

**2009-2010 CTE PERKINS GRANT  
General Guidance**

**FUNCTION CODE USE**

This document is intended to provide guidance on the appropriate use of function codes in the preparation, review, and approval of CTE Perkins grant budgets. Public schools use function codes to record expenditures in broad areas of programs and activities. The use of function codes provides for uniform reporting that can be used for comparative analysis between districts.

Function codes are structured on a three-digit basis. The first digit (starting in the hundreds position) designates the major activity category. The middle and third digits are used to designate subsets of the major activity by narrowing the scope of that activity. All instruction is represented as a major activity designated with the number 100. Added Needs (120) is a subset of all instruction. Career and technical education, a subset of 120, is a program within the Instruction activities. Function codes are defined in the Michigan Public School Accounting Manual and cannot be changed by OCTE. The following chart shows what the most commonly used CTE function codes mean:

1 <sup>st</sup> digit	100 = Instruction	200 = Supporting Services	200 = Supporting Services
2 <sup>nd</sup> digit	120 = Added Needs	210 = Pupil Support Services	220 = Instructional Staff Support
3 <sup>rd</sup> digit	127 = Career & Technical Education	212 = Guidance Services	221 = Improvement of Instruction

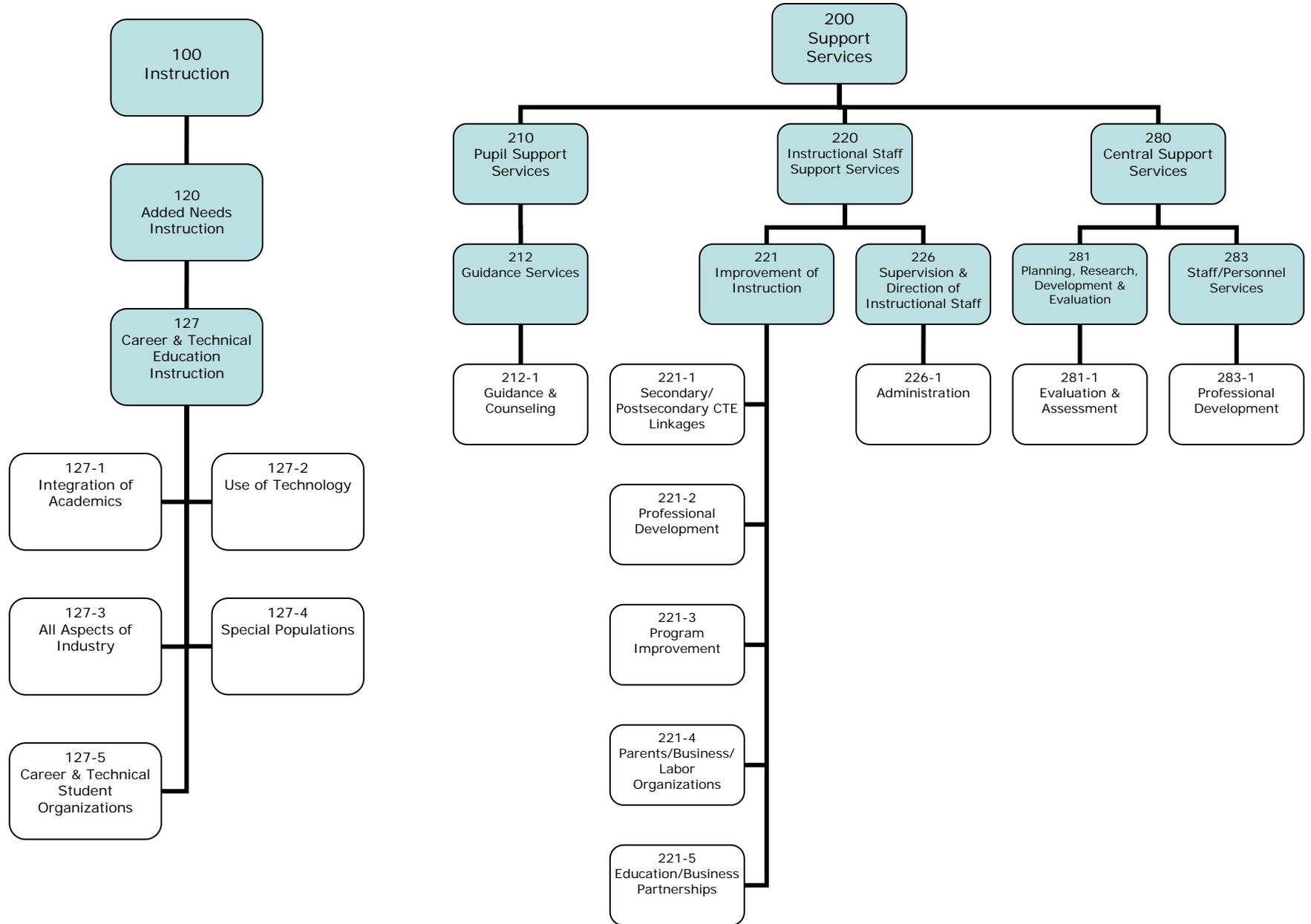
All implementation strategies in the CTE Perkins grant application can be classified into these one of these activities:

