

To: Board of Education

From: Patrick Kelly, director, career & technical education, ext. 2405

Re: FY2018 Carl D. Perkins Career and Technical Education Improvement Act Grant

Date: May 18, 2017

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 skills, 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.

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 (KSDE). The application describes to KSDE what the district plans to do to improve career and technical education in the district over the next five years, how decisions were arrived upon, and the plan to go about implementing and evaluating the improvements. The initial plan was a five-year plan. After 2011, each subsequent year allows for revisions and updates.

This year's allocation for the USD 497 Carl Perkins grant is \$80,706. This is a decrease of \$4,411.24 from last year's allocation.

Rationale:

The USD 497 Carl Perkins Career and Technical Education Act Five Year Plan (and subsequent revisions and updates) was created through a collaborative process. In 2010, there were 125 community members and 15 Career and Technical Education staff members who completed the 2010 USD 497 CTE/Perkins Needs Assessment. Those on-line assessments were followed with meetings with staff (including counselors) at both high schools and with building and district administration. Data from the meetings, as well as requests submitted by teachers, building and district administration were included in developing the FY2012 grant. In 2012, another online needs assessment was completed by staff and the public. The FY2013 was developed based on that needs assessment as well as requests submitted by teacher, building and district administration and improvement plans developed by Career Pathway advisory boards.

In 2013 another needs assessment was conducted. Beginning in 2014 and continuing in subsequent years, each pathway advisory committee was required to create a three-year improvement plan with teacher input. Those plans, along with the work of the USD

497 Board of Education, Career and Technical Education teachers, building principals and district administration, provided the input for the FY2018 Carl Perkins grant.

Attached you will find a summary of the activities that will be supported, based on the input outlined above, through the FY2018 Perkins Grant for USD 497. You will also find a copy of the entire Carl D. Perkins Career and Technical Improvement Act Grant including revision to the five-year plan.

Recommendation:

Administration recommends board approval of the Carl D. Perkins Career and Technical Education Improvement Act Grant for FY2018 for submission to the Kansas State Department of Education.

Motion:

"I move the Board of Education approve the Carl D. Perkins Career and Technical Education Improvement Act Grant for FY2018 for submission to the Kansas State Department of Education."

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT
 July 1, 2017– June 30, 2018

COVER SHEET

Name of Educational Institution: USD 497 dba Lawrence Public Schools

Address: 110 McDonald Drive

Lawrence KS 66049
 City State Zip

Mark One: Stand Alone Consortium

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

Contact: Patrick Kelly
 Position: Director of CTE
 Phone: 785.330.2405
 Fax: 785.832.5902
 E-mail: pkelly@usd497.org

Contact: Julie Goulding
 Position: Admin. Assistant, CTE
 Phone: 785.330.2157
 Fax: 785.832.5902
 E-mail: jgouldin@usd497.org

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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	_____
Total	_____

Authorized KSDE Administrator

Date

Consortium Member List and Allocation

	USD NUMBER	DISTRICT NAME	DISTRICT ALLOCATION
0	001	<i>South West</i>	<i>\$1,570</i>
1			
2			
3			
4			
5			
6			
7			
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30			
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36			
37			
38			
Total Consortium Allocation			

**Perkins Data Worksheet
FY 2017 – 2018**

Directions: Stand-alone and Consortium Perkins Grant recipients will use this worksheet as a means to identify strengths and weaknesses of district data. The data findings will be used to prepare the Local Plan Narrative. Consortium grant writers will report data as a whole for the consortium. However, if individual member districts of a consortium chose to negotiate with KSDE, an individual data sheet for that district will be required.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Previously Negotiated Performance Measures	Meet (M) or Did Not Meet (U)	Average
Core Indicator	Year 5 2011 - 12	Year 6 2012 - 13	Year 7 2013 – 14	Year 8 2014 – 15	Year 9 2015 – 16			
1S1	SL: 84.00 Actual: 91.67	SL: 88.00 Actual: 94.00	SL: 88.00 Actual: 95.40	SL: 85.00 Actual: ND	SL: 85.00 Actual: ND	85.00		93.69
1S2	SL: 85.00 Actual: 87.50	SL: 88.00 Actual: 92.15	SL: 88.00 Actual: 88.35	SL: 80.00 Actual: ND	SL: 85.00 Actual: ND	80.00		89.33
2S1	SL: 90.00 Actual: 97.92	SL: 93.00 Actual: 100	SL: 93.00 Actual: 100	SL: 93.00 Actual: ND	SL: 94.00 Actual: 100	94.00	M	99.48 (79.58)
3S1	SL: 96.50 Actual: 98.30	SL: 97.00 Actual: 97.50	SL: 97.00 Actual: 97.36	SL: 97.00 Actual: ND	SL: 98.00 Actual: 97.76	98.00	U	97.73 (78.18)
4S1	SL: 85.00 Actual: 98.00	SL: 85.00 Actual: 95.72	SL: 86.00 Actual: 97.35	SL: 86.00 Actual: ND	SL: 90.00 Actual: 97.76	90.00	M	97.21 (77.77)
5S1	SL: 89.00 Actual: 50.75	SL: 89.50 Actual: 100	SL: 89.50 Actual: 88.93	SL: 85.00 Actual: 83.04	SL: 90.00 Actual: ND	90.00	U	80.68 (64.55)
6S1	SL: 51.35 Actual: 36.25	SL: 51.35 Actual: 35.52	SL: 23.00 Actual: 32.86	SL: 24.00 Actual: ND	SL: 24.00 Actual: 16.17	24.00	U	30.02 (24.16)
6S2	SL: 65.00 Actual: 7.15	SL: 67.00 Actual: 10.0	SL: 22.00 Actual: 40.60	SL: 23.00 Actual: ND	SL: 22.00 Actual: 23.36	22.00	M	20.28 (16.22)

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT (2018)

LOCAL PLAN NARRATIVE

Please respond to each of the following items with necessary revisions, if applicable. FY 2018 projects/services/activities must be addressed specifically. The two-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 2016) performance measures to make informed data driven revisions to complete the narrative. Additional data to be considered for making data driven decisions when preparing the Local Plan Narrative may include, but are not limited to, advisory committee recommendations, input from business and industry partners, student surveys, and student career assessments. Feel free to use S.M.A.R.T goal formats to provide detail, dates, data, and outcomes.

1. Describe how CTE programs supported by Perkins funds will be carried out with the funds received.

In 2007-08 the Lawrence Public Schools maintained Career and Technical Education (CTE) programs in Agriculture, Auto Mechanics, Business and Office Education, Computer Programming, Drafting, Communications Technology, Construction, Family and Consumer Science, Welding and Retailing. In 2010, a Health Science pathway was added and Agriculture, Construction and Design and Pre-Construction pathways were developed and approved. Perkins funds were used to develop for approval career pathways in Business Finance, Consumer Services, Family and Community Services, Manufacturing – Production, Marketing, Software and Computer Programming, Teaching and Training and Web and Digital Communications in 2010-11. In 2011-12 pathways were developed for Visual Arts, A/V Communications, Business, Entrepreneurship and Management, Restaurant and Event Management, Applied Engineering, Biochemistry and Transportation Distribution and Logistics. In 2015-16 the Lawrence Public Schools added Information Support and Services, Network Systems and Law Enforcement pathways. The district dropped one pathway, Consumer Services, in 2015-16. **In 2017-18 the Lawrence Public Schools will have 19 pathways. In 2016-17 the district dropped the Network Systems pathway, consolidating courses into the Information Support and Services and Computer Programming pathways. For 2017-18 USD 497 has reorganized Agriculture pathways into Animal Science and Plant Systems, dropping Comprehensive Agriculture. Additionally, the district has dropped Business, Entrepreneurship and Management and consolidated courses into Finance and Marketing pathways. The Law, Public Safety pathway was dropped and a new Government and Public Administration pathway was added for 2017-18.** The Carl Perkins grant funds will be used develop, improve and expand the academic and career and technical skills for Lawrence Public School students who choose to enroll in these programs and pathways.

The district will use funds to:

- Improve the integration of academics and CTE through development of coherent programs of study
- Develop and expand the connection of CTE courses at the secondary level with CTE course at the post-secondary level through articulation agreements and programs/plans of study
- Expand student opportunities for strong experiences and understanding of all aspects of an industry
- Develop, improve and expand the use of technology through training for staff in the use of technology, providing CTE students with academic and career and technical skills and developing and encouraging work place experiences, including internships and mentoring programs, for CTE students
- Improve teaching skills through professional development for staff consistent with the goals of the Perkins Act
- Develop and improve evaluations of CTE programs
- Improve, expand, modernize and initiate quality CTE programs
- Provide services and activities that are of sufficient size, scope and quality to be effective
- Develop activities that prepare special populations who are enrolled in CTE programs for high skill, high wage, high demand occupations

The district will also:

- Involve parents, businesses and others as appropriate in the design, implementation and evaluation of programs
- Provide career guidance and academic counseling for students involved in CTE programs to assist in improving graduation rates or post-secondary or other career options participation
- Assist CTE student organizations through sponsor support

- Develop and improve new career and technical education programs of study that prepare individuals for high skill, high wage high demand occupations

Two Year Timeline

A timeline of how programs will be supported by Perkins funds is detailed in the questions below.

2. Describe how CTE activities will be carried out with respect to meeting State and local adjusted levels of performance.

The Lawrence Public Schools will accept the Kansas Department of Education (KSDE) adjusted levels of performance as the local adjusted levels of performance or negotiate with KSDE to reach agreement on new local adjusted levels of performance for each of the core indicators. Measures will be in line with accepted procedures using data collection through the Department of Teaching and Learning and reflected in the Career and Technical Education data system (CaTE). Levels of performance and improvement targets will be identified and plans will be developed to meet or exceed those levels. Advisory committees will be involved in discussions regarding levels of performance and core indicator data.

