

CROSSWALK OF NEW GUIDING PRINCIPLES TO OLD ELEMENTS/SUB-ELEMENTS

PRINCIPLE 1: LEADERSHIP, ORGANIZATION, AND SUPPORT	GUIDELINE ELEMENTS		USES OF FUNDS/LAW
	NEW	OLD	
Engage advisory groups, teachers, counselors, local employers, EFE regions, high schools, adult education providers, and other stakeholders in the development, implementation, and evaluation of CTE programs.	1A-1G	2B	122(c)(5) 134(b)(5)
Disseminate information about CTE programs to stakeholders.	1H	2C	134(b)(5)
PRINCIPLE 2: ACCESS, EQUITY, AND OPPORTUNITY	GUIDELINE ELEMENTS		USES OF FUNDS/LAW
	NEW	OLD	
Provide students with strong experience in, and understanding of, all aspects of an industry.	2A	1C	134(b)(3)(C) 135(b)(3)
Provide work-based learning experiences for CTE students.	2B	1D	135(b)(3)
Provide and assist career guidance and academic counseling to CTE students, including linkages to future education and training opportunities.	2C	1G	134(b)(11)
Ensure that CTE programs are accessible by members of special populations.	2D	4A	135(c)(5)
Provide activities to assist special populations - including single parents and displaced homemakers who are enrolled in CTE programs - to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	2E	4B	134(b)(8)(C) 135(b)(9)
Support members of special populations so that they overcome barriers that may limit their opportunities for success.	2F	4C	122(c)(9)(B) 134(b)(8)(A)
Incorporate efforts to prevent anti-discrimination of individuals who are members of special populations.	2G	4E	134(b)(9)
Ensure that CTE programs are accessible to non-traditional students.	2H		135(c)(17)
Provide training activities to assist non-traditional students to prepare for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	2I	5B	122(c)(18) 135(c)(17)
Support nontraditional students, so that they overcome barriers that may limit their opportunities for success.	2J	5C	135(c)(17)
PRINCIPLE 3: ALIGNMENT AND TRANSITION	GUIDELINE ELEMENTS		USES OF FUNDS/LAW
	NEW	OLD	
Ensure CTE programs of study contain fully articulated curriculum from secondary to postsecondary education.	3A	2A	2 (135b)
Offer CTE programs of study that lead to a stackable credential.	3B		
Ensure that CTE programs of study offer credentials that are industry-recognized and/or lead to a certificate or degree.	3C		122(c)(1)(A)
Provide opportunities for students to participate in dual credit courses within the CTE program of study.	3D		122(c)(1)(A)
Ensure CTE programs of study are aligned to the local labor market for seamless transition.	3E		

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PRINCIPLE 4: ENHANCED CURRICULUM AND INSTRUCTION	GUIDELINE ELEMENTS		USES OF FUNDS/LAW
	NEW	OLD	
Strengthen the academic and career and technical skills of students participating in CTE programs by integrating academics and CTE curriculum.	4A	1A, 1B	135(b)(1)
Ensure that career and technical education programs include the same coherent and rigorous content standards as other college programs.	4B	1F	134(b)(3)(D)
Develop, improve or expand the use of technology in CTE programs.	4C	1E	124(b)(2) 135(b)(4)
Provide activities that integrate basic skills and career and technical education programs for adult CTE students to upgrade their technical skills, in preparation for high wage, high demand occupations.	4D	1J	135(c)(15)
PRINCIPLE 5: PROFESSIONAL PREPARATION AND DEVELOPMENT	GUIDELINE ELEMENTS		USES OF FUNDS/LAW
	NEW	OLD	
Prepare professional development opportunities that will, as a whole, assist faculty, guidance and administrative personnel to stay current with industry standards and innovation.	5A	6C	135(b)(5)
Provide professional development to faculty, guidance, and administrative personnel to develop internship programs that offer relevant business experience.	5B	6C	135(b)(5)(C)
Prepare professional development opportunities that will train faculty on the effective use and application of technology.	5C	6D	135(b)(5)(D)
Offer training to faculty, guidance and administrative personnel on integrating academics and career and technical education programs including promising teaching practices, improving parental and community involvement, and using research and data to improve instruction.	5D-5G	6A, 6B1,6B2, 6B4	124(b)(3)(A) 135(b)(5)(A)
Provide efforts for recruitment and retention of CTE faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.	5H, 5I	1H	134(b)(12)(A)
Support efforts to improve the transition to teaching from business and industry.	5J	1I	134(b)(12)(B)
PRINCIPLE 6: PROGRAM IMPROVEMENT AND ACCOUNTABILITY	GUIDELINE ELEMENTS		USES OF FUNDS/LAW
	NEW	OLD	
Implement evaluations of CTE programs to strengthen the improvement process.	6A	3B	135(b)(6)
Provide and implement evaluations of how the needs of special populations enrolled in CTE programs are being met.	6B	3C	135(b)(6)
Assist and enable special populations to meet the State adjusted levels of performance.	6C	4D	134(b)(8)(B)
Continuously initiate, improve, expand, and modernize quality CTE programs using relevant technology.	6D	3A, 3D	135(b)(7)
Provide services and activities that are of sufficient size, scope, and quality to be effective.	6E	3E	134(b)(6) 135(b)(8)