1. CTE INSTRUCTION (127)
2. SUPPORTING SERVICES (2xx)

The Office of Career and Technical Education adds a dash and single digit after the function code to further narrow the scope of an activity (i.e., 127-1). These line items reflect the required and permissive activities contained in the Carl D. Perkins Career and Technical Education Act of 2006.

<b>CTE INSTRUCTION</b>		<b>SUPPORT SERVICES:</b>					
Function Code 127 has 5 line item options:		<b>for Pupils</b>		<b>for Instructional Staff</b>		<b>Central</b>	
127-1	Integration of Academics in CTE Programs	212-1	Guidance & Counseling	221-1	Secondary/Postsecondary CTE Linkages	281-1	Evaluation & Assessment
127-2	Use of Technology			221-2	Professional Development	283-1	Professional Development
127-3	All Aspects of Industry			221-3	Program Improvement		
127-4	Special Populations			221-4	Parents/Business/Labor Organizations		
127-5	CTSO			221-5	Education/Business Partnerships		
				226-1	Administration		

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The following chart summarizes the Activity Statements and Implementation Strategies by Core Performance Indicator as contained in the grant application. The recommended function codes are provided to assist in the determination of appropriate classification of expenditures and to ensure that all required activities are addressed.

Core Performance Indicator Activity Statements and Implementation Strategies		RECOMMENDED FUNCTION CODE
<b>1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS</b>		
1S1-1	<u>Reading/Language Arts Support</u> : CTE students with deficiencies in reading/language arts skills will receive appropriate support in their program areas.	
	CTE administrators will use program data to identify...	281-1
	CTE teachers will receive training...	221-2
	CTE & academic instructors will collaborate to provide...	127-1
	CTE students will receive appropriate support to improve...	127-1
	CTE students will receive additional academic support...	127-1
	CTE teachers will develop mentoring...	127-1
1S1-2	<u>Reading/Language Arts Professional Development</u> : Staff delivering and/or supporting CTE programs will participate in professional development activities focusing on best practices, academic integration, and industry standards in their specific CTE program for the improvement of reading/language arts skills.	
	CTE teachers will participate in professional development...	221-2
	CTE teachers will develop skills to design...	221-2
	CTE teachers will participate in professional development...	221-2
	CTE teachers will integrate updated industry standards...	221-3
1S1-3	<u>Reading/Language Arts Use of Quality Data</u> : Quality data will be used to drive decision-making to continuously improve CTE student skills in reading/language arts.	
	Data coordinators will receive ongoing training...	283-1
	CTE administrators and CTE teachers will work together to...	221-3
	Students will receive additional reading/language arts...	127-1
	When reviewing academic data, teachers identify...	212-1
	Follow-up surveys will be administered...	281-1
1S1-4	<u>Reading/Language Arts Curriculum Integration</u> : The educational agency will develop current curricula materials cross-walked with industry standards and reading/language arts academic content expectations, to prepare CTE students for state and national certification.	
	Academic and CTE teachers will collaborate to develop....	221-3
	CTE teachers will work with advisory committees...	221-2
	CTE students will complete online practice assessments...	127-2 or 127-3
1S1-5	<u>Reading/Language Arts Curricula/MME</u> : CTE curriculum staff will continue to develop/improve CTE curricula aligned with MME academic competencies to increase CTE students reading and language arts performance.	
	CTE teachers will identify reading/language arts academic...	221-3
	CTE teachers will collaborate with district curriculum...	221-3
	CTE teachers will assess students to identify current...	127-1
	CTE teachers will pre- and post-test students to determine...	127-1
	CTE teachers will use a variety of technology to enhance...	127-1
	CTE teachers will develop a system to identify CTE students...	127-1
<b>1S2 – ACADEMIC ATTAINMENT - MATHEMATICS</b>		
1S2-1	<u>Math Support</u> : CTE students with deficiencies in math skills will receive appropriate support in their program areas.	
	CTE administrators will use program data...	281-1
	CTE teachers will receive training in providing math...	221-2
	CTE & academic instructors will collaborate to provide...	127-1

