

## 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 technical 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, who 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. The Kansas State Department of Education, operating under the Kansas State Board of Education, maintains coordination responsibilities for all secondary career and technical education programs.

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%)—to support career and technical education activities 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 (Kansas Board of Regents) and Director of Workforce Training and Education Services (Kansas 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 such as the statewide nursing initiative

**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 and Civil Rights compliance visits
  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, DECA)
- 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 approved for Carl D. Perkins funding 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, and are monitored by the Regent's staff. An organizational chart depicting the Academic Affairs branch of the Kansas Board of Regents can be downloaded from the following: <http://www.kansasregents.org/academic/chart.html>

Secondary career and technical education programs in Kansas are delivered through a system of 297 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 and are monitored by the Kansas State Department of Education, Career and Technical Education staff. An organizational chart for the Kansas State Department of Education is included at the end of this report.

Kansas has adopted a career and technical education career preparation model comprised of 6 major career fields that include the 16 career clusters and multiple corresponding career pathways. Staff from both KSDE and KBOR are working collaboratively to develop implementation strategies and have designed a career plan of study template that includes core curriculum elements, can be tailored to individual school districts to depict the career and technical education curricular offerings available locally, and identify potential postsecondary career pathway options.

## 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. During the monitoring process documentation in response to the following questions is reviewed: (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 recipients 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.
  - After reviewing the process for evaluating secondary career and technical education programs, the field and KSDE CTE staff found the process to be overly time consuming for the field and had program inconsistencies while being evaluated. Based upon these issues, KSDE CTE staff has refined the assessment process of career and technical education programs by developing an enhanced Kansas model for secondary program assessment. The Annual District Career and Technical Education Quality Program Assurances were signed and submitted in Fall, 2006. Revisions made include: (a) Assurances are submitted electronically with the superintendent's signature; (b) All documentation to support the Assurances are kept on file at the USD; (c) 20% of the schools will participate in an on-site peer review each year for a period of five years; (d) Documentation is to be maintained for a minimum of five years including any plans for improvement; (e) Improvement plans must include review of data to identify critical needs, goals to address the critical needs, steps identified to demonstrate progressive success, and a timeline and person(s) responsible identified. Districts not meeting the Assurances criteria have ten days to provide documentation to support continued funding (State and Federal).
- **Developing, improving, or expanding the use of technology in vocational and technical education programs**
  - As part of a broad-based, multi-disciplinary effort to promote the use of medical simulation in nursing and allied health education programs across Kansas, funding was made available for the Director of Education at the Kansas Board of

- Nursing and others to attend a national Advanced Initiatives in Medical Simulation (AIMS) workshop. KBOR and the Kansas Board of Nursing are working collaboratively with nursing program faculty to increase the use of mannequin and computer based simulation technology in the classroom as a means to increasing program capacity to meet critical occupational needs. The use of patient simulators allow for better assessment of student skill proficiencies and allows students to increase skill levels before entering actual clinical settings and thus reducing the time required in a clinical setting.
- Four nursing faculty members from four different nursing programs were funded to attend a Simulation Users Workshop, to receive advanced training in the use of medical simulators in the classroom. These instructors have since assisted with medical simulator use and scenario development workshops conducted for other nursing faculty in the state.
  - Training on utilization of the Worldwide Instructional Design System (WIDS) software was provided to instructors and curriculum personnel from multiple institutions as part of the continuing statewide core curriculum project. The software serves as a tool to develop career and technical education curriculum aligned with industry and accreditation standards and standardizes learner outcomes for like programs throughout the state. Core curriculum outlines have been developed for the following program areas: Auto Collision, Dental Assisting, Medical Laboratory Technician, Automotive Technology, Criminal Justice, and Construction Technology. Other projects in final stages of identifying core statewide curriculum outcomes include: HVAC, Early Childhood Education, Surgical Technology, Medical Assisting, Welding, Practical Nursing and Office Technology. As these projects are finalized, the materials developed will be made available to all postsecondary institutions through the establishment of a statewide approved curriculum database.
  - A state leadership grant awarded to Fort Scott Community College and Pratt Community College resulted in the development and implementation of an on-line Practical Nursing (PN) to Associate Degree of Nursing (ADN) program. This program is the first wholly in-state online PN to ADN nursing program approved by the Kansas Board of Nursing, is now fully operational, and will assist the state in alleviating the existing and future nursing shortage.
  - Kansas Independent Oil and Gas Association (KIOGA), representing over 200 independent oil/gas field production and well servicing companies, worked collaboratively with faculty at four community colleges to pilot an Oil/Gas technology training program for the state's energy industry. Equipment, software and additional materials have been purchased to support the program and training for the high skill, high wage, and high demand occupations within this industry.
  - The Consultant for Project Lead the Way sponsored workshops to promote an Aerospace course for a pre-engineering program to teachers, administrators and counselors. Equipment, software and additional materials have been purchased to support the Aerospace Pre-engineering program.
- **Professional development programs**
    - During the annual statewide Connecting Education and Employment conference held in February, the Professional Racing program (AAS) at Pratt Community College was showcased. Displayed in the lobby of the conference hotel was the high performance race car built by students of this program under the supervision of faculty who recently completed an innovative technology internship with a nationally recognized professional racing team. Conference participants attended sessions regarding faculty internship and had the opportunity to see, touch, and gain knowledge about the high tech performance features of the race car. A video highlighting the project and information on careers in the professional racing industry was made available for faculty, students, administrators, and counselors.
    - A statewide Best Practices in Healthcare Education Capacity Building Summit was conducted for nursing and allied health education program directors and their respective clinical coordinators. The intent of the summit was to review several national models that allowed an increase in student capacity in the clinical portion of nursing education programs, as well as to identify barriers to increasing nursing program capacity and possible solutions to these barriers. This interaction among faculty from all nursing programs in the state has resulted in greater coordination and sharing of clinical capacity information and has forged collaborative partnerships between state agencies and among several nursing programs. Information obtained from this educational summit was incorporated into a statewide nursing initiative that resulted in a series of grants from the Kansas Legislature totaling \$ 3.4 million focused on this issue.
    - The use of patient simulators in nursing and allied health education programs has increased substantially this past year due in part to grant funding and the realization that students' patient care skills can be increased through utilization of these simulators, thus reducing skill acquisition time in the actual clinical setting. As a result, a simulation utilization and scenario development workshop was conducted to adequately train 47 faculty members from 21 nursing and allied health educational programs in the use of these patient simulators. During this workshop, faculty learned how to fully utilize mannequins including how the mannequins function, how to program responses to specific stimuli, and how to fully utilize the software to guide the action of the mannequins. Faculty also developed simulation scenarios creating realistic patient experiences to improve technique assessment, outcomes, and post-encounter evaluations and improve student skill proficiencies prior to the students' actual onsite clinical experiences.
    - The Secondary Education and Training career cluster committee completed product development for Kansas in conjunction with the Kansas Board of Regents and Community College representatives. The submission of a new program approval application will occur in 2006 – 2007 followed by a pilot project in 2008.

