

Carl D. Perkins Grant: Perkins 2008-2009

The Perkins IV grant, originally enacted by the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins Act), is a basic vocational education formula grant to states administered by the Office of Vocational and Adult Education (OVAE).

Federal funds are made available to states to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical programs.

TYPES OF PROJECTS

This program provides states with support for state leadership activities, administration of the state plan for vocational and technical education, and subgrants to eligible recipients to improve vocational and technical education programs. To be eligible for a subgrant, an eligible recipient must operate a vocational and technical education program that:

- Strengthens the academic, vocational, and technical skills of students participating in vocational and technical education programs, achieved by integrating core academic subjects into vocational and technical education programs through a coherent sequence of courses;
- Provides students with strong experience in and understanding of all aspects of an industry;
- Develops, improves, or expands the use of technology in vocational and technical education;
- Provides professional development programs to teachers, counselors, and administrators;
- Develops and implements evaluations of the vocational and technical education programs carried out with funds under the Perkins Act, including an assessment of how the needs of special populations are being met;
- Initiates, improves, expands, and modernizes quality vocational and technical education programs;
- Provides services and activities that are of sufficient size, scope, and quality to be effective; and
- Links secondary vocational and technical education, including Tech-Prep programs, with postsecondary vocational and technical education programs.

CENTRAL VALLEY SCHOOL DISTRICT

In addition to the required support of nontraditional training and employment, these dollars will be used to:

- Provide professional development for Career and Technical Education (CTE) teachers to
 - enhance instructional strategies that will strengthen technical and academic skills of students
 - increase strategies for core leadership and employability skill integration
 - expand repertoire of contextual instructional strategies
- Improve and modernize quality CTE programs, including relevant software, technology and/or equipment
- Support career development, guidance and counseling
- Develop and revise curriculum, specifically to align with the state-developed model frameworks and/or industry standards
- Create and/or update TechPrep articulation agreements with post-secondary programs

CHENEY SCHOOL DISTRICT

The Cheney School district uses the vast majority of its Carl Perkins Career and Technical Education Grant Funds to stay up to date with industry standards in regard to equipment. Each year a specific pathway receives half of the funds available. The remaining funds are divided among the other pathways. Money is set aside, or specifically earmarked for promotion of non-traditional career education for students.

DEER PARK SCHOOL DISTRICT

Deer Park High School
Deer Park School District

Summary: \$13,654

Deer Park High School will undergo a major remodel beginning in the fall of 2008 and continuing through the summer of 2011. With this remodel Deer Park School District has committed to developing and expanding the current Career and Technical Education course offerings. This will include but not be limited to additional metal/wood shop, agriculture, business, and technology classes.

Business/Marketing Purchases

The following purchases will be made to continue upgrading and improving the current business and marketing programs. Part of this need is the result of hiring an additional staff member to fill a position created by increasing CTE enrollment. This past year our CTE Full Time Equivalent (FTE) averaged approximately 100. The 2008-2009 FTE projection has increased to 125. This has facilitated the need to establish an additional classroom with technology and equipment.

DEER PARK SCHOOL DISTRICT CONTINUED

Projected Needs:

- 3 Document Cameras
- Digital Video Camera, Tripod, Photo Printer, and Software
- Note book computers with docking stations (3)
- CTE Staff collaboration for development and revision of frameworks and programs of study.
- Smart Board (1)

Agriculture/Trade and Industries

The current program as it exists at Deer Park High School is in need of a major modernization of the facilities, programs, and equipment. The district will be building a new greenhouse this summer (2008) to be ready for the start of the fall semester. This will necessitate the need for equipment for this structure. Additionally, the shop program lacks hand tools, small electrical and battery operated power tools to adequately complete class projects. The shop area will be in a transition phase for the next three years. With this in mind, a focus on smaller equipment and tools will be necessary for successful student achievement.

Projected Needs:

- Potting Bench
- Incubator
- Assorted hand tools (hammers, saws, tape measures, etc)
- 12" compound miter saw
- Cordless: Drills, Saws (Jig, Reciprocating, Circular), Screwdrivers
- Electric: Drills, Saws (Jig, Reciprocating, Circular)
- CTE Staff collaboration for program development including frameworks and programs of study.

EAST VALLEY SCHOOL DISTRICT

Money being used to strengthen the connection between C.T.E. Ed and Academic Ed. This is being done by purchasing software, hardware and lease agreements. This equipment and software are things we need to work on our culminating projects and support the students in the classroom. Also using dollars to support our career center and student career development in the classroom.

Last but not least we plan to use part of our Perkins to support the robotics program.

FREEMAN SCHOOL DISTRICT

Freeman High School

Perkins Overview

2008-2009

The Perkins entitlement at Freeman will again be spent on curriculum development and leadership support activities.

