**Carl D. Perkins’ Sub-recipient**

**School Principal Quality Attestation Statement**

* I have reviewed and/or been involved with the drafting of my LEA’s CTE Plan and this year’s Perkins application.
* I have been involved with the formulation of the CTE Programs/Programs of Study that will be offered/funded in my school as part of the Perkins application.
* I have been informed of how much funding, including Perkins funding, will be made available to specifically support the CTE Programs/Programs of Study that will be offered in my school.
* I am aware of how to access the aforementioned CTE funding, including Perkins funding, and understand what is considered an allowable use of this funding.
* I have read, understood and affirmed that the CTE Programs/Programs of Study offered at my school meet the standards laid out in the attached Perkins Career and Technical Education Quality Standards.

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Name of School Campus Name of School Principal

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Signature of School Principal Date

**Perkins Career and Technical Education (CTE) Quality Standards.**

1. Perkins funding must be used to support CTE Programs and/or CTE Programs of Study (POS) as defined in the DC Perkins application. Each local education agency and postsecondary institution must offer at least one program of study.
2. CTE Programs/POS must be connected to high wage/high demand occupations or industries based on Labor Market Information (LMI) data and/or alignment with OSSE’s list of eligible career sectors.
3. Each course in the CTE Program/POS must integrate reading, writing, and numeracy strategies into key aspects of learning in the CTE classroom.
4. Professional development must be offered, through a myriad of options including workshops, externships, and/or affiliation with professional organizations, to help instructors gain new skills and knowledge relevant to CTE.
5. Guidance and advisement systems must provide CTE students with opportunities to explore career and educational options, including preparing a plan of study that facilitates completion of the sequence of courses within the CTE Program/POS.
6. Every CTE Program/POS must employ an educational strategy that provides students with real-life work experiences (i.e. internships) where they can apply academic and technical skills and develop their employability.
7. CTE Programs/POS must be supported by an Industry Advisory Council which is a formalized partnership that bridges the gap between industry and the classroom for a more informed and prepared student to enter the workforce with industry recognized skills and competencies. Industry Advisory Members volunteer to work in partnership with CTE administrators, teachers and other community stakeholders to improve CTE curricula, expand work-based learning opportunities, job shadowing, mentoring, etc.
8. School and CTE leaders must market the program to students and community stakeholders to ensure everyone involved is familiar with the CTE Program/POS & its curriculum and understand how it links to further study and workforce needs.