2018-19 Local Plan Guide

Division of College, Career and Technical Education   1 | February 2018
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Local Plan Contents

1. Assurances and conditions must be followed.

2. Goals must correspond to/be a continuation or improvement of prior year local plan goals.

3. Goals must be measurable (a minimum of two).

4. Goals and action step activities must be research based.

5. District data must be used, such as end-of-course (EOC), Perkins Report Card, ACT, etc.

6. Budget must be cross-referenced with goals.

7. Professional development, new technology, and preparation of special populations for high-skill, high-demand, or high-wage jobs must be addressed.

8. Non-traditional groups must be addressed.

Local Plan Components

To meet the requirements for Perkins IV (Perkins Act of 2006, The Critical Guide, pp. 54-56) and the Tennessee Carl Perkins Career and Technical Education Act of 2006 State Plan, *all of the following plan components must be addressed each year:*

Components may be used more than once.

a. Coordinating Perkins IV with NCLB,

b. Offering appropriate courses of not less than one of the career and technical programs of study described in the state plan,

c. Integrating coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education (CTE) programs to ensure learning in core general education subjects and CTE courses,

d. Encouraging CTE students at the secondary level to enroll in rigorous and challenging courses in core general education subjects,

e. Informing and assisting individuals in understanding the requirements of Perkins, including career and technical programs of study,

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f. Providing comprehensive professional development for career and technical, general education, counselor, and administrative personnel which promotes the integration of coherent and rigorous content aligned with challenging general education standards and relevant CTE curriculum,

g. Providing career guidance and counseling to CTE students, including linkages to future education and training opportunities,

h. Improving the recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession and the transition to teaching from business and industry,

i. Providing students with strong experience in, and understanding of, all aspects of an industry,

j. Involving individuals in development, implementation, and independent evaluation of programs supported by Perkins,

k. Reviewing, identifying, and adapting strategies to overcome barriers which lower special populations' rates of access to, or success in, CTE programs,

l. Providing programs which are designed to enable special populations to meet state performance levels,

m. Providing activities which will prepare special populations for high-skill, high-wage or high-demand occupations which will lead to self-sufficiency,

n. Providing for special populations without discrimination,

o. Using funds to promote preparation for nontraditional training and employment,

p. Assuring programs of such size, scope, and quality to improve the quality of CTE, and

q. Improving programs through the use of new and emerging technology.

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Compliance

1. **Conditions and Assurances:** *Read*. Signing off on the conditions and assurances means you agree and will execute each item listed. You will need to print and sign this document and then upload into email.

2. **ePlan Approval Required:** You will not be able to reimburse Perkins funds until your plan has been approved by your fiscal director and director of schools and subsequently approved by the department of education.

3. **CTE Director Employment Standard and Matrix**

    Note: This form must be filled out in its entirety. Each endorsement code must include its title. Refer to page 17 for director employment standards.

4. **Program of Study**: List the program of study (including the career cluster in which it is located) for which the LEA affirms meets the requirement to receive Perkins IV funds. Identify the postsecondary component and the postsecondary institution. *Each middle school who is a member of a consortium must declare a program of study which leads into a feeder high school program of study.*

5. **Core Indicators of Performance:** The performance levels for 2017-18 are listed in the table for both the negotiated/target levels and the level of actual performance. In the 2018-19 column, the negotiated/target levels are listed. These are solely for planning purposes. No additional action needs to be taken at this time.

6. **Coordination:** Choose the appropriate consortium option. If you are part of a consortium, ensure that you complete the appropriate sections on that page.

7. **Annual Improvement Summary Report:** All LEAs will fill out this form based on their local plan goals from 2018-2019.

8. **Four-year plan for purchasing equipment:** This plan needs to reflect the program of study and/or career clusters for which you plan to purchase equipment. This should be a continuation from your prior plan, but can be adjusted based on LEA needs.

9. **Professional Development:** Professional development necessary to meet goals should be written as action steps and also listed in section C.2 of the goal sheet. Please include all professional development which will be offered to help the LEA reach its goals, regardless of funding source.

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Plan Development: Completing Goal Sheets

Section A: Goals

1. Goals must be measurable (minimum of two) and state what you want to achieve. One goal must written on ACT/SAT. One goal must be written on EPSOs.

    - Goal Example: ABC County Schools will increase the percentage of CTE concentrators scoring a 21 or above by 5% across all career clusters by June 30, 2019.

2. Goals and action steps must be research based.

3. Goals must correspond to/be a continuation or improvement of prior year local plan goals.

4. Goals and action steps must be based on LEA's data. Data used in determining goals should include but are not limited to CTE Student Outcome Measures and Perkins Report Card Data (including subgroup data).

5. Goals must address LEA's Perkins Report Card deficiencies, Core Indicators of Performance not meeting 90 percent of the Negotiated Level, technical skill attainment deficiencies, and special populations.