Strategies for meeting targets will be organized by building and district administration, with assistance from counselors, teachers and advisory committee members. Strategies will include the following:

- Instructional coaching to improve instruction in reading/language arts, mathematics and technical skills
- Curriculum development and professional development to integrate math and reading into the Career and Technical Education activities
- Professional development in teaching technical skills
- Retention strategies to improve secondary school completion and graduation
- Guidance and counseling strategies to encourage students to enroll in post-secondary education or advanced training
- Improved tracking of students after graduation
- Professional development and implementation of strategies to improve non-traditional participation, including scholarships, guest speakers and workshops

Two Year Timeline

2017-18 –Beginning in 2017-18 staff and advisory committee members will receive support in understanding how levels of performance align with align with KSDE goals, especially outcomes for Individual Plans of Study focused on career interests, high school graduation rate and postsecondary completion and attendance. In alignment with KESA – Year One, Career and Technical Education programs will complete a needs assessment and submit findings and data to Building Leadership Teams (BLTs) and Building Site Councils (BSCs). The intention is that this data will be included as the District Leadership Team (DLT) and District Site Council (DSC) develop goal areas to share with the Outside Visitation Team (OVT) and the Board of Education. Advisory committees review of levels of performance for each pathway with staff bi-annually, dependent of the availability of data will be part of this process.

Levels of completion and graduation will be addressed by: 1) continued implementation of an individual plan of study (IPS) tool, ccPathfinder, 2) instruction at the USD 497 College and Career Center to increase junior and senior students access to relevant and engaging curriculum that meets college and career goals, 3) opportunities for accelerated certificates, certifications and colleges degrees through innovative options (SB155, Online Education, etc.) and 4) career events focused around plans of study that include representatives from non-traditional fields.

Staff will continue to submit data to KSDE to support meeting local adjusted levels of performance.

2018-19 – Based on data collected through the needs assessments and goals developed by the Board of Education, CTE programs will develop action plans to meet State and local adjusted levels of performance. These action plans will be reviewed by the Board of Education and approved through the annual Perkins grant approval process. This will integrate the Career and Technical Education levels of performance into the KESA model.

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;

Development of local programs of study began during the Perkins transition year in 2007-08. Teachers, counselors and administrators were provided professional development in the career clusters and pathway model. This professional development has occurred annually since that time and has been well received as indicated by the most recent needs assessment completed in

2012. In 2009-10 the pathway review was incorporated into the Lawrence Public Schools district wide curriculum review process. This process includes a review of size, scope and quality, labor market data and pathway course adjustments by KSDE. It also incorporates Career and Technical Core Indicators, academic assessments and other tools to increase the relevancy and rigor of both Career and Technical Education and other academic classes. The process is lead district curriculum, instructional, assessment and student interventions staff and will include teachers, counselors and building administrators.

Since 2008 the review process has identified at least one pathway for development, adoptions, implementation or enhancement. Below is a detail of pathways reviewed for the past three years and 2017-18:

2014 – 15 – After review by a selected committee of students, teachers, counselors, administrators, post-secondary partners, and business and industry representatives, the following new pathways were developed for the USD 497 College and Career Center: Law Enforcement, Emergency and Fire Management, Government and Public Administration, Information Support and Services, Network Systems. Enhancements and adjustments will be made to the following pathways: Health Science, Manufacturing Production, Programming and Software Development and Engineering and Applied Mathematics.

2015 – 16 – New pathways for 2015-16 included Information Technology Support and Service, Network Systems and Law Enforcement. A pathway for Consumer Service was dropped for 2015-16 after changes were made by KSDE to the Finance and Consumer Service pathway. In 2015-16 staff and advisory committees continued to review pathways, however new state legislation will made developing a new pathway challenging as resources have been limited. Due to pathway changes made by KSDE in 2014-15, USD 497 also completed a review and made changes for 2016 in Construction and Design, Finance and Health Science.

2016-17 – With the implementation of new Information Technology Support and Service and Network Systems pathways in 2015-16, the 1:1 adoption of technology at the middle school and the development of a new Computer Science Pathway in 2014-15 by KSDE, the Lawrence Public Schools reviewed the Computer Programming and Software Development, Information Technology Support and Services, Network Systems and Web and Digital Communications plans of study in 2016-17. Changes in plans of study incorporated a review of Business, Marketing, A/V Communications and Visual Arts. **The Board of Education also set a goal in 2016-17 to examine high school course options and graduation requirements and develop a plan to implement recommended changes. These changes were reflected in the adoption of Individual Plans of Study for students beginning in 2017-18. Student can choose from one of the following plans: Animal, Plant and Environmental Systems, Arts and Media, Business, Finance, Marketing and Management, Design, Production and Repair, Engineering and Technology, Health Science and Biomedicine, Hospitality and Tourism or Human and Public Services. Changes were made to course offerings and pathways based on this goal and are reflected in the 2017-18 implementation plan below.**

2017-18 – With the adoption of Plans of Study teachers will develop curriculum for a number a new introductory course (Intro to Media) and revise others (Intro to Engineering and Technology, Intro to Human and Public Services). The following pathways will be dropped: Comprehensive Agriculture, Business, Entrepreneurship and Management, Law, Public Safety and Security. New pathways will include Government and Public Administration and Plant Systems.

Programs of study will reflect the knowledge and skills identified in the national templates developed through the States' Career Clusters and the College to Career Transition Initiatives and adopted by KSDE. Curriculum review teams that include teachers (both Career and Technical and academic), business and industry members, administration and post-secondary partners will review program of study models developed by KSDE advisory committees to determine if those models will fit or must be modified to meet the needs of Lawrence students and programs. These committees will review current course titles, descriptions, outlines, competencies, assessments, certifications and program articulation agreements to identify adjustment and development of programs of study. Curriculum review teams will use the program of study application developed by KSDE a guide to completing all elements of a program of study.

Finalized programs of study will be shared with the USD 497 Advisory Boards, the USD 497 Teaching and Learning and Educational Programming Leadership Team, and the Board of Education. Programs will then be submitted for approval and will be monitored through the program review process and the requirements of KSDE (Pathway Maintenance) and the Perkins monitoring visits.

The Lawrence Public Schools currently use Career Cruising to support programs of study by providing students information regarding careers matching their personal interest with current and emerging employment needs of business and industry. Use of these, and other career resources, will continue and beginning in 2008-09 all USD 497 8th grade students will be required to identify careers of interest and a career cluster of interest. Plans of study will be developed to aid students in planning educational goals at the secondary and post-secondary level. The implementation and development of these plans is discussed below. Finally, the Lawrence Public Schools will continue their work with Johnson County Community College and other post-secondary partners to develop articulation agreements and/or concurrent credit. All programs of study will lead to an industry recognized certificate, postsecondary technical certificate, associate degree or other certification as required by KSDE.

Two Year Timeline

2017-18 – The Lawrence Public Schools will continue implementation of current pathways and maintenance of approved programs of study during 2017-18. Implementation of new courses in the Government and Public Administration and Plant Systems pathways will begin in 2017-18. A review of middle school courses offerings will be completed in the fall with recommendations made to the Board of Education by December and pathway adjustments or applications included in the pathway application/maintenance process completed by March 15, 2018. Enhancements and adjustments will be made to the following pathways per the KSDE Pathway Review Timeline with adjustments recorded as part of pathway maintenance: Arts, A/V Technology & Communications.

2018-19 – The Lawrence Public Schools will continue implementation of current pathways and maintenance of approved programs of study, Enhancements and adjustments will be made to pathways, per the KSDE Pathway Review Timeline and goals established by the USD 497 Board of Education.

- 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 |

All USD 497 Career and Technical Education (CTE) students will continue to be required to complete the same rigorous academic standards for graduation as all other students. Students will complete all state assessments with the expectation to perform at or above the “meets standards” level as prescribed by the Kansas State Board of Education.

Through the program of study adoption and district curriculum review process, CTE courses will emphasize the integration of technical skills and imbedded academics such as reading writing and math. Technical assistance will be provided by teachers on special assignment and learning coaches to develop curriculum activities and practice instruction that enhances mathematic achievement and literacy skills through CTE instruction. Teachers will participate in professional learning communities, building and district staff development that review CaTE data, Measures of Academic Performance (MAP), Perkins Core Indicators and other information that will assist in developing lessons that support student learning in academic areas. Programs of study will show a sequence of courses that include that address Kansas College and Career Readiness standards.

A renewed emphasis will be placed on technical skills, as all programs will review course competencies with advisory boards and post-secondary partners on a yearly basis. Outcomes will be aligned with technical skill indicators. Core technical skill attainment, as defined by KSDE, will be used as evidence of student performance. Instructional coaching will be provided for programs not meeting technical skill attainment benchmarks.

In 2015-16 both high schools began implementation of a Comprehensive Integrated Model of 3-Tiered Support (Ci3T) that includes support for academic achievement. Specific expectations for academic work are identified and monitored and when students do not meet those expectations, research based interventions are implemented by staff. In 2015-16 the Lawrence College & Career Center began planning for their Ci3T model and began implementation in 2016-17.

Two Year Timeline

2017 – 18 – The Lawrence Public Schools will continue professional development and support will be provided to CTE staff to integrate academic and technical skills. This professional development will include support from learning coaches, as well as professional learning communities at each high school. Funds are set aside to support teacher development integrating these critical skills into their instruction and knowledge validation forms will be provided as a deliverable once teachers complete professional development. Academic intervention support will be provided through the Ci3T process.

Specific funds are set aside in the FY2017 Carl Perkins grant review the Project Lead the Way (PLTW) curriculum, which was implemented beginning in 2013-14. Building administration has requested further review of this curriculum and deeper integration into the high schools. Middle school programs will also be reviewed in 2017-18. PLTW incorporates science and mathematics with technology and engineering skills.

2018-19 – Staff and advisory committees will continue to monitor academic and technical skills as reported in the Perkins Core Indicators. Professional development in teaching academic and technical skills will be provided through learning coaches, professional development activities or through professional learning communities. Academic intervention support will be provided through the Ci3T process.

- c. Provide CTE students with strong experience in, and understanding of, all aspects of an industry; |

Currently, all aspects of industry are incorporated into the curriculum of USD 497 Career and Technical Education Career Pathways. The 2007-08 needs assessment indicated that ninety three percent of teachers agreed that the curriculum included workplace skills. Ninety two percent indicated that citizenship and personal skill development was included and seventy eight

percent agree that leadership skills were included. A concern was indicated that trainings, internships and work based opportunities were not provided. A 2012 survey of teachers indicated that workplace skills, citizenship and personal skills were still strong within the curriculum (over ninety percent), but trainings, internships and work based opportunities were still a challenge.