Amount \$3,289

Activity	Amount
1. Curriculum Development work in: <ul style="list-style-type: none">▪ FACSE<ul style="list-style-type: none">○ Early Childhood Education 2 days at \$119.00○ Careers in Education 2 days at \$119.00▪ Business Education<ul style="list-style-type: none">○ Entrepreneurship 2 days at \$119.00○ Microsoft 2 days at \$119.00▪ Technology Education 1 day @ \$119.00	\$238 \$238 \$238 \$238 \$119
2. Purchase 2 Electronic Babies for the Early Childhood Education course. These will be in addition to the computers already in place.	\$700
3. Career Center Non-traditional materials.	\$200
4. Travel for CTSO students	\$800
5. Program advisory committee kick-off and follow-up meetings	\$392
6. District indirect charges	\$126
Total	\$3289

Perkins is about 1.55% of the total CTE budget.

MEAD SCHOOL DISTRICT

The Mead School District is implementing Project Lead the Way (PLTW), a four-year high school curriculum designed to integrate Math and Science into hands-on, activity-oriented courses, where students work in teams to solve real-world problems, create and test new designs, and use the latest computer software and equipment in use in industry. This implementation requires significant equipment purchase for the courses in the PLTW sequence. For the 2008-2009 school year, the Mead School District proposes to use Perkins funds to round out the purchase of the most compelling, and the most expensive, pieces of equipment -- laser engravers and "3-D Printers" or "Rapid Prototyping Machines". These machines are central to the PLTW curriculum and offer students the exciting prospect of bringing their creations, designs, and ideas into life. The engraver is \$13,750, and two 3-D printing machines cost \$29,998, for a total of \$43,748.

RIVERSIDE SCHOOL DISTRICT

Preliminary allocation amount for Riverside \$15,278.

Perkins funds will be used to provide staffing to train students in our satellite businesses which include a Printshop, Screenprint & Signmaking, Thrift & Gift Store. Students will have the opportunity to learn the screenprint, graphics, printing and retail trades as well as employability skills related to any job. Students of special populations will work directly with the instructor as well as students from the general population to gain industry experience and training.

SPOKANE SKILLS CENTER

Skills Center Perkins 2008 – 2009

Overview

The following are activities and estimated costs for the 2008 – 2009 Skills Center Perkins entitlement. Most of these activities/purchases have been planned using the Skills Center’s four-year rotational planning process.

Activity	Estimated amount
1. Continue teacher training in developing and implementing online learning. 14 instructors at 3 days each.	\$5544
2. Continued curriculum development with the primary targets being: 4 instructors at 3 programs at 3 days. 1. Construction 1 instructor 2. Medical Careers 1 instructor 3. Auto Technology 2 instructors	\$1584

SPOKANE SKILLS CENTER CONTINUED

Activity	Estimated amount
3. Non-traditional Career Fair to be conducted in the spring prior to student registration. (2% required expenditure, 2.86% budgeted)	\$1750
4. Conduct the required annual student follow-up survey Contracted service	\$4000
5. Provide assistance for student CTSO travel Funds not expended will go to #6.	\$3000
6. Modernize Equipment for program in the review cycle 1. Collision Repair 2. CSI 3. Media Production 4. Pre-Law Enforcement These funds are used in conjunction with any OSPI equipment dollars.	\$42,910
7. District Indirect charges	\$2342
Total Perkins	<u>\$61,130</u>

Note:	Total Annual Skills Center Budget	\$2,492,241	100%
	Total Skills Center Employee Costs	\$1,943,541	78%
	Total NERC	\$ 548,700	22%
	Perkins as a percentage of total		2.45%
	Perkins as a percentage of NERCS		11.1%

SPOKANE PUBLIC SCHOOLS

Summary: \$292,133

These funds will be used to provide tools, opportunities and experiences that further staff development and promote student interests and talents:

- Provide for new digital cameras in the photography courses
- Purchase new computer workstations
- Assist programs to provide student-run enterprises
- Upgrade equipment in the Trade and Industry programs to reflect industry standards

SPOKANE PUBLIC SCHOOLS CONTINUED

These funds will also be used to provide leadership activities and assist in travel to events. This year there will be a focus on the ProStart program, Marketing/DECA chapters and TEConnections, and pre-engineering.

Spokane will also invest in professional development and supplies for instructors and career center specialists:

- Provide substitute teachers so that instructors can work on curriculum and further develop the use of formative and summative classroom based assessment; align curriculum to industry standards, leadership, and employability; and embed literacy, math, science, and art.
- Support continuous improvement of curriculum in every content area. This year’s focus will be on Family and Consumer Science, Business courses, and Agricultural Sciences, which are up for program re-approval.
- These funds are also used to provide counseling and instructional supplies to our six Career Centers. Funds are spent on publications, software and WOIS licenses and six full time Career Specialists at each high school.

Total Annual CTE Budget:	\$8,231,237	100%
Employee Costs:	\$6,869,593	83.46%
NERCS:	\$428,171	5.2%
Indirects:	\$830,430	10%
Perkins:	3.5% of Total	68% NERCS

WEST VALLEY SCHOOL DISTRICT

West Valley’s Perkins money this year will be used to help pay for Instructional Activities to facilitate the Pathways Program at Spokane Valley High School. This program allows juniors to select from three pathways (Horticulture Science, Marketing and Business and Technology). The final piece of the pathway program is an Internship program during their senior year. This worksite learning experience then becomes part of their senior portfolio that is presented to members of the business community in the spring of their senior year.