**Narrative Section:**

The following descriptive responses are required of grant applicants and shall cover the same period applicable to the State plan (four years). The results of the comprehensive local needs assessment (CLNA) must inform applicant CTE programs and responses.

**CTE Course Offerings**

Describe –

a) the CTE course offerings, programs and activities related to your CTE Career Pathway(s) that will be provided with Perkins funds based on the CLNA

|  |
| --- |
|  |

b) any new career pathway(s) that will be developed and submitted to the State for approval

|  |
| --- |
|  |

c) how students, including students who are members of ***special populations***, will learn about their school’s CTE course offerings and which courses are part of a **CTE Career Pathway**

|  |
| --- |
|  |

**Career Exploration**

Describe how, in collaboration with local workforce development boards and other local workforce agencies, WIOA, one-stop delivery systems and other partners, the following will be provided—

a) career exploration and career development coursework, activities, or services

|  |
| --- |
|  |

b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment

|  |
| --- |
|  |

c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

|  |
| --- |
|  |

**Size Scope Quality**

#1 Describe how the academic and technical skills of students participating in CTE Career Pathways will be improved through strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

|  |
| --- |
|  |

 #2 Describe work-based learning opportunities provided to students participating in CTE Career Pathways and how you will work with employers to develop **or** expand work-based learning opportunities for CTE students.

|  |
| --- |
|  |

#3 Describe how you will provide students participating in CTE Career Pathways with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.

|  |
| --- |
|  |

**Access and Equity**

 Describe how the following will be provided to or on behalf of Special Populations **–**

a) preparation for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

|  |
| --- |
|  |

b) preparation for non-traditional fields

|  |
| --- |
|  |

c) equal access to CTE courses, programs, and programs of study

|  |
| --- |
|  |

d) assure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

|  |
| --- |
|  |

 **Educator recruitment, preparation and retention and training**

Describe the coordination that takes place and how the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession will be supported.

|  |
| --- |
|  |

**Accountability**

Describe how your agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate those disparities or gaps.

|  |
| --- |
|  |