

2009-10 CTE PERKINS AND TECH PREP USE OF FUNDS GUIDE

CTE PERKINS	TECH PREP
INSTRUCTION Activities dealing directly with the teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in another location such as in a home or hospital, and other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of classroom aides, teacher assistants, supplies and machines that directly aid in the instructional process. Include the work of group and class sponsors and chaperons at student activities. Include activities associated with instructional field trips.	
CTE INSTRUCTION: Instructional activities which provide laboratory, simulations or instruction offered at the secondary level, based upon individually designed learning experiences in a CTE subject preparing the pupil for competencies required in a recognized occupation coded in accordance with recognized and approved CIP codes.	
127-1 REQUIRED	127/922-1 REQUIRED
Instruction - Integration of Academics with CTE Programs: Funds are to be used to provide instruction that strengthens the academic and CTE skills of CTE students through a coherent sequence of integrated courses in a CTE program of study. Eligible use of funds for support of academics may include the portion of an academic teacher salary dedicated to teaching CTE students in state-approved CTE programs and academic instruction that takes place within CTE program curriculum.	Instruction - Integration of Academics: Funds are to be used to provide instruction that strengthens the academic and career and technical skills of Tech Prep students through the integration of academics in Tech Prep programs of study.
127-2 REQUIRED	127/913-2 REQUIRED
Instruction - Use of Technology: Funds are to be used to deliver instruction that demonstrates the use of occupation-specific technology in career and technical education by providing CTE students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields. Allowable activities include partnering with technology industries to offer internships and mentoring programs for CTE students. Funds may not be used for infrastructure costs (e.g. hard wiring, servers, or telecommunication devices).	Instruction - Use of Technology: Funds are to be used to deliver instruction that demonstrates the use of occupation-specific technology in career and technical education by providing Tech Prep students with the academic and career and technical skills (including the math and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields. Allowable activities include partnering with technology industries to offer internships and mentoring programs for Tech Prep students. Funds may not be used for infrastructure costs (e.g. hard wiring, servers, or telecommunication devices).
127-3 REQUIRED	127/913-3 REQUIRED
Instruction - All Aspects of Industry: Funds are to be used to deliver instruction that provides CTE students with strong experience in and understanding of all aspects of an industry. All aspects of the industry may include: <ul style="list-style-type: none"> • technical and occupation-specific skills • principles of technology • labor and community issues • health and safety issues • environmental issues • opportunities for advanced education/training These activities may include work-based or worksite learning experiences.	Instruction - All Aspects of the Industry: Funds are to be used to deliver instruction that provides Tech Prep students with strong experience in and understanding of all aspects of an industry. All aspects of the industry may include: <ul style="list-style-type: none"> • technical and occupation-specific skills • principles of technology • labor and community issues • health and safety issues • environmental issues • opportunities for advanced education/training These activities may include work-based or worksite learning experiences.