To support these findings and encourage the development of trainings, internships and work based opportunities the Lawrence Public Schools provided professional development, inter/externships for staff and dedicated funds to supporting trainings and work based opportunities for students. Additionally, in 2009-10, Perkins funds were used to support a Career Work Experience Consultant who will work with employers and business partners to identify trainings, internships and work based opportunities for students. The 2009-10 needs assessment indicated that this use of funds making an impact with two-thirds of CTE teachers responding that students were offered trainings, internships and work-based opportunities within the career pathway they teach. However, the 2012 survey indicates that twenty percent indicated this was still a need. Perkins funds continued to be used to expand these trainings, internships and work-based opportunities for students in 2010-11 and 2011-12. Teachers have become more aware of these opportunities with new accountability for Professional Work Experience and have suggested an on-site Career Work Experience staff member. In 2013-14 Perkins funds were be used to support this request.

All aspects of industry was a focus of many of the improvement plans created through pathway maintenance during the 2013-14 school year. Advisory committees set goals to improve relationships with local business and industry and revise curriculum, especially at the USD 497 College and Career Center, to provide project-based learning and additional professional work experiences for students in career pathways. These goals were reiterated in the partnership SMART goals developed by advisory committees in 2014. The College & Career Center was opened in the fall of 2015 and interaction with business and industry professionals increased with over 100 partners working with students throughout the year in coursework titled "Professional Skills". Students also had the opportunity to have internship experiences in many of the courses at the Lawrence College & Career Center. **In 2016-17 over 300 students attended the College & Career Center, providing additional opportunities for students to develop experience in all aspects of industry. Perkins funds are set aside in this grant to support the use of online resources to teach Professional Skills to students at the College & Career Center, including goal setting, resumes and cover letters, etiquette and ethics, personal finance and inspiring yourself and others in the workplace.**

Teachers have continued to identify SMART goals in pathway maintenance for increased partnerships to reinforce all aspects of industry. In order to address these goals, Perkins grant funds in 2016-17 were used to support guest speakers for classrooms. Funds were used to provide a small stipend for these business and industry members to come into the classroom and share their expertise with students. **In 2017-18 this idea will be expanded and funds will be used to provide honorariums for staff member's work in developing Plan of Study fairs. Each month an event will be hosted which provides tours of local businesses, lunch with those working in the industry, a panel discussion of local job opportunities, entry level wages, and secondary and post-secondary education offerings for a specific plan of study. These events will focus around each of the following plans of study: Animal, Plant and Environmental Systems, Arts and Media, Business, Finance, Marketing and Management, Design, Production and Repair, Engineering and Technology, Health Science and Biomedicine, Hospitality and Tourism or Human and Public Services.**

Two Year Timeline

2017-18 – All aspects of industry will continue to be addressed through in class curriculum and through Professional Skill curriculum at the Lawrence College & Career Center. Lessons developed for Professional Skills are offered in an online format and supplemented by guest speakers and career fairs. Plans of Study Fairs will be developed by teachers to expose students to employers, employment and education opportunities. Career and Technical Education Student Organizations will also continue to receive support through the Perkins grant to encourage instruction in all aspects of industry.

2018-19 – Professional Skills curriculum will continue to be implemented and Plans of Study Fairs will be evaluated and implemented. Career and Technical Education Student Organizations will continue to receive support.

- 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 |

No distinction is made between Career and Technical Education (CTE) and non-CTE students in USD 497. All students are held to the same level of coherent and rigorous content regardless of their academic goals. All students are required to complete the same rigorous academic standards for high school graduation. USD 497 follows all accreditation requirements as identified by KSDE and the Kansas Legislature. |

- e. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined by ESEA). |

The Career Clusters model creates a plan of study that encourages students to follow a rigorous academic sequence of courses and a rigorous sequence of Career and Technical Education (CTE) courses. Implementation of this model in USD 497 will be the district's focus for encouraging students to enroll in rigorous and challenging courses in core academic subjects.

A number of other activities are planned to increase CTE enrollment in challenging academic courses. In 2008-09 high school counselors and the Career and Technical Education Specialist reviewed CTE student course selections to determine trends and practices. Professional development was provided for counselors and CTE teachers to provide awareness of course offerings and how those course offerings serve each career cluster and identified occupations. As a result of this work, in 2009-10 USD 497 debuted a new Course Description Book that includes career focused plans of study, clearer course descriptions, post-secondary credit options and other tools to improve course selections. Beginning in the spring of 2015 the Lawrence Public Schools migrated to Career Cruising's Pathfinder to assist students with developing Individual Plans of Study (IPS). While in the first two years the tool was used to assist students in course selection it was expanded to include the development of Individual Plans of Study beginning in 2016-17.

Informing students and parents of career clusters/pathways and how they can assist in students planning was identified as a strong need in the 2007-08 CTE Needs Assessment and by the 2008-09 Career and Technical Education Communications Plan Task Force. To address this need USD 497 students and parents will be targeted through a series of informational meetings, open houses, campus visits, career fairs, summer programs, print and electronic media. These activities and materials, developed by counselors, teachers, post-secondary partners and business partners will inform students and parents of secondary and post-secondary opportunities and the requirements of post-secondary institutions. Staff will review career assessment surveys with students and parents and develop educational plans that encourage enrollment in rigorous and challenging courses.

Recent public survey information affirms the work of the 2008-09 Career and Technical Education Communications Plan Task Force and the use of Perkins funds to support the Communications Plan that was developed. Based on survey responses, the awareness of Career Pathways and the Lawrence Public Schools implementation of Career Pathways improved in every sector (parents, students, business and industry, non CTE teachers) by at least ten percent.

In 2016-17 the Individual Plan of Study Implementation Team developed an implementation plan to move students towards Individual Plans of Study. This plan was approved by secondary principals and will be implemented beginning in 2017-18.

Two Year Timeline

2017-18– Implementation of the plan to move all students to an Individual Plan of Study– a graduated series of strength finders and career interest inventories, an individual plan of study that includes a general post-secondary plan and the establishment of a portable electronic portfolio will begin in 2017-18. Students will be encouraged to develop a rigorous and challenging personal plan that includes academic subjects. This plan will be completed by all 8-12 students by May 30, 2018.

2018-19 – The Individual Plan of Study Implementation Team will continue to review Plan of Study implementation and align practices and recommendations with the KESA Year Two expectations. |

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).

In the 2007-08 needs assessment 67% of career and technical education teachers and 73% of counselors and administrators in USD 497 indicated that they had ample opportunities for professional development. Over the next five years the Lawrence Public Schools built on those positive responses with a comprehensive, organized and coordinated staff development program.

Teachers new to the district begin their employment with a new teacher induction program. This training provides staff development in lesson plan development, teaching methodologies, student assessment and classroom management. This preparation will be supplemented by new teacher meetings and the assignment of subject matter and building mentors. Each new teacher is also provided instructional coaching for a minimum of one-year.

All staff will be involved in building level professional development that will focus on academic achievement, student assessment, instructional best practice, curriculum integration and professional standards. High school teachers and counselors benefit from professional learning communities that not only focus on curriculum and instruction, but also identifying students who need additional support. Administrators will have professional development opportunities that are organized at the district level, including the opportunities for workshops on career cluster and pathways, plans of study and other high school reforms.

Funds are set aside each year for professional development and curriculum development specifically for Career and Technical Education teachers and counselors. Teachers and counselors are responsible for identifying training opportunities and requesting

funds to support these activities. Topics may include, but are not limited to, career assessment tools and curriculum, current labor market data, career pathways and programs of study, instructional strategies to improve reading, instructional strategies to improve mathematics, analyzing assessment data and Perkins core indicators, teaching all aspects of industry, nontraditional students, increasing and accommodating special population students, Perkins and EDGAR compliance, working advisory boards, developing articulation agreements and creating professional development plans to increase technical skills. Professional Development is provided based on a number of factors: 1) 3-year improvement plans developed by advisory committees and teachers through pathway maintenance, 2) Board of Education goal setting process for district level professional development, 3) building level professional development toward goals identified through data review at the district and building level. Academic and relevant technical content integration is supported by in building learning coaches, teachers on special assignment, professional learning communities, district professional development and advisory committee identified opportunities. Those who receive funds will be required to complete professional development knowledge validation forms upon their return from the activity and will be encouraged to share their findings with their peers.

Curriculum development will be coordinated by the Director Career and Technical Education. These activities will follow the district's plan to implement programs of study or support changes in equipment, software or instructional strategies.

The final element of the professional development plan is the use of instructional coaches. The Lawrence Public Schools in 2007-08 redefined the instructional model and placed qualified coaches in building across the district. The coaches provided teachers with assistance in improving academic instruction strategies, working with students from special populations and technical resource integration. Perkins funds were used to support this instructional model by providing training for instructional coaches and professional development for coaches. Unfortunately, budget reductions in 2010-11 eliminated Instructional Coaches other than those supported with Federal Grant funds. In 2010-11, Perkins funds were used to provide instructional support professional development of staff. Perkins funds were used in 2011-12 and 2012-13 to support this valuable professional development, however at a reduced rate, as required by KSDE in an effort to move funding away from Perkins support. In 2013-14 USD 497 redesigned the learning coach and curriculum specialist model to include teachers on special assignment. Support for the instructional coaching through Perkins was discontinued in 2013-14, however, it was picked up through district funding beginning in 2014-15.

Two Year Timeline

2017 – 18 – Funds are set aside in the FY2018 Perkins grant to support specific technical skills development and professional development on Career and Technical Education best practices, such as provided at the Kansas CTE Conference. Funds may also be used for Career and Technical staff and administration to learn more about required policies. All professional development activities require participants to complete a knowledge validation which records how the information gained will impact professional work and student achievement. Additionally, staff are required to identify how they will measure/assess the impact of the professional development and how they will share what they have learned with appropriate members of the district.

2018 – 19 – Teachers will continue to receive professional development at the district and building level. Funds will be set aside to continue professional development in identified technical areas and in Career and Technical Education best practices.

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.

An effective communication program to keep students, parents, advisory board members and the community informed of Career and Technical Education (CTE) was identified as a weakness of the Lawrence Public Schools in 2007-08. In order to address this need and bring stakeholders into the discussion to develop, implement and evaluate CTE programs a communication plan was developed in 2008-09. This plan, facilitated through outside consulting, provided strategies for communicating with all stakeholders the value of CTE, the requirements of the Perkins Act, current program offerings and development, implementation and evaluation process.

