



Kansas Board of Regents

*The Carl D. Perkins
Career and Technical Education Act of 2006*

**Guidelines for
Developing and Submitting a**

**Local Application for
Program Improvement Funds**

**Year 1
Transition Year
2007-2008**

Guidelines for Perkins 2008 Local Application for Postsecondary Program Improvement Funds

STATEMENT OF PURPOSE

The purpose of the “Carl D. Perkins Career and Technical Education Act of 2006” is to develop more fully the academic and career and technical skills of students enrolled in career and technical education programs by

- building on the efforts of states and localities to develop challenging academic and technical standards, and to assist students in meeting the standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- promoting the development of services and activities that integrate rigorous and challenging academic and technical instruction, and that link secondary and postsecondary education for participating students;
- increasing flexibility in providing services and activities designed to develop, implement and improve career and technical education;
- conducting and disseminating national research and information on best practices;
- providing technical assistance that promotes leadership and professional development and improves the quality of career and technical education faculty, administrators, and counselors;
- supporting partnerships among educational levels, business and industry, and local workforce investment boards;
- providing individuals with opportunities throughout their lifetimes to develop the knowledge and skills needed to keep the United States competitive. [Sec. 2]

OVERVIEW OF LOCAL APPLICATION

To accomplish the legislated purpose, the Act focuses upon the continuous improvement of career and technical education programs. The extent of program improvement is measured by the core indicators of performance accountability system.

Local Application for Program Improvement Funds (formerly called the *Program Improvement Plan*)

The Act mandates that Perkins funds be used to improve career and technical education programs through the implementation or refinement of nine different activities. [Sec. 135(b)] These activities, and the suggested best practices, provide the basis for the local “Application for Program Improvement Funds” and ultimately achievement of the core indicators of performance. Expenditure limits as well as allowable and unallowable expenditures are explained within the application. As a **reminder**, Perkins funds may only be spent on KBOR Perkins approved career and technical education programs.

Definitions

Understanding the following definitions is a necessary prerequisite to understanding many of the activities and best practices described in this guide and in completing the “Local Application for Program Improvement Funds.”

All Aspects of an Industry Means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter including information regarding occupational education and training options and employment information [Sec 3(2)]...and may also include aspects of planning, management, and finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues associated with the industry.

Articulation Agreement Means a written commitment (A) that is agreed upon at the state level or approved annually by the lead administrators of [i] a secondary and a postsecondary educational institution; or [ii] a postsecondary subbaccalaureate degree granting and a baccalaureate degree granting institution; and (B) a

program [i] designed to provide students with a non-duplicative sequence of progressive achievement leading to a technical skill proficiency, a credential, a certificate or a degree; and (ii) linked through credit transfer agreements between the institutions. [Sec. 3(4)]

Career and Technical Education Means (A) a sequence of courses that [i] provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; [ii] provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and [iii] may include prerequisite courses (other than a remedial course) and (B) includes 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, and knowledge of all aspects of an industry. [Sec. 3(5)]

Career and Technical Program of Study Means a program of study that (A) incorporates secondary and postsecondary education elements; (B) includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (C) may include opportunity for secondary students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credit; and (D) leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. [Sec. 122(c)(1)(A)]

Career Guidance and Academic Counseling Means guidance and counseling that (A) provides access to information regarding career awareness and planning with respect to an individual's occupation and academic future; and (B) provides information with respect to career options, financial aid, and postsecondary options, including baccalaureate degree programs. [Sec. 3(7)]

Eligible Institution Means (A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree; (B) a local education agency providing education at the postsecondary level; (C) an area career and technical education school providing education at the postsecondary level; (D) a postsecondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe...; (E) an educational service agency; or (F) a consortium of 2 or more of the entities described above. [Sec 3(13 A-F)]

Limited English Proficiency Means individuals with limited ability in speaking, reading, writing, or understanding English, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment in which a language other than English is the dominant language. [Sec. 3(16)]

Non-Traditional Training and Employment Means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. [2006 Perkins Act: Sec. 3(20)]

Postsecondary Career and Technical Education Student Means a student who has completed at least 12 credit hours of a Perkins approved CTE technical certificate or associate degree program or completed a Perkins approved short-term program of less than 16 credit hours.

