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**Virginia Department of Education
Division of Career and Technical Education**

**LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS
2011-2012**

(A copy of this signed form must be faxed to the Office of Career and Technical Education at 804-530-4560)

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)		Division	CTE Administrator	
ALBEMARLE COUNTY PUBLIC SCHOOLS		Number	002	Chad S. Ratliff
Mailing Address (Street, City or Town, Zip Code)		Mailing Address (If different than applicant address)		
401 McIntire Road				
Phone (ext):	(434) 249-9518	Fax:	(434) 872-4564	
	Numbers Only		Numbers Only	
	Ext.		Ext.	
E-mail:		cratliff@k12albemarle.org		

Certification

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan. Via signatures below, this division certifies that it will adhere to the requirements and regulations in the Local Plan sections listed below:

Requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Please note this includes:

- Perkins IV Technical Skills Assessment Certification;
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower tier Covered Transactions (Conditions - Item 10);
- Certification of Non-Construction and Construction Programs (Conditions - Item 11);
- Disclosure of Lobbying Activities (Conditions - Item 12);
- Sample Career Cluster/Pathway Plans of Study and/or Academic Career Plan;*
- Performance Assessment Results (Performance Assessment Tab);
- Stakeholder Participation/Involvement CTEMS Schedule 1 (CTEMS Schedule Tab); and
- Evaluation of Career and Technical Education Programs CTEMS Schedule 8 (CTEMS Schedule Tab).

CTE Local Advisory Chairperson (Signature)

Date

Local Community College Vice President of Academic
Services or Tech Prep Director (Signature)*

Date

Local CTE Administrator (Signature)

Date

School Board Chairperson (Signature)

Date

Division Superintendent (Signature)

Date

Carl D. Perkins Career and Technical Education Act of 2006**Assurances (continued on next page)**

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and all applicable Virginia Public School Laws.
2. None of the funds made available under this Perkins Act (Perkins IV) will be used to provide funding under the Wagner-Peyser Act and Public Law 105-220. (Sec 119(d)(1-2))
3. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins IV, the Education Improvement Act of 1984, and the State Department of Education. (Sec 122(c)13)
4. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec 134(b)3)
5. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec 134(b)3) and (Sec 135(b)7)
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education and tech prep activities. (Sec 311(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec 314)
9. No funds received under this Perkins Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. (Sec 315)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec 322)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec 317)
12. None of the funds expended under Perkins IV will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization.
13. Programs funded under the Perkins Act will be coordinated with the local Workforce Investment Council to avoid duplication with Workforce Investment Act Title I programs, adult education, and other federal training programs (Sec 118).
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment.
15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.

**Carl D. Perkins Career and Technical Education Act of 2006
Assurances (continued from previous page)**

16. This plan has been developed in consultation with the local career and technical education advisory council which is composed of members of the public, especially representatives from business, industry, and labor (if applicable), including appropriate representation of both sexes and the racial and ethnic minorities found in the school, community, or region and in consultation with teachers, parents, students, and interested community leaders.
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006.

Section 134(b)(7) and Section 135(b)(6). Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination because of race, gender, religious preference, national origin, or disability.
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines.
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation.
21. Career and technical services, programs, and activities will reflect labor market needs and student interest.
22. Career and technical student organizations will be an integral and active part of each career and technical program.
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education.

Conditions

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased.
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased or who planned to dispose of or trade in such equipment must comply with the provisions of EDGAR.
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable).

In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.

4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (five-year plan).
6. The locality will not fund any project, service, or activity for more than three years, the year of its inception and the two following years, unless they are showing continuous improvement, meet or exceed all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.
13. The Locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76—State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying; 34 CFR Part 85—Government wide Debarment and Suspension (Nonprocurement).

Perkins IV Technical Skills Assessment Certification
(To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.

2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.
 - a) Competencies are specified to students prior to instruction.
 - b) Competencies include “all aspects of the industry” and “workplace readiness skills.”
 - c) An internal evaluation system (i.e., state supplied Student Competency Record)* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

*Student Competency Records should be used accordingly:

- a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
- b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance level of students on each essential competency.
- c) Grading rubrics should be used where appropriate in skill performance applications.
- d) Student competency records should be retained in the school division for five years.

PERFORMANCE ASSESSMENT
(Continued on next page)
(Annual Submission Required)

Performance assessment will be done in conjunction with participating school divisions with the exception of applicable regional center standards.

