

**2012 Carl D. Perkins Application**  
**CARL D. PERKINS CAREER & TECHNICAL EDUCATION ACT OF 2006**  
**(Perkins IV)**  
**July 1, 2011 – June 30, 2012**

**GENERAL INFORMATION FOR LOCAL PLAN AND APPLICATION**

**BACKGROUND**

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 was designed to improve and expand services for students enrolled in career and technical education programs. ***The Act defines career and technical education programs as organized educational activities that offer a sequence of progressive courses composed of both academic and technical content.*** These courses are intended to prepare students for further education and careers in current or emerging employment sectors of high-skill, high-wage or high-demand occupations. The courses include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of students.

**ROLES OF THE KANSAS STATE BOARD OF REGENTS & THE KANSAS STATE DEPARTMENT OF EDUCATION**

The Kansas State Board of Regents is the sole state agency and collaborates with the Kansas State Department of Education when administering grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds by both entities to assure that the intent of the law is being met within the schools receiving Perkins funding. *Although Congress identifies the minimum requirements for funding use, the Kansas State Board of Regents and the Kansas State Department of Education have the authority to raise the standards.* This helps assure that schools are using funds for program development and improvement rather than program maintenance.

**PURPOSE OF THE LOCAL APPLICATION**

Each eligible secondary school requesting funding from the 2006 Carl D. Perkins Career and Technical Education Improvement Act must submit an application to the Kansas State Department of Education, Career and Technical Education. The 12 elements of the narrative part of the application tells what activities you plan to implement to improve CTE in your school(s) specifically for FY2012 and broadly for the year FY2013. The Plan for Required Use pages for required and permissive uses of the application will identify specifically the activities described in the narrative. Each Plan for Required Use page includes a section to address the programmatic, fiscal and performance of each activity to be implemented into the FY 2012 application. An overall budget page shows the accumulated total dollars spent, including the administrative cost, if applicable. Each subsequent year of the 5-year Plan allows for revisions and updates.

**USES OF FUNDS**

Funds available to your school are based upon a formula mandated in the Carl D. Perkins Career and Technical Education Act of 2006. There are two categories of fund usage: required and permissible. If the application successfully addresses each of the required activities, you may request, with justification, that permissible funds be used to fund a project.

Perkins legislation identifies nine required activities for which funds are to be used in your district. Each of the activities identified on the following pages must be addressed in the application and included in the budget. Funding focuses on the continued improvement of programs, **not the maintenance of current programs.** An example of program maintenance would be a request to pay a counselor's salary, the same salary that has been paid for the past three years. Continuous improvement includes increased student achievement in current programs, the development and implementation of new state of the art programs focusing on high-skill, high-wage or high-demand occupations, integrated curriculum and assessment design, and high quality, sustained, and intensive professional development activities for school personnel that enrich their knowledge and skills and directly relates to changes in technology, increased student achievement or program improvement.

While LEAs make decisions as to how allocated funds will be disbursed to support the required uses of funds, consideration should be given to size, scope and quality and the impact each will have on the performance (intended outcomes). The Kansas definitions for size, scope and quality are:

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

### **Required Uses of Funds (Mandatory)**

In order to be fully funded, the application for your school must address each of the following **requirements** of the Perkins legislation:

1. *Describe how the academic, career and technical skills of students will be strengthened through the integration of academic, career and technical programs. Documentation must be provided.*
2. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
3. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work-based learning) and a comprehensive understanding of the industry he or she is preparing to enter.
4. *Develop, improve, and expand the use of technology,* which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering externships and mentoring programs.
5. *Provide sustainable professional development for teachers, administrators and counselors,* including in-service and pre-service training and practices to involve parents and the community.
6. *Evaluate programs serving all students and assess how special populations are being served.*
7. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.
8. *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
9. *Provide activities to prepare special population students for high-skill, high-wage or high-demand occupations.*

### **Permissible Uses of Funds**

If all nine of the above requirements have been met with objectives described in your application, you may request funding for other areas in need of improvement. Again, this must be a request for funding to enhance, expand or improve a program in order for the request to be considered. Permissible uses of funds requests must identify how the funding will be used. For example, if the funding is requested for mentoring and support services, you must identify the type of service, number of students to be served, etc. Perkins legislation identifies 20 permissible uses of funds. They are listed below.

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating career and technical education programs.
2. Provide career guidance and academic counseling.
3. Support local business and education partnerships.
4. Provide programs for special populations.
5. Assist career and technical student organizations that are an integral part of the program.
6. Provide mentoring and support services.
7. Lease, purchase and upgrade equipment.
8. Provide initial teacher preparation that addresses integration of academic and career and technical education, including that for teacher candidates from business and industry.
9. Develop and expand postsecondary offerings, including distance education.
10. Develop initiatives to facilitate transition from two-year to four-year degree programs. (Articulation agreements, dual enrollment, academic and financial counseling)
11. Support entrepreneurship education and training.
12. Develop or improve curriculum, particularly for high-skill, high-wage or high-demand occupations.
13. Develop and support career-themed learning communities.
14. Support family and consumer science education.
15. Provide programs for adults and school dropouts to complete secondary education.
16. Provide services for placement in employment and further education.
17. Support non-traditional training and employment.
18. Support automotive technologies training.
19. Pool a portion of funds with other recipients for innovative initiatives.
20. Other activities consistent with purposes of this Act.

### **UNALLOWABLE USES OF FUNDS**

Carl D. Perkins funds are not allowed to support the following items:

Any cost not allocable to specific programs
Any costs not necessary and reasonable
Bad Debts
Canned Curriculum
Consumables (paper, ink jets, etc.)
Contingencies
Contributions/Donations
Entertainment
Food (Meals)
Gas
General Expenses required to carry out the overall responsibilities of programs (OSHA)
Interest and other financial costs
Legislative Expenses, i.e. lobbying expenses
Promotional "give away" items
Student Internships
Student Scholarships
Textbooks
Transportation (for students)
Tuition
CTSO Student Support (No money can be spent directly on students.)
OSHA Requirements
Replacement Equipment
Advertising (Promotional items, exhibit items, booth space)

### BUDGET PAGE GUIDANCE

The following information is included to assist you when completing Required and Permissive Use pages and the Perkins IV Budget page.