Section A: Addressing Core Indicators of Performance

Which Perkins IV core indicator of performance is addressed? A core indicator may be used multiple times, but **every core indicator must be addressed** in the annual plan. Refer to page 11 of this guide for the Perkins IV Core Indicators of Performance. Core Indicators without deficiencies may be written as maintenance goals or action steps.

Section B: Developing Action Steps

What activities are you going to include which will help reach your goals? Activities, equipment, the use of new and emerging technology, professional development, and special populations must be addressed in the action steps. Each action step must be research-based and descriptive, including how it meets required components.

Section C1: Implementation Plan

Each action step should include a timeline, local plan components, uses of funds, line item # and amount, evaluation strategy (including timeline for evaluation), and expected outcomes. There are no required number of action steps for each goal.

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- **Action Step Timeline**

  Action step timelines will be more specific for the one-year action steps. When will the activity take place? Example: August-December 2018, April-May 2019. **Do not use ongoing or July–June for all timelines.** Action step timelines which target a specific timeframe will facilitate implementation and evaluation of the action step.

- **Addressing Components**

  Which local plan component(s) does this action step address? Refer to Guide, pages 2-3. When a component is included, identify the component with the alphabetical letter by that component (Example: a). Components may be used multiple times, but **all must be addressed** in the plan. See the local plan crosswalk on page 18 for additional assistance.

- **Required & Permissive Uses of Funds**

  Refer to pages 8-9 for required and permissive uses of funds. Identify each use as required or permissive with the number of that particular use of funds. Example: (R2) & (P5). **All required uses of funds must be addressed prior to the inclusion of permissive uses of funds.** LEAs **do not** have to include all permissive uses of funds, only required. See the local plan crosswalk on page 18 for additional assistance.

- **Line Item # & Amount**

  Indicate the amount of Perkins funds which will be used to implement the action step. Line items and amounts should match the budget line item and amount submitted in the budget. If no funding is necessary for the action step, place "0" or "none" in the space provided for the action step. Required and permissive uses of funds can also be met with local funds. If local funds will be used to meet a requirement, write "local funds" instead of the line item and amount. If any action steps require salaries, then **a job description must be uploaded** in ePlan.

- **Evaluation Strategies & Timelines**

  These activities should take place during the action step timeline. Many of these strategies should be evaluated frequently during the timeline. What do you plan to do to determine if the action step is either working/not working? Example: Are you going to have meetings? If yes, with whom and about what? Are you, as the CTE director, going to compare data? Are the teachers going to compare data? Are you going to meet and discuss data? When?

- **Expected Outcome**

  If your action steps/strategies go as planned, what do you hope will be the outcome of this action step? What does success look like? Utilize CTE Outcome Measures in the appendix to assist with this. These should **align to the goal** the action step is reinforcing.

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Section C2: Professional Development Plan Components and Activities

Identify the professional development components (Example: PD1) and activities you will conduct to make this goal and action steps successful. Refer to page 10 in this guide for the professional development components. Please include **all** professional development components and activities regardless of funding source. If the professional development opportunity is not going to be conducted with Perkins funds, then you can list "0" or "none" in the space provided for funding.

Section C2: Equipment List

Each LEA/consortium must develop a four-year plan for purchasing equipment. The four-year plan for purchasing equipment should list equipment which will be purchased for the year and can be found within ePlan. Perkins funds should target the identified career clusters as listed in the four-year improvement plan. It is recommended to conduct a needs assessment to assist with the development of the plan for purchasing equipment. The plan for purchasing equipment will be used as a reference tool when monitored for consistency in planning and actual expenditures.

The purchasing of equipment to improve programs should be indicated in an action step (Section B). The purpose for section C.2 is to list the equipment, by school and career cluster which will be purchased. This should correlate with your 2018-19 column on your four-year plan for purchasing equipment form. Equipment should be specific (writing "computers" is not acceptable, however 15 Dell laptops is acceptable) and included estimated funding amounts.

Section C2: Sub-Totals

Enter each action step amount. The sub-total must be manually calculated for each goal. These steps will be repeated for each goal sheet you have. The goal sheets may not capture all 72230 Supervisor/Director line items nor 99100 Indirect Costs. These line item amounts, however, should be included in the budget.

Budget

Each CTE director, including each director/LEA who is member of a consortium, must complete and submit a budget.

To complete the Budget:

1. Login to ePlan.

2. Navigate to TDOE Resources on the left hand side.

3. Click on ePlan Training Modules.

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4. Click on Module 3: Funding Application. This module provides step by step guidance on entering your budget in ePlan.

Submission of Local Action Plan

Submission of the plan is electronic. Please have your CTE CORE Consultant review *prior* to submission. Once you submit electronically, ePlan will notify the next person identified in your roles and responsibilities to go in and approve. Submission of your local plan does not indicate approval. The plan will be reviewed by your regional CTE CORE consultant and sent back for revisions as needed. When revisions are complete, the plan will then be reviewed by CCTE division senior staff and final approval will be granted no later than June 30assuming that the plan was submitted by the district within established timeline.

