

Section B: Narrative Report

I. State Administration

A. Sole State Agency and Governance Structure

The Kansas Board of Regents (KBOR) serves as the lead agency responsible for administering the Carl D. Perkins Vocational and Technical Education funds for the state. Prior to 2001, the coordination of postsecondary education, delivered by area schools and one- and two-year postsecondary institutions, rested with the Kansas State Department of Education (KSDE). This authority has since been transitioned to the Board of Regents, which now assumes coordination for all postsecondary education within the state. A memorandum of understanding between the two entities was developed detailing the responsibilities of each entity, including administration of Carl D. Perkins funds.

Basic Grant funds are shared equally between the Kansas Board of Regents, for postsecondary programs, and the Kansas State Department of Education, for secondary programs. Each agency allocates their share of the funds into one of three funding categories—Administration (5%), Program Improvement (85%) and State Leadership (10%)—for their respective levels. All Tech Prep funds are administered through the Regent's office and are distributed to consortia comprised of both secondary and postsecondary institutions throughout the state. The career and technical education staff at both KBOR and KSDE collaboratively assist in the implementation of all secondary and postsecondary activities in the approved state plan.

The Career and Technical Education (CTE) unit, within the Regent's office, is charged with providing leadership, administering funds, monitoring performance and compliance, and accountability reporting for all postsecondary career and technical education programs as well as compiling both secondary and postsecondary information for the consolidated annual report.

The following is a list of roles and responsibilities for the Kansas Board of Regents CTE staff:

- a. Director of Career and Technical Education and Director of WIA for Department of Commerce
 - Provides administrative leadership for the CTE unit of KBOR
 - Provides leadership and serves as liaison to the Kansas Department of Commerce
- b. Senior Associate Director of Career and Technical Education
 - Provides leadership for the CTE unit and collaborates with KSDE to fulfill the "sole state agency" role for the Carl D. Perkins Grant
 - Administers the postsecondary portion of the state career and technical education plan
- c. Associate Director of Finance
 - Provides financial reporting and fund disbursement
- d. Associate Director of CTE for Tech Prep and Program Accountability
 - Provides technical assistance and monitors Tech Prep and Nontraditional grants and related activities
- e. Associate Director of CTE for Program Accountability and Effectiveness
 - Performs Perkins monitoring and OCR compliance visits
 - Provides technical assistance for data submission
 - Maintains and analyzes data for core indicator and other performance reporting needs
- f. Associate Director of CTE for Workforce Development and Program Accountability
 - Provides technical assistance to selected institutions for Perkins grants and activities
 - Coordinates and monitors state technology and instructor internship grants
- g. Associate Director of CTE for Workforce Development and Program Accountability
 - Provides technical assistance to selected institutions for Perkins grants and activities and special projects

The following is a list of the roles and responsibilities of staff at the Kansas State Department of Education:

- a. Director of State and Federal Programs
 - Ensures all state and federal educational programs are efficiently and effectively maintained to meet identified regulations by qualified staff.
- b. Assistant Director of Career and Technical Education
 - Ensures that all projects, services, and activities at the secondary level are developed, implemented and evaluated for relevancy to current and future practices in career and technical education.
- c. Education Program Consultants for Career and Technical Education
 - Approve, review, and provide technical assistance to all secondary career and technical education programs in Kansas.
 1. One consultant for Business and Marketing programs
 2. One consultant for Technology Education programs, High Schools That Work and Perkins Accountability
 3. One consultant for Agricultural Education programs
 4. One consultant for Trade and Industry programs

5. One consultant for Family and Consumer Sciences, Occupational Family and Consumer Sciences and Making Middle Grades Work
 6. One consultant for Health Sciences programs, Perkins audits and local grants, and America's Career Resource Network activities
 7. Three consultants for Career and Technical Student Organizations (FCCLA, SkillsUSA, FBLA, BPA, DECCA)
- d. Research Analyst
- One staff person maintains data files, current and new program materials, school audits and analyzes data for required state and federal programs

B. Organization of Vocational and Technical Education Programs

Postsecondary career and technical education programs in Kansas are delivered through a system of community colleges, technical colleges, area technical schools, and one university that are governed at the local level and coordinated through the Board of Regents. To receive Carl D. Perkins funds, postsecondary career and technical education programs must be approved, reviewed, and are monitored by the Regent's staff.

Secondary career and technical education programs in Kansas are delivered through a system of 301 school districts that are governed at the local level and coordinated through the Kansas State Department of Education, Career and Technical Education. To receive Carl D. Perkins funds, secondary career and technical education programs must be approved, reviewed and are monitored by the Kansas State Department of Education, Career and Technical Education staff.

II. State Leadership Activities

A. Required Uses of Funds

- **Assessment of funded vocational and technical education programs**
 - Twenty percent of the postsecondary institutions receiving Perkins funds are monitored each year. As part of the monitoring process documentation is reviewed to answer the following questions: (1) Have CTE programs improved the academic and technical skills of the participating students? (2) Have CTE programs provided rigorous levels of academic standards? (3) Were CTE students provided with experience in All Aspects of an Industry? (4) Can grant recipient ensure that CTE programs are of such size, scope and quality to bring about improvement in Career and Technical Education? In addition, institutional and program performance on the identified core indicators is reviewed and a plan for improvement is developed and submitted in areas where performance is deficient.
 - Twenty percent of the secondary career and technical education programs are assessed once or within a five year period. The process, Technical Program Review, consists of a desk audit, peer review and review by each CTE consultant. Each program is assessed on the following components: Classroom-based learning, Experienced-based learning, Connecting activities, and Accountability. The final component to the review process is to submit a plan for improvement. The plan is developed to support the areas of weakness that were identified during the desk audit and with the assistance of the program consultant for that particular program area.
- **Developing, improving, or expanding the use of technology in vocational and technical education programs**
 - The Consultant for Project Lead the Way has worked with teachers to pilot an Aerospace course for a Pre-engineering program. Equipment, software and additional materials have been purchased to support the Aerospace Pre-engineering program.
 - The Consultant for Trade and Industry programs provided training for Rivot and AutoDesk. Instructors were provided with training and software to use in their classrooms.
- **Professional development programs**
 - A postsecondary state leadership grant provided 57 career and technical college faculty from across the state the opportunity to select training options regarding methods to adapt delivery of selected existing CTE courses to the online arena. These courses allow students to complete the lecture portion of the class online, anywhere, anytime (within the course of a regular semester) with on-site lab sessions scheduled to enhance technical skills and competencies. This method of delivery has eliminated the need to turn students away and makes better use of shop lab space. The capstone of this leadership project was the three-day faculty Institute for Online Learning. The Institute included an overview and demonstration of software tools used to build course content, development of communication strategies, and the creation of effective assignments and assessments.
 - An "Innovations in Health Science Education" summit was conducted and provided nursing and allied health program faculty from all sectors of higher education the opportunity to examine best practices. The focus of the summit was to examine innovative practices and identify barriers and possible solutions for expanding the current capacity of the

- state's nursing and allied health programs. Major issues addressed included the lack of space at clinical sites and a shortage of qualified faculty.
- High Schools That Work provided a professional development opportunity for 10 teachers to gain knowledge in the Advisor/Advisee program. Teachers attending the professional development training will provide training for other CTE educators.
 - The Education and Training career cluster is being developed for Kansas. Teachers attended a training session in Ohio to better assist in the development process and determine who to bring to the table. The development of this cluster will continue into FY'06.
- **Support for vocational and technical education programs that improve the academic and vocational and technical skills of students through the integration of academics with vocational and technical education**
 - A postsecondary state leadership grant, entitled Health Exploration Alignment Ladder (HEAL), was awarded to assist regional efforts in addressing the critical shortage of health care workers and improve the quality of future health care professionals. Partners in the project included local hospitals, senior care facilities, technical and community colleges, universities and local education agencies. Two primary objectives of the project were: 1) alignment of the secondary-to-postsecondary health care curriculum and initial steps toward the development of articulation agreements providing a career ladder from the technical college LPN program to ADN and BSN programs at Kansas colleges and universities, and. 2) strengthen the partnerships between colleges, health care providers and regional rural secondary schools to provide academically rigorous programs for high school students. The solid academic foundation, structured hospital shadowing rotations, and entry-level certifications launched students into postsecondary education that prepares them for a long and successful future in health careers. Partnership agreements were developed between local health providers, secondary school districts and the area's technical college to allow high school junior and seniors to observe various health careers in different core areas such as: therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Each student was able to observe 9 chosen areas for a total of 4 hours each over the 18 week semester. Each student participating studied these career areas during their health science course one semester prior to their observation at the facilities thus creating an interest in pursuing a higher education in these high skill, high wage areas. The model established is such that replication could be possible elsewhere in the state.
 - Health, Trade and Industry, Agriculture, and Business and Marketing representatives attended a High Schools That Work professional opportunity, Building a Globally Competitive Workforce. Through this opportunity the representatives will provide training to their respective content areas at various conferences and workshops. The focus for each presentation will be improving the academic and technical skills through a variety of integration activities.
 - An early summer professional development conference, Working It Out By Hand, was planned. One focus of the conference was to include integration of academics into each of the presentations. As academic achievement was the only core indicator not met in FY 2004, this early summer conference was to provide strategies for teachers to take back to the classroom and increase their academic levels of achievement.
 - Kansas Career and Technical Education Resource Center has provided many documents, now accessible through the center's website (www.kcterc.ksde.org), for the teachers, administrators, guidance counselors and a host of other entities to use while increasing the academic and technical skills integration into their curriculums.
 - **Provide preparation for nontraditional training and employment**
 - The Kansas Career and Technical Education Resource Center has provided materials and resources to many schools that may not know what and how to incorporate nontraditional opportunities into curriculum and/or on-the-job training opportunities.
 - Four regional nontraditional centers continue to promote participation in nontraditional employment and training opportunities in Kansas. Coordinators meet quarterly to network, exchange ideas and work on the plan for the year. Participation in Career Fairs, Career Days and specific classroom presentations were provided as requested. Information covered in presentations included job market information, employment trends, salary expectations, and specific information about different occupations. The 5th Annual *Kansas Breaking Traditions* scholarship competition was held this year. Fliers were sent to all secondary and postsecondary schools explaining in detail what a nontraditional occupation is and how students apply for the scholarships. From the applications submitted, ten scholarships were awarded to students receiving training in an occupation not traditional to their gender. The primary outcome is that students are exposed to and learn about occupations that are nontraditional to their gender. In FY 2005, the centers served 20,629 individuals, of which 9,332 were male and 11,297 were female as depicted on the following table.

