

§ 403.207

meet the common needs for the planning for, and the operation of, programs of the State board assisted under the Act and of the administering agencies under the JTPA; and

(2) Use the occupational information system to implement a career information delivery system.

(Authority: 20 U.S.C. 2422(b))

§ 403.207 What are the State's responsibilities to the National Center or Centers for Research in Vocational Education?

A State shall forward to the National Center for Research in Vocational Education a copy of an abstract for each new research, curriculum development, or personnel development project it supports, and the final report on each project.

(Authority: 20 U.S.C. 2404(c))

§ 403.208 What are the requirements regarding supplanting?

(a) The State board is subject to the prohibition against supplanting in § 403.196.

(b) The State board shall monitor each eligible recipient's compliance with the supplanting requirements in § 403.196.

(Authority: 20 U.S.C. 2468e(a)(1))

APPENDIX A TO PART 403—EXAMPLES FOR 34 CFR 403.111(a) AND 403.111(c)(3)

Illustration of providing full participation under 34 CFR 403.111(a). An educationally disadvantaged student is enrolled in a course that is part of a vocational education program and is having trouble understanding a math concept (e.g., negative numbers) necessary to succeed in the course. To ensure the student's full participation in the course, a local educational agency may use funds awarded under § 403.112 as needed to provide tutoring in negative numbers to enable the student to understand the concept well enough to complete the vocational education course.

Illustrations of providing equitable participation under 34 CFR 403.111(c)(3).

Example 1: An area vocational education school conducts an informal meeting to provide the information required in § 403.193(a) regarding the area vocational education school's vocational education programs, to parents of students who are members of special populations in a local educational agency whose allocation was distributed to the area vocational education school under

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§ 403.113. The area vocational education school conducts the meeting at a time and in a location convenient for these parents and students. At the meeting, the area vocational education school provides a staff person to assist students or their parents to complete any forms necessary to enroll in the area vocational education school's vocational education program.

Example 2: A hearing-impaired student in a local educational agency could participate in the vocational education program only if an interpreter is provided for that student. The local educational agency cannot refuse to admit the student because of the need for an interpreter.

APPENDIX B TO PART 403—EXAMPLES FOR 34 CFR 403.194—COMPARABILITY REQUIREMENTS

Methods by which a local educational agency can demonstrate its compliance with the comparability requirements in 34 CFR 403.194(a) include the following:

Example 1: The local educational agency files with the State board a written assurance that it has established and implemented—

(a) A district-wide salary schedule;

(b) A policy to ensure equivalence among secondary schools or sites in teachers, administrators, and auxiliary personnel; and

(c) A policy to ensure equivalency among secondary schools or sites in the provision of curriculum materials and instructional supplies.

Example 2: The local educational agency establishes and implements other procedures for ensuring comparability, such as the following:

(a) Comparing the average number of students per instructional staff in each secondary school or site served with Federal funds awarded under the State plan with the average number of students per instructional staff in secondary schools or sites not served with Federal funds awarded under the State plan. A served school is considered comparable if its average does not exceed 110 percent of the average of schools or sites in the local educational agency not served with Federal funds awarded under the State plan; or

(b) Comparing the average instructional staff salary expenditures per student in each secondary school or site served with Federal funds awarded under the State plan with the average instructional staff salary expenditure per student in schools or sites in the local educational agency not served with Federal funds awarded under the State plan. A served school is considered comparable if its average is at least 90 percent of the average of schools or sites not served with Federal funds awarded under the State plan.

PART 406—STATE-ADMINISTERED TECH-PREP EDUCATION PROGRAM

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AUTHORITY: 20 U.S.C. 2394-2394e, unless oth- erwise noted.

SOURCE: 57 FR 36763, Aug. 14, 1992, unless otherwise noted.

Subpart A—General

§ 406.1 What is the State-Administered Tech-Prep Education Program?

If the annual appropriation for tech- prep education exceeds \$50,000,000, the State-Administered Tech-Prep Edu- cation Program provides financial as- sistance for—

(a) Planning and developing four-year or six-year programs designed to pro- vide a tech-prep education program leading to a two-year associate degree or certificate; and

(b) Planning and developing, in a sys- tematic manner, strong, comprehen- sive links between secondary schools

and postsecondary educational institu- tions.

(Authority: 20 U.S.C. 2394(b))

[57 FR 36763, Aug. 14, 1992, as amended at 59 FR 38513, July 28, 1994]

§ 406.2 Who is eligible for an award?

A State board of vocational edu- cation (State board) in the fifty States, Puerto Rico, the District of Columbia, or the Virgin Islands is eligible for an allotment under this program.

(Authority: 20 U.S.C. 2394a(b))

§ 406.3 What activities may the Sec- retary fund?

(a) The Secretary makes allotments to State boards to provide funding for consortia described in § 406.30 for tech- prep education projects.

(b) A State board assists projects that must—

(1) Be carried out under an articula- tion agreement between the members of the consortium;

(2) Consist of the two years or four years of secondary school preceding graduation and two years of higher education, or an apprenticeship train- ing program of at least two years fol- lowing secondary instruction, with a common core of required proficiency in mathematics, science, communica- tions, and technologies designed to lead to an associate degree or certifi- cate in a specific career field;

(3) Include the development of tech- prep education program curricula ap- propriate to the needs of the consor- tium participants;

(4) Include in-service training for teachers that—

(i) Is designed to train teachers to implement tech-prep education pro- gram curricula effectively;

(ii) Provides for joint training for teachers from all participants in the consortium; and

(iii) May provide training on week- ends, evenings, or during the summer in the form of sessions, institutes, or workshops;

(5) Include training activities for counselors designed to enable coun- selors to more effectively—

(i) Recruit students for tech-prep education programs;