*Note: Notify and submit your final draft of the plan to your CTE CORE Consultant <u>prior</u> to submission in ePlan. If submission occurs without CTE CORE consultant review, your director of schools may have to review and approve the plan more than once.

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Appendix

Uses of Funds

Reminders:

1. All expenditures in the budget should be referenced in your local plan goal sheets. In addition, the budget should reflect improvements to be made on those levels of performance not met last year.

2. Perkins funds may only be spent on the most recent State Board of Education approved CTE courses.

3. Perkins funds may only be spent on 2018-2019 programs of study that meet all Quality Program Indicators.

Required Uses of Funds

Funds **must** be used to:

1. strengthen the general education and career and technical skills of students participating in CTE programs to ensure learning in general education subjects under the Elementary and Secondary Education Act,

2. link career and technical education at the secondary level and CTE at the postsecondary level, "including by offering the relevant elements of not less than one CTE program of study described in Section 122 (c)(12)(A)",

3. provide students with strong experience in and understanding of all aspects of an industry,

4. develop, improve, or expand the use of technology in CTE,

5. provide professional development to secondary and postsecondary teachers, faculty, administrators, and counselors who are involved in integrated CTE programs,

6. develop and implement evaluations of the CTE programs supported with Basic Grant funds, including an assessment of how the needs of special populations are being met,

7. initiate, improve, expand, and modernize quality CTE programs, including relevant technology,

8. provide services and activities of sufficient size, scope, and quality to be effective, and

9. provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations which will lead to self-sufficiency.

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Permissive Uses of Funds

Once federal funds are spent for the required nine activities in the required uses of funds, the LEA is permitted to use the balance of the federal funds for the following permissive activities:

1. involve parents, businesses, and labor organizations in the design, implementation, and evaluation of CTE programs,

2. provide career guidance and counseling for students participating in CTE programs,

3. local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals, and industry experience for teachers and faculty,

4. provide programs for special populations,

5. assist career and technical student organizations,

6. mentoring and support services,

7. lease, purchase, upgrade, or adapt equipment,

8. teacher preparation programs which address the integration of general education and CTE and which assist individuals who are interested in becoming CTE teachers and faculty,

9. develop and expand postsecondary program offerings at times and in formats which are accessible for students, including distance education,

10. develop initiatives to facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs,

11. provide activities to support entrepreneurship education and training,

12. improve or develop new CTE courses,

13. develop and support small personalized career-themed learning communities,

14. provide support for Education & Training and Human Services programs,

15. provide CTE programs for adults and school dropouts to complete secondary school or upgrade technical skills of adults and school dropouts,

16. provide assistance to individuals who have participated in services and activities under Perkins in continuing their education or training or finding an appropriate job,

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17. support training and activities in non-traditional fields,

18. provide support for training programs in Transportation, Distribution & Logistics,

19. pool a portion of Basic Grant funds with a portion of funds available to at least one other eligible local recipient for innovative initiatives, and

20. support other CTE activities consistent with Perkins.

Professional Development Guidelines:

Professional development activities **must** be provided for

- secondary teachers,

- faculty, administrators, and

- counselors involved in integrated career and technical education programs

The following professional development components **must** be included as either pre-service or in-service training:

PD1: effective general education and career and technical integration,

PD2: effective teaching skills based on research,

PD3: effective practices to improve parental and community involvement,

PD4: effective use of scientifically based research and data to improve instruction, and

PD5: support of education programs for teachers of CTE to ensure teachers and personnel stay current with all aspects of industry.

Additional professional development activities relevant to goals, objectives, and strategies include the following:

PDA: planning internship or externship programs which provide relevant business experience: intern and extern programs are highly encouraged for each teacher every 5 years. There are two (2) routes for completion – local programs and statewide through externship program (teacher must apply and meet requirements for statewide externships).

PDB: promoting the use and application of technology to improve instruction;

PDC: initiate, improve, expand, and modernize quality CTE programs, including relevant technology; and

PDD: provide activities to prepare special populations for high-skill, high-wage, or high-demand jobs.

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Perkins IV Core Indicators of Performance

1S1 – Academic Attainment: Reading/Language Arts

1S2 – Academic Attainment: Mathematics

2S1 – Technical Skills Attainment

3S1 – Secondary School Completion

4S1 – Graduation

5S1 – Secondary Placement

6S1 – Non-Traditional Participation

6S2 – Non-Traditional Completion

Definitions

Active Articulation Agreement: A written local commitment approved annually by the lead administrators of a secondary institution and a postsecondary institution designed to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates between the two institutions.

All Aspects of An Industry: Strong experience in, and comprehensive understanding of, the industry the individual is preparing to enter. All Aspects of An Industry identify nine aspects that are common to any business or industry.

