**Part 1: Comprehensive Local Needs Assessment Results**

|  |  |  |
| --- | --- | --- |
|  | **Summary and Use of Funds** | |
|  | 1. | Summarize the results of the comprehensive local needs assessment. |
|  | 2. | <Current School Year> State and LEA baseline data have been reviewed. |
|  | 3. | Describe how the LEA will use funds to develop and implement evaluations of CTE programs, including evaluations necessary to complete the  comprehensive local needs assessment (one of the six required used of funds). |

**Part 2: Programs of Study Funding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Programs of Study - Uses and Activities** | | | |
|  | 1. | Check the box next to each of the Statewide Programs of Study the LEA plans to offer in the <Current School Year> school year. | | |
|  |  | 🞏 Accounting & Financial Services | 🞏 Early Learning | 🞏 Lodging and Resort Management |
|  |  | 🞏 Advanced Manufacturing | 🞏 Electrical | 🞏 Manufacturing Technology |
|  |  | 🞏 Agribusiness | 🞏 Emergency Services | 🞏 Marketing and Sales |
|  |  | 🞏 Animal Science | 🞏 Engineering | 🞏 Masonry |
|  |  | 🞏 Applied Agricultural Engineering | 🞏 Entrepreneurship | 🞏 Medical Therapy |
|  |  | 🞏 Architectural Design | 🞏 Environmental/Natural Resources | 🞏 Networking Systems |
|  |  | 🞏 Automotive | 🞏 Exercise Science and Wellness | 🞏 Nursing Science |
|  |  | 🞏 Aviation Maintenance | 🞏 Family and Community Services | 🞏 Oil/Gas Exploration & Production |
|  |  | 🞏 Bio-Medical Science | 🞏 Food Science and Technology | 🞏 Plant Science |
|  |  | 🞏 Business Management | 🞏 Government/Public Administration | 🞏 Plumbing and Pipefitting |
|  |  | 🞏 Carpentry | 🞏 Health and Wellness | 🞏 Programming & Software Dev. |
|  |  | 🞏 Construction Mgt and Inspection | 🞏 Health Informatics | 🞏 Refining and Chemical Processes |
|  |  | 🞏 Culinary Arts | 🞏 Healthcare Diagnostics | 🞏 Renewable Energy |
|  |  | 🞏 Cybersecurity | 🞏 Healthcare Therapeutic | 🞏 Teaching and Training |
|  |  | 🞏 Design & Multimedia Arts | 🞏 HVAC and Sheet Metal | 🞏 Travel, Tourism, and Attractions |
|  |  | 🞏 Diesel and Heavy Equipment | 🞏 Information Technology Support | 🞏 Web Development |
|  |  | 🞏 Digital Communications | 🞏 Law Enforcement | 🞏 Welding |
|  |  | 🞏 Distribution and Logistics | 🞏 Legal Studies |  |

**Part 2: Programs of Study Funding (continued)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Programs of Study - Uses and Activities** | | | | | |
|  | 2. | Check the box next to each of the approved Regional Programs of Study the LEA plans to offer in the <Current School Year> school year. | | | | |
|  |  | 🞏 Aviation (Flight) | | | 🞏 Geospatial Engineering & Land Surveying | 🞏 Printing & Imaging |
|  |  | 🞏 Cosmetology & Personal Care Services | | | 🞏 Industrial Maintenance | 🞏 Retail Management |
|  |  | 🞏 Drone (Unmanned Flight) | | | 🞏 Maritime |  |
|  |  | | | | | |
|  | 3. | Describe the programs of study and activities the LEA will support with Perkins funds. | | | | |
|  | 4. | Describe how the results of the comprehensive local needs assessment informed the selection of the programs of study and activities to be funded. | | | | |
|  | 5. | Describe how students will learn about CTE course offerings through programs of study, including students who are members of special populations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.) | | | | |
|  | 6. | Provide within CTE, the skills necessary to pursue careers in high skill, high-wage, and in-demand industry sectors or occupations (one of the six required local uses of funds). Select all that apply to the LEA. | | | | |
|  |  | 🞏 The LEA programs of study are selected from the Statewide or regionally approved list. | | | | |
|  |  | 🞏 The LEA offers multiple career preparation learning opportunities for students. | | | | |
|  |  | 🞏 The LEA has instructional partnerships with business and industry to provide relevant experiences for students. | | | | |
|  |  | 🞏 | Business and industry partners regularly provide input to ensure that students receive strong experience in and understanding of all aspects of their industries. | | | |
|  |  | Other (Specify): | |  | | |
|  |  | Other (Specify): | |  | | |
|  |  | Other (Specify): | |  | | |
|  | | | | | | |

**Part 3: Career Exploration, Guidance, and Counseling Provided to All Students in the LEA**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Career Exploration, Guidance, and Counseling** | | |
|  | 1. | Describe how career guidance and academic counseling will be provided to students before enrolling and while participating in CTE programs of study. | |
|  | 2. | Provide career exploration and career development activities to students (one of the six required local uses of funds). Select all that apply to the LEA. | |
|  |  | 🞏 Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields are available to students. | |
|  |  | 🞏 Labor market and career information are readily available for students and parents to access. | |
|  |  | 🞏 Graduation and career plans are developed for each CTE student. | |
|  |  | 🞏 Career guidance and academic counselors are available to provide information on postsecondary education and career options. | |
|  |  | 🞏 Students receive a comprehensive understanding of all aspects of an industry. | |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |

