

Greenbush Carl Perkins Consortium

Progressive Professional Development under Perkins IV 2007-08

Perkins IV has significantly revised the requirements that a Consortium–supported professional development activity must meet in order for the participant to be eligible for receiving Perkins reimbursement. According to the legislation:

*“comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development)”*

In addition to the curriculum-related activities described above, other specific professional development activities that are eligible for reimbursement include:

*“(A) in-service and preservice 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;”*

In consultation with KSDE, we have determined that an efficient way for the consortium to monitor/approve each individual consortium member’s professional development activities is to utilize the state -wide system of individual district Professional Development Committees to approve the individual teacher’s professional development activities that are reimbursable by the Consortium. If the local PDC determines that an individual’s professional development activity meets the Perkins threshold: 1) fits into a comprehensive individual professional development plan that *“promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and*

*technical education,*” and, 2) is progressive, with each activity building successively from one to the next in a specific targeted subject area; then the activity will be eligible for Perkins reimbursement based on available funds. This may mean that in some cases, only partial reimbursement will be available for a conference, based on the subject matter of the sessions attended. See Attachment A for the 2007-08 Perkins targeted subject areas and suggested professional development activities.

The second issue effecting Perkins professional development support deals with supplanting. A district cannot use Federal funds to pay for services/activities that have previously been funded by the district. For example: if a district has, in the past, paid instructor John Smith’s registration fee for a Connecting Education & Employment Conference with local/state funds, federal Perkins funds cannot be utilized to pay Mr. Smith’s registration to this conference in the future. If federal funds were utilized to fund this conference for this individual, the federal funds would be “supplanting” the local funds utilized to pay for this activity in the past.

Based on these issues, Consortium staff has developed the following process to approve professional development activities for 2007-08. This process may change for 08-09 and beyond based on guidance from the state and the discussion/recommendations of the Consortium’s Professional Advisory Committee.

Process:

- Greenbush will provide each member district PDC with an explanation of the Perkins requirements.
- Individual staff members in Consortium schools will complete a local PDP request for approval form for each activity for which they wish to receive reimbursement.

The “Activity Description” on the form must include the following statement: “This activity is a part of my comprehensive CTE professional development plan.” and must specifically identify the targeted subject area addressed through the activity. (See Attachment A for targeted subject areas and suggested activities)

- Once the local PDC approves the activity, and the activity occurs, the individual/district can apply for reimbursement by submitting a copy of the individual’s approved activity sheet and the attached reimbursement form. On the reimbursement form, the building administrator’s signature will “certify” that the district has not funded this activity for this individual in the past. These requests for funds can be submitted individually or in a batch, no later than April 15, to be eligible for the Perkins professional development funds allocated to each district. After April 15 eligible requests will be funded as they are received as long as funds are available.

## Attachment A

### Perkins Targeted Professional Development Activities - 2007-08

1. Academic & Technical Activities – Strengthen the academic and technical skills of students by strengthening the academic and technical education components of programs.

#### Suggested Subject Matter

- Integration:
    - Infusing academic skills into technical courses.
    - Infusing occupationally related applied learning strategies in academic courses.
  - Alignment:
    - Linking academic content with challenging academic standards.
    - Linking technical content with relevant occupational knowledge/skills based on industry-recognized standards.
  - Teaching technical students to same rigorous academic standards as other students.
  - Developing curriculum:
    - Using program advisory committees to validate learning outcomes.
    - Creating a rigorous, integrated and aligned curriculum.
2. Articulation/Postsecondary Linkages Activities – Link secondary with postsecondary career and technical education programs and postsecondary career and technical education programs with baccalaureate programs.

#### Suggested Subject Matter

- Secondary/postsecondary articulation:
    - Developing updating or expanding “Articulation Agreements.”
  - Creating aligned and non-duplicative sequences of courses:
    - Developing concurrent enrollment and/or dual credit.
    - Developing policies/procedures for awarding advanced placement and credit.
    - Tracking and increasing utilization of existing articulation agreements.
3. All Aspects of an Industry Activities – Provide students with strong experience in and understanding of all aspects of their chosen industry.

#### Suggested Subject Matter

- Infusing “all aspects” into curricula and services:
  - Regional labor market statistics, trends and job requirements.
  - Horizontal and vertical career ladders to broaden career horizons
  - General employability skills needed for career mobility and success.
  - Industry-wide management and production/service issues.
- Expanding business/industry involvement:

- Developing and implementing entrepreneurship training.
  - Infusing business/industry expertise into classroom
  - Developing effective work-based experiences
4. Use of Technology Activities – Develop, improve or expand the use of technology in career and technical education.

Suggested Subject Matter

- Developing realistic multi-year equipment improvement schedules.
  - Ensuring students acquire the technology related skills needed for entry into high-skill careers.
  - Collaborating with business and industry to provide internships, mentoring, and employment experiences for students.
  - Collaborating with personnel to coordinate work-based technology experiences.
5. Program Evaluation Activities – Develop and implement evaluations of career and technical education programs, including how needs of special populations are being met.

Suggested Subject Matter

- Assessing/analyzing:
    - Attainment of “Core Indicators of Performance.”
    - Student numbers and trends (*enrollment, completion, placement, etc.*)
    - Levels of student satisfaction.
    - Extent of academic and technical integration in courses/programs.
    - Involvement of business/industry (*school-based and work-based*).
    - Relevance of program to regional labor market.
  - Creating and implementing student achievement and program evaluations.
  - Developing “Local Transition Plans” based upon assessments.
  - Utilizing program advisory committees:
    - Approving student learning outcomes.
    - Functioning as independent “third party” program evaluators.
    - Determining appropriateness of program “Local Transition Plan.”
  - Recruitment & retention of nontraditional students.
6. Improve, Expand and Modernize Program Activities – Initiate, improve, expand and modernize quality career and technical education programs.

Suggested Subject Matter

- Expanding program offerings at times or in formats more accessible for students.
- Acquiring/renewing external business and industry related program certification/accreditation.
- Developing program modifications to ensure program and student learning outcomes are aligned with business and industry standards.

- Involving program advisory committees in improving and modernizing programs.
7. Sufficient Size, Scope and Quality Activities – Provide services and activities that are of sufficient size, scope and quality to be effective.

Suggested Subject Matter

- Refining programs to incorporate elements in Perkins definition of “Programs of Study.”
  - Ensuring classroom/laboratory settings simulate workplace environments.
  - Increasing student enrollment, completion and placement
  - Targeting learning outcomes on current job requirements.
  - Using program advisory committees:
    - Evaluate extend programs meet regional labor market needs.
    - Annually validate the occupational relevancy of learning outcomes.
    - Increasing business/industry involvement (*field trips, job shadowing, and internships*).
    - Infusing expertise into classroom (*guest speakers, resources, etc.*)
  - Ensuring programs prepare students for high skill, wage or demand occupations
  - Ensuring preparation for nontraditional careers is encouraged and respected.
  - Improving accessibility to program information and statistics for prospective students and the public.
  - Providing career guidance and academic counseling.
8. Special Populations Activities – Provide activities to prepare special populations for high skill, wage or demand occupations that will lead to self-sufficiency.

Suggested Subject Matter

- Implementing strategies to overcome program enrollment and completion barriers.
- Redesigning programs to enable special populations to attain “Core Indicators of Performance.”