- A Business Education “Building a Globally Competitive Workforce” professional development activity was developed to strengthen the literacy and communications skills of secondary business education students through the development and use of instructional techniques to promote rigorous, high level content and instruction. Health Science Education also attended the professional development activity. Teachers attending developed activities that were demonstrated at a mid-winter conference to support the academic rigor needed in the Health Science Education programs. Attendees at the conference received a resource book of rigorous academic activities to be immediately integrated into the curriculum.
  - Secondary Trade and Industry teachers attended a professional development training to learn and observe the Woodlinks curriculum from Michigan. Teachers visited sites to study the industry based curriculum and assessment system. Following the visits, teachers were given an opportunity for hands-on work with the curriculum.
  - Secondary Health Science Education instructors attended the Institute of Health Science Cluster Excellence. The Institute provided professional development opportunities through theory, demonstration, practice, feedback, application, coaching, and a support network used while developing the cluster.
  - Family and Consumer Sciences teachers attended a conference, Kansas Association of Early Childhood, to gain knowledge and skills necessary to establish and promote end of course certifications.
  - Max Teaching, Inc. provided professional development opportunities for secondary teachers to increase student engagement in any academic or technical classroom. Some targeted areas presented included practicing higher order thinking on a routine basis, classroom strategies that lead to higher reading scores and techniques that can be used to teach academic skills in a technical setting to all students.
- **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**
    - The Kansas Career and Technical Education Resource Center has provided many documents, now accessible through the center’s website ([www.kcterc.org](http://www.kcterc.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.
    - As a result of the Core Curriculum project, several programs, including Surgical Technology and Practical Nursing, have moved from providing their own anatomy and physiology instruction to requiring students to take formal, college level anatomy and physiology courses as part of the curriculum.
    - Secondary 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 was based on improving the academic and technical skills through a variety of integration activities.
    - Agricultural instructors were provided instruction on the development of curriculum and trained other Agricultural instructors. Training for other instructors includes the development of curriculum for Agriculture Power Mechanics, Food Science and Environmental Science. A lesson plan template was developed as well as several lesson plans.
  - **Provide preparation for nontraditional training and employment**
    - Via the **Kansas Career and Technical Education Resource Center** many materials and resources are available to schools that may not know what or how to incorporate nontraditional opportunities into curriculum and/or on-the-job training opportunities. The revised *Promoting Non-Traditional Career Options and Opportunities* 86-page book presents an overview of strategies that practitioners point to as methods of increasing young men’s and young women’s access to and success in non-traditional occupations. Another much requested resource, “All Aspects of an Industry” can also be found on the KCTERC website.
    - The four regional **Breaking Traditions 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 career options, job market information, employment trends, salary expectations, and specific information about different occupations. The 6<sup>th</sup> 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, nine 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. A unique feature of the centers is to promote nontraditional occupations as a workforce need rather than an equity issue. In FY 2006, the centers served 17,631 individuals, of which 7,904 were male and 9,727 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
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			M	F	M	F	M	F	M	F	M	F
NW	Smoky Hill Ed. Service Center, Salina	6,188	1,059	1,126	246	288	35	69	1,240	1,306	348	471
SW	Barton Co. Comm. College/Great Bend**	0	0	0	0	0	0	0	0	0	0	0
NE	Highland Community College	3,683	1,419	1,474	139	233	79	100	78	57	35	69
SE	Coffeyville Community College	7,760	1,974	2,623	991	1,343	26	31	88	108	147	429
	<b>STATEWIDE TOTALS</b>	17,631	4,452	5,223	1,376	1,864	140	200	1,406	1,471	530	969

\*\*They were unable to hire a Coordinator for this project year.

- **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 statewide articulation agreements have been discussed thus creating the need for additional partnerships. This project is on-going.
  - KSDE and Blue Valley school district formed a partnership to develop a Drafting and Math curriculum integration project. Through this project curriculum maps and concept-based units were developed to enhance and expand the small learning communities of the district. Implementation of the products occurred Fall 2006.
  - KSDE, Winfield High School and Arkansas City High School partnered with community colleges, four year colleges and Health Science Education business and industry professionals to create an innovative and student centered Health Science Academy. The partnership provided for the development of rigorous and relevant integrated academic and technical education programs. This includes dual enrollment and/or concurrent enrollment opportunities.
  - KSDE partnered with ESSDACK (service center) to plan for the prioritization of career clusters and pathways, development of internet-based simulations for selected career clusters and the piloting of the initial simulation in selected high schools in sparsely populated areas across Kansas. The Health Science career cluster was selected, developed and piloted.
  - The Kaufman Foundation partnered with staff and teachers to provide teacher training to implement the Project Lead the Way pre-engineering program. This project also included staff and teachers from Missouri. Implementation occurred Fall, 2006.
  - The National Restaurant and Hospitality Association partnered with KSDE to provide a training opportunity for Culinary Arts teachers. The training opportunity included business and math needed for a Culinary Arts program, specific culinary skills to meet business and industry needs.
  
- **Serving individuals in state institutions**
  - 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. A total of 417 adult inmates received one-on-one career services, 81 students were enrolled in vocational training programs, and a 57-page report was prepared containing follow-up information for 4 fiscal years of HCF students. This study detailed each of the 609 students' release status and employment and wage status and was provided to instructors, administrators, and legislators. Apprenticeship program offerings at the Hutchinson facility were initiated this year through cooperative efforts with Wichita office of the Department of Labor. In addition an articulation agreement was established with Hutchinson Community College allowing students completing a vocational certificate at the correctional facility to be awarded credit at the college upon enrollment in a similar curriculum after release. Additional articulations will be established with other Kansas postsecondary institutions in the coming year.
  - The secondary corrections grant provided money to four juvenile facilities in Kansas. **The Bert Nash School** (Atchison, KS) assesses all juvenile offenders using the Career Scope Assessment Profile. Academic placement tests in numerous areas of academic needs are also used. Their goal is to keep students at grade level (if student is functioning at grade level) or to increase academic skills and bring up to a grade level. Equal importance is placed on the introduction of an awareness of vocational opportunities. Class offerings are Investigative Technology, Career Education and Photography. The para educator provides assistance and additional supervision. **The North Beloit High** (Beloit, KS) provided staff inservice training, curriculum development, high skill technology, professional development. **The Westside School** (Larned, KS) continues to better meet the needs of students in vocational and technological studies.

Continuous development in these subject areas provided the students with an opportunity to leave with a useable skill and the knowledge to apply toward that skill. The food service training area was upgraded with the new facility.

**The Lawrence Gardner High School** (Topeka, KS) used the money to purchase equipment, supplies and materials to add a graphic design curriculum to their existing computer aided drafting program. Plans also included a new woodworking/building trades program.

- **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 how to find a career that best fits with the student. Counselors and classroom teachers used the Guide to assist with the development of an individual student IEP.
  - Max Teaching, Inc. provided professional development opportunities for teachers to increase student engagement in any academic or vocational classroom. Some targeted areas presented included practicing higher order thinking on a routine basis, classroom strategies that lead to higher reading scores and techniques that can be used to teach academic skills in a vocational setting. This professional development opportunity addressed all student engagement.

## 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 proposals and reports, data submission, and information regarding national program accreditation and certifications. 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 included standards development, integration of academics, leadership and skill attainment. Other assistance provided targeted career guidance and data collection. Technical assistance methodologies used are workshops, conferences, IDL, and power points. Feedback from the field indicates the need for more use of technology.
- **Improvement of career guidance and academic counseling programs**
  - The Kansas Career and Technical Education Resource Center ([www.kcterc.org](http://www.kcterc.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 2006, work continued on the multi-year core curriculum 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. The three phases of this project include: Phase 1—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; Phase 2— identification of common industry or nationally recognized skill assessment tools where applicable and implementation of the aligned curriculum; and Phase 3—creation of statewide program articulation agreements and additional staff development. Participants in this project include faculty and administrators from 20 postsecondary institutions in 16 career and technical education program areas. Seven of the program areas have completed phase 1—and will begin Phase 2 during the 2007 year. Four of the program areas are nearing completion of Phase 1 and five new program areas started Phase one during FY 2006.
  - Secondary career and technical education programs continued their work in the development of articulation agreements. Health Science Education programs and Technology Education Programs now require that their programs include articulation agreements.
- **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.
  - Secondary Leadership funds supported TSA for the advisor to attend conferences/workshops and assisted with the services provided to State chapters.
- **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**
  - A GIS (Geographic Information Systems) course was developed as a result of a technology internship. GIS career opportunities are rapidly expanding in Kansas and have been met with enthusiasm from business and industry. New partnerships between education and industry were developed this year. Internships are available to full-time career and technical education faculty. The internships must be relevant to the program area being taught by the CTE faculty. The faculty intern must acquire the latest skills required by business and industry. Faculty interns have been encouraged to pursue nationally recognized certification/accreditation for their programs.
  - The focus of the Kansas Construction Institute (KCI) developed with leadership funds awarded to Manhattan Area Technical College was to increase the number of skilled construction workers in Northeast Kansas by targeting apprenticeships in carpentry, interior electrical and plumbing trades. Due to the return of America's Big Red One to Kansas, the construction industry experienced a huge housing shortage. Critical to the success of this project was the effective relationships formed between area high schools, postsecondary technical programs, and the construction industry.
  - An Aerospace Pre-Engineering course was developed as part of Project Lead The Way (PLTW). PLTW is new to Kansas and has been met with enthusiasm. The Consultant for Project Lead the Way 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.
  - 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.
  - The Kansas Advisory Committee for Career and Technical Education provided direction through business and industry partnerships to better identify academic and vocational and technical skills needed for the respective programs.
  - KSDE and Blue Valley school district formed a partnership to develop a Drafting and Math curriculum integration project. The purpose of the project was to develop curriculum maps and/or concept-based units to enhance and expand the small learning communities of the district. Implementation of the products will be Fall, 2006.
  - KSDE, Winfield High School and Arkansas City High School partnered with community colleges, four year colleges and Health Science Education business and industry professionals to create an innovative and student centered Health Science Academy. The partnership provided for the development of rigorous and relevant integrated academic and technical education programs. This includes dual enrollment and/or concurrent enrollment opportunities
- **Support for family and consumer sciences programs**
  - Introductory level course core competencies have been completed. Kansas FACS teachers led development of the course core competencies which have been accepted by the Kansas State Board of Education. A Family and Consumer Sciences consultant facilitated the development of course outlines written at the proficient level to correlate with core competencies.
  - Family and Consumer Sciences teachers attended a conference, Kansas Association of Early Childhood, to gain knowledge and skills necessary to establish and promote end of course certifications.
  - 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.
- **Support for education and business partnerships**
  - A comprehensive analysis, funded with a state leadership grant awarded to Fort Scott Community College, was conducted focusing on the thirteen school districts in the Southeast Kansas. Meetings with business owners,

