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| **Perkins Narrative Section 2024-2028**  **Response Requirements** |

The **Red** **font** in each box below reflects the response requirements for each Narrative Section question.

**CTE Course Offerings**

#1 Describe –

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

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| **Enter:** Career Cluster and Pathway courses that will be supported with Perkins funds over the four-year plan cycle. Use the example below to complete the Did you [Career Pathway Sequence of CTE Courses spreadsheet.](https://docs.google.com/spreadsheets/d/1Xl42g0xS0bP9qwLz8lXfC3U7Hg1FWf0JJbsgp6yZNSU/edit#gid=996239751) You’ll then save the workbook as a PDF and upload it to this question in WISEgrants.  [More information on codes can be found in the “CTE and Career Education Data WISE Guide,” Perkins Data Collection Directions section, found on the [CTE Data Resources](https://dpi.wi.gov/cte/data/cteers/resources) webpage.]  Consortia: This needs to be laid out for every school district, for every pathway that has CTE courses (taught by a CTE licensed teacher). Use the linked spreadsheet. [One tab for each district. Line all pathways up on one spreadsheet.]   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Cluster** | **Career Pathway Title and** [**IAC**](https://dpi.wi.gov/wise/data-elements/iac-code-type) | **CTE Course Title (with CTE roster code)** | [**Dual Enrollment**](https://dpi.wi.gov/wise/data-elements/dual-enrollment) **program name** | [**IRC**](https://dpi.wi.gov/wise/data-elements/irc) **and program name** | [**WBL**](https://dpi.wi.gov/wise/data-elements/work-based-learning) **and program name** | **CTSO alignment** | | Manufacturing | Precision Production,  Other - 48.99 | Gas Metal Arc 5632 | HS Course with WTCS |  |  | SkillsUSA | | Fundamentals of Machining 5652 |  | Level I - Manual Milling Skills (Not-State Approved) |  | | Youth Apprenticeship Mfg 5563 |  |  | Youth Apprenticeship (Certified) | |

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

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| **Enter:** Any new local or regionally developed career pathway (RCP) that will meet SSQ and be submitted to the state for approval over the next four years. |

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.

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| **Enter:** Information from the following:  **1) ACP/E4E plan** sections as appropriate   * Postsecondary Education and Workforce Preparation section and/or * Access for All Students section or   2) Other policies and procedures that ensure notification and inclusion. |

**Career Exploration**

#1 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

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| **Enter:**  Information from the following **ACP/E4E plan** sections as appropriate   * Career Readiness Mission/Vision * Postsecondary Education and Workforce Preparation section and * Community Partnership Section strategies. |

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

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| **Enter:**  1) Information on how career opportunities are provided from the following **ACP/E4E plan** sections as appropriate:   * Labor Market Information, section; or your   2) Perkins application SSQ LMI information; or  3) Bright Outlook Jobs listed on the Regional Career Pathway maps your district offers. |

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

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| **Enter:**  1) Information from **ACP/E4E plan** sections as appropriate**:**   * ACP Curriculum, Support and Services * Family Engagement section and/or   2) Other policies or procedures related to college and career counseling methods or approaches. |

**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 CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Sec 8101 of the Elementary and Secondary Education Act of 1965).

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| **Enter:**  Information from **ACP/E4E plan** sections as appropriate**:**   * **POSTSECONDARY EDUCATION PREPARATION** section focused on integration of coherent and rigorous content aligned to challenging academic standards. Describe how you make sure all students are getting the rigorous and well-rounded education needed. |

#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.

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| **Enter:**  1) Information on how your agency applies Wisconsin’s [six WBL criteria](https://dpi.wi.gov/acp/work-based-learning). Particularly the response should focus on the 6th criteria relating to engaging business partners in evaluating and supervising student experiences or  2) \*\*If you do not currently have a WBL experience for each of your CTE Pathways, describe your plan to develop or expand WBL opportunities over the next four years. |

#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.

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| **Enter:** Information on the different ways that CTE students and their families:  1) Learn about dual credit courses and Start College Now courses. Include where the information is provided.  2) The names of DC courses for which you have active agreements with an IHE; and  4) Include how your agency ensures that students understand the deadlines, process and steps needed, and where to get assistance. |

**Access and Equity**

#1 Describe how the following will be provided to or on behalf of [Special Populations](https://dpi.wi.gov/sites/default/files/imce/cte/CPA/2019_09_10_SpecialPopsPerkinsV.pdf) **–**

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

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| **Enter:** Information on how three SpPop groups (where your agency has gaps related to student engagement and outcomes) are provided access to learning in high-skill, high-wage and in-demand industry preparation. Provide strategies/processes for at least 3 special population groups.   |  |  | | --- | --- | | **Sp Pop Group** | **Enter:** Enter strategies and/or processes specific to least 3 special population groups. | | Sp Education |  | | Economically disadvantaged |  | | Individuals in NTO |  | | English Lang learners |  | | Homeless |  | | Youth in foster care |  | | Single parents |  | | Students with parent on active duty |  | |

b) preparation for non-traditional fields

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| **Enter**: Information on how SpPop groups of students are made aware of NTO opportunities and how NTO courses are made available to them. NTO may also refer to career pathways that certain SpPop students do not traditionally pursue as reflected in your data. |

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

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| **Enter:** Information from **ACP/E4E plan** sections as appropriate**:**  1) Individualized ACP Support and the  2) Access for All Students sections |

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

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| **Enter:** Information from **ACP/E4E plan** sections as appropriate**:**  1) **Formal ACP Process** particularly how ACP development is assured for each student regardless of their demographic or member of a special population group. **Explain** how the LEA ensures SpPops are not missed or discouraged from participation. |

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

#1 **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.

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| **Enter:** Information from **ACP/E4E plan** section as appropriate for:  1) Professional Development; and/or your  2) CLNA educator recruitment, retention, preparation and training results; or  3) Share any alternative routes to certification being pursued by the district. |

**Accountability**

#1 “**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 such recipient will take to eliminate those disparities or gaps.

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| **Enter:** The continuous improvement process related to:  1) Evaluation of gaps in demographic data even if the performance level of an indicator is met. **In short: Explain your process of annual review of disaggregated data** as part of a continuous improvement process**.** When does the review occur, who is involved and how is information shared with stakeholders?  2) Include how additional corrections will be identified if an indicator continues to be missed. |