BUDGET LINE ITEM	EXPLANATION
Grant Writer/Coordinator Salary	<p>If the grant manager position has never been funded with local funds, the position may be funded annually with no more than <b>25%</b> of the total Perkins dollars used toward the salary. If the position is currently funded with grant funds, the position may continue to be funded annually with no more than <b>25%</b> of the total Perkins dollars used toward the salary. If an education agency is employing a grant manager with non-grant funds to manage a Perkins Grant, the agency would not be eligible to receive additional management funds or replace the current non-grant expense with funds from the grant. <b>This would be supplanting. According to Perkins IV, Section 311.a: "Supplement not supplant.— Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities..."</b> Mandatory time and effort sheet must be kept on file locally. If time and effort sheets are unavailable to review during a Perkins monitoring visit, this privilege will discontinue. There must be a sign-off sheet by the authorized administrator to ensure that supplanting is not occurring and that reliable record-keeping practices are in place. The grant writer/coordinator must be responsible for keeping valid and reliable records including data, equipment, resources, etc. A current job description for the position must be made available each year of the grant. The grant writer/coordinator position would be considered a</p>

	permissive use of funds, #20. (i.e. <i>Other activities consistent with purposes of this Act.</i> )
Equipment	May not exceed 50% of the total grant; A piece of equipment is identified as an item lasting at least one year. Equipment purchases <u>can't</u> be used to replace items. Equipment purchases <u>must</u> be made to improve, expand or enhance programs. Replacement items can be purchased with CTE State weighted .5 funds and/or local funds.
Gas	If district vehicles are used, Perkins funds may not be used to purchase/reimburse for gas expenses. School districts are responsible for the maintenance of their own vehicles. If an individual uses their own vehicle or if a district/consortium vehicle is used, mileage can be reimbursed at the State rate. <a href="http://www.ksde.org/Default.aspx?tabid=291">http://www.ksde.org/Default.aspx?tabid=291</a>
Supplies	To make available for use; provide. Supplies can't include consumable items.
Materials	The articles or apparatus needed to make or do something. Materials can't include consumable items.
Resources	A source of aid or support that may be drawn upon when needed. Examples include but are not limited to reference manuals, teacher's textbook, computer programs and safety manuals. Resources can't include consumable items.
Software	Site Licenses, with the understanding that they will be supported for three years only so as to not maintain the activity. Software must be current and relevant to the existing programs/clusters.
Consultant Fee	A fee charged by an individual/expert when providing guidance/information to consortiums/districts
Honorariums	A fee provided to individuals whose work takes place during evening hours and weekends. An honorarium may not be paid during contracted hours.
Externships	Paid time for individuals to participate with business and industry as they integrate improved strategies for all aspects of an industry.
Travel Expenses	May include air, train, lodging, per diem at state rate, car rental, mileage at state rate, and taxi. Meals are not included. Bus transportation is not allowable.
Registration Fees	Some registration fees may build in meal cost. Meals not included in registration fees must be paid by the local district/consortium.
Memberships	Professional dues relevant to approved programs/clusters.
Subscriptions	Professional subscriptions must be relevant to approved programs/clusters.
Substitutes	Substitute pay may only be used for the duration of the activity.
Academic/Guidance Counseling	Support integrated activities that may include workshops and conferences.
Career and Technical Student Organizations	Funds may not be spent directly on students but can support advisor needs.
Advisory Committees	Funds may not pay food/meals costs for advisory meetings. Facility rental is allowable.

**NOTE: All expenses must have a focus on high-skill, high-wage or high-demand occupations.**

## DICTIONARY OF TERMS

**ADVANCED PLACEMENT CREDIT:** Also called a credit transfer agreement, an advanced placement credit is part of the written articulation agreement that provides a non-duplicative program of study by authorizing college credit for a secondary level course covering the same competencies as the postsecondary course.

**ADVISORY COMMITTEE:** A group of persons outside the education profession, comprised of representative lay-people, recognized and respected in their own fields of work, who advise CTE educators, administrators, and local board of education members regarding clusters/pathways, based on the employment needs of the community, state, region, national, and international marketplace.

**APPLICATION LEVEL COURSE:** An advanced level course that builds on the technical level course and includes opportunities for the learner to demonstrate knowledge learned through practical application of skills. It may include professional experience learning such as internships, health science clinicals, SAE, or in-house training/marketing.

**ARTICULATION:** A systematic, seamless, student transition process from secondary to postsecondary education that maximizes use of resources and minimizes duplication.

**ARTICULATION AGREEMENT:** A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions. {[Section 3(4)] Perkins Act of 2006: The Official Guide} Carl D. Perkins IV legislation Section 203d(3) also allows for articulation with labor organizations and/or businesses located inside or outside the state. This is interpreted to include School to Registered Apprenticeships. For Kansas use, the Articulation Agreement does not have to include a Credit transfer agreement (Advanced Placement Credit). It must include a seamless progression from one level to the next and may include such incentives as scholarships.

**ASSURANCES (FOR VE-2 APPROVED PROGRAMS):** A legal document that answers seven criteria that should be in place to continue program approval and eligibility for state and federal funds.

**CAREER AND TECHNICAL EDUCATION (CTE):** Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. {[Section 3(5)] Perkins Act of 2006: The Official Guide}

**CAREER AND TECHNICAL EDUCATION (CTE) COURSE:** A CTE course (for an approved cluster/pathway) is one in a progression leading from introductory to technical to application levels that supports state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, 21<sup>st</sup> century skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that creates an overall program of study assisting the student in preparing a personal plan of study.

**CAREER AND TECHNICAL EDUCATION (CTE) SEQUENCE OF COURSES:** A progression of courses leading from introductory to technical to application levels that includes the career cluster pathway knowledge and skills as recognized by the Kansas Career Clusters. These courses provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements. Career and technical education courses may begin at eighth grade and do not include career exploration courses. Courses such as Exploring Careers (put course number here) are not included in the concentrator sequence because they are required or recommended for all students. Academic courses are counted only if they reflect industry skill standards.

**CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSO):** CTSO's are intra-curricular organizations with career and technical education programs focusing on leadership, workplace, citizenship and personal development skills for students. The eight organizations recognized in Kansas are BPA (Business Professionals of America), DECA, FBLA (Future Business Leaders of America), FCCLA (Family, Career and Community Leaders of America), FFA, HOSA, SkillsUSA, and TSA (Technology Student Association)

**COMMUNITY SERVICE:** A teaching and learning approach that integrates volunteer community work with academic study to enrich learning, teach civic responsibility, and strengthen communities. It is intended to introduce work skills and habits, may be an extracurricular activity, possibly awarded graduation credit, and sometimes part of a "service learning" project.

**COMPETENCY/INDICATOR:** A skill statement utilizing a measurable verb that indicates a task or knowledge a learner is required to know and/or be able to perform.

**COMPETENCY PROFILE:** A validated listing of units of instruction (or duty area) related to competency statements for each unit. A competency profile is an instrument of accountability, providing detailed information related to course or program instructional content. The profile contains a rating scale (for each competency), student identification and completion information. It includes competency-based applied learning that incorporates Career Cluster Foundation Knowledge and Skills. It is also a record-keeping device used by the instructor and students to chart achievement and skill attainment. Competency profiles may be developed at the course level or program level, depending on the program area. Profiles for concentrators must be kept on file locally for five years

**CONCENTRATOR:** A student/learner who has earned 3 secondary level credits in an approved CTE Career Clusters Pathway. No more than one credit can be unfunded.

**CONCENTRATOR WHO EXITED:** A student/learner who has earned 3 secondary level credits in an approved CTE Career Clusters Pathway and exited in the reporting year. The student has graduated on time and has also met 80% of the competencies for his or her pathway. No more than one credit can be unfunded.

**CONCURRENT ENROLLMENT:** Occurs when a student is simultaneously enrolled in a course at the high school and at the Technical College/Community College/ University, and earns credit for both high school and postsecondary school. The course may be delivered at either the high school or the postsecondary institution.

**COURSE COMPETENCY:** Statement that describes a unit of instruction (or duty area) related to course outcomes. A competency statement contains an active verb (that is observable and measurable) and a noun (instructional area). Specified competencies are identified and validated by business and industry and supported by local advisory committee.

**CROSSOVER COURSE:** A course that is approved for inclusion in more than one Career Cluster pathway.

**DOUBLE-UP:** Two courses taught within the same class period, by the same instructor, regardless of number of students enrolled.

**FOUNDATION KNOWLEDGE AND SKILLS:** Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

**HEALTH SCIENCE CLINICAL ROTATION:** A professional (work-based) experience that occurs at any point during the curriculum other than at the end of the curriculum.

**HIGH DEMAND OCCUPATION:** An occupation that: 1) has a critical shortage of workers to fill the employment demands of industry, and 2) requires formal training exceeding that which can be provided on the job.

**HIGH SKILL OCCUPATION:** An occupation that requires all of the following: 1) Specialized technical training, 2) an advanced level of skill sets as defined by each industry and/or education (examples: independent decision making, critical thinking, problem solving), 3) a recognized validation of skill attainment or credential (examples: certification, registration, licensure), and, 4) includes mandatory continuing education and/or training.

**HIGH WAGE OCCUPATION:** An occupation that: 1) has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and 2) offers a wage progression strategy.

**IN-HOUSE TRAINING:** An opportunity for learners to participate in “live work” in their chosen cluster/pathway within the classroom or lab setting.

**INTEGRATION:** Strategies that provide the blending of academic and technical learning within a sequence of courses.

**INTERNSHIP:** A supervised work-based learning experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (short or long-term; paid or unpaid).

**INTRODUCTORY LEVEL COURSE:** A course that provides an introduction to specific or multiple clusters or pathways requiring similar foundation knowledge and skills. Introductory level courses are taken prior to the technical and application level courses.

**JOB SHADOWING:** A temporary, unpaid exposure to the workplace in a career field of interest to the learner and relative to the classroom instruction. It is limited in that it only allows learners to observe. Direct work experience, responsibility, and skills are not acquired.

**KANSAS CAREER CLUSTER(S):** Divisions of the six fields that include occupations organized around knowledge and skills that have common characteristics and job duties. Kansas identifies 16 broad clusters: 1) Agriculture, Food and Natural Resources; 2) Architecture and Construction; 3) Arts, A/V Technology and Communications, 4) Business, Management & Administration; 5) Education and Training; 6) Finance; 7) Government & Public Administration; 8) Health Science; 9) Hospitality and Tourism; 10) Human Services; 11) Information Technology; 12) Law, Public Safety and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering and Mathematics (STEM); and 16) Transportation, Distribution and Logistics.

**KANSAS CAREER FIELD(S):** Occupations that are organized around broad, common knowledge and skills. They are recognized as Arts, Communication, and Information; Business, Marketing, and Management; Environmental and Agricultural Systems; Industrial, Manufacturing, and Engineering Systems; Health Science; and Human Resources and Services.

**KANSAS CAREER PATHWAY(S):** Organized groupings of rigorous academic and career related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career. Currently there are 31 pathways identified within the 16 Clusters.