Special Populations Means (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including foster children; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) displaced homemakers; and (F) individuals with limited English proficiency. [Sec. 3(29)]

Program Quality Means the measure of how successful each program is in teaching all enrolled students the industry-recognized competencies and skills necessary for them to practice careers within their chosen field after graduation and support a high level of student performance in core academic areas and skills. Program quality also includes successful student performance on certification/licensure exams and/or end of

program exams, acquiring and maintaining program accreditations/certifications and meeting established business/industry standards.

Program Scope Means the curricular parameters and limitations of each program. Qualifiers include course content; range of course offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.

Program Size Means quantifiable, physical parameters and limitations of each program—e.g., number of courses within the approved sequence, amount of available resources (*computers, software, workplace tools, etc.*), number of staff involved, number of students enrolled, and number of completing a program each year.

Perkins Eligibility

Eligible Institutions

A significant change in the new Perkins Act is the requirement for the development and implementation of “Career and Technical Programs of Study.” The program of studies definition contains four key elements: secondary/postsecondary articulation, academic/technical integration, concurrent enrollment/dual credit (*optional*) and credential attainment. Institutions receiving funds under the Act will be required to offer these relevant elements in at least one program of study. [Sec. 122(c)(1)(A)] This requirement is in addition to meeting one of the descriptors outlined in the “Eligible Institution” definition.

Eligible Programs

All programs receiving Perkins Program Improvement funds must be approved by KBOR and have a current Perkins Approved Program Verification form on file in the KBOR office.

- **Technical certificate and associate degree programs:** An approved “Program of Study” will be required for all CTE technical certificate and associate degree programs receiving Perkins Program Improvement funds. An “Institutional Programs of Study Inventory” form is provided in the annual application. Use the form to document which career and technical education programs contain these four key elements. If an institution does not have any programs which incorporate the required elements, the institution must include activities to develop and implement programs of study on the Program Improvement Activity pages submitted.
- **Short-term CTE programs:** To be eligible for Perkins funding, short-term programs (less than 16 credit hours in length) must be approved by KBOR staff, terminate in an industry-recognized credential, and are required to meet all data reporting and performance requirements. A Program of Study will not be required for programs less than 16 credit hours. However, they may be included and serve as an approved exit point within a technical certificate or associate degree program.

CORE INDICATORS OF PERFORMANCE

To assess the extent to which the State of Kansas and local recipients have improved the quality of career and technical education programs, the Perkins legislation establishes a performance accountability system—the “Core Indicators of Performance.” [Sec. 113(a)(b)]

Postsecondary Core Indicators of Performance

Perkins legislation sets forth minimum core indicators of performance for career and technical education programs at the postsecondary level. [Sec. 113(b)(1)(B)] These measures of performance are incorporated into the State plan as a condition of approval by the U.S. Department of Education, must be valid and reliable and include, at a minimum, measures of each of the following:

- **Technical Skill Attainment**—Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- **Credential, Certificate, or Degree**—Student attainment of an industry-recognized credential, a certificate, or a degree

- **Student Retention and Transfer**—Student retention in postsecondary education or transfer to a baccalaureate degree program
- **Student Placement**—Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.
- **Nontraditional Participation and Completion**—Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields. [Sec 113(b)(2)(B)]

Local Levels of Performance

In general, each institution receiving funds shall agree to accept the State adjusted levels of performance as the local adjusted levels of performance, or negotiate with the State to reach agreement on new local adjusted levels of performance for each of the core indicators. The levels of performance shall at a minimum (1) be expressed in a percentage or numerical form, consistent with the State levels of performance so as to be objective, quantifiable, and measurable; and (2) require the institution to continually make progress toward improving the performance of CTE students. [Sec 113 (4)(A)]

Transition Year

For FY08, the State is submitting a one-year transition plan and, based on federal guidance received to date, will submit data definitions and potential baseline performance using data from 2005-2006. FY08 year will also be considered a transition year during which local baseline performance data and processes for collecting and reporting data and negotiating local performance levels with the state will be established.

