

CTSO GUIDE

TO ACCESSING
**FEDERAL
PERKINS FUNDS**



Career and Technical
Student Organizations

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PERKINS FUNDS**

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

2023

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INTRODUCTION

Through federal support of career and technical education, provided through the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224, 2018), career and technical student organizations (CTSOs) 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.

This guide is designed to help you understand how students across the nation in CTSOs can benefit from federal funds that are provided each year to support secondary and postsecondary career and technical education. CTSO advisors should use this guide to help in understanding the opportunities that the Perkins Act presents for gaining support for CTSO activities. However, many of the details of how CTSO activities may be supported are determined by state and local policies.

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 Perkins Act can help CTE programs 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 meet the performance goals expected of them in order to continue receiving Perkins funds.

While the Perkins Act is not new, the 2018 version does many new things. Most notably, it calls for a comprehensive local needs assessment (CLNA) with significant stakeholder engagement to better connect Perkins planning, spending and accountability. CTSOs are in a unique position to both assist with and benefit from the CLNA process, as well as other components of the 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 show that there is a clear need for and benefit from CTSO 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, quality and relevance in order to continue receiving Perkins support.

Career and technical student organizations have a responsibility to help states and local schools meet the goals 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.

Not only must CTSO leaders 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 meet the needs of local communities, including students and employers, and achieve clear results. 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 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 and other classroom needs.

THE PERKINS ACT

In this section, you will learn:

- **Brief history of the Perkins Act**
- **General overview of the Perkins Act of 2018**

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, and the Vocational Education Act was revised several times.

Through an amendment 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, and there was a new focus on connecting CTE programs at the secondary and postsecondary levels. The next Perkins Act, in 1998, 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.”)

Perkins IV was passed in 2006, and brought new opportunities for innovation and improvement to CTE programs. Several themes were evident in that legislation, including accountability for results, coordination within the CTE community, stronger academic and technical integration and connections between secondary and postsecondary education through programs of study, and links to business and industry.

The latest version of the Perkins Act, known as Perkins V, was passed in 2018. The economic and educational environment had shifted, and the focus of discussions during this reauthorization was largely around the skills gap and how CTE programs could better prepare learners for in-demand industry sectors and careers. There was a significant focus on career development and work-based learning, industry involvement and data-driven decision-making. The biggest new components of Perkins V are the introduction of the comprehensive local needs assessment (CLNA) to guide local planning and spending, and the new program quality indicator for secondary CTE programs. There is also a significant focus on equity and serving special populations throughout the law.

General Structure of the 2018 Perkins Act

There are many similarities and some significant differences in the 2006 and 2018 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

While there remains an extensive accountability system in the legislation, there are several important changes. Congress continued a focus of holding school districts, community colleges, and state authorities responsible for using federal funds for improving student achievement, but did work to simplify and standardize the system.

It is important for CTSO advisors to be familiar with these ac-

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.

Perkins V calls for each state to set performance levels at the secondary and postsecondary levels in areas such as graduation, academic achievement, credential attainment, and transition into further education and careers. In addition, a new requirement at the secondary level requires each state to choose at least one “program quality” indicator focused on work-based learning, early postsecondary credit or industry credentials. The exact measures, 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 the performance goals must put states on a path to continually make meaningful progress in the performance of their CTE students. States must set their performance targets with significant stakeholder engagement and use a formal comment period to collect input before submitting to the Department of Education. If a state fails to meet its performance levels over time, there are a variety of consequences, and ultimately the Department of Education could withhold part of a state’s funding.

The same accountability system continues to be mirrored at the local level, and 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. This split stayed the same in Perkins V, and of the grant that a state receives, at least 85% must be driven down to the local level, while up to 15% may be re-

tained 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. Within state leadership, some funds must be set aside for preparing students for non-traditional fields and for recruiting special populations to enroll in CTE, and up to 2% of funds may be allocated to serve individuals in state institutions.

The law lays out additional guidelines for required and permissible uses for the remainder of the leadership funds. Required uses include the set-asides mentioned earlier, as well as providing technical assistance to local recipients and recruiting, preparing, or retaining CTE educators and support staff. There are many more permissive uses of funds, including support for CTSOs, however it is up to each state how they direct their resources among the many possible uses of state leadership funds.

