

CTE ACTIVITY/INITIATIVE CATEGORIES

The following section provides more detailed information about requirements/limitations in various expenditure categories and allowable activities related to various initiatives covered in this grant. Expenditures supporting those related activities will also directly support one or more of the Quality Components for CTE Systems.

System Administration, Coordination & Technical Assistance

A separate portion of the CTE Improvement grant allocation has been designated exclusively for system administration, coordination and technical assistance purposes. **This grant will not support expenditures for local district administration.** System administration, coordination and technical assistance focuses on all CTE quality instructional programs, regional Plans, grants and activities, as well as career development-related activities. Additional funds from the total grant allocation may be spent on system administration, coordination, and technical assistance up to a maximum of 10% of that administration, coordination, and technical assistance portion of the grant. **If, however, the original administration, coordination, and technical assistance portion of the grant is not expended for administration, coordination, and technical assistance, it cannot be used for other grant activities and the total grant allocation will be reduced accordingly.**

Expenditures in function codes 2300, 2520 and 2540 are allowed to facilitate system administration, coordination and technical assistance for the activities associated with all CTE/career development-related functions of the regional delivery system. This includes financing the salary of the system director and the support functions related to system administration. All CTE and career development grants and quality instructional programs are seen as components of the system and, as such, all partners should fully participate in bringing their collective resources and services to bear in meeting obligations. Local contributions toward the operation of the regional system are strongly encouraged.

System director responsibilities constitute a full-time position. A system director must be employed to carry out those responsibilities. In order to maintain the administration, coordination and technical assistance portion of the grant, the system director can be employed no less than 50% time. Qualifications required for the position of system director are identified below.

1. Type 75 Certificate (GA or S endorsement)
2. Qualified in one of the five occupational areas—Agriculture Occupations; Business, Marketing & Management Occupations; Family & Consumer Sciences Occupations; Health Occupations; and Industrial Occupations.
3. Minimum of 2,000 hours of non-teaching work experience outside of education

CTE Instructional Program Improvement

The primary purpose of this grant is to improve student achievement leading to success in postsecondary education and career opportunities. This will be accomplished through support and improvement of approved CTE quality instructional programs and activities and through expanded career development. This grant may be used to support activities related to staff development, curriculum materials improvement, instructional equipment acquisition and student support services directly related to the grant purposes.

CTE quality instructional programs are approved through the Secondary CTE Regional Plan. These programs meet the approval criteria described in the 2000-2004 Secondary CTE Regional Plan Guidelines. Content area-related professional development expenditures are supported in this grant only for the following:

1. Personnel employed by the grant,
2. CTE instructors in approved programs,
3. Elementary personnel directly involved in funded career development activities, and
4. Other personnel involved in CTE improvement activities, such as integration.

Tech Prep Elements

Tech Prep elements support a program of study which begins in high school, continues at a postsecondary institution, and culminates in an associate of applied science degree, two-year certificate, or two-year apprenticeship in one of the Career Interest Areas.

Element 1: All Tech Prep programs must have a sequence of appropriate advanced academic and technical courses.

Element 2: All Tech Prep programs must be carried out under an articulation agreement(s) between secondary and postsecondary institutions, and a process must be in place to follow students from secondary to postsecondary Tech Prep programs.

Element 3: All Tech Prep program curricula must be aligned with the Illinois Learning Standards, Illinois Occupational Skill Standards (national or industry recognized where available), Workplace Skills and Career Development Competencies. These curricula must include applied methodology that integrates academic and technical coursework.

Element 4: All Tech Prep projects must include inservice training for secondary and postsecondary instructors.

Element 5: All Tech Prep projects must include inservice training for counselors.

Element 6: All Tech Prep projects must provide equal access to the full range of Tech Prep education programs to individuals who are members of special populations.

Element 7: All Tech Prep projects must provide preparatory services that assist all populations to participate in Tech Prep education programs. Preparatory services may take the form of career development and guidance activities and recruitment.

Element 8: All Tech Prep programs will include a work-based learning experience for students. Work-based learning may include career development experiences or skill development experiences.

Work-Based Learning Components

The following program components have been identified as critical to implementing a high-quality Work-Based Learning program.