Performance Reports

Each community college, technical college or area vocational-technical school that receives an allocation shall annually prepare and submit a report to the State regarding achievement of the agreed upon core indicators of performance. [Sec. 113(b)(4)(C)] The institution shall:

- Disaggregate data for each of the indicators of performance for each subgroup of students (*special populations*) as defined in the Act.
- Identify and qualify any disparities or gaps in performance between any subgroup of students and the performance of all students served under this Act.
- Make a core indicator performance report available to the public through a variety of formats, including electronically through the Internet.

Performance Improvement Plans

In the future, a significant change to the Perkins application process will be that institutions will be required to use a portion of the Perkins Program Improvement funds received to resolve performance deficiencies. A separate "Performance Improvement Plan" will be required for each core indicator target not achieved. If all performance measures were achieved, the community college, technical college or area vocational-technical school will not need to submit a "Performance Improvement Plan."

Sanctions

If the State fails to achieve, at an acceptable rate, the federal agreed upon performance level for any of the core indicators, the State risks federal sanctions including a reduction of funds. The State's performance percentages reflect those of all participating community colleges, technical colleges and area vocational-technical schools. Failure of an institution to achieve the targeted percentages potentially penalizes Kansas and all of the eligible recipients through the loss of Perkins funding.

If a local institution fails to achieve, at an acceptable rate, the state/locally agreed upon performance level for any of the core indicators, the Kansas Board of Regents may, after notice and opportunity for a hearing, withhold a portion or all of the Perkins allotment if a local institution: [Perkins Act: Sec. 123(b)(4)]

- Fails to implement an improvement plan.
- Fails to make any improvement in meeting any of the performance levels within first program year of implementation of the improvement plan
- Fails to achieve at least 90% of a performance level for the same core indicator for 3 consecutive years.

EXPENDITURE GUIDELINES

Program Improvement Activities—All of the nine mandated activities of the Carl D. Perkins Act must be addressed on the Program Improvement Activity sheets. However, activities can be funded from either federal or nonfederal sources. When non-Perkins funds are used to support an activity, simply identify the source in the funding column (e.g. Local funding).

Administrative Costs No more than 5% of the total Perkins grant may be used for local administration. The Kansas Board of Regents interprets this as indirect costs related to the supervision, accounting and reporting of Perkins activities set forth in the local plan.

Salaries—No more than 50% of the total Perkins grant may be used for salaries. Funding may only be used for new, permanent positions that will be assumed by the institution when grant funding is no longer available (*maximum 3 years*). Approved Perkins funding will decrease by 1/3 each year for the 2nd and 3rd years the position is funded. Any funded new positions cannot be used to supplant existing personnel expenditures. A complete job/position description with time allocations must be submitted with the grant application.

Equipment—No more than 50% of the total Perkins grant may be used to purchase equipment. Equipment expenditures must be for new equipment to enhance an approved CTE program and cannot be used for maintenance or replacement of existing worn-out equipment.

New Programs—Technical Certificate or Associate Degree Programs—No more than \$25,000 or 25% of the total Perkins grant, whichever is less, may be used to support newly approved CTE programs.

Approved Short-Term Programs—No more than 15% of the total Perkins grant may be used for approved short-term programs (less than 16 credit hours). All programs for which Perkins funding is used **MUST** report data for all of the core indicators of performance and meet the performance targets.

On-Going Program Expenses—Items essential to delivering effective, quality CTE programs should over time be assumed by the institution. Perkins Program Improvement funds are to be used for improvements, not to simply maintain the operation of a CTE program or service provided by the institution. Approved Perkins funding for items such as annual renewals for software/hardware licenses for instructional software or student screening/placement assessments (e.g. Compass, Plato, Discover, Choices, TABE, WorkKeys) will be decreased by 1/3 each year over a 3-year period to assist institutions in assuming these program costs.