Complete the information below. Your local plan should reflect activities/projects that address Perkins Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits.

Because 2008-2009 was the first full year under Perkins IV, the negotiations for each performance standard have changed based on the new State/U.S. Department of Education negotiated rates. All school divisions must meet state performance standards. If a performance standard is not met, the local division must show improvement at a minimum rate of .5 percent. Once a school division has met the state performance standards, they must maintain or show continuous improvement each year.

Perkins Performance Standards	Virginia Performance Standard for 2010 – 2011 (based on prior year data)	2009 – 2010 LEA Actual Performance from APR	LEA Projected Minimum Rate for 2011 - 2012 Performance (based on actual data from 2009–2010)
1S1 Academic Attainment – Reading/Language Arts	91.00%	98.43%	98.93%
1S2 Academic Attainment – Mathematics	83.00%	99.21%	99.71%
Special Populations Academic Attainment-Reading/Language Arts	91.00%	97.03%	97.53%
Special Populations Academic Attainment – Mathematics	83.00%	98.02%	98.52%
2S1 Technical Skills Attainment	83.00%	86.86%	87.36%
Special Populations Technical Skills Attainment	83.00%	82.83%	83.33%
3S1 Secondary School Completion	82.00%	99.61%	99.61%
4S1 - Student Graduation Rate	77.00%	96.11%	96.61%
5S1 - Secondary Placement	82.00%	97.33%	97.83%
Special Populations Secondary Placement	82.00%	98.75%	99.25%
Completer Response Rate	75.00%	77.27%	77.77%
6S1 - Nontraditional Participants	19.00%	33.22%	33.72%
6S2 – Nontraditional Completion	16.00%	15.00%	15.50%

PERFORMANCE ASSESSMENT**(Continued from previous page)**

The Annual Performance Reports for your locality may be obtained from the CTE Web site after Virginia Board of Education approval (to be announced).

Number of performance standards/elements not met for first time.		N/A
Choose performance standards not met from the drop down menu below (click in box - menu will open). Explain why you did not meet each of these.		

Number of performance standards/elements not met for two consecutive years.		N/A
Choose performance standards not met from the drop down menu below (click in box - menu will open). Explain why you did not meet each of these and what was done in prior years to improve the performance.		

Number of performance standards/elements not met for three consecutive years:		N/A
Choose performance standards not met from the drop down menu below (click in box - menu will open). Explain why you did not meet each of these and what was done in prior years to improve the performance.		

CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2011-2012 Plan

Section 134(a) and Section 135 (c)(1). The local plan shall be for the same period of time as the State Plan submitted under Section 122. Please check the types of involvement each of the groups below have had in the development of your local plan.

Section 134(b)(5) and Section 135(c)(1). Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

	supplied information	provided substantive consultation	reviewed and critiqued the plan or sections of the plan
Representatives of business/industry			
Representatives of labor (if applicable)			
Community representatives and other interested individuals			
Representatives of special populations			
Representatives of local community colleges			
Teachers			
Parents			
Students			

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the current year.

The Charlottesville-Albemarle Joint Career and Technical Education Advisory Council meets throughout the year and provides information on employment needs of our community, program relevance, and assists in the development, implementation, and evaluation of CTE programs. They also make recommendations regarding strategic planning, new programs, curriculum, equipment, and facilities. Council's suggestions are used in the development and implementation of local CTE plan. Council members review information on program offerings relative to local employment opportunities, local budget information, and receive information from CTE Annual Performance and Data Analysis Reports. Qualitative and quantitative data used in these discussions include occupational projections and surveys, industry certification and licensure assessment, student transition to work and post-secondary, business partnerships, and non-traditional enrollments.

CTEMS SCHEDULE 1 (Continued)
Stakeholder Participation/Involvement
2011-2012 Plan

The local advisory committee for career and technical education must be involved in the development, implementation, and evaluation of career and technical education programs. The advisory committee, which meets regularly, is a group of persons representing business, industry, labor (if applicable), public agencies, education, and the community for the purpose of providing counsel, direction, and assistance to career and technical education.

Note. The local advisory council may be used for this purpose if membership is expanded to include membership from the following groups: parents, students, teachers, representatives of business and industry, labor organizations, representatives of local community colleges, representatives of special populations, and other interested individuals. Other persons may be asked to participate at the discretion of the eligible recipient. Ex-officio members should include career and technical administrators.

