Create Grant Request “Front Load” Worksheet

* Go to site: <https://74.203.83.19>
* Enter School PW –

TEACHERS: cte (school org id) island/district number (island/district alpha)

Coordinators: cte (school org id) island/district number (capital C)

* Click on REQUEST BUILDER
* INFO to enter

Select a teacher OR Teacher Name – First, Last:

Pathway Program, i.e. Design Technology:

Course, i.e. IET Core, Design Technology 1:

Course Standards and Benchmarks – Go to Imua.com, use “code” for standard, benchmarks:

You may ADD a standard if you like, i.e. CC Math or CCELA, Science HCPS III, etc.: Click on “Add a standard”

* Goals and Measured Outcomes – Select appropriate goal

**INTEGRATION OF COMMON CORE (ELA) PROFICIENCY**

Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.

**INTEGRATION OF COMMON CORE (ELA) GROWTH**

Targeted CTE / Integrated academic standards in Common Core English Language Arts for Technical Subjects are clearly identified, addressed and measured. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.

**ACADEMIC INTEGRATION PROFICIENCY**

ACADEMIC INTEGRATION OF OTHER SUBJECT AREAS (Integration of Academics) Targeted CTE / Integrated academic standards in relevant / applicable subject areas are clearly identified, addressed and measured. STRIVE HI Goal 1: Student Success. All DOE students demonstrate they are on a path toward success in college, career, and citizenship.

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**INCREASE NUMBER OF CONCENTRATORS**

Increased number of Concentrators. Programs of study provided by school are non-duplicative sequence of required academic and CTE courses based on student interests, available resources and industry/economic/labor market trends. Students are supported in taking courses required for a pathway program of study.

**CONTINUANCE IN PROGRAM OF STUDY**

Increased number of student continuing on to a cluster course from a core course. Students are supported in completing a pathway program of study by graduation.

**COMPLETION OF PROGRAM OF STUDY**

Increased number Completers. Programs of study provided by school are non-duplicative sequence of required academic and CTE courses based on student interests, available resources and industry/economic/labor market trends. Students are supported in completing a pathway program of study by graduation.

**PROGRAM OF STUDY WORK-BASED LEARNING**

WORK STUDY(Work-based Experience, Internships). Students participate in purposeful, focused work-based learning conecting all aspects of an industry to their program of study. Community, business and industry used by school / teachers to provide students work-based learning / extended learning experiences / internships that connect all aspects of industry with students' programs of study.

**SPECIAL POPULATION PROFICIENCY**

Special Populations Students Achievement (Proficiency): The progress and achievement of special populations students in mainstreamed CTE courses are monitored for proficiency.

**SPECIAL POPULATION GROWTH**

Special Populations Students Achievement (Growth): The progress and achievement of special populations students in mainstreamed CTE courses are monitored for growth.

**SPECIAL POPULATIONS ACCOMMODATIONS MODIFICATIONS**

Special Populations Students Achievement (Acommodations & Modifications): CTE Teachers and special populations teachers collaborate on a regular basis to ensure the accommodations and modifications including instructional support services and aids are available to eligible mainstreamed special populations students in CTE courses.

**NON-TRADITIONAL PROFICIENCY**

Non-Traditional Students Achievement (Proficiency): The progress and achievement of non-traditional students are monitored for proficiency.

**NON-TRADITIONAL GROWTH**

Non-Traditional Students Achievement (Growth): The progress and achievement of non-traditional students are monitored for growth.

**NON-TRADITIONAL ACCOMMODATIONS MODIFICATIONS**

Non-Traditional Students Achievement (Acommodations & Modifications): CTE Teachers and community businesses and industry collaborate on a regular basis to ensure instructional support services and aids are available to eligible non-traditional CTE participants.

**SPECIAL POPULATIONS OUTREACH**

Promotion of CTE Programs to Special Populations & Non-Traditional Students: The CTE department engages in activities to inform industry, parents, and students of Career Pathway Programs of Study, Dual-Credit Articulated Programs of Study (DCAPS), CTE Honors Designation, and other CTE initiatives.

**PROMOTION OF CTE**

Promotion of CTE Programs: The CTE department engages in activities to inform industry, parents, and students of Career Pathway Programs of Study, Dual-Credit Articulated Programs of Study (DCAPS), CTE Honors Designation, and other CTE initiatives.

**PROFESSIONAL DEVELOPMENT FOR STUDENT PROFICIENCY**

Professional Development: CTE teachers participate in a variety of professional development opportunities directed toward continuous improvement. The focus for professional development are research-based processes, tools, and techniques that transform classroom curriculum, instruction, and assessment.

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**PROFESSIONAL DEVELOPMENT FOR PROGRAM INNOVATION**

Professional Development: CTE teachers participate in a variety of professional development opportunities directed toward continuous improvement. The focus for professional development are research-based processes, tools, and techniques that transform classroom curriculum, instruction, and assessment.

**QUAD D LEARNING PROFICIENCY**

Quad D Learning: Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.

**QUAD D LEARNING GROWTH**

Quad D Learning: Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.

**QUAD D PROBLEM-BASED LEARNING**

Quad D Learning: Curriculum is complex, offering real world problem-based learning and assessments that have meaning for students and prepare them for broad career fields or further education.

**DUAL CREDIT ARTICULATED PROGRAMS OF STUDY**

Implementation of State-Approved Dual Credit Articulated Program of Study (DCAPS): Provides the opportunity for high school students to obtain college credit after completing a POS that has been approved as a DCAPS. This supports the Strive Hi Goal: Student Success: All students demonstrate they are on a path toward success in college, career and citizenship.

**INCREASE CTE HONORS DESIGNATION**

CTE Honors Designation: CTE teachers have clearly identified specific Common Core and Career Pathway Standards addressed in each course. All students meet proficiency with course work that is rigorous and relevant. Regular assessments are given to monitor student progress throughout the course. The participation in a performance-based assessment is required for special recognition.

* Goal Details (automatic fill)
* Learning Measured (select)
* Learning Choice (select)
* Description Strategy (select)
* Resources and Object codes (select and fill)