

## Perkins IV Required Activities for Use of Funds 2007-2013

### “SEC. 135(b). REQUIRED LOCAL USES OF FUNDS”

“(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

---

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

#### **Clarification:**

- CTE programs receiving Perkins funding support shall be **approved** CTE programs.
- Approved CTE programs shall reflect an industry-endorsed, coherent and focused sequence of courses. (*Industry-endorsed= e.g. advisory committee endorsement, adoption of career cluster program of study plan.*)
- CTE subjects shall include technical knowledge and skill content from the Oregon Skill Sets.
- CTE subjects shall include the integration of rigorous and relevant academic content that instructs the application of the academic content in a technical context.
- Should an eligible recipient fail to meet 90% of one of the Perkins performance measures, the recipient shall—
  - ✓ In the first year of failing to meet one of the performance measures, implement an improvement plan to
  - ✓ specifically address the performance deficiency;

- ✓ If the same performance deficiency continues for a second year, update and continue the improvement plan and direct Perkins funds toward addressing the performance deficiency; and
  - ✓ If the same performance deficiency continues for the third year, update and continue the improvement plan and the Oregon Department of Education will direct activities and local Perkins funding until the performance deficiency is corrected.
- 

**“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);**

**Clarification:**

- Each Oregon high school and community college with approved CTE programs shall implement and offer one CTE program of study by September 2008.
  - Aligned or articulated secondary-postsecondary CTE programs shall operate under the authority of an institutional articulation agreement.
  - Approved CTE programs shall explicitly identify (1) how the secondary CTE program aligns or articulates to a postsecondary CTE program in the same program of study in a nonduplicative way; and (2) what opportunities are provided a student to earn and transcript dual or concurrent credit.
- 

**“(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work based learning experiences;**

**Clarification:**

- Approved CTE programs shall provide the student with instruction beyond occupationally-specific skill attainment to include how a specific career fits into the larger system of an industry.
  - Approved CTE programs with a work-based learning component should contribute to a student satisfying the diploma requirement of career-related learning experiences.
- 

**“(4) develop, improve, or expand the use of technology in career and technical education, which may include—**

**“(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;**

**“(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or**

**“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;**

**Clarification:**

- Program instructional practice shall, to the extent practicable, use and model program-related technology for the application of skills appropriate to the CTE program of study (*e.g. instruction of skills practical to the level of skill attainment that is possible for the local CTE program*).
  - Technology-based equipment, software and instructional material shall explicitly contribute to student academic, with specific attention to mathematics and science, and technical skill attainment.
  - Technology-based equipment, software and instructional material purchases shall be limited to approved CTE programs of study that lead to high skill, high wage or high demand occupations in current or emerging careers.
  - Costs for distance education shall be limited to program or connectivity costs; not student-related enrollment costs or fees.
- 

**“(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—**

**“(A) in-service and pre-service training on—**

**“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;“**

**“(ii) effective teaching skills based on research that includes promising practices;**

**“(iii) effective practices to improve parental and community involvement; and**

**“(iv) effective use of scientifically based research and data to improve instruction;**

**“(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;**

**“(C) internship programs that provide relevant business experience; and**

**“(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;**

**Clarification:**

- Each teacher in an approved CTE program (*defined as holding an active TSPC, 024 CTE endorsement*), shall have a professional development plan that is consistent with the policies of the eligible recipient and meets the criteria of (5) above.
  - Professional development activities shall be consistent with the definition of professional development as described in the Perkins Act (*sustained, intensive, over time*).
  - Professional development activities shall explicitly contribute to the improvement of instructional practices that lead to improved academic and technical skill attainment of CTE students.
  - CTE professional organization conference and student leadership conference attendance may meet the required professional development activity criteria as long as the conference attendance is an integral and relevant part of a teacher’s professional development plan.
- 

**“(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title;**

**Clarification:**

- The secondary CTE program renewal process can be used as a tool for CTE program evaluation.
  - Secondary CTE program evaluations shall be part of the ODE Continuous Improvement Process (CIP).
  - Postsecondary CTE program evaluations shall be part of the college’s internal evaluation and accreditation processes.
- 

**“(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;**

**Clarification:**

- Relevant technology, equipment and related instructional material and supply purchases are eligible expenditures as long as there is a direct and explicit connection between the purchase of such items and increasing student academic knowledge and technical skill attainment in the CTE program of study.
  - Use secondary CTE program renewal process to identify areas for CTE program of study improvement.
- 

**“(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and**

**Clarification:**

- CTE programs that are designated as **approved** meet the criteria of “sufficient size, scope, and quality to be effective” by having completed the secondary or postsecondary quality assurance process.
- 

**“(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.**

**Clarification:**

- Analyze disaggregated CTE student performance to identify and design activities that support special populations in meeting Perkins performance measures.
- Review special population student pre-requisite—**not** remedial—requirements that equip students with the readiness skills to be successful in a CTE program of study.
- Remedial or developmental education activities are **not** eligible activities for the use of Perkins funds. Funding support of re-requisite courses for entry into a CTE program of study may be an eligible activity.
- Special population student support for individuals already enrolled in a CTE program as described above is a required activity for the use of Perkins funding.