- 10. Work-based Experience**
  - a) Have key stakeholders from business/industry committed to providing work-based experiences for students? Describe.

- b) Do all students in the CTE program have an opportunity to participate in a work-based experience as defined by NDCTE? (Either on a jobsite, or in a simulated experience in school.)
- c) Do special population students have access to any supports as needed to participate in work-based experiences? Describe.

**11. Special Populations**

- a) Does the program prepare special population students for high-skill, high-wage or in-demand occupations? (Compare completion and placement rates for special population students with that of all students.)
- b) What is the college doing to ensure equal access to CTE courses, programs, and programs of study by special population students?

**12. Educational Equity**

- a) Is the college making progress demonstrating gender equity in enrollments into high quality CTE programs?
- b) Are male and female students enrolled in this program equally successful in completion of the program and placement thereafter?
- c) What training has the college provided for the prohibition of sexual harassment and bias?
- d) Does the college have personnel and procedures in place to address student concerns for equity?