

## 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 and coordinates all postsecondary education within the state.

During the 2007 Kansas legislative session, the Kansas Postsecondary Technical Education Authority (Authority) was established under KBOR with the delegated authority to: 1) coordinate statewide planning for postsecondary technical education; 2) recommend rules and regulations for the supervision of postsecondary technical education; 3) review existing and proposed postsecondary technical education programs and program locations and make recommendations regarding approval or disapproval of such programs for state funding purposes; 4) review requests of state funding requests and make recommendations regarding amounts and distribution of funds; 5) develop benchmarks and accountability indicators for postsecondary technical education programs; 6) develop and advocate an annual policy agenda for postsecondary technical education; 7) conduct studies to maximize utilization of resources and recommend improvements; 8) conduct studies to develop strategies and programs for meeting the needs of business and industry; 9) report on the performance of its functions and duties to the state board of regents and the legislature; and 10) coordinate development of a seamless system for the delivery of technical education between secondary and postsecondary program levels.

This legislation also called for the creation of a Vice President for Workforce Development, who reports directly to the Authority and the President/CEO of the Kansas Board of Regents, to operationalize the activities of the Authority and lead the Career and Technical Education (CTE) unit within the Regent's office. The CTE unit is charged with providing leadership and technical assistance to postsecondary institutions; administering funds; and monitoring of performance, compliance, and accountability reporting for all postsecondary CTE programs. This unit is also responsible for compiling both secondary and postsecondary information and submission of the consolidated annual report. The current organizational charts for KBOR, the Kansas Postsecondary Technical Education Authority and the CTE unit are submitted as attachment A. As the Vice President for Workforce Development assumes responsibilities, staff duties will be reviewed, evaluated and realigned.

**The following is a list of roles and responsibilities for the current 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 Institutional Research
  - Assists with the collection and maintenance of data elements in the postsecondary database system for Perkins reporting purposes
  - Reviews and validates accuracy of data submitted from institutions for Perkins reporting and allocation purposes and manages data collection processes beyond institutional self-reporting where possible
  - Maintains and analyzes data for core indicator and other performance reporting needs
- e. Associate Director for Career and Technical Education
  - Provides technical assistance to selected institutions for Perkins grants and activities
  - Coordinates development of programs of study, state approved articulation agreements, and supports career guidance activities
- f. Associate Director for Career and Technical Education
  - Provides technical assistance to selected institutions for Perkins grants and activities
  - Performs Perkins monitoring and OCR compliance visits
- g. Associate Director for Career and Technical Education
  - Provides technical assistance to selected institutions for Perkins grants and activities
  - Coordinates and monitors state technology and instructor internship grants
- h. Associate Director for Career and Technical Education
  - Provides technical assistance to selected institutions for Perkins grants and activities
  - Coordinates and monitors the statewide nursing initiative activities

The Kansas State Department of Education (KSDE), operating under the Kansas State Board of Education (KSBE), coordinates all secondary CTE programs delivered by 296 total districts, of which 271 have approved programs, ensuring their status as eligible secondary recipients. In addition to the state programs, the Academic and Technical Education team (formerly Career and Technical Education) also serves some 56 consortiums and stand-alone programs operating career and technical education programs under the Carl D. Perkins Act. This is accomplished by the Academic and Technical Education team which is part of the Division of Learning and Innovative Services (formerly Learning Services Division). Organizational charts for KSBE and KSDE are submitted as attachment B.

**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 and Pre-Collegiate Teacher Preparation
    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

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. For the 2006-2007 year, all Tech Prep funds were administered through the Regent's office and 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.

## **B. Organization of Vocational and Technical Education Programs**

Kansas postsecondary career and technical education programs approved for Carl D. Perkins funding 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.

Secondary career and technical education programs in Kansas are delivered through a system of 296 (or 271 with approved programs) 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.

Kansas has adopted the programs of study model, comprised of the 16 career clusters and multiple corresponding career pathways, developed through the States' Career Clusters and the College to Careers Transitions Initiatives. Development of state and local programs of study will begin during FY 2008 and will continue until a model program of study is completed for each of the adopted sixteen clusters and respective pathways. The state programs of study will reflect the knowledge and skills identified in the national templates. Local institutions will be allowed to tailor the state program of study models to meet the needs of the individual students and depict career and technical education program offerings available locally and include potential two- and four-year postsecondary educational and career pathway options.

Each approved secondary CTE program and each postsecondary CTE program leading to a technical certificate and/or an associate degree will develop, submit for review, and implement a program of study that incorporates the cluster and pathway knowledge and

skills, identified through the career clusters initiatives, and includes the following elements: (1) alignment and/or articulation of secondary and postsecondary courses; (2) a coherent, coordinated and non-duplicative sequence of courses with rigorous academic and relevant technical content; (3) concurrent enrollment courses that allow secondary students the opportunity to earn postsecondary credits, where applicable; and (4) lead to an industry-recognized certificate, postsecondary technical certificate, or an associate degree. Programs of study will also include potential baccalaureate degrees and identify transferability where applicable.

## **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.
  - The process for evaluating secondary career and technical education programs was jointly reviewed by the field and KSDE CTE staff and found to be overly time consuming for the field, had program inconsistencies, and included duplication of efforts through the Perkins Monitoring process. 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 using a password assigned to superintendents only; (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. In addition, districts were to provide a program of study for each of the programs. This program of study was to be kept on file at the district level. Because the programs of study templates had not been fully developed and ready for dissemination, districts were not able to provide this information. The assurances process has been re-evaluated and strategies for improvement added for the Fall, 2007.
  - The improved Perkins Monitoring process was implemented for this fiscal year. Due to the lack of CTE staff, field consultants were identified and trained to work closely with State CTE staff while monitoring 20% of the Perkins secondary local grant recipients. Of the field consultants, two had fiscal/accounting backgrounds. By including these individuals the fiscal expenditures were closely scrutinized and eligible recipients were made aware of inconsistencies in their record-keeping. To assist the State CTE staff and the eligible grant recipients, Michael Brustein was brought in during our annual February Connecting Education and Business conference as a post-conference offering.
  - State staffs worked cooperatively with Kuder, Kansas Career and Technical Education Resource Center and the Kansas Career Pipeline Advisory Board to complete the development, piloting and evaluation of the career focused Kansas Career Pipeline. This career focused project was legislatively approved and made available to all Kansas Citizens. Trainings were offered to districts and other interested parties.
- **Developing, improving, or expanding the use of technology in vocational and technical education programs**
  - As part of a broad-based, on going, multi-disciplinary effort to promote the use of medical simulation in nursing and allied health education programs across Kansas, KBOR and the Kansas Board of Nursing continue to work 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 allows for better assessment of student skill proficiencies and students attain increased skill levels before entering actual clinical settings, thus reducing the time required in a clinical setting.
  - Support was provided for a nursing program faculty member/simulation lab coordinator to intern at two nationally recognized simulation centers and receive advanced training in the use of medical simulators in the classroom. The information obtained will assist her in implementing a statewide simulation users group and enable her to assist with a scenario development and assessment workshop to be conducted this spring.
  - In partnership with the Kansas Board of Nursing, a simulation scenario electronic library was initiated to enable the sharing of simulation scenarios created among the state's nursing and allied health faculty.
  - Training on utilization of the Worldwide Instructional Design System (WIDS) software was provided to instructors and curriculum personnel from multiple institutions as part of a continuing statewide 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. This software was used as the platform for a revamped and updated Practical Nursing core curriculum being adapted by all Practical Nursing programs within the state. As additional statewide curriculum projects are finalized, WIDS will serve as the curriculum database warehouse for state approved postsecondary career and technical education curriculum and will be available to all postsecondary institutions.

- Funds were awarded to Cowley Community College to secure a piece of advanced manufacturing equipment for utilization in three discipline areas (machining, automotive and non-destructive testing). With this new equipment students were provided training necessary to measure both 2-D and 3-D with exact precision. Six students from the graduating machining class were employed by supporters of the project.
  - Support for additional instructional technology was provided through grant and matching industry funding, provided by the Harley-Davidson Motor Company and dealerships around the country, for utilization in the Fort Scott Community College, Harley Davidson Program. The equipment and software provided the means through which the college is now able to deliver Dyno Training from the lab to the classroom and beyond. The real time system was installed to allow the Dyno lab activities to be developed into a distance learning platform. With the addition of this high tech equipment, the college has the potential to become a recognized leader in providing Harley-Davidson technical training.
  - Development of a video promoting FCCLA was another secondary project completed. New FACS teachers do not realize the impact that the FCCLA organization and its members have on students, the school community and the local community. The DVD was professionally filmed, edited and produced appeals to several target audiences: Students and their parents, advisors, teachers, community members. Because the message was from a student leader, the testimony was better received.
- **Professional development programs**
    - Secondary instructors were selected, by application from Trade and Industry and Agriculture Programs across the state, to participate in a statewide AWS SENSE pilot project. The instructors received rigorous instruction, provided by the AWS SENSE program, followed by a certification test of technical knowledge and skill attainment. All instructors participating gained critical technical knowledge and skills to improve instruction in their welding classrooms. Additional instruction was also provided prior to the instructors taking the final exams for AWE certification. Eighteen of the nineteen secondary instructors participating were certified. The SENSE program will be offered again to instructors for the school year '08 – '09.
    - Support was also provided for ten postsecondary welding instructors to join the secondary instructors for the instruction and certification provided through the statewide AWS SENSE project. Additionally, seven postsecondary institutions became new SENSE institutions increasing the total number to ten Kansas postsecondary institutions.
    - Horticulture instructors met with business and industry to provide input into curriculum, competencies and certification. Horticulture is one of the pathways under the Agriculture cluster that is being expanded.
    - A field consultant for Family and Consumer Sciences was hired to facilitate the development of state-wide sample course outlines for work and family studies/family and consumer sciences program.
    - A Kansas Academy for Counselors was organized and conducted to provide guidance and support for the implementation of the ASCA State Guidance Model and how to implement Career Clusters and Plans of Study. Dr. Trish Hatch and Dr. Ann Benson were keynote speakers that provided hands-on activities, planning time for districts to develop implementation activities and networking for new strategies/ideas.
    - The annual statewide Connecting Education and Employment conference was conducted to provide an opportunity for secondary and postsecondary career and technical education instructional staff, administrators, and counselors to network and discuss issues related to career and technical education as well as showcase promising practices and new initiatives. There were approximately 500 participants who attended to take new ideas back to their schools.
    - A simulation utilization and scenario development workshop was conducted to train 52 faculty members from 16 nursing and allied health educational programs in the use of these patient simulators. During this workshop, faculty learned how to fully utilize human patient mannequins, 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.
    - An internship was provided for the Wind Energy Technology program instructor at Cloud County Community College. EnXco, an international/national corporation that builds wind farms, partnered with the state to support this internship. The internship provided the instructor first hand experience working directly with administrators and wind technicians with state-of-the-art equipment and technology. Information such as operation, maintenance, and repair of wind turbines was developed as a result of this internship.
    - An additional fourteen Kansas postsecondary CTE faculty from twelve different colleges participated in internships in their related teaching career fields during 2006-2007. Faculty internships were in the following career and technical education program areas: Construction Technology, Electrical Technology, Office Technology, Machine Shop, Harley-Davidson Technology, Information Technology, Communications Technology, Automotive Technology, Graphic Design, Computer Information Systems, Computer Science, Computer Technology, and Agriculture Technology. All CTE postsecondary faculty

interns were given the opportunity to showcase their industry experiences during sessions at the statewide annual Connecting Education and Employment conference.