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	CTE students will receive appropriate support to improve...	127-1
	CTE students will receive additional academic support...	127-1
	CTE teachers will develop mentoring...	127-1
1S2-2	<b>Math Professional Development:</b> CTE instructors will receive training on the integration of math concepts using technology in their CTE program.	
	CTE teachers will collaborate with math teachers...	221-3
	CTE teachers will use technology to enhance integration...	221-3
	CTE teachers will receive training to integrate...	221-2
	CTE teachers will update their program curriculum...	221-3
1S2-3	<b>Contextual Math:</b> Math and CTE teachers will collaborate to increase the use of contextual math activities in CTE programs.	
	CTE instructors will receive professional development...	221-2
	CTE students will be pre-tested to identify math skill...	127-1
	CTE teachers will use program appropriate technology...	127-1
	The collaborative teaching model will be utilized...	127-1
1S2-4	<b>Math Curriculum Integration:</b> The educational agency will develop current curricula materials cross-walked with industry standards and math academic content expectations, to prepare CTE students for state and national certification.	
	Academic and CTE teachers will collaborate to develop...	221-3
	CTE teachers will work with advisory committees...	221-4
	CTE students will complete online practice industry...	127-1
1S2-5	<b>Math Curricula/MME:</b> CTE curriculum staff will continue to develop/improve CTE curricula aligned with MME academic competencies to increase CTE student's math performance.	
	CTE teachers will identify math academic...	221-3
	CTE teachers will collaborate with district curriculum...	221-3
	CTE teachers will assess students to identify current...	127-1
	CTE teachers will pre- and post-test students to determine...	127-1
	CTE teachers will use a variety of technology to enhance...	127-1
	CTE teachers will develop a system to identify CTE students...	127-1
<b>2S1 – TECHNICAL SKILL ACHIEVEMENT</b>		
2S1-1	<b>CTE Program Standards:</b> Implementation of the required state-approved CTE program standards.	
	Incorporate the required state-approved CTE program standards...	221-3
	Complete a CTE program gap analysis...	221-3
	Establish valid, program expectation based prerequisites...	212-1 or 221-3
	Adjust teaching pedagogy and curricula...	221-3
	Provide CTE program content area specific professional...	221-2
2S1-2	<b>CTE Programs/Careers:</b> Clarify career goals and relevance of CTE program with CTE students.	
	Professional development will be provided for ...	283-1
	Review of individual CTE student EDPs with their CTE...	212-1
	CTE teachers and career guidance personnel will disseminate...	212-1
	CTE teachers or work-based learning placement coordinator will...	127-2 or 127-3
2S1-3	<b>Program Expectations:</b> CTE teachers will provide clear expectations so that CTE students will understand and meet program standards.	
	CTE teachers will establish clear program expectations...	221-3
	CTE teachers will provide CTE program expectations...	127-2 or 127-3
	CTE personnel will encourage and support student participation...	127-5
	CTE personnel will utilize support services that enhance...	212-1
2S1-4	<b>Support Services:</b> Provide tutoring, support services and learning opportunities for CTE students to help them achieve the technical skills required in the CTE program.	
	CTE personnel will develop peer-to-peer...	212-1
	CTE personnel will identify and communicate tutoring options...	212-1

