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1st Review Date _____2nd Review Date _____3rd Review Date _____

Approved Date _____

| ALLOWABLE ACTIVITIES – REQUIRED USES OF FUNDS | ESTIMATED COST | GOAL/ ACTION STEP |
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| Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. | | |
| Linking CTE at the secondary level and the postsecondary level, by offering the relevant elements of not less than one program of study. | | |
| Providing students with strong experience in and understanding of all aspects of an industry, which may include work-based experiences. | | |
| Developing, improving, or expanding the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. | | |
| Providing inservice and preservice professional development to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology. | | |
| Developing and implementing evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. | | |
| Initiating, improving, expand and modernize quality CTE programs, including relevant technology. | | |
| Providing services and activities that are of sufficient size, scope, and quality to be effective. | | |
| Providing activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to self sufficiency. | | |
| ALLOWABLE ACTIVITIES – PERMISSABLE USES OF FUNDS | ESTIMATED COST | GOAL/ ACTION STEP |
| Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs. | | |
| Providing career guidance and academic counseling, for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults. | | |
| Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. | | |
| Providing programs for special populations. | | |
| Assisting Career and Technical student organizations. | | |
| Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications designed to strengthen and support academic and technical skill achievement. | | |
| Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. | | |
| Developing and expanding postsecondary program offerings at times and in formats that area accessible for all students, including through the use of distance education | | |
| Developing initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. | | |
| Providing activities to support entrepreneurship education and training. | | |
| Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. | | |
| Developing and supporting small, personalized career-themed learning communities. | | |
| Providing support for family and consumer sciences programs. | | |
| Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills. | | |
| Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. | | |

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| Supporting training and activities (such as mentoring and outreach) in nontraditional fields. | | |
| Providing support for training programs in automotive technologies | | |
| Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. | | |
| Supporting other CTE activities consistent with the purpose of the Act. | | |