- Retention of new or returning teachers was supported through the implementation of a mentorship program. There is a shortage of FACS instructors in Kansas. Mentor teachers attended a retreat to work with the new teachers. They participate in on-going on-line conversations discussing issues about being new teachers. The teachers conversed with one another at professional conferences through out the year. Technical assistance was shared
- **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**
  - Hutchinson Community College, working in conjunction with the Kansas Board of Nursing and a nationally recognized consultant, was awarded grant funds to identify competencies and develop curricula designed to prepare practical nursing (PN) students for new and changing demands of the healthcare field. This curriculum specifically address the roles that will be expected of the PN workforce and includes emerging competencies needed for the next decade. Through this project PN faculty and credentialing entities cooperatively developed a core curriculum in which the courses and learning outcomes of all Kansas PN nursing programs are identical. The remaining portion of the curriculum can then be customized to meet each institution's local healthcare education needs. This common curriculum will increase transferability among one-year PN programs and two-year associate degree nursing programs throughout the state.
  - Program of study models support the integration of technical and embedded academics, especially in reading, writing, mathematics and science. KBOR and KSDE staff continued to promote the career clusters concept to facilitate the alignment and integration of academic and technical skills and programming. As the program of study models are developed, state staffs will work collaboratively with secondary and postsecondary educators to identify the appropriate levels and courses in which the academic and technical knowledge and skills necessary for success will be taught and student attainment assessed.
  - The state continues to support and facilitate professional development opportunities for educators emphasizing integration of academic and technical instruction.
  - The program approval process for postsecondary programs requires institutions to submit course syllabi for each academic and technical course in the program sequence. Each course syllabus is reviewed to ensure both academic and technical skills required are being addressed. In addition, postsecondary institutions annually submit a program verification form for each CTE program approved for Perkins funding that lists the sequence of technical and general education courses required for certificate and/or degree completion.
  - Johnson County Community College (JCCC), working in conjunction with the Kansas City Area Life Science Institute and bioscience industry employers in the state, conducted a systematic evaluation of the job-related competencies and skills sets required for specialized career and technical training in the biosciences industry. From the information gathered career pathways/maps will be developed to assist postsecondary institutions in developing new programs and making changes in existing programs to better fit the training needs for the industry. The career maps will also be used to expand biotechnology career awareness and impact secondary education and public workforce training system. The project also included educator workshops, development of career specific brochures, and dissemination of information through the JCCC Biotechnology website.
  - A variety of materials are available through the Kansas Career and Technical Education Resource Center's website, at ([www.kcterc.org](http://www.kcterc.org)), to assist teachers, administrators, guidance counselors and curriculum developers to ensure the integration of academic and technical skills is infused into the curriculum.
- **Provide preparation for nontraditional training and employment**
  - Materials and resources were made available through the Kansas Career and Technical Education Resource Center (KCTERC) to assist schools and postsecondary institutions with developing and incorporating strategies into the curriculum and/or on-the-job training opportunities to support gender nontraditional students. One such resource is the 86-page book, *Promoting Non-Traditional Career Options and Opportunities*, which presents an overview of promising strategies and methods to increase 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 extraordinary contacts made through the collaborative efforts of working with the various agencies will continue as future projects are planned.
  - A Kansas Breaking Traditions Seminar was offered in February with national speaker Mimi Lufkin. 125 participants were able to attend the seminar.
  - The 7<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, six 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 2007, the centers served 10,531 individuals, of which 4,864 were male and 5,667 were female as depicted on the following table.

REGION	PROGRAM	TOTAL SERVED	STUDENTS (Grades 9-12)		STUDENTS (Grades 13-14)		GUIDANCE COUNSELORS		INSTRUCTIONAL STAFF		COMMUNITY OUTREACH	
			M	F	M	F	M	F	M	F	M	F
NW	Smoky Hill Ed. Service Center, Salina	6,188	1,085	1,047	238	233	23	89	1,202	1,652	248	371
SW	Dodge City Comm. College/Dodge City***	1,930	588	672	172	193	12	18	5	8	96	166
NE	Highland Community** College, Highland	0	0	0	0	0	0	0	0	0	0	0
SE	Neosho County Comm. College, Chanute	2,413	799	832	211	169	12	26	59	66	114	125
	<b>STATEWIDE TOTALS</b>	10,531	2,472	2,551	621	595	47	133	1,266	1,726	458	662

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

\*\*\*NTO Coordinator only worked 4 month or 1/3 of the year.

- **Support partnerships to enable students to achieve State academic standards, and vocational and technical skills**
  - Secondary career and technical education staff and programs have had many opportunities to partner with a host of individuals, agencies, business and industry and education as we sought to improve curriculum, classrooms and instructional staff. Some activities include: Agriculture and Trade and Industry partnership with AWE and AWS, FACS partnered with Kansas Restaurant and Hospitality Association, Kansas Academy for Counselors partnered with ASCA, Higher Ed, State Guidance Counselor, Kansas School Counselors and Kansas Association of School Counselors.
  - 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.
  - KBOR and KSDE staff conducted a series of meetings with Health Science teachers, postsecondary healthcare program faculty and counselors to continue the development of a seamless transition for Health Science students into postsecondary professional healthcare programs. Health Science educators were also introduced to the revised National Health Science Foundation Standards and Accountability Criteria as developed by the National Consortium for Health science and Technology Education. These revised national standards are being cross-walked with the Kansas Health Science Standards.
  - The Business Administrative Technology postsecondary faculty met in the Fall of 2006 and the Spring of 2007 to complete the core curriculum for the Business Administrative Technology program.
  - Kansas postsecondary institutions work closely with the state's Adult Education programs to provide opportunities for adult learners to transition beyond the GED certificate to achieving a postsecondary certificate and/or degrees necessary for success in today's workforce.
  
- **Serving individuals in state institutions**
  - Postsecondary state leadership funds supported a Career Counselor who, although housed at the Hutchinson Correctional Facility, provided services to all adult correctional 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 23 new inmates into vocational programs at the Hutchinson facility; and assistance with curriculum development for on-going vocational programs within Kansas correctional facilities. This year a statewide job bank was revised and updated with the addition of 1,400 new potential employers. Employers were arranged according to city, industry, contact person and job title. One hundred thirty-three adult offenders were provided opportunities for interview experience, placement services, career counseling, career assessment, and assisted in obtaining job leads and identification for employment purposes. A list of resource agencies regarding job and career placement in the 42 largest cities in Kansas was compiled to assist offenders with transition into the workplace upon their release.
  - The secondary corrections grant provided funding to the Lawrence Gardner facility to purchase equipment for career and technical education programs for juvenile offenders.
  
- **Support for programs for special populations that lead to high skill, high wage careers**
  - Workshops, conferences and other activities were conducted by KSDE and KBOR in conjunction with the Transition Coordinators and Guidance Counselors to produce the Kansas Career Guide and interactive materials to assist students in identifying future career opportunities. The Guide includes assessments that can be completed jointly by students and

parents as well as information regarding how to find a career that best fits with the student. Counselors and classroom teachers used the Guide to assist with the development of individual student IEPs.

- Dialogue has taken place with the University of Kansas to develop a partnership with Special Education Services and Career and Technical Education. The outcome of the meeting was to continue to develop a partnership with KU to provide professional development activities for Kansas counselors, Transition Coordinators, and Perkins eligible recipients at both secondary and postsecondary levels. Special populations topics for development include assistive technologies, classroom management, and career planning.
- Seward County Community College partnered with other western Kansas community colleges to provide training in the design, development, and implementation of online course components for faculty in the Surgical Technology, Respiratory Therapy, Medical Laboratory Technician, and Nursing programs. Offering course components, entire courses, or entire programs online will provide place-bound and/or economically disadvantaged residents of rural areas (primarily western Kansas) increased accessibility to these programs without having to relocate or incur high travel costs to receive training. Cooperative partnership agreements between institutions will provide a seamless progression through a course of study by allowing students to complete general education requirements at their local community college and access the technical training via online components in specialized allied health programs that are not available at the local institution. While this project focuses primarily on institutions in western Kansas, institutions throughout the state offering these same programs are invited to participate in this project to provide faculty the opportunity to enhanced their distance learning instructional skills and develop online curriculum.

## B. Permissible Activities

- **Technical assistance**
  - Technical assistance is a major responsibility for KSDE consultants. Some of the assistance provided included standards development, integration of academics, counselor academy, career clusters and plans of study, 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.
  - Technical assistance was also made available to districts participating in the Perkins monitoring and the Quality Assurances prior to the visit and after the visit.
  - Instructors of Agriculture, Family and Consumer Sciences, Health Science Education and Trade and Industry programs received guidance from State Consultants after statewide leadership activities were developed. The projects included curriculum development, assessment development and exploring CTE academies in a charter school setting.
  - 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.
- **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.
  - A Kansas Academy for Counselors was organized and implemented through a partnership of State Guidance Counselor Consultant, teacher education of higher institutions of learning, secondary CTE ACRN representative and professional counselor associations in Kansas. Dr. Trish Hatch shared the ASCA Counseling Model with 200 participants and Dr. Ann Benson shared information about the Career Clusters and Programs of Study. The academy was a success and will be conducted this next summer.
  - Products were developed to assist districts, parents, students, and local communities in understanding career clusters and programs of study. The products developed were "All Aspects of an Industry", "Explore Career Education in Kansas" and "Educator's Guide to Implementing the Career Cluster Model in Kansas". The products were first provided to the participants of the Kansas Academy for Counselors
- **Establishment of agreements between secondary and postsecondary vocational and technical education programs for students participating in programs including Tech Prep**
  - The participation of both secondary and postsecondary welding instructors in the statewide AWS SENSE project and increased number of SENSE participating institutions will enable students to more smoothly transition from secondary to postsecondary welding programs.
  - Kansas students are able to take advantage of local articulation agreements established between a community college, technical college, and/or technical school and the local secondary education agency. Many of these agreements have been implemented through Tech Prep and/or other cooperative initiatives between the collaborating institutions. In addition, a

postsecondary concurrent enrollment policy is in effect giving secondary students the opportunity to earn postsecondary credit while still in high school, primarily for postsecondary general education courses.

- Secondary career and technical education programs continued working on the development of articulation agreements for Health Science Education programs. Secondary Technology Education Programs require that their programs include articulation agreements.
  - Business and Marketing Programs at the secondary and post-secondary levels have worked to align curriculums through a statewide project. The project is on-going.
  - Exploring the development of a Health Science Education Charter Academy was conducted. The participants included CTE Staff, Academic Instructors, Postsecondary Health Science Staff, former students, Health business and industry representatives and State staff. This project started the dialogue for the development, partnerships to be formed, curriculum and a host of other information yet to be gathered. The project will continue with a proposal submitted to the State to be approved for a charter school status.
- **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**
    - State leadership funds are used to provide support for advisors for each of the CTSOs and related student organization activities. Student leadership skills are enhanced through participation in the joint Citizenship Day, State and National CTSO conferences, and individual CTSO specific leadership training. Kansas has a strong dedication to and belief that CTE student organizations: a) develop leadership skills; b) foster both academic and technical skills, c) provide opportunities for students to demonstrate both academic and technical knowledge and skills within CTE curricula through a variety of activities, and d) recognize students for their accomplishments and contributions.
    - Secondary Leadership funds supported TSA for the advisor to attend conferences/workshops and assisted with the services provided to State chapters.
    - The HOSA State Advisor requested the need to have up-dated resources to assist with HOSA State Conference. Resources included parliamentary books, time-keeping system for HOSA Bowl and a lap-top to be used in the score room.
    - Development of a video promoting FCCLA was another secondary project completed. New FACS teachers do not realize the impact that the FCCLA organization and its members have on students, the school community and the local community. The DVD was professionally filmed, edited and produced and appeals to several target audiences: Students and their parents, advisors, teachers, community members. Because the message was from a student leader, the testimony was better received.
- **Support for public charter schools operating secondary vocational and technical education programs**
    - At this time there is no funding going toward this activity. However, exploring the development of a Health Science Education Charter Academy was conducted. The participants included CTE Staff, Academic Instructors, Post-secondary Health Science Staff, former students, Health business and industry representatives and State staff. This project started the dialogue for the development, partnerships to be formed, curriculum and a host of other information yet to be gathered. The project will continue with a proposal submitted to the State to be approved for a charter school status.
- **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**
    - Instructors were selected to provide assistance in developing course outline and competencies for the construction program with emphasis on commercial construction rather than residential construction. Industry representatives assisted in the program development. Three courses and course competencies were developed for statewide use on the secondary level.
    - A consultant with the Kansas Career and Technical Education Resource Center up-dated the "All Aspects of an Industry" document to reflect how they fit into a career cluster.
    - 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. The advisory committee ratified the Kansas definition for high-skill, high-wage, and high demand occupations.
- **Support for family and consumer sciences programs**
    - A consultant was hired to facilitate and teach course outline development to teachers writing the introductory level course for a work and family studies/family and consumer sciences program.
- **Support for education and business partnerships**
    - Support was provided to Manhattan Area Technical College, working in consultation with the Kansas Department of Health and Environment (KDHE), to conduct a research study to determine the qualifications required for Certified Nurse Aide (CNA)

instructors in other states, summarize the findings, and develop a revised CNA instructor model to be presented to KDHE for approval and implementation in Kansas. Each state establishes CNA instructor qualifications based on its own interpretation of federal requirements. Under the existing guidelines followed in Kansas, many nursing faculty currently teaching in practical nurse and registered nursing programs are not eligible to teach CNA classes making it difficult to meet the training demands in Kansas.