1. Business Planning
2. Management
3. Health Safety and Environment
4. Finance
5. Community Issues
6. Principles of Technology
7. Personal Work Habits
8. Labor
9. Technical and Production Skills

Concentrator: Starting in 2018-19, a student who completes three or more courses within a single program of study.

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Dual Credit: Dual credit is a high school course aligned to a postsecondary course that is taught at the high school by high school faculty for high school credit. Students are able to receive postsecondary credit by successfully completing the course, plus passing an assessment developed and/or recognized by the granting postsecondary institution.

- **Local dual credit** agreements occur between one postsecondary institution and one or more LEAs. These credits are only accepted by the postsecondary institution(s) involved in that partnership and typically are not recognized by other institutions.

- **Statewide dual credit** courses are existing high school courses aligned with a TDOE-approved statewide dual credit challenge examination and supplemental resources developed by postsecondary faculty. Students who pass these challenge examinations will earn college credits accepted by all Tennessee public postsecondary institutions.

    o Statewide dual credit courses **do not alter or replace existing local dual credit agreements** between LEAs and postsecondary institutions. However, these local agreements are not automatically transferable to other postsecondary institutions (unless agreed upon by all parties).

Dual Enrollment: LEAs or high schools partner with postsecondary institutions to determine appropriate dual enrollment course offerings for high school students. However, a list of common courses offered for dual enrollment may be helpful in determining student opportunities. Two important criteria to consider in selecting dual enrollment offerings are the TN Transfer Pathway (TTP) courses and whether the courses meet General Education (Gen. Ed.) requirements. TTP courses are easily transferred between most postsecondary institutions. Many degree programs require General Education Core Courses.

High-Demand Occupations: Occupations that will have the following characteristics:
Growth rate for the career cluster in the Local Workforce Investment Area (LWIA) region is positive, and the individual occupations have positive growth rates.

For all occupations in the career cluster, the ratio of program completers (supply) to the number of annual average openings for the occupations (demand) is no more than 1.5. Exception: If the available placement rates for program completers are 95% or above (program completers placed in jobs related to their training), then the occupations in the cluster are considered "in demand."

High-Skill Occupations: Occupations which require long term training and lead to a certificate, diploma, apprenticeship or degree). Occupations can be selected in many clusters which are higher skill.

High-Wage Occupations: Occupations with wages 20% greater than the median wage. Each LEA consults the workforce development information from their LWIA to determine high-wage occupations.

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New and Emerging Technology: New and emerging technology should require training in new teaching strategies and improvement in student performance.

Nontraditional: Occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in an occupation or field of work.

Program of Study: Courses within a pathway which may be selected by LEAs to be offered to students when planning for and completing coursework for career and technical education. A program of study will

- incorporate secondary education and postsecondary education,

- include coherent and rigorous general education standards and relevant career and technical content in a coordinated, non-duplicative progression of courses which align secondary and postsecondary education,

- include dual or concurrent enrollment or other methods to acquire postsecondary credit, and

- lead to an industry-recognized credential or certificate or degree at the postsecondary level.

Quality Program Indicators: Quality program indicators include

1. programs of such size which offer a sequence of three or more earned credits,

2. programs of such scope which are aligned with a state approved program of study within career clusters,

3. programs having a certified and appropriately endorsed teacher,

4. programs teaching the state-approved curriculum standards,

5. programs having a postsecondary connection through dual enrollment, dual credit, or current agreement for a program of study and current local articulation agreement approved by the lead administrators of secondary and postsecondary institutions,

6. programs being supported by current labor market data to support high-skill, high-wage, high-demand jobs,

7. programs teaching all aspects of an industry,

8. programs having an active advisory panel,

9. programs teaching leadership and providing opportunities for classroom, school, and /or community-based competitions by having a career and technical student organization as a support for the instructional program, and

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10. programs promoting general education integration.

Special Populations: Special populations include

- individuals with disabilities,

- individuals from economically disadvantaged families,

- individuals preparing for nontraditional training and employment,

- single parents, including single pregnant women,

- displaced homemakers, and

- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Effective Advisory Panel Membership

Include these individuals:

- County Commission

- Chamber of Commerce

- Industrial Board

- Media Rep. (newspaper, radio, etc.)

- Labor representative, Local Teacher Organization, etc.

- Director of Schools

- Mayor

- Local legislator

- President or dean of the community college

- Director of the TCAT

- President of the PTO/PTA

- Student, such as a president of a CTSO

- Influential small business owners

- Industry CEOs

- Plant Managers

- Professional and social organizations president

School representatives should serve in an ex-officio manner only – not as a voting member.

Note: If a schoolwide advisory committee is in place, each career cluster must be represented by the committee.