REGION	PROGRAM	TOTAL SERVED	STUDENTS (Grades 9-12)		STUDENTS (Grades 13-14)		GUIDANCE COUNSELORS		INSTRUCTIONAL STAFF		COMMUNITY OUTREACH	
			M	F	M	F	M	F	M	F	M	F
NW	Smoky Hill Ed. Service Center, Salina	6,188	1,085	1,047	238	233	23	89	1,202	1,652	248	371
SW	Barton Co. Comm. College/Great Bend**	950	261	239	95	104	14	20	21	29	72	95
NE	Highland Community College	5,211	1,640	1,921	147	208	131	174	298	392	126	174
SE	Coffeyville Community College	8,280	2,152	3,001	1,180	1,123	16	14	94	112	289	299
	STATEWIDE TOTALS	20,629	5,138	6,208	1,660	1,668	184	297	1,615	2,185	735	939

**Coordinator employed from 12/1/04 to 3/3/05.

- **Support partnerships to enable students to achieve State academic standards, and vocational and technical skills**
 - The Kansas Advisory Committee for Career and Technical Education has provided direction through business and industry partnerships to better identify academic and vocational and technical skills needed for the respective programs.
 - A focus for KSDE and KBOR has been a seamless transition from secondary to postsecondary to the workplace. A state-wide articulation agreement has been discussed thus creating the need for additional partnerships. This project is on-going.
 - Drafting alignment of math standards is a project that has been planned and implemented with an Overland Park, Kansas high school. The project will provide a statewide alignment for all drafting programs in Kansas
 - CTE Education Program consultants are working closely with the Standards and Assessments integrated workgroup to align career and technical education program standards to the Kansas Academic Standards. The work will also include linking State Guidance Counseling Standards. This is a project that will continue as changes occur.

- **Serving individuals in state institutions**
 - There are currently 24 vocational programs available to the adult inmate population in 8 Kansas correctional facilities. Postsecondary state leadership funds supported a Career Counselor who, although housed at the Hutchinson Correctional Facility, provided services to multiple facilities within the state. Services included career counseling and assessment, job placement, and employment-seeking/employment-keeping skills training to inmates prior to being released from prison; screening and enrollment of inmates into vocational programs at the Hutchinson facility; and assistance with curriculum development for on-going vocational programs within Kansas correctional facilities. In addition during FY05 the Career Counselor completed a follow up study of 1,560 inmates and parolees over the past 4 years looking at release, employment, wage, and re-incarceration rates for these individuals. Results from this study indicated that inmates successfully completing an educational program in a correctional setting were (1) more likely to be released from prison, (2) less likely to be re-incarcerated, (3) more likely to be gainfully employed, (4) earn higher wages, and (5) are more likely to complete parole obligations.
 - The secondary corrections grant provided money to four juvenile facilities in Kansas.
 - The Beloit facility used the money for staff in-service training, internet access, professional development activities, curriculum development and materials/supplies. There were 47 students, all female. The ethnic breakdown was 28 Caucasian, 11 African American, 1 Hispanic, 2 Asian and 5 multiethnic.
 - The Topeka facility used the money to partially pay the salary of a vocational instructor. Students are being required to stay at the facility for longer sentences which is allowing more of their students to complete high school graduation requirements and puts more of an emphasis on the vocational programs. They continue to expand the vocational program to include new instructional opportunities. Without this additional instructor, students would have to be put on a waiting list before getting into a vocational program. There were 596 students. The ethnic breakdown was 335 Caucasian, 201 African American, 42 Hispanic, 8 Asian and 10 American Indian.
 - The Atchison facility assessed its students using the Career Scope Assessment Profile plus academic placement tests in numerous areas of academic needs. The goal of the school is to keeps students at grade level (if the student is functioning at grade level) or to increase academic skills and bring up to a grade level. A goal of equal importance is to introduce an awareness of vocational opportunities. There were 104 students, all male. The ethnic breakdown was 53 Caucasian, 29 African American, 13 Hispanic, 3 Asian and 6 American Indian.
 - The Larned facility continued to develop the vocational and technological studies and provide the students with an opportunity to take away a usable skill along with knowledge. They upgraded the food service training area in the new facility. They also used the money to provide for the needs of the students in meeting the criteria for NCLB.

There were 271 students, all male. The ethnic breakdown was 150 Caucasian, 68 African American, 43 Hispanic, 2 Asian and 6 American Indian and 2 other.

- **Support for programs for special populations that lead to high skill, high wage careers**
 - Workshops, conferences and other activities have been conducted by KSDE and KBOR in conjunction with the Transition Coordinators, and Guidance Counselors to provide the Kansas Career Guide and interactive materials to assist students in finding careers for their future. In the Guide, there are assessments that both the parents and the students can work on together as well as to how to find a career that best fits with the student.

B. Permissible Activities

- **Technical assistance**
 - Postsecondary technical assistance is provided by various members of the KBOR staff. Assistance provided includes leadership, integration of academics, completion of grant RFPs and reports, data submission, and national program accreditation and certification. Technical assistance is provided through workshops, conferences, and campus visits. KBOR staff also acts as a conduit for information concerning other funding resources.
 - Technical assistance is a major component for KSDE consultants. Some of the assistance provided includes standards development, integration of academics, leadership and skill attainment. Other assistance provided is with the career guidance and data collection. The assistance is provided at workshops and conferences, primarily.
- **Improvement of career guidance and academic counseling programs**
 - The Kansas Career and Technical Education Resource Center (www.kcterc.ksde.org) is supported through a state leadership grant and has established a website to distribute materials and direct links to career awareness, labor market, and other career related information throughout the state.
 - Workshops/Conferences have been provided to introduce The Kansas Career Guide. The Guide provides a host of assessments, resources for research on career opportunities, information on how to apply for jobs (resume writing, follow-up letters) and information on how to apply for financial aid if seeking further education.
 - The State Guidance Counselors have been included in the development of some of our products and support has been provided for them to attend national conferences.
- **Establishment of agreements between secondary and postsecondary vocational and technical education programs for students participating in programs including Tech Prep**
 - During FY 2005, faculty and administrators from 20 postsecondary institutions, and in 11 different career and technical education program areas, participated in the first phase of a multi-year project designed to increase the seamlessness of career and technical education within the state for both secondary students transitioning to postsecondary institutions and postsecondary students transferring to other postsecondary institutions. Phase 1 of this curriculum alignment project included: identification of program scope and length; alignment of core courses and learner outcomes (competencies) common to each program area and based on national business and industry standards; and the identification of common industry or nationally recognized skill assessment tools where applicable. Phases 2 and 3 will include implementation of the aligned curriculum in these program areas, creation of statewide program articulation agreements, and additional staff development. Early in FY 2006 an additional 6 program areas began Phase 1 of the curriculum alignment process.
 - The Technology Education programs in Kansas are currently required to have articulation agreements with a postsecondary institution. Other programs will be including the articulations as their standards near completion, Health being one of the programs.
- **Support for cooperative education**
 - At this time there is no funding going for this activity. However, work-based learning opportunities and internships are required for secondary CTE programs and included as an element in many postsecondary CTE programs.
- **Support for vocational and technical student organizations**
 - Leadership funds are used to support the advisors for each of our CTSO's and many of the related student organization activities. Student leadership skills are enhanced through participation in the joint Citizenship Day, Summer CTE Conference, and individual CTSO specific leadership training.
- **Support for public charter schools operating secondary vocational and technical education programs**
 - At this time there is no funding going toward this activity.

- **Support for vocational and technical programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter**
 - An Aerospace Pre-Engineering course is being developed as part of Project Lead The Way (PLTW). PLTW is new to Kansas and has been met with enthusiasm. Work to showcase PLTW will continue.
 - Internships are available to administrators, counselors, classroom teachers and academic teachers to ensure the skills being taught are meeting all aspects of industry needs. The internships must be relevant to the program being taught and the skills needing improvement.
 - Associated General Contractors is supporting the development of a curriculum for Construction Trades. This project was done through a collaborative effort between high schools, postsecondary institutions, and Associated General Contractors.

- **Support for family and consumer sciences programs**
 - Introductory level course core competencies have been completed. Kansas FACS teacher led development of the course core competencies which have been accepted by the Kansas State Board of Education.
 - Attendance at IDEC Midwest Regional Conference in Chicago provided an opportunity to garner support for the new state standards of the Fashion, Interiors and Textiles program.
 - Early Childhood Education teachers attended the KAEYC Conference and received teacher supplies to support implementation of new standards.

- **Support for education and business partnerships**
 - The Kansas Hospital Association, in partnership with KBOR, co-sponsored the "Innovations in Health Science" summit for faculty in Kansas nursing and allied health programs. The Hospital Association has also been a partner with on-going publication of a health careers resource publication, entitled "The Top Health Care Occupational opportunities in Kansas," geared toward high school students and their parents. In addition, the Hospital Association, with KBOR's assistance, has also developed a scholarship program for healthcare professions that agree to become educators in Kansas healthcare programs.
 - Career Communications, Inc. has partnered with KSDE and KBOR to provide materials at the annual summer conference and collaborated in the development of a health careers planner for Kansas secondary students.
 - Business and Industry representatives have partnered with KBOR and KSDE forming an advisory committee for CTE in Kansas. They have provided valuable input on career clusters vs. economic clusters, industry certificates, and encouraged development and implementation of a career/work ready certificate.
 - Associated General Contractors is supporting the development of a curriculum for Construction Trades. This project was done through a collaborative effort of high schools, postsecondary institutions, and Associated General Contractors.

- **Support to improve or develop new vocational and technical education courses**
 - Aerospace Pre-Engineering course is being developed as part of Project Lead the Way (PLTW). PLTW is new to Kansas and has been met with enthusiasm. Work to showcase PLTW will continue.
 - Education and Training Career Cluster Development: Teachers went to Ohio to work with an established Education and Training Cluster.
 - Several Agricultural Education and Health instructors attended the HSTW summer pre-conference, Building a Global Workforce, to gain knowledge on integration activities. Agricultural Education instructors have developed a core curriculum. The Health instructors have developed a set of integrated activities to be added as an appendix to the new health standards.
 - After attending the HSTW pre-conference on integration, secondary business teachers met in Salina along with staff from the Wichita school system to determine a course of action. Wichita developed a crosswalk of marketing competencies with math and reading competencies and are also developing the crosswalk documentation for other business programs with math and reading.

- **Providing vocational and technical education programs for adults and school dropouts to complete their secondary education**

Through separate funding sources 31 entities (17 community colleges, 2 technical colleges, 1 university, 9 unified school districts, and 2 community-based agencies) provide adult education and GED services through 85 sites throughout the state. Of the 9,475 individuals that enrolled in minimum of 12 hours of adult basic, literacy, and/or ESL education instruction during FY 2005, 61.57 % made advancement of at least 2 grade levels. In addition 1,974 individuals received a GED and 449 were placed in postsecondary education/training.

- **Providing assistance to participating students in finding an appropriate job and continuing their education**
 - Through the Kansas Career and Technical Education Resource Center valuable labor market information can be found on the website, www.kcterc.ksde.org. Another useful site is www.teencareers.org. Some of the documents include the Kansas Career Guide, Job Opportunities in Kansas, and Where Will You Be in 2010.
 - Postsecondary institutions provide career placement assistance and information to CTE students through college student services offices. Institutions also provide access for electronic job searches, posting of resumes, and job openings.