governmental agencies and organizations provided insight into current and future economic activity with the region. Survey results and recommendations were shared with school district leaders to validate the analysis. Information from business organizations reflected economic cluster activity within the region.

- A model articulation agreement was developed with the support of Harley Davidson Corporation, Kansas State Department of Education, and the Kansas Board of Regents to allow Fort Scott Community College to provide both equipment and curriculum to support articulated programs as well as course scheduling changes to accommodate high school students interested in specific occupational programs. The Harley Davidson Training Center at FSCC was directly involved in working with several of the high schools involved in the leadership project designed to provide training/education in high-wage, high skill areas. Meetings occurred with business and industry representatives interested in training/educational opportunities beyond high school. Partnership opportunities were discussed with some projects in the planning stages. The survey instrument design assisted in the development and possible delivery of B & I programming.
  - The Kansas Hospital Association, in partnership with KBOR, continues to co-fund a health careers resource publication, entitled "The Top Health Care Occupational opportunities in Kansas," that is geared toward high school students and their parents. In addition, the Hospital Association, with KBOR's assistance, has continued to fund a scholarship program for healthcare professionals that agree to become educators in Kansas healthcare programs.
  - A Nursing Initiative Advisory Council consisting of members from the Board of Nursing, the Kansas Hospital Association, the Kansas State Nurses Association, the Kansas Health Care Association, the Kansas Association for Homes and Services for the Aging, and the Kansas Association of Nurse Leaders has been set up to assist KBOR with nursing education initiatives. This council as provided input to development of a Nursing Initiative grant that was funded by the Kansas Legislature, has served as a grant review committee, and continues to provide guidance to KBOR regarding nursing education initiatives.
  - 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.
  - American Welding Society partnered with KSDE, classroom teachers and local business and industry partners to develop curriculum and end of program assessments. Parties involved will provide opportunities to share with welding instructors across the state.
  - Associated General Contractors supported 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**
    - Cloud County Community College (CCCC), Concordia, hosted the Kansas Community Wind Workshop, the first of its kind in Kansas. CCCC recently developed and implemented a Wind Energy Technology Program as an Associate of Applied Science degree in partnership with Manhattan Area Technical College. With significant wind energy projects becoming a reality in Kansas and other states, interest in community wind energy is increasing. The workshop, was broadcast through ITV (Interactive television) to remote sites at community colleges across the state, was a collaborative effort of the CCCC Wind Energy Technology program staff, Kansas Farm Bureau, Kansas Farmers Union, the Kansas Rural Center, Kansas Energy Office and the U.S. Department of Energy-Wind Powering America. Kansas currently has three large-scale wind farms with twenty new proposed wind projects. Seven of these sites are within a 100 mile radius of CCCC. As these wind projects move from development, into construction and operation, the demand for skilled employees will rapidly increase. The energy industry is predicting a shortage of employees in this high-skill, high-wage, high-demand industry in the near future. The U.S. Department of Energy's Wind Powering American program expects wind power to add \$60 billion in capital investment; provide \$1.2 billion in new income for farmers, Native Americans, and rural landowners; and create 80,000 permanent jobs by 2020. Skills acquired in Wind Energy Technology program are applicable in a number of career areas including: Electrical Engineers; Electric Motor, Power Tool and Related Repairers; Electrical and Electronics Repairers; Powerhouse, Substation and Relay Operators, Industrial Machinery Mechanics, Maintenance, Electrical Power-Line Installers and Repairers, Power Plant Operators, and Power Distributors and Dispatchers.
    - 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. Implementation began Fall, 2006.
    - Education and Training Career Cluster Development: Teachers went to Ohio to work with an established Education and Training Cluster. Their work continued and now includes KBOR representation and Community College Deans of Instruction.
    - 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 and provided professional development opportunities to share and train other agricultural instructors. The

Health instructors have developed a set of integrated activities to be added as an appendix to the new health science standards. A resource book was developed and will be continually updated as changes in the health field expand.

- **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 9,183 individuals that enrolled in minimum of 12 hours of adult basic, literacy, and/or ESL education instruction during FY 2006, 63.4 % made advancement of at least 2 grade levels. In addition 2,053 individuals received a GED and 557 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](http://www.kcterc.ksde.org). Another useful site is [www.teencareers.org](http://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 2006, the Kansas Board of Regents awarded \$60,000 to each of fifteen consortiums to implement Tech Prep throughout the state. In addition, three consortia also received special grants to implement career clusters in their region, and another consortium was responsible for the career guidance initiative. Each of the consortia awarded grants were comprised of both secondary and postsecondary educational institutions in their area. Tech Prep coordinators meet on a quarterly basis for leadership development and networking. These meetings provide information and direction for implementation and sharing best practices from others regarding Tech Prep efforts across the state. Meetings are held at the various consortia sites throughout the state so that coordinators are able to see the "learning atmosphere" in different regions. The Tech Prep Consultant at the state level provides adequate oversight to ensure that the programs continued to improve.

Each Tech Prep consortium submits two interim progress reports and a final report to document the progress and successes of the sites. The following paragraphs describe some of the highlights from each consortium for the fiscal year that just ended.

- In the **Central Kansas Tech Prep Consortium (Barton County Community College)** high school students from area high schools continue to take advantage of opportunities on the college campus through the Get Ahead Program (GAP) 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 41 students from various high schools enrolled this past year. Career Clusters development continues as a priority for the college and the high schools in their service area. 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. Each school implements a wide range of career and technical programs. This year as a consortium they finalized 43 articulation agreements. To accomplish this task the college hosted an Articulation Day where high school teachers and college instructors met face-to-face and reviewed curriculum, course outcomes and competencies. This time and effort will eliminate course duplication for numerous students and provide a seamless system as students move from level-to-level.
- The **TALLGRASS Tech Prep Consortium (Cloud County Community College)** uses the consortium meetings as a best practices sessions. 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.
- The **Hutchinson Community College Mid-Kansas Tech Prep Consortium** focuses activities on serving their customers at the high school level. All of the articulation agreements are developed at the high school facility at a time and date convenient to the high school staff. 100% of the articulation agreements were reviewed (with changes made where necessary). Over 1,400 letters have been mailed out to prospective Tech Prep High School Students encouraging them to move to the postsecondary phase of their program. Currently, they have 54 registered Tech Prep students attending HCC.
- The **Tech Prep Consortium of Eastern Kansas--TePCEK (Kansas City Kansas Community College)** addresses the needs of a very diverse population (inner-city urban core, suburban and rural agricultural areas). This diversity is both strength and a challenge. TePCEK worked closely with over one hundred business people to provide career and technical information through three career events—Women in Technology Symposium, BizFest, and Career Fest. Tours of manufacturing business were a part of the Industrial and Manufacturing Career Fest. The local IBEW provides increased

apprenticeship opportunities for minority students in the area.