List below those persons on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of career and technical education programs.

Group ID Letter:	P for parents S for students T for teachers L for labor organizations	B&I for representatives of business and industry CC for representatives of local community colleges SP for representatives of special populations O for community representatives and other interested individuals
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Phil Crocker (Chair)	WE Brown, Inc	B&I
Allyn Gutauskas	Farmington Country Club	B&I
Mark Maynard	Crutchfield Corporation	B&I
Larry Banner	Cville News Organization	B&I
Valerie Palamountain	Piedmont Virginia Community College	CC
Luncinda Childs-White	University of Virginia	L
Danielle Fitzhugh	Chamber of Commerce	B&I
Lee Davis	Vocational Planner, Charlottesville H.S	SP
Chad Ratliff	Asst Director of Instruction, ACPS	O
Terry Burton	Career Specialist, Monticello HS	T
Darah Bonham	Director, CATEC	O
Cheryl Ribando	Parent	P
Joe Hughes	Charlottesville Fire Department	B&I
Don Landis	Career Coach, Charlottesville HS	T
Todd Palmquist	Piedmont Workforce Network	B&I
Mike Mountjoy	CATEC	T
Kelly Harris	Albemarle High School	S

CTEMS SCHEDULE 2
Application for Local Career Cluster/Pathway Plans of Study
2011-2012 Plan

INSTRUCTIONS/PROCEDURES

Assistance for completing career clusters/pathways/plans of study may be found at:

http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml

Assistance for completing Academic and Career Plans may be found at :

http://www.doe.virginia.gov/instruction/graduation/academic_career_plan.shtml

By the beginning of the 2012-2013 school year, local school divisions must have in place at least one career pathway representing each program area offered. Local school divisions may either submit an Academic and Career Plan template or the CTE Plans of Study template. Academic and Career Plans or Plans of Study must be submitted annually until all applicable career pathways have been identified and implemented. (Section 134(b)(3)(A) and Section 135(b). The school division may submit more than one Career Cluster: Career Pathways - Academic and Career Plan or Plan of Study per year, if it so chooses. Academic and Career Plans or Plans of Study must be e-mailed or mailed to the CTE Office. Each career pathway must have the appropriate Academic and Career Plan or Plan of Study.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

[illegible]

**Application for Local Career Cluster/Pathway Plans of Study
2011-2012 Plan**

Please FAX a copy of your completed 2011-12 Career Cluster/Pathway Plan of Study template to 804-530-4560 for separate approval.

PLANS OF STUDY SUBMITTED FOR 2011- 2012 LOCAL PLAN

CLUSTER for 2010-2011 Year	PATHWAY	LOCAL OR STATE TEMPLATE (Please indicate which is being used.)
Hospitality & Tourism	Restaurants and Food/Beverage Services-Hospitality and	State

1. Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in –
 - i. the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii. career and technical education subjects.*
 2. Provide students with strong experience in, and understanding of, all aspects of an industry.*
 3. Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.*
 4. Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).*
 5. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits/elements (This may be shown through either a statewide or locally-developed articulation agreement or Tech Prep articulation agreement or an individual local education agency agreement with a community college/college/university).
 6. Must lead to a high school diploma and, if applicable, an industry certification/state licensure/NOCTI assessment at the secondary level and to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.*
- * Required

CTEMS SCHEDULE 3
Special Populations Report
2011-2012 Plan

A. State the number of economically disadvantaged, disabled, limited English proficient (LEP), migrant, single-parent, nontraditional, and displaced-homemaker students eligible for services provided by your school division.

Number of Economically Disadvantaged (including foster children) (Grades K-12)	Number of Disabled (Grades K-12)	Number of Limited English Proficient (Grades K-12)	Number of Migrant (Grades K-12)	Number of Single-parent (including single pregnant women) (Grades 7-12)	Number of Non-traditional Training and Employment (Grades 7-12)	Number of Displaced-home-makers (Grades 7-12)
3,031	1,355	1,012	13		286	

B. Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(14, 16 and 17). Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

Enrollment of special populations in CTE programs is monitored annually by using data collected for the CTE Reporting System, Virginia System of Performance Standards and Measures for Secondary CTE. Access to CTE programs by special populations is demonstrated by reporting enrollment rates relative to all other students enrolled in CTE. To promote equal access, students meet with school counselor, parent, and case managers, to review career plans and goals, and design a course of study that enables students to pursue career paths each year. All students receive a Program of Studies and participate in the annual Curriculum Fair. Class presentations, open-houses, field trips to the technical education center, and vocational assessments are accessible to all students. When appropriate, special education teachers, a career assessment specialist, and other support staff assist students with their individual program planning needs.