C. Tech Prep Activities

- During FY 2005, Kansas selected nineteen Tech Prep Consortia to provide services. The Kansas Board of Regents awarded \$60,000 to each of fifteen consortiums to implement Tech Prep throughout the state, five consortia (two were also regular Tech Prep Consortium) received special grants to implement career clusters in their region, and the other consortium was responsible for the career guidance initiative. Each of the grant recipients formed a consortium with other secondary and postsecondary educational institutions in their area. The following paragraphs describe some exemplary aspects of each consortium for the fiscal year that just ended.
 - **Smoky Hill Tech Prep Consortium (USD 237, Smith Center)** had the opportunity to work with Kansas State University at Salina and the Salina Chamber of Commerce to host tours of the Global Flyer. Students were able to view all aspects of the mission from design and engineering to mission control and all points in between. These future engineers had the chance to visit with college students and professors involved in the mission and meet with Steve Fossett, the pilot of the flight. A tour of the aircraft was the true highlight for the students. What better way to grasp "all aspects of the industry."
 - **Northwest Kansas Tech Prep Consortium (USD 315, Colby)** Programs and activities from this consortium were showcased as part of the Professional Development Series from the National Center for Career and Technical Education in the web cast on "Implications for Implementing Career Clusters in Rural Settings." These web casts are designed to create an interactive learning environment to be used to enrich the professional development experiences of secondary and postsecondary career and technical educators across the country as well as internationally.
 - **Pottawatomie Tech Prep Consortium (USD 320, Wamego)** has developed a TV Broadcasting Department that prepares students for the world of work whether pursuing work in front of the camera or behind it. The students have transitioned from thinking of themselves as "mere" *students* to knowing that they are seen as the *broadcasting experts*. All of the class members have to work as a team to produce *Red Line News*, a 30-minute TV show on the cable channel. When students realize their names are credited at the end of the show, and their parents, friends and community are watching, the link between learning, doing a good job is long remembered.
 - As a result of a summer internship sponsored by **Wolf River Tech Prep/School-to-Career Consortium (USD 415, Hiawatha)**, a teacher from Sabetha High School worked at Wenger Manufacturing, Inc. and as a result a school wide project was initiated. Two years later, the students and staff are still involved in this problem-solving project which enhances student learning and provides fortified food products to countries suffering from malnutrition. Details as to manufacturing, transportation, and funding of the project have been a school wide activity.
 - **Three Lakes Tech Prep Consortium (USD 421, Lyndon)** has made great strides to create a foundation for future years. Tech Prep Action Plans and Budget Forms were developed to allow districts to make proposals to access grant funds. The proposals are reviewed and approved by the steering committee. This allows each district to review their requests as well as expenses in a simple format. To foster the use of technology in the classroom, they created classes on "Integrating Technology into the Classroom." The class meets once a month after school to explore the topics such as PowerPoint, Virtual Prescriptive Learning, Web Quests, Web Literacy, and Technology in Science.
 - In rural northeast Kansas the **School-Business Educational Consortium (USD 442, Nemaha Valley)** has moved toward using the distance learning network to offer some career and technical education courses. Offering courses over the distance learning network allows small rural schools to share information, instruction and resources. The consortium school districts have had to adapt new ways to offer students a variety of educational opportunities. This group offers a minimum of two CTE courses over the network each semester. Curriculums have had to be tailored to be able to offer courses over the network, but instructors are excited to have a larger audience to teach.
 - The **Cowley County Tech Prep Consortium (USD 465, Winfield)** "Work Ethics Certificate" for high school seniors has continued to become more effective. The certificate is designed in conjunction with the Arkansas City Chamber of Commerce to provide seniors with a way to show employers that they have attained the "soft skills" needed in the workplace. A few seniors mentioned the "Work Ethics Certificate" on their job applications and the CTE Director began receiving calls from employers following up on these students. They are encouraged that this

- program opens doors with employers and thus helps students as they enter the workforce. Sixteen students successfully completed the requirements last year and 30 successfully completed this year.
- **Riley-Geary County Tech Prep Consortium (Manhattan Area Technical College)** has worked with Junction City High School to implement career academies. Each step taken has been carefully thought out. This year the construction class was established. After a student takes Construction Drafting, s/he can take a construction class during which the students go out to the housing being built in the community. The students, under the guidance of a skilled carpenter, practice a wide range of skills. Next year several of the students will be involved in internships for one to four high school credits. Step-by-step the staff and administrators continue to explore viable, challenging transitions from high school to the work world and postsecondary education.
 - In the **Central Kansas Tech Prep Consortium (Barton County Community College)** students from area high schools continue to take advantage of opportunities on the college campus to pursue courses for concurrent credit in addition to opportunities that exist at their high schools. The college's auto program and network plus program had 65 students from various high schools enrolled this past year. Progress has been made in the development of Career Clusters for the college and the high schools. A task force was organized to work with the area high schools to offer additional concurrent credit courses.
 - The **Butler County Tech Prep Consortium (Butler County Community College)** is unique in its diversity. The consortium consists of twelve high schools ranging in size from 175 to 2,165 students. The consortium held monthly meetings rotating from school-to-school. This allowed the consortium members to converse and share ideas. Over 50 students attended Butler's campus and received training. This allows them to be employed at high skill-high wage jobs or allowed them to continue their education and complete an associate degree. A partnership of this type truly links postsecondary and secondary opportunities while developing programs that meet academic standards.
 - The **TALLGRASS Tech Prep Consortium (Cloud County Community College)** uses the consortium meetings as a best practices session. Each school serves as a resource for the others, taking advantage of successes and learning from the activities that were not successful. The use of Senior Projects continues to be an outstanding example of using career pathways in a comprehensive project. Each year the schools evaluate the process and make necessary modifications to improve the overall experience for the students. The utilization of outside representatives as evaluators for these activities furthers awareness of Tech Prep in the community and amongst the businesses.
 - At **Hutchinson Community College, the Mid-Kansas Tech Prep Consortium** revisited all of the articulation agreements that have been developed. Changes were made as needed and relationships between high school and college faculty were renewed. New agreements were developed with four of the high schools in the area. Approximately 1250 letters were mailed to High School Tech Prep students who have received articulated credits. Hopes are for more than 50 students to enroll at HCC with the Tech Prep credit already on their transcripts.
 - **Tech Prep Consortium of Eastern Kansas--TePCEK (Kansas City Kansas Community College)** worked closely with over one hundred business people to provide career and technical information through two career fairs and the Women in Technology Symposium. Joining with the Alliance in Manufacturing in Kansas City, they presented the first "Dream It, Do It" expo. Over 800 students attended the events. Cooperation on both sides of the state line provided students with greater opportunities and more options.
 - **Keeping Options Open/Technical College Preparation at Johnson County Community College** has strived to give students' programs of study that will allow them to be competitive in today's world of work. Being aware of the needs of the business sector and being able to infuse the skills necessary into the classroom curriculum has become paramount. The faculty feels that the better prepared a student is academically the better the student's chance will be of staying in school and completing a degree. One important aspect of the program is that a student has many options to choose from to achieve their educational goals. This allows for a strong connection between the high schools and the college.
 - **South Central Kansas Tech Prep Consortium (Pratt Community College)** believes that the extensive articulation building at the high school, community college and university levels creates an excellent system of 4+2 and 4+2+2 seamless education for all students. With the validation of the articulation agreements through the PCC Technical Education Department Advisory Committees, they have industry endorsement. After developing the articulation agreements, they created full color 13" by 19" posters to show high school students an overview of their education if they choose one of the articulated pathways.
 - The **Flint Hills Tech Prep Consortium (Flint Hills Technical College)** administered the grant to provide a solid guidance and counseling component for students who are enrolled in Tech Prep and those preparing to enter these programs. Sixteen thousand two hundred thirty-five middle school/junior high school students received copies of the *American Careers* Planner to assist in their career decision-making. The parent guides in both English and Spanish were distributed to the parents of these students. In the end, students and parents were more aware of the world of careers and their link to educational goals. The high school edition was distributed to 40,200 students. Teachers and counselors received teaching guides to effectively use the publications in the classroom.

- Five Tech Prep Consortia were awarded grants to plan for the implementation of career clusters. Their results are as follows: **Point Rock Academy (USD 218 Elkhart)** in cooperation with Seward County Community College has developed a **Health Careers Cluster** to prepare students to transfer into the Nursing program at the college or go directly into the work world. Students are instructed in small groups or individually. Students take employment skills courses that support the job shadowing and trainer/trainee activities.
- Based on economic need in rural northeast Kansas (**USD 498 Valley Heights**), the three primary goals for the **Health Sciences Career Cluster** grant were: to plan a seamless health sciences program of study; to review, modify, and expand health sciences curricula and develop new courses; and to develop a seamless program of study for individual health sciences career plans. After reviewing other health sciences programs throughout the country, the health education action committee identified two courses (Health Sciences Careers and Human Anatomy/Physiology) that are the foundation to health sciences career clusters for the seven high schools within the consortium. The result is a shared distance learning program between many towns that helps meet the area need for healthcare workers.
- The **Northeast Kansas Education Service Center Career Clusters Enhancement** project is focusing on a mobile learning lab that will allow students in smaller, more rural settings, the same opportunities that might be available in larger, more urban areas, for exploratory opportunities as they plan their high school and post secondary careers. The 6th Annual Summer Conference offered sessions designed to provide educators with information about the current status of career and technical education, and information on the career clusters that are targeted in their grant—Health Sciences and Law, Public Safety and Security.
- The focus of the **Finney County Learning System (Garden City Community College)** grant was to build the bridge to **health science careers for minority students** who are bilingual. As part of the grant they developed some pilot efforts to fill the gaps for these students who were not prepared for the rigor of education in the health sciences fields. The workshop on “Strategies for Interacting with ESL Students” provided faculty with strategies to facilitate the learning process for these students. In cooperation with the Pioneer Health Network a list of hot careers in health science for southwest Kansas was developed and the Mexican American Ministries has translated much information into Spanish.
- The exemplary aspect of **Pratt Community College Career Cluster grant** was the **Health Sciences Summer Academy**. Twenty-eight area high school students participated in the Academy. During the week, students learned through intensive job shadowing in the area health facilities (hospital, physicians’ offices, hospice, counseling office, mortuaries, public health department, chiropractic and veterinary medicine offices). At the hospital, they shadowed in obstetrics, occupational therapy, emergency room, anesthesiology, surgery, laboratory, medical records and the cancer clinic. On the last day, students presented their career choice(s) to the group, received awards, evaluated the academy and departed with a wealth of information about the Health Careers available.
- Tech Prep has had a positive impact in Kansas in these additional areas:
 - The Educator Summer Internship program offered by each Tech Prep Consortium is the best professional development opportunity for educators. One hundred instructors and counselors participated last summer. The interns learned about more than two hundred occupations with the assistance of employers. They had the opportunity to communicate with business leaders to share ideas for classroom projects and to discuss information that would benefit both the business and the school. A number of local consortia also provided internship opportunities for teachers and counselors in their locale. Teachers who participate teach in a more contextual manner and can share with students where they are going to use the information they are learning once in the workplace.
 - Professional development has been provided for counselors, teachers (technical and academic), and administrators employed at both the secondary and the postsecondary levels. Efforts were made to provide activities locally as well as providing opportunities to attend state and national meetings. Topics made available to staff members include: career clusters, contextual teaching, connecting the curriculum using an integrated approach, performance assessment, problem solving, thematic units, student motivation, integrating technology, teaching to multiple intelligences, and reading strategies. A total of 3,561 individuals benefited from the sessions. This is an increase of 28% over last year.
 - The twelfth annual statewide conference, “Connecting Education and Employment” was held in February with 500 in attendance. This inservice provided teachers, counselors, and administrators with information to help them learn more about tech prep and its value for their school as they work to restructure education. The conference allows participants to assess where they are in reaching the goals of tech prep and to gain first hand information on how other schools are coordinating their efforts to reach these goals. The evaluations show that we offered a quality conference with many ideas offered to improve the quality of education in our state.
 - Each Tech Prep consortium submitted two interim progress reports and a final report in an effort to document the progress and successes of the sites. A summation of these reports is reflected in this report.