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	CTE personnel will survey CTE students to discover...	212-1
	CTE personnel will work with school personnel to identify...	212-1
	CTE personnel will work closely with business and industry...	221-5
2S1-5	<u>CTE Program Eligibility Completion Expectation</u> : Clearly identify the course requirements and program expectations for each state-approved CTE program of study.	
	CTE personnel will establish prerequisites...	221-3
	CTE personnel will communicate prerequisites...	221-3
	CTE personnel will identify secondary CTE completion...	221-3
	CTE personnel will determine, based on program curriculum...	221-3
	CTE personnel will identify the program of study requirements...	221-3
	In collaboration with postsecondary partners, CTE teachers...	221-1
<b>3S1 – SECONDARY SCHOOL COMPLETION</b>		
<b>4S1 – STUDENT GRADUATION RATES</b>		
3S1/ 4S1-1	<u>At-Risk Students/Support Services</u> : Counselors and special populations coordinators identify and provide support services to students enrolled in state-approved CTE programs at-risk of dropping out of high school.	
	Counselors and special population coordinators identify...	212-1
	Drop-out prevention plans developed for CTE students...	212-1
	Provide services to assist CTE students at risk...	212-1
	On-going evaluation of effectiveness of drop-out...	281-1
3S1/ 4S1-2	<u>At-Risk Students/CTSOs</u> : Involve CTE students at-risk of dropping out of high school in a CTSO related to their program area.	
	Identify CTE students at risk of dropping out...	212-1
	Provide information and opportunities to participate in CTSO...	127-5
	CTE personnel will conduct ongoing evaluation of effectiveness...	281-1
3S1/ 4S1-3	<u>At-Risk Students/Michigan Collaborative Teaching Model</u> : Facilitate implementation of the "Michigan Collaborative Teaching Model," between academic and CTE instructors.	
	Professional development targeting implementation of...	221-2
	Integrate academic concepts into CTE lesson plans.	221-3
	Regularly schedule teacher meetings...	221-3
	Implement the Michigan Collaborative Teaching Model...	127-1
	Agency personnel will promote systemic changes to...	221-3
	On-going evaluation of effectiveness of the collaborative...	281-1
3S1/ 4S1-4	<u>At-Risk Students/Postsecondary Options</u> : Support participation in articulated credit, direct credit or dual enrollment options for students at risk of dropping out.	
	CTE personnel will increase student/parent awareness...	212-1
	CTE personnel will promote student participation...	212-1
	CTE personnel will increase the numbers of articulated/dual...	221-1
	CTE personnel will conduct ongoing evaluation...	281-1
3S1/ 4S1-5	<u>At-Risk Students/Absenteeism</u> : Track absenteeism of CTE students and implement a system to notify parents.	
	Develop a system to track CTE student absenteeism...	281-1
	Implement system to notify parents of absences of CTE...	212-1
	Provide intervention to increase CTE student attendance...	212-1
	Ongoing evaluation of effectiveness of notification...	281-1
3S1/ 4S1-6	<u>At-Risk Students/Student Engagement</u> : Increase CTE student engagement in their CTE program.	
	CTE personnel will develop small cooperative learning...	127-2 or 127-3
	Provide recognition for CTE student achievement.	212-1
	Ongoing evaluation of effectiveness of small cooperative...	281-1
	Ongoing evaluation of effectiveness of increasing recognition...	281-1