Reserve Funds

The other 85% of a state's Perkins grant is allotted to local career and technical education programs. Of this 85%, up to 15% may be held in "Reserve" by the state. 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. For example, a state may distribute these funds to local programs through a grant competition or an alternative formula instead of the original formula. Reserve funds must be used to support CTE programs in:

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

- Areas with high numbers of career and technical students
- Areas with disparities or gaps in performance between groups of students

These reserve funds must be used to foster innovation or to promote the development, implementation, and adoption of programs of study or career pathways in high-skill, high-wage, or in-demand occupations or industries. They are often used for innovative state-wide initiatives, such as a focus on a specific content area or element of high-quality CTE.

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.

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 recipient or consortia must qualify for at least \$15,000 and postsecondary institutions or consortia must qualify for at least \$50,000. This requirement ensures that funds are disbursed in grants large enough to be effective.

Comprehensive Local Needs Assessment

As mentioned earlier, one of the biggest additions to Perkins V is the Comprehensive Local Needs Assessment (CLNA). The CLNA is designed to better connect the planning, spending, and accountability sections of the law and require more data-driven decision making, particularly about Perkins uses of funds. The CLNA must be completed at least every two years following the process developed by the state. At minimum, it must include an evaluation of these six elements:

- Student performance, including disaggregated performance
- CTE program size, scope, and quality
- Alignment of programs with in-demand industry sectors or local

education or economic needs

- Progress on implementing program of study
- Recruitment, retention, training of CTE educators
- Progress toward implementing equal access to high-quality CTE programs for all students

The CLNA must be completed utilizing significant stakeholder engagement to ensure a variety of voices are included.

Local Uses of Funds

Once locals receive their primary grant allotment, there are an array of activities that are required and permissible for local funds under the Perkins Act. However, all expenditures must be aligned with needs identified in the CLNA—so this must drive the specific budgetary decision making.

Required uses of local funds include such activities as implementing programs of study and providing career development and professional development, while permissible uses include supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with CTE program standards and curriculum.

Programs of Study

One of the key components of Perkins V remains the requirement for the development and implementation of “programs of study.” These programs of study are defined and referenced throughout the Act. Programs of study can be developed at the state level or developed locally and approved by the state, depending on the system the state has established, and each local recipient receiving funds under the bill is required to offer the relevant courses of at least one. At a minimum, programs of study must:

- Incorporate challenging academic standards
- Address academic, technical, and employability skills
- Be aligned to the needs of industries in the state, region, or local economy
- Progress in specificity leading to more occupation-specific instruction

- Have multiple entry and exit points that incorporate credentialing
- Culminate in the attainment of a recognized postsecondary credential.

To Learn More About the Perkins Act

The information in this chapter is meant to serve as a general outline of Perkins V. To enhance your understanding of this legislation, the Association for Career and Technical Education (ACTE) has developed a guide entitled *Perkins V: The Official Guide*. The Perkins Guide will prove to be an excellent asset and resource for your program, with its brief history of the 2018 Perkins Act, side-by-side comparisons, detailed section-by-section analysis, including graphs and charts, the full text of the law, sections highlighting the coordination with other federal legislation, and a full index. Copies of this guide can be purchased by visiting ACTE's website at www.acteonline.org/publications/shopacte/.

FREQUENTLY 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 115-224) 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 and employability 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 goals of 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. The most important thing you can do locally is to become familiar with and get involved in your local CLNA process. Since this needs assessment must guide spending decisions, conversations during the CLNA should include questions and discussions about CTSOs. For example, you may want to ensure questions about CTSO needs appear on surveys, that data is examined related to CTSO participation, and that CTSO stakeholders, including members, families, and community partners, are engaged during the process.

Every time a CLNA is completed (at least once every two years in your area), you should become familiar with the results and needs identified, and then think about how your CTSO programs and activities might help meet those needs. Then you could start with your CTE director or Perkins coordinator in articulating the CTSO connection to the CLNA and your funding needs. If CTSO funding is not linked to the current CLNA or not prioritized in the current budget for Perkins funds (keep in mind every need is not likely to be met), continue to work to educate leaders about program needs and

opportunities. You may also want to engage employer partners and other community stakeholders in conversations about how CTSO activities can help address key workforce and student needs.