- Tech Prep Coordinators' meet on a quarterly basis. These meetings provide information and direction for implementation and sharing best practices from others implementing Tech Prep across the state. By meeting at the various consortia throughout the state, coordinators were able to see the "learning atmosphere" in different regions of Kansas. These meetings facilitated networking and provided a substantial foundation for continued collaboration between colleagues.

Summary of Individuals in Kansas Served by Carl Perkins Tech Prep Funding in FY 2005

<u>LEA</u>	<u>Students</u>		<u>AcadTeachers</u>		<u>TechTeachers</u>		<u>Counselors</u>		<u>Administrators</u>	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
USD 237 Smith Center	2,215	80	170	20	72	15	18	2	36	10
USD 315 NW Tech Prep Consortium	993	95	95	20	16	14	8	2	10	4
USD 320 Pottawatomie Consortium	1,025	0	44	0	16	0	5	2	3	2
USD 415 Hiawatha	1,632	245	167	19	27	15	17	3	25	2
USD 421 Three Lakes	1,395	300	130	10	18	6	8	8	25	6
USD 442 Nemaha Valley	1,186	1	142	8	5	3	6	2	8	2
USD 465 Winfield	898	0	109	1	29	10	8	0	0	0
Manhattan TC	3,587	330	248	3	34	20	12	1	13	3
Barton Co CC	870	77	3	2	54	12	19	2	34	3
Butler Co CC	5,869	6,690	151	0	170	30	30	10	18	5
Cloud Co CC	1,412	462	160	22	50	18	11	7	14	8
Hutchinson CC	7,844	701	0	0	81	31	27	2	3	3
Johnson Co CC	8,643	1,800	139	212	130	51	25	25	15	15
KS City KS CC	1,033	3	35	0	81	2	34	6	5	8
Pratt CC	875	122	22	0	12	9	5	1	9	3
TOTALS	39,477	10,906	1,615	317	795	236	233	73	218	74

Totals shown by fiscal years

<u>Fiscal Year</u>	<u>Students</u>		<u>AcadTeachers</u>		<u>TechTeachers</u>		<u>Counselors</u>		<u>Administrators</u>	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
FY 2005	39,477	10,906	1,615	317	795	236	233	73	218	74
FY 2004	33,190	3,187	1,198	112	618	203	264	55	252	86
FY 2003	26,496	2,348	993	94	546	183	334	48	204	77
FY 2002	18,227	1,787	1,047	66	403	179	186	35	194	95

Tech Prep Career Cluster Implementation Grants Special Planning Grants to Foster the Implementation of Career Clusters

<u>LEA</u>	<u>Students</u>		<u>AcadTeachers</u>		<u>TechTeachers</u>		<u>Counselors</u>		<u>Administrators</u>	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
USD 218 Elkhart	109	0	4	0	1	1	1	1	1	1
USD 498 Valley Heights	19	0	0	0	4	1	4	1	5	2
NE Kansas Ed Service Ctr	905	0	23	0	10	0	13	1	18	2
Garden City CC	794	125	131	13	23	3	13	19	13	6
Pratt CC	325	0	10	0	8	2	5	1	5	2
TOTALS	2,152	125	168	13	46	7	36	23	42	13

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

A. Summary and Listing of the State's Eligible recipients (secondary, postsecondary, consortia)

During the fiscal year 2005, the Kansas Board of Regents awarded 60 Carl D. Perkins grants and 18 state grants, totaling \$7,752,107, to 30 postsecondary institutions, 9 secondary institutions, 3 educational service centers, and the Kansas Department of Commerce to fund career and technical education initiatives focused on improving programs, increasing access to career and technical programs, and workforce development throughout the state. Postsecondary program improvement grants are awarded utilizing a formula based on the number of full-time equivalent students receiving Pell grants and enrolled in an approved career and technical education programs. All other grants are awarded on a competitive basis. Funding through the Carl D. Perkins Vocational and Technical Education Act of 1998 provided a total of \$7,568,226 to support a variety of designated initiatives which included:

- \$5,517,386 was awarded to 30 postsecondary institutions to fund program improvement initiatives in approved career and technical education programs
- \$509,148, was awarded to 5 postsecondary institutions and the Kansas Department of Commerce to support leadership activities having statewide impact and/or application possibilities for improving programs and workforce development
- \$1,113,788 was awarded to 7 secondary and 9 postsecondary institutions supporting Tech Prep initiatives to establish a seamless transition for students from secondary to postsecondary educational programs through articulation agreements
- \$219,165 was awarded to 2 secondary and 2 postsecondary institutions and 1 educational service center to support planning and implementation activities establishing career cluster counseling and curricular models
- \$150,000 was awarded to 3 postsecondary institutions and 1 educational service center to support 4 regional centers specifically addressing the issue of participation and completion of gender nontraditional students in career and technical education programs throughout the state
- \$58,739 was awarded to 1 educational service center supporting services to assist with the reintegration processes for inmates being released from Kansas correctional facilities.

FY 2005 Postsecondary Carl D. Perkins Grants and Recipients

Recipients	Grants				
	Program Improvement	State Leadership	Tech Prep & Career Clusters	Nontraditional	Corrections
Institution/Consortia/Agency					
Flint Hills Technical College	143,195		248,888		
Kansas City Area Technical School	245,960				
Kaw Area Technical School	138,335				
Manhattan Technical College	134,119		55,000		
North Central Technical College	182,397				
Northeast Kansas Technical College	98,321				
Northwest Kansas Technical College	236,726				
Salina Area Technical School	80,169				
Southwest Kansas Technical School	75,632				
Wichita Area Technical College	473,074	40,000			
Allen County Community College	133,174				
Barton County Community College	180,255		57,800	37,500	
Bulter County Community College	314,941	47,719	60,000		
Cloud County Community College	146,977		60,000		
Coffeyville Community College	103,206			37,500	
Colby Community College	169,981				
Cowley County Community College	165,065				
Dodge City Community College/Area Technical School	213,051				
Fort Scott Community College	142,187				
Garden City Community College	165,128		47,040		
Highland Community College	114,203			37,500	
Hutchinson Community College/Area Technical School	314,815	29,800	60,000		
Independence Community College	101,346				
Johnson County Community College/Area Technical School	504,718		60,000		
Kansas City Kansas Community College	422,968		53,000		
Labette County Community College	111,493				
Neosho County Community College	96,934				
Pratt Community College/Area Vocational School	85,841		83,125		
Seward County Community College	96,241				
Washburn University	126,934	282,389			
Smoky Hill Education Service Center-Salina				37,500	
Southeast Kansas Education Service Center					58,739
USD 237--Smith Center			60,000		

Recipients	Grants				
	Program Improvement	State Leadership	Tech Prep & Career Clusters	Nontraditional	Corrections
USD320--Wamego			52,500		
USD 421--Lyndon			60,000		
USD 415--Hiawatha			55,000		
USD 443--Nemaha Valley			60,000		
USD 465--Winfield			58,600		
USD 218--Elkhart			27,000		
USD 498--Valley Heights			75,000		
Northeast Kansas Education Service Center			40,000		
Kansas Department of Commerce		109,240			
Totals	5,517,386	509,148	1,332,953	150,000	58,739

FY 2005 Secondary Carl D. Perkins Program Improvement Grants and Recipients

LEA	Name	Dollars	LEA	Name	Dollars	LEA	Name	Dollars
101	Erie/St. Paul/Thayer	13,382	228	Hanston	1,140	258	Humboldt	5,096
102	Cimarron	6,895	229	Blue Valley-Stanley	77,908	259	Wichita	765,115
103	Cheylin	2,455	230	Spring Hill	7,965	260	Derby	51,197
104	White Rock	1,885	231	Gardner	20,090	261	Haysville	36,182
*105	Rawlins County	5,560	232	De Soto	20,198	262	Valley Center	12,855
202	Turner-KC	45,048	233	Olathe	137,948	263	Mulvane	17,697
203	Piper-KC	6,414	234	Ft. Scott	30,695	264	Clearwater	7,180
204	Bonner Springs	19,526	235	Uniontown	6,405	265	Goddard	26,098
205	Blue Stem	7,604	237	Smith Center	6,188	266	Maize	27,544
206	Remington/White-water	5,554	238	W. Smith Co.-Kensington	1,965	267	Renwick	12,133
207	Ft. Leavenworth	8,986	239	N. Ottawa Co.-Minneapolis	5,708	268	Cheney	4,083
208	Wakeeney	5,264	240	Twin Valley	5,548	269	Palco	1,548
209	Moscow	2,355	241	Wallace Co.-Sharon Springs	3,205	270	Plainville	5,200
210	Hugoton	12,657	242	Weskan	1,807	271	Stockton	5,224
211	Norton	7,579	243	Lebo	4,871	272	Waconda	4,540
212	Northern Valley-Almena	2,337	244	Burlington	7,489	273	Beloit	10,462
214	Ulysses	21,444	246	Arma	9,924	274	Oakley	5,147
215	Lakin	7,945	247	Cherokee	11,377	278	Mankato	2,842
216	Deerfield	5,032	248	Girard	12,702	279	Jewell	2,116
217	Rolla	2,612	249	Frontenac	4,531	281	Hill City	4,800
218	Elkhart	5,602	250	Pittsburg	44,608	282	West Elk	6,542
220	Ashland	3,045	251	North Lyons-Northern Heights	6,433	283	Elk Valley	3,834
221	N. Central	1,537	252	Southern Lyon Co-Hartford	5,299	284	Cottonwood Falls	5,519
222	Washington	3,876	253	Emporia	67,869	285	Cedar Vale	3,253
223	Barnes-Hanover	5,389	254	Barber Co. N.-Medicine Lodge	5,826	286	Sedan	6,119
224	Clifton-Clyde	4,170	255	Kiowa/S. Barber	5,061	287	W. Franklin	8,559
226	Meade	4,264	256	Marmaton Valley	4,689	288	Central Heights	7,699
227	Jetmore	3,203	257	Iola	23,516	289	Wellsville	5,850

