**FOCUS AREA ACTIVITIES (drop down menu)**

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| **Activities to address gaps may be chosen from a drop down list of the following within the WISEgrants system. Or, agencies may enter their own activity. Activities must be comprehensive, yet adequately detailed in order for a grant reviewer to see a clear correlation between the activity, the root cause and addressing the gap identified in the CLNA focus area.**  |
| **Student Performance on Accountability Indicators** |
| Integrate rigorous coursework (math, science, ELA, DL) into CTE courses and/or CTE into coursework to support students meeting Perkins accountability indicators and ESSA Standards. |  |
| Accurate data collection and reporting |  |
| Robust root cause analysis  |  |
| Strategies that increase access and engagement of a special population group or other underrepresented group, in ways that close gaps in student achievement and performance in STEM related subjects. |  |
| **Equity and Access Strategies, Activities, Programs** |
| Strategies that increase access, engagement and persistence of a special population or other underrepresented group in career pathways or STEM related subjects. |  |
| Reduce or eliminate out-of-pocket expenses for economically disadvantaged or mobility challenged students participating in CTE. |  |
| Instructional support to assist with special population participation. |  |
| Coordinate and collaborate between community partners, and workforce development programs (such as WIOA and DVR) on transition services (IDEA). |  |
| **Educator Recruitment, Retention and Training** |
| Integration of academic and CTE curriculum standards and instructional approaches. |  |
| Build CTE capacity for all educators including pathways, understanding of all aspects of an industry, skills, workplace equipment, technologies, standards, LMI information and training trends. |  |
| Provide knowledge, skills and understanding of pedagogical practices. |  |
| Build capacity in appropriate accommodations for students with disabilities under the IDEA (special education and rehabilitation). |  |
| Build capacity in effective teaching and learning frameworks in CTE including UDL and multi-level systems of support. |  |
| Recruit, retain, support CTE teachers particularly those of underrepresented groups. |  |
| Training, development or support for public-private partnerships, capacity-building and scalability for delivery of high-quality CTE |  |
| **Career Pathway Evaluation Activities** |
| Provide career opportunity information (including LMI) that assists students in making employment and education decisions (e.g. short term CBLEs) |  |
| Provide students sustained interactions with industry or community professionals, and experience all aspects of an industry (e.g. WBL) |  |
| Align career pathway curriculum to provide students the skills necessary for high-skill, high-wage, or in-demand CTE industry sectors or occupations |  |
| Build/sustain partnerships/collaboration with business/industry, WDB's, REDO's, RCP collaboratives to update or align career pathways with in-demand skills, increase capacity and scale of quality CTE. |  |
| Expand opportunities for CTE students to participate in accelerated learning programs (dual credit opportunities). |  |
| Integrate rigorous academic skills and innovative instructional approaches within CTE standards and curricula. |  |
| Create opportunities for students to obtain IRC through examinations or assessments needed for employment. |  |
| Coordinate and collaborate between community partners, and workforce development programs (such as WIOA and DVR) on transition services (IDEA). |  |
| CTSO student preparation for or participation in technical skills competitions aligned with CTE program standards and curricula. |  |
| Reduce or eliminate out of pocket expenses for economically disadvantaged students. |  |