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CTE Outcome Measures

Student Participant Definitions:

- Explorer (1-2 CTE courses)

- Concentrator (3 or more CTE courses in a single Program of Study)

Outcome Measures - (by Explorer, Completer, and Concentrator and by demographics) – as applicable, depending on grade level

- Student achievement

    o EOC scores (Other)

    o ACT scores

        ▪ Composite and Subject

        ▪ Readiness Benchmarks

        ▪ Student participation in school or district preparation programs

- Early postsecondary opportunities

    o Number/percent of students who earned EPSO credits/hours <u>in</u> area of secondary CTE concentration (program of study/career cluster)

- Industry Certifications (transferable - leading to immediate employment or postsecondary credit/hours)

- Number/percent of students who earn industry certification while enrolled in or immediately following aligned course

- CTE teacher data

    o Observation scores across TEAM domains

    o Student Achievement

    o ACT

        ▪ student composite scores

        ▪ district/school level composite scores

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Employment Standards for Career & Technical Education Administrators

Subparagraph (i) of paragraph (10) of Rule 0520-1-2-.03 Employment Standards is amended by deleting the subparagraph in its entirety and substituting instead the following language so that as amended it shall read

(i) Persons holding career and technical education supervisory positions, including local directors, supervisors, coordinator specialists, assistant principals for career and technical education, and center administrators, shall have one of the following sets of qualifications:

1. a bachelor's degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or (Standard 1)

2. a bachelor's degree with a career and technical education endorsement, three years teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical education core competencies for professional development, or (Standard 2)

3. an endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical education core competencies for professional development (Standard 3).

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Local Plan Alignment Crosswalk: Components

Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
a	General education and CTE integration, serving students in special populations	R1, R5, P8	PD1	Provide scheduled time for CTE and general education teacher PLCs to plan interactive classroom activities that address common subject topics and incorporate the inclusion of math and literacy activities relative to content. Encourage both academic and CTE teachers to observe each other's class once a month to clarify understanding of subject matter and allowing teachers to swap students for special projects or like subject matter.
b	Course offerings, programs of study, progressing students through programs of study	R1, R2, P1, P8, P12, P13	PD1	Provide professional development for counselors on programs of study. Work with counselors to understand the progression of understanding from one course the next and the impact this has on student scheduling. Bring in early postsecondary offerings to enhance a program of study and include in counselor PD the different types of early postsecondary offerings and how they can enhance a student's schedule. CTE teacher will produce a scope and sequence for the program that reflects the new standards of courses through project-based learning (http://bie.org/about/what_pbl)

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Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
c	General education and CTE integration, inclusion of early postsecondary opportunities for students, inclusion of work-based learning	R1, R2, P8, P9	PD1, PD2, PD4	Provide professional development on ACT preparation to CTE and general education. Provide stipends and/or PLC time to allow teachers to cross collaborate and develop activities which naturally include ACT prep into content instruction. Include ACT sample items so teachers can see the actual questions students see; structure some classroom items in a manner similar to ACT items (i.e. reading passages and science questions). Provide and encourage CTE teacher preparation in professional development questioning techniques. Provide time for CTE teachers to view TEAM videos of examples of good teaching strategies and have them score the teacher on the video and then look at the actual results provided by TEAM and compare and contrast. Create PLCs involving teachers with the same areas of reinforcement on TEAM evaluation coupled with strong teachers to brainstorm ways to improve and implement changes into lesson plans. Provide time for teachers to observe other in-house instructors who have high scores in the core 5 (standards, questions, academic feedback, thinking, and problem solving). This could be done during the teachers' planning period.

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Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
d	Enrollment in rigorous academic courses, general education and CTE integration, inclusion of early postsecondary opportunities for students, inclusion of work-based learning	R1, R2, R8, P8, P9	PD1, PD4	Provide professional development for counselors and administrators on seamless pathways for students. This should include examples of robust pathways which include but are not limited to general education courses which enhance a program of study (such as physics within STEM), early postsecondary courses to help prepare the student for a seamless transition to postsecondary (such as dual enrollment or dual credit), a capstone experience such as Work-Based Learning where the student is applying the knowledge learned throughout the program of study/elective focus.This same professional development can be offered for CTE teachers, where they have to insert these opportunities within the program of study and then create a scope and sequence.
e	Informing individuals on Perkins requirements and programs of study, Risk Based Monitoring, industry advisory meetings, counselors	P1		Pre-monitoring professional development on Perkins requirements and quality program indicators. This professional development should apply for administrators and teachers as well as counselors.
f	Professional development on integration, administrator and counselor professional development	c, d, R1, R5, R8, P6, P8, P19	PD1, PD2, PD4	Through PLCs teachers will create common informational and augmentative writing prompts. Teachers will revisit Bloom's taxonomy and share high order thinking questions which are used in their courses.