LEA	NAME	Dollars	LEA	NAME	Dollars	LEA	NAME	Dollars
290	Ottawa	25,547	340	Jefferson W.-Meriden	5,788	384	Blue Valley	1,653
291	Grinnell	1,112	341	Oskaloosa	6,182	385	Andover	20,085
292	Grainfield	2,583	342	McLouth	5,304	386	Madison	3,740
293	Quinter	3,147	343	Perry	8,134	387	Altoona-Midway	3,404
294	Oberlin	6,229	344	Pleasanton	6,610	388	Ellis	4,524
295	Prairie Heights-Jennings	1,147	345	Seaman	24,673	389	Eureka	9,637
298	Lincoln	4,673	346	Jayhawk-Mound City	7,319	392	Osborne High	5,539
299	Sylvan Grove	1,806	347	Kinsley-Offerle	4,351	394	Rose Hill	12,151
300	Coldwater	3,316	348	Baldwin City	10,987	395	LaCrosse	4,708
303	Ness City	2,046	349	Stafford	5,022	396	Douglass	6,042
304	Bazine	676	350	St. John-Hudson	4,253	397	Centre-Lost Springs	3,345
305	Salina	89,858	352	Goodland	13,451	398	Peabody-Burns	4,821
306	Southeast of Saline	4,163	353	Wellington	21,148	399	Paradise-Natoma	2,059
307	Ell-Saline-Salina	3,450	354	Claflin	2,884	400	Lindsborg	7,060
308	Hutchinson	75,280	355	Ellinwood	5,190	401	Chase	2,875
309	Nickerson	13,715	356	Conway Springs	4,701	402	Augusta	19,158
311	Pretty Prairie	2,641	357	Belle Plaine	8,290	404	Riverton	10,233
312	Haven	13,108	358	Oxford	4,261	405	Lyons	10,710
313	Buhler	17,582	359	Argonia	2,588	406	Wathena	4,421
315	Colby	10,651	360	Caldwell	4,057	407	Russell Co.	12,943
320	Wamego	12,231	361	Anthony-Harper	12,627	408	Marion	6,842
321	KawValley	14,388	362	Prairie View-LaCygne	8,852	409	Atchison	28,627
322	Onaga-Havensville-Wheaton	4,061	363	Holcomb	9,026	410	Hillsboro	7,120
323	Westmoreland-StGeorge	8,342	364	Marysville	7,512	411	Goessel	2,362
324	Eastern Heights	2,812	365	Garnett	15,732	412	Hoxie	5,156
325	Phillipsburg	6,416	366	Yates Center	6,761	413	Chanute	26,416
326	Logan	2,688	367	Osawatomie	17,197	415	Hiawatha	13,727
327	Ellsworth	5,876	368	Paola	18,819	416	Louisburg	7,439
328	Lorraine	5,423	369	Burrton	3,201	417	Council Grove	10,590
329	Mill Creek Valley-Alma	4,286	372	Silver Lake	3,537	418	McPherson	18,865
330	Wabaunsee E.-Eskridge	6,438	373	Newton	43,713	419	Canton- Galva	4,714
331	Kingman	17,757	375	Circle-Towanda	16,370	420	Osage City	5,988
332	Cunningham	3,289	376	Sterling	5,559	421	Lyndon	3,353
333	Concordia	13,124	377	Atchison Co.-Effingham	9,556	422	Greensburg	3,936
*334	Southern Cloud	3,580	378	Riley County	6,046	423	Moundridge	3,241
335	Jackson Heights	3,372	379	Clay Center	16,988	425	Highland	1,791
336	Holton	11,153	380	Vermillion-Centralia	8,130	426	Pike Valley-Scandia	3,564
337	Mayetta	8,993	381	Spearville	2,463	427	Republic County	5,943
338	Valley Falls	3,474	382	Pratt High	14,402	428	Great Bend High	44,545
339	Jeff .Co .N.-Winchester	4,855	383	Manhattan	54,771	429	Troy	3,692

LEA	NAME	Dollars	LEA	NAME	Dollars	LEA	NAME	Dollars
430	Horton	10,408	456	Marais Des Cygnes	4,657	490	El Dorado	25,037
431	Hoisington	10,136	457	Garden City	109,183	491	Eudora	8,890
432	Victoria	2,031	458	Basehor	12,495	492	Flinthills - Rosalia	2,595
433	Midway-Denton	2,467	460	Hesston	5,628	493	Columbus	18,915
434	Santa Fe Trail	12,474	461	Neodesha	9,975	494	Syracuse	7,419
435	Abilene	14,106	462	Central (Burden)	4,476	495	Larned	12,010
436	Caney Valley	9,491	463	Udall	3,111	496	Pawnee Heights	1,747
437	Auburn-Washburn	35,644	464	Tonganoxie	9,392	497	Lawrence	106,315
438	Skyline-Pratt	3,563	465	Winfield	33,811	498	Valley Heights	5,754
439	Sedgwick	4,160	466	Scott Co.-Scott City	9,068	499	Galena	13,155
440	Halstead	5,952	467	Leoti	6,271	500	KC	411,209
441	Sabetha	9,360	*468	Healy	803	501	Topeka	239,293
442	Seneca	4,875	469	Lansing	9,005	503	Parsons	27,310
443	Dodge City	89,738	470	Arkansas City High	38,547	504	Oswego	6,566
444	Little River	3,194	473	Chapman	9,903	505	Chetopa	5,335
445	Coffeyville	32,120	475	Junction City	93,301	506	Labette Co.-Altamont	15,136
446	Independence	28,940	479	Crest-Kincaid	3,347	507	Satanta	5,069
447	Cherryvale	10,020	480	Liberal	64,853	508	Baxter Springs	12,533
448	Inman	4,069	481	Rural Vista-White City	5,427	509	South Haven	2,570
449	Easton-Pleasant Ridge	5,485	482	Dighton	3,636	511	Attica	1,655
450	Shawnee Heights	25,319	483	Kismet-Plains	10,695	512	Shawnee Mission	200,613
451	B & B-Baileyville	2,802	484	Fredonia	11,944			
452	Stanton Co.-Johnson	6,496	486	Elwood	4,187			
453	Leavenworth	62,619	487	Herington	5,420			
454	Burlingame	3,319	488	Axtell	4,724			
455	Hillcrest	1,679	489	Hays	33,531			

Secondary schools not meeting the required \$15,000 minimum have formed consortia. The following chart identifies the consortiums, the participating USD's and their allocation:

CONSORTIUM	PARTICIPATING USD'S	ALLOCATION
Bonner Springs Consortium	204, 203, 469	\$34, 945
Desoto Consortium	232, 230	\$28,163
Essdack High School	440, 460, 444, 446, 268, 332, 349, 350, 354, 355, 376, 382, 396, 400, 408, 410, 411, 423, 431	\$105, 107
Flinthills Special Education Coop	251, 284, 252, 417	\$27, 841
Fort Hays Educational Development Center	211, 270, 271, 324, 325, 347, 388, 395, 399, 407, 432, 495, 496	\$71,604
Goodland Consortium	315, 352, 241	\$27,307
Harper/Anthony Consortium	361, 254, 255, 422, 438, 511	\$32,666
Hiawatha Consortium	415, 322, 335, 336, 337, 372, 406, 425, 429, 430, 433, 441, 486	\$81,169
High Plains Educational Coop	381, 209, 494, 210, 483, 452, 220, 467, 466, 214, 363, 300, 217, 216, 215, 226, 507, 218	\$124,779
Kingman/Norwich Consortium	331, 267	\$29,890
Leavenworth	453, 207	\$71, 605
Lyons High School	405, 303, 102, 439, 401, 263, 227	\$47,586
Nemaha Valley Schools	442, 498, 488, 364, 380, 461	\$33, 797
Northeast Kansas Educational Service Center	338 339, 340, 341, 342, 343, 449, 377, 450, 464, 321	\$97, 877
Northwest Kansas Educational Service Center	292, 242, 466, 274, 105, 293, 103, 412, 208, 294, 291	\$42,256
Paola Consortium	368, 416, 367	\$43,455
Pottawatomie Consortium	320, 323	\$20, 593

CONSORTIUM	PARTICIPATING USD'S	ALLOCATION
Reno County	309, 311, 313, 312	\$47,046
SE KS Service Center	101, 235, 243, 244, 246, 247, 248, 249, 256, 258, 282, 283, 285, 286, 288, 289, 306, 329, 330, 344, 346, 348, 362, 365, 366, 386, 387, 389, 393, 397, 404, 436, 447, 458, 461, 462, 479, 484, 491, 499, 504, 505, 508	\$325,259
Smoky Hill Education Service Center	473, 435	\$24,009
Smoky Hill Education Service Center	104, 212, 221, 222, 223, 224, 237, 238, 239, 240, 272, 273, 278, 279, 295, 298, 299, 307, 326, 327, 328, 333, 334, 378, 384, 392, 426, 427, 455, 481, 487	\$135,601
South Central	206, 205, 262, 264, 265, 356, 357, 358, 359, 360, 375, 385, 394, 396, 463, 490, 492, 509	\$171,149
Three Lakes Education Cooperative Interlocal	421, 434, 287, 456, 454, 420	\$38,350

B. Local Application Used to Fund Eligible Recipients

- FY 2005 Secondary Program Improvement Application Packet is submitted as an attachment at the end of this document.
- Separate application packets for the FY 2005 Postsecondary Program Improvement, State Leadership, Corrections, Regional Nontraditional Center, Tech Prep, and Career Clusters grants are available upon request. These applications were not included in this submission due to the size of the documents.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Strategies

- **Postsecondary overall performance results**

INDICATOR	ACCOUNTABILITY MEASURE	GOAL	ACTUAL	RESULT
1P1	Academic Attainment	92.61	99.58	Exceeded
2P2	Skill Attainment	90.90	99.75	Exceeded
2P1	Completion	36.73	52.56	Exceeded
3P1	Placement	72.00	68.98	Not Met
3P2	Retention	72.00	68.98	Not Met
4P1	Non-traditional Participation	25.10	17.53	Not Met
4P2	Non-Traditional Completion	18.00	15.29	Not Met

- **Postsecondary overall program improvement strategies**

Postsecondary overall performance results demonstrate that data collection issues still exist within KBOR. Placement and Retention (3P1 & 3P2) were not met within our current data system perimeters. We received confirmation from Kansas Department of Labor that a significant number of students classified as status unknown or unemployed are indeed employed. However, the data received was in an aggregate form and does not provide identifiers or demographic information that would allow us to match specific student records within the CaTERS system. KBOR will continue to work with the Kansas Department of Labor and amend the existing Memorandum of Understanding to include unit record data so that the employment and wage information returned can be integrated into the CaTERS system for reporting purposes. Non-traditional Participation and Completion (4P1 & 4P2) were also not met. KBOR institutions have historically provided equal opportunity for all individuals wishing to further their education. We have observed that a vast majority of the adult students continuing their education in a postsecondary career and technical education program have specific career goals already determined prior to applying to a postsecondary institution. To ensure gender bias and discrimination are not the factors in program admission for postsecondary CTE programs, specific questions are asked and special documentation is required of each institution during monitoring visits.

