

Strengthening Career and Technical Education for the 21st Century Act- Perkins V

Local Application Checklist

- Describe the results of the comprehensive needs assessment.

- Provide information on the CTE course offerings and activities that will be provided with Perkins funds, which must include at least one state-approved program of study, including the following:
 - how the results of the comprehensive needs assessment informed the selection of the specific CTE programs and activities selected to be funded
 - a description of any new programs of study the local 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

- Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOS one-stop delivery systems and other partners:
 - 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, as determined by the comprehensive needs assessment
 - an organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program

- Describe how the academic and technical skills of students participating in CTE programs will be improved by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined by ESEA).

- Describe how the 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

- Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities, as applicable.

- Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

- Describe coordination with the state 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 para-professionals who meet applicable state certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

- Describe the process for how disparities or gaps in student performance that will be identified in the local report will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps.