

# Carl Perkins Consortium Meeting

May 12, 2011

# Agenda

- Roll call of attendance and position (for the record of grant approval)
- Review the recent KSDE Carl Perkins program and fiscal audit for our consortium
- Review survey findings from last month
- Outline proposed professional development offerings for next year
- Roll call vote to approve grant for FY 2012

# Polycom Protocol

- Carol Swinney
  - System is voice activated and will automatically switch to speaker
  - Mute when not responding
  - Site with most voice will be transmitted across SW Kansas

# Go-To-Meeting Protocol

- VOIP (Voice Over Internet Protocol)
  - Mute by clicking on microphone icon
- Telephone users
  - Use mute button on your telephone.

# Asking Questions

- Un-mute IDL mic and speak up
- Un-mute Go-To-Meeting phone or icon and speak up
- Email to [bill.losey@swplains.org](mailto:bill.losey@swplains.org)
- Text to Bill at 620-353-4582
- Call in to Carol at 620-353-8876

# Roll Call

Please state you names(s) and position(s) with your school

- Cimarron
- Tribune
- Hugoton
- Ulysses
- Lakin
- Deerfield
- Rolla
- Elkhart
- Ashland
- Meade
- Jetmore
- Comanche Co
- Ness County
- Holcomb
- Montezuma
- Spearville
- Stanton County
- Scott County
- Leoti
- Kismet/Plains
- Syracuse
- Satanta
- Seward Co Community College

# Recent KSDE Audit

- Karmey Olson from KSDE audited our program last April.
- Formal written findings will be returned late May
- Informal findings
  - Some districts are not completing CATE reports
  - Some meals were reimbursed and those funds will be returned.
  - Program requirements are being fulfilled
  - Site visits included Stanton Co, Rolla, Ashland, and Comanche Co.

# Recent Survey Findings

- **#3 One of methods to improve the quality of CTE is to provide professional development to CTE teachers through Carl Perkins Legislation. Traditional professional development workshops were not well attended this past school year. Recognizing that teachers need to stay in the classroom as much as possible please list how you would prefer to receive professional development to improve your program.**

# Results from question 3

- Cluster Specific
- Need to be topic specific
- Can't get out of the classroom
- Funding
- Use online opportunities (7 times)
- Do not use administrators as point of contact
- Study groups in home districts
- PD that targets program and not paperwork

- #4 The SWPRSC Carl Perkins consortium DID NOT make accountability goals in reading. The goal was 76.3% of CTE students to score proficient on the NCLB Reading Assessment. 75.9% of our students scored proficient. What support do you need to improve student achievement in reading?

# Results from question 4

- Time in district to work with local reading teachers.
- Need reading materials in my classroom
- Strategies to teach reading in the CTE classroom (6 times)
- Look at schools making AYP and learn from them
- Learn how to use differentiated learning and MTSS in the CTE classroom

- #5 The SWPRSC Carl Perkins consortium DID make accountability goals in math. The goal was 76.4% of CTE students to score proficient on the NCLB Math Assessment. 80.7% of our students scored proficient. What support do you need to continue to improve student achievement in math?
- The math responses were the same as the reading responses with an emphasis on learning more math intervention strategies

- #6 The SWPRSC Carl Perkins consortium DID make accountability goals in program completion. The goal was 95.3% of CTE students to complete a program. 96.1% of our students completed their program. What support do you need to assist students to continue completing their program?

# Responses from #6

- Commitment from the school district to continue funding programs at the local level.
- Need updated computers Operating Systems and Programs.
- Stress CTE teachers the importance of educating their students in Pathway sequence and what program completeness means to them.
- Involved parents that work to see their kids complete. Full time counselor who can direct kids in the Kansas Career Pipeline.
- Need updates to all programs so they can be implemented into the programs as soon as they are put in place - continue with the assistance we have received in past.
- Continue to make it trendy and in line with what students are interested in. For example, technology and other 21st century learning skills and activities.