Immediately, the Lawrence Public Schools reorganized CTE committees, advisory boards and task forces to improve the communication and decision making process. The following outline describes the new organizational structure:

- I. Board of Education
 - a. Superintendent
 - i. Teaching and Leadership Team. This group will include a representative from each building, secondary principals, Special Populations Representatives, Counseling Representatives, Board of Education and the USD 497 Division Directors for Teaching and Learning.

1. Advisory Committee (one for each program – includes all program teachers, Post-Secondary Representative, Business and Industry Representative, Parent Representative, Student Representative, Special Population Representative, and Counseling Representative)
 - a. Task Forces (as needed, examples listed below)
 - i. Non-traditional Task Force
 - ii. Special Populations Task Force
 - iii. Program Review Task Force
 - iv. Others as requested by USD 497 Teaching and Learning Leadership Team

The Teaching and **Leadership** Team meets regularly, to review and implement district goals, review and revise plans, including the USD 497 Carl Perkins Career and Technical Education Act Improvement 5 year plan, as needed and make recommendations to the superintendent and school board regarding Career and Technical Education and other curriculum. This group reviews data, include size, scope and quality and Career and Technical Education Core Indicators and determine what task forces and advisory committees are needed. It is expected that these task forces and advisory committees will include parents, students, including graduates, post-secondary partners and business and industry. Advisory Committees will meet at least twice a year to discuss program strengths and weakness and make recommendations to the Teaching and **Leadership** Team. Advisory Committee membership, minutes and improvement plans are posted on the district website to assist in communication. In an effort to improve the effectiveness of these advisory committees, advisory committee chairs will be provided training. Task forces will be convened and will meet as needed.

Additionally, Career and Technical Education Needs Assessments or surveys will be conducted as needed. These online assessments will be available to 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. Information meetings will be held following the assessments and in conjunction with the development of the Perkins 5 Year Plan annually.

In 2013-14 a team of over 50 students, parents, teachers, counselors, administrators, post-secondary partners and business and industry members reviewed the USD 497 Career and Technical Education program as part of the development of the USD 497 College and Career Center. These facilitated meetings, in combination with the advisory committee meetings, served as the needs assessment for 2013-14. All minutes were posted online for the public to review. Regular updates were provide publicly during USD 497 Board of Education meetings. In 2014-15 a Workforce Development Council, was convened by the Lawrence Economic Development Corporation, USD 497 and the Lawrence Chamber of Commerce. This group of concerned citizens has an opportunity to provide guidance to community wide workforce development, including USD 497 Career Pathways. In developing the FY2016 Perkins Grant advisory committees, the Workforce Development Council and the College & Career Center student advisory committee were included in the development of the grant.

Stakeholders groups received communication regarding Career and Technical Education programs through a number of resources including, direct-email, website, Facebook, Twitter, television commercials, open-house meetings and stakeholder group meetings (students before enrollment, parents before enrollment, social and professional clubs such as Rotary, Board of Relators, etc). These communications were a product of the communications plan that was funded through FY2014 Perkins and FY2015 Perkins grants.

Two Year Timeline

2017 – 18 – In 2017-18 Career and Technical Education will complete a needs assessment as part of Year One of the KESA Process. Parents, students, academic and technical education teachers, administrators, counselors, business and industry representatives, special population representatives and other individuals will be involved in the assessment. Results will help shape Board of Education goals and the FY2019 Carl Perkins grant.

The Career Pathway advisory committees will continue to meet bi-annually to review data and programs, develop goals and complete pathway maintenance. Goals will be developed by teachers, building and district administration and approved by the USD 497 Board of Education by March 15, 2017. Goals will be outlined on the district website annually each fall and communicated to the Board of Education through the Carl Perkins Grant approval process.

2018-19 – Results of the needs assessment will be shared and action plans will be developed based on the goals approved by the Board of Education. Advisory committees will continue to meet. As new programs/pathways are developed new communication materials will be created.

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. |

A 2007-08 CTE Needs Assessment indicated the program development/improvement process as a concern, and a district reorganization began to improve the review process. A group of administrators worked with counselors and teachers to ensure that CTE programs are of such size, scope and quality to bring about improvement in the quality of career and technical education. A 7 year curriculum review process was drafted in 2008-09. This process has continued to be refined by district and building administration. The current process includes a curriculum review lead by district administration, teaching staff and building principals. The process will focus on 1) what students are learning – through assessments, including formative and summative assessment, 2) what students should be learning – through standards documents, competencies and labor market data, 3) what are the gaps – comparing student assessment data to the standards documents and other data, and 4) what adjustments need to be made – including instructional materials, instructional methods, assessment methods and student interventions. Perkins funds were used to provide leadership with training, professional development and tools to lead this review process.

Data (teacher survey and core indicators 1S1, 1S2 and 2S1) indicate that this process is working as necessary. Academic skills and technical skills are being met. In order to address program size, additional CTE staff was hired for the 2012-13 school year. In 2012-13 a new teacher walk-through program will begin. This program will allow educators to evaluate the quality of instruction and make professional development recommendations based on walk-through data.

Another restructuring took place in 2013-14. In this restructuring, CTE leadership was elevated to the “Director” level reflecting the district’s greater commitment to Career and Technical Education. This position will oversee all aspects of CTE and will be responsible solely for CTE. This position moved to the Educational Programs and Technology Team in 2013-14 and continues to provide leadership for pathway programs. For 2016-17 a new administrative intern will be hired to provide leadership for Career and Technical Education programs and the College & Career Center. **In 2016-17 another reorganization took place with district leadership. Beginning in 2016-17 support for Career and Technical Education will be the responsibility of the College & Career Center Principal and the Director of High School Support.**

In 2013-14 USD 497 elected to embrace the pathway maintenance model and allowed advisory committees to assist in evaluating the size, scope and quality of programs. Advisory committees review the curriculum, resources, facilities, professional development and other elements of the pathway program and assist in developing 3-year improvement plans. Plans are shared with district and building administration and serves as guidance for identifying areas of need and focus. Teacher evaluation is still completed in accordance with the negotiated agreement and is in alignment with KSDE requirements.

Two Year Timeline

2017 – 18 – USD 497 will continue to use Pathway Maintenance and the Perkins Career and Technical Improvement Act to review the size, scope and quality of Career and Technical Education Programs. Size and scope will be annually monitored by building and district administration with input from teachers and the advisory committees. Three-year improvement goals will be required of all pathways and will be submitted to KSDE and the USD 497 Board of Education each spring. Instructional quality will be monitored through the districts evaluation processes, which focuses on the Danielson model. This model requires teachers to set personal preparation and planning, classroom environment, instructional and professional responsibility goals. The timeline for these evaluations is determined through negotiations and evaluations are kept on file locally.

2018 – 19 – Same as above. Any new requirements by KSDE or the Kansas legislature will be reflected in the Carl Perkins narrative

7. Describe the process that will be used to annually evaluate and continuously improve the performance of CTE programs.

Originally, CTE programs in USD 497 relied upon the North Central Accreditation Process and KSDE to set standards for improvement and to evaluate the success of the district’s CTE program. As part of the Carl Perkins 5 Year Plan, the Lawrence Public Schools developed their own comprehensive program review process. A detail description of this review process was included in prior year Perkins Grant narratives.

In 2012-13 Career and Technical Education moved away from the “in-house” program review process and towards a three year improvement plan, based on requirements from KSDE as part of Pathway Maintenance. Based on this improvement plan, Career Pathway teachers and advisory committees, with assistance from the Director of Career and Technical Education developed action plans for improving the performance of evaluated Career and Technical Education programs. These plans may include, but are not limited to professional development, equipment, instructional resources, facility improvements, internships and other work based activities and/or continued work with post-secondary institutions. This action plan was reviewed and approved by the advisory board and presented to district and building administrators, the Teaching and Learning and Educational Programs and Technology Leadership Teams and the Board of Education as a request. Final implementation of the improvement plan will rest with the Director Career and Technical Education and Building Administration. Pathway course and curriculum changes will be lead by the KSDE Pathway review schedule and reviewed by local advisory boards to add competencies as needed.

In 2014-15 and moving forward each teacher will complete the USD 497 Career Pathway Self-Evaluation Tool (modified from KSDE's Pathway Assessment Rubric) that could be shared with building administration and the advisory committee. This tool will allow teacher to be reflective regarding their Career Pathway and identify possible goals for the 3-year improvement plan. Three year improvement plans must be developed in conjunction with advisory committees and submitted to district administration for approval. These plans are then used to establish goals and direction for the district's Career and Technical Education program and the Carl Perkins Improvement Act and are subject to USD 497 Board of Education approval and Kansas Department of Education approval through the pathway maintenance process.

Ongoing professional development is provided for staff in understanding and interpreting Perkins Core Indicators and the use of advisory boards. The need for this professional development has been highlighted by the 2007-08 Career and Technical Education Needs Assessment and the 2007-08 Carl Perkins monitoring visit by KSDE. A 2012 teacher survey indicated that while understanding of the Core Indicators had increased, it had not done so significantly. Therefore, professional development on Core Indicators continues. Program Advisory Committees are continuously engaged in the review of programs and that model will continue for programs that are not undergoing the extensive program review described above. Beginning in 2011-12 Advisory Committees were provided Perkins Core Indicator data to review for the district, the specific pathway and each individual school. Data was not reported for 2014-15, making a review impossible in 2015-16. Steps have been taken to make sure data is recorded effectively in the future and review of Perkins Core Indicators resumed in 2016-17.

In 2017-18 USD 497 Career and Technical Education will continue to use the pathway maintenance process to evaluate and improve the performance of CTE programs, but it will also work to align evaluation and improvement with the statewide KESA model, especially for Kansas Board of Education outcomes for Individual Plans of Study focused on career interests, high school graduation rate and postsecondary completion and attendance

Two Year Timeline

2017 – 18 – USD 497 will continue to use the USD 497 Career Pathway Self Evaluation Tool, the 3-year Improvement Plan, Pathway Maintenance and the Perkins Career and Technical Improvement Act to evaluate and continuously improve Career and Technical Education Programs. Improvement plans will be submitted after the spring advisory committee meeting and included in submitted Pathway Maintenance Applications. Improvement Goals will be refined and submitted as part of the Carl Perkins Career and Technical Education Improvement Act Grant and progress reports will be completed.