Allowable and Unallowable Expenditures The following allowable and unallowable expenditures apply to all "Program Improvement Plan" and "Core Indicator Improvement Plan" activities.

Allowable Expenditures	Unallowable Expenditures
Accounting	Any cost not allocable to specific programs
*Advertising	Any costs not necessary and reasonable
Advisory councils/committees	Bad Debts
Assessments	Canned Curriculum
Building Lease Management	Consumables (paper, ink jets, etc.)
Career Guidance/Counseling	Contingencies
Central stores	Contributions/Donations
*Communications	Entertainment
Consultants	Food
Curriculum Development	General Expenses required to carry out the overall responsibilities of programs
Equipment (high-skill)	Interest and other financial costs
Employee Fringe Benefits	Legislative Expenses
Exhibits	Promotional "give away" items
Maintenance	Student Internships
Memberships, subscriptions and professional activities	Student Scholarships
Personnel Administration	Textbooks
*Printing and Reproduction	Transportation
Professional Development Activities	Tuition
Teacher Internships	CTSO Student Support
Travel	
CTSO Advisor Support	
Substitutes	

Additional information and examples will be available on the CTE webpage.

PROGRAM IMPROVEMENT ACTIVITIES

This section contains information regarding the 9 mandatory activities, best practices/suggested activities, and planning pages for the Program Improvement Activities. These activity sheets must be submitted by all institutions seeking Perkins program improvement funding to describe the activities to be carried out and the funding amounts being requested.

Mandatory Activities and Best Practices

Throughout the Perkins legislation, suggestions for improving career and technical education programs were identified in the form of "mandatory and permissive activities" or goals and supportive "best practices" or strategies. [Sec. 118—Occupational and Employment Information, Sec. 122—State Plan, Sec. 124—State Leadership Activities, Sec. 134—Local Plan, Sec. 135—Local Uses of Funds] Funding is provided with the expressed intent of achieving the nine mandatory activities.

The following is a list of legislated mandatory activities and strategies (or best practices) to improve the quality of career and technical education programs and subsequently the knowledge and skills of students and attainment of the core indicators of performance. While the activities are mandatory, the supportive practices are suggestions worthy of careful consideration when completing the program improvement activity pages. Do not consider the "strategies/best practices" as prescriptive or all inclusive!

1. Academic & Technical Activities

Perkins Legislation: To strengthen the academic and technical skills of students by strengthening the academic and technical education components of programs. [Sec. 135(b)(1)]

Strategies/Best Practices

- Integration:
 - Infusing academic skills into technical courses.
 - Using occupationally related applied learning strategies in academic courses.
- Alignment:
 - Linking academic content with challenging academic standards.
 - Linking technical content with relevant occupational knowledge/skills based on industry-recognized standards.
- Teaching technical students to same rigorous academic standards as other students.
- Developing curriculum:
 - Using program advisory committees to validate learning outcomes.
 - Creating a rigorous, integrated and aligned curriculum.
 - Allowing academic and technical instructors to jointly develop curriculum.

2. Articulation/Postsecondary Linkages Activities

Perkins Legislation: To link secondary with postsecondary career and technical education programs and postsecondary career and technical education programs with baccalaureate programs. [Sec. 135(b)(2), Sec. 135(c)(10)]

Strategies/Best Practices

- Secondary/postsecondary articulation (*Mandated*):
 - Updating or expanding "Articulation Agreements."
- Creating aligned and non-duplicative sequences of courses.
 - Permitting concurrent enrollment and/or dual credit.
 - Establishing policies/procedures for awarding advanced placement and credit.
 - Tracking and increasing utilization of existing articulation agreements.
- Postsecondary articulation (*Permissive*)
 - Linking career and technical education programs with baccalaureate programs.
 - Transferring academic/technical credits into baccalaureate colleges/universities.
- Securing annual approval of "Articulation Agreements" by lead administrators and KBOR

3. All Aspects of an Industry Activities

Perkins Legislation: To provide students with strong experience in and understanding of all aspects of their chosen industry. [Sec. 135(b)(3)]

Strategies/Best Practices

- Infusing "all aspects" into curricula and services:
 - Regional labor market statistics, trends and job requirements.

