

Required and Permissible Uses

The wording for the Required and Permissible Uses of funds has been edited. For exact wording, please refer to the Perkins Law.

Perkins Required Uses

<i>ID</i>	<i>Description</i>
1	strengthen the academic & CT skills of students participating in CTE programs, by strengthening the academic & CTE components through the integration of academics with CTE programs through a coherent sequence of courses described in section 122(c)(1)(A);
2	link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3	provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;
4	develop, improve, or expand the use of technology in career and technical education, which may include— training college staff, providing CTE students with K&S that lead into tech fields, collaborate with industry for internships & mentoring;
5	provide prof. dev. consistent with section 122 to teachers, faculty, admin, and counselors involved in CTE programs, including (in-service & preservice, education to stay current with industry, internship programs, use of IT to improve instruction);
6	develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7	initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8	provide services and activities that are of sufficient size, scope, and quality to be effective;
9	provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Perkins Permissible Uses

<i>ID</i>	<i>Description</i>
1	involve parents, businesses, & labor organizations as appropriate, in design, implementation, & evaluation of CTE programs authorized under this title, including establishing effective programs & procedures for informed & effective program participation;
2	to provide career guidance and academic counseling, which may include information described in section 118, for students participating in CTE programs;
3	for local education and business partnerships, including for—work-related experiences such as internships, entrepreneurship, & job shadowing related to CTE programs, adjunct faculty provisions for qualified industry profs.; & industry experience faculty;
4	to provide programs for special populations;
5	to assist career and technical student organizations;
6	for mentoring and support services;

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- 7 for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

 - 8 for teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;

 - 9 to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

 - 10 to develop initiatives to facilitate transition of CTE students into BS program, including—articulation agreements; dual enrollment; counseling regarding opportunities for BS degrees & transfer requirements, overcome barriers to enrollment & completion;

 - 11 to provide activities to support entrepreneurship education and training;

 - 12 improving or developing new CTE courses or programs of study that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual enrollment to count towards an associate or baccalaureate degree;

 - 13 to develop and support small, personalized career-themed learning communities;

 - 14 to provide support for family and consumer sciences programs;

 - 15 to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

 - 16 to provide assistance to participants of services and activities under this Act in continuing education/training/finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 USC. 2801 et seq.);

 - 17 to support training and activities (such as mentoring and outreach) in non-traditional fields;

 - 18 to provide support for training programs in automotive technologies;

 - 19 to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives – see page S. 250—55 of the act for more details.

 - 20 to support other career and technical education activities that are consistent with the purpose of this Act.