**KANSAS COMMON COURSE CODE:** An alpha-numeric code used as a standard course description for secondary education that is intended to help schools and education agencies maintain longitudinal information about students’ coursework in an efficient, standardized format that is consistent from one system to the next.

**NON-TRADITIONAL OCCUPATION:** An occupation or field of work for which individuals from one gender comprise less than 25% of individuals employed in that field or occupation.

**ON-THE-JOB TRAINING:** Training given to employees in the workplace as they perform everyday work activities. It is based on the principle of learning by doing and includes: 1) demonstration and explanation by a more experienced employee, supervisor, or manager, 2) performance of tasks under supervision, and 3) the provision of appropriate feedback.

**PARTICIPANT:** A student/learner who has earned one, but less than three, CTE credits in an approved Career Cluster Pathway.

**PERSONAL PLAN OF STUDY:** An individualized plan of study for each student. It is a concentrated effort to explore career opportunities to aid a student in making insightful and purposeful decisions about career goals. It is designed to contain student assessments that reflect his/her abilities, personal interests, and both academic strengths and weaknesses. It should: 1) state the students’ career goals and intended postsecondary training; 2) contain a comprehensive educational plan based on the Kansas Career Clusters Model and Programs of Study, commencing in middle school; and 3) include any other information that will assist the student in preparing a resume.

**PORTFOLIO:** A collection of work documenting performance that may be used to assess performance or progress; or gain employment, advancement, scholarships, or entrance to postsecondary education. For specific pathway portfolio requirements/suggestions see the pathway information web pages on the KSDE website.

**PROFESSIONAL EXPERIENCE (WORK-BASED EXPERIENCE):** Experience based on a learner's career interest that partner the learners with the school, community and/or business/industry. It provides career or work opportunities above and beyond the classroom, and may provide instruction in all aspects of the industry.

**PROFICIENCY CREDIT:** Full or partial academic and/or CTE credit awarded to a student who has successfully demonstrated they have simultaneously met standards and expectations in more than one high school course through integrated academic and/or CTE courses.

**PROGRAM(S) OF STUDY (POS):** Plan that incorporates secondary education and postsecondary education elements; includes academic and career and technical content in a coordinated, non-duplicative progression of courses; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

**REGISTERED APPRENTICESHIP:** A voluntary, industry-driven system for occupations requiring a broad range of high-level skills in full-time, paid employment and training with built-in career placement.

**SPECIAL POPULATIONS CATEGORIES:** individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; migrant and individuals with limited English proficiency.

**SUPERVISED AGRICULTURAL EXPERIENCE (SAE):** A planned, practical agricultural activity which supports skill and competency development, career success and application of skills to an agricultural setting.

**SUPERVISED ENTREPRENEURIAL EXPERIENCE:** Learner develops a business related to their career field using sound business concepts, procedures and strategies that support National Content Standards for Entrepreneurship education. Ideation and creativity are essential elements when developing the business plan.

**TEACHER OF RECORD:** A licensed/certified educator who is responsible for a minimum of 20% of the student's learning activities that are within the standards/competencies for a specific course and are aligned to performance measures.

**TECHNICAL LEVEL COURSE:** A course that builds on the knowledge and skills learned in the introductory level course, with a focus on acquiring practical, technical skills specific to the cluster/pathway.

**21<sup>ST</sup> CENTURY SKILLS:** Skills that are essential for workplace/career success; including: critical thinking/problem solving skills, communication skills, creativity & innovation skills, collaboration skills, information and media literacy skills, and contextual learning skills. They are integrated into what is known as 21<sup>st</sup> Century Content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health and wellness awareness, and environmental literacy.

**UNIT OF CREDIT:** A measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. A full unit of credit is that which generally requires 120 clock hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject. (Article 6, Section 2(a) of the Kansas Constitution)

## Labor Market Information (LMI) Definitions

Pathways available for state approval at the secondary-level must meet the following criteria:

- Lead to high-demand and high-skill careers with postsecondary connections and/or industry credentials/certifications **or**
- Lead to high-demand and high-wage careers with postsecondary connections and/or industry credentials/certifications

**High-Demand:** An occupation that:

- Has a critical shortage of workers to fill the employment demands of industry, and
- Requires formal training exceeding that which can be provided on the job.

**High-Skill:** An occupation that requires all of the following:

- Specialized technical training,
- An advanced level of skill sets as defined by each industry and/or education (Examples: independent decision making, critical thinking, problem solving),
- A recognized validation of skill attainment or credential (Examples: certification, registration, licensure), and
- Includes mandatory continuing education and/or training.

**High-Wage:** An occupation that:

- Has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and
- Offers a wage progression strategy.

**Wage & Employment Information** is available at [www.ksde.org](http://www.ksde.org) for each of the Pathways in the Kansas Career Fields & Clusters Model. These documents should be used as a starting point for review and consideration when determining if a Pathway leads to high demand, high skill or high wage occupations.

Other Resources:

**Kansas Department of Labor** <http://www.dol.ks.gov>

**U.S. Department of Labor** <http://www.bls.gov/oco/>

**Career One Stop** [www.careeronestop.org](http://www.careeronestop.org)

## CaTE Data Reporting Definitions

Refer to the *Kansas Career & Technical Education: Dictionary of Terms* on pages 6 through 8 to obtain definitions related to CaTE data reporting. Other definitions available are *Measurement Definitions*, page 10, aligned to each Perkins core indicator of performance.