- Horizontal and vertical career ladders to broaden career horizons.
- General employability skills needed for career mobility and success.
- Industry-wide management and production/service issues.
- Other topics identified in the definition of "All Aspects of an Industry."
- Expanding business/industry involvement:
 - Assisting with entrepreneurship training.
 - Infusing expertise into classroom (*guest speakers, field trips, resources, etc.*)
 - Increasing work-based experiences (*field trips, job shadowing, internships*).
 - Using qualified business/industry professionals as adjunct faculty.
- Validating of curricula outcomes by program advisory committees.
- Employing personnel to coordinate business/industry experiences for students.

4. Use of Technology Activities

Perkins Legislation: To develop, improve or expand the use of technology in career and technical education. [Sec. 135(b)(4)]

Strategies/Best Practices

- Infusing and expanding relevant technology in programs.
- Leasing, purchasing, upgrading or adopting new technology and equipment.
- Developing or updating realistic multi-year equipment replacement schedules.
- Ensuring students acquire the technology related skills needed for entry into high-skill careers.
- Collaborating with technology industries to provide internships, mentoring, and employment experiences for students.
- Employing personnel to coordinate work-based technology experiences.

5. Professional Development Activities

Perkins Legislation: To provide high quality and comprehensive professional development for teachers, counselors and administrators. [Sec 134(b)(4), Sec. 135(b)(5)]

Strategies/Best Practices

- Establishing intensive and sustained professional development program.
- Focusing professional development activities on instruction:
 - Strategies for achieving "Core Indicators of Performance."
 - Methods of effectively integrating academic and technical education.
 - Incorporation of applied learning strategies.
 - Techniques for teaching "All Aspects of an Industry."
 - Staying current with needs, expectations and practices of business/industry.
 - Research based effective teaching skills.
 - Effective use and application of technology to improve instruction.
 - Improving instruction for Special Populations including nontraditional students.
 - Use of student and program assessment data to improve instruction.
 - Understanding requirements of Perkins legislation.
- Arranging relevant business/industry experiences and/or internships for educators.
- Establishing comprehensive professional development plan for each educator.
- Involving participants in determination and evaluation of in-service activities.

6. Program Evaluation Activities

Perkins Legislation: To develop and implement evaluations of career and technical education programs, including how needs of special populations are being met. [Sec. 135(b)(6)]

Strategies/Best Practices

- Assessing/analyzing:
 - Attainment of "Core Indicators of Performance."
 - Student numbers and trends (*enrollment, completion, placement, etc.*).
 - Levels of student satisfaction.
 - Extent of academic and technical integration in courses/programs.

- Involvement of business/industry (*school-based and work-based*).
- Relevance of program to regional labor market.
- Creating and implementing student achievement and program evaluations.
- Developing program "Strategic Improvement Plans" based upon assessments.
- Utilizing program advisory committees:
 - Approving student learning outcomes.
 - Functioning as independent "third party" program evaluators.
 - Determining appropriateness of program "Strategic Improvement Plans."
- Ensuring preparation for nontraditional fields is encouraged and respected.
- Tracking and reporting industry-recognized credential, certificate or degree awarded.

7. Improve, Expand and Modernize Program Activities

Perkins Legislation: To initiate, improve, expand and modernize quality career and technical education programs. [Sec. 135(b)(7)]

Strategies/Best Practices

- Expanding program offerings at times or in formats more accessible for students.
- Curriculum development activities
- Acquire external business and industry related program certification/accreditation
- Implement program modifications to ensure program and student learning outcomes are aligned with business and industry standards
- Involving program advisory committees in improving and modernizing programs.