- KBOR, in partnership with the Kansas Board of Nursing, the Kansas Hospital Association, the Kansas Association for Homes and Services for the Aging and the Kansas University Medical Center School of Nursing conducted a comprehensive survey of hospitals and long term care facilities in Kansas to determine the respective capacity for accommodating additional nursing students. This information was shared with all nursing programs statewide to assist with clinical student placement
  - The Kansas Hospital Association, in partnership with KBOR, the Kansas Board of Nursing and the Kansas State Nursing Association, is conducting research regarding nursing program student attrition, faculty turnover, clinical site availability for nursing students and new graduate nurse attrition. This grant funded initiative will continue into next year, with all partners working together to develop solutions that will maximize healthcare workforce development in Kansas.
  - The Hospital Association also 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 and has continued to fund scholarships for entry-level healthcare workers and for 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 established to assist KBOR with nursing education initiatives. This council provided input for the Kansas Nursing Initiative grants funded by the Kansas Legislature, has served as a grant proposal review committee, and continues to provide guidance to KBOR regarding nursing education initiatives. This council again assisted KBOR with an application review process subsequent to additional grant funds KBOR received for nursing faculty salaries.
  - Mid-CO Implement, Inc. and Kincheloe's Inc. supported the development of a renewable energy project involving the production of biodiesel fuel in partnership with Pratt Community College. Ag students learned to field test incoming used cooking oil and process usable biodiesel for consumption. Additional skills acquired by students in the program provided knowledge to inspect equipment such as fuel delivery pumps, injector pumps, and engine components for wear that may have negative results to equipment by using various blends of biodiesel. Students were actively engaged in learning engine testing for fuel consumption, horsepower differences, coolant and exhaust temperatures, gelling variables, and blending formulas.
  - 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 and Business/Marketing Planner for Kansas secondary students.
  - Business and Industry representatives have continued their partnership 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.
- **Support to improve or develop new vocational and technical education courses**
    - Aerospace Pre-Engineering course was implemented as part of Project Lead the Way (PLTW). PLTW is new to Kansas and has been met with enthusiasm. Implementation began in the fall, 2006 and was assessed for improvement.
    - Education and Training Career Cluster Development was piloted and new program requests were submitted for approval. The project continues to be assessed and more districts are requesting approval for this program. This is due largely to the number of teachers ready for retirement and districts are preparing to grow their own.
    - Allen County Community College partnered with the Coffey Health System to establish a Health Care Academy. The new Academy provided the centerpiece for delivery of comprehensive healthcare and emergency medical services training in eastern Kansas. Supporters of the project include Coffey County Hospital, Midwest Life Team, American Medical Response, Woodson County Ambulance Service, Coffey County Emergency Medical Service, Anderson County EMS, Neosho Memorial EMS, Allen County Emergency Medical Services and Mercy Health Center. Support was provided to purchase advanced training simulators for student use.
    - Northwest Kansas Technical College received funding to hire faculty for a new Respiratory Therapy education program. This program is in a very rural setting, and will provide small rural hospitals over a wide geographical area with trained therapists.
  - **Providing vocational and technical education programs for adults and school dropouts to complete their secondary education**
    - Secondary CTE staff continues to work with the Special Education Services team to develop a State Plan for Drop-out prevention. State Staff have participated in a conference to assist us in writing a state plan and analyzing existing data for drop-outs.
    - 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 9,323 individuals that enrolled in a minimum of 12 hours of adult basic, literacy, and/or ESL education instruction during

FY 2007, 66 % made advancement of at least two grade levels. In addition 2,073 individuals received a GED and 710 were placed in postsecondary education/training.

- **Providing assistance to participating students in finding an appropriate job and continuing their education**
  - Valuable labor market information is made available through the KCTERC website at [www.kcterc.ksde.org](http://www.kcterc.ksde.org). Examples 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 2007, the Kansas Board of Regents awarded \$60,000 to each of fifteen consortiums to implement Tech Prep throughout the state. Each of the consortia awarded grants were comprised of both secondary and postsecondary educational institutions in their area. Tech Prep coordinators met on a quarterly basis for leadership development and networking. These meetings provided information and direction for implementing and sharing best practices from others regarding Tech Prep efforts across the state. Meetings were held at the various consortia sites throughout the state so that coordinators were able to see the "learning atmosphere" in different regions. The Tech Prep Consultant at the state level provided oversight to ensure that the programs continued to improve.

Each Tech Prep consortium submitted 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.

- On October 25th **Central Kansas Tech Prep Consortium (Barton County Community College)** conducted their 6<sup>th</sup> annual College-to-Community Day in which students toured local businesses in Great Bend to learn firsthand the employment opportunities in their community. Students toured by various academic disciplines and were directly exposed to the nature of the work as well as the training and credentials needed to be successful. The other major accomplishment was updating and expanding the number of articulation agreements available to the 19 area high schools. Many high school students from the area continue to take advantage of on-campus opportunities through the Get Ahead Program (GAP). Students were enrolled in Auto Technology and Networking courses.
- For **Butler County Tech Prep Consortium (Butler County Community College)** professional development activities have been crucial and vital in improving the secondary and postsecondary CTE Curriculum. Some of the activities this year included— *Career and Fire Expo* which focused on careers in the Human Services Cluster; *Women, Wages and Work Week* provided a weeklong time for students interested in nontraditional occupation fields to explore their options; *Articulation Day* where all of the secondary schools attend a session on campus to discuss and finalize the articulation agreements; and finally a workshop exploring *Career Pathways* for all of the sending high schools.
- The **TALLGRASS Tech Prep Consortium (Cloud County Community College)** used a school-based enterprises as a component of their consortium. Each school had at least one school-based enterprise and many of the schools have expanded to offer two. These programs expose the students to all aspects of the industry. Through the support of professional development, many consortium members attended state and national conferences and returned with fresh new ideas to incorporate into their program.
- The **Hutchinson Community College Mid-Kansas Tech Prep Consortium** created articulation agreements with 26 high schools across central Kansas. 1,742 Tech Prep *Congratulations* letters were sent to high school students during FY 2007 recognizing them for completing their Tech Prep secondary level coursework. One-hundred two Tech Prep credit eligible students enrolled at HCC for the fall 2007 semester. These students have cumulatively earned 299 hours of college credit due to the articulation agreements in place across a variety of CTE programs.
- The **Tech Prep Consortium of Eastern Kansas--TePCEK (Kansas City Kansas Community College)** was able to adjust and change their approach in the delivery of services to better serve the needs of students. This year they decreased the number of career fairs that were conducted and added a job fair. This way, they decreased the costs significantly and increased the number of participants overall. Members of the consortium work diligently to connect to other nonprofit entities, educational institutions and businesses. This has prevented territoriality and duplication of effort and allows participants to avail themselves of others' expertise. With this attitude of cooperation and collegiality the consortium has been able to be more efficient in meeting the needs of the students and community.
- **Keeping Options Open/Technical College Preparation at Johnson County Community College** established a system of collecting and retrieving data concerning Tech Prep students. The yearly report showed enrollment characteristics of the identified students. Some of the key findings were: a total of 2,509 students were enrolled in Tech Prep, male-female ratio was 50/50, almost 40% of the students were enrolled in the Business/Information Technology Cluster, 26.3% selected the Arts and Communications Technology Cluster, 14.7% were in the Industrial and Engineering Technology Cluster, 10.7% in Human Services Technology, 8.1% in Health Services and 1.8% in Natural Resources/ Agriculture Technology.

- **South Central Kansas Tech Prep Consortium (Pratt Community College)** built extensive articulation agreements at the high school, community college and university levels to create a system of 4+2 and 4+2+2 seamless education for all students. The PCC Technical Education Department Advisory Committees endorsed 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 272, Waconda)** 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, was co-hosted with the Rolling Hills Zoo. During the day students were 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 were 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)** developed a strong working relationships between the secondary schools and the postsecondary institutions while focusing on Career Clusters, curriculum alignment, and articulation of curriculum. The positive relationships were evidenced by the continuation of multiple activities. The Community Scenario Building work session (a model for community planning and collaboration) has brought together business, industry, education, medical community, and the workforce. This dynamic relationship will be the catalyst for future economic growth and workforce development.
- The **Pottawatomie Tech Prep Consortium (USD 320, Wamego)** began their Community Mentoring program during the 1999-2000 school year. Now all 450 9<sup>th</sup>-12<sup>th</sup> graders had the opportunity to develop a relationship with community volunteers who are committed to the success of all students in the school. Students were randomly grouped by grade and assigned to a mentor who was recruited, trained, and constantly supported for this one-hour-per-month-at-lunch-for-four-years program. There are currently 95 Community Mentors and 38 Mentoring alumnae due to student graduation or mentor life changes.
- At the **Wolf River Tech Prep/School-to-Career Consortium (USD 415, Hiawatha)**, the *Career Connections* newsletters were utilized by member schools. The electronic format made it easier for districts to distribute the newsletters, including linking the newsletters to their counseling office home pages on district websites. The newsletters were used to lead discussions of career options and to share specific career requirements with students and parents with timely information without a great deal of preparation. Teachers who were involved with professional development activities felt that the activities were valuable in increasing their understanding of curriculum implementation, career pathways/clusters, programs of study and student assessment.
- **Three Lakes Tech Prep Consortium (USD 421, Lyndon)** made great strides in creating a foundation for the future years by establishing local ownership relative to Tech Prep and 2 + 2 program sequencing. By expanding the knowledge base regarding all vocational programs the sphere of influence was increased as well as the likelihood that lasting changes have been created. To enhance the focus on reading skills across all content areas and working together to create integrated lessons, the consortium presented a full-day workshop on Real World Reading for both technical and academic teachers. Thirty-five professionals attended.
- The **School-Business Educational Consortium (USD 442, Nemaha Valley)** considered the Health Sciences Careers program as their most exemplary collaborative effort. The program was offered over the distance learning technology equipment located at four of the high schools in the area. The schools share instructors for the Health Science Careers class and Biology, Human Anatomy and Physiology courses. This has been challenging but with a great staff for the consortium the problems have been solved. The uniqueness of the program is that it is the only new program designed to meet local economic needs and was developed with the input of local health care facilities in the area. Instructors have used internships to expand their knowledge and gain business contacts in the Health Science Fields.
- The **Cowley County Tech Prep Consortium (USD 465, Winfield)** considered the summer internship program their best staff development opportunity because teachers became "the students" and got actively involved in the learning process. This in turn impacted the curriculum used in the classroom. Students will be learning based on "world-of-work" examples and teachers can then answer the question, "Where am I going to use this information?" for the students. The Work Ethics Certificate implemented a couple of years ago continued to be expanded and improved. In fact the teachers and businesses participating hosted a celebration for the students to emphasize the importance of ethics in the workplace.
- **Riley-Geary County Tech Prep Consortium (Manhattan Area Technical College)** emphasized the math and science programs this year by sending two math instructors to the Texas Instrument Conference where they learned to use the Navigator system. The Tech Prep Coordinator was impressed with the technology being used by the students. The special calculators not only are capable of calculations from the most simple to the most complex, but they can send the results to the room computer which can then compile and report activity results. The instructor presents authentic problems on the monitor and challenges the students to solve the problem. The interaction and problem solving skills exhibited by the students as they manipulated their calculators was unusual for a math classroom.
- 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 12,750 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. Six American Careers User Group sessions were held around the state with more than 50 in attendance.

Additional Tech Prep activities included:

- Seventy-three teachers (both technical and academic) and guidance 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. After completing an internship, 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 was 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 included: programs of study, career clusters, contextual teaching, connecting the curriculum using an integrated approach, performance assessment, problem solving, student motivation, integrating technology, and real world reading. A total of 2,599 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. About 500 participants were able to attend the conference.

