

REGION #: _____

FISCAL AGENCY

NAME: _____

**MICHIGAN DEPARTMENT OF EDUCATION
Office of Career and Technical Education (OCTE)**

Secondary CTE Perkins IV Grant Application

2009-2010

Due to OCTE: April 1, 2009

**CTE PERKINS
GRANT CONTACT AND FISCAL AGENT INFORMATION
FY 2009-2010**

Region No. _____ Regional Fiscal Agency Name _____

CAREER INITIATIVE COORDINATOR	Legal Name		
	Legal Name of Agency		
	Address		
	City		City
	Telephone Number		
	Email Address		
FISCAL AGENT	Legal Name		
	Superintendent		
	FEIN	Recipient/District Code	Building Code
	Address		
	City	State	Zip Code
	County	Agency Type	
	Telephone Number	Fax Number	
	Email Address		
REGIONAL CTE PERKINS FISCAL CONTACT PERSON	Legal Name		
	Legal Name of Agency		
	Address		
	City		City
	Telephone Number		
	Email Address		

**CTE PERKINS
CEPD CTE ADMINISTRATORS
FY 2009-2010**

Region No. _____ Regional Fiscal Agency Name _____

CEPD CTE ADMINISTRATOR (COORDINATOR)	Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

CEPD CTE ADMINISTRATOR	Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

CEPD CTE ADMINISTRATOR	Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

SECTION II FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

Certification Regarding Drug-Free Workplace Requirements

The applicant agrees to comply with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85.605 and 85.610.

Participation of Non-Public Schools

The State and eligible recipients that use funds under this Act for inservice and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

The State assures, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

The State assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Assurance Concerning Non-Construction Programs

The applicant will comply with the following regulations regarding non-construction programs:

- a. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

- b. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish

a proper accounting system in accordance with generally accepted accounting standards or agency directives.

c. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

d. Will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.

e. Will comply, as applicable, with the provisions of the Hatch Act (5U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Civil Rights

The Civil Rights Compliance Program, administered by the Office of Career and Technical Education, enforces several statutes that protect the rights of beneficiaries of programs, activities, or services as part of approved career and technical/occupational education programs that receive federal financial assistance. The laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990), and age (Age Discrimination Act of 1975.)

Boy Scouts of America

The applicant assures compliance with the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. 7905, if applicable, which requires equal access for the Boy Scouts of America and other designated youth groups to meet at public schools. This law applies to any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

Supplement, not Supplant

Federal funds received under this Act shall be used to supplement, and not supplant, State or local funds for any activity carried out in delivery of this program.

Certification Regarding Lobbying for Grants and Cooperative Agreements

No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension,

continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL “Disclosure Form to Report Lobbying,” in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Assurance with Section 511 of the U.S. Department of Education Appropriation Act of 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

Assurance Concerning Materials Developed with Funds Awarded Under This Grant

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: “These materials were developed under a grant awarded by the Michigan Department of Education.”

Certification Regarding Nondiscrimination Under Federally and State Assisted Programs

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S.

**SECONDARY CTE PERKINS AND TECH PREP
CAREER INITIATIVES EAG AND WDB CHAIRS
FY 2009-2010**

Region No. _____ Regional Fiscal Agency Name _____

The Education Advisory Group and Workforce Development Board have reviewed and had an opportunity to comment on these applications.

CHAIR OF EDUCATION ADVISORY GROUP	Name		
	Signature		Date
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

CHAIR OF WORKFORCE DEVELOPMENT BOARD	Name		
	Signature		Date
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

CTE PERKINS COORDINATOR REVIEW
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

**CTE Perkins
Review
Complete?**

1. Individual grant activities are consistent with allowable expenditures.

Yes

No

2. Budget provides adequate budget detail and is consistent with individual grant activities.

Yes

No

The completed CTE Perkins portion of the Career Initiative Grant must be submitted to the Career Initiative Coordinator in your region in time to be submitted to the Office of Career and Technical Education by May 1, 2008

**CTE Perkins Long Range Plan Review Checklist
FY 2009-2010**

Region No. _____ Regional Fiscal Agency Name _____

No Revisions Needed

**Check If
Revisions Needed**

- | | |
|---|--------------------------|
| I. Program Administration | <input type="checkbox"/> |
| II. Local Adjusted Levels of Performance | <input type="checkbox"/> |
| III. Academic Integration, Standards, All Aspects of an Industry | <input type="checkbox"/> |
| IV. Professional Development/Academic Integration | <input type="checkbox"/> |
| V. Partnerships in Development, Implementation & Evaluation of Programs | <input type="checkbox"/> |
| VI. Size Scope and Quality | <input type="checkbox"/> |
| VII. Continuous Improvement | <input type="checkbox"/> |
| VIII. Special Populations/Access to Programs | <input type="checkbox"/> |
| IX. Special Populations/Discrimination | <input type="checkbox"/> |
| X. Non-Traditional Fields Promotion | <input type="checkbox"/> |
| XI. Career Guidance and Counseling | <input type="checkbox"/> |
| XII. Recruitment and Retention of CTE Educators | <input type="checkbox"/> |
| XIII. Coordination with Title II (Tech Prep) | <input type="checkbox"/> |