## MEASUREMENT DEFINITIONS

CORE INDICATOR	DEFINITION
<b>1S1 Academic Attainment in Reading/ Language Arts</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school <b>reading/language arts</b> assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts whose scores were included in the state’s computation of AYP</b> and who, in the reporting year, left secondary education.</p>
<b>1S2 Academic Attainment in Mathematics</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school <b>mathematics</b> assessment administered by the state under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics whose scores were included in the state’s computation of AYP</b> and who, in the reporting year, have left secondary education.</p>
<b>2S1 Technical Skill Attainment</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>
<b>3S1 School Completion</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>
<b>4S1 Student Graduation Rates</b>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the state’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the state’s computation of its graduation rate as defined in the state’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>
<b>5S1 Placement</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>
<b>6S1 Nontraditional Participation</b>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>
<b>6S2 Nontraditional Completion</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>

## **COMPLETING THE APPLICATION**

To receive funding, the application must be completed and submitted electronically to Beverly Smith, [bsmith@ksde.org](mailto:bsmith@ksde.org). Pages requiring original signatures must be signed and mailed to Beverly Smith at:

**Beverly Smith  
Kansas State Department of Education  
Career, Standards and Assessment Services  
120 SE 10<sup>th</sup> Avenue  
Topeka, KS 66612-1182**

**The application is due into KSDE by close of business Wednesday, June 1, 2011.**

Contact Karmey Olson at (785) 296-2883 or [kolson@ksde.org](mailto:kolson@ksde.org), if you have questions regarding preparation of the application.

### **An Equal Employment/Educational Opportunity Agency**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612; 785-296-3201

## CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

### Instructions for the FY 2012 Perkins Grant Application

The application consists of several sections. Directions are provided for each section and examples are provided where necessary. It is important to provide detailed information for each section so that individuals reading your plan and Plan for Required Use pages can clearly envision what you would like to achieve through the use of Perkins IV funds. The budget should include line item entries that can be aligned to the programmatic, fiscal and performance on each identified Plan for Required Use page in order for funding to be considered.

**NEEDS ASSESSMENT:** Districts/consortiums may, but are not required, to conduct a needs assessment. The suggested needs assessment is the *Program of Study: Local implementation Readiness and Capacity Self-Assessment*. If the *Program of Study: Local implementation Readiness and Capacity Self-Assessment* is used, the *Pre-Self-Assessment of POS Readiness and Capacity* found on pages 13 and 14 will identify strengths and weakness that serve as a guide to improve, enhance and expand your plan narrative and Plan for Required Use pages. For example, elements will surface that demonstrate technical assistance and/or professional development needed; or POS templates will serve as a tool to determine appropriate interventions to strengthen the development and implementation your CTE clusters/pathways. Pages 13 and 14 must be submitted with the original application for FY 2012. The *Program of Study: Local Implementation Readiness and Capacity Self-Assessment* can be found at: <http://cte.ed.gov/docs/POSLocalImplementationTool-9-14-10.pdf>.

**COVER SHEET:** List the name and type of school applying for funds, the school's address, the name of the person(s) primarily responsible for preparing the application, phone and fax numbers, and e-mail address. If additional names are to be included on the Perkins IV listserv, email the names and email addresses to Beverly Smith, bsmith@ksde.org. Only two names will be accepted on the cover sheet.

**LIST OF CONSORTIUM MEMBERS:** If you are a consortium writing a grant for multiple districts, identify each member district, unmet performance measures, three-year average of performance measures and district allocation. Identification of these unmet performance measures will provide justification for activities in the FY 2012 Action Plan for Improvement and strategies in the Plan for Required Use of Funds pages.

**NARRATIVE:** The "Narrative" section provides specific information about the approved career and technical education programs/clusters/pathways in the school and how Perkins funding allows program improvement and enhancement. This is the **PLAN** portion of the Local Plan and Application. The Perkins IV Act requires the information requested in items 1 - 12 be provided by each eligible recipient in order to receive consideration of a funding request, Section 134. Using the most current electronic version of the FY 2011 final approved application, update/revise each of the 12 items in the narrative (if applicable) for FY 2012. Please be very specific and detailed when responding to questions for year four of the five year plan. All revisions made in the FY 2011 Perkins Grant must be changed to black font. All revisions to the FY 2012 Perkins Grant must be made in red font. Activities for year five (5) will be broadly written with opportunity for revisions throughout the fiscal year. Include the most current CaTE data to further justify the plan revisions. Data may be obtained by one of three ways: School Administrator, District Data Entry, or School Read Only-CaTE roles under the Pathways web application. Consortia should be applying for "School Read Only – CaTE" role. <https://svapp15586.ksde.org/authentication/login.aspx>.

**ACTION PLAN FOR IMPROVEMENT:** Each district must address their "unmet" performance measures by identifying the root cause. Once the root cause has been identified, a solution for the root cause must be developed inclusive of who is responsible for carrying out the implementation of the solution and a timeline in which it will be addressed. Districts that have met all performance measures do not have to complete an Action Plan for Improvement.

**ITEMIZED EQUIPMENT LIST:** Use the most current equipment list from your FY 2011 grant and add the new equipment requests. All equipment requests for FY 2008, 2009 and 2010 must be in black font. All requests for FY 2012 must be made in red font color.

**ITEMIZED SUPPLIES, MATERIALS, SOFTWARE, and RESOURCE LIST:** Use the most current supplies, materials, software, and resource list from your FY 2011 grant and add the new supplies, materials, software, and resource requests. All supplies, materials, software, and resource requests for FY 2008, 2009 and 2010 must be in black font. All requests for FY 2012 must be made in red font color.

**PLAN FOR REQUIRED USES OF FUNDS:** This document describes what you plan- to do, how you plan to do it, how much it will cost, and how you will determine if the effort was successful (deliverables). **A "Plan for Required Uses of Funds" form must be completed for all nine (9) required uses of funds.** Identify programmatic, fiscal and performance strategies/measures to support each goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for any of the nine (9) required uses of funds, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds. When listing sources/resources, the listing of actual funds is not required but rather school improvement strategies that support the required use of funds that are in effect at the local district.

