



Kansas Board of Regents

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

**Guidelines for
Developing and Submitting a**

**Local Institution Plan for
Career and Technical Education**

for

**Year 1
Transition Year
2007-2008**

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

**Local Institution Plan for
Career and Technical Education**

Submitted to the Kansas Board of Regents

**Year 1—Transition Year
2007-2008**

Name of Institution:

Contact Persons Responsible 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			

President/Director Signature

Date

Each postsecondary institution requesting Carl D. Perkins funding shall submit to the Kansas Board of Regents a local strategic plan for delivering career and technical education programs and meeting all requirements of the Carl D. Perkins Career and Technical Education Act of 2006. The Institutional Plan for Career and Technical Education describes the overall plan for delivering career and technical education within your institution and should include information such as the vision for career and technical education within your institution, how CTE fits with the mission of the institution, how the programs delivered fit with the needs of employers within the region, how new programs will be determined, planned expansion of existing programs, timelines for accomplishing goals set.

Each Institutional Plan for Career and Technical Education must, at a minimum, address each of the items listed below

Institutional Plan for Career and Technical Education

1. Describe how CTE programs supported by Perkins funds will be carried out with the funds received.
(What clusters and pathways/programs are and will be offered? What program levels? How will programs/courses be delivered and when? What program accreditations/certifications, established program criteria)
2. Describe how CTE activities will be carried out with respect to meeting State and local adjusted levels of performance.
(What processes/procedures are in place or will be implemented to establish performance levels? How will you ensure programs/student populations are meeting performance targets?)
3. Describe how the institution will
 - a. Develop, adopt, implement, and enhance CTE programs of study for all associate degree and technical certificate level CTE programs;
(How will plans of study be developed? Phased in by program?)
 - b. Improve the academic and technical skills of CTE students by strengthening the academic and technical education components of CTE programs through the integration of coherent and rigorous content aligned with challenging academic and relevant technical standards;
 - c. Provide CTE students with strong experience in, and understanding of, all aspects of an industry;
(Includes providing information regarding occupational education/training options and employment needs, trends, and wage information)
 - 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
(Same courses? Same content but applied delivery?)
 - e. Encourage CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects
(Plan of study development, counseling/advising, recruitment?)
4. Describe how comprehensive professional development that promotes the integration of coherent and rigorous content aligned with challenging academic and relevant technical standards will be provided for CTE faculty, guidance, and administrative personnel
(Institutional plan for professional development)
5. Describe how parents, students, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representative of entities participating in WIA activities, representatives of business and industry, 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.
(Involvement of advisory committees, CTSO's or other student organizations, information on website)
6. Describe how the institution will ensure that the institution's overall CTE program is of such size, scope and quality to bring about quality improvement in the individual CTE programs

(Organizational structure for administration, operation, delivery, and evaluation of CTE programs; key people/positions responsible CTE programs in your institution; plan for acquiring/maintaining program accreditation/certifications; adoption of industry-recognized standards)

7. Describe the process that will be used to annually evaluate and continuously improve the performance of CTE programs in this institution.
(Performance core indicators; business expectations/satisfaction; student satisfaction and/or evaluation criteria; Annual program review process; identification of outcomes & objectives, how they are assessed and updated)
8. Describe how the institution will:
 - a. Review CTE program, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - b. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance;
 - c. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency
9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations
10. Describe how funds will be used to promote preparation for nontraditional fields
11. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities
12. Describe efforts to improve
 - a. Recruitment and retention of CTE faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - b. The transition to teaching from business and industry

Note: Special Populations categories include: individuals with disabilities; who are economically disadvantaged; preparing for gender nontraditional fields; single parents, including single pregnant women; displaced homemakers; and limited English proficiency

Additional Resource-

COMPONENTS OF A PROFESSIONAL DEVELOPMENT PLAN

(SEC. 135. Local Uses of Funds, SEC. 122 . State Plan- Professional Development)

As a part of the overall State plan, the State must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for CTE teachers, faculty, administrators, and career guidance and academic counselors will be provided.

Each CTE faculty, administrator, career guidance and academic counselor involved in CTE needs to have a Professional Development Plan (PDP).

Each Perkins funded PDP activity must address at least one of the following components:

- The integration of academic and technical education using challenging academic standards
- Effective teaching skills
- Effective use of scientifically based research and data to improve instruction
- Staying current with all aspects of the industry respective to the program of instruction
- Internships that provide relevant experience in the industry respective to the program of instruction
- Training in the use and application of technology to improve instruction
- Effective student assessment techniques
- Meeting the needs of special Populations