

Perkins V Funding

Increasing Equity and CTE Innovation
with IB Education in the United States





Why choose the Career-related Programme?

Funding equitable and innovative CTE using Perkins V funding

The International Baccalaureate (IB) Career-related Programme (CP) is an innovative educational model that coherently integrates career-related learning with advanced academic study, preparing students for further education, careers, and life beyond school.

The IB provides frameworks and support for school improvement that help prepare students for the rapidly changing career landscape. The CP is recognized by US state governments, school districts, and higher-education institutions as providing a world-class career and technical education.

This resource offers guidance to assist schools and school districts in funding the CP.

Carl D. Perkins V federal grant funding

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides nearly \$1.3 billion annually for career and technical education (CTE) programs for youth and adults in the United States. Perkins funds are not only authorized to purchase supplies and equipment but can also fund innovative program costs such as annual fees, professional development, and, in some cases, staffing.

The IB accountability requirements for the “CTE program of study”

The IB requires that schools select accountable options for students when choosing CTE curriculum resources

called career-related studies (CRS). The IB accepts academies, pathways, or coursework that have been defined by state guidelines for CTE.

The IB encourages project-based, industry-aligned CRS that results in experience, certification, or relevant credentialing within one chosen career focus. The CRS must be accredited by one or more of the following:

- government-designed and regulated career and technical education pathways
- accredited higher-education institution pathways
- employer-defined training, pre-apprenticeships, or apprenticeships
- a locally approved awarding CTE curriculum provider.

Examples of CP-related costs that may align with Perkins V funding

Perkins V funds may support a range of CP-related costs, subject to state requirements, local needs assessments, and programme approval processes.

Examples may include:

Programme costs

- CP application fees
- Annual programme fees
- Enhancements to existing CTE pathways

Professional development

- CRS teacher training
- CP core teacher training
- IB career counselor training

Staffing and student support (where permitted)

- CTE counseling services
- Teacher staffing costs
- CP coordinator support

Funding eligibility varies by state, district and local requirements. Schools should consult their state Perkins V plan and local CTE leadership to determine current allowable uses of funds.

Recognizing important state variances for Perkins V allocation

- Some states have decided to allocate a percentage of funding to industry-specific areas. In these cases, use of Perkins V for the CP would only apply if the CTE pathways meet these legislative requirements. These requirements may include a needs assessment.
- If adding the CP in a school that already has existing CTE programs, decision-makers may require that the school or district justifies how IB education will provide enhancement:
 - The CP is known to engage all students in rigorous and accountable assessment, world-class approaches to learning, personal and professional skills development across CTE pathways and comprehensive coursework, and exposure to ethical considerations impacting industry, helping to develop highly employable candidates.
- Some states may challenge supplanting Perkins V funding for the CP in schools with existing IB programmes.
- Some states may fund teacher training for IB coursework listed in approved CTE programs of study, such as Computer Science, Digital Society, Business Management, Economics, Biology, Mathematics, Environmental Systems and Societies, Design Technology, Theatre, Music, Visual Arts, Film, Sports, Exercise and Health Science, etc.



Additional guidance for funding the CP

US Federal Government programs

Title I and Title IV funds may be used to fund IB programmes to improve outcomes for low-achieving students, students with disabilities, and English language learners. The IB falls into the classification of an initiative that will upgrade the entire educational programme in a school, in support of an identified academic need through the school's comprehensive needs assessment.

IB World Schools may identify the five-year cycle of school improvement planning and development as one aspect of how the CP meets this criterion. The following are examples of how Title I, Title II and Title IV funds may supplement funding the CP.