CTEMS SCHEDULE 3 (continued)
Special Populations Report
2011-2012 Plan

C. Section 134 (b)(8)(A) and Section 135(b)(9)and (c)(4)and (c)(17). Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

The Virginia System of Performance Standards and Measures for Secondary Career and Technical Education will be applied to all eligible students. Analysis of performance data may reveal a need for general or specific program improvement. Modifications to curriculum and instruction and/or services to improve the success rate of special populations may include the following:

- Staff development for career/technical education teachers and special educators
- Remediation in reading, writing, and/or mathematics
- Extended or double blocked courses
- School counseling
- Curriculum modifications
- Classroom modifications
- Equipment modifications
- Specific career technical education courses such as Office Specialist and Education for Employment
- Supportive employment opportunities

D. Section 134 (b)(9) and Section 135(b)(9)and (c)(4). Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

By policy and practice, Albemarle County Schools will not discriminate against members of special populations. All students have access to the full range CTE programs and services provided. As policy requires, the nondiscrimination clause appears on promotional materials, newsletters, program of study, middle school program guide, and other public information. The scheduling process includes the distribution of the Program of Study to all students and parents, class presentations, open-houses, field trips to the technical education center, and individual counseling with students to assist them in preparing their schedules for the following year. When appropriate, school counselors in partnership with parents, special education teachers, case managers, ESOL teachers, and career specialists, assist students who are members of special populations with program planning.

CTEMS SCHEDULE 3 (continued)
Special Populations Report
2011-2012 Plan

E. Section 134(b)(8)(C) and (b)(10) and Section 135(b)(9) and (c)(4) and (c)(17). Provide activities/services to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

SERVICES PROVIDED	DISADVANTAGED	DISABLED	LEP	MIGRANT	SINGLE-PARENTS	NON-TRADITIONAL	DISPLACED HOME-MAKERS
Supplemental basic academic instruction	X	X	X	X		X	
Supplemental social growth activities	X	X	X	X		X	
Low-level, high-interest reading materials	X	X	X	X		X	
Instructional or teacher aides	X	X	X	X		X	
Transportation for work experience						X	
Apprenticeship			X	X		X	
Work-study programs	X	X	X	X		X	
Mentoring programs							
Systematic tutoring							
Coop education	X	X	X	X		X	
Job placement and follow-up							
Job-coach and job-transition services	X	X	X	X		X	
Career counseling	X	X	X	X		X	
Career and technical assessment	X	X	X	X		X	
Work-site visitation	X	X	X	X		X	
CTE student organizations	X	X	X	X		X	
Field trips	X	X	X	X		X	
Child-care							
Special transportation							
Special seminars for fathers, teens, etc.							
Other: (specify)							
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	X	X	X	X		X	

CTEMS SCHEDULE 4
Strengthen/Improve Academic and Technical Skills
2011-2012 Plan

Section 134(b)(3)(B,D,E) and Section 135(b)(1)(A,B) and (c)(12). Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

Directions

For each of your Perkins supported programs, place an X by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if "Using academic/career and technical team teaching" is designed to improve the academic and technical skills of students in Agriculture, place an X in the block marked "Using academic/career and technical team teaching" under Agriculture.

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects			X	X	X	X	X	X	X	X
b. Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects			X	X	X	X	X	X	X	X
c. Developing and using academic and career and technical collaborative lesson plans			X	X	X	X	X	X	X	X
d. Using academic/career and technical team teaching										
e. Providing dual credit options			X	X		X			X	X
f. Providing joint academic/career and technical instructional assignments			X	X	X	X	X	X	X	X
g. Planning joint academic/career and technical field trips to business/industry			X	X	X	X	X	X	X	X
h. Providing a senior research project with both academic and career and technical education components										
i. Other (specify)										

CTEMS SCHEDULE 5**All Aspects of Industry
2011-2012 Plan**

Section 134(b)(3)(C) and Section 135(b)(3) and (c)(6 and 11). Provide students with experience in and understanding of all aspects of an industry.