**Summary of Individuals in Kansas Served by Carl Perkins Tech Prep Funding in FY 2007**

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 272 Smoky Hill Consortium	2,100	150	25	0	57	13	17	2	37	5
USD 315 NW Tech Prep Consortium	612	61	96	19	18	16	8	4	10	4
USD 320 Pottawatomie Consortium	1,055	10	38	0	21	5	5	2	9	2
USD 415 Hiawatha	169	59	0	0	27	13	5	1	2	2
USD 421 Three Lakes	2,117	347	189	10	19	6	17	8	28	6
USD 442 Nemaha Valley	1,119	12	62	3	33	4	6	2	12	3
USD 465 Winfield	1,458	24	109	0	29	9	9	2	5	3
Manhattan TC	3,587	330	248	3	34	20	12	1	13	3
Barton Co CC	1,054	120	32	7	75	14	18	1	38	5
Butler Co CC	6,525	521	20	10	60	25	20	10	18	11
Cloud Co CC	2,057	462	160	22	57	18	12	7	15	6
Hutchinson CC	7,920	780	0	0	81	33	29	3	3	3
Johnson Co CC	3,220	471	49	0	14	10	38	2	23	5
KS City KS CC	1,175	112	20	0	80	22	22	7	6	14
Pratt CC	1,043	315	12	8	28	10	13	1	18	4
<b>TOTALS</b>	<b>35,211</b>	<b>3,774</b>	<b>1060</b>	<b>82</b>	<b>633</b>	<b>218</b>	<b>231</b>	<b>53</b>	<b>237</b>	<b>76</b>

LEA	Students		AcadTeachers		TechTeachers		Counselors		Administrator	
	Sec	Post	Sec	Post	Sec	Post	Sec	Post	Sec	Post
FY 2007	35,211	3,774	1,060	82	633	2180	231	53	237	76
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

Totals shown by fiscal year

### **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 2007, the Kansas Board of Regents awarded 56 Carl D. Perkins grants, totaling \$6,560,393, to 30 postsecondary institutions, 7 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. Carl D. Perkins Vocational and Technical Education funding provided to support a variety of designated initiatives which included:

- \$4,910,539 was awarded to 30 postsecondary institutions to fund program improvement initiatives in approved career and technical education programs
- \$369,145, was awarded to 5 postsecondary institutions to support leadership activities having statewide impact and/or application possibilities for improving programs and workforce development
- \$1,073,188 was awarded to 7 secondary and 9 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 activities specifically addressing the issue of participation and completion of gender nontraditional students in career and technical education programs throughout the state
- \$57,521 was awarded to 1 educational service center supporting services to assist with the reintegration processes for inmates being released from Kansas correctional facilities.

**FY2007 Postsecondary Carl D. Perkins Grant Awards and Recipients**

Institution/Consortia/Agency	Program Improvement	State Leadership	Tech Prep	Nontraditional	Corrections
Flint Hills Technical College	124,500		230,195		
Kansas City Area Technical School	103,282				
Kaw Area Technical School	78,537				
Manhattan Technical College	144,582	13,822	52,000		
North Central Technical College	189,409				
Northeast Kansas Technical College	79,493				
Northwest Kansas Technical College	156,656				
Salina Area Technical School	71,484				
Southwest Kansas Technical School	58,813				
Wichita Area Technical College	191,382				
Allen County Community College	158,748				
Barton County Community College	129,819		54,500		
Butler County Community College	323,054		52,000		
Cloud County Community College	167,892		59,500		
Coffeyville Community College	106,569				
Colby Community College	124,560				
Cowley County Community College	170,821				
Dodge City Community College/Area Technical School	160,840			37,500	
Fort Scott Community College	171,777				
Garden City Community College	189,170				
Highland Community College	58,694			37,500	
Hutchinson Community College/Area Technical School	299,804	38,004	52,500		
Independence Community College	67,779				
Johnson County Community College/Area Technical School	455,443	72,300	58,500		
Kansas City Kansas Community College	569,723		57,000		
Labette County Community College	165,203				
Neosho County Community College	121,511			37,500	
Pratt Community College/Area Vocational School	86,785		51,500		
Seward County Community College	63,953	29,521			
Washburn University	120,256	215,498			
Smoky Hill Education Service Center-Salina				37,500	
Southeast Kansas Education Service Center					57,521
USD 272--Waconda			51,500		
USD320--Wamego			58,000		
USD 315 Colby			56,000		
USD 421--Lyndon			60,000		
USD 415--Hiawatha			60,000		
USD 443--Nemaha Valley			59,993		
USD 465--Winfield			60,000		
<b>Total Awards</b>	<b>4,910,539</b>	<b>369,145</b>	<b>1,173,188</b>	<b>150,000</b>	<b>57,521</b>

**FY 2007 Secondary Carl D. Perkins Program Improvement Grants and Recipients**

LEA	Name	Dollars	LEA	Name	Dollars	LEA	Name	Dollars
101	Erie	8,255	249	Frontenac	2,533	307	Ell-Saline	3,396
102	Cimarron	5,364	250	Pittsburg	43,558	308	Hutchinson	67,334
103	Cheylin	1,796	251	North Lyons	5,176	309	Nickerson	11,553
105	Rawlins County	3,425	252	Southern Lyon Co	4,053	311	Pretty Prairie	2,327
107	Rock Hills	3,541	253	Emporia	56,062	312	Haven	13,407
108	Washinton County	4,186	254	BarberCo.N.- Medicine Lodge	3,765	313	Buhler	14,947
109	Republic County	5,251	255	South Barber	4,083	314	Brewster	909
200	Greeley County	2,236	256	Marmaton Valley	3,865	315	Colby	9,518
202	Turner-KC	38,054	257	Iola	20,307	316	Golden Plains	731
203	Piper-KC	6,374	258	Humboldt	3,528	320	Wamego	10,200
204	Bonner Springs	18,706	259	Wichita	787,595	321	Kaw Valley	14,128
205	BlueStem	7,724	260	Derby	46,886	322	Onaga-Havensville- Wheaton	3,725
206	Remington/Whitewater	5,777	261	Haysville	33,973	323	Rock Creek	7,840
207	Ft. Leavenworth- with Leavenworth USD453	8,830	262	Valley Center	9,836	324	Eastern Heights	2,232
208	Wakeeney	4,255	263	Mulvane	20,408	325	Phillipsburg	4,778
209	Moscow	1,439	264	Clearwater	7,031	326	Logan	2,093
210	Hugoton	10,553	265	Goddard	26,776	327	Ellsworth	4,238
211	Norton	6,249	266	Maize	30,059	328	Lorraine	3,901
212	Northern Valley	1,630	267	Renwick	11,129	329	Mill Creek Valley	2,901
214	Ulysses	16,218	268	Cheney	3,097	330	Wabaunsee East	5,826
215	Lakin	6,076	269	Palco	950	331	Kingman	12,209
216	Deerfield	3,770	270	Plainville	3,997	332	Cunningham	2,191
217	Rolla	1,680	271	Stockton	4,467	333	Concordia	10,335
218	Elkhart	4,839	272	Waconda	2,955	334	Southern Cloud	3,656
220	Ashland	2,163	273	Beloit	8,160	335	North Jackson	2,706
223	Barnes	3,566	274	Oakley	3,874	336	Holton	10,921
224	Clifton-Clyde	2,761	279	Jewell	1,666	337	Royal Valley	7,526
226	Meade	3,471	281	Hill City	3,271	338	Valley Falls	2,711
227	Jetmore	2,501	282	West Elk	5,408	339	Jefferson Cty North	4,893
229	Blue Valley-Stanley	93,084	283	Elk Valley	2,752	340	JeffersonWest	4,220
230	Spring Hill	9,277	284	Chase County	5,391	341	Oskaloosa	4,345
231	Gardner	23,225	285	Cedar Vale	2,787	342	McLouth	5,953
232	De Soto	22,502	286	Chautauqua	4,317	343	Perry	6,518
233	Olathe	159,830	287	West Franklin	6,847	344	Pleasanton	6,055
234	Fort Scott	28,377	288	Central Heights	4,695	345	Seaman	24,602
235	Uniontown	5,538	289	Wellsville	5,797	346	Jayhawk	6,380
237	Smith Center	4,418	290	Ottawa	24,097	347	Kinsley-Offerle	3,199
238	West Smith County	932	291	Grinnell	859	348	Baldwin City	11,876
239	North Ottawa	3,480	292	Wheatland	1,894	349	Stafford	3,834
240	Twin Valley	4,293	293	Quinter	2,396	350	St. John-Hudson	2,416
241	Wallace County	2,107	294	Oberlin	4,670	351	Macksville	2,842
242	Weskan	1,141	298	Lincoln	3,615	352	Goodland	13,044
243	Lebo	3,509	299	Sylvan Grove	1,487	353	Wellington	16,847
244	Burlington	6,301	300	Comanche County	2,707	354	Clafin	2,645
246	Northeast	10,395	303	Ness City	1,242	355	Ellinwood	3,267
247	Cherokee	9,881	305	Salina	84,627	356	Conway Springs	3,741
248	Girard	11,905	306	Southeast of Saline	3,636	357	Belle Plaine	6,503

Secondary Recipients Continued

LEA	Name	Dollars	LEA	Name	Dollars	LEA	Name	Dollars
358	<i>Oxford</i>	3,992	409	<i>Atchison</i>	22,342	461	<i>Neodesha</i>	8,142
359	<i>Argonia</i>	2,133	410	<i>Durham/Hillsboro</i>	6,032	462	<i>Central (Burden)</i>	9,129
360	<i>Caldwell</i>	3,353	411	<i>Goessel</i>	1,936	463	<i>Udall</i>	2,631
361	<i>Anthony-Harper</i>	9,412	412	<i>Hoxie</i>	3,766	464	<i>Tonganoxie</i>	7,669
362	<i>Prairie View</i>	7,128	413	<i>Chanute</i>	22,470	465	<i>Winfield</i>	33,362
363	<i>Holcomb</i>	7,429	415	<i>Hiawatha</i>	10,826	466	<i>Scott County</i>	6,999
364	<i>Marysville</i>	4,942	416	<i>Louisburg</i>	7,075	467	<i>Leoti</i>	4,471
365	<i>Garnett</i>	13,754	417	<i>Morris County</i>	8,541	468	<i>Healy</i>	307
366	<i>Woodson</i>	5,244	418	<i>McPherson</i>	15,288	469	<i>Lansing</i>	8,043
367	<i>Osawatomie</i>	18,426	419	<i>Canton- Galva</i>	5,172	470	<i>ArkansasCityHigh</i>	30,959
368	<i>Paola</i>	15,853	420	<i>Osage City</i>	4,469	473	<i>Chapman</i>	8,067
369	<i>Burrton</i>	3,047	421	<i>Lyndon</i>	3,076	475	<i>Geary County</i>	68,510
371	<i>Montezuma</i>	2,660	422	<i>Greensburg</i>	3,154	477	<i>Ingalls</i>	1,501
372	<i>Silver Lake</i>	3,149	423	<i>Moundridge</i>	2,792	479	<i>Crest</i>	2,898
373	<i>Newton</i>	35,939	425	<i>Highland</i>	1,029	480	<i>Liberal</i>	54,270
375	<i>Circle</i>	19,596	426	<i>Pike Valley</i>	2,392	481	<i>Rural Vista</i>	4,932
376	<i>Sterling</i>	4,506	428	<i>Great Bend</i>	37,266	483	<i>Kismet-Plains</i>	8,924
377	<i>AtchisonCo.-Effingham</i>	8,082	429	<i>Troy</i>	2,873	484	<i>Fredonia</i>	10,580
378	<i>Riley County</i>	6,080	430	<i>South Brown</i>	8,089	486	<i>Elwood</i>	3,475
379	<i>Clay Center</i>	12,963	431	<i>Hoisington</i>	9,565	487	<i>Herington</i>	4,800
380	<i>Vermillion</i>	6,421	432	<i>Victoria</i>	1,726	488	<i>Axtell</i>	4,016
381	<i>Spearville</i>	2,206	433	<i>Midway-Denton</i>	2,243	489	<i>Hays</i>	28,041
382	<i>Pratt</i>	11,934	434	<i>Santa Fe Trail</i>	11,691	490	<i>El Dorado</i>	25,569
383	<i>Manhattan</i>	55,643	435	<i>Abilene</i>	10,742	491	<i>Eudora</i>	7,235
384	<i>Blue Valley</i>	1,004	436	<i>Caney Valley</i>	7,841	492	<i>Flinthills-Rosalia</i>	2,432
385	<i>Andover</i>	21,901	437	<i>Auburn-Washburn</i>	29,442	493	<i>Columbus</i>	17,472
386	<i>Madison</i>	3,204	438	<i>Skyline</i>	2,816	494	<i>Syracuse</i>	4,759
387	<i>Altoona-Midway</i>	2,535	439	<i>Sedgwick</i>	4,582	495	<i>Ft. Larned</i>	9,641
388	<i>Ellis</i>	3,476	440	<i>Halstead</i>	4,957	496	<i>Pawnee Heights</i>	1,331
389	<i>Eureka</i>	8,135	441	<i>Sabetha</i>	7,645	497	<i>Lawrence</i>	100,679
392	<i>Osborne</i>	4,188	442	<i>Nemaha Valley</i>	3,557	498	<i>Valley Heights</i>	4,449
393	<i>Soloman</i>	4,672	443	<i>Dodge City</i>	74,826	499	<i>Galena</i>	11,215
394	<i>Rose Hill</i>	12,623	444	<i>Little River</i>	3,420	500	<i>Kansas City</i>	383,834
395	<i>LaCrosse</i>	3,803	445	<i>Coffeyville</i>	27,609	501	<i>Topeka</i>	223,540
396	<i>Douglass</i>	5,135	446	<i>Independence</i>	26,908	503	<i>Parsons</i>	24,062
397	<i>Centre-LostSprings</i>	2,759	447	<i>Cherryvale</i>	9,546	504	<i>Oswego</i>	5,678
398	<i>Peabody-Burns</i>	4,127	448	<i>Inman</i>	4,195	505	<i>Chetopa</i>	6,831
399	<i>Paradise</i>	1,636	449	<i>Easton</i>	5,694	506	<i>Labelle County</i>	12,694
400	<i>Smoky Valley</i>	6,706	450	<i>Shawnee Heights</i>	25,592	507	<i>Satanta</i>	4,116
401	<i>Chase-Raymond</i>	2,874	451	<i>B &amp; B-Baileyville</i>	2,174	508	<i>Baxter Springs</i>	10,876
402	<i>Augusta</i>	18,328	452	<i>Stanton County</i>	4,162	509	<i>South Haven</i>	2,247
403	<i>Otis-Bison</i>	2,625	453	<i>Leavenworth</i>	62,066	511	<i>Attica</i>	1,120
404	<i>Riverton</i>	8,620	454	<i>Burlingame</i>	2,874	512	<i>Shawnee Mission</i>	239,439
405	<i>Lyons</i>	6,850	456	<i>Marais Des Cygnes</i>	4,352			
406	<i>Wathena</i>	4,241	457	<i>Garden City</i>	100,445			
407	<i>Russell Co.</i>	10,242	458	<i>Basehor-Linwood</i>	14,983			
408	<i>Marion</i>	5,225	460	<i>Hesston</i>	5,149		\$4,743,733	