**STATEMENT OF ASSURANCES:** The "Statement of Assurances" must be completed by each eligible recipient who applies for funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The statement provides the assurance that all requirements have been met. **This section of the application must be signed by the appropriate authorized administrator (superintendent/director) in blue ink.**

**TRANSFER OF FUNDS:** The "Transfer of Funds" must be completed by each eligible recipient who applies for Carl D. Perkins funds through a consortium. The "Transfer of Funds" sheet must be updated/signed for each fiscal year. The transfer of funds provides direction that the funds will be deposited in one central pool of monies and dispersed for the activities identified in the application. **Note to consortia members:** Actual allocations are not disbursed back to their participating eligible recipients as identified in the EDGAR regulations and eligible recipients transferring funds are still accountable for their own data reporting and how those funds are expended.

**Perkins funds are not an entitlement.**

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

July 1, 2011– June 30, 2012

<b><i>COVER SHEET</i></b>
---------------------------

Name of Educational Institution: \_\_\_\_\_

Address: \_\_\_\_\_

<b>City</b>	<b>State</b>	<b>Zip</b>

Mark One:     Stand Alone                       Consortium

**Contact Person(s) for Perkins Funding Questions: (Grant Writer and Authorized Administrator)**

<b>Contact:</b> _____ <b>Position:</b> _____ <b>Phone:</b> _____ <b>Fax:</b> _____ <b>E-mail:</b> _____	<b>Contact:</b> _____ <b>Position:</b> _____ <b>Phone:</b> _____ <b>Fax:</b> _____ <b>E-mail:</b> _____
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**For State Staff Use Only**

CATEGORY/DESCRIPTION	COST
Academic and Technical Skill	_____
Articulation/Postsecondary Linkages	_____
All Aspects of an Industry	_____
Use of Technology	_____
Professional Development	_____
Program Evaluation	_____
Improve, Expand, Modernize Programs	_____
Size, Scope, and Quality	_____
Special Populations	_____
Permissible Uses	_____
Administrative Costs	_____
<b>Total</b>	_____

Authorized KSDE Administrator

Date

**Consortium Members Worksheet  
FY 2011 - 2012**

USD Name and Number \_\_\_\_\_ Consortium (if applicable) \_\_\_\_\_ District Allocation \_\_\_\_\_

Column 1	Column 2	Column 3	Column 4	Previously Negotiated Performance Measures	Meet (M) or Did Not Meet (U) Year 3	Three Year Average
Core Indicator	Year 1 2007 – 2008	Year 2 2008 – 2009	Year 3 2009 – 2010			
<b>1S1</b>	L: 65.00% Actual:	L: 72.00% Actual:	SL: 76.30% Actual:			
<b>1S2</b>	L: 56.00% Actual:	L: 70.50% Actual:	SL: 76.40 Actual:			
<b>2S1</b>		SL: 85.00% Actual:	SL: 86.78% Actual:			
<b>3S1</b>		SL: 85.00% Actual:	SL: 95.33% Actual:			
<b>4S1</b>	L: 75:00% Actual:	L: 75.00% Actual:	SL: 75.50% Actual:			
<b>5S1</b>		SL: 85.00% Actual:	SL: 86.78% Actual:			
<b>6S1</b>		SL: 35.00% Actual:	SL: 43.22% Actual:			
<b>6S2</b>		SL: 49.10% Actual:	SL: 55.67% Actual:			

(Duplicate as needed.)

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT  
FIVE YEAR PLAN  
2008-2013**

**LOCAL PLAN NARRATIVE**

***Please respond to each of the following items with necessary revisions, if applicable. FY 2012 projects/services/activities must be addressed specifically. The five year timeline must be updated with detailed information for each revision. All revisions must be made in a red font color. Refer to your most recent needs assessment findings and last complete years' data (FY 2010) performance measures to make informed data driven revisions to complete the narrative.***

1. Describe how CTE programs supported by Perkins funds will be carried out with the funds received. [ ]
2. Describe how CTE activities will be carried out with respect to meeting State and local adjusted levels of performance. [ ]
3. Describe how the eligible recipient will:
  - a. Develop, adopt, implement, enhance and offer the appropriate course of study for not less than one of the career and technical education programs; [ ]
  - b. Improve academic and technical skills of CTE students by integrating and/or strengthening coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in core academic subjects (as defined by ESEA) and CTE courses [ ]
  - c. Provide CTE students with strong experience in, and understanding of, all aspects of an industry; [ ]
  - d. Ensure that CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to other students; and [ ]
  - e. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined by ESEA). [ ]
4. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). [ ]
5. Describe how parents, students, academic and career and technical education teachers, administrators, career guidance and academic counselors, representatives of business and industry (including small businesses), labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the Perkins Act, including CTE programs of study. Records for this group must be maintained. [ ]
6. Describe how the eligible recipient will ensure that the CTE program is of such size, scope and quality to bring about improvement in the quality of career and technical education. [ ]
7. Describe the process that will be used to annually evaluate and continuously improve the performance of CTE programs. [ ]
8. Describe how the eligible recipient will:
  - a. Review CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; [ ]

- b. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; [ ]
- c. Provide activities to prepare special populations, including single parents, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. [ ]
- 9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. [ ]
- 10. Describe how funds will be used to promote preparation for non-traditional fields. [ ]
- 11. Describe how career guidance and academic counseling will be provided specifically to CTE students, including linkages to future education and training opportunities. [ ]
- 12. Describe efforts to improve:
  - a. Recruitment and retention of CTE faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession, and; [ ]
  - b. The transition to teaching from business and industry. [ ]

*Note: Special Populations categories include: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; migrant and individuals with limited English proficiency.*

**FY 2011 Action Plan for Improvement**

**Directions:** Address each core indicator performance measure not met in FY 2010. Each district must identify a root cause and solution per performance measure. A tool identifying root causes and solutions is located at the following link: <http://www.ksde.org/Default.aspx?tabid=291>.