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3S1/ 4S1-7	<u>At-Risk Students/Work-Based Capstone Experiences</u> : Increase CTE student engagement in their CTE program.	
	CTE personnel will increase partnerships with employers...	221-5
	CTE personnel will increase participation in work-based...	127-2 or 127-3
	CTE personnel will increase participation in capstone ...	127-2 or 127-3
	CTE personnel will conduct ongoing evaluation of...	281-1
3S1/ 4S1-8	<u>At-Risk Students/Employer Mentor</u> : Implement an employer mentor program for CTE students at risk of dropping out of high school.	
	Develop and recruit employers for a mentor...	221-5
	Implement employer-mentor program with CTE students...	127-2 or 127-3
	Ongoing evaluation of the effectiveness of...	281-1
3S1/ 4S1-9	<u>At-Risk Students/Parent Involvement</u> : Increase parent involvement in CTE student's education through parental participation in the EDP or other career planning activity.	
	Increase parent involvement in the student's education...	212-1
	Increase parent involvement in the CTE student...	212-1
	CTE personnel will conduct ongoing evaluation of...	281-1
3S1/ 4S1-10	<u>At-Risk Students/Outside 4-Year Cohort</u> : Develop a process to assist CTE students who may not graduate with their 4-year cohort.	
	Identify CTE students off-track for graduating...	212-1
	Develop a plan to collaborate with educational agencies...	212-1
	Collaborate with sending agency to identify and develop...	212-1
	Develop a plan to facilitate academic/CTE credit...	212-1
	Continue to monitor CTE student progress toward...	212-1
	Conduct ongoing evaluation of the effectiveness...	281-1
<b>5S1 – SECONDARY PLACEMENT</b>		
5S1-1	<u>Program Improvement/Placement</u> : Evaluate programs in terms of their placement status, labor market demand, and skills set demand, using results to improve programs and program placement.	
	CTE personnel will examine and analyze placement data...	281-1
	CTE personnel will develop, implement, and evaluate...	281-1
	Provide experiences for CTE teachers to gain current...	221-2
5S1-2	<u>Employer Involvement</u> : Make employers aware of student availability and qualifications in appropriate program area.	
	Invite employer(s) to serve on local program advisory...	221-4
	Invite students to demonstrate skills and qualifications...	127-5
	Invite employers/business owners to give program...	127-2 or 127-3
	Offer students an opportunity to submit credentials/portfolio...	127-2 or 127-3
	CTE personnel will make local employers aware of...	221-5
5S1-3	<u>Student Career Options</u> : Improve student awareness of career options and opportunities for postsecondary education.	
	Provide students with opportunities and career...	212-1
	CTE personnel will facilitate student work-based...	127-2 or 127-3
	CTE personnel will implement a program of study...	221-1
	CTE programs will incorporate a strong emphasis...	127-3
	CTE and guidance personnel will help CTE students...	212-1
5S1-4	<u>Persistence/Completion of CTE Programs</u> : Implement strategies that support and encourage CTE students to persist in and complete their CTE program and seek postsecondary education and/or employment in high wage, high skill, high demand careers.	
	Expose students to role models...	127-2 or 127-3
	Develop and implement a business/industry based...	221-5
	CTE personnel will monitor and identify CTE students...	212-1
	Support student involvement in CTSO or other student...	127-5

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	Provide appropriate support to special populations...	212-1
5S1-5	<u>Skills for Placement:</u> CTE students are provided the opportunity to develop skills related to successful placement in employment and/or postsecondary education.	
	CTE personnel and program advisory committees...	221-4
	CTE personnel will assist students with resume...	212-1
	CTE/Guidance personnel will assist CTE students...	212-1
	CTE personnel will work with local employers...	221-5
<b>6S1 – NONTRADITIONAL PARTICIPATION</b>		
6S1-1	<u>Nontraditional Career Awareness:</u> Support/provide awareness of nontraditional career options.	
	Professional development for counselors...	283-1
	Provide opportunities for students to explore...	212-1
	Provide opportunities for students (primarily female)...	212-1
	Provide early exposure to nontraditional careers...	212-1
	Involve and educate parents about potential...	221-4
	Collaborate with community-based organizations...	221-4 or 221-5
6S1-2	<u>Nontraditional Outreach:</u> Conduct targeted nontraditional CTE recruitment activities.	
	Targeted recruitment...	212-1
	Specific activities to promote specific CTE program...	212-2
	Sustained efforts to recruit students...	212-2
	Use of local labor market needs...	212-1
	Encourage nontraditional CTE programs...	212-1
	Include nontraditional CTE students as visible role models...	212-1
	Expose parents of potential nontraditional CTE students...	212-1
	Use recruitment strategies for all career/technical...	212-2
6S1-3	<u>Nontraditional Preparation or Potential:</u> Cultivate potential nontraditional CTE students to develop self assurance, self confidence, self empowerment, and the capacity to achieve.	
	Increase student participation (especially females) in higher...	212-1
	Increase participation (particularly of girls) in math clubs...	212-1
	Provide early nontraditional experiences and exposure...	212-1
	Operate pre-technical training programs...	212-1
	Conduct informational workshops on nontraditional...	212-1
6S1-4	<u>Nontraditional Support Services:</u> Coordinate services and systems to facilitate students enrolling in nontraditional CTE training.	
	Evaluate and/or improve effectiveness of the EDP process...	212-1 or 281-1
	Promote opportunities for secondary nontraditional...	221-1
	Provide bias awareness training to math and science teachers.	221-2
	Cultivate school/classroom environments supportive...	221-3
	Enroll/schedule nontraditional students...	212-1
	Actively involve persons employed in nontraditional...	221-4 or 221-5
6S1-5	<u>Nontraditional Outreach Effectiveness:</u> Evaluate the effectiveness of nontraditional CTE recruitment activities.	
	Review career guidance practices...	281-1
	Eliminate gender stereotypes from career counseling...	281-1
	Review career guidance and CTE program...	281-1
	Assess the relationships between effective...	281-1
	Ongoing evaluations of the success of all...	281-1
<b>6S2 – NONTRADITIONAL COMPLETION</b>		
6S2-1	<u>Nontraditional Institutional Strategies:</u> Implement and model gender fair institutional strategies.	
	Evaluate attitudes of faculty and staff...	281-1
	Provide/facilitate participation in ongoing staff...	221-2 or 283-1