- **Secondary overall performance results**

INDICATOR	ACCOUNTABILITY MEASURE	GOAL	ACTUAL	RESULT
1S1	Academic Attainment	94.25	95.82	Exceeded
1S2	Skill Attainment	95.00	100.00	Exceeded
2S1	Completion	73.10	94.98	Exceeded
3S1	Placement	82.00	88.47	Exceeded
4S1	Nontraditional.-Participation	32.75	44.74	Exceeded
4S2	Nontraditional.-Completion	25.25	96.96	Exceeded

- **Secondary overall program improvement strategies**

The chart for secondary overall performance results demonstrates that all core indicators have exceeded the negotiated goal percentages. Activities to support the continuous improvement of the core indicators will build on the previous years' activities. Kansas CTE's major focus for the coming year will be the continued development of career clusters within the secondary sector as well as effective alignment of postsecondary programming with the career cluster model. As part of the career cluster process, Kansas will align the technical skills as well as academic, communication, problem solving, critical thinking skills, leadership, teamwork and employability opportunities. At KSDE, another reform measure will be promoted to the secondary schools. Measures to increase the number of participants in High Schools That Work will be fully implemented. Some of the measures that will be implemented include creating awareness across the state, revisit schools that have expressed an interest during this last fiscal year and promoting those schools that have success stories after implementation of HSTW. New to the HSTW strategy will be to provide planning grants for schools. This will be done through a series of workshops, in-services and state-wide conferences. Technical assistance will also be available for those schools needing one-on-one direction as they make their decision to be an active participant. Our Technical Program Review process will take on a different look to better meet the needs of our customers and reduce the paper work. All schools will submit an assurance document indicating that the programs meet the state approved standards and the necessary documentation is available onsite to support the assurance. Documentation will need to be rigorous and relevant to the specific program content. The data collection system (CaTE) will be continuously updated to ensure accurate reporting. As the program consultants work to complete updating program standards, the School Improvement Team will be working closely with the consultants to crosswalk with the academics and guidance counseling standards.

B. States Performance Results for Special Populations and Program Improvement Strategies

- **Postsecondary performance results for special populations**

Core Indicator – Academic Attainment

Special Populations Group	Cohort	Group	%
Individuals with disabilities	188	190	98.95
Economically Disadvantaged	2079	2093	99.33
Nontraditional Enrollees	862	865	99.65
Single Parents	252	254	99.21
Displace Homemakers	53	53	100.00
Other Educational Barriers	470	478	98.33
Limited English Proficiency	150	150	100.00
Total for Special Populations	4054	4083	
Tech Prep	830	843	98.46

Core Indicator – Skill Attainment

Special Populations Group	Cohort	Group	%
Individuals with disabilities	188	190	98.95
Economically Disadvantaged	2086	2093	99.67
Nontraditional Enrollees	860	865	99.42
Single Parents	253	254	99.61
Displace Homemakers	53	53	100.00
Other Educational Barriers	476	478	99.58
Limited English Proficiency	150	150	100.00
Total for Special Populations	4066	4083	
Tech Prep	836	843	99.17

Core Indicator – Completion

Special Populations Group	Cohort	Group	%
Individuals with disabilities	301	495	60.81
Economically Disadvantaged	2516	4337	58.01
Nontraditional Enrollees	1140	2391	47.68
Single Parents	299	465	64.30
Displace Homemakers	75	125	60.00
Other Educational Barriers	659	1137	57.96
Limited English Proficiency	254	437	58.12
Total for Special Populations	5244	9387	
Tech Prep	1190	1879	63.33

Core Indicator – Placement

Special Populations Group	Cohort	Group	%
Individuals with disabilities	149	200	74.50
Economically Disadvantaged	1663	2181	76.25
Nontraditional Enrollees	691	1046	66.06
Single Parents	160	213	75.12
Displace Homemakers	90	97	92.78
Other Educational Barriers	402	609	66.01
Limited English Proficiency	119	131	90.84
Total for Special Populations	3274	4477	
Tech Prep	673	800	84.13

Core Indicator – Retention

Special Populations Group	Cohort	Group	%
Individuals with disabilities	149	200	74.50
Economically Disadvantaged	1663	2181	76.25
Nontraditional Enrollees	691	1046	66.06
Single Parents	160	213	75.12
Displaced Homemakers	90	97	92.78
Other Educational Barriers	402	609	66.01
Limited English Proficiency	119	131	90.84
Total for Special Populations	3274	4477	
Tech Prep	673	800	84.13

Core Indicator – Non-Traditional Participation

Special Populations Group	Cohort	Group	%
Individuals with disabilities	83	495	16.77
Economically Disadvantaged	750	4337	17.29
Nontraditional Enrollees	2391	2391	100.00
Single Parents	53	465	11.40
Displaced Homemakers	20	125	16.00
Other Educational Barriers	237	1137	20.84
Limited English Proficiency	66	437	15.10
Total for Special Populations	3600	9387	
Tech Prep	277	1879	

Core Indicator - Non-Traditional Completion

Special Populations Group	Cohort	Group	%
Individuals with disabilities	30	190	15.79
Economically Disadvantaged	294	2093	14.05
Nontraditional Enrollees	865	865	100.00
Single Parents	21	254	8.27
Displace Homemakers	8	53	15.09
Other Educational Barriers	87	478	18.20
Limited English Proficiency	25	150	16.67
Total for Special Populations	1330	4083	
Tech Prep	99	843	11.74

- Secondary performance results for special populations

Core Indicator – Academic Attainment

Special Populations			
Individuals With Disabilities	406	447	90.83 %
Other Educational Barriers	359	483	74.33 %
Economically Disadvantaged	1133	1227	92.34 %
Limited English Proficient	73	76	96.05 %
Single Parents	158	180	87.78 %
Nontraditional	2240	2331	96.10 %
Total for Special Populations	4369	4744	
TECH PREP	3595	3720	96.64 %

Core Indicator – Completion

Special Populations			
Individuals With Disabilities	447	468	95.51 %
Other Educational Barriers	483	538	89.78 %
Economically Disadvantaged	1227	1293	94.90 %
Limited English Proficient	76	86	88.37 %
Single Parents	180	199	90.45 %
Nontraditional	2331	2404	96.96 %
Total for Special Populations	4744	4988	
TECH PREP	3720	3812	97.59 %

Non-traditional Completion

Special Populations			
Individuals With Disabilities	89	92	96.74 %
Other Educational Barriers	110	111	99.10 %
Economically Disadvantaged	238	254	93.70 %
Limited English Proficient	19	22	86.36 %
Single Parents	28	33	84.85 %
Total for Special Populations	484	512	
TECH PREP	811	828	97.95 %

Non-traditional Participation

Special Populations			
Individuals With Disabilities	249	537	46.37 %
Other Educational Barriers	267	597	44.72 %
Economically Disadvantaged	750	1730	43.35 %
Limited English Proficient	82	182	45.05 %
Single Parents	65	161	40.37 %
Total for Special Populations	1413	3207	
TECH PREP	1447	2845	50.86 %

Skill Attainment

Special Populations			
Individuals With Disabilities	447	447	100.00 %
Other Educational Barriers	483	483	100.00 %
Economically Disadvantaged	1227	1227	100.00 %
Limited English Proficient	76	76	100.00 %
Single Parents	180	180	100.00 %
Nontraditional	2331	2331	100.00 %
Total for Special Populations	4744	4744	
TECH PREP	3720	3720	100.00 %

Total Placement

Special Populations			
Individuals With Disabilities	254	295	86.10 %
Other Educational Barriers	313	403	77.67 %
Economically Disadvantaged	613	713	85.97 %
Limited English Proficient	14	20	70.00 %
Single Parents	98	110	89.09 %
Nontraditional	1364	1452	93.94 %
Total for Special Populations	2656	2993	
TECH PREP	2564	2807	91.34 %

C. Definitions

- **Postsecondary Definitions**
 - Vocational participant: A postsecondary student enrolled in an approved career and technical education program, reached their predetermined goal, and stopped program participation prior to the completion of an associate degree or a technical certificate.
 - Vocational concentrator: A student enrolled in a postsecondary Institution that has completed 50% of an approved career and technical education program but has not received an associate degree, or technical certificate.
 - Vocational completer: A student enrolled in an approved postsecondary career and technical education program and received, or was eligible to receive, an associate degree, or technical certificate.
 - Tech-Prep student: A student enrolled in a four to six-year articulated program of study beginning in the 11th grade and continuing through two or more years of postsecondary occupational education culminating in a certificate or associate degree.
- **Secondary Definitions:**
 - Vocational participant: The same as a concentrator
 - Vocational concentrator: An 11th or 12th grade student that has taken three courses in the program sequence, two of which have to be funded.
 - Vocational completer: A 12th grade student who has had three or more courses in the program's sequence. One of these courses can be unfunded. Students must have met 80% of the program's competencies and graduated on time.
 - Tech prep student: A vocational concentrator that is enrolled in or has completed a vocational program that has an articulation agreement.

D. Measurement Approaches

- **Postsecondary Measurement Approaches**
 - 1P1 Postsecondary Academic Attainment
 - Measurement Approach—3—Vocational Courses Completion: Performance benchmarks on course or program assessments in vocational courses with integrated academics.
 - Numerator: Number of postsecondary students who attained a 2.0 GPA and who have met program-defined academic standards and who have stopped program participation in the reporting year.

- Denominator: Number of postsecondary vocational students who attained a 2.0 GPA to complete a postsecondary program and who have stopped program participation in the reporting year.
 - 1P2 Postsecondary Technical Attainment
 - Measurement Approach—6—Program completion: completion of vocational/technical education program when program completion represents attainment of career and technical skill standards.
 - Numerator: Number of postsecondary vocational student who have met 80% level of vocational education and have completed a vocational program, who have met state-established, industry-validated Career and Technical skill standards, and who have stopped program participation in the reporting year.
 - Denominator: Number of student who have reached the 80% threshold level of vocational education to complete a postsecondary program and who have stopped program participation in the reporting year.
 - 2P1 Postsecondary Degree Credential
 - Measurement Approach—1—State/Local Administrative Data: reporting those students receiving degrees and other types of credentials using information from local administrative data.
 - Numerator: Number of students enrolled in postsecondary vocational education programs and who received or were eligible to receive a postsecondary degree, certificate, or credential, or reached their predetermined goal, and who stopped program participation in the reporting year.
 - Denominator: Number of students enrolled in postsecondary vocational education programs not year eligible to complete plus those student who received or were eligible to receive a postsecondary degree, certificate, or credential, and who stopped program participation in the reporting year.
 - 3P1 Postsecondary Placement
 - Measurement Approach—1—State-Developed, School-Administered Surveys/Placement Records: mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. Schools administer and conduct the surveys and maintain placement records under state guidelines.
 - Numerator: Number of students who completed a postsecondary vocational program in the reporting year and who were placed in further postsecondary education or advanced training, employment, or military service after stopping participation in the postsecondary program.
 - Denominator: Number of student who completed a postsecondary vocational program in the reporting year.
 - 3P2 Postsecondary Retention
 - Measurement Approach—1—State-Developed, School-Administered Surveys/Placement Records: mail and/or telephone surveys of students using state-developed surveys or placement forms administered by schools. Schools administer and conduct the surveys and maintain placement records under state guidelines.
 - Numerator: Number of students who completed a postsecondary vocational program in the reporting year and who were placed in further postsecondary education or advanced training, employment, or military service after stopping participation in the postsecondary program and remain employed after 6 months.
 - Denominator: Number of student who completed a postsecondary vocational program in the reporting year.
 - 4P1 Postsecondary Nontraditional Participation
 - Measurement Approach—1—State/Local Administrative Data: reporting those students participating in nontraditional programs using information from local administrative data.
 - Numerator: Number of students in underrepresented gender groups who participated in a non-traditional postsecondary program in the reporting year.
 - Denominator: Number of students who participated in non-traditional postsecondary programs in the reporting year.
 - 4P2 Postsecondary Nontraditional Completion
 - Measurement Approach—1—State/Local Administrative Data: reporting those students participating in nontraditional programs using information from local administrative data.
 - Numerator: Number of students in underrepresented gender groups who completed in a non-traditional postsecondary program in the reporting year.
 - Denominator: Number of student who completed a non-traditional postsecondary program in the reporting year.
- **Secondary Measurement Approaches**
 - 1S1 Secondary Academic Attainment
 - Measurement Approach—6—Overall Grade Point Average
 - Numerator: Total number of secondary students who reached a 2.0 GPA or better during the reporting year.
 - Denominator: Total number of secondary vocational students who have left secondary education during the reporting year.

