
L o c a l
E d u c a t i o n a l
A g e n c y

**ANNUAL
UPDATE
INSTRUCTIONAL
GUIDE**

2013 – 2014

West Virginia Department of Education
Division of Technical and Adult Education

LOCAL USES OF FUNDS
Section 135

In accordance with Perkins legislation the West Virginia Department of Education may limit the Section 135 Local Use of Funds categories. (Use of Fund categories that are not available for expenditures in 2013-2014 are crossed out in the following list.)

REQUIRED USES:

- R1. Provide activities that strengthen the academic and career-technical skills of students through integration of academic and career-technical education through a coherent sequence of courses, such as career and technical programs of study
- R2. Link secondary and postsecondary career-technical programs, including by offering the relevant elements of not less than one career-technical program of study
- R3. Provide students with experience in and understanding of all aspects of an industry, which may include work-based learning experiences
- R4. Develop, improve, or expand the use of technology in career-technical education, which may include: training career-technical personnel to use technology, which may include distance learning; providing students with the academic and career-technical skills that lead to entry into the technology fields, and encouraging collaboration with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students
- R5. Provide professional development programs to personnel, including:
 - a. In-service and preservice training on: effective integration of academic and career-technical education; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement, and effective use of scientifically based research and data to improve instruction
 - b. Support of programs to ensure that personnel stay current with all aspects of an industry
 - c. Internship programs that provide relevant business experience
 - d. Programs designed to train teachers in the effective use of technology to improve instruction
- R6. Evaluation of career-technical education programs, including assessment of how special populations needs are being met
- R7. Initiate, improve, expand, and modernize quality career-technical education programs, including relevant technology

- R8. Provide services and activities that are of sufficient size, scope, and quality to be effective
- R9. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency

PERMISSIVE USES:

- ~~P1. Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of career-technical programs~~
- P2. Provide career guidance and academic counseling
- P3. Provide local education and business partnerships, including for internships, cooperative education, school based enterprises, entrepreneurship, job shadowing, adjunct faculty arrangements for qualified industry professionals, and industry experience for faculty
- ~~P4. Provide programs for special populations~~
- ~~P5. Assist career-technical student organizations~~
- ~~P6. Mentoring and support services~~
- ~~P7. Leasing, purchasing, upgrading, or adapting equipment, instructional aids, and publications~~
- ~~P8. Teacher preparation programs~~
- ~~P9. Develop and expand postsecondary offerings, including through distance learning~~
- ~~P10. Provide activities to support entrepreneurship education and training~~
- ~~P11. Improving or developing new career-technical education courses~~
- ~~P12. Develop and support small, personalized career-technical learning communities~~
- ~~P13. Provide support for family and consumer sciences programs~~
- ~~P14. Provide career-technical education programs for adults and school dropouts~~
- ~~P15. Provide assistance to participants in finding an appropriate job or continuing their education~~

P16. Support training and activities in nontraditional fields

~~P17. Provide support for training programs in automotive technologies~~

P19. Administrative costs not to exceed five percent

USES OF FUNDS - LEA FORM 1

- Performance deficiencies should be addressed when determining and prioritizing use of funds.
- LEAs receiving funds from the secondary section 131 of Perkins will not be permitted to use funds for students beyond grade 12. The WVBOE will be monitoring the local expenditures via the WV FIMS system to assure that all secondary funds are spent only for secondary students as identified in section 131 of Perkins.
- **Do NOT** exceed the **five** percent (5%) limitation on use of Federal funds for local administration pursuant to section 135(d) of Perkins IV. This includes direct and indirect costs and ALL funds designated as administrator expenditures. These funds should be identified as Section 135 Permissive Use of Funds P19. The WVBOE will be monitoring the local expenditures via the WV FIMS system to assure that administrator expenditures do not exceed 5%.
- Perkins funds may NOT be used for student costs associated with career and technical student organization (CTSO) travel or registration costs. The WVBOE will be monitoring the local expenditures via the WV FIMS system to assure that Perkins funds are not expended for CTSO travel or registration costs.

Shown below is an example of how information for LEA Form 1 should be recorded. The amount of federal funds should be indicated for each activity listed in Section 135 of the Carl Perkins Act, a copy of which is provided in this Guide. Total federal funds should be indicated at the bottom of LEA Form 1 in both "Total this Page" and "Grand Total."

<u>Facility Code</u>	<u>Program</u>	<u>Amt. of Federal Funds per Section 135 Activity</u>	<u>Section 135 Activity</u>
777	1610	3,500	R4

Digital equipment will be purchased to upgrade technology available for student use.

777	HE023	5,000	R5
-----	-------	-------	----

Funds will be used to offer professional development to CTE teachers in using industry software for student credentialing opportunities.

777	Technology Development	7,500	R5
-----	---------------------------	-------	----

Funds will be used to provide professional development activities to faculty in order to assist them in correcting deficiencies in student achievement as identified through the results of the annual evaluation based upon the core indicators of performance.