2018-19 – Same as above. Any new requirements by KSDE or the Kansas legislature will be reflected in the Carl Perkins narrative.

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;

As part of the Perkins IV transition year district administration reviewed core indicators and other data to determine the participation rates of students from special populations. During 2007-08 transition specialists at each high school assisted special population students with career assessments and completed transition plans for students. Beginning in 2008 a Special Populations Career and Technical Education Task Force, including the Career and Technical Education Specialist, Division Director of Student Intervention Services, Assistant Director of Special Education, high school Transition Facilitators, Federal Program/ESL Service Specialist, high school counselors and outside community social service agencies was convened to develop tools that will identify barriers for special populations. Beginning in 2011, the Special Populations Career and Technical Education Task Force was merged with the Multiple Tiered Systems of Support (MTSS) Leadership Team. This group, which included the Curriculum Specialist for Career and Technical Education and many of the other members of the Special Populations Career and Technical Education Task Force, was charged with developing systems to support students who are not meeting educational goals, including Career and Technical Education Perkins Core Indicators. This system of support which included, but was not limited to, professional development, instructional coaching, policy revision, adaptive strategies and additional data collection began in 2011-12. Over the next 3 years USD 497 developed a number of strategies to overcome barriers for special populations including a summer program, co-teaching and para support based on the recommendations of the leadership team.

In 2013-14 USD 497 Career and Technical Education, Adult Education and GED/Diploma Completion were merged as part of the new department, Educational Programs and Technology. Working together, these areas collaborated with local business and industry and post-secondary institutions to identify workforce needs and streamline programs of study. USD 497, working with Neosho County Community College and other institutions, developed a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant proposal to increase technical training to north and south east Kansas. While the partnership did not receive the TAACCCT grant, the collaboration has led to an increase in the number of post-secondary credits offered for both high school and adult students in Douglas County. Working with Neosho County Community College, Johnson County Community College and Flint Hills Technical College, the Lawrence Public Schools, in collaboration with the Lawrence Chamber

of Commerce, the City of Lawrence and Douglas County have developed over 100 credit hours of instruction in Construction, Welding, Allied Health, Emergency Medical Science, Biotechnology, Engineering, Robotics, Industrial Technology, HVAC, Criminal Justice and basic skills training. Located directly next to the Lawrence Workforce Center this programming at a cooperative educational facility will provide many options for those within special populations to access Career and Technical Education programs.

The Lawrence Public Schools continues work with post-secondary partners to streamline access to certification training that is offered at the Lawrence College & Career Center and Peaslee Tech. It has been identified that a number of special population students would benefit from this training. **In 2017-18 USD 497 will bring groups of special populations students to the Lawrence College & Career Center to share with them the opportunities that are available and provide support in applying for admission and enrolling in courses at the Lawrence College & Career Center and Peaslee Tech.**

Two Year Timeline – See below

- b. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance;

The Lawrence Public Schools are committed to meeting the needs of our special population students. All of our schools currently use a multi-tiered system of interventions to support student learning. Student intervention and special education teams regularly review Individualized Education Plans (IEPs), Individuals with Disabilities Act (IDEA) Section 504 plans, English as a Second Language (ESL) plans and other intervention strategies to enable special populations to meet levels of performance.

Examples include, but are not limited to, increasing opportunities for career and technical education for students at the Lawrence Juvenile Detention Center, translation of course guides and career development materials for ESL students, curriculum and guidance review by special education staff and instructional coaching for Career and Technical Education staff in to meet special population needs.

Beginning in 2013-14, USD 497 provides funding for a paraprofessional that serves both high schools to assist teachers in providing accommodations for special population students in CTE classes. This para professional receives the same technical training as USD 497 CTE teachers and serves as a conduit between special education teachers and CTE teachers. Data is tracked on student's levels of performance before and after this intervention. This position is a result of the recommendation of the USD 497 Special Populations Career and Technical Education Task Force.

Additionally, USD 497 Adult Education has partnered with Neosho County Community College to provide cost-free career and technical education courses for students enrolled in Adult Basic Education, General Education Development and/or English as a Second Language. As part of the Accelerating Opportunities-Kansas (AO-K) program, special population students will have the supports needed to meet levels of performance in both academic and technical skills. While these students are not reported with USD 497 data, we do recognize this is a district program and these populations will need assistance in meeting educational outcomes.

In 2015-16 both high schools began implementation of a Comprehensive Integrated 3-Tiered Support (Ci3T) with support from the University of Kansas. This model establishes school wide academic, behavioral and social expectations, a system for teaching and reinforcing those expectations and a plan for intervention if students do not meet expectations. Data is monitored regularly and includes Perkins Core Indicators. In 2016-17 the Lawrence College & Career Center will begin implementation of their Ci3T plan. It is expected that this model of support will assist student from special populations to meet the local adjusted levels of performance. **Data is showing that Ci3T has had a strong impact on student performance and implementation will continue throughout the 2016-17 school year.**

Two Year Timeline – See below

- 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.

Preparing for high-skill, high-wage or high-demand occupations in current or emerging professions is central to the goals of Career and Technical Education in the Lawrence Public Schools. The 2007-08 Career and Technical Education Needs Assessment clearly identified a lack of knowledge on labor market information. To address this need, the staff of USD 497 included this information as part of their regular Career and Technical Education staff development activities. Activities included workshops and other special events that promote high skill, high wage or high demand occupations. In 2009-10 it was encouraging to see an improvement in this area as 75 percent of CTE teachers indicated instructional activities within their program, pathway or course provided current

labor market data. In a 2012 teacher survey, only two percent of CTE teachers indicated that they did not have activities within their program, pathway or course that provided current labor market data. Labor market data is now included on the district website for each Career Pathway and included in the High School Course Description and Planning Guide. Additionally, all eighth grade students discuss local labor data in the required Career and Life Planning course. Additional labor market data was examined in 2012-13 and reported to the board of education as information used in the identification of potential new pathways for the Lawrence College & Career Center.

In 2011-12 the Lawrence Public Schools began two projects that provide activities to prepare special populations, including single parents, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. The Adult Learning Center houses three programs: The Lawrence Diploma Completion Program, the Adult Education Center and Johnson County Community College. These three programs work together to provide both secondary students and adults the knowledge and skills they need to prepare for high skill, high wage and/or high demand occupations by providing both academic instruction and technical instruction at the same site for a wide variety of special population. This project is another result of the Special Populations Career and Technical Education Task Force recommendations.

With the opening of the Lawrence College & Career Center and Peaslee Tech, partnerships continue to grow and support those within special populations. These educational facilities provide high wage, high skill, high demand technical training for high school students and adults, including those from special populations. These entities, and their partners, the Lawrence Workforce Center, Johnson County Community College, Neosho County Community College and Flint Hills Technical College, will work with local social service agencies, coordinated by the United Way of Douglas County, to provide a path and support to self-sufficiency for Douglas County residents. Outcomes for this population will be reported on monthly to the Economic Development Council and the Lawrence Workforce Council. Relocation of the Lawrence Workforce Center provides those who are unemployed with a direct path to educational programs that lead to high skill, high wage and high demand occupations

Two Year Timeline

2017 – 18 – The Lawrence Public Schools will continue to strengthen the partnership with Peaslee Tech by jointly opening the Automotive Services classroom at Peaslee Tech. This program will allow adults to gain access to automotive service programs that are currently housed at Lawrence High School. These programs provide concurrent credit with Johnson County Community College and lead to high wage, high skill and high demand jobs in Lawrence and Douglas County.

The District will continue to implement Ci3T programs to support special populations across the district and host informational tours and support sessions for our special populations groups, including JAG, AVID, Can We Talk and others at the Lawrence College & Career Center.

2018 – 19 – Partnering organizations will continue to evaluate, improve and expand programs for students, including students from special populations, providing the support needed to be successful in meeting indicators for academic and technical success that lead to high wage, high skill and high demand occupations |

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. |

Discrimination is not tolerated in the Lawrence Public Schools. Board of Education Policy JGEC states:

The district is committed to maintaining a learning environment free from discrimination and harassment as herein defined. Discrimination, including acts of harassment, against any individual on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation or gender identity is prohibited by federal and state law and district policy. The Superintendent of Schools (110 McDonald Dr, Lawrence, KS 66044, 785-832-5000) has been designated District Compliance Coordinator to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990 and the Kansas Act Against Discrimination.

Discrimination is conduct which affords a student different treatment, solely on the basis of race, color, national origin, religion, disability, sex, sexual orientation or gender identity in a manner which interferes with or limits the ability of the student to participate in or benefit from the services, activities or programs of the school.

Discrimination as above described against any student in the admission or access to, or treatment in the district's programs and activities is prohibited.

Any student or employee who engages in discriminatory conduct as above described shall be subject to disciplinary action, up to and including termination from employment or expulsion from school.

The district also provides a number of other services for special populations to ensure they will have equal access to educational opportunities. English as a Second Language (ESL), Special Education, Native American Student Services, Adult Education and

Mental Health Services are all supported at the district and the building level. Students who are eligible under Federal Child Nutrition regulations or who have financial hardship are exempt from fees or charges |

10. Describe how funds will be used to promote preparation for non-traditional fields. |

The Lawrence Public Schools have traditionally met the Core Indicator Goal for nontraditional participation. In FY2011 the Lawrence Public Schools saw a dramatic drop in both nontraditional participation and nontraditional completion. In order to address these Perkins Core Indicators the Career and Technical Education Nontraditional Task Force completed a Root Cause Analysis regarding data for non-traditional careers. Data collected has indicated that enrollment for two female non-traditional career paths (Agriculture and Communications and Technology) are high. Computer Programming and Trade and Industry Pathways (Computer Programming, CAD/CADD Drafting, Auto Mechanics, Manufacturing Production, Cabinetmaking and Furniture Design/Construction) have low enrollment for female. The task force solutions included professional development for teachers and counselors in support non-traditional students and the expectation that each teacher in the pathway will provide one activity for recruitment and one activity for retention for 2012-13. Teachers continue with these activities.