**Part 4: Improve Academic and Technical Skills of CTE Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Improve Academic and Technical Skills of CTE Students** | | | |
|  | 1. | Describe how the LEA will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 4, Line 3.) | | |
|  | 2. | Support the integration of academic skills into CTE programs of study (one of the six required local uses of funds). Select all that apply to the LEA. | | |
|  |  | 🞏 CTE participants, explorers, concentrators, and completers have access to challenging academic standards and coursework. | | |
|  |  | 🞏 | Teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum. | |
|  |  | Other (Specify): | |  |
|  |  | Other (Specify): | |  |
|  |  | Other (Specify): | |  |

**Part 5: Special Populations and Non-Traditional Fields**

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Special Populations and Non-Traditional Fields** | | |
|  | 1. | Describe activities that will prepare special populations for high-skill, high-wage, and in-demand occupations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.) | |
|  | 2. | Describe how special populations will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on status as a member of special populations. | |
|  | 3. | Select activities utilized to promote preparation of students for non-traditional fields. Select all that apply to the LEA. | |
|  |  | 🞏 Recruitment materials available | |
|  |  | 🞏 Presentations by counselors or teachers | |
|  |  | 🞏 Presentations by individuals in non-traditional fields | |
|  |  | 🞏 Professional development activities | |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |

**Part 6: Work-Based Learning Opportunities**

|  |  |  |
| --- | --- | --- |
|  | **Work-Based Learning Opportunities** | |
|  | 1. | Describe how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students. |
|  | | |

**Part 6: Work-Based Learning Opportunities (continued)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Work-Based Learning Opportunities** | | |
|  | 2. | Select the type of work-based learning opportunities provided to CTE students in the LEA. Select all that apply to the LEA. | |
|  |  | 🞏 Job shadowing | |
|  |  | 🞏 Internships | |
|  |  | 🞏 Apprenticeships | |
|  |  | 🞏 Simulated workplace | |
|  |  | 🞏 Career preparation courses | |
|  |  | 🞏 CTSO competitions | |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |

**Part 7: Postsecondary Credit**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Postsecondary Credit** | | |
|  | 1. | Select the opportunities available for CTE students to earn postsecondary credit. Select all that apply to the LEA. | |
|  |  | 🞏 Dual credit or concurrent enrollment | |
|  |  | 🞏 Articulation agreements | |
|  |  | 🞏 Advanced Placement (AP) | |
|  |  | 🞏 Early College High School (ECHS) | |
|  |  | 🞏 Pathways to Technology (P-Tech) model | |
|  |  | 🞏 T-STEM model | |
|  |  | 🞏 International Baccalaureate (IB) | |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |

**Part 8: Recruitment, Retention, and Training**

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 5.)

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| --- | --- | --- |
|  | **Recruitment, Retention, and Training** | |
|  | 1. | Describe how the LEA will offer professional development to CTE faculty, staff, and administrators in order to provide high quality instruction to CTE students. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 1.) |
|  |  | |

**Part 8: Recruitment, Retention, and Training (continued)**

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 5.)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Recruitment, Retention, and Training** | | |
|  | 2. | Describe how the LEA will support the recruitment and retention of CTE educators. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 2.) | |
|  | 3. | Provide professional development to CTE educators (one of the six required local uses of funds). Select all that apply to the LEA. | |
|  |  | 🞏 Supporting individualized academic and CTE instructional approaches including the integration of academic and CTE standards | |
|  |  | 🞏 Training to ensure labor market information is used to inform CTE programs of study | |
|  |  | 🞏 Training faculty on the latest workplace equipment, technologies, standards, and credentials | |
|  |  | 🞏 Training school leaders and administrators on effective management of CTE programs | |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |
|  |  | Other (Specify): |  |

**Part 9: Performance Gaps**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Performance Gaps** | | | |
|  | 1. | Identify and quantify any disparities or gaps in performance on State determined levels of performance between any subgroup or special populations and the performance of all CTE concentrators/completers served by the LEA. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 2.) | | |
|  | 2. | Plan and carry out elements that support the implementation of CTE programs of study and that result in increasing student achievement on performance indicators (one of the six required local uses of funds). Select all that apply to the LEA. | | |
|  |  | 🞏 The LEA’s curriculum is aligned with the requirements for a program of study. | | |
|  |  | 🞏 The LEA has effective business and industry partnerships that support student learning. | | |
|  |  | 🞏 | The LEA provides opportunities for CTE concentrators/completers to participate in dual or concurrent enrollment programs, early college high schools, and take courses with articulation agreements with a community college as part of a program of study. | |
|  |  | 🞏 The LEA’s programs of study use appropriate equipment, technology, and instructional materials aligned with business and industry needs. | | |
|  |  | 🞏 Industry-recognized certification examinations are provided to students within the LEA’s programs of study. | | |
|  |  | Other (Specify): | |  |
|  |  | Other (Specify): | |  |
|  |  | Other (Specify): | |  |