Title I funds

- To meet state academic standards for eligible students
- To execute evidence-based educational strategies
- To increase the skills and performance of underachieving students

Title II funds

- Part A of Title II Professional Development and the Charter Schools Program may be used to train IB course teachers or eligible students

Title IV funds

- To provide a well-rounded education, integrating career and university preparation
- To improve student health, safety, and long-term economic stability
- To support effective use of technology

Useful Resources

For access to the full legislative outline including: • Additional discretionary grants • Innovation and modernization programs	Perkins Collaborative Resource Network https://cte.ed.gov/legislation/perkins-v
To search by state plan: • Additional discretionary grants • Funding opportunities	State Perkins V plans https://cte.ed.gov/grants/state-plan
To explore additional opportunities to apply Title I and Title IV funding to CP costs	Every Student Succeeds Act (ESSA) https://www.ed.gov/essa
To explore federal government grant opportunities	https://www.grants.gov/
To explore workforce development grants	GrantWatch https://www.grantwatch.com/cat/40/workforce-grants.html
To develop the CP and access other IB resources	Excellence and equity framework https://www.ibo.org/excellence-and-equity/ Find out more about adding IB programmes https://www.ibo.org/become-an-ib-school/ Find out more about the Career-related Programme https://www.ibo.org/programmes/career-related-programme/

More about the IB Career-related Programme



Meet CP Alum, Alexis Thompson

Alexis completed the CP at Hardaway High School, Georgia, US. She studied early childhood education at Albany State University and now works as Executive Assistant to the Mayor of Columbus, Georgia.



Why did you decide to pursue the IB Career-related Programme?

I learned of the IB Career-related Programme (CP) through the IB Diploma Programme (DP). I originally was a DP candidate until my senior year at Hardaway High School. Ms. Hampel, then IB coordinator, and Ms. Jackson, then business teacher, thought I and about five other girls would be great candidates for the CP.

At this time, the CP was a pilot programme for Hardaway High School, and we were the first candidates and graduates. Both programmes, Diploma and Career-related, offered a unique education and allowed me to think independently, become culturally aware, and drive my own learning.

The CP: Empowering innovative CTE

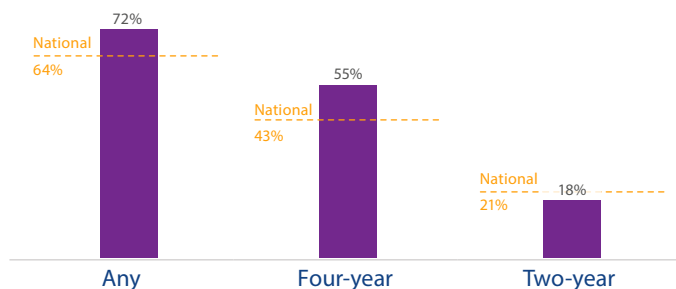
The CP helps schools to:

- **bridge** equity gaps by providing proven world-class educational opportunities for all
- **align** the skills development, approaches to learning, and approaches to teaching across CTE pathways and the comprehensive coursework
- **incorporate** real-world experiential learning with the project-based approaches of IB coursework
- **elevate** the school profile by bringing the high-quality reputation of IB education together with innovative CTE and entrepreneurial lifelong learning
- **nurture** international-mindedness for all students while providing the opportunity for them to choose areas of interest and excel in high school graduation pathways
- **ensure** that students are equally prepared for further study or careers by boosting their employability, personal, professional, academic, and technical skills.

CP research

In the United States, CP students outperform national averages on key outcomes. Seventy-two percent enrolled in a postsecondary institution, compared to 64% nationally (see figure). CP students were also more likely to persist to their second year and graduate within six years. Find the full report at ibo.org/research.

CP immediate postsecondary enrollment by institution type



Source: Leake & Townsend, 2024

The IB learner profile



What is an IB education?

The IB continuum of international education, for students aged 3 to 19, is unique because of its academic and personal rigour. IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating their common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations.



TECHNICAL SKILLS

such as numeracy skills and analytical writing.



ACADEMIC SKILLS

needed to pursue a specific career pathway upon completion of education.



EMPLOYABILITY SKILLS

such as time management, problem solving, self-discipline, and perseverance.