Students also have an opportunity to learn about careers in nontraditional fields. Funds will be used to support events such as the at Johnson County Community College that promote non-traditional careers, 9th grade visits to our high schools to investigate career and technical education programs and promotional materials addressed to students interested in identified programs. The district will continue to urge students to apply for the Breaking Traditions Scholarship provided through Johnson County Community College and will seek funds for a local nontraditional scholarship. In 2009-10 USD 497 implemented a summer program that will expose students to non-traditional careers. This program will be combined with a summer program for special populations that exposed them to career clusters.

As part of the reorganization in 2011-12, to 6-8 middle schools and 9-12 high schools significant changes were made that impacted non-traditional student participation. All 8th grade students are now required to take Career and Life Planning. This course will explore a wide variety of careers and includes a non-traditional career project. New transition nights provide students with an overview of the Career Pathways and include materials encouraging non-traditional careers.

While there has been some progress in non-traditional career fields, USD 497 continues to be challenged in non-traditional participation and completion. While meeting the participation goal for FY2014, USD 497 will focus significant resources towards non-traditional recruitment in 2014-15. Building on the strategic communications plan that will be developed in June of 2014, the plan was implemented in 2014-15. Additionally, each non-traditional pathway has been charged with having a non-traditional member on the advisory board and as a guest speaker to continue to encourage non-traditional student participation. In 2016-17 USD 497 is working with the United Way of Douglas County, the Lawrence Education Achievement Partners and

The district did meet the new negotiated measures in 2013-14 and eagerly awaited the results of the strategic communication plan that was implemented in 2014-15. Unfortunately, data was not collected for 2014-15 and the district must rely on anecdotal evidence. Initial results indicate that the renewed focus on non-traditional participation is positive in some areas (Health Science, Agriculture, Architecture and Construction, STEM), but continue to be a challenge in others (Information Technology, Automotive Service, Manufacturing). Support will continue to be provided for events that encourage non-traditional participation and a focus on hiring non-traditional staff. **For 2016-17 the Lawrence Public Schools met the goals set for completion, but not for participation. An analysis indicated that the communication plan implemented in 2014-15 was successful in increasing overall participation, direct communication to non-traditional students was lacking. However, once students were participating, they were likely to complete the program. Staff felt this was a reflection on the increased focus on non-traditional students.**

Two Year Timeline

2017 – 18 – The Lawrence Public Schools will continue to promote non-traditional careers through the use of Career Cruising in the required Career and Life Planning course, recruitment of non-traditional teachers and advisory committee members, support for events that promote non-traditional occupations, and including non-traditional participants in promotional materials. Core Indicators will be used to identify success in this area and will be shared by pathway at advisory committee meetings and reported as part of the Carl Perkins Career and Technical Improvement Act Grant. The district will also implement new Plans of Study fairs and directly email parents for non-traditional students to attend. Speakers will be recruited for each area that are non-traditional for their field.

2018 – 19 – Same as above, with a review of practices and data with the advisory committees. Advisory committees will also develop 3-year improvement plans relating to the non-traditional participants.

11. Describe how career guidance and academic counseling will be provided specifically to CTE students, including linkages to future education and training opportunities. |

Guidance and academic counseling was indicated by teaching staff as a need in the 2007-08 Career and Technical Education (CTE) Needs Assessment. Though teachers were concerned, administration and counselors did not identify guidance and plans of study as a serious weakness. In order to study this indicator more closely the district put together a Counseling and Guidance Task Force to examine what is career guidance and academic counseling is being offered, who is providing the counseling, what barriers are prohibiting students from receiving comprehensive guidance, and how we can bring teachers, counselors, parents, students and administrators together to assist CTE students. In 2009-10 the Counseling and Guidance Task Force recommended that each student have time with counselors to establish a plan of study that includes post-secondary plans.

Implementation of the plan was to begin 2011-12 with the addition of 6th graders to the middle school and 9th graders to the high school. Actual implementation began in 2013-14. After collecting survey data, in 2013 forty five percent of teachers indicating that they work closely with the guidance counselors in their building to develop educational plans of study and assist with students' future career opportunities, as compared with fourteen percent in 2010. The Core Indicator for Placement (5S1) was not met in FY2011, however the plan was not implemented until FY2014, so the task force will be reviewing most recent data before developing new plans.

In 2013-14 the USD 497 Board of Education set a goal for staff to review the job descriptions for all counselors and social workers and make recommendation for enhancements in areas of career and mental health programs. Based on this work USD 497 has selected Career Cruising Pathfinder to assist student and parents in developing Individual Plans of Study, as recommended by the Kansas State Board of Education. This online tool will help students set academic and career goals and assist counselors in communicating expectations. Additional enhancements were considered, but implementation was delayed after learning of KSDE's review of preferred vendors for Individual Plans of Study tools..

ccPathfinder was implemented with all 8th grade students and Lawrence High students in 2014-15. In 2015-16 all eighth grade students and high school students completed enrollment with the online course tool. In 2016-17 a 4-year plan of study that includes linkages to post-secondary opportunities was the goal in using ccPathfinder. **This goal was not met, but a plan form implementation was created by secondary counselors and approved by building and district administration for implementation in 2017-18.**

Other enhancements to career guidance and academic counseling include an expansion of academic and career guidance at the Lawrence College & Career Center. In 2016-17 the College Planning night and Financial Aid Planning was moved to the Lawrence College & Career Center. This was a very successful event and is now being moved to the Lied Center of Kansas in 2017-18 to accommodate the large number of students and families that attended. A Career Fair for 7th grade students was also be undertaken at the Center. While this event was successful in 2016-17, leadership changes with partnering organizations have put the event in review. Staff will be working with middle school principals, counselors and teachers to determine how to move forward with activities that expose middle school students to plans of study and to develop their plan.

Two Year Timeline

2017 – 18 – Teachers and counselors will continue to receive training in the use of Career Cruising and ccPathfinder to identify plans of study and develop an individual plan of study in 2016-17. The Individual Plan of Study Implementation Plan, developed in 2016-17, will be implemented in 2017-18. Students in grade 8 will develop and individual plan of study and students in grade 9 and 10 will update their plans. In grades 11 and 12 students will be exposed to college application and financial aid information, respectively. The Lawrence Public Schools middle school principals, counselors and teachers will work together to develop activities that expose students to plans of study by December 2017. College Planning and Financial Aid Planning Night will remain at the Lawrence College & Career Center in 2017-18.

2018 - 19 – Continued implementation of ccPathfinder all students in grades 8 – 12 completing an Individual Plan of Study by February, 2019 that includes general post-secondary plans.

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;

The Lawrence Public Schools recognize the need for quality CTE educators, career guidance counselors and academic counselors in our schools. To increase the quantity, quality and diversity of these educators, district and building administration have developed and carry out strategies to recruit and retain instructors who are in new and emerging areas, practice in program areas that have shown a high demand for educators, have experience from business and industry and have sufficient academic and pedagogical knowledge.

The first strategy involves district administration identifying subject areas of high need and resources for qualified educators. Meetings with career and technical education stakeholder groups will identify colleges and university with strong training programs in counseling and career and technical education, business and industry partners, including the Lawrence Chamber of Commerce,

that may provide prospective teachers in new and emerging technical areas and other community groups that represent the diversity of Lawrence.

Once identified, building and district administration develop relationships, provide informational materials, including alternative certification opportunities, and expose the need for quality CTE educators and counselors with the Lawrence Public Schools. Practices will include, but are not limited to, college visits, presentations to community groups, awareness through broadcast, print and online and other recruitment activities. The Lawrence Public Schools has developed a Teaching and Training Program of Study. This program, in conjunction with training from post-secondary institutions, will present new “home-grown” candidates to the profession of teaching. Labor market information, including local needs and requirements, will be presented to students early in the career decision process to support the recruitment of new quality educators.

Support for new and current teachers is provided through a system of professional development and coaching. Teachers new to the profession will undergo a new teacher induction program with a focus on lesson plan development, teaching methodologies, student assessment and classroom management. Mentorship programs for new teachers will continue. This new teacher induction program continues to evolve and improve with the 2013-14 version designed to provide more direct support than past inductions. Support for current staff will include professional development with a focus on academic/technical integration, ever-changing industry standards, and replicable best practices in CTE instruction and counseling. Educators will also have networking opportunities through building staff development to ensure discussion and solutions for critical issues impacting Career and Technical Education.

In 2013-14 USD 497 also implemented a new human resources portal that allows more efficient applications and other services to potential CTE applicants |

b. The transition to teaching from business and industry. |

The alternative licensure process, available through KSDE, will be a focal point in efforts to improve the transition to teaching from business and industry. Since the first year of this plan, district administration publicized alternative licensure opportunities to local business and industry partners and the public at large. Information will be provided through broadcast, print and electronic sources. Job postings will include identifiers that indicate alternative licensure as an opportunity for applicants. Identification of additional forums for job postings will be identified through meetings with career and technical education stakeholders.

To support the transition from business and industry to teaching, those new to the profession will complete a new teacher induction program during the first week of employment that addresses lesson plan development, teaching methodologies, student assessment and classroom management. New teachers will meet with their primary evaluators to create a plan of study that provides at least nine hours of instruction in classroom management, effective teaching methods, instruction of students with special needs and development of content specific curriculum during their first two years of employment. Dependent upon demand, these courses may be offered through the district and/or with a partnering university. These instructors will also attend at least one professional conference each year related to their technical program content area.

In later years teachers will complete another nine credit hours of instruction in the foundations of technical education, workplace experience, school improvement, assessment techniques and utilization of technology. Instructors will continue to attend professional conferences and will assigned a content area and building mentor throughout the four year transition period.

In 2014-15 the Lawrence Public Schools were successful in recruiting 3 teachers directly from business and industry. New job descriptions and human resources practices have led to a smoother, more accommodating application, interview and hiring process for those outside the teaching profession. New evaluation practices will also support those entering the profession from business and industry. These teachers received intensive instructional coaching during their first year.

In 2016-17 USD 497 had a late hire from business and industry to the classroom. The Lawrence Public Schools had three Career and Technical Education positions open for the 2017-18 school year. Two of those positions have been filed by traditional applicants. The district is currently looking for a culinary arts teacher and expect that this hire will come through a transition for business and industry to the classroom.

Two Year Timeline

2016 – 17 – Support will be provided for new teachers in Career and Technical Education and those teachers new to the profession through learning coaches, professional development and evaluation.