TOTAL THIS PAGE	<u>16,000</u>
GRAND TOTAL	<u>27,500</u>

Programs of Study (LEA Form 1.1)

The current Approved Curriculum by Facility (ACL) list provides the Program of Study offered by your local education agency (county district or multi county facility). You may either attach a copy of the ACL to the Form 1.1, or enter the information on the form with some explanatory notes of your own, such as the four required courses for each of the occupational concentrations on the ACL and the credentials available to students who complete all requirements.

Improving Academic and Technical Skills (LEA for 1.2)

Extensive policy and curriculum work in West Virginia, designed to bridge the gap between the secondary schools and postsecondary education, has occurred and reflects the integration of coherent academic and technical content aligned with challenging academic and technical standards. Due to the fact that the West Virginia public school curriculum is standardized statewide and is reflective of rigorous core academic standards for all students, regardless of their postsecondary plans, assures consistency and alignment at the individual school level. All career/technical offerings in _____ (LEA) subscribe to the statewide content standards and are held accountable for student mastery. Thus, any career/technical completer who graduates from high school is academically prepared to either pursue postsecondary education and/or enter the workforce with certifiable skills.

Due to the fact that all _____ (LEA) career/technical completers are required to meet the same rigorous academic standards as all students, their technical skills are “value added” in terms of their postsecondary options.

The content standards for career/technical offerings reflect an emphasis on integrated academic content; 21st century learning skills, including global awareness, broad understandings relative to all aspects of an industry; and, industry-defined technical skills and credentialing opportunities.

Each state approved Career/Technical Education (CTE) Program of Study (concentration) offered by _____ (LEA) encourages students to take more rigorous academic classes, above the minimum requirements for graduation, which are currently among the most rigorous in the nation.

Professional Development (LEA Form 1.3)

Describe in some detail the process you use in planning for professional development and who the participants in that process may be. It is particularly important to remember that the results of the annual evaluation must be used when determining appropriate professional development activities. This doesn't mean that you are limited only to addressing deficiencies. Such things as "back to industry" for teachers would be valuable for keeping staff up-to-date. Investing Perkins funds in professional development to upgrade technology skills, parental and community involvement skills, and instructional methods should also be considered.

Methods of Consultation (LEA Form 1.4)

The Perkins Act requires that local education agencies involve parents, students, representatives of business, industry, labor, special populations, and representatives of entities participating in activities under the Workforce Investment Act of 1998 (WIA), and other interested individuals in the development, implementation, and evaluation of career and technical education programs. Some methods of compliance with this mandate could include the Local School Improvement Council, advisory councils and craft committees, presentations to civic organizations, service clubs, union meetings, and individual meetings with parents, school web pages, etc.

Program Evaluation (LEA Form 1.5)

Explain that the effectiveness of all programs will be evaluated annually based upon the system of core indicators of performance and state adjusted levels of performance. Refer to the involvement of parents, students, teachers, representatives of business and industry, labor representatives, and special populations representatives in the evaluation process, particularly through the review by the LSIC and Board of Education or Administrative Council for the multi county centers.

Access, Nondiscrimination, and Support for Special Populations (LEA Form 1.6)

The Perkins Act has always placed considerable emphasis upon special populations. The annual accountability report that is submitted to the U.S Department of Education is disaggregated in order to show how well (or poorly) special populations are doing in CTE.

Some counties assign the responsibility for monitoring services to special populations to a specific person. Under a previous Perkins Act, this was known as the Special Populations Coordinator and was actually required. Perkins IV does not require such an assignment, but it might not be a bad idea to consider having someone take the lead on this issue. If you do so, mention that in your narrative.

Describe any modification to facilities and equipment that have been made to accommodate the needs of special populations students, as well as the delivery of appropriate instruction. Emphasize that all career and technical education programs and services are available to all students without regard to their status as members of a special population. Explain that a member of the CTE staff participates in IEP meetings when career technical education is being considered as an option for a student with special needs. Include in your description steps to be taken in support of persons experiencing barriers due to gender, race, national origin, color or age.

Preparation for Nontraditional Fields (LEA Form 1.7)

The Perkins Act requires that the local education agency describe how funds will be used to promote preparation for nontraditional training and employment. Remember that nontraditional is defined as an occupation or field of work “for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.”

In your narrative, you may want to describe the recruitment efforts that will be directed to potential students, citing your emphasis on encouraging them to consider enrolling for training that, for their gender, their field is nontraditional. Most emphasis should be given to recruitment for high tech, high wage occupations.

You may also refer to the provision of appropriate guidance and counseling support to assist nontraditional students in adjusting to, and succeeding in, their course work.

Career Guidance and Academic Counseling (LEA Form 1.8)

Explain that certified school counselors are available to all students, either at the technical education center or the high school, or both. In addition, a wealth of career counseling information is available to CTE students through the schools' Internet connections.

Improving CTE Staff Recruitment and Retention (LEA Form 1.9)

Describe the process and procedures you use when looking for CTE staff replacements. Indicate the resources you consult, including your advisory council and craft committees, LSIC, unions, service organizations, business and industry representatives, etc. Describe how you address the issue of staff retention.