Directions

For each of your Perkins supported programs, place an X by every activity that applies to that program and provides students with experience in and understanding of all aspects of an industry.

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Career and technical curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry										
b. Work-site experiences provided										
Co-op								x		
Internship			x	x	x	x	x	x	x	x
Apprenticeship										
Mentoring			x						x	
Shadowing				x			x			
c. Participation of Business/Industry Reps										
Mentoring opportunities provided										
Shadowing opportunities provided										
Business/industry tours			x			x			x	x
Class presentations			x	x	x	x	x	x	x	x
Program Evaluation										
Other Specify:										

CTEMS SCHEDULE 6
Technology in Career and Technical Education
2011-2012 Plan

Section 135(b)(4 and 7) and (c)(9 and 12). Develop, improve, or expand the use of technology in career and technical education

Directions

For each of your Perkins supported programs, place an X after any activity you will use in that program to develop, improve, or expand the use of technology industry.

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Train career and technical personnel to use state-of-the-art technology, which may include distance learning.			X	X	X	X	X	X	X	X
b. Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.			X	X	X	X	X	X	X	X
c. Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).			X	X	X	X	X	X	X	X
d. Provide technology applications in classroom instruction (including computer applications).			X	X	X	X	X	X	X	X
e. Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.			X	X	X	X	X	X	X	X
f. Other (specify)										

CTEMS SCHEDULE 7
Professional Development
2011-2012 Plan

Section 134(b)(4) and Section 135(b)(5) and (c)(8, 16 and 19). Describe how 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). Section 134(b)(12)(A and B). Describe efforts to improve (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

Directions

For each of your Perkins supported programs, place an X after any activity you will use to provide professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	DIVISION PROGRAMS								
	AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development on:									
(1) Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.		X	X	X	X	X	X	X	X
(2) Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965; and career and technical education subjects.		X	X	X	X	X	X	X	X
(3) Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers		X	X	X	X	X	X	X	X
(4) State-of-the-art career/technical programs and techniques		X	X	X	X	X	X	X	X
(5) Effective teaching skills based on research		X	X	X	X	X	X	X	X
(6) Effective practices to improve parental and community involvement		X	X	X	X	X	X	X	X
(7) Opportunities for National Board Certification to provide teachers access to Virginia incentives		X	X	X	X	X	X	X	X
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry		X	X	X	X	X	X	X	X
c. Participate in regional, state, and college teacher placement job fairs		X	X	X	X	X	X	X	X
d. Offer Virginia Teachers for Tomorrow (Teacher cadet) program for secondary		X	X	X	X	X	X	X	X
e. Business/industry internship programs for teachers									
f. Other (specify)									

CTEMS SCHEDULE 7 (continued)
Professional Development
2011-2012 Plan

Directions

For each of your Perkins supported programs, indicate the number of teachers who will participate in the activity described below.

ACTIVITIES		DIVISION PROGRAMS								
Note. All professional development provided must meet requirements for professional development as identified in Perkins IV. (Indicate the number of teachers/administrators attending from each program area within the boxes.)		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. State conferences, institutes, or workshops			5	4	4	1	1	5	4	4
b. National conferences, institutes, or workshops										
c. Local conferences, institutes, or workshops			5	4	4	1	1	5	4	4
d. Internship in industry										
e. Other (specify)										

CTEMS SCHEDULE 8
Evaluation of Career and Technical Education Programs
2011-2012 Plan

Section 134(b)(7) and Section 135(b)(6). Develop and implement evaluations of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

All required.

X	We agree to implement and participate annually in the state system of Performance Standards and Measures for career and technical education programs.
X	We agree to review annually the performance of special needs populations measured by the state system of Performance Standards and Measures to ensure that their needs are being met.
X	We agree the state system of Performance Standards and Measures will be used to evaluate the annual performance of career and technical education programs for the school division.
X	We agree that the utilization of Perkins funds will be determined by Performance Standards or sub-groups that are below state standards.

CTEMS SCHEDULE 9
Improvement, Expansion, and Modernization
2011-2012 Plan

Section 134(b)(3)(6) and Section 135(b)(4,7). Initiate, improve, expand, and modernize quality career and technical education programs.