- #7 The SWPRSC Carl Perkins consortium DID make accountability goals in non-traditional participation. The goal was 35% of CTE non-traditional students to participate in CTE programs. 35% of our students did participate. What support do you need to continue to improve non traditional student participation?

# #7 Responses

- More funding for field trips so that non-traditional students can observe non-traditional workers in the work place.
- I believe the direction of pathways are developing more of a non-traditional student pool.
- Need to be sure we are informed on this and encourage non traditional participation
- Have involvement within the classes to help support nontraditional students that enter your classes. Activates, projects and games and discussions helping involve them.
- More information on how to have the info incorporated in to classes

- #8 Technology hardware purchases can not exceed 50% of the total grant; A piece of equipment is identified as an item lasting at least one year.

Equipment purchases can't be used to replace items. Equipment purchases must be made to improve, expand or enhance programs. Last year's amount was \$38,059 split between 22 districts. What hardware would you suggest investing in for 2011/2012?

# #8 Responses

- Not sure. To be honest, we are hard pressed to figure out how to use the iPads in a classroom when there is only one per teacher (for those who had one.)
- Need help finding and learning how to use media to replace videos that I use to purchase. Some things are on-line. Like the i-pads, they take time to find the applications.
- DVD Camcorders and update computers. We also need to improve upon updating software Microsoft Office and Operating System
- I believe the iPads have been put to good use this year. Is it possible to purchase more next year to share with all of my CTE instructors (5 total with 2 not having the iPad).
- Our district would like help in purchasing a C N C router for the construction trades. I know that the grant cannot purchase the entire router, but assistance would be nice.
- Smart pens
- iPad 2
- Update computers for STUDENT use instead for teacher use.
- It would be great to have a video camera that can be used for student projects that can be connected to laptops and projectors.
- Doc scanner/ projector

## 9. Please post any comments for positive improvements in regards to next year's grant (optional)

- Like the iPad but haven't found time to use it in class appreciate the CPPSA meetings
- Because of the pathways we are better preparing our students for the workforce and college.
- Continue to pay for in-service (Ag Ed Symposium, Summer ACTE/KSDE Meeting
- Contact the teachers directly and ask what THEY need.



# Next Year's Grant

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

- Provide awareness/information trainings concerning career clusters/programs of study, Kansas Career Pipeline through scheduled trainings and at counselor and administrative meetings; study groups; development of programs of study in accordance with the development of Kansas Model Programs of study; technical support (Bill E. Losey, assistance from KSDE/KCTERC) support for locally determined attendance at academic and program specific trainings.
- **Evaluation:** Program roster, completed programs of study, completed articulation agreements . Support to districts for locally determined attendance at academic and program specific professional development.

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

- Interactive blogs will be developed by Bill E. Losey, Mindy Applegate, Matisha Stanton, Tom Barnes, and Arlene Holderness to develop on going discussions of using new technologies, implementing poverty strategies as well as ELL, reading and math strategies.)
- **Evaluation:** Training rosters; equipment inventories; externship records; survey results.

Describe how the eligible recipient will develop, adopt, implement, enhance and offer the appropriate course of study for not less than one of the career and technical education program.

- Awareness/information dissemination; program of study work days for FY13 Kansas Model Programs of Study; articulation agreement work days; advisory committee trainings; Kansas Career Pipeline training; secondary/post-secondary/KSDE meetings and technical assistance (Bill E. Losey), postsecondary representatives, assistance from KCTERC/KSDE)
- **Evaluation:** Completed programs of study, completed articulation agreements, program rosters

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

- CTE/Academic teacher online training days (Matisha Stanton, Mindy Applegate, Tom Barnes, Arlene Holderness of SWPRSC); ELL and Ruby Payne strategies newsletters blogs and website (SWPRSC consultants), data analysis (SWPRSC consultants), Perkins informational trainings Bill E. Losey); teacher externships (Bill E. Losey)
- **Evaluation:** Training rosters; externship records. Interactive blogs will be developed by Bill E. Losey, Mindy Applegate, Tom Barnes, and Arlene Holderness to develop on going discussions of using new technologies, implementing poverty, ELL strategies as well as reading and math literacy strategies.