**CTE PERKINS
CORE PERFORMANCE PROGRAM INDICATOR
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Core Performance Indicator	2006-07		2007-08		2008-09			
	State Target	State Actual	State/Regional Target	State/Regional Actual	State Target	State Actual	Regional Target	Regional Actual
1S1 - Academic Attainment - Reading Language Arts	52.00%	46.04%	61.00%	43.70%	%	%	%	%
1S2 - Academic Attainment - Mathematics	44.00%	42.11%	55.00%	41.30%	%	%	%	%
2S1 - Technical Skill Achievement					%	%	%	%
3S1 - Secondary School Completion					%	%	%	%
4S1 - Student Graduation Rates	N/A	N/A	80.00%	78.90%	%	%	%	%
5S1 - Secondary Placement					%	%	%	%
6S1 - Non-Traditional Participation					%	%	%	%
6S2 - Non-Traditional Completion					%	%	%	%

CTE PERKINS
1S1-1-READING/LANGUAGE ARTS SUPPORT
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

CTE students with deficiencies in Reading/Language arts skills will receive appropriate support in their program area.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Administrators will use program data to identify/prioritize programs needing reading/language arts support
- CTE Teachers will receive training in providing Reading/language arts academic integration within their CTE curriculum
- CTE and Academic instructors will collaborate to provide support for CTE students in the area of reading/language arts through academic integration in their CTE program
- CTE Students will receive appropriate support to improve their reading/Language Arts skills from the CTE classroom instructor, CTE paraprofessional, and/or other staff
- CTE Students will receive additional academic support thru on-line delivery methods which are specific and specialized to their program area
- CTE Teachers will develop mentoring programs to provide CTE student with reading/language arts academic support

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
1S1-2-READING/LANGUAGE ARTS PROFESSIONAL DEVELOPMENT
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Staff delivering and/or supporting CTE programs will participate in professional development activities focusing on best practices, academic integration, and industry standards in their specific CTE program for the improvement of Reading/Language Arts skills.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Teachers will participate in professional development activities specific to their CTE program area led by national industry leaders
- CTE Teachers will develop skills to design and implement integrated CTE curriculum with reading/language arts academic content
- CTE Teachers will participate in professional development activities to enhance reading/language arts academic skills within their CTE program
- CTE Teachers will integrate updated industry standards and provide instruction using grade level appropriate content standards

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
1S1-3-READING/LANGUAGE ARTS USE OF QUALITY DATA
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Quality data will be used to drive decision-making to continuously improve CTE student skills in reading/language arts.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Data Coordinators will receive ongoing training on how to analyze and evaluate data collected on CTEIS and/or other data systems
- CTE administrators and CTE teachers will work together to modify and update CTE program curriculum based on information from CTEIS and/or other data systems
- Students will receive additional reading/language arts academic support thru on-line delivery methods which are supportive of their program area
- When reviewing academic data, teachers identify CTE students who need additional reading/language arts assistance
- Follow-up surveys will be administered and results shared with CTE administrators and CTE Teachers; concerning employment and postsecondary attainment

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
1S1-4-READING/LANGUAGE ARTS CURRICULUM INTEGRATION
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

The Educational Agency will develop current curricula materials cross walked with industry standards and reading/language arts academic content expectations, to prepare CTE Students for state and national certification.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Academic and CTE Teachers will collaborate to develop crosswalks showing reading/language arts academic integration in the program specific state-approved industry standards and CTE program curriculum
- CTE Teachers will work with advisory committees to identify available state and national certifications available and applicable to specific CTE programs
- CTE Students will complete online practice industry assessments in preparation for the state and national certification exams

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
1S1-5-READING/LANGUAGE ARTS CURRICULA/MME
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

CTE Curriculum staff will continue to develop/ improve CTE curricula aligned with MME academic competencies to increase CTE students reading and language arts performance.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Teachers will identify the reading/language arts academic content in the curricula of state-approved CTE programs
- CTE Teachers will collaborate with district curriculum leadership to document/verify current reading/language arts academic delivery methods
- CTE Teachers will assess students to identify current reading/language arts academic skills
- CTE Teachers will pre-and post test students to determine reading/language arts academic improvement
- CTE Teachers will use a variety of technology to enhance the CTE students use of reading/language arts skills within their CTE program curriculum
- CTE Teachers will develop a system to identify CTE students who need additional reading/language arts assistance