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 115-224) for the definition, Section 124(b)(17) for the reference regarding permissible uses of state leadership funds and Section 135(b)(5)(O) for permissible uses of local 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, and at the local level, uses of funds must be aligned with needs identified in the comprehensive local needs assessment. If you can provide concrete evidence that your program can help to improve student performance or meet other needs identified in the CLNA, you will have a better chance of receiving funding.

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 requires 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 initial implementation plans, covering fiscal years 2020–2023, in the spring of 2020. However, states can revise the plan at any time, and submit updated budgets each year, so if you feel that it inadequately addresses a particular issue, you should inquire about the process and timeline for changes.

Q. What is the local application?

A. Each local recipient of Perkins funds, be it a school district or a postsecondary institution, must submit to the state an application detailing how it will use Perkins funds over the same period of time as the state plan. As with the state plan, a variety of stakeholders

must be involved in the application's development. States determine exactly when this application has to be submitted originally and how it is amended. This local application provides an open invitation for you to participate in local planning. In addition, states may require annual submissions of updated budgets or plans in addition to the original application.

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

A. There is no single answer to this question. However, Perkins V specifically includes two provisions that may be helpful related to this issue. First, it allows support to reduce or eliminate out-of-pocket expenses for students identified as special populations under the law that are participating in CTE, including costs associated with fees, transportation, childcare, or mobility challenges. Travel to CTSO events may be covered for students who are members of special populations, depending on other local and state rules and requirements.

Perkins V also includes new language related to supporting CTSO competitions, specifically listing “supporting...student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula” as an allowable use of funds. Based on this language, it may be possible to support student transportation to technical skill competitions (to enable their participation) as well as other costs like entry fees, supplies, etc.

Most importantly though, is the CLNA—neither of these provisions can be applied unless expenditures can be linked back to needs identified in the CLNA.

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 materials, including library resources, 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, but remember that all expenditures have to be aligned with needs identified in the comprehensive local needs assessment.

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

A. As with most federal programs providing support to education, the Perkins Act federal fiscal year begins on July 1 and ends on June 30. Some states operate on a different fiscal year for the purposes of Perkins funding though, such as October 1–September 30, or an extended 15-month July 1–September 30 year. It is important to check with your state and local leaders to understand your local context.

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. This answer depends as well. Generally, items to personally benefit individual students are not an appropriate use of federal funds. However, there are possible exceptions, such as the out-of-pocket expenses mentioned earlier as “allowable” for special populations. Jackets could fit into this category, or could potentially be purchased for the program as part of preparing students for technical skills competitions. As stated in previous questions, state and local policies and the results of the CLNA will ultimately determine the answer to this question.

More questions? New challenges?

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

BUILDING SUPPORT

In this section, you will find:

- **Key provisions of the Perkins Act that can open doors for CTSOs**
- **Direct references to CTSOs**
- **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 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 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 and the needs identified in your CLNA. To receive funding support, your program must be “intra-curricular,” meaning that the activities must be embedded within the educational program. They must not simply have

entertainment or even personal value, regardless of the popularity of the program and the 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.

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 also is listed under *local uses of funds as a possible activity, allowing local schools and postsecondary institutions to use their Perkins funds to support CTSO activities*. In the local section, there is also a specific mention of using funds for technical skill competitions.

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, and at the local level help to meet needs identified in the comprehensive local needs assessment.

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

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for nontraditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces.

However, these two references alone do not provide a guarantee that funds will be spent on CTSOs, as there are likely many more activities that could be funded than a district's or institution's budget would allow. 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. One of the key elements of the law is the accountability section. The law requires that states and local programs measure and make continual progress in attaining specific “indicators of performance.” States must set annual performance level targets for each of the indicators below, and develop processes to measure and report on student performance on each of them. The indicators all refer to measuring the attainment of “CTE concentrators,” which are students that have spent some significant amount of time in CTE programs. The Perkins Act includes a standard definition of a concentrator, but each state has the opportunity to operationalize this definition in their own unique way, so be sure you understand the students your state is including in its accountability system. The definitions in the law include:

- at the secondary school level, a student who has completed at least two courses in a single career and technical education program.
- at the postsecondary level, a student enrolled in an eligible program who has earned at least 12 credits within a CTE program or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Secondary Student Indicators

- The percentage of CTE concentrators who graduate high school, as measured by—
 - the four-year adjusted cohort graduation rate (defined in the

Elementary and Secondary Education Act); and

- at the State’s discretion, the extended-year adjusted cohort graduation rate defined in the Elementary and Secondary Education Act.
- CTE concentrator proficiency in the challenging State academic standards adopted by the State under the Elementary and Secondary Education Act, as measured by the academic assessments described in such Act (including in math, reading/language arts, and science)
- The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act, are volunteers in the Peace Corps Act, or are employed.
- The percentage of CTE concentrators in CTE programs that lead to non-traditional fields.

In addition, each state has to choose at least one of the following program quality indicators to report on, and may choose others:

- The percentage of CTE concentrators graduating from high school having *attained a recognized postsecondary credential*.
- The percentage of CTE concentrators graduating from high school having *attained postsecondary credits* in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement.
- The percentage of CTE concentrators graduating from high school having *participated in work-based learning*.

Postsecondary Student Indicators

- The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act, are volunteers in the Peace Corps, or are placed or retained in employment.
- The percentage of CTE concentrators who receive a recognized

postsecondary credential during participation in or within one year of program completion.

- The percentage of CTE concentrators in CTE programs that lead to non-traditional fields.

As you consider these indicators, you should think about how your students' participation in CTSOs can help support their achievement. If you can think of ways to help students attain these measures you are more likely to catch the attention of state and local officials with authority over CTE programs. They need and want assistance, the very kind that you can provide!

State Plan

After developing a transition plan to move from the 2006 Perkins Act to the 2018 Perkins Act during the 2019–2020 school year, most state agencies in charge of administering the Perkins Act submitted a four-year plan to the U.S. Secretary of Education in the spring of 2020 describing how the state will use the funds and how it will meet the requirements of the law. The four-year plan began with the 2020–2021 school year, but can 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 four-year plan, there is still opportunity to have it included. A number of states are even planning more extensive revisions as their current four-year plans end in the spring of 2024. Keep in mind that revising a plan is a difficult and lengthy process, so you will have to make a strong case to convince your state agency to do it.

State plans are available on the Department of Education's Perkins website: cte.ed.gov. You may also find it on the website of the state agency that administers the Perkins Act in your state, which could be the Department of Education or another agency.

To give you an idea of how the state agency developed the state plan, review the following requirements included in the law:

Public Engagement

The state agency must develop and implement procedures for engaging interested parties in a number of different ways.

First, the state plan must be developed in consultation with:

- Representatives of secondary and postsecondary CTE programs, including eligible recipients
- Representatives of 2-year minority-serving institutions, historically Black colleges and universities, and tribally controlled colleges or universities
- Adult CTE providers
- Charter school representatives
- Teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals
- Interested community representatives, including parents, students, and community organizations
- Representatives of the State workforce development board
- Members and representatives of special populations.
- Representatives of business and industry, including small business; industry and sector partnerships; and labor organizations,
- Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations
- Individuals with disabilities.

In developing the state plan, the state agency also must consult with other state agencies responsible for secondary and postsecondary career and technical education, including agencies responsible for community and technical colleges or other postsecondary CTE providers, adult education, 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. The Governor of the state also must be consulted during the development of the state plan and before submission. At least 30 days before submission of the plan, the Governor must have an opportunity to sign the plan, although the state can submit the plan without the Governor's signature.

In addition, the state must conduct public hearings, affording interested parties an opportunity to share their views and make recom-

mendations about the state plan. New in Perkins V, states also must make the state plan, or any significant revisions, available for public comment for at least 30 days before it is submitted to the Department of Education.