2017 - 18 – Same as above. |

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 2018 Action Plan for Improvement

Directions: Individual districts must address their “unmet” performance measures by identifying the root cause. Consortiums will address each of the “unmet” performance measures as a whole when 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/Consortiums that have met all performance measures do not have to complete an Action Plan for Improvement.

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 2016?	__	__ Yes	<input checked="" type="checkbox"/> No
Is this a repeat unmet performance measure from FY 2014 and 2015?	__	__ Yes	<input checked="" type="checkbox"/> No
Performance measure to be addressed on this page:			
<input type="checkbox"/> 1S1 <input type="checkbox"/> 1S2 <input type="checkbox"/> 2S1 <input checked="" type="checkbox"/> 3S1 <input type="checkbox"/> 4S1 <input type="checkbox"/> 5S1 <input type="checkbox"/> 6S1 <input type="checkbox"/> 6S2 (Address only one performance measure per page.)			
Root Cause: Data in 2015 was not reported. The district was less than .3 away from meeting this goal. This translates to one student. District and building administration have reviewed all students who did not graduate to determine root causes. As expected, the analysis revealed many reasons for failure to graduate.	Person(s) Responsible: District Administration – Rick Henry Building Administration – Patrick Kelly, Matt Brungardt, Myron Graber HS Counselors		

Solution: (Must include start and end dates when addressing the solutions.) <ul style="list-style-type: none"> • All students will be required to complete a 4 year plan of study – August 2017 - February 2017 • Counselors and principals will review failure rates for students - August 2017, January 2017 A number of interventions are ongoing to address graduation rates: Ci3T, AVID, Diploma Completion	
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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

FY 2018 Action Plan for Improvement

Directions: Individual districts must address their “unmet” performance measures by identifying the root cause. Consortiums will address each of the “unmet” performance measures as a whole when 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/Consortiums that have met all performance measures do not have to complete an Action Plan for Improvement.

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 2016?	__	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is this a repeat unmet performance measure from FY 2014 and 2015?	__	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Performance measure to be addressed on this page:			
<input type="checkbox"/> 1S1 <input type="checkbox"/> 1S2 <input type="checkbox"/> 2S1 <input type="checkbox"/> 3S1 <input type="checkbox"/> 4S1 <input checked="" type="checkbox"/> 5S1 <input type="checkbox"/> 6S1 <input type="checkbox"/> 6S2 (Address only one performance measure per page.)			
Root Cause: Data was not submitted by USD 497 Lawrence Public Schools for the 2014-15 school year. This was the first time USD 497 Lawrence Public Schools have not submitted data. This had an impact on the FY 2016 data for 5S1.	Person(s) Responsible: Patrick Kelly, Julie Goulding, Paul Dawson		

Solution:	(Must include start and end dates when addressing the solutions.)
The solutions below were completed in 2016-17 which should lead to a change in data for FY2017	
<ul style="list-style-type: none"> • All parties responsible will attend Professional Development provided by KSDE in Student Data Management (06/07/2016) • All parties responsible review the Pathways Student Data Management Checklist and determine responsibilities, establish policies and protocols for submitting Student Data to KSDE (06/15/2016) • Responsibilities, policies and protocols will be shared with the Asst. Superintendent of Educational Programming and Technology (07/01/2016) • Data entry will begin (07/01/2016) • Data entry will be completed (07/30/2016) • A confirmation email from KSDE that data is within the system will be secured (08/01/2016) • Email will be shared with Asst. Superintendent of Education and Programming and Technology (08/05/2016) • A second confirmation letter from KSDE that data is within the system will be requested (8/14/2016) • Data submission closes (8/15/2016) • All parties responsible will review policies and protocols with Asst. Superintendent of Educational Programming and Technology (09/01/2016) 	

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

FY 2018 Action Plan for Improvement

Directions: Individual districts must address their “unmet” performance measures by identifying the root cause. Consortiums will address each of the “unmet” performance measures as a whole when 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/Consortiums that have met all performance measures do not have to complete an Action Plan for Improvement.

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 2016?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is this a repeat unmet performance measure from FY 2014 and 2015?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Performance measure to be addressed on this page:	
<input type="checkbox"/> 1S1 <input type="checkbox"/> 1S2 <input type="checkbox"/> 2S1 <input type="checkbox"/> 3S1 <input type="checkbox"/> 4S1 <input type="checkbox"/> 5S1 <input checked="" type="checkbox"/> 6S1 <input type="checkbox"/> 6S2 (Address only one performance measure per page.)	
Root Cause: Data was not submitted by USD 497 Lawrence Public Schools for the 2014-15 school year. After reviewing the data it was determined that while completion was up for non-traditional students, participation was down. Total participation was up for CTE students. A Root Cause Analysis led to the conclusion that while communication tools were working to promote programs, they were not working as a way to recruit non-traditional students.	Person(s) Responsible: Patrick Kelly CTE Teachers Business an Industry Partners

	Solution: (Must include start and end dates when addressing the solutions.) <ul style="list-style-type: none"> Teachers and business/industry partners will meet to plan Plans of Study career events (August & September 2017) Non-traditional representatives will be recruited for each plan of study (September 2017) Non-traditional students for each pathway will receive communication about and be invited to Plans of Study career events (September 2017) Implementation of Plans of Study career events, including work site tours, lunch with non-traditional representatives, panel discussions of wage and entry level position demand and post-secondary career options (September 2017 – April 2018) Review of enrollment data on non-traditional course enrollment (April 2018) Follow-up conference with non-traditional students to determine barriers to non-traditional enrollment (April 2018)
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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 2018

Please use the most current prices when identifying items for this list. You only need to list items for the FY2018 year.

Program Area(s)	Equipment Description	Quantity	Unit Cost	Describe Professional Development/Curriculum Needs That Will Support the Item To Be Purchased	Total Cost
Architecture and Construction	Powermatic Model WP2510 25" Helical Head Planer	1	\$16,000	Teacher does not need professional development. Curriculum development will be done in Summer 2016 to adjust lessons	\$16,000

ITEMIZED SUPPLIES/MATERIALS/SOFTWARE/RESOURCES LIST - FY2018

Please use the most current prices when identifying items for this list. You only need to list items for the FY2018 year.

Program Area(s)	Description	Quantity	Unit Cost	Describe Professional Development/Curriculum Needs That Will Support the Item To Be Purchased	Total Cost
A/V Communications	Canon EOS 70D DSLR Camera with 18-135mm Lens Video Creator Kit	1	\$1,149	Teachers will work together for professional development on the equipment. Curriculum development will be done in Summer 2017 to adjust lessons	\$1,149
A/V Communications	Canon EOS 70 DSLR Camera (Body Only)	2	\$799	Teachers will work together for professional development on the equipment. Curriculum development will be done in Summer 2017 to adjust lessons	\$1,598
Visual Arts	Wacom Intuos Art Pen & Touch Medium Tablet	6	\$165	Teachers will work together for professional development on the equipment. Curriculum development will be done in Summer 2017 to adjust lessons	\$990
Visual Arts	Epson Perfection V600 Photo Scanner	4	\$229	Teachers will work together for professional development on the equipment. Curriculum development will be done in Summer 2017 to adjust lessons	\$916

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

For Administration Costs Only

Administrative Costs

\$ 360 _____

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, 2017 – June 30, 2018

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.*

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide high-quality instruction in math, science, engineering and technology for students that has been developed with business and industry input and prepares them to succeed in the global economy.	The Lawrence Public Schools will provide STEM instruction, integrating academic (science and math) with career and technical skills by implementing Project Lead the Way (PLTW) in grades 8 – 12.	Students participating in PLTW programs will be measured on multiple indicators: 1) Kansas math assessment, 2) Kansas science assessment, 3) Career Pathway course competencies, 4) PTLW end-of-course assessments.	80% of students who complete a PLTW course will meet or exceed standards for the assessments listed.	1S1 – Mathematics 2S1 – Technical Skill
2.				
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	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	PLTW Participation Fees	\$13,000
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		\$13,000

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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.

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CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide students with the opportunities to visit area universities, colleges and technical schools to understand opportunities available and the preparation needed to attend these schools.	The Lawrence Public Schools will schedule 4 college visits for up to 135 students.	Student enrollment in college in both their first and second year after high school will be measured.	The Effective Rate for post-secondary enrollment for the Lawrence Public Schools will raise 5 percentage points by 2020. The Perkins Core Indicator 5S1 will raise by 5 percentage points by 2020.	5S1 - Placement
2.				
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	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	4 trips with 9 subs at \$146 per sub	\$5,256
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		\$5,256

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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.

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CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide exposure to all aspects of industry for eight plans of study.	Students will have an opportunity to attend a career fair event for 8 programs of study. These events will include site visits, exposure to non-traditional careers, information on demand and wages and post-secondary training plans.	Students will complete Individual Plans of Study that include post-secondary plans based on the information gathered at the career fairs.	The goal is for 400 students to attend a career plan of study fair in 2017-18 and complete a plan of study for that career area.	3S1 – School Completion 5S1 - Placement
2. The Lawrence Public schools will provide soft-skills training for all aspects of industry.	Students at the Lawrence College & Career Center will complete the course titled "Professional Skills" which teaches college and career readiness skills.	Student grades for the course will be an indicator of student success.	Over 90% of students will pass their professional skills course.	2S1 – Technical Skills
3. The Lawrence Public Schools will provide curriculum development time for teachers to develop work-based learning experiences and new instructional resources that will address all-aspects of industry. This includes new equipment purchased.	Curriculum development time and subs will be provided for teachers to meet with business and industry to discuss work-based experiences and revise curriculum resources (supported by 3-year improvement plans)	Data will be collected on the number of students who participate in professional learning experiences. Additionally, revised curriculum documents will be developed and used as a deliverable	A minimum of 50 students will have work-based learning experiences during the 2016-17 school year.	2S1 – Technical Skills

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development	40 hours @ 21/hour	\$840	13.	Resources		
4.	Consultant Fees			14.	Software	Subscription to Shmoop for Professional Skills training- 300 students at \$10 per student	\$3,000
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes		
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums	Stipends for teachers to develop Career Fairs. (72 hours @ \$21/hour)	\$1512	19.	Other (Please explain)		
10.	Materials			20.	Total Costs		\$5,352

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. []

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.*

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide equipment to improve the Architecture and Construction Pathway.	The Lawrence Public Schools will purchase a Powermatic WP2510 Planer. Curriculum will be revised to reflect this new equipment (see use 3). This need was identified by the Information Technology Advisory Committee. It was included in the 3-year plan.	Revised curriculum documents will be developed during the summer of 2017 with implementation beginning in the fall of 2017. These curriculum documents will serve as the deliverable.	Revised curriculum documents and instruction will improve the technical skill of students.	2S1 – Technical Skills
2.				
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	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	Powermatic WP2510 Planer	\$16,000	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		\$16,000

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. | |

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2018 – June 30, 2018

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.