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
1S1-OTHER
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
1S2-1-MATH SUPPORT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

CTE students with deficiencies in math skills will receive appropriate support in their CTE program area.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Administrators will use program data to identify/prioritize programs needing math support
- CTE Teachers will receive training in providing math academic integration within their CTE curriculum
- CTE and Academic instructors will collaborate to provide support for CTE students in the area of math through academic integration in their CTE program
- CTE Students will receive appropriate support to improve their math skills from the CTE classroom instructor, CTE paraprofessional, and/or other staff
- CTE Students will receive additional academic support through on-line delivery methods which are specific and specialized to their CTE program area
- CTE Teachers will develop mentoring programs to provide CTE student with math academic support

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
1S2-2-MATH PROFESSIONAL DEVELOPMENT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Activity Statement:

CTE Instructors will receive training on the integration of math concepts using technology in their CTE program. .

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Teachers will collaborate with math teachers/consultants to identify mathematic concepts in the CTE program curriculum
- CTE Teachers will use technology to enhance integration of mathematical concepts in the CTE program curriculum
- CTE Teachers will receive training to integrate new program(s) specific technology into CTE program
- CTE Teachers will update their program curriculum to implement appropriate web-based and distance learning technologies (e.g. industry video/CD/DVD, internet assignments, webinars, webcasts, teleconference, video conference)

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
1S2-3-CONTEXTUAL MATH
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Math and CTE Teachers will collaborate to increase the use of contextual math activities in CTE programs.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Instructors will receive professional development to increase implementation of math activities in their CTE programs
- CTE Students will be Pretested to identify math skill strengths and needed Improvement
- CTE Teachers will use program appropriate technology to support delivery of mathematical concepts in the CTE program
- The Collaborative Teaching Model will be utilized by CTE and Math Teachers for continuous CTE program improvement

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
1S2-4-MATH CURRICULUM INTEGRATION
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

The Educational Agency will develop current curricula materials cross walked with industry standards and math academic content expectations, to prepare CTE Students for state and national certification.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Academic and CTE Teachers will collaborate to develop crosswalks showing math academic integration in the program specific state-approved industry standards and CTE program curriculum
- CTE Teachers will work with advisory committees to identify available state and national certifications available and applicable to specific CTE programs
- CTE Students will complete online practice industry assessments in preparation for the state and national certification exams

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
1S2-5-MATH CURRICULA/MME
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

CTE Curriculum staff will continue to develop/ improve CTE curricula aligned with MME academic competencies to increase CTE students math performance.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE Teachers will identify math academic content in the curricula of state-approved CTE programs
- CTE Teachers will collaborate with district curriculum leadership to document/verify current math academic delivery methods
- CTE Teachers will assess students to identify current math academic skills
- CTE Teachers will pre-and post test students to determine math academic improvement
- CTE Teachers will use a variety of technology to enhance the CTE students use of math skills within their CTE program curriculum
- CTE Teachers will develop a system to identify CTE students who need additional math assistance

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
1S2-OTHER
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
2S1-1-CTE PROGRAM STANDARDS
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation of the required state-approved CTE program standards.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Incorporate the required state-approved CTE program standards in state-approved CTE program curricula
- Complete a CTE program gap analysis to assure that all required standards are addressed in the CTE program of study. (see the webcast and supporting documentation at the following website: www.mistreamnet.com.) –users guide
- Establish valid, program expectation based prerequisites for CTE programs, and clarify expectations and desired outcomes to all potential students and their parents
- Adjust teaching pedagogy and curricula to incorporate components of the required state-approved CTE program standards
- Provide CTE program content area specific professional development, such as related industry externships for CTE instructional staff

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
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- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
2S1-2-CTE PROGRAM/CAREERS
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Clarify career goals and relevance of CTE program with CTE students.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Professional development will be provided for career guidance personnel to assist students with appropriate selection and enrollment in CTE programs
- Review of individual CTE student EDPs with their CTE program teachers or career guidance personnel to establish the relevance of academics and technical skills to their career and educational goals
- CTE Teachers and career guidance personnel will disseminate pertinent career information to CTE students on career requirements, working conditions, expected pay, career advancement, etc. for applicable state-approved program
- CTE Teachers or Work-Based Learning Placement Coordinator will present and supervise opportunities for work-based learning related to the students' program area

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
2S1-3-CTE PROGRAM EXPECTATIONS
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

CTE teachers will provide clear expectations so that CTE students will understand and meet program standards.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE teachers will establish clear program expectations and requirements
- CTE teachers will provide CTE program expectations in their course outline and syllabus
- CTE personnel will encourage and support student participation in Career Technical Student Organizations (CTSO) or other leadership activities to build stronger skills
- CTE personnel will utilize support services that enhance student-centered learning strategies