- **Keeping Options Open/Technical College Preparation at Johnson County Community College** prepares students for rewarding, high performance careers. This first class system of choice supports and strengthens the goals and standards set for all secondary and postsecondary students. The Technical College Preparation Program helps define the future while giving students a head start on getting where they want to go. Some of the activities included: Career & Tech Expo, ACTION Conference, Articulation 1-2-3, Building CATS, Raising the Bar with Tech Prep, Upward and Onward, and Enhancing Student Achievement through Staff Development. This allows for a strong connection between the high schools and the college.
- **South Central Kansas Tech Prep Consortium (Pratt Community College)** believes in extensive articulation building at the high school, community college and university levels to create an system of 4+2 and 4+2+2 seamless education for all students. The PCC Technical Education Department Advisory Committees endorse the articulation agreements. Full color 13" by 19" posters have been developed to show high school students an overview of the education necessary if they choose one of the articulated pathways.
- **Smoky Hill Tech Prep Consortium (USD 237, Smith Center)** has had the unique opportunity to collaborate efforts on a Perkins Program Improvement Grant, a Nontraditional Occupations Center Grant and the Perkins Tech Prep Grant. This collaboration allows the consortium to provide more in-depth experiences for the students and teachers. The Safari Expo, a science-based career fair, is co-hosted with the Rolling Hills Zoo. During the day students are introduced to high skill, high wage, high tech careers that may not be common in the area where they live. The same can be said for the Careers Competition held in April. Students are given a chance to interact with business and industry leaders who volunteer their time to judge the events.
- **Northwest Kansas Tech Prep Consortium (USD 315, Colby)** planned and conducted professional development activities for staff that had a great impact on raising the awareness of the 21<sup>st</sup> Century Skills identified by employers. They offered a three-day learning camp to guide both students and educators through digital-age adventures. The technology included: iWeb, podcasting, blogging, iMovie and INTEL's Teach to the Future. Teach to the Future builds on the idea of effective technology integration and student inquiry, using technology to enhance higher-order thinking skills. Each of the fifteen master teachers will train at least ten additional staff members.
- The **Pottawatomie Tech Prep Consortium (USD 320, Wamego)** is the fifth year for the construction program. Junior and senior students who have a strong interest in the construction industry have a chance to work for contractors (who are also instructors) during the school-year and in the summer. Students gain valuable hands-on experience in the field. This year the class had a chance to give back to the community by building a concession stand and press box for one of the middle schools. The four 8' x 16' modules were moved by a flatbed semi to the site for assembly. The year long project has proved to be an excellent partnership between business/ industry and education.
- At the **Wolf River Tech Prep/School-to-Career Consortium (USD 415, Hiawatha)**, Tech Prep has been an effective tool in preventing students from dropping out of school and in recovering those that have quit school. Connecting education to real-life situations helps these students see a correlation between learning and earning. Workbased learning experiences through job shadowing and internships have increased. The *Career Connections* newsletter is also very useful in providing information about careers to students and their parents. This publication tool helps in discussions regarding career options and specific career requirements so informed decisions about a future career can be made.
- **Three Lakes Tech Prep Consortium (USD 421, Lyndon)** has built local ownership into the foundation of Tech Prep in their consortium. The steering committee believes that by expanding the knowledge base regarding Tech Prep and Career and Technical Education that they have increased the sphere of influence and the likelihood that lasting changes will occur related to education and a prepared workforce in Kansas. In October more than 400 professionals attended a workshop on the importance of understanding the "Framework of Poverty" before they can help students be successful in the world of work. The consortium also focused on reading skills across all content areas and teachers worked together to create integrated lessons. This allowed students to understand where they would be using the information learned in academic classes.
- The **School-Business Educational Consortium (USD 442, Nemaha Valley)** in rural northeast Kansas uses a distance learning network to deliver some career and technical education courses related to the Health Sciences Career Cluster.. This delivery system allows small rural schools to share information, instruction and resources. Due to low enrollment numbers in some courses and schools, the consortium school districts have adapted instructional delivery to offer students a variety of educational opportunities. A minimum of two CTE courses are offered over the network each semester. Curriculum materials were tailored to be able to offer courses over the network, but instructors are excited to have a larger audience to teach and employers are taking advantage of the additional health care workers that are available in the area.
- The **Cowley County Tech Prep Consortium (USD 465, Winfield)** established the Health Sciences Advisory Committee to promote the Health Sciences Program of Study. Included on the committee were two school districts, one community college, one 4-year college, community business people and the chamber of commerce leaders. This is the first time joint committee that included instructors from all four schools and their respective business partners. Participation gave the community leaders a better feel for what is happening at all levels of education. In addition business representatives had an opportunity to share their concerns about having an adequate employee pool from which to draw.
- **Riley-Geary County Tech Prep Consortium (Manhattan Area Technical College)** has emphasized the importance

contextual-based projects and integrated coursework for several years. Staff development days are included in the school calendar to encourage teachers to collaborate. For example, the agricultural instructor had students work with the Business instructor to develop solid business plans. The Mass Communications instructor worked with the Graphic Design instructor to produce a well-designed, quality newspaper. Another Business instructor collaborated with an English teacher to teach a Technical Communications course.

- 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. Twenty-two thousand one hundred seventy-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 provided a tool to increase awareness of career options and the link to educational goals. The high school edition was distributed to 50,000 students. Teachers and counselors received teaching guides to effectively use the publications in the classroom.
- Three Tech Prep Consortia were awarded grants for the implementation of career clusters in their consortia. Their results are as follows:
  - **Point Rock Academy (USD 218 Elkhart)** in cooperation with Seward County Community College 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 and work with instructors to determine due dates for assignments and projects. Students take "Getting a Job" and "Keeping a Job" employment skills courses that support the job shadowing and trainer/trainee activities. Of the twenty-one graduates, six are participating in the postsecondary part of the program.
  - Through the **Health Sciences Career Cluster** in rural northeast Kansas (**USD 498 Valley Heights**) instructors, teachers and administrators were given the opportunity to hear about other health science programs throughout the state. Learning about these programs gave the group ideas they needed to tailor a program for the consortium schools. They planned their seamless health sciences program of study; reviewed, modified, and expanded the health sciences curricula and develop two new courses. The result is a shared distance learning program between many towns that helps meet the area need for healthcare workers. The instructors were able to make the business and industry contacts that they needed to make their program and experiences as "real world" as possible.
  - The **Finney County Learning System (Garden City Community College)** emphasized the need for **health care workers** who are bilingual. As part of the grant they explored the ethics of interpreting medical information and the need for strong skills in both English and Spanish medical terminology. A benefit to students is that they were able to make the connection between science and math classes and to see how all of this information is interrelated. Technology helped the students explore and develop ideas related to health and health care careers of personal interest to them. Students then extended their learning to others by sharing this information with classmates. Students made "communicative expression" signs for doctors' offices and the hospital.

Additional Tech Prep activities include:

- Seventy-five instructors and counselors participated in the Educator Summer Internship program offered by each Tech Prep Consortia. The educator/interns learned about more than one-hundred fifty occupations and 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. 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 intelligence's, and reading strategies. A total of 2,781 individuals benefited from the sessions.
- Tech Prep coordinators provided information to teachers, counselors, and administrators attending the statewide Connecting Education and Employment Conference to help them learn more about tech prep and its value for schools as they work to restructure education.

**Summary of Individuals in Kansas Served by Carl Perkins Tech Prep Funding in FY 2006**

In addition to the Tech Prep students reported as part of the CATE and CaTERS system, the following table details the additional students, teachers, counselors and administrators that received services because of Tech Prep funding in Kansas.