Part 1: Business and Community Involvement

1. **Program Development:** Business partners are involved in the design, development, implementation and evaluation of the program.
2. **Mentor Training:** Business partners participate in the design and delivery of a mentor training program.
3. **Skill Training:** Business partners identify the technical, workplace and academic skills students need, and serve as a classroom for students to develop, practice, and refine skills.
4. **Parents:** Business partners are involved in informing parents about WBL.

Part 2: Curriculum and Operational Design

1. **Implementation Team:** Team members should include academic, occupational, secondary, postsecondary, private sector, parent, counselor, and administrative representatives.
2. **Skill Standards:** National or state workplace and occupational skill standards used in the program design are correlated to the Illinois Learning Standards
3. **All Aspects of the Industry:** Instruction includes all aspects of the industry for which a student is preparing to enter. The federal definition of “all aspects of the industry” includes planning, management, finances, technical and production skills; the underlying principles of technology, labor and community issues; health and safety issues; and environmental issues related to such industry.
4. **Skill Development:** Progressively more complex worksite skill development activities are provided as the student matures. Skills are assessed and documentation of completion recorded.
5. **Articulated Curricula:** Curricula are articulated with postsecondary institutions through written articulation agreements, dual credit agreements, and training plans.

6. **Student Career Planning:** Student career planning and portfolios incorporate both school-based and work-based learning experiences. Use of an individualized career plan or portfolio is highly recommended and should be tied to the student's curriculum incorporating the WBL experience as a component.
7. **Labor Market Information:** Programs will be developed based on current labor market information, focusing on high-skill, high-wage occupations.
8. **Nontraditional Students:** Nontraditional students will be recruited and supported to assist them in entering high-wage and high-demand occupations.
9. **Data Management and Reporting System:** The system provides training agreements, training plans, competencies lists matched to standards, evaluation criteria and business partners. V-TECS Connect Software can serve as a system to provide these components.
10. **Public Outreach:** The program is designed and promoted to serve an adequate and cost-efficient number of students.

Part 3: Worksite Learning Experience

1. **Training Plan:** Worksite and school-site activities are clearly specified in a training plan collaboratively designed by school site and worksite mentors so that instruction is provided in a sequential and progressive manner.
2. **Mentors:** School and workplace mentors and coordinators receive instruction in workplace safety, liability, child labor laws, state and federal laws, evaluation, and strategies for working with youth and appropriate worksites.
3. **Evaluation:** A comprehensive evaluation of the program is conducted by the business and the school.

Elementary Career Development

Elementary Career Development activities may be directed to regional projects, or transferred to the district to expend on specific projects. Activities may be directed to staff and/or to students.

Staff Activities

1. **Inservice:** An activity or event that trains participants with a career development skill that they will use in their classroom or other educational situation.
2. **Business and Industry Visitation:** A professional development activity that sends teachers, counselors, administrators or other educational personnel to a business, industry or community institution for the purpose of learning what career skills and concepts are used and incorporating that knowledge into educational experiences for students.

3. **Conferences:** An activity or event that has career development activities featured as session topics, and a participant can learn career concepts and skills that are used by others. Connections Conferences and the Careers Conference (Madison WI) are examples.

Student Activities:

1. **ICPs:** Individualized career plans can be started in the elementary level to document the career development experiences of students.
2. **Field Trips :** A trip to a business, industry or community institution by a group of students to learn the processes performed there, the occupations demonstrated there and the career skills used on the job.
3. **Job Shadowing:** An experience in which the student observes a worker doing a particular job.
4. **Career Information System:** Usually a computerized system (or materials) that provide students with career information. Career Trek and Countdown 9,8,7... (available from IOICC) are examples of career information systems.
5. **Experiential Classroom Experiences:** Student experiences in the classroom that teach career concepts or skills while integrating the Illinois Learning Standards into the coursework. Separate career courses or modules as well as integrated activities are experiential classroom experiences. Purchase of career materials may qualify if they are to be used in the classroom.
6. **Career Fairs:** A special event designed for students in which speakers from the community assemble at a site to share information about their careers. Career Days are organized similarly and qualify in this category.

NOTE: Any of the elementary activities listed above must meet the Illinois Learning Standards and/or the Illinois Career Development Competencies. Involvement of all elementary and unit districts in the regional application development is required. The regional system must keep documentation on file locally that the district superintendents have approved expenditure of the funds for the elementary portion of the CTEI grant.