ANNUAL NARRATIVE DESCRIPTION OF EXPECTED ACHIEVEMENTS

The following REQUIRED USES OF FUNDS must be addressed as part of the Perkins application. Be brief and to the point:

Question 1:
Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title. (135 (b) refers to the questions below.)

Question 2:
Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113. (Your core indicator results are included in this application. Just state here whether you met all of them, and if you didn’t explain what you are going to do to meet them.)

Question 3A:
Describe how you will offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A); (a sequence of 3 related courses make up a program – list the clusters and which programs you provide in each.)

Question 3Bi:
Describe how you will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).

Question 3Bii:
Describe how you will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in career and technical education subjects;

Question 3C:
Describe how you will provide students with strong experience in, and understanding of, all aspects of an industry (defined as strong experience in, and comprehensive understanding of the industry that the individual is preparing to enter.)

Question 3D:
Describe how you will ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

Question 3E:
Describe how you will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

Question 4:
Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

Question 5:
Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about,
and assisted in understanding, the requirements of this title, including career and technical programs of study; (advisory councils, parent groups, how you get the word out about your programs, how you promote your programs, how you receive recommendations about your programs.)

**Question 6:**
Provide assurances that you will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs (SIZE: In the context of this legislation, program size means the quantifiable, physical parameters and limitations of each program – i.e., the number of courses within the approved program, the amount of available resources (equipment, computers, software, and tools, etc.); numbers of staff involved, and the average number of students served each year – that relate to the ability of the program to address all student learning outcomes. As you make financial decisions based on program size, be aware of the number of students the decision will impact – i.e., an expensive item that will only serve a small percentage students is not as reasonable as an expensive item that will serve a large percentage of students. SCOPE: In the context of this legislation, program scope means the curricular parameters and limitations of each program; i.e., the ability of a program curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each program, work skills and competencies taught, etc. QUALITY: In the context of this legislation, program quality is defined as the measure of how successfully each program is able to teach all enrolled students all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills.);

**Question 7:**
Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

**Question 8A:**
Describe how you will review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations (Special populations is defined as:
- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional training and employment
- single parents, including single pregnant women
- displaced homemakers

**Question 8B:**
Describe how you will provide programs that are designed to enable special populations to meet the local adjusted levels of performance; and

**Question 8C:**
Describe how you will provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

**Question 9:**
Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

**Question 10:**
Describe how funds will be used to promote preparation for non-traditional fields (defined as occupations of fields of work, including careers in computer science, technology, and other emerging high-skill occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.)

**Question 11:**
Describe how career guidance and academic counseling will be provided to career and technical education student, including linkages to future education and training opportunities;

**Question 12A:**
Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;

**Question 12B:**
Describe efforts to improve the transition to teaching from business and industry.