Contents

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

- Summarize State-supported workforce development activities, including the degree to which the State’s CTE programs are aligned with and address the education and skill needs of the employers in the state.
- Outline a strategic vision and goals for preparing an educated and skilled workforce and for meeting the needs of employers, including in existing and emerging in-demand industry sectors and occupations, and how the state’s CTE programs will help to meet these goals.
- Include a strategy for any joint planning, alignment, coordination, and leveraging of funds—
 - between the State’s CTE programs with the State’s workforce development system
 - for programs carried out under Perkins with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and Higher Education Act of 1965.
- Describe the CTE programs that will be supported, developed, or improved at the State level, including descriptions of—
 - the programs of study to be developed at the State level and made available for adoption by eligible recipients
 - the process and criteria to be used for approving locally developed programs of study or career pathways
 - how the eligible agency will—
 - make information on approved programs of study and career pathways and guidance and advisement resources available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and

special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand

- facilitate collaboration among eligible recipients in the development and coordination of CTE programs and programs of study and career pathways that include multiple entry and exit points
 - use state, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the state, regional, or local economy, including in-demand sectors and occupations identified by the state board, and to align CTE with such needs, as appropriate
 - ensure equal access to approved CTE programs of study and activities assisted under Perkins for special populations
 - coordinate with the state board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate
 - support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities
 - improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations
 - how the state may include the opportunity for high school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.
- Describe the criteria and process for how the state will approve eligible recipients for funds, including how—
 - each eligible recipient will promote academic achievement
 - each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential

- each eligible recipient will ensure the CLNA takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.
- Describe how the state will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide CTE instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.
- Describe how the state will use leadership funds.
- Describe how Perkins funds received by the State will be distributed—
 - among CTE at the secondary level, or CTE at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace
 - among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia.
- Describe the state’s program strategies for special populations, including a description of how individuals who are members of the special populations—
 - will be provided with equal access to activities assisted under Perkins
 - will not be discriminated against on the basis of status as a member of a special population
 - will be provided with programs designed to enable individuals who are members of special populations to meet or exceed state determined levels of performance, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations
 - will be provided with appropriate accommodations
 - will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment

- Describe the procedure the state will adopt for determining levels of performance, which, at a minimum, shall include—
 - a description of the process for public comment as part of the development of the State determined levels of performance
 - an explanation of the State determined levels of performance
 - a description of how the State determined levels of performance set by the state align with the levels, goals, and objectives of other Federal and State laws.
- Describe how the state will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the state will take to eliminate these disparities or gaps.
- Describe how the state will involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of CTE programs.
- Provide assurances that—
 - the state will comply with the requirements of Perkins and the provisions of the state plan, including the provision of a financial audit of funds received
 - none of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization
 - the state will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the state
 - the state will use the funds to implement CTE programs and programs of study for individuals in state correctional institutions, including juvenile justice facilities
 - the state will provide local educational agencies, area CTE schools, and eligible institutions in the state with technical assistance, including technical assistance on how to close gaps in

student participation and performance in CTE programs.

- Describe the opportunities for the public to comment in person and in writing on the state plan.

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 CTSOs generally comes from state leadership activities. CTSOs 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 CTSO activities can be justified, review the following uses of funds that are contained in the law. You will see that CTSO activities can support a large number of these activities.

State Leadership Activities

This section of the Perkins Act details five required and 25 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 CTSO activities at the state level.

Required Uses:

Conduct state leadership activities to improve CTE, which shall include support for:

- Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students to high-skill, high-wage, and in-demand occupations
- Individuals in state institutions
- Recruiting, preparing or retaining CTE educators
- Technical assistance for eligible recipients
- Reporting on the effectiveness of using funds in achieving state goals and meeting state determine levels of performance.

Permissible Uses:

- Developing statewide programs of study

- Approving locally developed programs of study
- Establishing statewide articulation agreements aligned to approved programs of study
- Establishing statewide industry or sector partnerships
- High-quality comprehensive professional development for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction and support services, that is, to the extent practicable, grounded in evidence-based research and coordinated and aligned with other professional development activities carried out by the state, including programming that—
 - promotes the integration of the challenging state academic standards adopted by the state and relevant technical knowledge and skills
 - prepares CTE teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations
 - increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining state teacher licensure or credential requirements.
- Supporting eligible recipients in eliminating inequities in student access to—
 - high-quality programs of study that provide skill development
 - effective teachers, faculty, specialized instructional support personnel, and paraprofessionals
- Awarding incentive grants to eligible recipients
- Providing support for—
 - the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes
 - consultation and coordination with other state agencies for the identification and examination of licenses or certifications

that pose an unwarranted barrier to entry into the workforce for CTE students and do not protect the health, safety, or welfare of consumers