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	\$33,952
Clay Center	379, 378	\$21,318
Desoto Consortium	232, 230	\$29,915
Essdack High School	410, 349, 268, 419, 460, 448, 444, 350, 423, 376, 411, 355, 332, 400, 398, 369, 408, 351, 440, 431, 382, 403, 354	\$108,869
Flinthills Special Education Coop	251, 284, 252, 417	\$23,888
Fort Hays Educational Development Center	211, 269, 270, 324, 325, 347, 388, 395, 399, 407, 432, 495, 496	\$58,051
Goodland Consortium	315, 352, 241	\$25,267
Harper/Anthony Consortium	361, 254, 255, 438, 511	\$27,572
Hiawatha Consortium	415, 322, 335, 336, 337, 372, 406, 425, 429, 430, 433, 441, 486	\$72,020
High Plains Educational Coop	200, 209, 210, 214, 215, 216, 217, 218, 220, 226, 300, 363, 381, 452, 466, 209, 467, 483, 494, 507	\$107,930
Kansas City	500	\$395,188
Kingman/Norwich Consortium	331, 267	\$24,838
Labelle	506, 447	\$24,213
Leavenworth	453, 207	\$70,720
Lyons High School	405, 303, 102, 439, 401, 227	\$25,590
Nemaha Valley Schools	442, 498, 488, 364, 380, 451	\$28,193
Northeast Kansas Educational Service Center	338, 339, 340, 341, 342, 343, 449, 377, 450, 464, 321	\$92,843
Northwest Kansas Educational Service Center	292, 242, 466, 274, 105, 293, 103, 412, 208, 294, 291, 271, 468, 314, 316	\$39,859
Paola Consortium	368, 416, 367,	\$42,833
Pottawatomie Consortium	320, 323	\$19,108
Reno County	309, 311, 313, 312	\$44,976
SE KS Service Center	101, 235, 243, 244, 246, 247, 248, 249, 256, 258, 282, 283, 286, 288, 289, 306, 329, 330, 344, 346, 348, 362, 365, 366, 386, 387, 389, 393, 397, 404, 436, 58, 461, 462, 479, 484, 491, 499, 504, 505, 508	\$298,598
Abilene	473, 435	\$20,322
Smoky Hill Education Service Center	211, 269, 270, 324, 325, 347, 388, 395, 399, 407, 432, 495, 496,	\$104,388
South Central	206, 205, 262, 264, 265, 356, 357, 358, 359, 360, 375, 385, 394, 396, 463, 490, 492, 509	\$172,484
Three Lakes Education Cooperative Interlocal	421, 434, 287, 456, 454, 420	\$35,496

**B. Local Application Used to Fund Eligible Recipients**

- FY 2007 Secondary Program Improvement Application is submitted as attachment C.
- FY 2007 Postsecondary grant application is 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	97.69	99.70	Exceeded
2P2	Skill Attainment	97.69	99.72	Exceeded
2P1	Completion	43.27	43.52	Exceeded
3P1	Placement	72.93	79.10	Exceeded
3P2	Retention	72.93	79.10	Exceeded
4P1	Non-traditional Participation	18.00	16.58	Not Met
4P2	Non-Traditional Completion	16.00	14.12	Not Met

- Postsecondary overall program improvement strategies

The data submitted in this report reflects the 2005-2006 student population; the most recent year for which data for all of the core indicators is available for a cohort group. A review of the overall performance results for postsecondary programs indicates performance exceeded the negotiated targets for the Academic Attainment, Skill Attainment, Completion, Placement and Retention core indicators. Performance for the special populations groups also exceeded the Academic Attainment, Skill

Attainment, Placement and Retention negotiated targets for these indicators. Performance for the special populations group and most of the individual sub groups were the same or exceeded the overall performance for the Academic Attainment, Skill Attainment, Placement, and Retention indicators. Improvements in the data collection process and access to individual employment information provided through an agreement with the Kansas Department of Labor has significantly increased our ability to match individual student records within KBOR reporting systems as well as the accuracy of the data being submitted.

Actual performance of the Nontraditional enrollees, Other Educational Barriers, and Limited English Proficiency sub-groups fell below the target for the Completion indicator. To be counted in the Completion indicator students must complete the entire program and receive an award. Placement results for these sub-groups, as well as all special population students, exceeded not only the negotiated target but also the overall performance results indicating that these students benefited from the education and training received and became employed prior to actually completing the full program and receiving a formal award.

The Non-traditional Participation and Completion (4P1 & 4P2) core indicators were not met by either the overall or special populations groups. However, the number of female students participating in nontraditional programs has improved from previous years and actually exceeded the negotiated target and overall performance results for nontraditional participation. Female students enrolled in two-year programs will not be reflected in the nontraditional completion numbers until next year. The male participation rate dropped 1.54% from the previous year which may be due in part to the fact that, with the exception of some healthcare programs, many of the female traditional programs offered are not considered high wage. To address this long-term problem the state provided funding for two days of IWITTS training for all postsecondary institutions on recruiting and retaining gender nontraditional students during the fall of 2007. Workshop participants then submitted institutional implementation plans to the KBOR office. Additional support for the coming year has been earmarked for institutions to conduct NTO self-assessments and for the development of adult career pathways. These activities will be closely monitored and results reflected in the CAR submissions for 2009 (for the current 2007-08 students) and 2010 (for 2008-09 students). 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 and entering career and technical education programs have specific career goals already determined prior to applying for admission. Perkins monitoring visits as well as desk audits and on-site Civil Rights compliance reviews are conducted on a regular basis to ensure gender bias and discrimination are not factors in program admission for postsecondary career and technical education programs.

- **Secondary performance results**

INDICATOR	ACCOUNTABILITY MEASURE	GOAL	ACTUAL	LAST YEAR NET	RESULT
1S1	Academic Attainment	94.53	95.03	-1.07	Exceeded
1S2	Skill Attainment	97.00	100.00	0	Exceeded
2S1	Completion	82.21	97.57	-0.49	Exceeded
3S1	Placement	86.00	86.40	-1.92	Exceeded
4S1	Nontraditional.-Participation	38.00	52.49	2.52	Exceeded
4S2	Nontraditional.-Completion	79.13	97.86	-0.51	Exceeded

- **Secondary overall program improvement strategies**

Secondary overall performance results indicate that all core indicators have exceeded the negotiated goal percentages. However, in comparison to last years performance results, Academic Attainment, Completion, Placement and Nontraditional Completion had a small decrease. Activities to support the continuous improvement of the core indicators will reflect new directions with the new Perkins legislation. 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. Exploration of third party assessments will also occur, keeping in mind all aspects of an industry and special populations. A partnership with Kansas University will also support special populations through professional development opportunities for assistive technologies and teaching strategies. A second Kansas Counseling Academy will be conducted to assist counselors to design, develop and implement the ASCA National Model focusing on programs of study, nontraditional students and special population students. KSDE has recently hired a new Commissioner of Education and is currently undergoing a change in how we operate. Our new team has been reformed and now includes academic personnel. The focus is for Academic and Technical Education staff to work in a more integrated fashion. Promotional efforts to increase the number of participants in High Schools That Work include 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, in-services and statewide conferences. Technical assistance will also be available to all schools needing one-on-one direction as they make decisions to implement the Perkins IV legislation. 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. Perkins monitoring and the Quality Assurance process will be more closely aligned to assist districts in non-duplicative efforts. 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: 1P1**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	133	135	98.52%
Economically Disadvantaged	2041	2045	99.80%
Nontraditional Enrollees	905	907	99.78%
Single Parents	284	285	99.65%
Displaced Homemakers	60	60	100.00%
Other Educational Barriers	805	808	99.63%
Limited English Proficiency	171	171	100.00%
<b>Total for Special Populations</b>	<b>4399</b>	<b>4411</b>	<b>99.73%</b>
Tech Prep	760	766	99.22%

**Core Indicator -- Skill Attainment: 1P2**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	134	135	99.26%
Economically Disadvantaged	2037	2045	99.61%
Nontraditional Enrollees	906	907	99.89%
Single Parents	284	285	99.65%
Displaced Homemakers	60	60	100.00%
Other Educational Barriers	807	808	99.88%
Limited English Proficiency	171	171	100.00%
<b>Total for Special Populations</b>	<b>4399</b>	<b>4411</b>	<b>99.73%</b>
Tech Prep	761	766	99.35%

**Core Indicator -- Completion: 2P1**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	165	356	46.35%
Economically Disadvantaged	2330	5053	46.11%
Nontraditional Enrollees	1054	2811	37.50%
Single Parents	311	663	46.91%
Displaced Homemakers	67	115	58.26%
Other Educational Barriers	956	2307	41.44%
Limited English Proficiency	189	614	30.78%
<b>Total for Special Populations</b>	<b>5072</b>	<b>11919</b>	<b>42.55%</b>
Tech Prep	1046	1910	54.76%

**Core Indicator -- Placement: 3P1**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	128	164	78.05%
Economically Disadvantaged	1980	2328	85.05%
Nontraditional Enrollees	834	1054	79.13%
Single Parents	277	311	89.07%
Displaced Homemakers	53	67	79.10%
Other Educational Barriers	793	955	83.04%
Limited English Proficiency	173	189	91.53%
<b>Total for Special Populations</b>	<b>733</b>	<b>1045</b>	<b>83.62%</b>
Tech Prep	733	1045	70.14%

**Core Indicator -- Retention: 3P2**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	128	164	78.05%
Economically Disadvantaged	1980	2328	85.05%
Nontraditional Enrollees	834	1054	79.13%
Single Parents	277	311	89.07%
Displaced Homemakers	53	67	79.10%
Other Educational Barriers	793	955	83.04%
Limited English Proficiency	173	189	91.53%
<b>Total for Special Populations</b>	<b>733</b>	<b>1045</b>	<b>83.62%</b>
Tech Prep	733	1045	70.14%

**Core Indicator -- Non-Traditional Participation: 4P1**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	58	356	16.29%
Economically Disadvantaged	771	5051	15.26%
Nontraditional Enrollees	2808	2808	100.00%
Single Parents	106	662	16.01%
Displaced Homemakers	21	115	18.26%
Other Educational Barriers	393	2306	17.04%
Limited English Proficiency	72	614	11.73%
<b>Total for Special Populations</b>	<b>4229</b>	<b>11912</b>	<b>35.50%</b>
Tech Prep	285	1910	14.92%

**Core Indicator -- Non-Traditional Completion: 4P2**

Special Populations Group	Cohort	Group	%
Individuals with Disabilities	12	135	8.89%
Economically Disadvantaged	264	2044	12.92%
Nontraditional Enrollees	906	906	100.00%
Single Parents	34	285	11.93%
Displaced Homemakers	11	60	18.33%
Other Educational Barriers	109	807	13.51%
Limited English Proficiency	23	171	13.45%
<b>Total for Special Populations</b>	<b>1359</b>	<b>4408</b>	<b>30.83%</b>
Tech Prep	115	766	15.01%

- Secondary performance results for special populations

**Core Indicator – Academic Attainment**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	555	613	90.54 %
Other Educational Barriers	257	347	74.06 %
Economically Disadvantaged	1574	1735	90.72 %
Limited English Proficient	117	134	87.31 %
Single Parents	250	273	91.58 %
Nontraditional	2806	2968	94.54 %
<b>Total for Special Populations</b>	<b>5559</b>	<b>6070</b>	