- 1S2 Secondary Technical Attainment
 - Measurement Approach—3—State-Approved Local Standards & Assessment
 - Numerator: Number of students who reach the 80% threshold level of vocational education and who have met state-established, industry-validated Career/Technical skill standards and who have left secondary education in the reporting year.
 - Denominator: Number of secondary vocational students who have left secondary education in the reporting year.
- 2S1 High School Completion
 - Measurement Approach—1—Secondary Completion
 - Numerator: Number of secondary vocational students who have attained a high school diploma and have left secondary education in the reporting year.
 - Denominator: Number of secondary vocational students who have left secondary education in the reporting year.
- 3S1 Secondary Placement
 - Measurement Approach—1—State-Developed School Administered Surveys/Placement Record.
 - Numerator: Number of students who completed secondary vocational programs and who received a high school diploma and left secondary education in the reporting year and who were placed in postsecondary education or advanced training, or employment or military service.
 - Denominator: Number of students who completed secondary vocational education programs and who received a high school diploma and left secondary education in the reporting year.
- 4S1 Nontraditional Participation
 - Measurement Approach—1—Accurate Classification of Programs as Non-Traditional
 - Numerator: Number of students in underrepresented gender groups who participated in a non-traditional secondary program in the reporting year.
 - Denominator: Number of students who participated in a non-traditional program in the reporting year.
- 4S2 Nontraditional Completion
 - Measurement Approach—1—State-Developed School Administered Surveys/Placement
 - Numerator: Number of students in underrepresented gender groups who completed in a non-traditional program in the reporting year.
 - Denominator: Number of students who completed a nontraditional program in the reporting year.

E. Improvement Strategies

- **Postsecondary improvement strategies**

Data collection is the single area most in need of improvement for the KBOR. The CaTERS data collection system will be continuously refined in an effort to improve the accuracy of the data being collected. It has been discussed that a staff position be created that will be responsible for performing actual on-site audits of the data submitted by each of the thirty postsecondary institutions.

- **Secondary improvement strategies**

The data collection system (CaTE) will be continuously updated to ensure accurate reporting. Some of the improvements include: creating an all student report, allow the user to modify their own email, create a course title report and create a follow-up analysis report. As the program consultants work to complete updating program standards, the School Improvement and Accreditation Team (SIAT) will be working closely with the consultants to crosswalk with the academics and guidance counseling standards. The end results, while working with the SIAT, will be an integrated review process to be piloted. This should ultimately assist schools in the amount of paperwork to be submitted for the various monitoring visits they go through year after year.

V. Monitoring Follow-Up

During an FY 2004 monitoring visit two findings were identified. Additional information was submitted, approved and all findings have been resolved.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

The state did not receive a WIA Incentive Grant during the past program year.

Attachment
FY 2005 Secondary Perkins Program Improvement Grant Application Packet

**CARL C. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998**

Public Law 105-332

**LOCAL APPLICATION
FOR
IMPROVEMENT FUNDS**

**One Year Continuance for
Fiscal Year 2005**

Revisions for Local Plan Fiscal Year 2005

Directions: Please review the original four year plan and determine any revisions that need to be made for the continuance of the Carl D. Perkins Vocational and Technical Education Act of 1998 for FY '05. Address and submit changes only to those elements that need revisions for this next fiscal year. For example: Element 2 asks you to show how local programs meet state adjusted performance levels. You have identified strategies and percentages to show student achievement in each of the four Perkins Core Indicators. The activities written into your grant application may not have reached the percentage level anticipated. You must now revise this element to demonstrate how and what strategies will be implemented to improve Element #2 for FY 2005. **Please do not submit a brand new plan; only those pages that address the revised element.**

The following are a list of ten elements to the local plan as defined by the Perkins Act of 1998:

1. Describe local programs funded under this act.
2. Show how local programs meet state adjusted performance levels.
3. Demonstrate how local programs will improve the academic and technical skill of students, including how they help vocational and technical education students to meet the same challenging academic proficiencies as are taught for all other students and how they provide such students with experience in all aspects of an industry.
4. Indicate how interested parties, including parents, students, teachers, representatives of business and industry, labor organizations and special populations, are involved in the development, implementation, and evaluation of local programs.
5. Ensure that programs are of such size, scope, and quality as to improve vocational and technical education.
6. Show the process used to evaluate and promote improvement in the performance of the eligible recipient.
7. Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state adjusted levels of performance.
8. Describe how discrimination against special populations will be prevented.
9. Indicate how funds will be used to promote nontraditional training and employment.
10. Describe professional development activities (including initial teacher preparation) that will be provided for vocational and technical, academic, guidance and administrative personnel.

Statement of Purpose

The purpose of this Act is to develop the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs by:

- building on the efforts of states and localities to develop challenging academic standards;
- promoting the development of services and activities that integrate academic, vocational and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services and activities.

State of Availability

The Carl D. Perkins Vocational and Technical Education Act of 1998 provides funds to eligible recipients of vocational and technical education. The Division of Learning Services, Kansas State Department of Education, is responsible for the distribution of funds. This application constitutes notice of the availability of funds under the Act of 1998.

Statement of Outcomes

All projects conducted with the use of vocational funding shall remain available for inspection by the Division of Learning Services upon reasonable notification. All printed materials developed as a result of vocational education funding shall be eligible for copyright only with the written approval of the Technical Education Team Leader. All equipment/supplies purchased with Carl Perkins funds must remain part of the vocational and applied technology program(s).

All products produced with vocational funding will be available for statewide dissemination under the direction of the Division of Learning Services. The local education agency responsible for producing the project should submit two copies of the project and a camera-ready copy to the Technical Education Assistant Director no later than June 1, 2005. Final product(s) of any funded activity will be considered public information.

Expenses

The Carl D. Perkins vocational and Technical Education Act of 1998 set forth specific regulations regarding required and permissible expenses for a funded project. Any additional questions should be directed to Linda Oborny, (785) 296-3048.

General Instructions

NOTE

The priority of schools must be to develop the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs. Proposals must also be of sufficient size, scope, and quality to be effective. Proposals that do not meet these requirements will not be funded.

Cover Sheet

Complete only the top portion of the cover sheet. State staff will be responsible for the lower portion of the cover sheet.

Local Assurances and Contractual Provisions

A complete set of local assurances must be submitted with the grant application. There must be one original signature. The contractual provision page must reflect the institution number and current fiscal date and year in the appropriate blanks.

Grant Participants

AN LEA must have an approved vocational program in order to participate in the Carl D. Perkins improvement process. If a USD does not meet the minimum allocation of \$15,000, it may consort with other eligible secondary institutions. Postsecondary institutions that do not meet the minimum allocation of \$50,000 may consort with eligible postsecondary institutions. All consortiums must resubmit the transfer of funds documents for FY-2005.

Transfer of Funds

Complete a transfer of funds sheet if P.L. 105-332 Carl D. Perkins Secondary Improvement funds from one eligible agency are being transferred to another qualified agency providing services on behalf of the local education agency. One copy must contain original signatures.

Letter of Commitment

A signed Letter of Commitment must be included for all schools that are forming/joining partnerships or are a part of a consortium to meet the minimum threshold of \$15,000 at the secondary level and \$50,000 at the postsecondary level. The Letter of Commitment will assure that all parties involved will commit to the project, services and activities written for the continuation of the grant FY '05.

Stand Alone Status

NOTE: For FY2005, it is strongly encouraged that schools remain with their consortia for this year of continuance.

Those schools that have never met the minimum threshold of \$15,000 at the secondary level and \$50,000 at the postsecondary level and do so at this time may write a one year plan and complete an application. The U.S. Department of Education has encouraged the Kansas State Department of Education to provide technical assistance to ensure that they receive direction with the process. If these schools currently are a member of a consortium and/or small group of schools, they will be permitted to leave the consortium and/or small group of schools by submitting a letter of request to be removed to the fiscal agent of that consortium and/or small group. This will make their letter of commitment to the consortium and/or small group null and void for the remaining years of the legislation.

FY 2005 Improvement Planning Pages

Describe the activity (ies), which will accomplish the **eight** mandated local uses of funds. The mandated uses of funds will be relevant to the **ten** substantive elements set forth in Section 134(b) of the Carl D. Perkins Vocational and Technical Education Act of 1998 and addressed in the local plan. The mandate requiring sufficient size, scope, and quality to be effective should be evident throughout. A full definition for program size, program quality and program scope can be found on the following page. Each page requires benchmarks, strategies, responsibilities, timeline and funding amount to assure completion of the specific goals. Any time "Supplies, Materials, Resources, and Equipment" are written into the grant planning pages, an itemized listing must accompany the grant application.

Size, Scope, and Quality

There are no federal guidelines to define “size, scope, and quality.” To satisfy accountability needs, applications must include a detailed description of what will be used to meet these criteria and how performance will be evaluated. The adopted size, scope, and quality definition used by the Kansas Department of Education can be found on the following page.

Budget Proposal

Complete the budget sheet by inputting designated dollars for each mandated use of funds line item. Prior to submission, check that the **planning pages and budget page balance**. The budget proposal sheet will be completed only for FY 2005.

Salaries and Materials

No more than 50 percent of the available dollars may be used for salaries throughout the grant. No more than 50 percent of the available dollars may be used for equipment throughout the grant.

Questions/Concerns

Any questions about the secondary grant application and process may be directed to Karmey Olson, (785) 296-2883 or kolson@ksde.org or Donald Schaeffer, (785) 296-2221 or dschaeffer@ksde.org.

Definitions for Program Size, Program Quality and Program Scope

1. **Program Size:** In the context of this legislation, program size means the quantifiable, physical parameters and limitations of each program – e.g., the number of courses within the approved sequence; the amount of available resources (computers, software, workplace tools, etc.); numbers of staff involved; and the average number of students served each year – that relate to the ability of the program to address all student learning outcomes.
2. **Program Scope:** In the context of this legislation, program scope means the curricular parameters and limitations of each program; i.e., the ability of a program curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.
3. **Program Quality:** In the context of this legislation, program quality means the measure of how successfully each program is able to teach all enrolled student all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Grant recipients should establish specific mechanisms to ensure high quality programs, including close alignment with current workplace standards, practices and competencies.

