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| According to Perkins legislation, the state is required to address the following nine areas – either through state activities, or through local implementation. We report both local and state activities through the Consolidated Annual Report (CAR) in December each year. We have set up a system in the Perkins Annual Report (AR) filled out by each Perkins Grant Recipient to collect activities report. Local recipients are asked to report “Exemplary Activities.” These activities are then transferred to the CAR.When you report your exemplary activities in the AR this year, *please assist us* by indicating the corresponding number that your exemplary activity corresponds to. You may list more than one number for each activity as some meet more than one of these areas.Example: 1,4 - Utilizing NOCTI and local assessment results, our region brought together 6 math and 7 CTE instructors from 6 school for three full days to examine results, evaluate program outcomes and to build lesson plans and strategies to strengthen identified weaknesses in technical skill attainment. As a result there are 8 new units focused on targeting specific skills for improvement that integrate common core math standards with the Oregon Skill Sets. |
| 1. Conducting an assessment of the career and technical education programs funded under Perkins IV.
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| 1. Developing, improving or expanding the use of technology in career and technical education
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| 1. Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels
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| 1. Providing support for career and technical education programs that improve the academic, career and technical skills through the integration of academics with career and technical education
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| 1. Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations to high skill, high wage, occupations
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| 1. Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and other entities to enable students to achieve state academic standards, technical skills or complete programs of study
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| 1. Serving individuals in state institutions
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| 1. Providing support for programs for special populations that lead to high skill, high wage and high demand occupations
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| 1. Offering technical assistance for eligible recipients
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