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
2S1-4-SUPPORT SERVICES
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Provide tutoring, support services and learning opportunities for CTE students to help them achieve the technical skills required in the CTE program.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel will develop peer to peer out of class tutoring opportunities
- CTE personnel will identify and communicate tutoring options available via local community college students, community on-line resources, or other opportunities available to CTE program students
- CTE personnel will survey CTE students to discover what type of assistance/service is needed to support technical skill achievement
- CTE personnel will work with school personnel to identify resources and support available to address the specific needs of CTE students
- CTE personnel will work closely with business and industry partners to incorporate real world experiences that integrate technical skills and all aspects of the industry in CTE program experiences

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
2S1-5-CTE PROGRAM ELIGIBILITY COMPLETION EXPECTATION
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Clearly identify the course requirements and program expectations for each state approved CTE program of study.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel will establish prerequisites for eligibility for each CTE state-approved program
- CTE personnel will communicate prerequisites and eligibility requirements to sending high school students/counselors for each CTE program
- CTE personnel will identify secondary CTE program completion requirements
- CTE personnel will determine, based on program curriculum, the knowledge and skills that students must bring to their program, and what prior experiences will provide the requisite knowledge that would provide the student with a reasonable prospect of success
- CTE personnel will identify the program of study requirements that adequately prepare students for entrance into the related postsecondary program of study
- In collaboration with postsecondary partners, CTE teachers and students will understand and meet the entrance criteria for the postsecondary program.

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
2S1-OTHER
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-1-AT-RISK STUDENTS/SUPPORT SERVICES
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Counselors and Special Populations coordinators identify and provide support services to students enrolled in state-approved CTE programs at-risk of dropping out of high school.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Counselors and Special Populations Coordinators identify CTE students at risk of dropping out
- Drop-out prevention plans developed for CTE students at risk of dropping out
- Provide services to assist CTE students at risk of dropping out of high school
- On-going evaluation of effectiveness of drop-out prevention activities for CTE students

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
3S1/4S1-2-AT-RISK STUDENTS/CTSOS
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Involve CTE students at risk of dropping out of high school in a CTSO related to their program area.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Identify CTE students at risk of dropping out and recruit them into the CTSO related to their program area
- Provide information and opportunities to participate in CTSO local/state/national competitions and conferences to CTE students at risk of dropping out
- CTE personnel will conduct ongoing evaluation of effectiveness of recruitment of students at risk of dropping out into CTSOs

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-3-AT-RISK STUDENTS/MICH COLLABORATIVE TEACHING MODEL
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Facilitate implementation of the "Michigan Collaborative Teaching Model", between academic and CTE instructors.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Professional development targeting implementation of the Collaborative Teaching model for academic/CTE teams
- Integrate academic concepts into CTE lesson plans
- Regularly schedule teacher meetings including the academic and CTE teachers
- Implement the Michigan Collaborative Teaching Model to increase academic credit that may be awarded in CTE programs
- Agency personnel will promote systemic changes to support/facilitate the collaborative teaching model, including schedule modifications, stakeholder buy-in
- On-going evaluation of effectiveness of the collaborative teaching model, including required reporting

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-4-AT-RISK STUDENTS/POSTSECONDARY OPTIONS
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Support participation in articulated credit, direct credit or dual enrollment options for students at risk of dropping out.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel will increase student/parent awareness of opportunities for earning articulated credit, direct credit or dual enrollment options by sharing programs of study documents with CTE students at risk of dropping out and their parents
- CTE personnel will promote student participation in articulated/direct/dual enrollment credit through counseling, Education Development Plans, follow-up with CTE students and parents
- CTE personnel will increase the numbers of articulated/direct/dual enrollment credit options available to CTE students
- CTE personnel will conduct ongoing evaluation of the success of increasing student participation in and number of articulated/direct/dual enrollment credit opportunities

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-5-AT-RISK STUDENTS/ABSENTEEISM
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Track absenteeism of CTE students and implement a system to notify parents.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Develop a system to track CTE student absenteeism in academic and CTE programs
- Implement system to notify parents of absences of CTE students
- Provide intervention to increase CTE student attendance for students identified as having attendance problems
- On-going evaluation of effectiveness of notification system and intervention to increase CTE student attendance

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
3S1/4S1-OTHER-1
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-6-AT-RISK STUDENTS/STUDENT ENGAGEMENT
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Increase CTE student engagement in their CTE program.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel will develop small cooperative learning groups within the CTE classroom for the purpose of increasing student relationships, engagement and success in the CTE program
- Provide recognition for CTE student achievement
- On-going evaluation of effectiveness of small cooperative learning groups in increasing the number of CTE students who graduate from high school
- On-going evaluation of effectiveness of increasing recognition to increase the number of CTE students who graduate from high school