LEA	Students		AcadTeachers		TechTeachers		Counselors		Administrator	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
USD 237 Smith Center	2,260	5	27	0	61	12	19	2	38	3
USD 315 NW Tech Prep Consortium	594	53	98	22	18	16	8	2	10	4
USD 320 Pottawatomie Consortium	1,032	5	44	0	16	4	5	2	7	3
USD 415 Hiawatha	79	0	195	0	51	5	12	3	18	3
USD 421 Three Lakes	1,395	300	130	10	18	6	8	8	25	6
USD 442 Nemaha Valley	1,119	3	35	5	90	10	6	3	4	2
USD 465 Winfield	1,674	21	109	0	29	9	8	2	5	3
Manhattan TC	3,587	330	248	3	34	20	12	1	13	3
Barton Co CC	741	170	10	4	41	12	18	2	35	5
Butler Co CC	6,238	504	20	0	35	15	20	10	18	5
Cloud Co CC	1,412	462	160	22	50	18	11	7	14	8
Hutchinson CC	7,923	779	0	0	81	33	29	3	3	3
Johnson Co CC	8,834	500	33	0	131	35	60	3	25	22
KS City KS CC	756	83	12	0	81	12	18	7	5	11
Pratt CC	834	135	22	0	12	9	5	1	9	3
<b>TOTALS</b>	<b>38,478</b>	<b>3,350</b>	<b>1,143</b>	<b>66</b>	<b>748</b>	<b>216</b>	<b>239</b>	<b>56</b>	<b>229</b>	<b>84</b>

Totals shown by fiscal years.

LEA	Students		AcadTeachers		TechTeachers		Counselors		Administrator	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
FY 2006	38,478	3,350	1,143	66	748	216	239	56	229	84
FY 2005	39,477	4,906	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 Grants to Foster the Implementation of Career Clusters

LEA	Students		AcadTeachers		TechTeachers		Counselors		Administrator	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
USD 218 Elkhart	100	0	3	0	1	1	1	0	1	1
USD 498 Valley Heights	214	0	0	0	0	3	6	1	5	1
Garden City CC	1,835	175	171	10	23	7	22	15	16	8
<b>TOTALS</b>	<b>2,149</b>	<b>175</b>	<b>174</b>	<b>10</b>	<b>24</b>	<b>11</b>	<b>29</b>	<b>16</b>	<b>22</b>	<b>10</b>

**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 2006, the Kansas Board of Regents awarded 62 Carl D. Perkins grants, totaling \$7,040,984, to 30 postsecondary institutions, 9 secondary institutions, and 2 educational service centers to fund career and technical education initiatives focused on improving programs, expanding the use of technology, increasing access to and awareness of 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 to support a variety of designated initiatives which included:

- \$5,098,585 was awarded to 30 postsecondary institutions to fund program improvement initiatives in approved career and technical education programs

- \$485,808, was awarded to 6 postsecondary institutions to support leadership activities having statewide impact and/or application possibilities for improving programs and workforce development
- \$1,246,752 was awarded to 9 secondary and 10 postsecondary institutions supporting Tech Prep and career clusters initiatives and activities
- \$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
- \$59,839 was awarded to 1 educational service center supporting services to assist with the reintegration processes for inmates being released from Kansas correctional facilities.

**FY 2006 Postsecondary Carl D. Perkins Grant Awards and Recipients**

Institution/Consortia/Agency	Program Improvement	State Leadership	Tech Prep & Career Clusters	Nontraditional	Corrections
Flint Hills Technical College	118,022	5,000	252,107		
Kansas City Area Technical School	239,882				
Kaw Area Technical School	112,837				
Manhattan Technical College	137,406	39,808	60,000		
North Central Technical College	175,476				
Northeast Kansas Technical College	81,831				
Northwest Kansas Technical College	172,254				
Salina Area Technical School	79,898				
Southwest Kansas Technical School	60,139				
Wichita Area Technical College	343,005				
Allen County Community College	109,484				
Barton County Community College	165,166	20,000	60,000	37,500	
Butler County Community College	345,367		60,000		
Cloud County Community College	149,756		60,000		
Coffeyville Community College	87,684			37,500	
Colby Community College	153,461				
Cowley County Community College	190,940				
Dodge City Community College/Area Technical School	174,831				
Fort Scott Community College	146,051	60,000			
Garden City Community College	212,203		39,645		
Highland Community College	113,458			37,500	
Hutchinson Community College/Area Technical School	255,643		60,000		
Independence Community College	62,072				
Johnson County Community College/Area Technical School	469,154		60,000		
Kansas City Kansas Community College	385,961		60,000		
Labelle County Community College	135,204				
Neosho County Community College	121,727				
Pratt Community College/Area Vocational School	83,550	90,000	60,000		
Seward County Community College	72,864				
Washburn University	143,259	271,000			
Smoky Hill Education Service Center-Salina				37,500	
Southeast Kansas Education Service Center					59,839
USD 237--Smith Center			60,000		
USD320--Wamego			60,000		
USD 315 Colby			60,000		
USD 421--Lyndon			60,000		
USD 415--Hiawatha			60,000		

<i>(FY 2006 Postsecondary Carl D. Perkins Grant Awards and Recipients continued)</i>					
	Program	State	Tech Prep &		
Institution/Consortia/Agency	Improvement	Leadership	Career Clusters	Nontraditional	Corrections
USD 443--Nemaha Valley			60,000		
USD 465--Winfield			60,000		
USD 218--Elkhart			15,000		
USD 498--Valley Heights			40,000		
<b>Total Awards</b>	<b>5,098,585</b>	<b>485,808</b>	<b>1,246,752</b>	<b>150,000</b>	<b>59,839</b>

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

LEA	Name	Dollars	LEA	Name	Dollars	LEA	Name	Dollars
101	<i>Erie/St.Paul/Thayer</i>	10,721	249	<i>Frontenac</i>	2,687	307	<i>Ell-Saline-Salina</i>	3,528
102	<i>Cimarron</i>	7,264	250	<i>Pittsburg</i>	48,459	308	<i>Hutchinson</i>	74,588
103	<i>Cheylin</i>	2,326	251	<i>North Lyons-Northern Heights</i>	5,460	309	<i>Nickerson</i>	12,751
104	<i>White Rock</i>	2,121	252	<i>Southern Lyon Co-Hartford</i>	4,337	311	<i>Pretty Prairie</i>	2,545
105	<i>Rawlins County</i>	4,305	253	<i>Emporia Barber Co. N.-Medicine Lodge</i>	59,875	312	<i>Haven</i>	14,721
200	<i>Greeley County</i>	2,546	254	<i>Kiowa/S.Barber</i>	4,645	313	<i>Buhler</i>	16,282
202	<i>Turner-KC</i>	40,897	255	<i>Marmaton Valley</i>	5,610	314	<i>Brewster</i>	1,256
203	<i>Piper-KC</i>	6,639	256	<i>Iola</i>	4,256	315	<i>Colby</i>	12,027
204	<i>Bonner Springs</i>	19,895	257	<i>Humboldt</i>	22,723	316	<i>Golden Plains</i>	923
205	<i>Blue Stem</i>	7,344	258	<i>Wichita</i>	3,751	320	<i>Wamego</i>	10,699
206	<i>Remington/Whitewater</i>	5,845	259	<i>Derby</i>	803,780	321	<i>Kaw Valley Onaga-Havensville-Wheaton Westmoreland-St George</i>	15,609
207	<i>Ft. Leavenworth</i>	8,470	260	<i>Haysville</i>	47,975	322	<i>Eastern Heights</i>	4,322
208	<i>Wakeeney</i>	4,432	261	<i>Valley Center</i>	34,670	323	<i>Phillipsburg</i>	8,608
209	<i>Moscow</i>	1,781	262	<i>Mulvane</i>	10,123	324	<i>Logan</i>	2,690
210	<i>Hugoton</i>	12,951	263	<i>Clearwater</i>	21,235	325	<i>Ellsworth</i>	5,474
211	<i>Norton</i>	6,726	264	<i>Goddard</i>	7,021	326	<i>Lorraine</i>	2,526
212	<i>Northern Valley-Almena</i>	1,847	265	<i>Renwick</i>	27,455	327	<i>Mill Creek Valley-Alma Wabaunsee E.-Eskridge</i>	4,437
214	<i>Ulysses</i>	17,376	266	<i>Cheney</i>	30,930	328	<i>Kingman</i>	4,265
215	<i>Lakin</i>	7,694	267	<i>Palco</i>	11,403	329	<i>Cunningham</i>	3,336
216	<i>Deerfield</i>	4,635	268	<i>Plainville</i>	3,189	330	<i>Southern Cloud</i>	7,611
217	<i>Rolla</i>	2,222	269	<i>Stockton</i>	1,042	331	<i>Jackson Heights</i>	14,676
218	<i>Elkhart</i>	6,305	270	<i>Waconda</i>	4,833	332	<i>Holton</i>	2,509
220	<i>Ashland</i>	2,372	271	<i>Beloit</i>	5,482	333	<i>Mayetta</i>	11,369
221	<i>N. Central</i>	1,516	272	<i>Oakley</i>	3,467	334	<i>Valley Falls Jeff. Co. N.-Winchester</i>	3,964
222	<i>Washington</i>	3,745	273	<i>Mankato</i>	9,868	335	<i>Meriden</i>	2,679
223	<i>Barnes-Hanover</i>	4,512	274	<i>Jewell</i>	4,941	336	<i>Oskaloosa</i>	11,189
224	<i>Clifton-Clyde</i>	3,342	278	<i>Hill City</i>	2,654	337	<i>McLouth</i>	7,495
226	<i>Meade</i>	4,181	279	<i>West Elk</i>	2,233	338	<i>Perry</i>	2,898
227	<i>Jetmore</i>	3,053	281	<i>Elk Valley</i>	4,529	339		5,113
229	<i>Blue Valley-Stanley</i>	88,741	282	<i>Sedan</i>	6,253	340		4,621
230	<i>Spring Hill</i>	8,309	283	<i>W. Franklin</i>	3,348	341		4,779
231	<i>Gardner</i>	19,449	286		5,013	342		6,178
232	<i>DeSoto</i>	20,384	287		7,199	343		7,070