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Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
g	Career guidance, should include counselors, but needs to be specific on how you are providing career guidance. Many LEAs use collegeforTN.org to address this but it could also be a part of work-based learning integration	R5, P2, P3, P10, P16, P19	PD5	Though this is student facing, professional development can be given to counselors on how to assist students in selecting a career and building their six to eight year plan. CTE teachers can be trained on collegefortn.org and include this in lessons to provide career/skills assessments for students. This should correlate with all aspects of industry being taught within each course. Bring counselors and work-based learning coordinators together for professional development on career guidance and ensuring appropriate placements of students for work-based learning. This can include teacher externships for counselors and work-based learning coordinators within the industries in which they are placing students.

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Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
h	Recruitment and retention of teachers and counselors, and how they are transitioning teachers who hold occupational licenses. Retention activities may be tied to teacher evaluation.	R5, P3, P6, P8, P16, P19	PD2, PD4, PD5	Provide professional development to new occupational licensed teachers on TEAM. Set up classroom observations for new teachers to observe teachers who excel in the core 5 (standards, academic feedback, questioning, thinking, and problem solving). Have mentor teachers review lesson plans and provide feedback to new teachers on how to better implement these instructional strategies in their classroom. Create a program in conjunction with regional industry to recruit occupational licensed teachers. This could be with industries who serve as partners for work-based learning and/or on advisory committee. Teachers are shared part-time with school and part-time with industry and /or recruitment of retiring individuals to teach. Work with postsecondary institutions to talk to students in STEM, business, engineering, etc. about the opportunities to teach. Encourage students who are thinking of going directly into the workforce to consider teaching as an option or to enter industry and come back to teach within five years.
i	9 aspects of industry.	R3, P2, P3, P5, P11, P14, P17, P18	PD2, PD3, PD5, PDA	Provide stipends for CTE teachers and academic teachers to team up for summer externships in industry to focus on all aspects of industry. Once completed, teachers would co-teach or rotate classes which are related to teach parallel standards and insert all aspects of industry into collaborated project. Provide PD from industry advisory committee on what all aspect of industry look like in their industry for CTE teachers. This would be a combination of classroom based PD with tours.

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Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
j	Development, implementation, and evaluation of programs. Examples would be submitting a special course or special program of study, implementing a new program of study, using outside stakeholders to evaluate programs such as advisory committees, evaluating programs based off of CTE student outcome measures, etc.	R6, R8, P1, P12	PD2, PD3, PD4, PDC	CTE director meets with school administrators to review CTE student data based on student outcome measures and then determines professional development for programs needing assistance in specific student outcome measures (for example: providing ACT prep instruction to CTE teachers with students who are scoring below 19 on the ACT). During industry advisory committee meeting, CTE programs are evaluated for student performance and seamless transition into postsecondary and workforce. Action steps are developed for programs where students do not have a seamless transition, and a timeline is established to assist the program such as completing a three-year plan of where the program is at the current time and where it needs to be in three years in order to reach its maximum quality potential. Results should be based on industry data, technological advancements, and available grants, postsecondary data, and student outcome measures. CTE teachers will create common assessments for courses and like standards, utilizing industry certification testing where appropriate as well as early postsecondary testing (example: dual credit).

Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
k	Identifying and developing strategies to overcome barriers for special pops, need to cite specific activities or initiatives to describe how you are doing this.	R6, R9, P4	PDD	Provide professional development on differentiated instruction to CTE teachers, especially those who operate a lab with safety hazards. Create streamlined safety tests and provide professional development on how to use and how to accommodate for IEPs. Work with counselors and administrators on appropriate placement and recommend accommodations to allow for all students to participate.
l	Special pops and meeting performance levels, differentiated instruction, response to instruction and intervention	R9, P4, P16	PD1, PD2, PD4	Partner CTE and special education teachers to work on differentiated instruction activities within the CTE classroom. Allow for CTE teachers to play a role in response to instruction and intervention through classroom instruction and partnerships with general education teachers on literacy and numeracy in the CTE classroom.
m	Special pops high-skill high-wage, industry alignment, industry tours, guest speakers, collegefortn.org, transition services, career fairs, work-based learning.	R9, P2, P4	PDD	Provide transition coordinators the same access to professional development as work-based learning coordinators. Provide special education instructors access to collegefortn.org and include in professional development on all aspects of industry.

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Local Plan Component	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
n	Special pops without discrimination, can involve counselors and appropriate placement, activities specific to placing students and encouraging enrollment	R9, P4, P10, P16	PDD	Provide teachers with professional development time to have workshops between CTE and SPED to go over standards and plan activities in an inclusion setting which would benefit special populations. CTE teachers attend IEP meetings and develop plans for students with special needs. These plans will include need assessments on skill attainment.
o	Non-traditional training, can be industry tours/speakers, counselor training, career activities, enrollment, work-based learning, etc.	P10, P16, P17		Provide a career fair to middle school students, focusing on non-traditional careers. Include industry speakers who are non-traditional in their field (industry tours for teachers and counselors). Provide information and training to counselors and teachers on non-traditional careers.
p	Size and scope and quality of programs, programs of study, training on early postsecondary opportunities, industry certifications, work-based learning, CTSOs etc.	b, c, d, R4, R6, R8, P3, P5, P9, P14, P16, P17, P18	PD1, PD2, PD4, PDC	Professional development from local plan components b, c, and d should align here. Provide professional development to CTE teachers on how to effectively include CTSO competitions and activities in the classroom as a support for course standards and literacy. Review industry certifications offered to students as part of the industry advisory committee evaluation of programs and have industry recommend industry recognized and valued certifications to include in programs of study as part of a capstone experience.

