

CTE Activity Expenditure Guidelines by Category

The following sections provide guidance for developing allowable activities and requirements/limitations in the CTEI expenditure categories to meet the purpose of this grant. All activities shall support one or more of the Quality Components in a CTE System.

Work-Based Learning

The following program parts have been identified as critical to implementing a high-quality Work-Based Learning (WBL) 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 adopted 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.
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: Work-site and school-site activities are clearly specified in a training plan collaboratively designed by school-site and work-site 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.

Programs of Study

The following Guiding Principles provide the framework to implement and evaluate Programs of Study:

1. Leadership, organization and support – Programs of Study are developed, supported and led with guidance from collaborative partners.
2. Access, equity and opportunity – Each and every student has access to educational opportunities and services that enable their success.
3. Alignment and transition – Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.
4. Enhanced curriculum and instruction – Curriculum and pedagogy involve rigorous and relevant instruction that enhance learning and enable students to attain academic and technical standards and credentials.
5. Professional preparation and development – Comprehensive and continuous professional development that impacts teaching and learning is delivered to enhance the recruitment, preparation, and retention of qualified instructional and administrative staff.
6. Program improvement and accountability – Data are collected, shared and utilized to improve outcomes and demonstrate accountability.

CTE Courses

Career and technical education programs are approved through the Illinois State Course System at the Illinois State Board of Education. High quality CTE Programs meet the three (3) required elements of a Program of Study **and** strive to include a vast variety of the additional elements identified in the *Career and Technical Education Program Elements* document available on the CTEI grant overview page.

Professional development activities designed to improve the rigor of academic and CTE content in an approved CTE program 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. (i.e. guidance counselors, special populations coordinators, etc.)

System Administration

A portion of the CTE Improvement grant allocation has been designated exclusively for regional system administration, coordination and technical assistance purposes. System administration, coordination and technical assistance focuses on all CTE quality instructional programs, grants and activities, as well as career development-related activities. **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.**

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. **It is also important to note that a System cannot go over the allowable total of administrative dollars.**

This grant will not support expenditures for local district administration.

Qualifications required for the position of System Director are identified below:

1. General Administrative Principal or Superintendent's endorsement;
2. Qualified in one of the five CTE areas—Agricultural Education; Business, Marketing & Computer Education; Family & Consumer Sciences; Health Science Technology; and Technology and Engineering Education (Industrial); and
3. Minimum of 2,000 hours of work experience outside the field of education in the qualified CTE area.

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. However, 50% of the director's salary does not have to come out of the CTEI grant.

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. The CTEI grant 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 meet obligations. Local contributions toward the operation of the regional system are strongly encouraged.

Elementary Career Development

All elementary and unit districts must be involved in the development of the regional application to provide kindergarten through the eighth grade career development learning activities that encompass career awareness, self-awareness, and career exploration. Elementary career development activities may be directed to staff and/or to students; and must incorporate learning standards adopted by the Illinois State Board of Education. The regional system office must keep documentation on file locally that the district superintendents have approved expenditure of the funds for the elementary portion of the CTEI grant.

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 in session topics and/or 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 software system (or materials) that provide students with career information. (Electronic devices are not allowable.)
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 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.