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233	<i>Olathe</i>	142,684	288	<i>Central Heights</i>	9,835	344	<i>Pleasanton</i>	7,566
234	<i>Ft. Scott</i>	31,978	289	<i>Wellsville</i>	6,572	345	<i>Seaman</i>	25,399
235	<i>Uniontown</i>	6,228	290	<i>Ottawa</i>	26,427	346	<i>Jayhawk-MoundCity</i>	7,592
237	<i>Smith Center</i>	5,397	291	<i>Grinnell</i>	873	347	<i>Kinsley-Offerle</i>	4,109
238	<i>W.SmithCo.-Kensington</i>	1,173	292	<i>Grainfield</i>	2,716	348	<i>BaldwinCity</i>	12,411
239	<i>N.OttawaCo.-Minneapolis</i>	3,854	293	<i>Quinter</i>	2,874	349	<i>Stafford</i>	4,911
240	<i>Twin Valley</i>	4,993	294	<i>Oberlin</i>	5,707	350	<i>St.John-Hudson</i>	2,774
241	<i>WallaceCo.-SharonSprings</i>	3,027	295	<i>PrairieHeights-Jennings</i>	1,103	352	<i>Goodland</i>	14,801
242	<i>Weskan</i>	1,893	298	<i>Lincoln</i>	4,792	353	<i>Wellington</i>	18,445
243	<i>Lebo</i>	4,177	299	<i>Sylvan Grove</i>	1,954	354	<i>Claflin</i>	2,774
244	<i>Burlington</i>	7,343	300	<i>Coldwater</i>	3,081	355	<i>Ellinwood</i>	3,342
246	<i>Arma</i>	11,537	303	<i>Ness City</i>	1,437	356	<i>Conway Springs</i>	3,942
247	<i>Cherokee</i>	11,177	305	<i>Salina</i>	87,903	357	<i>Belle Plaine</i>	7,113
248	<i>Girard</i>	12,986	306	<i>Southeast of Saline</i>	3,955	358	<i>Oxford</i>	4,603
359	<i>Argonia</i>	2,284	412	<i>Hoxie</i>	5,109	463	<i>Udall</i>	2,660
360	<i>Caldwell</i>	3,809	413	<i>Chanute</i>	23,536	464	<i>Tonganoxie</i>	7,349
361	<i>Anthony-Harper</i>	11,556	415	<i>Hiawatha</i>	12,170	465	<i>Winfield</i>	35,806
362	<i>PrairieView-LaCygne</i>	8,203	416	<i>Louisburg</i>	7,611	466	<i>ScottCo.-ScottCity</i>	8,926
363	<i>Holcomb</i>	8,161	417	<i>CouncilGrove</i>	9,681	467	<i>Leoti</i>	5,839
364	<i>Marysville</i>	6,009	418	<i>McPherson</i>	17,441	468	<i>Healy</i>	361
365	<i>Garnett</i>	15,405	419	<i>Canton- Galva</i>	5,936	469	<i>Lansing</i>	7,919
366	<i>Yates Center</i>	5,941	420	<i>OsageCity</i>	4,558	470	<i>ArkansasCityHigh</i>	33,124
367	<i>Osawatomie</i>	18,628	421	<i>Lyndon</i>	3,130	473	<i>Chapman</i>	8,782
368	<i>Paola</i>	16,887	422	<i>Greensburg</i>	4,084	475	<i>JunctionCity</i>	82,738
369	<i>Burrton</i>	3,073	423	<i>Moundridge</i>	3,170	479	<i>Crest-Kincaid</i>	3,220
372	<i>Silver Lake</i>	3,285	425	<i>Highland</i>	1,104	480	<i>Liberal</i>	62,275
373	<i>Newton</i>	36,967	426	<i>PikeValley-Scandia</i>	2,965	481	<i>RuralVista-WhiteCity</i>	5,518
375	<i>Circle-Towanda</i>	19,491	427	<i>Republic County</i>	5,201	482	<i>Dighton</i>	3,347
376	<i>Sterling</i>	5,300	428	<i>GreatBendHigh</i>	39,793	483	<i>Kismet-Plains</i>	10,631
377	<i>AtchisonCo.-Effingham</i>	8,449	429	<i>Troy</i>	2,995	484	<i>Fredonia</i>	12,154
378	<i>Riley County</i>	6,250	430	<i>Horton</i>	9,457	486	<i>Elwood</i>	3,823
379	<i>Clay Center</i>	14,867	431	<i>Hoisington</i>	10,451	487	<i>Herington</i>	5,272
380	<i>Vermillion-Centralia</i>	8,566	432	<i>Victoria</i>	1,768	488	<i>Axtell</i>	4,984
381	<i>Spearville</i>	2,208	433	<i>Midway-Denton</i>	2,417	489	<i>Hays</i>	28,830
382	<i>PrattHigh</i>	14,101	434	<i>SantaFeTrail</i>	12,382	490	<i>EIDorado</i>	23,608
383	<i>Manhattan</i>	54,744	435	<i>Abilene</i>	11,621	491	<i>Eudora</i>	8,070
384	<i>BlueValley</i>	1,073	436	<i>CaneyValley</i>	9,444	492	<i>Flinthills-Rosalia</i>	2,331
385	<i>Andover</i>	21,661	437	<i>Auburn-Washburn</i>	30,633	493	<i>Columbus</i>	19,538
386	<i>Madison</i>	3,789	438	<i>Skyline-Pratt</i>	3,373	494	<i>Syracuse</i>	6,959
387	<i>Altoona-Midway</i>	2,822	439	<i>Sedgwick</i>	4,914	495	<i>Larned</i>	10,898
388	<i>Ellis</i>	3,782	440	<i>Halstead</i>	5,122	496	<i>Pawnee Heights</i>	1,483
389	<i>Eureka</i>	9,465	441	<i>Sabetha</i>	9,103	497	<i>Lawrence</i>	104,917
392	<i>OsborneHigh</i>	5,776	442	<i>Seneca</i>	4,021	498	<i>ValleyHeights</i>	5,529
393	<i>Soloman</i>	5,071	443	<i>DodgeCity</i>	75,694	499	<i>Galena</i>	13,329