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-7-AT-RISK STUDENTS/WORK-BASED CAPSTONE EXPERIENCES
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Increase CTE student engagement in their CTE program.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel will increase partnerships with employers for CTE work-based learning and capstone opportunities
- CTE personnel will increase participation in work-based learning opportunities for CTE students at risk of dropping out of high school
- CTE personnel will increase participation in capstone experiences for CTE students at risk of dropping out of high school
- CTE personnel will conduct ongoing evaluation of effectiveness of work-based learning and capstone experiences in increasing the number of CTE students at risk of dropping out of high school who graduate

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-8-AT-RISK STUDENTS/EMPLOYER MENTOR
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implement an employer mentor program for CTE students at risk of dropping out of high school.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Develop and recruit employers for a mentor program pairing CTE students at risk of dropping out with employer-mentors in their program related area
- Implement employer-mentor program with CTE students at risk of dropping out of high school
- On-going evaluation of the effectiveness of employer-mentor program increasing the number of CTE students at risk of dropping out of high school who graduate

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
3S1/4S1-9-AT-RISK STUDENTS/PARENT INVOLVEMENT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Increase parent involvement in CTE student's education through parental participation in the EDP or other career planning activity.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Increase parent involvement in the student's education through parental participation in planning and parental signature on Education Development Plan
- Increase parent involvement in the CTE student education through parent mentoring (e.g., Parent-to-Parent, Parents as Partners)
- CTE personnel will conduct ongoing evaluation of the effectiveness of involving parents of students at risk of dropping out and increasing the number of these students who graduate

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
3S1/4S1-10-AT-RISK STUDENTS/OUTSIDE 4-YEAR COHORT
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Develop a process to assist CTE students who may not graduate with their 4-year cohort.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Identify CTE students off-track for graduating with their 4 year cohort
- Develop a plan to collaborate with educational agencies to facilitate academic/CTE credit needed for the CTE student to graduate on-time
- Collaborate with sending agency to identify and develop a plan for CTE students who may not graduate in 4 year cohort to earn credits required for graduation
- Develop a plan to facilitate academic/CTE credit needed for the CTE student to graduate on-time
- Continue to monitor CTE student progress toward on-time graduation
- Conduct ongoing evaluation of the effectiveness of 'catch-up' program on the number of participating CTE students who graduate with their 4-year cohort

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
3S1/4S1-OTHER-2
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
5S1-1-PROGRAM IMPROVEMENT/ PLACEMENT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Evaluate programs in terms of their placement status, labor market demand, and skills set demand, using results to improve programs and program placement.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel will examine and analyze placement data (placement, exit and follow up) for students in all CTE programs at a regional, CEPD, district, building, and program level to improve the link between CTE student program completion and placement in related employment and/or continuing education
- CTE personnel will develop, implement, and evaluate a plan to improve CTE student placement in employment and/or continuing education
- Provide experiences for CTE Teachers to gain current knowledge of the emerging technology, skill sets, and employer needs in business/industry related to their CTE program area, so that they will be more effective in preparing students for employment and/or continuing education

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
5S1-2-EMPLOYER INVOLVEMENT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Make employers aware of student availability and qualifications in appropriate program area.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Invite employer(s) to serve on local program advisory board to provide input for program improvement and placement
- Invite students to demonstrate skills and qualifications to employers/ business owners (e.g. CTSO or other activity)
- Invite employers/business owners to give program specific presentations on local business and its needs for highly qualified candidates
- Offer students an opportunity to submit credentials/portfolio to local employer and/or other appropriate employers
- CTE personnel will make local employers aware of program improvement implementation, student availability and qualifications. (e.g. workforce development board, Michigan Works agency)

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
5S1-3-STUDENT CAREER OPTIONS
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Improve student awareness of career options and opportunities for postsecondary education.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Provide students with opportunities and career development tools (e.g. My Dream Explorer, Career Cruising, Bridges) to increase their awareness of occupational choices, industry demand, and wages in the region, state, and nation
- TE personnel will facilitate student work-based learning experiences appropriate and related to their CTE program and future education/training/employment plans
- CTE personnel will implement a Program of Study (2+2) for CTE program areas that increases opportunities for student placement in postsecondary programs
- CTE programs will incorporate a strong emphasis on awareness of "All Aspects of the Industry" within their CTE program
- CTE and guidance personnel will help CTE students connect their EDP's to postsecondary education and/or placement in career opportunities; focusing on high skill, high wage, and high demand career fields