All performance measures for the district were met in FY 2010? <span style="float:right"> <input type="checkbox"/> Yes <input type="checkbox"/> No             </span>	
Is this a repeat unmet performance measure from FY 2009? <span style="float:right"> <input type="checkbox"/> Yes <input type="checkbox"/> No             </span>	
Performance measure to be addressed on this page:  <div style="text-align:center;">                     1S1   1S2   2S1   3S1   4S1   5S1   6S1   6S2                      (Address only one performance measure per page.)                 </div>	
Root Cause: 	Person(s) Responsible: 
Solution: (Must include start and end dates when addressing the solutions.) 	

**Solutions should align with the nine required uses of the Carl D. Perkins Career and Technical Education Act of 2006. Technical assistance in the development of the Action Plan for Improvement will be provided by KSDE, Career and Technical Education staff upon request.**

\_\_\_\_\_

***Authorized KSDE Administration***

\_\_\_\_\_

***Date***

**ITEMIZED EQUIPMENT LIST**

**FY 2012**

**Please use the most current equipment list from your FY 2011 grant and add the new equipment requests. All equipment requests for FY 2008, 2009 and 2010 must be in black font. All requests for FY 2012 must be made in red font color.**

<b>Program Area(s)</b>	<b>Equipment Description</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Professional Development/Curriculum Needs</b>	<b>Total Cost</b>

**ITEMIZED SUPPLIES/MATERIALS/SOFTWARE/RESOURCES LIST  
FY2012**

**Please use the most current supplies, materials, software, and resource list from your FY 2011 grant and add the new supplies, materials, software and resource requests. All supplies, materials, software, and resource requests for FY 2008, 2009 and 2010 must be in black font. All requests for FY 2012 must be made in red font color.**

<b>Program Area(s)</b>	<b>Description</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Professional Development/Curriculum Needs</b>	<b>Total Cost</b>

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

July 1, 2011 – June 30, 2012

***For Administration Costs Only***

**Administrative Costs**

\$                     

**NOTE:**

- 1. Administrative costs may not exceed 5% of the total grant.**
- 2. Administrative costs may not include the purchase of unallowable items.**
- 3. Administrative costs must be included in the Perkins IV Budget page.**
- 4. Administrative costs may not be included on the Required or Permissible Use pages.**

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2011 – June 30, 2012**  
**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 1**

**Goal: *Strengthen academic, career and technical skills of students through the integration of academic, career and technical programs.***

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: [ ]

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

July 1, 2011 – June 30, 2012

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 2**

**Goal: *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.**

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: [ ]

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

July 1, 2011 – June 30, 2012

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 3**

**Goal:** *Provide programs that address all aspects of an industry*, meaning that the student must have strong experience (work-based learning) and a comprehensive understanding of the industry he or she is preparing to enter.

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: [ ]

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2011 – June 30, 2012**  
**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 4**

**Goal: *Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering externships and mentoring programs.***

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)	Performance (Intended Outcomes)	Core Indicator(s) of Performance
1.		
2.		
3.		

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: | |

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**  
**July 1, 2011 – June 30, 2012**

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 5**

**Goal: Provide sustainable professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to involve parents and the community.**

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: [ ]

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT  
July 1, 2011 – June 30, 2012**

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 6**

**Goal:** *Evaluate programs serving all students and assess how special populations are being served.*

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: [ ]

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**  
**July 1, 2011 – June 30, 2012**

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 7**

**Goal: *Initiate, improve, expand and modernize programs, including relevant technology. In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded.***

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: [ ]

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT  
July 1, 2011 – June 30, 2012**

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 8**

**Goal: Provide services of sufficient size, scope and quality. This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.**

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

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3.	Curriculum Development			13.	Resources		
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5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: | |

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT  
July 1, 2011 - June 30, 2012**

**PLAN FOR REQUIRED USES OF FUNDS**

**Required Use 9**

**Goal:** *Provide activities to prepare special population students for high-skills, high-wage or high-demand occupations.*

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity. If no federal Perkins funds are requested for this required use, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
1.								
2.								
3.								

**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

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3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

Give example(s) of sources/resources that will support this identified required use of the Perkins improvement funds if **no** Perkins funds have been applied: | |

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

**July 1, 2011 – June 30, 2012**  
**PLAN FOR PERMISSIVE USES OF FUNDS**

**Permissive Use: If all nine of the required uses of funds have been met, funding may be requested to support the permissive uses of funds. The request for funding must be used to enhance, expand or improve a program/cluster/pathway to be considered.**

Identify programmatic, fiscal and performance strategies/measures to support this goal. The programmatic column will identify targeted activities to support the required use. The performance column will identify the intended outcomes for each strategy/measure listed. Each item listed in the performance column must be measurable. Identify which performance measures will be improved through the implementation of each individual strategy/measure. The fiscal section is included to permit a breakout of the intended expenditures for each activity.

Programmatic (Targeted Activities)			Performance (Intended Outcomes)			Core Indicator(s) of Performance		
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**Fiscal**

Using the line item budget below, identify budgeted item(s) to support each of the above programmatic (targeted) activities requested and its estimated cost. Estimated costs should reflect federal Perkins funds only. The budget summary line items will be transferred to the Perkins IV Budget found on page 32. The budgeted line items and Perkins IV Budget must balance.