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<p style="text-align: center;">127-4 REQUIRED</p> <p>Instruction - Special Populations: Funds are to be used for the provision of instructional services to assist special population groups enrolled in CTE programs to succeed in high skill, high wage, and high demand occupations that will lead to self-sufficiency. Eligible uses of funds include tutors, readers, adapted equipment, and other instructional services needed by special populations.</p>	<p style="text-align: center;">127/902-4 REQUIRED</p> <p>Instruction - Special Populations: Funds are to be used for the provision of instructional services to assist special population groups enrolled in Tech Prep programs to succeed in high skill, high wage, high demand occupations that lead to self-sufficiency. Eligible uses of funds include tutors, readers, adapted equipment, and other instructional services needed by special populations.</p>
<p style="text-align: center;">127-5 PERMISSIVE</p> <p>Instruction – State-Approved Career and Technical Student Organizations (CTSO): Funds may be used to assist CTE students in co-curricular career and technical student organizations. Allowable uses include CTSO leadership training guides, handbooks, and other resource materials, and expenses associated with competitions (travel, registration fees, student membership dues, transportation, and lodging.)</p>	<p>NOT ALLOWED</p>
<p>SUPPORT SERVICES - PUPIL</p> <p>Activities that are designed to assess and improve the well being of pupils and to supplement the teaching process.</p>	
<p>GUIDANCE SERVICES: Consists of those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils.</p>	
<p style="text-align: center;">212-1 PERMISSIVE</p> <p>Guidance & Counseling for CTE Students: Funds may be expended for career guidance, academic counseling, coordination of special populations, supplemental services for special population students, and placement services for CTE students to assist with improving program completion and graduation rates, and to provide information on postsecondary education and career options. Education Development Plans (EDPs) may be updated for CTE programs of study for enrolled CTE students.</p>	<p style="text-align: center;">212/912-1 PERMISSIVE</p> <p>Career Plans/EDPs: Funds may be used for postsecondary Education Development Plans for students enrolled in a Tech Prep program of study.</p>
<p>SUPPORT SERVICES – INSTRUCTIONAL STAFF</p> <p>Activities associated with assisting the instructional staff with the content and process of providing learning experiences for pupils.</p>	
<p>IMPROVEMENT OF INSTRUCTION: Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences of pupils. Activities include curriculum development, techniques of instruction, child development and understanding, and inservice training for instructional staff.</p>	

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<p style="text-align: center;">221-1 REQUIRED</p> <p>Secondary/Postsecondary CTE Linkages: Funds are to be used to establish and strengthen the links between secondary and postsecondary CTE, including the relevant elements of the programs of study. Continuous communication, involvement, and assessment will ensure that programs provide quality and focus to prepare graduates for high-skill, high-wage, and high-demand employment.</p>	<p style="text-align: center;">221/917-1 REQUIRED</p> <p>Secondary/Postsecondary Linkages: Funds are to be used to link secondary schools and two-year postsecondary institutions, and if possible and practicable, four-year institutions through:</p> <ul style="list-style-type: none"> • non-duplicative sequences of courses in career fields • the development and renewal of articulation agreements • the investigation of opportunities for Tech Prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework to prepare for high skill, high wage, high demand occupations • alignment of secondary and postsecondary curriculum for a seamless transition
<p style="text-align: center;">221-2 REQUIRED</p> <p>Professional Development for Instructional Personnel: Funds are to be used to provide sustained professional development for secondary teachers and other instructional staff (e.g. paraprofessionals.) Training areas may include:</p> <ul style="list-style-type: none"> • strategies for academic and CTE curriculum integration • academic and CTE joint teaching strategies • research-based teaching strategies • practices to improve parental and community involvement • using data and research to improve instruction • all aspects of an industry • CTE teacher internships at relevant businesses • effective use and application of technology to improve instruction 	<p style="text-align: center;">221/914-2 REQUIRED</p> <p>Professional Development for Instructional Personnel: Funds are to be used for sustained professional development for teachers, faculty, and other instructional staff. Training areas may include:</p> <ul style="list-style-type: none"> • effective implementation of Tech Prep programs • joint training within the Tech Prep consortium • all aspects of an industry • use and application of occupation-specific technology • use of contextual and applied curricula, instruction and assessment • accessing and utilizing data and information • adjunct faculty arrangements for qualified industry professionals and industry experiences for teachers and faculty
<p style="text-align: center;">221-3 REQUIRED</p> <p>Program Improvement/Size, Scope, Quality: Funds are to be used to improve, expand, and modernize state-approved CTE programs, including curriculum development, consistent with size, scope, and quality guidelines and high skill, high wage, high demand occupations that lead to postsecondary education and self-sufficiency.</p> <p>Tangible property (items with useful life of more than one year) can be purchased under this function code but must be properly tagged and tracked. Funds may not be used for infrastructure costs (e.g. hard wiring, servers, or telecommunication devices).</p>	
<p style="text-align: center;">221-4 PERMISSIVE</p> <p>Parents/Business/Labor Organizations: Funding is permissible for implementing strategies to involve parents, businesses, and labor in the design, implementation, and evaluation of CTE programs.</p>	
<p style="text-align: center;">221-5 PERMISSIVE</p> <p>Education/Business Partnerships: Funding is available to establish and strengthen relationships between business and education partners that support sound educational curriculum and program outcomes that address high skill, high wage, and high demand careers while responding to the unique needs of the regional workforce community.</p>	