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide professional development for teachers in the Marketing Pathway.	The teacher will attend the MBA Research Conclave.	Teacher will revise curriculum for Marketing Applications and Entrepreneurship based what is learned at the Professional Development.	Curriculum documents (outline, resource guide, pacing guide) will be completed during the 2017-18 school year.	3S1 – Technical Skill
2. The Lawrence Public Schools will provide professional development for teachers in the Manufacturing Pathway.	The teacher will attend the Hobart Institute of Welding Technology.	Teacher will revise curriculum for Welding I, II, III & IV based what is learned at the Professional Development.	Curriculum documents (outline, resource guide, pacing guide) will be completed during the 2017-18 school year.	3S1 – Technical Skill
3. The Lawrence Public Schools will provide professional development for administrators in Project Based Learning.	Three administrators will attend the Buck Institutes Project Based Learning Leadership Launch.	The leadership team will define the definition of the ideal graduate, educator and leader and what each needs to be successful and complete a PBL Progression of Practice for Vision.	The leadership team will outline a plan to implement PBL and create a project based mindset for teaching, learning and leading that moves them forward along the PBL Progression of Practice.	4S1 - Graduation

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees	MBA Conclave Registration (\$400), Hobart Welding (\$1,500) PBL Leader Launch (\$2,100)	\$4,000
3.	Curriculum Development			13.	Resources		
4.	Consultant Fees			14.	Software		
5.	Equipment			15.	Subscriptions		
6.	Externships			16.	Substitutes	Substitute for MBA Conclave – 3 half days @ \$73	\$219
7.	Grant Writer/Coordinator			17.	Supplies		
8.	Guidance and Counseling			18.	Travel Expenses	Airfare & Lodging for Professional Development	\$6,200
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		\$10,419

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. []

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

PLAN FOR REQUIRED USES OF FUNDS

Required Use 6

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

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will develop, review and/or revise courses to align to curriculum standards in the following pathways: A/V Communications Technology, Visual Arts, Computer Programming, Engineering and Applied Mathematics, Government and Public Administration and Plant Science	Teachers will meet to develop course outlines and other instructional resources.	Curriculum documents (course outlines, pacing guides, resources guides) will be the deliverable for this activity.	New course outlines and pacing guides will be developed for the following courses: Intro to Media, Intro to IT and Engineering, Intro to Human and Public Services, Floriculture and Greenhouse Management	3S1 – Technical Skills
2. The Lawrence Public Schools will evaluate all career pathway programs by reviewing data for Perkins Core Indicators, enrollment and performance for socioeconomic levels, race, special populations and gender, and anecdotal evidence from advisory committee members and educators.	Bi-annual advisory committee meetings are held in the fall and in the spring. Committee members and teachers review data in preparation for developing SMART Goals and a 3-year improvement plan.	Each pathway will develop a 3-year improvement plan based on the evaluation of the data. This plan will be included in the pathway maintenance process and minutes of all meetings will be posted on the district website.	All Pathways will develop 3-year improvement plans that address data reviewed in advisory committee meetings.	3S1 – Completion 4S1 - Graduation
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's			12.	Registration Fees		
3.	Curriculum Development	320 hours at \$21 per hour	\$6,720	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		\$6,720

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. | |

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.*

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will expand and modernize curriculum for the A/V Communications Pathway.	The Lawrence Public Schools will purchase 2 Canon 70D DSLR Cameras (Body Only) and 1 Canon EOS 70D DSLR Camera Video Creator Kits. Curriculum will be revised to reflect this new equipment (see use 3). This need was identified by the A/V Communications Advisory Committee. It was included in the 3-year plan.	Revised curriculum documents will be developed during the summer of 2017 with implementation beginning in the fall of 2017. These curriculum documents will serve as the deliverable.	Revised curriculum documents and instruction will improve the technical skill of students in creating videos using industry standard equipment for websites and other media applications.	2S1 – Technical Skills
2. The Lawrence Public Schools will expand and modernize curriculum for the Visual Arts Pathway.	The Lawrence Public Schools will purchase 4 flatbed scanners and 6 Wacom Tablets. Curriculum will be revised to reflect this new equipment (see use 3). This need was identified by the A/V Communications Advisory Committee. It was included in the 3-year plan.	Revised curriculum documents will be developed during the summer of 2017 with implementation beginning in the fall of 2017. These curriculum documents will serve as the deliverable.	Revised curriculum documents and instruction will improve the technical skill of students in creating videos using industry standard equipment for websites and other media applications.	2S1 – Technical Skills
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	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	2 Canon 70D DSLR Cameras (Body Only @ \$800 ea, 6 Wacom Tablets @ \$165, 4 Flatbed Scanners @ \$229 and 1 Canon 70D DSLR Cameras with Video Creator Kits @ \$1,149	\$4,653
8.	Guidance and Counseling			18.	Travel Expenses		
9.	Honorariums			19.	Other (Please explain)		
10.	Materials			20.	Total Costs		\$4,653

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. []

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide Career Pathway programs of sufficient size and scope that meet the 4-year planning goals of USD 497 students.	Advisory committees have identified the goal of having more students understand the sequence of courses within each pathway and increasing the number of participants, concentrators and completers. Students will develop 4-year plans within ccPathfinder that clearly articulates programs of study. Teachers will be provided training in using ccPathfinder.	All students in grades 9 – 12 will develop a 4-year plan of study within ccPathfinder. This data will help staff determine the size and scope of programming necessary to reach student goals. Students use this plan to identify academic goals and post-secondary options, increasing school completion rates and graduation rates.	Seventy-five percent of students will have a 4-year plan of study within the ccPathfinder system.	3S1 – School Completion 4S1 – Graduation Rate
2.				
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	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	ccPathfinder license	\$5,000
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		\$5,000

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. | |

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.*

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public schools will provide all students, including special population, exposure to a wide variety of careers, including careers for high-skill, high-wage and high demand occupations	All USD 497 Students will complete the Career Matchmaker in Career Cruising multiple times between grade 8 and grade 12. Students may use this data to identify appropriate education and training for careers of interest and in developing Individual Plans of Study. Special population students may also use this information for developing transition plans.	Data is collected for all students who complete the Career Matchmaker. This data can be analyzed for individual student goal setting or for establishing, reviewing or improving programs that prepare students for high-skill, high-wage and high-demand occupations.	All students, including special population students, will complete the Career Matchmaker and identify at least 3 careers of interest and research those careers within the Career Cruising program annually.	6S1 – Nontraditional Participation 6S2 – Nontraditional Completion
2.				
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	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	Career Cruising License	\$6,000
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		\$6,000

If no federal Perkins funds are requested for this required use of funds, provide a brief narrative to explain sources/resources that will support the 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. []

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018

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.

This page 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" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample on page 13 of this document.

Performance (Intended Outcomes)	Programmatic (Activities and/or Strategies to Meet Intended Outcomes)	Data and/or Deliverables Used to Measure Success	Goal/Indicator	Core Indicator(s) of Performance
1. The Lawrence Public Schools will provide support for teachers to attend CTSO experiences (FFA, FBLA, BPA, DECA, FCCLA, HOSA, SkillsUSA) with students to encourage all aspects of industry.	Teacher support for CTSOs and other professional learning experiences will be provided.	Students will participate in CTSO events to increase leadership, employability and technical skills.	A minimum of 40 students will attend CTSO events throughout the 2017-18 school year.	5S1 – Placement 6S2 – Non-traditional Completion
2.				
3.				

Fiscal

The fiscal section is included to permit a breakout of the intended expenditures for each activity/strategy listed above. The listed budget line items should be reflective of federal Perkins funds only. The budget line items will be transferred to the Perkins IV Budget found on page 33. The budget line items and the Perkins IV Budget must align and balance. 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 each 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.

	Budget Line Items	Quantity	Cost		Budget Line Items	Quantity	Cost
1.	Advisory Committees			11.	Memberships		
2.	CTSO's	Support for sponsors (no meals)	\$8,000	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		\$8,000

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

July 1, 2017 – June 30, 2018
PERKINS IV BUDGET FY 2018

	Budgeted Line Items	Projected Costs	Actual Costs (Based on June 1, final revision)
1.	Advisory Committees		
2.	Career and Technical Student Organizations (CTSO's)	\$8,000	
3.	Curriculum Development	\$7,560	
4.	Consultant Fees		
5.	Equipment	\$16,000	
6.	Externships		
7.	Grant Writer/Coordinator		
8.	Guidance and Counseling		
9.	Honorariums	\$1,512	
10.	Materials		
11.	Memberships		
12.	Registration Fees	\$4,000	
13.	Resources		
14.	Software	\$11,000	
15.	Subscriptions	\$16,000	
16.	Substitutes	\$5,475	
17.	Supplies	\$4,653	
18.	Travel Expenses	\$6,200	
19.	Other (Please explain)		
20.	SUB-TOTAL OF BUDGETED ITEMS	\$80,400	
21.	Administrative Costs (Not to exceed 5%)	\$360	
22.	SUB-TOTAL ADMINISTRATIVE COSTS	\$360	
23.	TOTAL EXPENSES	80,760	

COMMENTS: | |

 Authorized Signature (Superintendent or Designee)

 Date

Constituents Involved with the Revisions of the Perkins IV

Required Action:

1. Number of Meetings/Consultations: _____
2. Minutes to Reflect Approval of the Revised Perkins IV Five-Year Plan for FY 2018 _____
3. List of constituent/advisory groups that assisted with revisions for year five of the Perkins IV Five-Year Plan (A representative of each category must be involved with the development and revisions to the Plan.)

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

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.

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 2018 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*