8. Sufficient Size, Scope and Quality Activities

Perkins Legislation: To provide services and activities that are of sufficient size, scope and quality to be effective. [Sec. 135(b)(8)]

Strategies/Best Practices

- Refining programs to incorporate elements in Perkins definition of "Programs of Study."
- Keeping "program approvals" up-to-date with the Kansas Board of Regents.
- Ensuring classroom/laboratory settings simulate workplace environments.
- Staffing programs with adequate personnel (*faculty and support*).
- Increasing student enrollment, completion and placement to justify program continuation.
- Basing breadth and depth of learning outcomes on current job requirements.
- Using program advisory committees:
 - Evaluate extent programs meet regional labor market needs.
 - Annually validate the occupational relevancy of learning outcomes.
- Increasing business/industry involvement:
 - Expanding work-based experiences (*job shadowing, internships, cooperative education, work experiences, etc.*).
 - Infusing expertise into classroom (*guest speakers, field trips, resources, etc.*).
- Ensuring programs prepare students for high skill, wage or demand occupations.
- Ensuring preparation for nontraditional careers is encouraged and respected.
- Improving accessibility to program information and statistics for prospective students and the public.
- Providing career guidance and academic counseling.

9. Special Populations Activities

Perkins Legislation: To provide activities to prepare special populations for high skill, wage or demand occupations that will lead to self-sufficiency. [Sec. 135(b)(9)]

Strategies/Best Practices

- Establishing or refining non-discrimination policies/procedures.
- Implementing strategies to overcome program enrollment and completion barriers.
- Redesigning programs to enable attainment of "Core Indicators of Performance."
- Making modifications to curriculum or equipment.

- Employing classified/supportive personnel/aides.
- Expanding/aligning student services (*assessment, counseling, financial aid, job placement*).

Program Improvement Activity Pages

There is a Program Improvement Activity page for each of the nine mandated Perkins activities and for grant administration. Remember the purpose of these activities is program improvement and ultimately attainment of the core indicators of performance accountability measures. The specific goal of each activity is specified in the legislative reference on each of the program improvement activity pages. When completing the activity pages, you may want to consider some of the strategies/best practices presented earlier in this application that were derived from the Perkins legislation. Also review the findings from the most recent Perkins monitoring visit and/or institutional program review.

Program Improvement Activity Page Format

Item Heading	Information to be Inserted
Line #	Line number for activity
Strategy/Activity	Identify the strategies/activities that will be taken to achieve the specified goal and improve the quality of CTE program and core indicator performance
Evaluation Measures	Identify what will be used and/or how the strategies/activities will be evaluated to measure effectiveness. These measures should be observable and quantifiable.
Responsibility/Timeline	Identify the person(s) who will oversee implementation, monitoring, and evaluation of each strategy and significant data or achievement points throughout the year to assist with monitoring activities.
Funding	Identify the amount of Perkins funding allocated to each strategy. If the activity is funded from a source other than Perkins, please simply identify the source.

The Program Improvement Activity pages, budget summary, and breakdown of expenses sheets are currently being modified and will be available on the CTE web page on the KBOR website by March 23, 2007.

Submission Information:

- Electronic copies of both the Institutional Plan for Career and Technical Education and the Local Application for Program Improvement Funds must be submitted by May 7, 2007 to:
Delaina Swanson at dswanson@ksbor.org.
- Hardcopies of both the Institutional Plan for Career and Technical Education and the Local Application for Program Improvement Funds with original signatures must also be submitted the KBOR office at the following address:

Delaina Swanson
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612

Carl D. Perkins Career and Technical Education Act of 2006

LOCAL APPLICATION for POSTSECONDARY PERKINS PROGRAM IMPROVEMENT FUNDS

**Year 1--Transition Year
2007-2008**

Institution Name _____

Postsecondary Funding: I understand that if funds become unavailable, this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of the application, this application becomes null and void and all funds must be returned. I further understand that supplanting of funds is not allowed under the Carl D. Perkins Career and Technical Education Act of 2006.