394	<i>Rose Hill</i>	12,563	444	<i>Little River</i>	3,924	500	<i>KC</i>	423,186
395	<i>LaCrosse</i>	4,418	445	<i>Coffeyville</i>	32,613	501	<i>Topeka</i>	230,835
396	<i>Douglass</i>	5,200	446	<i>Independence</i>	31,637	503	<i>Parsons</i>	28,239
397	<i>Centre-LostSprings</i>	3,383	447	<i>Cherryvale</i>	11,816	504	<i>Oswego</i>	6,804
398	<i>Peabody-Burns</i>	4,820	448	<i>Inman</i>	4,758	505	<i>Chetopa</i>	5,688
399	<i>Paradise-Natoma</i>	2,067	449	<i>Easton-PleasantRidge</i>	5,300	506	<i>LabetteCo.-Altamont</i>	14,506
400	<i>Lindsborg</i>	7,746	450	<i>ShawneeHeights</i>	26,481	507	<i>Satanta</i>	4,649
401	<i>Chase</i>	3,521	451	<i>B &amp; B-Baileyville</i>	2,579	508	<i>BaxterSprings</i>	12,100
402	<i>Augusta</i>	17,760	452	<i>StantonCo.-Johnson</i>	5,839	509	<i>SouthHaven</i>	2,571
404	<i>Riverton</i>	9,595	453	<i>Leavenworth</i>	58,824	511	<i>Attica</i>	1,324
405	<i>Lyons</i>	8,088	454	<i>Burlingame</i>	3,006	512	<i>ShawneeMission</i>	216,353
406	<i>Wathena</i>	4,561	456	<i>MaraisDesCygnes</i>	4,838			
407	<i>Russell Co.</i>	12,118	457	<i>GardenCity</i>	113,227			
408	<i>Marion</i>	6,318	458	<i>Basehor</i>	14,001			
409	<i>Atchison</i>	23,516	460	<i>Hesston</i>	5,421			
410	<i>Hillsboro</i>	7,207	461	<i>Neodesha</i>	9,241			
411	<i>Goessel</i>	2,380	462	<i>Central (Burden)</i>	5,021			

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, 448, 268, 332, 349, 350, 351, 354, 355, 369, 376, 382, 398, 400, 403, 408, 410, 411, 419, 423, 431	\$105, 107
Flinthills Special Education Coop	251, 284,252, 417	\$27, 841
Fort Hays Educational Development Center	211, 269, 270, 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
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 2006 Secondary Program Improvement Application Packet is submitted as an attachment at the end of this document.
- FY 2006 Postsecondary grant applications are available at [www.kansasregents.org/adult\\_ed/career.html](http://www.kansasregents.org/adult_ed/career.html)

#### 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	95.00	99.58	Exceeded
2P2	Skill Attainment	95.00	99.75	Exceeded
2P1	Completion	36.75	45.85	Exceeded
3P1	Placement	72.05	88.81	Exceeded
3P2	Retention	72.05	88.81	Exceeded
4P1	Non-traditional Participation	21.50	17.49	Not Met
4P2	Non-Traditional Completion	18.10	15.28	Not Met

- **Postsecondary overall program improvement strategies**

Postsecondary overall performance results demonstrate that some of the data collection issues are being resolved. The targets for Academic Attainment, Skill Attainment, Completion, and Placement and Retention were exceeded based on our current data system perimeters. Placement and Retention reporting has improved since last year's report. Since the Kansas Department of Labor would only agree to provide aggregate data, a new partnership was formed with American Job Link Alliance (AJLA), a division of the Kansas Department of Commerce. AJLA provided data from UI information sources with identifiers and/or demographic information allowing KBOR to match specific student records within the CaTERS system. KBOR will continue to work with the AJLA through the existing Memorandum of Understanding to receive 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 not met. KBOR institutions have historically provided equal opportunity for all individuals wishing to further their education. A vast majority of the adult students continuing their education in a postsecondary institution delivering career and technical education programs have specific career goals already determined prior to applying for admission. To ensure gender bias and discrimination are not factors in program admission for postsecondary CTE programs, specific questions are asked and special documentation is required of each institution during Perkins monitoring visits. In addition desk audits and on-site Civil Rights compliance reviews are conducted at these institutions on a regular basis.

- **Secondary overall performance results**

INDICATOR	ACCOUNTABILITY MEASURE	GOAL	ACTUAL	RESULT
1S1	Academic Attainment	93.03	96.1	Exceeded
1S2	Skill Attainment	95.00	100.00	Exceeded
2S1	Completion	75.95	98.05	Exceeded
3S1	Placement	85.28	88.31	Exceeded
4S1	Nontraditional.-Participation	35.04	49.97	Exceeded
4S2	Nontraditional.-Completion	55.47	98.37	Exceeded

- **Secondary overall program improvement strategies**

Secondary overall performance results indicate 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. A Kansas Counseling Academy will be conducted to assist Kansas Counselors to design, develop and implement the ASCA National Model. In addition, the Visions project will be a resource that counselors, parents, and students can access to research prospective career opportunities. Product development for career clusters will also be conducted. Measures to increase the number of participants in High Schools That Work will be fully implemented including creating awareness across the state, revisiting schools that have expressed an interest during this last fiscal year and promoting those schools that have success stories after implementation of HSTW. This will be accomplished through a series of workshops, inservices and statewide 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. Assessment of our CTE programs will take on a different look to better meet the needs of our customers and reduce the amount of paper work. Participating districts will assess CTE programs through a quality assurance process. 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 be rigorous and relevant to the specific program content. The data collection system (CaTE) will be continuously updated to ensure accurate reporting

**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	190	192	98.96
Economically Disadvantaged	2077	2091	99.33
Nontraditional Enrollees	866	869	99.65
Single Parents	252	254	99.21
Displace Homemakers	58	58	100.00
Other Educational Barriers	469	477	98.32
Limited English Proficiency	150	150	100.00
<b>Total for Special Populations</b>	<b>4062</b>	<b>4091</b>	
Tech Prep	818	831	98.44

Core Indicator – Skill Attainment

Special Populations Group	Cohort	Group	%
Individuals with disabilities	190	192	98.96
Economically Disadvantaged	2084	2091	99.67
Nontraditional Enrollees	864	869	99.42
Single Parents	253	254	99.61
Displace Homemakers	58	58	100.00
Other Educational Barriers	475	477	99.58
Limited English Proficiency	150	150	100.00
<b>Total for Special Populations</b>	<b>4074</b>	<b>4091</b>	
Tech Prep	824	831	99.16

Core Indicator – Completion

Special Populations Group	Cohort	Group	%
Individuals with disabilities	247	494	50.00
Economically Disadvantaged	2172	4333	50.13
Nontraditional Enrollees	968	2382	40.64
Single Parents	271	464	58.41
Displace Homemakers	66	127	51.97
Other Educational Barriers	506	1134	44.62
Limited English Proficiency	160	431	37.12
<b>Total for Special Populations</b>	<b>4390</b>	<b>9365</b>	
Tech Prep	965	1871	51.58

Core Indicator – Placement

Special Populations Group	Cohort	Group	%
Individuals with disabilities	181	246	73.58
Economically Disadvantaged	2048	2172	94.29
Nontraditional Enrollees	834	968	86.16
Single Parents	249	271	91.88
Displace Homemakers	57	66	86.36
Other Educational Barriers	463	504	91.87
Limited English Proficiency	143	160	89.38
<b>Total for Special Populations</b>	<b>3975</b>	<b>4387</b>	
Tech Prep	805	964	83.51

Core Indicator – Retention

Special Populations Group	Cohort	Group	%
Individuals with disabilities	181	246	73.58
Economically Disadvantaged	2048	2172	94.29
Nontraditional Enrollees	834	968	86.16
Single Parents	249	271	91.88
Displaced Homemakers	57	66	86.36
Other Educational Barriers	463	504	91.87
Limited English Proficiency	143	160	89.38
<b>Total for Special Populations</b>	<b>3975</b>	<b>4387</b>	
Tech Prep	805	964	83.51

Core Indicator – Non-Traditional Participation

Special Populations Group	Cohort	Group	%
Individuals with disabilities	84	494	17.00
Economically Disadvantaged	749	4333	17.29
Nontraditional Enrollees	2382	2382	100.00
Single Parents	53	464	11.42
Displaced Homemakers	23	127	18.11
Other Educational Barriers	236	1134	20.81
Limited English Proficiency	65	431	15.08
<b>Total for Special Populations</b>	<b>3592</b>	<b>9365</b>	
Tech Prep	274	1871	14.64

*Postsecondary performance results for special populations*

**Core Indicator - Non-Traditional Completion**

Special Populations Group	Cohort	Group	%
Individuals with disabilities	30	192	15.63
Economically Disadvantaged	297	2091	14.20
Nontraditional Enrollees	869	869	100.00
Single Parents	20	254	7.87
Displace Homemakers	9	58	15.52
Other Educational Barriers	87	477	18.24
Limited English Proficiency	25	150	16.67
<b>Total for Special Populations</b>	<b>1337</b>	<b>4091</b>	
Tech Prep	98	831	11.79