DIRECTIONS

For each of your Perkins supported programs, place an X after any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES		DIVISION PROGRAMS								
		AGRICULTURE	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY AND CONSUMER SCIENCES	HEALTH AND MEDICAL SCIENCES	JROTC	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum.			X	X	X	X	X	X	X	X
b. Revise/update instructional materials.			X	X	X	X	X	X	X	X
c. Obtain input from business/industry/ community representatives to improve/modernize program.			X	X	X	X	X	X	X	X
d. Modernize program offerings in occupational area.			X	X	X	X	X	X	X	X
e. Conduct labor market analysis related to area.			X	X	X	X	X	X	X	X
f. Conduct community surveys (this could include surveys of groups such as your local boards and community groups).			X	X	X	X	X	X	X	X
g. Initiate new program(s) or courses based on labor market needs.			X		X	X			X	X
h. Expand career and technical program offerings to provide greater student choice.			X	X	X	X	X	X	X	X
i. Incorporate technology applications in the classroom/lab.			X	X	X	X	X	X	X	X
j. Certify teachers in industry or professional/trade association.			X	X	X	X	X	X	X	X
k. Incorporate industry or professional/trade association certification standards.			X	X	X	X	X	X	X	X
l. Provide training in high tech or telecommunications occupations.			X	X	X	X	X	X	X	X
m. Other (Specify)										

CTEMS SCHEDULE 10
Using Data to Improve Career and Technical Education
2011-2012 Plan

Section 134(b)(7) and Section 135(b)(6). Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient using the data provided for your school division on the State System of Performance Standards and Measures to improve career and technical education in your school division.

Data for Perkins Performance Standards are reviewed to determine if the division met standards as determined by the negotiated local level of performance. If a standard is not met, data will be disaggregated to determine which CTE program(s) were below in performance. A plan will be developed to improve the CTE program(s), to include the targeted use of Perkins funds. Goals for SY10-11 are determined using this data and linked to division-wide goals. A planning commission will determine long-term strategies. Staff development is designed for continuous improvement. The Annual Performance Report is shared with the Joint Advisory Council and other stakeholders as a yearly evaluation tool. Goals for the work of the Advisory Council are also determined using these data. The Completer Survey results are also analyzed and SOL data are used to determine if a student is in need of remediation and how his/her CTE class can support this remediation.

CTEMS SCHEDULE 11
Sufficient Size, Scope, and Quality of Program Services and Activities
2011-2012 Plan

Section 134(b)(6) and Section 135 (b)(8 and 9) and (c)(2). Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

Complete corresponding cell for each statement that applies to your division.	Yes or No
a. Instruction in career and technical exploration is provided in each middle school. (Standards of Accreditation 8 VAC 20-131-90.B)	Yes
b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)	Yes
c. A minimum of 11 courses in career and technical education is offered in each secondary school. (Standards of Accreditation 8 VAC 20-131-100.B)	Yes
d. Career and technical education programs incorporated into the K through 12 curricula that include:· · Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills; · Career exploration opportunities in the middle school grades; and · Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:1. Standard 1.D.3.)	Yes
e. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board... . (Standards of Quality § 22.1-253.13:4.D.2.)	Yes
f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. In addition, the Board may: a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and b. Permit student completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.5.)	Yes

CTEMS SCHEDULE 12**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2011-2012 Plan**

Section 134(b)(11) and Section 135(b)(2) and (c)(10 and 16). Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Place an X in the blank for each option you have implemented to facilitate linkage between and transition from secondary to postsecondary programs. Note: several are required.

X	Career Pathways: Plans of Study (required)		
X	Career assessment programs (please indicate programs that you are using). (required)		
	X	Virginia Wizard	
			Career Cruising
	X	Other: Describe	
	Career and academic counseling/coaching. (required)		
X	Section 134(b)(11) and Section 135(c)(2). Describe how the career guidance system provides employment counseling to furnish information on available employment opportunities to all students, including students who are disabled.		
	Albemarle County students graduate with a Career Plan. All students are involved in a K-12 School Counseling program that provides extensive experiences in the Career Domain. This program is developmentally appropriate and is designed so that all students set career goals, choose and explore career pathways, and design educational and career plans that support their goals. All Career Specialists maintain and communicate weekly to students the current job openings and employment opportunities that are available in the surrounding communities within and bordering Virginia. Schools also provide opportunities for job shadowing, internship, and cooperative work experiences and career fairs.		
	Career fairs, placement services and job seeking skills. (required)		
X	Section 134(b)(11), Section 135(c)(2 and 10), Section 134(b)(3)(C) and (8)(C), and Section 135(c)(2, 3 and 10). Describe placement services provided for all students exiting school and describe how job-seeking skills are provided to all secondary students including those identified as disabled.		
	Placement services and employment resources are provided to all students by the high school career specialists, Piedmont Virginia Community College, school counselors, Career Planning and classroom guidance, and the Virginia Employment Commission. Students are also introduced to on-line resources such as Virginia View, Career Prospects, and Virginia Career Resources Network that will provide information related to career goals, job placement and success in the workplace. Additionally, students with disabilities are provided the services of a work study program for job training and have the services of the Department of Rehabilitative Services (DRS) to secure permanent employment and training upon graduating/exiting from their high school program.		

CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2010-2011 Plan

	High Schools that Work
	Tech Prep (Specify programs involved.)
	Engineering and Architectural Drawing, Business and Information Technology
	Dual Enrollment Options (Specify courses/programs.)
	Virginia Teachers for Tomorrow, Geospatial Technology, Engineering, Engineering and Architectural Design, Web Design, Principles of Management, Applied Management Principles
	Other (specify)

CTEMS SCHEDULE 13
Equity Provisions of General Education Provision Act
2011-2012 Plan

Section 134 (b)(8, 9, 10, and 12). Develop a brief plan stating steps that will be taken annually to ensure equitable access to, and equitable participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

The Albemarle County Schools will annually take steps to ensure equitable access to--and equitable participation in--all federally assisted projects or activities by addressing the special needs of students, teachers, and other program beneficiaries. Barriers to full and equitable participation will be identified and strategies will be adopted to overcome potential barriers that might exist including barriers based on gender, race, color, national origin, disability, and age. Steps that may be taken will include providing awareness, encouraging active recruitment, encouraging participation, and ensuring appropriate representation of any group with potential barriers.

CTEMS SCHEDULE 14
Labor Market Needs
2011-2012 Plan

Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet the needs of your school division.

The Weldon-Cooper Center at U.Va. releases annual local and state employment projections and areas of growth for all CTE courses offered. These data are used to review and update course program offerings and pathways from the high schools to CATEC and to PVCC. Online information related to career families and labor market needs for training and employment are used in planning opportunities for students. Annually, a representative of the local VEC provides information and instructional materials through meetings with CATEC and the CTE advisory committee. Local employment data and information from "The Guide to Career Prospects in Virginia", "Career Connect", and the Virginia Career Resources Network are used to guide and plan education, training, and postsecondary programs. The Central Virginia Career Pathways Consortium publishes a "Career Pathways Guide" based on labor market data collected compiled input from area businesses.

CTEMS SCHEDULE 15**Participation in Regional Technical Education Programs****(Only to be completed by school divisions participating in regional programs that serve multiple divisions.)****2011-2012 Plan**

COLUMN A: Total CTE Students in Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Center	COLUMN B: Number of CTE Students Participating In Regional Program (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Program (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Program (Based on percent in Column C)
2,601	169	6.50%	9,232.0

CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2011-2012 Plan

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)		
2. Assistant Principal (includes Special Career and Technical Centers)		
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs		
4. Adult Occupation Supplements		
5. Adult Occupation Teachers (Full-time)		
6. Adult Occupation Teachers (Part-time)		
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$952,135.00
8. Instructional Supplies/Materials		\$17,690.00
9. Other Instructionally Related Costs		\$12,183.00
10. Equipment		\$17,083.00

CTEMS SCHEDULE 17 (continued on next page)