High Skill, High Wage, High Demand Occupations for Special Populations (LEA Form 1.10)

Describe any activities that are carried out to recruit or otherwise encourage the enrollment of special populations students, ~~including single parents, displaced homemakers, in CTE instructional concentrations~~, particularly those that lead to high skill, high wage, and high demand occupations that enable completers to be self-sufficient. This may include presentations to feeder schools, clubs, civic organizations, etc. You may also indicate those activities intended to encourage special populations to complete such instructional concentrations, for example, advisor/advisee programs, the use of mentors, job-shadowing, on-the-job training, work study assignments, etc.

Concentrations to be Discontinued or Modified (LEA Form 3)

*Any concentration that appears on the 2012-2013 Approved Curriculum by Facility list must appear in the LEA Plan, either on LEA Form 8, LEA Form 9, or on LEA Form 3. No program may be modified without approval of the Division of Technical and Adult Education Services. NOTE: **Perkins Funds are not permissible for adult students.***

Responses to "Reason for Closure" may be quite brief, such as "low enrollment" or "lack of job opportunities for graduates."

If a concentration modification is planned, the response to the type of modification planned should be somewhat detailed. It should provide enough information to allow program supervisors to act upon the proposed modification. Although a short space is provided on LEA Form 3, most modifications should be described in detail on a separate page and inserted in the plan as LEA Form 3A.

When additional pages are needed, be sure the pages are identified with the name of the local education agency and LEA Form 3A, 3B, etc.

Approval of Continuing Secondary Technical Education Concentrations (LEA Form 8)

On LEA Form 8, list only concentrations that were on the "Approved Curriculums by Facility" list for the previous fiscal year. This form cannot be used for incentive requests, or for requests for new concentrations.

Concentrations are to be listed in the same order as they appear on the "Approved Curriculums by Facility" list.

No salary information is required for secondary instructors.

No information for non-instructional personnel should appear on LEA Form 8.

If an instructor teaches in more than one curriculum, more than one WVEIS code may be listed for that instructor without duplicating the name.

Percent time refers to the percent of the school day spent in the curriculum identified by the WVEIS code in the second column. If a teacher has more than one WVEIS code, be sure to indicate the percent time spent in each curriculum.

In the column headed "Credential Number", enter the appropriate number from the list of credentials available for occupational concentrations recognized by the WVDE. The list is included at the end of this Guide.

Approval of Continuing Adult Prep Concentrations (LEA Form 9)

On LEA Form 9, list only Adult Preparatory concentrations that were on the “Approved Curriculums by Facility” list for the previous fiscal year. This form cannot be used for incentive requests, or for requests for new concentrations. **Perkins Funds are not permissible for adult students.**

If an adult preparatory instructor teaches under two different WVEIS codes, both codes may be listed without prorating the salary between the codes, and without duplicating the name of the instructor.

Percent time refers to the percent of the school day spent in the curriculum identified by the WVEIS code in the second column. If a teacher has more than one WVEIS code, be sure to indicate the percent time spent in each curriculum. Enter the full time equivalent (FTE) of all Adult Prep instructors at the bottom of the form.

In the column headed “Salary,” list the salary of the adult preparatory instructor. **DO NOT INCLUDE FIXED COSTS.** If the instructor is less than full time, prorate the salary appropriately. Enter the total combined salary for all instructors at the bottom of the “Salary” column.

The name by which adult concentrations are offered locally may differ from the concentration/course name listed in WVEIS. In the space headed “Concentration Name Used Locally” please enter the concentration name you use, even if it is the same as the WVEIS name. This should help ensure that enrollment reports generated through the state data system are matched accurately with the concentrations at your facilities.

In the space labeled “Credential Number” enter the appropriate number from the list of credentials available for occupational concentrations recognized by the WVDE. The list is included at the end of this Guide.

Approval of Continuing Administrative and Support Services (LEA 10)

LEA Form 10 should be completed only for non-instructional positions that were filled the previous year. New positions should be listed on LEA Form 7, even if no funds are requested from the Division of Technical and Adult Education Services.

Career/technical education directors, CTE school counselors, job placement coordinators, other CTE coordinators, and, if desired, clerical personnel should be listed on LEA Form 10. No salary or other cost or revenue data is required.

With the exception of the percent time listed for the CTE director, percentages may be approximations. The CTE director's time should be accurate because funds for administration are allocated only to local education agencies that employ CTE directors for at least half time.

Technical Education Adult Part-Time (LEA Form 11)

LEA Form 11 is used to plan for appropriate adult part-time classes. These classes are designed to provide students with upgraded or new skills that are related to paid employment.

Indicate the number of clock hours of instruction planned for the 2013-2014 school year by occupational instructional area.

**Credentials Required
for Career Technical Education Teachers and/or Students
on
(CTE Website under file cabinet - under Online LEA Resources)**



West Virginia Department of Education