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| PRINCIPLE 1: LEADERSHIP, ORGANIZATION, AND SUPPORT |
| Describe planned activities that focus on engaging the following partners in the development, implementation and evaluation of CTE programs: |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Program advisory committees
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| 1. Faculty
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| 1. Counselors (career or academic)
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| 1. Local employers
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| 1. High Schools / Education for Employment Regions
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| 1. Adult education providers
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| 1. Other partners (four-year universities, community based organizations, etc.)
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| 1. WIOA regional planning and local MOU partners
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| 1. Describe planned activities for disseminating information about CTE programs to stakeholders.
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| TOTAL PROPOSED EXPENDITURES | **$** | **$** |  |  |

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| PRINCIPLE 2: ACCESS, EQUITY AND OPPORTUNITY |
| Describe planned activities that focus on providing students with: strong experience in and understanding of all aspects of industry, work based learning opportunities, and career guidance and academic counseling. |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Industry understanding / experience
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| 1. Work-based learning
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| 1. Career guidance and academic counseling
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| 1. Services offered through the One-stop Center (if applicable)
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| ***Special Populations*** Describe planned activities that focus on: ensuring programs are accessible by members of special populations; providing training and assistance to prepare special population students for employment; helping special population students overcome barriers that may limit opportunities for success; and ensuring members of special populations will not be discriminated against.  |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Accessibility
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| 1. Preparation for employment
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| 1. Assistance in overcoming barriers
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| 1. Anti-discrimination efforts
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| ***Nontraditional Students***Describe planned activities that focus on: ensuring programs are accessible by nontraditional students; providing training and assistance to prepare nontraditional students for employment; and helping nontraditional students overcome barriers that may limit opportunities for success. *(Non-traditional fields refer to occupations for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation.)* |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Accessibility
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| 1. Preparation for employment
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| 1. Assistance in overcoming barriers
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| TOTAL PROPOSED EXPENDITURES | **$** | **$** |  |  |

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| PRINCIPLE 3: ALIGNMENT AND TRANSITION |
| ***CTE Programs of Study (Career Pathways)***Describe planned activities that focus on offering CTE programs of study (POS) that: contain fully articulated curriculum from secondary to postsecondary education; lead to a certificate, credential, or degree; provide opportunities for students to participate in dual credit courses; and are aligned to the local labor market. (Programs of Study are described in section 122(c)(1)(A) of Perkins IV.) |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Articulation of curriculum (curriculum alignment)
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| 1. Stackable Credentials
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| 1. Industry Recognized Credentials
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| 1. Dual Credit
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| 1. Alignment of programs and the labor market
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| TOTAL PROPOSED EXPENDITURES | **$** | **$** |  |  |

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| PRINCIPLE 4: ENHANCED CURRICULUM AND INSTRUCTION |
| Describe planned activities that focus on strengthening the academic and career and technical skills of students in CTE programs through: integrating academics with CTE programs; including the same coherent and rigorous content standards in CTE programs as other college programs; and developing, improving or expanding the use of technology in CTE programs.  |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Integrated academics and CTE programs
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| 1. Content Standards
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| 1. Use of technology in CTE programs
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| Describe planned activities that focus on efforts to provide integrated basic skills and career and technical education programs for adult students (in adult career pathway programs) to upgrade their technical skills, in preparation for high wage, high demand occupations |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Integrated basic skills and career and technical education programs
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| TOTAL PROPOSED EXPENDITURES | **$** | **$** |  |  |

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| PRINCIPLE 5: PROFESSIONAL PREPARATION AND DEVELOPMENT |
| Describe planned activities that focus on providing professional development opportunities for faculty, guidance counselors and administrators: to ensure they stay current with all aspects of an industry; to provide faculty externship programs that offer relevant business experience; and to provide trainings to faculty and staff on the effective use and application of technology to improve instruction.  |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Current industry standards/innovations
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| 1. Faculty externship opportunities
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| 1. Use and application of technology
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| ***Integrated Programs*** Describe planned activities that focus on training faculty, guidance counselors and administrators involved in integrated CTE programs on the following topics: |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Integrating academics and career and technical education
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| 1. Teaching skills that include promising practices
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| 1. Improving parental and community involvement
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| 1. Using research and data to improve instruction
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| ***Faculty Recruitment, Retention and Transition***Describe planned activities that focus on: recruiting and retaining CTE faculty, and career and academic counselors, including individuals in groups underrepresented in the teaching profession; and improving the transition to teaching from business and industry. |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Recruitment / Retention of CTE faculty and staff
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| 1. Recruitment / Retention for underrepresented CTE faculty and staff
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| 1. Transition to teaching
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| TOTAL PROPOSED EXPENDITURES | **$** | **$** |  |  |

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| PRINCIPLE 6: PROGRAM IMPROVEMENT AND ACCOUNTABILITY |
| Describe planned activities that focus on: continuously evaluating and improving CTE programs; ensuring program quality is improved, expanded, modernized and includes relevant technology; and ensuring services and activities are of sufficient size, scope and quality.  |
| **Elements** | **Activities** | **Perkins Resources** | **Non-Perkins Resources** | **PIP** | **Expected Outcomes** |
| 1. Evaluation and improvement process
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| 1. Improved, expanded or modernized program quality
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| 1. Services and activities are of sufficient size, scope, and quality
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| ***Special Populations***Describe planned activities that focus on: assessing how the needs of special populations are being met and assisting and enabling special populations to meet State adjusted levels of performance. |
| Elements | Activities | Perkins Resources | Non-Perkins Resources | PIP | Expected Outcomes |
| 1. Special Populations needs assessment
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| 1. Special Populations levels of performance
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| TOTAL PROPOSED EXPENDITURES | **$** | **$** |  |  |