- The creation, implementation, and support of pay for success initiatives
- Support for CTE programs for adults and out-of-school youth in a school or other educational setting
- The creation, evaluation, and support of competency-based curricula
- Support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency
- Partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE
- Improvement of career guidance and academic counseling programs
- Support for the integration of employability skills into CTE programs
- Support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields, support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields
- Support for CTSOs, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations
- Support for establishing and expanding work-based learning opportunities
- Integrating and aligning programs of study and career pathways
- Supporting the use of CTE programs aligned with state, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State or local workforce development board

- Making all forms of instructional content widely available, which may include use of open educational resources
- Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data
- Support for accelerated learning programs
- Support for career academies
- Other state leadership activities that improve CTE.

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 comprehensive local needs assessment, submission of a local application, 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 that are not required. The following reviews Sections 134 and 135 of the Perkins Act, which contain the requirements for CLNAs and 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.

CLNA Requirements

Before developing the local application, a local school district or postsecondary institution, or a group of entities, must complete a comprehensive local needs assessment (CLNA). The base requirements for the CLNA are included in the law, and states may add additional requirements or questions. Notably, the CLNA (and the local application), require engagement with a diverse array of stakeholders. These include:

- (1) representatives of CTE programs in a LEA or educational service

- agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals
- (2) representatives of CTE programs at postsecondary educational institutions, including faculty and administrators
 - (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries
 - (4) parents and students
 - (5) representatives of special populations
 - (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
 - (7) representatives of Indian Tribes and Tribal organizations in the state, where applicable
 - (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

In general, the CLNA must include the following:

- An evaluation of student performance with respect to state-determined and local levels of performance, including an evaluation of performance for special populations and each subgroup
- A description of how CTE programs offered by the eligible recipient are—
 - sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient
 - aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, or designed to meet local education or economic needs not identified by State boards or local workforce development boards.
- An evaluation of progress toward the implementation of CTE programs and programs of study
- A description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in

groups underrepresented in such professions

- A description of progress toward implementation of equal access to high-quality CTE courses and programs of study for all students, including—
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations
 - providing programs that are designed to enable special populations to meet the local levels of performance
 - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Local Application 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 application. Review carefully the following requirements for the local application so 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 application are the listings of 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 uses of funds—some of which are required and others that are presented as options.

Requirements for the Local Application

Requirements for the local application are determined by the state agency. At a minimum, the Act requires that each local application include a description of:

- The results of the CLNA
- Information on the CTE course offerings and activities that will be provided with Perkins funds, including at least one program of study approved by a state, including—
 - how the results of the needs assessment informed the selection of the specific CTE programs and activities selected to be funded

- any new programs of study the eligible recipient will develop and submit to the state for approval
- how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study
- How the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies and other partners, will provide—
 - career exploration and career development coursework, activities, or services
 - career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations
 - an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.
- How the eligible recipient will improve the academic and technical skills of students participating in CTE programs
- How the eligible recipient will—
 - provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency
 - prepare CTE participants for non-traditional fields
 - provide equal access for special populations to CTE courses, programs, and programs of study
 - ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
- The work-based learning opportunities that the eligible recipient will provide and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students
- How the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school
- How the eligible recipient will coordinate with the eligible agency

and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals.

- How the eligible recipient will address disparities or gaps in performance.

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 activities. There are six main required uses of funds, and numerous other potential uses listed as options under these requirements. 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:

- Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, in making informed plans and decisions about future education and career opportunities and programs of study
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals
- Provide the skills necessary for students to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;
- Support integration of academic skills into CTE programs and programs of study to support—
 - CTE participants at the secondary school level in meeting the challenging state academic standards adopted under the Elementary and Secondary Education Act of 1965 by the state
 - CTE participants at the postsecondary level in achieving academic skills
- Plan and carry out elements that support the implementation of CTE programs and that result in increasing student achievement of the local levels of performance

- Develop and implement evaluations of the activities carried out, including evaluations necessary to complete the CLNA and local accountability reporting.