Mandated Uses of Local Funds

Each eligible recipient must use federal funds to improve vocational and technical education programs. This means that eligible recipients must target the available federal dollars for new and/or improved activities. Local education agencies may **not** use funds to simply maintain existing activities. Local education agencies are required to use the funds for the following eight mandated activities:

- To strengthen the academic, vocational, and technical skills of students.
- To provide students with strong experience in, and an understanding of, all aspects of an industry.
- To develop, improve, or expand the use of technology in vocational and technical education.
- To provide professional development programs for teachers, counselors, and administrators.
- To develop and implement evaluations of vocational and technical education.
- To initiate, improve, expand, and modernize quality vocational and technical education programs.
- To provide services and activities that are of sufficient size, scope and quality to be effective, and
- To link secondary vocational and technical education and postsecondary vocational and technical education, including implementing Tech Prep programs.

Application Process

NOTE: Be sure to enclose the revised local plan complete with your new local core indicator performance levels.

Application forms should be submitted in the following order:

1. Cover Sheet with required signatures.
2. Local assurances with required signature.

3. Contractual Provisions with designated agency and current fiscal year identified.
4. Transfer of funds sheet with required signatures.
5. Improvement planning pages for mandated uses of funds. Include the necessary attachments.
6. Budget sheet which balances with the planning pages

Eligible recipients must submit **three** copies of the application. Please keep one copy of the application on file locally. **One** copy must have an original signature. The other two copies may be photocopies. **No** faxed copies will be accepted. All applications must be **postmarked by May 31, 2005.**

Mail local plans and applications to:

Gwen Kramer
 Kansas Department of Education
 State and Federal Programs
 120 SE 10th Avenue
 Topeka, Kansas 66612-1182

FY 2005 IMPROVEMENT APPLICATION COVER SHEET

Local Education Agency Name _____

USD Number _____

_____ Secondary

_____ Consortium

I understand that if funds become unavailable, this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of the application, this application becomes null and void and all funds must be returned. I further understand that supplanting of funds is not allowed under the Carl D. Perkins Vocational and Technical Education Act of 1998.

Authorized Administrator	Title	Telephone	Date	Original Signature
--------------------------	-------	-----------	------	--------------------

Institution Contact	Title	Telephone	Date
Original Signature			

E-Mail Address	Fax Number
----------------	------------

STATE USE ONLY
DO NOT WRITE BELOW THIS LINE
FY 2005 IMPROVEMENT FUNDING CATEGORIES

\$ _____	Administrative Costs
\$ _____	Academic, Vocational and Technical Activities
\$ _____	Curriculum Development Activities
\$ _____	Technology Development Activities
\$ _____	Professional Development Activities
\$ _____	All Aspects of an Industry – Business and Industry Activities
\$ _____	Postsecondary Linkages
\$ _____	Assessment and Evaluation Activities
\$ _____	Total

KSDE Authorized Administrator	Date
-------------------------------	------

LOCAL ASSURANCES

We, as an eligible recipient for funds under the Carl D. Perkins Vocational and Technical Education Act of 1998, hereby grant the following assurances:

- To administer each program, service or activity covered in this application in accordance with all applicable statutes and regulations governing the Carl D. Perkins Vocational and Technical Education Act of 1998, and
To be in compliance with Executive Order 12246; Title VI of the Civil rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other federal or state laws, regulations and policies which apply to the operation of the programs.

We will not discriminate on the basis of sex, race, color, national origin or handicap in the educational programs, services or activities being provided.

Name of Institution

assures the Kansas State Board of Education its' intent to comply with these Local Assurances as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances.

Original Signature of Authorized Administrator

Title

Date

KANSAS DEPARTMENT OF EDUCATION
TRANSFER OF SECONDARY IMPROVEMENT FUNDS

Use this form for transferring P.L. 105-392 Carl D. Perkins Secondary Improvement funds from one eligible recipient to another qualified agency providing service on behalf of the local education agency. Submit an original copy for each school transferring funds into a consortium.

I certify that LEA Number and Name

is transferring all of secondary improvement funds made available under Carl D. Perkins Vocational and Technical Education Act of 1998 for fiscal year 2005 to

LEA Number and Name

The funds will be used as described in this application package.

Original Signature of Authorized Administrator Transferring Funds

Original Signature of Authorized Administrator Receiving Funds

Date

Date

STATE USE ONLY

I hereby certify that the transferring institution is eligible for the funds identified above and the receiving institution is eligible to receive said funds.

Signature of KSDE Authorized Representative

Date

**CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION
ACT OF 1998**

LETTER OF COMMITMENT

We, _____, as

Number

Institution Name

an eligible recipient for funds under the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), do so commit to forming a consortium/partnership with:

LEA Name and Number

for the continuance of the legislation.

This letter of commitment ensures that monies available to us through the Perkins III legislation will be appropriately accepted, transferred through an agreement process, and expended as intended in the legislation.

Our commitment will further ensure compliance with and understanding of all projects, services and activities to be carried out and funded through the aforementioned fiscal agency.

The commitment shall not be considered accepted, approved or otherwise effective until the required grant approval has been issued.

Original Signature of School Board President

Date

Original Signature of Superintendent

PERKINS III ALLOWABLE EXPENDITURES

- * Accounting
- * Advertising
- * Advisory Councils/Meals AC/Meetings
- * Assessments
- * Building lease management
- * Career guidance counseling
- * Central stores
- * Communications
- * Consultants
- * Curriculum development
- * Employee fringe benefits
- * Exhibits
- * Maintenance
- * Materials and supplies
- * Memberships, subscriptions and professional activities
- * Personnel administration
- * Printing and reproduction
- * Professional development activities
- * Teacher internships
- * Teacher training and education
- * Technology (high skill)
- * Travel
- * CTSO Advisor support/paying for National Conference

Salaries:	No more than 50 percent of total dollars available.
Equipment:	No more than 50 percent of total dollars available and must be representative of high skill occupations

UNALLOWABLE

- * Any costs not allocable to specific programs
- * Any costs not necessary and reasonable
- * Bad debts
- * Canned” curriculums
- * Consumables (paper, ink jets, etc.)
- * Contingencies
- * Contributions and donations
- * Entertainment
- * Food
- * General Expenses required to carry out the overall responsibilities of programs
- * Interest and other financial costs
- * Legislative expenses
- * Student internships
- * Textbooks
- * Transportation
- * Tuition
- * CTSO student support

FY2005 BREAKDOWN OF EXPENSES

1. Administration \$ _____

2. Salaries

a. Positions Wages \$ _____
Fixed Charges \$ _____

b. Substitutes Wages \$ _____
Fixed Charges \$ _____

TOTAL \$ _____

c. Percentage of Total Dollars Used _____

3. a. Equipment (list)

(1) _____ \$ _____

(2) _____ \$ _____

(3) _____ \$ _____

(4) _____ \$ _____

(5) _____ \$ _____

(6) _____ \$ _____

(7) _____ \$ _____

(8) _____ \$ _____

TOTAL \$ _____

Percentage of dollars used _____

4. Supplies/Materials/Resources

(1) _____ \$ _____

(2) _____ \$ _____

(3) _____ \$ _____

(4) _____ \$ _____

(5) _____ \$ _____

(6) _____ \$ _____

(7) _____ \$ _____

(8) _____ \$ _____

TOTAL \$ _____

5. Projects/Activities (may include consultant fees) \$ _____

Grand Total \$ _____

FY 2005 IMPROVEMENT PLAN BUDGET SHEET

Institution Name	Institution Number
1. Administration	\$ _____
2. Academic, Vocational and Technical Activities	\$ _____
3. Curriculum Development Activities	\$ _____
4. Technology Development Activities	\$ _____
5. Professional Development Activities	\$ _____
6. Business and Industry Activities	\$ _____
7. Postsecondary Linkages	\$ _____
8. Assessment and Evaluation Activities	\$ _____
TOTAL FOR ACTIVITIES	\$ _____

(REMINDER: PLANNING PAGES, EXPENSE BREAKDOWN AND BUDGET PAGE MUST BALANCE.)

BUDGET EXPENDITURES: The form to request Federal funds is form 240. It is computer generated and lists only the programs you have, along with the balance available.

NOTE: Starting May 1, 2004, School Finance will no longer mail the form 240 request for federal funds. All entities will access the form 240 via the web.

Actual expenditures can be reimbursed up through the month you are reporting for payment. You can estimate the coming month's expenditure and request that amount at the same time. For example, a November 1 reimbursement would include expenditures from July 1 through October, plus the estimated expenditures for November.

TE-KO-CP LOC APP

**Kansas State Department of Education
Technical Education**

**CARL PERKINS PROGRESS REPORT
PROGRAM IMPROVEMENT**

_____ **Secondary – 2005-20**

LEA # _____

1. Name of School/Agency: _____
2. Institution Contact _____ Telephone () _____
3. Reporting Period (circle): 1st report 2nd report (Other progress is shown
July-Oct Nov-Feb on the final report.)
4. Activities Completed: (List and briefly describe all grant activities completed to date.)
5. Identify equipment purchased, the cost, and how it will be incorporated into the curriculum.
(Equipment must be purchased/encumbered by December 1, 2004.)
6. Explain strategies used to measure progress and achievement of the mandated uses of funds.
7. Explain strategies being investigated and/or implemented to identify levels of performance.
8. Explain strategies being investigated and/or implemented to support non-traditional training and employment.
9. List major activities expected to occur during the next progress reporting period.
10. Describe the coordination with Tech Prep, Business and Industry and/or postsecondary institutions.
11. Number of vocational-technical students being served by these funds. _____
12. Other comments:
13. Technical assistance needed _____ Yes _____ No
If yes, describe need:

Completed by

Date

Due November 1 and March 1

Duplicate copies as needed. If additional space is required, attach extra sheets.

Submit one original and one copy to:

Dawn Baxter
Kansas State Department of Education
Technical Education
120 SE 10th Avenue
Topeka, KS 66612-1182

**KANSAS STATE DEPARTMENT OF EDUCATION
TECHNICAL EDUCATION**

**Final Performance Report
Program Improvement**

Instructions

For each of the questions, provide adequate information to explain what was accomplished and who was served.

1. Describe the measurable student/participant outcomes attained as a result of the Carl Perkins Program Improvement monies.
2. Explain how the outcomes were monitored, measured, and assessed.
3. Describe how levels of performance have been designed, developed, and evaluated to assure rigorous standards are being met.
4. Describe the services provided for special population students/participants who are enrolled in vocational programs.
5. Describe the assessment tools utilized when evaluating vocational education opportunities for the special populations students.
6. Describe services provided for non-traditional training and employment opportunities.
7. Describe how grant funds have enhanced the curriculum and promoted academic, vocational, and technical integration.
8. Describe any equipment purchased, the cost, and how it enhanced program improvement and/or integration of academic, vocational, and technical education.
9. Describe any coordination that occurred with other educational initiatives, i.e., Tech Prep, Business and Industry, postsecondary linkages, etc.
10. Describe an accomplishment or success provided with funding from this grant that may not have been previously available.
11. Describe your plans to enhance the continuance of this project.