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
5S1-4-PERSISTENCE/COMPLETION OF CTE PROGRAMS
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implement strategies that support and encourage CTE students to persist in and complete their CTE program and seek postsecondary education and/or employment in high skill, high wage, high demand careers.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Expose students to role models (CTE alumni, community, family, nontraditional, minority) who are successfully employed or enrolled in postsecondary education in the specific CTE program area
- Develop and implement a business/industry based formal mentoring program for CTE students matching their CTE program and future career interests
- CTE personnel will monitor and identify CTE students at risk of not completing their program and/or being placed and provide appropriate support
- Support student involvement in CTSO or other student activities that increase their involvement with their CTE community and commitment to their CTE goal
- Provide appropriate support to special populations student who may need additional assistance to complete their CTE program and/or postsecondary education or employment

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
5S1-5-SKILLS FOR PLACEMENT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

CTE Students are provided the opportunity to develop skills related to successful placement in employment and/or postsecondary education.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- CTE personnel and program advisory committees will identify the “soft skills” that are valued by employers, and facilitate CTE student awareness of job retention skills
- CTE personnel will assist students with resume-writing, job seeking skills, interview techniques
- CTE/Guidance personnel will assist CTE students with applications/admissions requirements for postsecondary programs
- CTE personnel will work with local employers to identify and facilitate opportunities for CTE students placement in employment

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
5S1-OTHER
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S1-1-NONTRADITIONAL CAREER AWARENESS
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Support/provide awareness of nontraditional career options.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Professional development for counselors related to strategies to use to inform students of the opportunities in non-traditional CTE career training
- Provide opportunities for students to explore nontraditional careers (9th and 10th grade: summer camps, after school experiences, weekend events)
- Provide opportunities for students (primarily female) to explore abilities , verbal and spatial skills, and aptitudes related to specific CTE programs
- Provide early exposure to nontraditional careers for all students
- Involve and educate parents about potential nontraditional career/CTE options
- Collaborate with community-based organizations (e.g. YMCA/YWCA, Girl/Boy Scouts, Take Our Sons & Daughters to Work, Girls Inc., American Association of University Women, local Chamber of Commerce, etc) and/or local business/industry to support nontraditional career exposure/awareness programs for young students and increase awareness of non-traditional opportunities.

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S1-2-NONTRADITIONAL OUTREACH
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Conduct targeted nontraditional CTE recruitment activities.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Targeted recruitment (e.g., pamphlets, direct mail, advertisements) to inform specific identified potential CTE students (e.g. girls in advanced 10th grade science/math, boys excelling in Biology) about the availability of state approved CTE programs (e.g. pre-engineering, health science) non-traditional for their gender
- Specific activities to promote specific CTE program(s), associated with nontraditional occupations or fields of work, that exhibit a significant under-representation of the nontraditional gender enrolled in the CTE program
- Sustained efforts to recruit students to CTE training nontraditional for their gender
- Use of local Labor market needs and potential wages to determine which nontraditional CTE program(s) will be promoted
- Encourage nontraditional CTE programs leading to high-skill/high-wage occupations
- Include nontraditional CTE students as visible role models in CTE recruiting efforts (center visit guides, videos, pictures, panels, presentations)
- Expose parents of potential nontraditional CTE students to accurate career information, dispel misinformation about career areas, sex bias and stereotyping and involve parents in the EDP/career selection process of these students
- Use recruitment strategies for all career/technical programs that reach all students, present career clusters in a way that shows how career pathways can align with interests, give students multiple opportunities to explore both traditional and nontraditional careers, and help students overcome stereotypes of appropriate jobs for their gender

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S1-3-NONTRADITIONAL PREPARATION OR POTENTIAL
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Cultivate potential nontraditional CTE students to develop self assurance, self-confidence, self-empowerment and the capacity to achieve.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Increase student participation (especially females) in higher levels of math in junior high school/early high school
- Increase participation (particularly of girls) in math clubs and math competitions
- Provide early nontraditional experiences and exposure to nontraditional careers for middle school/jr. high students
- Operate Pre-technical training programs introducing students to nontraditional careers to give pre-CTE students hands-on learning opportunities, greater familiarity with tools/technology, relieve math anxiety, develop support groups, and expose students to nontraditional role models
- Conduct informational workshops on nontraditional careers with potential CTE students and CTE staff

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S1-4-NONTRADITIONAL SUPPORT SERVICES
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Coordinate services and systems to facilitate students enrolling in non-traditional CTE training.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Evaluate and/or improve the effectiveness of the EDP process in guiding students to meaningful CTE training, including those careers non-traditional for their gender
- Promote opportunities for secondary nontraditional CTE students to participate in dual or concurrent enrollment or other ways to acquire postsecondary credits
- Provide bias awareness training to math and science teachers
- Cultivate school/classroom environments supportive of nontraditional career/CTE program choices
- Enroll/schedule non traditional students as cohorts in CTE courses, supporting nontraditional participation by creating a classroom peer group
- Actively involve persons employed in nontraditional occupations on CTE program advisory committees to provide input on program planning, development, implementation, operation, promotion, evaluation and maintenance of the CTE program