Permissible Uses of Local Funds:

Because there are so many optional uses of funds listed in the law, often as part of a “which may include” clause, only a selection of the most relevant are listed below:

- Providing students with strong experience in, and comprehensive understanding of, all aspects of an industry
- Sustainable relationships among education, business and industry, and other community stakeholders
- Appropriate equipment, technology, and instructional materials
- A continuum of work-based learning opportunities
- Industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential
- Efforts to recruit and retain career and technical education program personnel
- Coordination with other education and workforce development programs and initiatives
- Opportunities for students to participate in distance CTE and blended-learning programs
- Supporting the integration of employability skills into CTE programs, including through family and consumer science programs;
- Supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields
- Supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with CTE program standards and curricula
- Supporting the integration of arts and design skills into CTE
- Support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE.

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 is 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. That’s why there are many other resources out there to help guide you and offer advice on interpreting what the Perkins Act (2018) might mean for your program.

On these next few pages, you’ll find contact information for the CTSOs recognized by the National Coordinating Committee for Career and Technical Student Organizations, the Association of Career and Technical Education (ACTE) and its affiliated state associations, and Advance CTE (formerly 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

Year Founded: 1966 (formerly the Office Education Association, OEA)

Membership divisions: Secondary, Post-secondary, Middle Level

Total annual membership: 45,000

Mission statement/goals: Our mission at Business Professionals of America is to develop and empower student leaders to

discover their passion and change the world by creating unmatched opportunities in learning, professional growth and service.

Applicable Coursework: Accounting, Administrative Support, Office Systems/Procedures, Computer Security, Word Processing, Banking & Finance, Database Applications, Desktop Publishing, Digital Media, Economics, Entrepreneurship, Financial Analysis, Financial Math, Computer Programming, XHTML, Global Marketing, Graphic Design, Human Resource Management, Legal Office Procedures, Medical Office Procedures, Network Design, Parliamentary Procedure, PC Servicing, Presentation Management, Small Business Management, Software Engineering, Spread Sheet Applications, Video Production, Web Applications, Web Site Design

Executive Director/CEO: Steven J. Mitchell

Contact: 700 Morse Road, Suite 20 ,Columbus,
OH 43214; PH: 614-895-7277;
E-mail: info@bpa.org
Website: www.bpa.org

DECA

Year Founded: 1946

Membership divisions: High School and Collegiate

Total annual membership: 225,000

Mission Statement/Goals: DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-advisor to make learning relevant, with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition. DECA's Comprehensive Learning Program provides authentic, experiential learning methods to prepare members for college and careers. As

a result, DECA members become academically prepared, community oriented, professionally responsible, experienced leaders.

Applicable Coursework: Business Management and Administration, Entrepreneurship, Finance, Hospitality and Tourism, Marketing, and Personal Financial Literacy

Executive Director: Frank Peterson, CAE

Contact: DECA Inc., 1908 Association Drive,
Reston, VA 20191-1594

PH: 703-860-5000

E-mail: info@deca.org

Website: www.deca.org or

www.decadirect.org

Future Business Leaders of America

Year Founded: 1946

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

Total annual membership: 230,000

Mission statement/goals: FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

Applicable Coursework: Entrepreneurship, Finance, Management, Marketing, Computer Applications, Networking, Programming, Communications, Web, Ethics, and basic business

President and CEO: Alexander T. Graham

Contact: 12100 Sunset Hills Dr., Suite 200,
Reston, VA 20190; PH: 703-860-
3334/800-325-2946; E-mail: General@fbla.org
fbla.org; Website: www.fbla-pbl.org

FCCLA: The Ultimate Leadership Experience

Year Founded: 1945

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

Total annual membership: 236,000+

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.

Applicable Coursework: Human relations; food production services; early childhood development; textiles and apparel; housing, interiors and furnishings; hospitality; financial literacy; health and nutrition; and tourism and recreation

Executive Director: Sandy Spavone

Contact: 13241 Woodland Park Road, Suite 100,
Herndon, VA 20171
PH: 703-476-4900;
E-mail: national@fcclainc.org
Website: www.fcclainc.org

HOSA: Future Health Professionals (HOSA)

Year Founded: 1976

Membership divisions: Middle School, Secondary; Postsecondary/Collegiate; Alumni; Honorary Life; Members-at-Large

Total annual membership: 275,000

Mission statement/goals: HOSA's mission is to empower HOSA-Future Health Professionals to become leaders in the global health community, through education, collaboration, and experience.