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2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		

-

**CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT**

July 1, 2011 – June 30, 2012

<p><b>PERKINS IV BUDGET FY 2012</b></p>
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	Budgeted Line Items	Projected Costs	Actual Costs (Based on May 1, final revision)
1.	Advisory Committees		
2.	Career and Technical Student Organizations (CTSO's)		
3.	Curriculum Development		
4.	Consultant Fees		
5.	Equipment		
6.	Externships		
7.	Grant Writer/Coordinator		
8.	Guidance and Counseling		
9.	Honorariums		
10.	Materials		
11.	Memberships		
12.	Registration Fees		
13.	Resources		
14.	Software		
15.	Subscriptions		
16.	Substitutes		
17.	Supplies		
18.	Travel Expenses		
19.	Other (Please explain)		
20.	<b>SUB-TOTAL OF BUDGETED ITEMS</b>		
21.	Administrative Costs (Not to exceed 5%)		
22.	<b>SUB-TOTAL ADMINISTRATIVE COSTS</b>		
23.	<b>TOTAL EXPENSES</b>		

COMMENTS: | |

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Authorized Signature (Superintendent or Designee)

Date

**Constituents Involved with the Revisions of the Perkins IV Year 4 of the Five-Year Plan**

**Required Action:**

1. Number of Meetings/Consultations:  | \_\_\_\_\_
2. Minutes to Reflect Approval of the Revised Perkins IV Five-Year Plan for FY 2012  |
3. List of constituent/advisory groups that assisted with revisions for year four of the Perkins IV Five-Year Plan (A representative of each category must be involved with the development and revisions to the Plan.)

<b>Constituent Groups</b>	<b>Name</b>
Academic teachers/faculty and administrators	<input type="text"/>   <input type="text"/>
Career and technical (CTE) education teachers/faculty and administrators	<input type="text"/>   <input type="text"/>
Community members (including parents and business and industry)	<input type="text"/>   <input type="text"/>
Post-secondary representatives	<input type="text"/>   <input type="text"/>
Representatives of special populations	<input type="text"/>   <input type="text"/>
Other, specify: <input type="text"/>   _____	<input type="text"/>   <input type="text"/>
Other, specify: <input type="text"/>   _____	<input type="text"/>   <input type="text"/>

## Negotiation of State's Performance Measures

1. **ALL** districts receiving and participating in the use of Perkins IV federal funds must submit a Negotiation of State's Performance Levels form for Year 5 and Year 6. The Negotiation of State's Performance Levels will be filed with your FY 2012 Perkins IV Local Grant application at KSDE, Career, Standards and Assessment Services.
2. If LEA "accepts" the State's performance measure for each negotiable indicator, mark the "Accept" box. The completed form is due at KSDE as a part of the FY 2012 Perkins IV Local Grant application. The Perkins IV Local Grant application will not receive final approval until the Negotiation of State's Performance Levels form has been received.
3. If LEA declines the State's performance measure for a negotiable indicator, provide the revised performance level(s) in the identified box (**N:**) and mark the "Negotiate" box on the Negotiation of State's Performance Levels form. The form must be a part of the FY 2012 Perkins IV Local Grant application. A rationale, including data, must be provided for each proposed performance level being negotiated in the space provided on the Negotiation of State's Performance Levels form.
4. The form will not be considered complete unless the acknowledgement statement has been signed by an authorized administrator.
5. Measurement definitions for each core indicator are located on page 10 of the Carl D. Perkins FY 2012 Application.

Accept

Negotiate

Rationale:

Core	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>1S1</b>	AYP: 65.00%	AYP: 72.00%	AYP: 76.30%	AYP: 81.30	AYP: 90.7	AYP: 88.2
<b>1S2</b>	AYP: 56.00%	AYP: 70.50%	AYP: 76.40%	AYP: 82.30	AYP: 95.3	AYP: 94.1
<b>2S1</b>		SN: 85.00%	SN: 86.78%	SN: 88.67	P: 90.0 <b>N:</b>	P: 93.0 <b>N:</b>
<b>3S1</b>		SN: 85.00%	SN: 95.33%	SN: 96.00	P: 96.5 <b>N:</b>	P: 97.0 <b>N:</b>
<b>4S1</b>	AYP: 75:00%	AYP: 75.00%	AYP: 75.50%	AYP: 76.00	AYP: 76%	AYP: 76%
<b>5S1</b>		SN: 85.00%	SN: 86.78%	SN: 88.67	P: 89.0 <b>N:</b>	P: 89.5 <b>N:</b>
<b>6S1</b>		SN: 35.00%	SN: 43.22%	SN: 51.33	P: 51.33 <b>N:</b>	P: 51.33 <b>N:</b>
<b>6S2</b>		SN: 49.10%	SN: 55.67%	SN: 62.00	P: 65.0 <b>N:</b>	P: 67.0 <b>N:</b>

I certify that all of the facts, figures, and representations made with respect to this form are true and correct to the best of my knowledge, information, and belief.

District Name and Number

Signature of Authorized Administrator

Date

## LOCAL ASSURANCES

We, as an eligible recipient for funds under the Carl D. Perkins Career and Technical Education Act of 2006, 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 Career and Technical Education Act of 2006, 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.*
- *To comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.*
- *No funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any employee of the acquiring entity, or any organization affiliated with such an employee.*
- *To comply with all reporting requirements in a timely manner and that the information reported is valid, reliable and accurate.*

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 LEA or Service Center) assures the Kansas State Board of Education that it will comply with these Local Assurances as outlined in this document. Further, we will, upon request, demonstrate how we comply with each of these assurances.

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*Authorized Administrator*

*Position*

*Date*

**KANSAS DEPARTMENT OF EDUCATION**  
**TRANSFER OF SECONDARY IMPROVEMENT FUNDS**

Use this form for transferring P.L. 105-392 Carl D. Perkins Career and Technical Education Act of 2006 secondary funds from one eligible recipient to another eligible agency providing service on behalf of the local education agency. Submit an original copy for each school transferring funds into a consortium.

I certify that \_\_\_\_\_

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

is transferring \$\_\_\_\_\_ of secondary improvement funds made available under Carl D. Perkins Career and Technical Education Act of 2006 for fiscal year 2012 to

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

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

\_\_\_\_\_  
*Authorized Administrator Transferring Funds* *Date*

\_\_\_\_\_  
*Authorized Administrator Receiving Funds* *Date*