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
6S1-5-NONTRADITIONAL OUTREACH EFFECTIVENESS
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Evaluate the effectiveness of nontraditional CTE recruitment activities.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Review career guidance practices and materials for bias and support for nontraditional careers
- Eliminate gender stereotypes from career counseling and recruitment for career and technical education
- Review career guidance and CTE program selection policies and practices for barriers to nontraditional enrollment (scheduling conflicts, slots, credit status, adequate progress toward graduation requirements, etc.)
- Assess the relationships between effective career awareness and exploration activities prior to enrolling in a CTE program non-traditional for their gender and student success in the CTE program
- On going evaluations of the success of all implemented CTE recruitment activities, including input from organizers, participants, students, parents, etc.

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
6S1-OTHER
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S2-1-NONTRADITIONAL INSTITUTIONAL STRATEGIES
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implement and model gender fair institutional strategies.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Evaluate attitudes of faculty and staff, and use results to plan professional development to change attitudes, climate and practices in order to support nontraditional student participation in CTE
- Provide/facilitate participation in ongoing staff development (Teachers, Administrators, Counselors, Para-Professionals) to promote support and acceptance of non-traditional careers. (Bias review, gender fair practices, gender acceptance, self-worth sexual harassment training)
- Assess and promote gender fair classrooms, policies, materials, instruction, equipment, grading, etc.
- Reduce CTE teacher behavior that perpetuates gender bias including subtle, and not so subtle, gender-biased instructional strategies that influence student participation and success in school
- Evaluate CTE program, math, and science materials and curriculum for gender bias and stereotyping
- Create and maintain gender-equitable CTE classrooms and environments (Facility, displays, climate, policies, treatment, etc.)

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
6S2-2-NONTRADITIONAL SUPPORT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Provide Support/ Services to Nontraditional CTE Students.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Professional development for CTE counselors/special populations coordinators to build their capacity to address unique "situations" and resources related to supporting students enrolled in a CTE program nontraditional for their gender
- Evaluate and improve the effectiveness of strategies being offered/used to support completion of students in CTE program career training that is non-traditional for their gender
- Use/apply research based strategies to support retention and completion of students in CTE training programs for careers non-traditional for their gender
- Increase CTE student successes through course delivery where CTE teachers use cooperative learning, recognize a variety of learning styles, and capitalize on student strengths
- Provide and support peer-support groups for students in CTE programs nontraditional for their gender
- Conduct support groups for students enrolled in CTE program areas nontraditional for their gender
- Provide comprehensive support services (tutoring, appropriate size equipment, etc.) for non-traditional CTE students, focused on unique and specific problems they are experiencing, to assist them to complete their CTE program
- Develop and implement strategies to effectively transition nontraditional CTE students from secondary to postsecondary education in a nontraditional area
- Develop and implement strategies to adequately prepare nontraditional CTE students to succeed in the work environment
- Implement/use activities to prepare nontraditional career and technical education students to enter high skill, high wage, or high demand occupations that will lead to self-sufficiency
- Pursue agreements with home district/sending school to award academic credits for CTE courses/supplementary CTE activities for nontraditional CTE students
- Implement a system to monitor fulfillment of graduation requirements by students enrolled in CTE programs nontraditional for their gender and intervene to support progress toward graduation

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations

**CTE PERKINS
6S2-2-NONTRADITIONAL SUPPORT
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
6S2-3-NONTRADITIONAL ROLE MODELS
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Quality data will be used to drive decision-making to continuously improve CTE student skills in reading/language arts.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Seek representation of working individuals of the nontraditional gender in CTE textbooks, displays, videos, posters, curriculum, etc.
- Provide nontraditional paraprofessionals in nontraditional CTE program areas
- Hire non-traditional CTE instructors in nontraditional program areas
- Seek and retain representatives of nontraditional occupations on CTE advisory committees
- Provide/facilitate ongoing adult industry-provided individualized nontraditional role models, mentors, and job shadowing opportunities specific to the nontraditional students CTE career area and gender
- Evaluate all school materials for gender bias and positive nontraditional images