Applicable Coursework: Intracurricular integration in health

science education, health professions training, biomedical science, and STEMM (science, technology, engineering, mathematics, and medicine) programs. Applicable coursework is enhanced through career exploration and training in leadership, teamwork, and technical skills.

Executive Director: Sarah Walters, MMHC, MSN, APRN, CPNP-AC

Contact: International Headquarters for HOSA-Future Health Professionals, 548 Silicon Drive, Suite 101, Southlake, TX 76092; PH: 972-874-0062; E-mail: hosa@hosa.org; Website: www.hosa.org

National FFA Organization

Year Founded: 1928

Membership divisions: Active student members; Alumni

Total annual membership: Student members: 850,823 (as of 2022-23; ages 12–21); Alumni: 704,297

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

Applicable Coursework: FFA is an intra-curricular, not an extra-curricular activity. In order to be eligible for FFA membership, students must be enrolled in agricultural education classes through their schools. FFA also provides leadership development lessons and conferences to enable students of all ages and levels to pursue personal growth and leadership opportunities.

Chief Executive Officer: Scott Stump

Contact: National FFA Organization, 6060 FFA Drive, Indianapolis, IN 46268-1370
PH: 317-802-6060; E-mail: jadams@ffa.org; Website: www.ffa.org

SkillsUSA

- Year Founded:** 1965 (formerly known as the Vocational Industrial Clubs of America, VICA)
- Membership divisions:** Middle school (students); high school (students); college/postsecondary (students); professional (educators and administrators); and alumni
- Total annual membership:** Nearly 450,000, including more than 380,000 student and teacher members
- Mission statement/goals:** SkillsUSA is America's proud champion of the skilled trades. Our mission is to empower students to become skilled professionals, career-ready leaders and responsible community members.
- Applicable Coursework:** Technical, skilled, service and health occupations education
- Executive Director:** Chelle Travis
- Contact:** SkillsUSA, 14001 SkillsUSA Way, Leesburg, VA 20176-5494; PH: 844-875-4557; E-mail: customercare@skillsusa.org; Website: www.skillsusa.org

Technology Student Association (TSA)

- Year Founded:** 1978 (formerly AIASA, American Industrial Arts Student Association)
- Membership divisions:** High school, middle school
- Total annual membership:** 300,000
- Mission statement/goals:** The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.
- Applicable Coursework:** STEM (science, technology, engineering, and mathematics) education

Executive Director: Dr. Rosanne T. White
Contact: 1904 Association Dr., Reston, VA 20191-1540; PH: 703-860-9000; 888-860-9010
E-mail: general@tsaweb.org
Website: www.tsaweb.org

Professional Associations

Association for Career and Technical Education (ACTE)

Year Founded: 1926
Membership: 30,000
Individual Membership categories: Professional, Retired, Student, International
Organizational Membership categories: Educational Institutions, Corporate, National Affiliates
Mission statement/goals: To provide educational leadership in developing a competitive workforce.
Executive Director: Leann Curry
Contact: 1410 King Street, Alexandria, VA 22314; PH: 800-826-9972; Email: acte@acteon-line.org; Website: www.acteonline.org

Advance CTE

Year Founded: 1920
Membership: 55 (one per state and territory), 200 Associate Members
Mission statement/goals: Support state CTE leadership to advance high-quality and equitable CTE policies, programs and pathways that ensure career and college success for each learner.
Executive Director: Kate Kreamer, kkreamer@careertech.org
Contact: NASDCTEC, 8484 Georgia Ave., Suite 630, Silver Spring, MD 20910; PH: 301-588-9630; Website: www.careertech.org



Career and Technical Student Organizations

The National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO) is a coalition of national career and technical student organizations (CTSOs) serving career and technical education students and teachers in one or more of the 16 Career Clusters® identified in The National Career Clusters® Framework.

WWW.CTSOS.ORG