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q	New and emerging technology, equipment, software, etc. which is specific to the content of the course/program of study	R4, R7, P7	PDB, PDC	Maintain and modernize equipment and software for parallel instruction with postsecondary and industries. Have industry representatives come in to train CTE teachers on effective use. Provide professional development on the use of technology in instruction. (P-16 Technology Conference, in June, is an expensive PD session for those in East/Southeast.)

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Local Plan Alignment Crosswalk: Required Use of Funds

Required use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
1	General education integration, technical skill attainment	a, b, c, d, f	PD1, PD2, PD4, PBB, PDC	Utilize approaches such as Max Teaching in PLCs.Provide mini grants to complete integration projects developed by CTE and general education teachers. Offer regional PLCs where the CTE teacher brings a general education teacher. Provide CTE/general education teacher industry and postsecondary tours. Provide CTE/core teacher externships.
2	Programs of study, early postsecondary opportunities, industry certifications	b, c, d	PD1, PDC	Provide PD on developing goal sheets for industry advisory councils around programs of study and industry certifications. Benchmark progress at each meeting. Provide PD on postsecondary requirements and opportunities within the region, and attend Pathways TN meetings to network with area industry professionals.
3	9 aspects of industry	i	PD3, PD5, PDA	There are 9 aspects of industry: Business Planning, Management, Health Safety and Environment, Finance, Community Issues, Principles of Technology, Personal Work Habits, Labor, and Technical and Production Skills. Provide PD Utilizing sample frameworks from CTSOs. For example, SkillsUSA developed the organizational framework (personal, technical, and workplace skills). Develop training modules for each career cluster on all aspects for teachers to model. This can be an area you use industry partners to help with, or could be an area where you use work-based learning, QPIs and risk based monitoring to address.

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Required use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
4	Develop, improve, update, expand technology in CTE	p, q	PDB, PDC	Utilize local industry tours and fields trips to focus on current technology and crosswalk with programs of study.
5	Provide professional development to secondary and postsecondary teachers, faculty, counselors, and administrators involved in CTE programs.	a, f, g, h	PD1, PD2, PD3, PD4, PDA	Provide PD and develop "learning walks" across the district. This includes ghost walks, capacity-building walks, and faculty learning walks. Provide quarterly symposium on pathways implementation utilizing secondary, postsecondary, faculty, counselors, and administrators. Create displays that illustrate "pathway maps" so students, teachers, and administrators can see where each program of study can lead. Include industry certifications, dual enrollment, and postsecondary options.
6	Develop and implement evaluations of CTE programs including an assessment of how the needs of special pops are being met.	j, p	PD3, PD4, PDC	This needs to be an activity or a process for which you are assessing your programs. This could be risk based monitoring and reviewing QPIs, it could be an external review done by industry, or it could be administrators evaluating programs.

Provide PD on creating electronic portfolios and sample evidence to assess CTE programs.

As a part of industry advisory council meetings, include industry and postsecondary partners in creating crosswalks for alignment of programs of study with industry needs and postsecondary requirements. Utilizing district level data, have them evaluate and identify trends and areas of need within each program of study. |

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Required use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
7	New and emerging technology, equipment, software, etc. which is specific to the content of the course/POS.	q	PDA, PDB, PDC	Create an assessment sheet for advisory council to critique technology currently used in the classroom and add suggestions for updates.
8	Provide services and activities of sufficient size, scope, and quality. Programs of study, special course, special programs of study, general education integration, early postsecondary opportunities, work-based learning	d, f, j, p	PD2, PDC	Provide stipends for cluster leads in the LEA to provide quarterly cluster PD. Provide Work-Based Learning coordinators the ability to participate in externships to further their understanding of successful student placements. Provide stipends for CTE teachers and postsecondary instructors to look at summative assessments for the capstone courses within each program of study and look at the connection to the first few classes at the postsecondary institution. Crosswalk content is needed at secondary level to be successful in year one of postsecondary (TCAT, Community College, University).
9	Provide activities for special pops for occupations. This could be work-based learning, transition, collegefortn.org, etc.	k, l, m, n		Provide transition coordinators the same access to professional development as work-based learning coordinators.

