CTEA PERMISSABLE ACTIVITIES

The Perkins IV major efforts that each institution designs to meet the requirements above should address the needs of students and make use of resources already available. Eligible institutions must work cooperatively with approved One-Stop delivery systems; local providers of education, training, and services; and community-based organizations (CBOs) to offer integrated service systems to special populations, avoid duplication of services, and expand the range and accessibility of services. Also, Local Advisory Council advice must be sought in planning programs and services. SED expects activities to vary widely within these parameters.

The following are examples of activities, programs, and services that are allowable under Perkins IV:

• Access to computer and other technology labs where CTE students can practice the skills necessary for employment;
• Accommodation and support services for career and technical education students with disabilities;
• Assessment, advisement, guidance, job development, and placement services for members of special populations in CTE programs;
• Contextualized learning, supplemental instruction, and collaborative learning and study groups to augment classroom instruction and increase the probability of continued success for at-risk CTE students;
• Counseling and intervention strategies and support services to provide greater assistance to economically disadvantaged CTE students;
• Educational resource centers for the remediation and development of the basic skills needed for success, when incorporated into a matriculated student's career and technical education program;
• Emphasis on those curricula preparing CTE students for high-skill, high-wage occupations;
• Expanded cooperative education programs, internships, and other work-experience arrangements;
• Institutional collaboration with organized labor and business and industrial organizations;
• Instruction in English for speakers of other languages and bilingual instruction for limited-English-proficient youth and adults, when incorporated into a matriculated student's career and technical education program;
• Intensified curriculum and staff development activities to upgrade career and technical education programs and enhance instructional techniques in such programs;
• Training in nontraditional, high-wage, high-skill occupations for single parents, displaced homemakers, and others;
• Training programs integrating career and technical and academic instruction for unemployed and underemployed adults; and
• Updating/upgrading equipment to support high-tech programs in such areas as computer graphics, allied health, computer information systems, engineering technologies, wind and solar power technologies, nanotechnologies, telecommunications, and office skills.