- Secondary performance results for special populations**

**Core Indicator – Academic Attainment**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	548	581	94.32 %
Other Educational Barriers	447	517	86.46 %
Economically Disadvantaged	1574	1694	92.92 %
Limited English Proficient	123	130	94.62 %
Single Parents	222	238	93.28 %
Nontraditional	2958	3072	96.29 %
<b>Total for Special Populations</b>	<b>5872</b>	<b>6232</b>	
TECH PREP	3560	3653	97.45 %

**Core Indicator – Skill Attainment**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	581	581	100.00 %
Other Educational Barriers	517	517	100.00 %
Economically Disadvantaged	1694	1694	100.00 %
Limited English Proficient	130	130	100.00 %
Single Parents	238	238	100.00 %
Nontraditional	3072	3072	100.00 %
<b>Total for Special Populations</b>	<b>6232</b>	<b>6232</b>	
TECH PREP	3653	3653	100.00 %

**Core Indicator – Completion**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	581	596	97.48 %
Other Educational Barriers	517	527	98.10 %
Economically Disadvantaged	1694	1724	98.26 %
Limited English Proficient	130	130	100.00 %
Single Parents	238	242	98.35 %
Nontraditional	3072	3123	98.37 %
<b>Total for Special Populations</b>	<b>6232</b>	<b>6342</b>	
TECH PREP	3653	3726	98.04 %

**Core Indicator – Placement**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	260	318	81.76 %
Other Educational Barriers	310	372	83.33 %
Economically Disadvantaged	677	855	79.18 %
Limited English Proficient	40	53	75.47 %
Single Parents	101	118	85.59 %
Nontraditional	2331	2404	96.96 %
<b>Total for Special Populations</b>	<b>3719</b>	<b>4120</b>	
TECH PREP	3374	3709	90.97 %

**Core Indicator – Non-Traditional Participation**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	322	648	49.69 %
Other Educational Barriers	344	631	54.52 %
Economically Disadvantaged	1017	2082	48.85 %
Limited English Proficient	93	209	44.50 %
Single Parents	98	194	50.52 %
<b>Total for Special Populations</b>	<b>1874</b>	<b>3764</b>	
TECH PREP	1747	3038	57.50 %

## Core Indicator – Non-Traditional Completion

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	132	136	97.06 %
Other Educational Barriers	133	135	98.52 %
Economically Disadvantaged	383	387	98.97 %
Limited English Proficient	39	39	100.00 %
Single Parents	46	46	100.00 %
<b>Total for Special Populations</b>	<b>733</b>	<b>743</b>	
TECH PREP	912	917	99.45 %

## 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 11<sup>th</sup> or 12<sup>th</sup> grade student that has taken three courses in the program sequence, two of which have to be funded.
  - Vocational completer: A 12<sup>th</sup> 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 met program-defined academic standards and have stopped program participation in the reporting year.
    - Denominator: Number of all postsecondary vocational students who completed a postsecondary program and 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 students who have met 80% or more of the vocational education competencies and have completed a vocational program, have met state-established, industry-validated Career and Technical skill standards, and stopped program participation in the reporting year.
    - Denominator: Number of all postsecondary vocational students who completed a postsecondary vocational program and 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 who received or were eligible to receive a postsecondary degree, certificate, or credential, or reached their predetermined goal, and stopped program participation in the reporting year.
    - Denominator: Number of students enrolled in postsecondary vocational education programs not yet eligible to complete plus those student who received or were eligible to receive a postsecondary degree, certificate, or credential, and those 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. Records for students not contacted by the institutions were matched with UI records to determine employment status.
- 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 students 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. Records for students not contacted by the institutions were matched with UI records to determine employment status.
    - 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 remained employed after 6 months.
    - Denominator: Number of students 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 a non-traditional postsecondary program in the reporting year.
    - Denominator: Number of students 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—State/Local Administrative Data.
      - 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—State/Local Administrative Data. 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/Local Administrative Data.
  - 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. A position description has been drafted to create a staff position that will be responsible for conducting actual on-site audits of the data submitted by each of the thirty postsecondary institutions as well as providing technical assistance to the postsecondary institutions regarding implementation of the changes in data reporting requirements.

- **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. Major development of career clusters to integrate with a Kansas Counseling Academy and a web-based career information network (Visions) will be another project. Standards updates, integration activities, technology improvements will also provide opportunities for Kansas CTE programs to grow. 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.

Attachments—Secondary Application Form and KSDE Organizational Chart

FY 2006 Secondary  
Perkins Program Improvement Grant Application Packet

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

**Public Law 105-332**

**LOCAL APPLICATION FOR  
PROGRAM IMPROVEMENT FUNDS**

**One Year Continuance for**  
*Fiscal Year 2006*

*Revisions for Local Plan***Fiscal Year 2006**

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 '06. 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 2006. **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, 2006. 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-2006.

### 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 '06.

### Stand Alone Status

**NOTE:** For FY2006, 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 2006 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 2006.

*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](mailto:kolson@ksde.org) or Donald Schaeffer, (785) 296-2221 or [dschaeffer@ksde.org](mailto: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, 2006.**

**Mail local plans and applications to:**

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

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**FY 2006 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.

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Authorized Administrator	Title	Telephone	Date	Original Signature
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Institution Contact	Title	Telephone	Date	Original Signature
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E-Mail Address	Fax Number
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**STATE USE ONLY**

**DO NOT WRITE BELOW THIS LINE**

**FY 2006 IMPROVEMENT FUNDING CATEGORIES**

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\$ _____	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

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KSDE Authorized Administrator	Date
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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 2006 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:

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*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.

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Original Signature of School Board President

Date

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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

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**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

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### 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









**FY2006 BREAKDOWN OF EXPENSES**

1. Administration		\$ _____
2. Salaries		
a. Positions	Wages	\$ _____
	Fixed Charges	\$ _____
b. Substitutes	Wages	\$ _____
	Fixed Charges	\$ _____
	<b>TOTAL</b>	\$ _____
c. Percentage of Total Dollars Used _____		
3. a. Equipment (list)		
(1) _____		\$ _____
(2) _____		\$ _____
(3) _____		\$ _____
(4) _____		\$ _____
(5) _____		\$ _____
(6) _____		\$ _____
(7) _____		\$ _____
(8) _____		\$ _____
	<b>TOTAL</b>	\$ _____
Percentage of dollars used _____		
4. Supplies/Materials/Resources		
(1) _____		\$ _____
(2) _____		\$ _____
(3) _____		\$ _____
(4) _____		\$ _____
(5) _____		\$ _____
(6) _____		\$ _____
(7) _____		\$ _____
(8) _____		\$ _____
	<b>TOTAL</b>	\$ _____
5. Projects/Activities (may include consultant fees)		\$ _____
	<b>Grand Total</b>	\$ _____

**FY 2006 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	\$ _____
<b>TOTAL FOR ACTIVITIES</b>	<b>\$ _____</b>

**(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.

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 – 2006-20**

LEA # \_\_\_\_\_

1. Name of School/Agency: \_\_\_\_\_
2. Institution Contact \_\_\_\_\_ Telephone ( ) \_\_\_\_\_
3. Reporting Period (circle): 1<sup>st</sup> report 2<sup>nd</sup> 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 10<sup>th</sup> Avenue  
Topeka, KS 66612-1182

**KANSAS STATE DEPARTMENT OF EDUCATION  
TECHNICAL EDUCATION**

**Final Performance Report**

LEA # \_\_\_\_\_

Name of School/Agency \_\_\_\_\_

The information you provide will be submitted to the U.S. Department of Education as an official report of the use of Perkins funds as required by the Carl D. Perkins Vocational and Technical Education Act of 1998. This report covers money spent from July 1, 2005 through June 30, 2006.

**This report is due June 15, 2006. An original and one copy should be mailed to:**

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

Funding Category

**Program Improvement**

\_\_\_\_\_ **Secondary - 2006-20**

\_\_\_\_\_ **Postsecondary - 2006-21**

\_\_\_\_\_  
Signature of Authorized Administrator

\_\_\_\_\_  
Date

**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.