Provide special education instructors access to collegefortn.org and include in professional development on all aspects of industry. |

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Local Plan Alignment Crosswalk: Permissive Use of Funds

Permissive use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
1	Involve parents, business and labor in the design, implementation, and evaluation of CTE programs. This can be an easy area for industry advisory councils and work-based learning.	b, e, j, R6	PD3	Include parents in information about careers and pathways for students. This might be done through career fairs, parent nights, inviting parents to an industry advisory meeting. For parents who work within industries in your area, have them come in to guest speak to students, counselors, and/or administrators about their work and the connection to education.
2	Provide career guidance and counseling, should involve counselors	g, i, m, o, R3, R9		Provide a district PD session for counselors from cluster area teachers explaining sequence of courses and new standards implementation. Provide counselor field trips to industry in clusters the district implements.
3	Pathways TN, work-based learning, internships for students, apprenticeships for students, externships for teachers, early postsecondary opportunities for students	g, h, i, p, R2, R3	PD3, PD5, PDA	Provide PD from Pathways intermediary on implementation and best practices. Plan for incorporating robust Work-Based Learning opportunities. Create a program for teacher externships.
4	Programs for special populations	k, l, m, n, R9	PDD	Transition services and CTSO incorporation can be a great supplement for this permissive use of funds.

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Permissive use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
5	Career and Technical Student Organizations	i, o, p, R3, R8, P11	PD1, PD3, PDC	Provide PD around CTSO organizationalframework to develop personal, technical, and workplace skills. Incorporate capstone CTSO experiences into higher level courses within the programs of study. Ensure all students in the classroom have the opportunity to participate in rigorous events as well as leadership development opportunities.
6	Mentoring and support services, could include teacher externships, mentor teacher projects	f, h, R5	PD2, PD3, PD4, PD5, PDA	Provide stipends for local teacher externships. Teachers will provide learning experiences to other school staff. Establish a new teacher cohort support group where new teachers meet together once a week with other new teachers and assigned mentors to work on sections of teacher evaluation rubric and quality lesson planning.
7	Equipment	q, R7	PDC	

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Permissive use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
8	Teacher preparation programs. These should be specific activities and/or initiatives with postsecondary institutions who have teacher prep programs or projects in conjunction with teacher prep programs to provide support for teachers.	a, c, d, f, h, R1, R5	PD2, PD4, PD5	Create a program in conjunction with regional industry to recruit occupational licensed teachers. This could be with industries who serve as partners for work-based learning and/or on advisory committee. Teachers are shared part-time with school and part-time with industry or recruitment of retiring individuals to teach. Work with postsecondary institutions to talk to students in STEM, business, engineering, etc. about the opportunities to teach. Encourage students who are thinking of going directly into the workforce to consider teaching as an option or to enter industry and come back to teach within five years. Work with teacher preparation programs to provide support for teachers.
9	Develop and expand early postsecondary opportunities for students.	c, d, p, R2, R8, P3	PDC	Work with advisory council, postsecondary, TCAT and counselors to research postsecondary opportunities and develop a plan for implementation.
10	Pathways TN, early postsecondary opportunities, work-based learning, industry certifications, career counseling	g, n, o, P2, P16, P17		Implement an electronic PLC for the district on work-based learning. The WBL coordinator will provide PD on use and structure.

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Permissive use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
11	Supporting entrepreneurship can correlate with CTSOs or with student internships, apprenticeships, and/or virtual enterprise	i, R3, P5	PDA	Creating CTSO events and activities in entrepreneurship, career fairs, etc.
12	Special courses and special programs of study aligned to needs of regional labor data	b, j, R2, R8	PDC	Submit special course or special program of study to specifically address the needs of industry as evidenced by industry advisory council evaluation of all programs of study.
13	Small career academies	b, p, R2, R4	PDC	Provide a stipend for career academy leads.
14	Support for Human Services and Education & Training programs	i, p, R3, P5	PDA	Can include Career and Technical Student Organizations, professional development, equipment purchases. Creating CTSO events and activities, career fairs, etc.
15	Adult education and dropout assistance			
16	Work-based learning, transition services, apprenticeships, career counseling and placement	g, h, l, n, o, p, R3, P2, P16, P17	PDC	Provide stipends for local teacher externships. Teachers will provide learning experiences to other school staff.

Permissive use of funds	Key words/ explanation	Related uses of funds and components	Related PD Component	Sample Professional Development Activities
17	Support for non-traditional careers and counseling services	i, o, p, R3, P10, P16		Provide professional development to counselors and CTE teachers on non-traditional careers. Counselors and CTE teachers provide career counseling to students based on a career interest inventory and skills assessment taken through collegeforTN.org.
18	Support for Transportation, Distribution, & Logistics programs can include Career and Technical Student Organizations, professional development, equipment purchases	i, p, R3, P5	PDA	Holding CTSO events and activities, career fairs, etc.
19	Establishing mini grants, provide stipends for innovate initiatives	f, g, h, R5, P3, P10	PDA	Any of the above examples where stipends were mentioned would apply here.
20	Support for other initiatives			

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