

Building CTE Programs WITH UNPREDICTABLE FUNDING

Career and technical education (CTE) programs...

...are an effective way to prepare secondary students for high-quality college and career opportunities. Despite increased emphasis on the importance of CTE over recent years, funding for the federal law that governs CTE programs, the Perkins Act, has proven unpredictable, particularly between 2007 and 2018.

In the absence of dedicated and increased funding, states should be prepared to leverage other funding streams to support CTE. Possible methods for utilizing other existing funding streams include:

- Making use of **ESSA Title IV, Part B** funds by implementing CTE within the classroom
- Making use of **IDEA** funds by promoting CTE through transition services for students with disabilities
- Making use of **WIOA Title II** funds to support advanced training through CTE

For additional resources on how to leverage various federal funding streams to create an aligned education-to-workforce pipeline, check out the CCRS Center's [Developing a College- and Career-Ready Workforce: An Analysis of ESSA, Perkins V, IDEA, and WIOA](#).

What is the Perkins Act?

The Carl D. Perkins Vocational Education Act (Perkins Act) is the principal source of funding for state implementation of career and technical education (CTE) programs. Enacted in 1984, reauthorized as Perkins II in 1990, and amended in 1998 (Perkins III), 2006 (Perkins IV), and again in 2018 (Strengthening Career and Technical Education for the 21st Century Act or Perkins V), the Perkins Act's goal is to improve and expand high-quality programs for CTE for students nationwide.¹

¹ The Perkins Act also provided [Title II](#) funding for Tech Prep Programs; however, the United States halted the provision of Title II funding in [May 2011](#).

Perkins IV (2006)



*Amounts calculated in 2019 dollars.

Perkins V (2018)

Initial Funding for CTE Programs in 2019



\$1,242,017,653

(see Section 9 of Perkins V)

CTE Works

High school students **INVOLVED IN CTE** are more engaged, perform better, and graduate at higher rates.

Taking one **CTE CLASS** for every two academic classes minimized the risk of students dropping out of high school.

91 percent of high school graduates who earned 2 or 3 **CTE CREDITS** enrolled in college.

INVESTING IN CTE yields big returns for state economies.

CTE ADDRESSES THE NEEDS of high-growth industries and helps close the skills gap.

(see www.acteonline.org/about-cte/#secondary)