Contact Persons for

	Name & Position	Telephone	Email Address
Perkins Grant Application			
Perkins Progress and Final Reports—Narrative			
CTE Programmatic Issues			
CTE Final Financial Report & Financial Issues			
CTE Accountability and/or Data Issues			

Authorized Administrator—Original Signature

Date

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

- \$ _____ (1) Academic and Technical Skill Activities
- \$ _____ (2) Articulation/Postsecondary Linkages Activities
- \$ _____ (3) All Aspects of an Industry/Work-based Learning Activities
- \$ _____ (4) Use of Technology Activities
- \$ _____ (5) Professional Development Activities
- \$ _____ (6) Program Evaluation Activities
- \$ _____ (7) Improve, Expand, Modernize Programs Activities
- \$ _____ (8) Size, Scope, Quality Activities
- \$ _____ (9) Special Populations Activities
- \$ _____ (10) Administrative Costs

KBOR Authorized Representative

Date

FY '08 Perkins Program Improvement

Academic and Technical Activities
(Budget Item #1)

Goal 1: To strengthen the academic and technical skills of students by strengthening the academic and technical education components of programs.
[Perkins Act: Sec. 135(b)(1)]

Line #	Description of the Activity	Funding \$
1		
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 1: \$

FY '08 Perkins Program Improvement

Articulation/Postsecondary Linkages Activities
(Budget Item #2)

Goal 2: To link secondary with postsecondary career and technical education programs and postsecondary career and technical education programs with baccalaureate programs. *[Perkins Act: Sec. 135(b)(2)]*

Line #	Description of the Activity	Funding \$
1		
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 2: \$

FY '08 Perkins Program Improvement

All Aspects of an Industry
(Budget Item #3)

Goal 3: To provide students with strong experience in and understanding of all aspects of their chosen industry. [Perkins Act: Sec. 135(b)(3)]

Line #	Description of the Activity	Funding \$
1		
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 3: \$

FY '08 Perkins Program Improvement

Use of Technology Activities
(Budget Item #4)

Goal 4: To develop, improve or expand the use of technology in career and technical education. [Perkins Act: Sec. 135(b)(4)]

Line #	Description of the Activity	Funding \$
1		
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 4: \$

FY '08 Perkins Program Improvement

FY '08 Perkins Program Improvement

Professional Development Activities (Budget Item #5)

Goal 5: To provide high quality & comprehensive professional development for teachers, counselors and administrators. [Sec 134(b)(4), Sec 135(b)(5)]

Line #	Description of the Activity	Funding \$
1		
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 5: \$

FY '08 Perkins Program Improvement

Program Evaluation Activities (Budget Item #6)

Goal 6: to develop & implement evaluations of CTE programs, including how needs of special populations are being met [Sec 135(b)(6)]

Line #	Description of the Activity	Funding \$
1		
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 6: \$

FY '08 Perkins Program Improvement

Improve, Expand & Modernize Program Activities
(Budget Item 7)

Goal 7: To initiate, improve, expand and modernize quality career and technical education programs. [Perkins Act: Sec. 135(b)(7)]

Line #	Description of the Activity	Funding
1		\$
	Responsibility: _____ Timeline: _____ Evaluation/Measures: _____	
Total Perkins Funding Requested for Goal 7: \$		

FY '08 Perkins Program Improvement

Sufficient Size, Scope & Quality Activities
(Budget Item #8)

Goal 8: To provide services & activities that are of sufficient size, scope and quality to be effective.. [Perkins Act: Sec. 135(b)(8)]

Line #	Description of the Activity	Funding
1		\$
	Responsibility: _____ Timeline: _____ Evaluation/Measures: _____	
Total Perkins Funding Requested for Goal 8: \$		

FY '08 Perkins Program Improvement

Special Populations Activities

(Budget Item #9)

Goal 9: To provide activities to prepare special populations students for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

[Perkins Act: Sec. 135(b)(9)]

Line #	Description of the Activity	Funding
1		\$
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 9: \$

FY '08 Perkins Program Improvement

Administration

(Budget Item #10)

Goal 10: To provide support for the administration of the Program Improvement grant funds (maximum of 5%)

Line #	Description of the Activity	Funding
1		\$
	Responsibility:	Timeline:
	Evaluation/Measures:	

Total Perkins Funding Requested for Goal 10: \$