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	Assess and promote gender fair classrooms, policies...	281-1
	Reduce CTE teacher behavior that perpetuates...	221-2
	Evaluate CTE program, math, and science materials...	281-1
	Create and maintain gender-equitable CTE classrooms...	221-3
6S2-2	<u>Nontraditional Support:</u> Provide support/services to nontraditional CTE students.	
	Professional development for CTE counselors...	283-1
	Evaluate and improve the effectiveness...	281-1
	Use/apply research based strategies to support...	212-1
	Increase CTE student successes through course...	127-2 or 127-3
	Provide and support peer-support groups...	212-1
	Conduct support groups for students...	212-1
	Provide comprehensive support services...	212-1
	Develop and implement strategies to effectively...	221-1
	Develop and implement strategies to adequately prepare...	212-1
	Implement/use activities to prepare nontraditional...	212-1
	Pursue agreements with home district...	212-1
	Implement system to monitor fulfillment...	212-1
6S2-3	<u>Nontraditional Role Models:</u> Quality data will be used to drive decision-making to continuously improve CTE student skills in reading/language arts.	
	Seek representation of working individuals...	283-1
	Provide nontraditional paraprofessionals...	283-1
	Hire nontraditional CTE instructors...	283-1
	Seek and retain representatives of nontraditional...	283-1
	Provide/facilitate ongoing adult industry-provided...	283-1
	Evaluate all school materials...	281-1
6S2-4	<u>Nontraditional Instructional/Institutional Strategies:</u> Examine and refine instructional/institutional strategies to facilitate CTE program completion for nontraditional students.	
	Provide training opportunities...	221-2
	Require counselor and student use of...	212-1
	Institute accountability for success of...	281-1
	Engage in sustained efforts to retain students...	212-1
	Collaborate with technology industries to offer...	221-5
	Examine and improve the placement rates...	281-1
	Examine and improve the graduation rates...	281-1
	Develop and use alternative/authentic assessments...	281-1
	Examine and improve the success rate...	212-1
	Conduct exit/follow-up interviews with students...	212-1
	Provide opportunities for success and achievement...	212-1
	Create/maintain school climate that accepts...	283-1
	Institute proactive steps to eliminate...	221-2
	Purchase materials portraying nontraditional...	212-1
	Cultivate family support...	212-1
6S2-5	<u>Nontraditional Equity – Capacity:</u> Increase teacher and administrator equity-capacity and competence in sexual harassment prevention.	
	Increase teacher awareness of behaviors...	221-2
	Increase teachers' and administrators' knowledge of...	221-2 or 283-1
	Assure through policy and practice...	226-1