**Core Indicator – Skill Attainment**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	613	613	100.00 %
Other Educational Barriers	347	347	100.00 %
Economically Disadvantaged	1735	1735	100.00 %
Limited English Proficient	134	134	100.00 %
Single Parents	273	273	100.00 %
Nontraditional	2968	2968	100.00 %
<b>Total for Special Populations</b>	<b>6070</b>	<b>6070</b>	

**Core Indicator – Completion**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	613	628	97.61 %
Other Educational Barriers	347	365	95.07 %
Economically Disadvantaged	1735	1775	97.75 %
Limited English Proficient	134	136	98.53 %
Single Parents	273	281	97.15 %
Nontraditional	2968	3033	97.86 %
<b>Total for Special Populations</b>	<b>6070</b>	<b>6218</b>	

**Core Indicator – Placement**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	360	469	76.76 %
Other Educational Barriers	353	441	80.05 %
Economically Disadvantaged	986	1314	75.04 %
Limited English Proficient	73	113	64.60 %
Single Parents	147	172	85.47 %
Nontraditional	3072	3123	98.37 %
<b>Total for Special Populations</b>	<b>4991</b>	<b>5632</b>	
Individuals With Disabilities	360	469	76.76 %

**Core Indicator – Non-Traditional Participation**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	355	603	58.87 %
Other Educational Barriers	391	628	62.26 %
Economically Disadvantaged	946	1875	50.45 %
Limited English Proficient	83	145	57.24 %
Single Parents	110	213	51.64 %
<b>Total for Special Populations</b>	<b>1885</b>	<b>3464</b>	
Individuals With Disabilities	355	603	58.87 %

**Core Indicator – Non-Traditional Completion**

Special Populations Group	Cohort	Group	%
Individuals With Disabilities	162	166	97.59 %
Other Educational Barriers	86	92	93.48 %
Economically Disadvantaged	391	398	98.24 %
Limited English Proficient	34	34	100.00 %
Single Parents	56	58	96.55 %
<b>Total for Special Populations</b>	<b>729</b>	<b>748</b>	
Individuals With Disabilities	162	166	97.59 %

**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 that 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**

During FY 2007 the CaTERS data collection system (used only to collect CTE data) was merged with the Kansas Postsecondary Database System (used for the other KBOR reporting purposes) which eliminated the need for institutions to submit files to two separate databases, allowed state staff to generate reports from a single database, and improved the quality of data submitted for multiple reporting purposes. In addition, an Associate Director of Institutional Research has been hired to work specifically with the career and technical education unit to assist with the collection and maintenance of data in the postsecondary database system; review and validate accuracy of data submitted from institutions for Perkins reporting and allocation purposes; manage data collection processes beyond institutional self-reporting where possible; and maintain and analyze data for core indicator and other performance reporting needs.

- **Secondary improvement strategies**

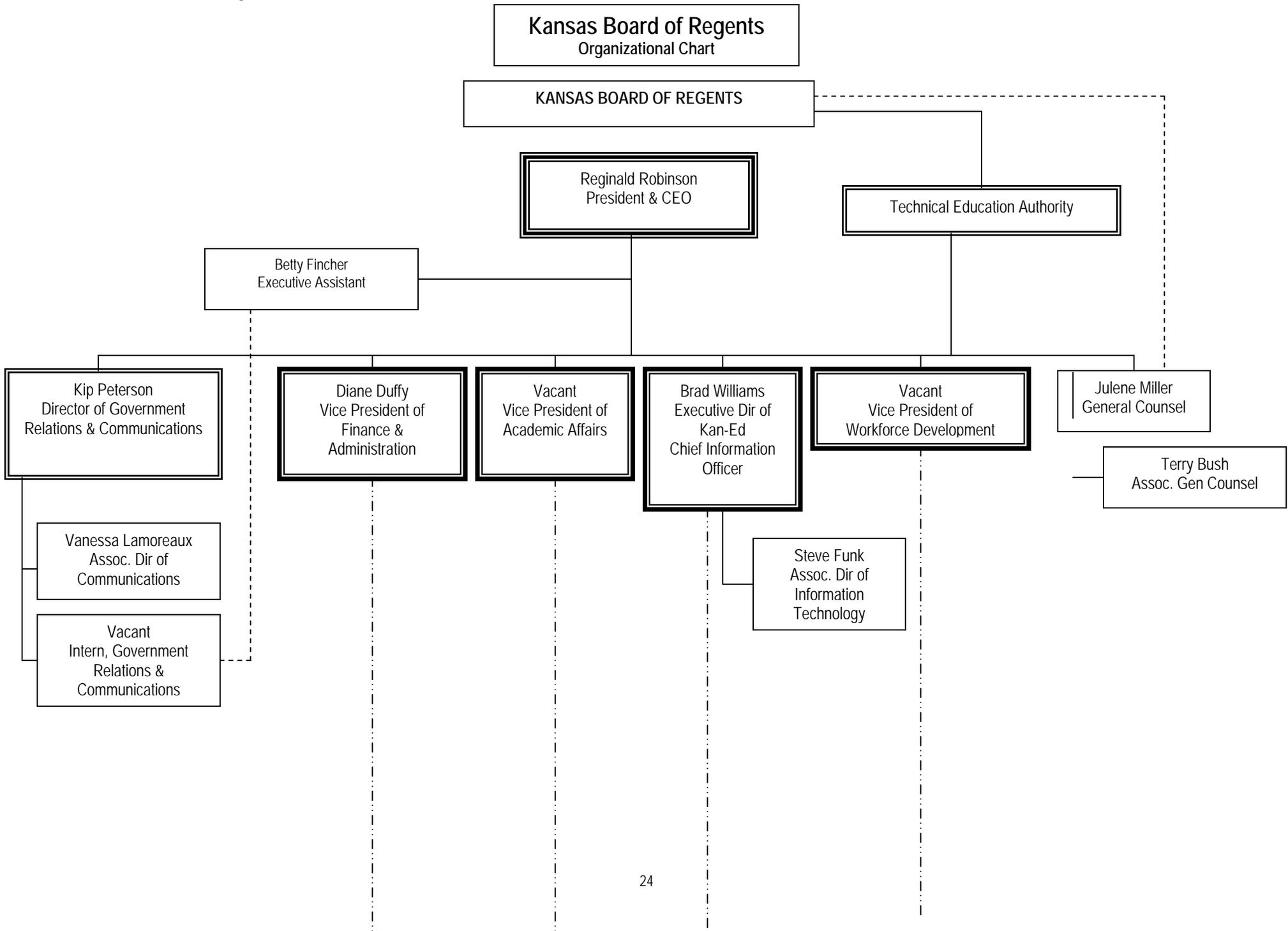
Due to the hiring of a new Commissioner of Education, the agency has been reorganized. The changes to our agency team infrastructure will provide for a more integrated work environment. Our new team name is Innovation and Improvement. There are three sub-teams: Leadership, Academic and Technical Education, Accreditation, Professional Development and Technical Assistance. On the Academic and Technical Education sub-team, a new position will be added to serve Nontraditional and Special Populations students. With these new moves, we will create a work environment that will better serve our customers. Some of our top initiatives will include developing career plans of study, implementing KSBE goals that support CTE legislation, providing more guidance and support for nontraditional and special population students, identifying third party assessments, working closely with a revamped secondary advisory committee composed of business and industry representatives from each career cluster and development of more rigorous academic and technical education strategies. Our new beginnings will provide many opportunities for improvement across all of Career and Technical Education.

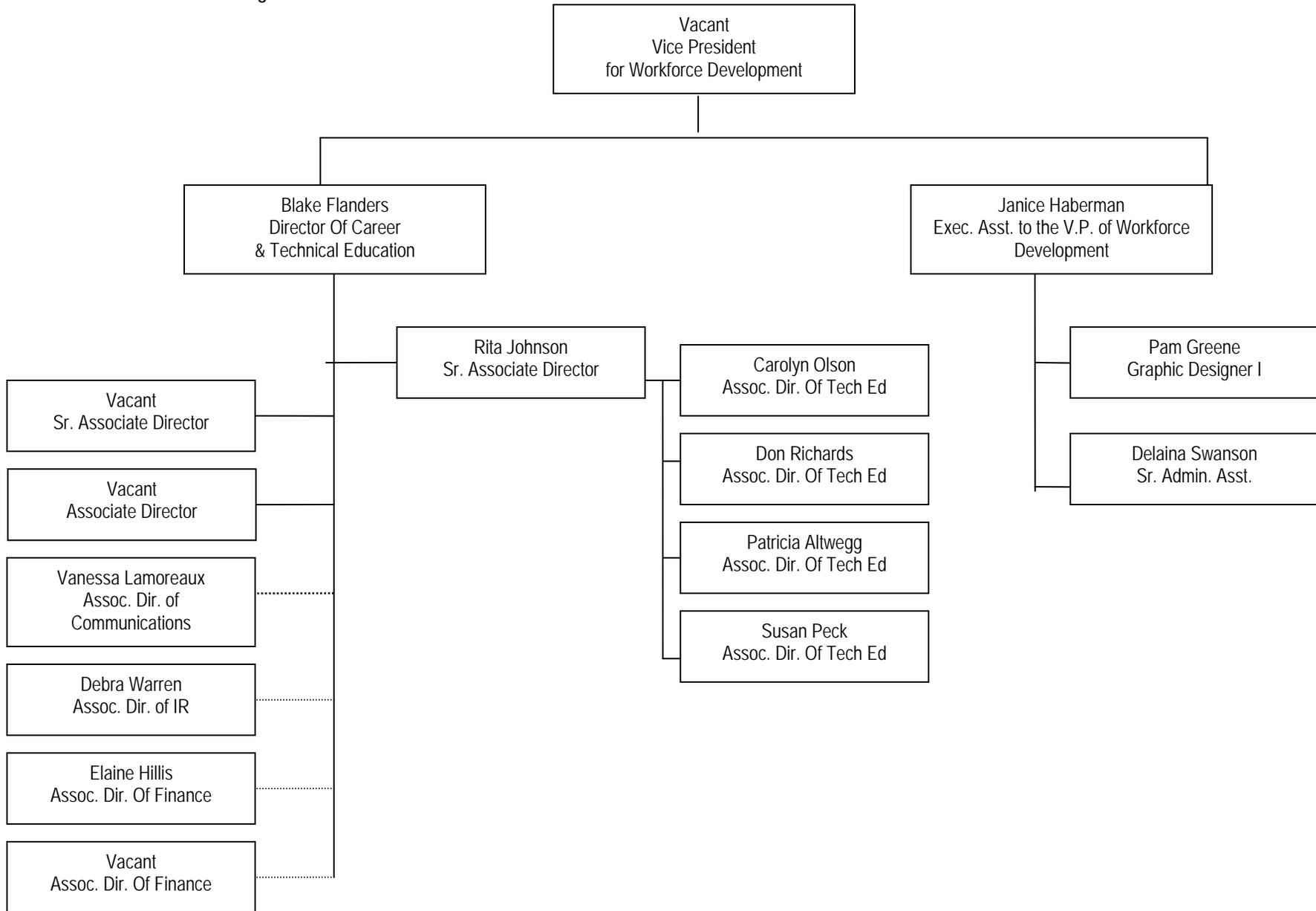
#### V. Monitoring Follow-Up

During an FY 2004 monitoring visit two findings were identified. Additional information was submitted, approved and all findings have been resolved. Kansas was not selected for a monitoring visit in FY 2007.