Budget of Perkins Funds
2011-2012 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
Required Use: Professional Development	x. All	Provide professional development opportunities to teachers, counselors, and administrators on state-of-the art career and technical education programs and in effective teaching strategies via participation in local career and technical education staff development activities, state, and national workshops and conferences.	3000 - Purchased Services	FED	8,000.00
Required Use: Activities for Special Populations (to include nontraditional)	x. All	Partnerships with the UVa, PVCC, and business community provide activities that prepare special populations, economically disadvantaged, all students, for the high skills, high demand occupations necessary for global workplace. Emphasis on non-traditional careers. Activities include 7th/10th Career Expos, transition activities that are included in the Career Planning curriculum.	3000 - Purchased Services	FED	10,000.00
Required Use: Regional Program Participation (only divisions submitting Schedule 15)	ix. Trade and Industrial Education	Improve and expand the use of technology in all program areas at the CATEC. This initiative is designed to integrate 21st century technology into the classroom to improve the ability to communicate and share data, to search, interpret, organize, and present data, to problem solve, and to collaborate with others in order to create a product	3000 - Purchased Services	FED	9,232.00
P2B--To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that	x. All	Enhance college access for CTE students by providing information on dual enrollment and postsecondary education including navigating the college application and financial aid processes thus creating linkages to community college, apprenticeship, and other postsecondary CTE experiences.	3000 - Purchased Services	FED	10,000.00
P12--For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by	iii. Career Connections	Continue to provide salary support for the Virginia Teachers for Tomorrow classes at Albemarle, Monticello, and Western Albemarle High Schools.	1000 - Personal Services	FED	15,192.00
			2000 - Employee Benefits		
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	viii. Technology Education	Improve and modernize middle school labs with updated software, equipment, and other instructional technologies--with an empasis on engineering and design	8000 - Capital Outlay/Equipment	FED	30,830.67
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	viii. Technology Education	Improve and modernize high school labs with updated software, equipment, and other instructional technologies--with and emphasis on engineering and design	8000 - Capital Outlay/Equipment	FED	20,000.00

School Division ALBEMARLE COUNTY PUBLIC SCHOOLS Division Number: 002

CTEMS SCHEDULE 17 (continued on from previous page)
Budget of Perkins Funds
2011-2012 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds) See Appendix B	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE See Appendix C	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	viii. Technology Education	Develop the "Monticello Media Lab" for CTE students at Monticello High School by purchasing digital media production software, equipment, computers, and other instructional technologies	8000 - Capital Outlay/Equipment	FED	10,000.00
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	iv. Family and Consumer Sciences	Improve and modernize FCS labs at Monticello High School and Henley Middle with updated equipment, computers, software, and other instructional technologies	8000 - Capital Outlay/Equipment	FED	10,000.00
R7--Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.	ii. Business and Information Technology	Expand CTE programming to include on-site courses at Community Public Charter School, Murray Charter High School, and Enterprise Alternative Education Center; provide funding for equipment and software to support these programs	8000 - Capital Outlay/Equipment	FED	15,000.00

CTEMS SCHEDULE 17 (continued on from previous page)

Budget of Perkins Funds

2011-2012 Plan

1. CAREER AND TECHNICAL ACTIVITIES FUNDED (Indicate Required or Permissive Use of Funds)	2. CAREER AND TECHNICAL PROGRAM AREAS FUNDED	3. NARRATIVE DESCRIPTION (Describe how the expenditure will assist your division in continuously improving the academic and technical skills of students participating in career and technical education programs and in meeting the state levels of performance established under Section 113 of the Perkins IV Act. (Section 134(b)(1, 2 and 10.)	4. OBJECT CODE	5. BUDGETED FUNDS AND SOURCE OF FUNDS	
				Fed., State, or Local	Amount
See Appendix B			See Appendix C		

CTEMS SCHEDULE 18**Administration/Administrative Equipment Funds and Budget Summary Worksheet
2011-2012 Plan****(Administration/Administrative Equipment not to exceed 5% of the total federal grant)**

Administration - Description		Amount
1000 - Personal Services	Cost of Follow-up	2,000.00
2000 - Employee Benefits		
3000 - Purchased Services		
4000 - Internal Services		
5000 - Other Charges	Grants Administration	2,000.00
Line 1 Administration SUBTOTAL		4,000.00
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
Line 2 Administrative Equipment SUBTOTAL		0.00
Administration/Administrative Equipment		Amount
Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)		4,000.00

CTEMS SCHEDULE 18 (continued from previous)
Administration/Administrative Equipment Funds and Budget Summary Worksheet
2011-2012 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories See Appendix C for Object Code Definitions	Amount
1000 - Personal Services	17,192.00
2000 - Employee Benefits	0.00
3000 - Purchased Services	37,232.00
4000 - Internal Services	0.00
5000 - Other Charges	2,000.00
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	85,830.67
TOTAL <i>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</i>	142,254.67

COMMENTS

2011-2012 Plan

Please use this page for any additional comments you may have on any of the previous schedules.
Please identify the schedule number with the comments.

The signature page will be faxed in immediately following our next school board meeting.