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S2-4-NONTRADITIONAL INSTRUCTIONAL/ INSTITUTIONAL STRATEGIES
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Examine and Refine Instructional/Institutional Strategies to facilitate CTE program completion for nontraditional students.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please note that some strategies are meant to be delivered sequentially. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Provide training opportunities/professional development for CTE teachers to learn and improve instructional strategies for working with nontraditional students
- Require Counselor and Student use of career assessments and interest inventories during the program selection/enrollment
- Institute accountability for success of students engaged in CTE training that is non-traditional for their gender
- Engage in sustained efforts to retain students to complete CTE training non-traditional for their gender
- Collaborate with technology industries to offer internships and mentoring programs for nontraditional CTE students that include mathematics and science knowledge
- Examine and improve the placement rates for students completing career training that is non-traditional for their gender by CTE specific programs
- Examine and improve the graduation rates for students engaged in non-traditional CTE training for their gender by specific program
- Develop and use alternative/authentic assessments in CTE programs, including integrated performance tasks, journals, portfolios, and pictorial explanations as valid ways of demonstrating understanding and technical skills in addition to or instead of traditional tests
- Examine and improve the success rate for Special Population students in programs non-traditional for their gender (placement/continue postsecondary training)
- Conduct exit/ follow up interviews with students leaving programs that are non-traditional for their gender to determine their reasons for not completing the CTE program
- Provide opportunities for success and achievement for nontraditional CTE students
- Create/maintain school climate that accepts and values nontraditional program choices for students and models gender equity in all institutional practices (Program Improvement)
- Institute pro-active steps to eliminate stereotypes and intimidating behaviors, gender stereotyping and sexual harassment in CTE classrooms
- Purchase materials portraying nontraditional role models in CTE program area(s)
- Cultivate family support of student's nontraditional career choice

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs

CTE PERKINS
6S2-4-NONTRADITIONAL INSTRUCTIONAL/ INSTITUTIONAL STRATEGIES
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS
6S2-5-NONTRADITIONAL EQUITY-CAPACITY
FY 2009-2010

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Increase teacher and administrator equity-capacity and competence in sexual harassment prevention.

Implementation Strategies:

Note: One or more of the following strategies may be selected. Please evaluate the progress that you may have already made related to this activity prior to selecting the implementation strategy.

- Increase teacher awareness of behaviors: gender bias and stereotyping in curriculum
- Increase teachers' and administrators' knowledge of equitable teaching practices and leadership skills
- Assure through policy and practice that male and female students are not treated differently and that all students are treated fairly

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

**CTE PERKINS
6S2-OTHER
FY 2009-2010**

Region No. _____ **Regional Fiscal Agency Name** _____

Budget Amount:

Activity Statement:

Implementation Strategies:

Participating Districts:

Identification of Target Population:

Select one or more of the following.

- CTE Students enrolled in state approved programs
- CTE Administrators
- CTE Teachers
- CTE Paraprofessionals
- Career Guidance Personnel who work with CTE students in state approved programs
- Special Populations Coordinators
- CTE Program Advisory Committee Members
- Local businesses and employers
- CTE Students who are identified as Special Populations
- CTE Students at risk of dropping out of high school
- CTE Students in programs nontraditional for their gender
- Parents of CTE Students

Review Use of Funds Guide prior to building budget.

CTE PERKINS – REGIONAL BUDGET SUMMARY

REGION NUMBER		REGION NAME			
Legal Name of Applicant					
RECIPIENT CODE	GRANT NUMBER	PROJECT NUMBER	PROJECT TYPE	ENDING DATE	FY OF APPROVED ACTIVITY
			<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Carryover		

FUNCTION CODE - LINE NUMBER	PROGRAM CODE	CW REF	SALARIES & BENEFITS [1]	PURCHASED SERVICES [2]	SUPPLIES & MATERIALS [3]	CAPITAL OUTLAY (EQUIPMENT) [4]	OTHER EXPENSES [5]	PERKINS FUNDS [6]	NON FEDERAL FUNDS [7]	TOTAL
	Required Activities									
127-1	Integration of Academics with CTE Programs	1								
127-2	Use of Technology	9								
127-3	All Aspects of Industry	10								
127-4	Special Populations									
221-1	Secondary/Postsecondary CTE Linkage									
221-2	Professional Development									
221-3	Program Improvement/Size, Scope, and Quality									
281-1	Evaluation and Assessment									
	Permissible Activities									
127-5	Career and Technical Student Organizations (CTSOs)									
212-1	Guidance and Counseling									
221-4	Parents/Business/Labor Organizations									
221-5	Education/Business Partnerships									
226-1	Administration (5%)									
	TOTAL									
REGIONAL ALLOCATION (ESTIMATED)										

NOTE: Projected expenditures for all required activities must be shown, either Perkins or nonfederal sources.

Certification: I certify that this information is accurate, complete, and supported by documentation.

Signature:

FISCAL AGENCY BUSINESS OFFICIAL

DATE