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

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

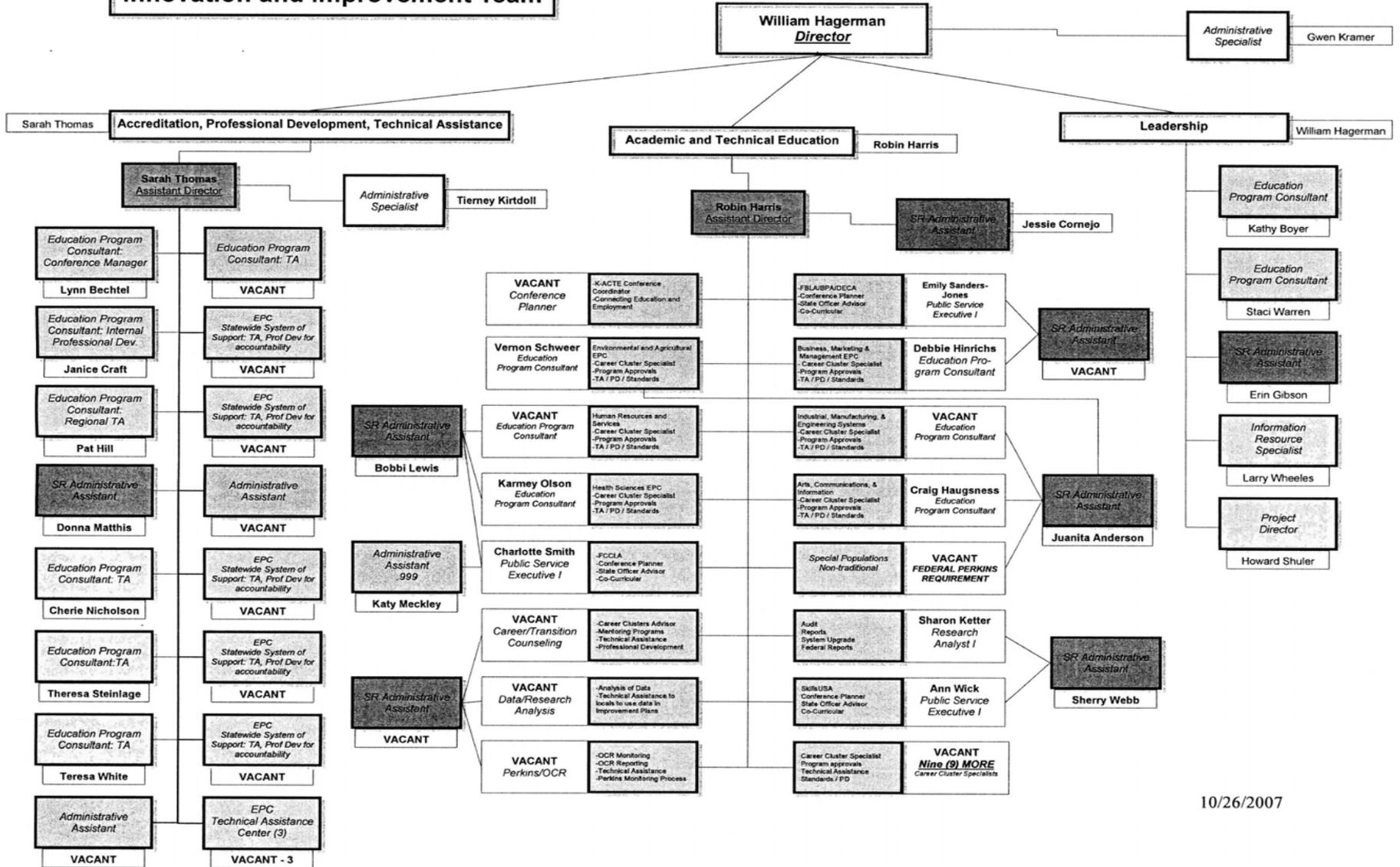






# Kansas State Department of Education

## Innovation and Improvement Team



10/26/2007



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

**Public Law 105-332**

**LOCAL APPLICATION  
FOR  
IMPROVEMENT FUNDS**

**One Year Continuance for  
Fiscal Year 2007**

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# FY 2007 IMPROVEMENT APPLICATION COVER SHEET

Local Education Agency Name \_\_\_\_\_

USD Number \_\_\_\_\_

Stand Alone Grant Application

Consortium Grant Application

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.

Superintendent  
(Original Signature) \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Institution Contact  
(Original Signature) \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Phone Number \_\_\_\_\_

FAX Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

**STATE USE ONLY**

**DO NOT WRITE BELOW THIS LINE**

## FY 2007 IMPROVEMENT FUNDING CATEGORIES

\$ _____	Administration
\$ _____	Academic, Vocational and Technical Activities
\$ _____	Curriculum Development Activities
\$ _____	Technology Development Activities
\$ _____	Professional Development Activities
\$ _____	Business and Industry Activities
\$ _____	Postsecondary Activities
\$ _____	Assessment and Evaluation Activities
\$ _____	Total Allocation

KSDE Authorized Administrator \_\_\_\_\_

Date \_\_\_\_\_

## LOCAL ASSURANCES

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

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

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

---

Name of Institution

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

---

Original Signature of Superintendent

---

Date

KANSAS STATE DEPARTMENT OF EDUCATION  
Career and Technical Education

FY 2007

***TRANSFER OF SECONDARY IMPROVEMENT FUNDS***

This form supports the acknowledgement of P.L. 105-392 Carl D. Perkins Secondary Improvement funds being transferred from one eligible recipient to another qualified recipient providing service on behalf of the initial recipient. An original copy for each eligible recipient transferring funds to another eligible recipient must be submitted to the Kansas State Department of Education, Career and Technical Education with submission of the grant application.

I certify that \_\_\_\_\_  
LEA Number and Name

is transferring all of the allocated secondary improvement funds made available under Carl D. Perkins Vocational and Technical Education Act of 1998 for Fiscal Year 2007 to

\_\_\_\_\_  
LEA Number and Name

To be in compliance with the Local Assurances provided by the Kansas State Board of Education, the funds will be utilized as described in the final application.

\_\_\_\_\_  
Original Signature of Superintendent  
Transferring Funds

\_\_\_\_\_  
Original Signature of Superintendent  
Receiving Funds

Date \_\_\_\_\_

Date \_\_\_\_\_

FY 2007  
Improvement Planning Page  
Administration

<b>1. Administration</b>
(Not to exceed five percent of total dollars available and may be used at the discretion of the eligible recipient.)

Total Dollars \$ \_\_\_\_\_

Up to 5% of Total Dollars \$ \_\_\_\_\_

FY 2007  
Improvement Planning Page  
Academic, Vocational and Technical Activities

**GOAL:** To strengthen the academic, vocational and technical activities of all students.

1. List no more than three (3) goals to support academic, vocational and technical activities.
  
2. Mark all programs that will be improved, expanded, and or enhanced through the projects, services and/or activities identified to support the academic, vocational and technical activities.

- |                                                       |                                                           |
|-------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education       | <input type="checkbox"/> Business and Computer Technology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Health Science Education         |
| <input type="checkbox"/> Marketing Education          | <input type="checkbox"/> Technology Education             |
| <input type="checkbox"/> Trade and Industry           | <input type="checkbox"/> Occupational FACS                |

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of equipment, materials, supplies, resources and tools must be attached. (Refer to page 12, Breakdown of Expenses.) Revisions for equipment, supplies and materials will not be accepted until September 1, 2006.

- |                                                       |                                                     |
|-------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Advisory Committees          | <input type="checkbox"/> Assessments                |
| <input type="checkbox"/> Guidance Counseling Services | <input type="checkbox"/> Consultant(s)              |
| <input type="checkbox"/> Curriculum Development       | <input type="checkbox"/> Salary                     |
| <input type="checkbox"/> Materials and Supplies       | <input type="checkbox"/> Professional Membership(s) |
| <input type="checkbox"/> Communication Materials      | <input type="checkbox"/> Professional Development   |
| <input type="checkbox"/> Technology (equipment)       | <input type="checkbox"/> Hardware/Software          |
| <input type="checkbox"/> Resources/Tools              | <input type="checkbox"/> Travel Expenses            |
| <input type="checkbox"/> CTE Student Organizations    | <input type="checkbox"/> Internships                |
| <input type="checkbox"/> Instructor Training          | <input type="checkbox"/> Substitutes                |
| <input type="checkbox"/> Other _____                  |                                                     |

4. Mark who will be responsible for carrying out the identified goals.

- |                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s) | <input type="checkbox"/> Administrator(s) |
| <input type="checkbox"/> Guidance Counselor(s)   | <input type="checkbox"/> CTE Coordinator  |
| <input type="checkbox"/> Classroom Teacher(s)    |                                           |

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):
 

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

Improvement Planning Page  
Curriculum Development Activities

Goal: To initiate, improve, expand and modernize quality career and technical education programs that are of sufficient size, scope, and quality to be effective.

Note: Prior to improving, expanding and modernizing career and technical education programs, consider initiatives that will promote high skill, high wage career opportunities. Strategies may include but are not limited to teaching higher level math and reading skills, developing career plans of study, assessment instruments including industry assessments, and exploring and/or implementing Career Clusters and High Schools That Work practices.

1. List no more than three (3) goals to support the improvement, expansion, and modernization of quality career and technical education programs.
  
2. Mark all programs that will be directly impacted through the projects, services and/or activities identified to support the improvement, expansion, and modernization of quality career and technical education programs.

- |                                                                                                                                                                                                         |                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education<br><input type="checkbox"/> Family and Consumer Sciences<br><input type="checkbox"/> Marketing Education<br><input type="checkbox"/> Trade and Industry | <input type="checkbox"/> Business and Computer Technology<br><input type="checkbox"/> Health Science Education<br><input type="checkbox"/> Technology Education<br><input type="checkbox"/> Occupational FACS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of equipment, materials, supplies, resources and tools must be attached. (Refer to page 12, Breakdown of Expenses.) Revisions for equipment, supplies and materials will not be accepted until September 1, 2006.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Advisory Committees<br><input type="checkbox"/> Guidance Counseling Services<br><input type="checkbox"/> Curriculum Development<br><input type="checkbox"/> Materials and Supplies<br><input type="checkbox"/> Communication Materials<br><input type="checkbox"/> Technology (equipment)<br><input type="checkbox"/> Resources/Tools<br><input type="checkbox"/> CTE Student Organizations<br><input type="checkbox"/> Instructor Training<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Assessments<br><input type="checkbox"/> Consultant(s)<br><input type="checkbox"/> Salary<br><input type="checkbox"/> Professional Membership(s)<br><input type="checkbox"/> Professional Development<br><input type="checkbox"/> Hardware/Software<br><input type="checkbox"/> Travel Expenses<br><input type="checkbox"/> Internships<br><input type="checkbox"/> Substitutes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Mark who will be responsible for carrying out the identified goals.

- |                                                                                                                                                     |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s)<br><input type="checkbox"/> Guidance Counselor(s)<br><input type="checkbox"/> Classroom Teacher(s) | <input type="checkbox"/> Administrator(s)<br><input type="checkbox"/> CTE Coordinator<br><input type="checkbox"/> Advisory Committees |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):
 

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

FY 2007  
Improvement Planning Page  
Technology Development Activities

Goal: To develop, improve or expand the use of technology in career and technical education programs.

Note: Important to the inclusion of technology is the need to provide equipment that will provide high skill, high wage preparation/opportunities for the students. Funds may not be used to replace outdated equipment or to establish new programs. Advisory Committees should be used as a valuable resource while completing this portion of the application.

1. List no more than three (3) goals to support the development, improvement or expansion of career and technical education programs through the use of technology.

2. Mark all programs that will demonstrate the development, improvement or expansion of career and technical education through the use of technology.

- |                                                       |                                                           |
|-------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education       | <input type="checkbox"/> Business and Computer Technology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Health Science Education         |
| <input type="checkbox"/> Marketing Education          | <input type="checkbox"/> Technology Education             |
| <input type="checkbox"/> Trade and Industry           | <input type="checkbox"/> Occupational FACS                |

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of equipment, materials, supplies, resources and tools must be attached. (Refer to page 12, Breakdown of Expenses.) Revisions for equipment, supplies and materials will not be accepted until September 1, 2006.

- |                                                       |                                                     |
|-------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Advisory Committees          | <input type="checkbox"/> Assessments                |
| <input type="checkbox"/> Guidance Counseling Services | <input type="checkbox"/> Consultant(s)              |
| <input type="checkbox"/> Curriculum Development       | <input type="checkbox"/> Salary                     |
| <input type="checkbox"/> Materials and Supplies       | <input type="checkbox"/> Professional Membership(s) |
| <input type="checkbox"/> Communication Materials      | <input type="checkbox"/> Professional Development   |
| <input type="checkbox"/> Technology (equipment)       | <input type="checkbox"/> Hardware/Software          |
| <input type="checkbox"/> Resources/Tools              | <input type="checkbox"/> Travel Expenses            |
| <input type="checkbox"/> CTE Student Organizations    | <input type="checkbox"/> Internships                |
| <input type="checkbox"/> Instructor Training          | <input type="checkbox"/> Substitutes                |
| <input type="checkbox"/> Other _____                  |                                                     |

4. Mark who will be responsible for carrying out the identified goals.

- |                                                  |                                              |
|--------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s) | <input type="checkbox"/> Administrator(s)    |
| <input type="checkbox"/> Guidance Counselor(s)   | <input type="checkbox"/> CTE Coordinator     |
| <input type="checkbox"/> Classroom Teacher(s)    | <input type="checkbox"/> Advisory Committees |

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

Improvement Planning Page  
Professional Development Activities

Goal: To provide professional development opportunities for administrators, teachers, and guidance counselors in career and technical education programs.