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SUPERVISION AND DIRECTION OF INSTRUCTIONAL STAFF: Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring. Example: Career and Technical Education Director	
<p style="text-align: center;">226-1 PERMISSIVE</p> <p>Administration: A maximum of 5% of the total grant expenditures is allowed for costs associated with administering the CTE Perkins grant.</p>	<p style="text-align: center;">226/921-2 PERMISSIVE</p> <p>Administration: A maximum of 5% of the total grant expenditures is allowed for costs associated with administering the Tech Prep grant.</p>
	<p style="text-align: center;">226/921-1 PERMISSIVE</p> <p>Coordination: Limited to 15% of the grant award to support the Tech Prep Coordinator that provides the leadership and coordinates the efforts of the membership to achieve the goals of the consortium.</p>
SUPPORT SERVICES – CENTRAL	
PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION: Activities, on a system-wide basis, associated with conducting and managing programs of planning research, development and evaluations for a school system.	
<p style="text-align: center;">281-1 REQUIRED</p> <p>Evaluation and Assessment: Funds are to be used to develop and implement evaluations of CTE programs, including an assessment of how the needs of special population students are being met. Other costs may include implementation of CTE standards and technical skill assessments, and other means of responding to Perkins accountability requirements.</p>	<p style="text-align: center;">281/913-1 PERMISSIVE</p> <p>Evaluation and Assessment: Tech Prep funds may be used to support activities related to meeting the data, evaluation, and accountability requirements for students enrolled in secondary/postsecondary aligned programs, including tracking secondary Tech Prep students to and through postsecondary education. Funds should complement CTE allocations for secondary Career and Technical Education Information System (CTEIS) and for postsecondary data collection.</p>
STAFF/PERSONNEL SERVICES: Activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruiting and placement, staff transfers, inservice training, health services, staff accounting, and staff relations and negotiations. Inservice training and professional development for non-instructional staff should be recorded here.	
<p style="text-align: center;">283-1 REQUIRED</p> <p>Professional Development for Non-Instructional Personnel: Funds are to be used for the provision of sustained professional development for CTE administrators, counseling and guidance personnel, and other non-instructional staff. Training areas may include, but are not limited to:</p> <ul style="list-style-type: none"> • effective implementation strategies for CTE programs (instruction and assessment) • working with advisory groups on the needs, expectations, and methods of business and all aspects of an industry • promote use and application of technology • methods for accessing and utilizing data to improve programs and services • practices to improve parental and community involvement 	<p style="text-align: center;">283/914-1 REQUIRED</p> <p>Professional Development for Non-Instructional Personnel: Funds are to be used for sustained professional development. Training areas may include:</p> <p>For administrators:</p> <ul style="list-style-type: none"> • effective implementation of Tech Prep programs • joint training in the Tech Prep consortium • all aspects of an industry • use and application of occupation-specific technology • use of contextual and applied curricula, instruction, and assessment • accessing and utilizing data and information <p>For counselors/career guidance personnel:</p> <ul style="list-style-type: none"> • provide information to students regarding Tech Prep programs • support student progress in completing Tech Prep program through the use of career plans including Education Development Plans • how to provide information on related employment opportunities • how to ensure students are placed in appropriate employment or further postsecondary education • staying current with all aspects of an industry • provide comprehensive career guidance and academic counseling to participating students, including special populations