Note: Professional development activities should be relevant to current initiatives surrounding career and technical education. Examples include but are not limited to: integration of academic activities, exploring and/or implementing High Schools That Work and Career Clusters, implementing program standards, developing and implementing assessments, identifying internship opportunities, and exploring high school reform.

1. List no more than three (3) goal(s) to support professional development activities.

2. Mark all programs that will be improved, expanded, and enhanced through professional development opportunities.

- |                                                       |                                                           |
|-------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education       | <input type="checkbox"/> Business and Computer Technology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Health Science Education         |
| <input type="checkbox"/> Marketing Education          | <input type="checkbox"/> Technology Education             |
| <input type="checkbox"/> Trade and Industry           | <input type="checkbox"/> Occupational FACS                |

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of conferences, workshops, in-services and/or trainings must be attached. (Refer to page 12, Breakdown of Expenses.) Revisions for equipment, supplies and materials will not be accepted until September 1, 2006.

- |                                                       |                                                     |
|-------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Advisory Committees          | <input type="checkbox"/> Assessments                |
| <input type="checkbox"/> Guidance Counseling Services | <input type="checkbox"/> Consultant(s)              |
| <input type="checkbox"/> Curriculum Development       | <input type="checkbox"/> Salary                     |
| <input type="checkbox"/> Materials and Supplies       | <input type="checkbox"/> Professional Membership(s) |
| <input type="checkbox"/> Communication Materials      | <input type="checkbox"/> Professional Development   |
| <input type="checkbox"/> Technology (equipment)       | <input type="checkbox"/> Hardware/Software          |
| <input type="checkbox"/> Resources/Tools              | <input type="checkbox"/> Travel Expenses            |
| <input type="checkbox"/> CTE Student Organizations    | <input type="checkbox"/> Internships                |
| <input type="checkbox"/> Instructor Training          | <input type="checkbox"/> Substitutes                |
| <input type="checkbox"/> Other _____                  |                                                     |

4. Mark who will be responsible for carrying out the identified goals.

- |                                                  |                                              |
|--------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s) | <input type="checkbox"/> Administrators      |
| <input type="checkbox"/> Guidance Counselor(s)   | <input type="checkbox"/> CTE Coordinator     |
| <input type="checkbox"/> Classroom Teacher(s)    | <input type="checkbox"/> Advisory Committees |

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

FY 2007  
Improvement Planning Page  
Business and Industry Activities

Goal: To provide students with strong experience in and an understanding of all aspects of an industry in career and technical education programs.

Note: Crucial to securing a sound foundation with business and industry is the development of partnerships. Initiatives to consider include but are not limited to: exploring, designing, and/or implementing integration of academics; High Schools That Work; Career Clusters; program standards; assessments; internships; and high school reform.

1. List no more than three (3) goals to support business and industry involvement.
  
2. Mark all programs that will be improved, expanded, and enhanced through the projects, services and/or activities identified to support the business and industry involvement.

- |                                                                                                                                                                                                         |                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education<br><input type="checkbox"/> Family and Consumer Sciences<br><input type="checkbox"/> Marketing Education<br><input type="checkbox"/> Trade and Industry | <input type="checkbox"/> Business and Computer Technology<br><input type="checkbox"/> Health Science Education<br><input type="checkbox"/> Technology Education<br><input type="checkbox"/> Occupational FACS |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of conferences, workshops, in-services and/or trainings must be attached if applicable. Revisions for equipment, supplies and materials will not be accepted until September 1, 2006.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Advisory Committees<br><input type="checkbox"/> Guidance Counseling Services<br><input type="checkbox"/> Curriculum Development<br><input type="checkbox"/> Professional Membership(s)<br><input type="checkbox"/> Professional Development<br><input type="checkbox"/> Hardware/Software<br><input type="checkbox"/> Resources/Tools<br><input type="checkbox"/> CTE Student Organizations<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Assessments<br><input type="checkbox"/> Consultant(s)<br><input type="checkbox"/> Materials and Supplies<br><input type="checkbox"/> Communication Materials<br><input type="checkbox"/> Travel Expenses<br><input type="checkbox"/> Internships<br><input type="checkbox"/> Substitutes<br><input type="checkbox"/> Instructor Training |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Mark who will be responsible for carrying out the identified goals.

- |                                                                                                                                                     |                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s)<br><input type="checkbox"/> Guidance Counselor(s)<br><input type="checkbox"/> Classroom Teacher(s) | <input type="checkbox"/> Administrators<br><input type="checkbox"/> CTE Coordinator<br><input type="checkbox"/> Advisory Committees |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):
 

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

FY 2007  
Improvement Planning Page  
Postsecondary Activities

Goal: To link secondary career and technical education and postsecondary career and technical education, including support of Tech Prep programs.

Note: Key to linking secondary and postsecondary career and technical education programs is the development and/or update of articulation agreements or development of career plans of study.

1. List no more than three (3) goals to support linkages between secondary and postsecondary career and technical education programs.

2. Mark all programs that will be improved, expanded, and/or enhanced through projects, services and/or activities identified to support linkages between secondary and postsecondary career and technical education programs.

- |                                                       |                                                           |
|-------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education       | <input type="checkbox"/> Business and Computer Technology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Health Science Education         |
| <input type="checkbox"/> Marketing Education          | <input type="checkbox"/> Technology Education             |
| <input type="checkbox"/> Trade and Industry           | <input type="checkbox"/> Occupational FACS                |

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of conferences, workshops, in-services and/or trainings must be attached if applicable. Revisions for equipment, supplies, tools and materials will not be accepted until September 1, 2006.

- |                                                       |                                                   |
|-------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Advisory Committees          | <input type="checkbox"/> Assessments              |
| <input type="checkbox"/> Guidance Counseling Services | <input type="checkbox"/> Consultant(s)            |
| <input type="checkbox"/> Curriculum Development       | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Communication Materials      | <input type="checkbox"/> Travel Expenses          |
| <input type="checkbox"/> Planning Meetings            | <input type="checkbox"/> Materials/Supplies       |
| <input type="checkbox"/> Substitutes                  | <input type="checkbox"/> Resources/Tools          |
| <input type="checkbox"/> Other _____                  |                                                   |

4. Mark who will be responsible for carrying out the identified goals.

- |                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s) | <input type="checkbox"/> Administrator(s) |
| <input type="checkbox"/> Guidance Counselor(s)   | <input type="checkbox"/> CTE Coordinator  |
| <input type="checkbox"/> Classroom Teacher(s)    |                                           |

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

FY 2007  
Improvement Planning Page  
Assessment and Evaluation Activities

**Goal: To develop and implement assessment and evaluation activities for career and technical education programs.**

Note: Crucial to developing and implementing assessments/evaluations of the current career and technical education programs, is the review of your reported FY 04–05 CaTE data. The CaTE data will provide a base for identifying the strategies to improve the current career and technical education programs. Strategies that can be considered as a means for improvement include but are not limited to: exploring, developing, and/or implementing High Schools That Work; Career Clusters; development of career plans of study that support high skill; high wage career options; development of activities that support higher level reading and math skills; assessment instruments including industry assessments; and high school reform.

1. List no more than three (3) goals to support the development and implementation of assessments and evaluations of the current career and technical education programs.

2. Mark all programs that will be improved, expanded, and/or enhanced through projects, services and/or activities identified to support the development and implementation of assessments and evaluations of the current career and technical education programs.

- |                                                       |                                                           |
|-------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Agricultural Education       | <input type="checkbox"/> Business and Computer Technology |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Health Science Education         |
| <input type="checkbox"/> Marketing Education          | <input type="checkbox"/> Technology Education             |
| <input type="checkbox"/> Trade and Industry           | <input type="checkbox"/> Occupational FACS                |

3. Mark the strategies that will be used to accomplish the established goal(s). A complete list of conferences, workshops, in-services and/or trainings must be attached if applicable. Revisions for equipment, supplies and materials will not be accepted until September 1, 2006.

- |                                                       |                                                     |
|-------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Advisory Committees          | <input type="checkbox"/> Assessments                |
| <input type="checkbox"/> Guidance Counseling Services | <input type="checkbox"/> Consultant(s)              |
| <input type="checkbox"/> Materials and Supplies       | <input type="checkbox"/> Professional Membership(s) |
| <input type="checkbox"/> Communication Materials      | <input type="checkbox"/> Professional Development   |
| <input type="checkbox"/> Hardware/Software            | <input type="checkbox"/> Resources/Tools            |
| <input type="checkbox"/> Travel Expenses              | <input type="checkbox"/> CTE Student Organizations  |
| <input type="checkbox"/> Instructor Training          | <input type="checkbox"/> Substitutes                |
| <input type="checkbox"/> Other _____                  |                                                     |

4. Mark who will be responsible for carrying out the identified goals.

- |                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Grant Contact Person(s) | <input type="checkbox"/> Administrator(s) |
| <input type="checkbox"/> Guidance Counselor(s)   | <input type="checkbox"/> CTE Coordinator  |
| <input type="checkbox"/> Classroom Teacher(s)    |                                           |

5. How will each goal be evaluated for completion/success?

6. Funding for the goal(s):

\$ _____	Perkins
\$ _____	Local
\$ _____	Other

FY 2007  
BREAKDOWN OF EXPENSES

(Note: Round figures to the nearest dollar.)

- |    |                                                                                           |                        |
|----|-------------------------------------------------------------------------------------------|------------------------|
| 1. | Administration (No more than 5% of total dollars)                                         | \$ _____               |
| 2. | Salaries                                                                                  |                        |
|    | a. Positions                                                                              |                        |
|    | 1. Professional                                                                           | Wages \$ _____         |
|    |                                                                                           | Fixed Charges \$ _____ |
|    | 2. Support (i.e. Clerical, Paras)                                                         | Wages \$ _____         |
|    |                                                                                           | Fixed Charges \$ _____ |
|    | b. Substitutes                                                                            | Wages \$ _____         |
|    |                                                                                           | Fixed Charges \$ _____ |
|    |                                                                                           | Subtotal \$ _____ 0    |
|    | c. Percentage of Total Dollars Used _____%                                                |                        |
| 3. | Equipment (Complete list must be attached. See format below.)                             |                        |
|    |                                                                                           | Subtotal \$ _____      |
|    | a. Percentage of dollars used _____%                                                      |                        |
| 4. | Supplies/Materials/Resources/Tools<br>(Complete list must be attached. See format below.) | \$ _____               |
| 5. | Projects/Services/Activities                                                              | \$ _____               |
| 6. | Total (Must balance with the Planning Pages)                                              | \$ _____ 0             |

List Example: A landscape format is suggested to provide a listing of all equipment, supplies, materials, resources and tools.

PROGRAM	ITEM	REQUIRED/ RECOMMENDED BY STANDARDS	REQUESTED BY ADVISORY COMMITTEE	NEEDED TO IMPROVE INSTRUCTION	QUANTITY NEEDED	COST PER ITEM	TOTAL COST
Health	Mannequin		X	X	1	\$1800.00	\$1800.00

FY 2007  
Budget Sheet

Institution Name: \_\_\_\_\_

Institution Number: \_\_\_\_\_

Mandated Uses	Administration	Academic, Vocational, & Technical Activities	Curriculum Development Activities	Technology Development Activities	Professional Development Activities	Business & Industry Activities	Post-Secondary Activities	Assessment & Evaluation Activities	Subtotal
Administration	\$								\$ 0
Salaries		\$	\$	\$	\$	\$	\$	\$	\$ 0
Guidance/Counseling		\$	\$	\$	\$	\$	\$	\$	\$ 0
Curriculum Development		\$	\$	\$	\$	\$	\$	\$	\$ 0
High School Reform		\$	\$	\$	\$	\$	\$	\$	\$ 0
Equipment		\$	\$	\$	\$	\$	\$	\$	\$ 0
Resources		\$	\$	\$	\$	\$	\$	\$	\$ 0
CTSOs		\$	\$	\$	\$	\$	\$	\$	\$ 0
Assessments		\$	\$	\$	\$	\$	\$	\$	\$ 0
Consultants		\$	\$	\$	\$	\$	\$	\$	\$ 0
Memberships		\$	\$	\$	\$	\$	\$	\$	\$ 0
Professional Development		\$	\$	\$	\$	\$	\$	\$	\$ 0
Hardware/Software		\$	\$	\$	\$	\$	\$	\$	\$ 0
Travel		\$	\$	\$	\$	\$	\$	\$	\$ 0
Substitutes		\$	\$	\$	\$	\$	\$	\$	\$ 0
Advisory Committee		\$	\$	\$	\$	\$	\$	\$	\$ 0
Internships		\$	\$	\$	\$	\$	\$	\$	\$ 0
Other		\$	\$	\$	\$	\$	\$	\$	\$ 0
Subtotal	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0