# Provide CTE students with strong experience in, and understanding of, all aspects of an industry;

- Provide teacher externships (Bill E. Losey) and continue Career Pipeline training (Audrey Neuschafer)

Ensure that CTE students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to other students;

- Online training opportunities will be developed using Blogs and Moodle course offerings. These offerings will focus on math and language arts literacy in the CTE classroom. Other online training opportunities will focus on technology integration of past technology purchases as well as this year's purchase by Tom Barnes. Arlene Holderness will create and monitor online training opportunities focused on special populations with Ruby Payne's poverty and ELL strategies. Carl Perkins funds will be used to support SWPRSC workshop registration for math and language arts literacy, poverty and ELL. Finally, trainings for superintendents, principals and counselors regarding the performance measures of Perkins IV will be provided as well. Finally, support for teacher externships will further instructor levels of knowledge concerning academic needs in the workplace, and support for locally determined attendance at academic and program specific trainings will be provided.

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

- Online training opportunities will be developed using Blogs and Moodle course offerings. These offerings will focus on math and language arts literacy in the CTE classroom. Other online training opportunities will focus on technology integration of past technology purchases as well as this year's purchase by Tom Barnes. Arlene Holderness will create and monitor online training opportunities focused on special populations with Ruby Payne's poverty and ELL strategies. Carl Perkins funds will be used to support SWPRSC workshop registration for math and language arts literacy, poverty and ELL Kansas Career Pipeline advanced training (Audrey Neuschafer), Perkins informational trainings (Bill E. Losey); program of study/articulation agreement workdays for FY 13 Kansas Model Programs of Study (Dev Bernbeck with assistance from KSDE/KCTERC and postsecondary institutions)
- **Evaluation:** Training rosters; externship record

**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).

- Arlene Holderness, Matisha Stanton, Mindy Applegate of SWPRSC); Ruby Payne strategies newsletters and website (SWPRSC consultants), data analysis, special education adaptations (SWPRSC consultants), Advisory Committee trainings, Develop on demand training opportunities through podcasts, power points with activities to reinforce newly learned information. (Bill E. Losey)
- **Evaluation:** Training rosters; advisory committee minutes online blog responses.

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

- Advisory committee trainings and list serve entries (Bill E. Losey); data analysis and program improvement trainings (Bill E. Losey); Perkins Advisory Committee meetings Bill E. Losey, Bill Biermann); technical assistance (Bill E. Losey); Quarterly news letter describing the uses of Carl Perkins Funds and how it will improve CTE education sent out to consortium districts that will forward them to each advisory group. (Bill E. Losey).

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

- Provision of externships (Bill E. Losey); equipment purchase (SWPRSC, Bill E. Losey); technical assistance; Perkins list serve maintenance (Bill E. Losey)

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

- Technical assistance (Bill E. Losey), Survey Monkey training (Bill E. Losey); advisory committee trainings (Bill E. Losey); data analysis training (Bill E. Losey); development of yearly checklist (Bill E. Losey)

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;

- Trainings for OCR, Ruby Payne, Special Education adaptations embedded in online learning opportunities; year five strategies for Ruby Payne newsletters blogs, data analysis (, SWPRSC consultants
- **Evaluation:** Workshop rosters, local professional development attendance, archived newsletters blog responses

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

- Trainings and newsletter/website for OCR, Ruby Payne, Special Education adaptations and strategies, data analysis (SWPRSC consultants)
- **Evaluation:** Workshop rosters, local professional development attendance, website and newsletters

Provide activities to prepare special populations, including single parents, for high skill, high wage, or high demand occupations that will lead to self-sufficiency

- Trainings and newsletter/website for OCR, Ruby Payne, Special Education adaptations and strategies, data analysis (SWPRSC consultants) Meet with SWPRSC Superintendent, Principals, and Counselors' Councils to highlight the professional development opportunities. **Evaluation:** Workshop rosters, local professional development attendance, website and newsletters.

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.

- Trainings for OCR, Ruby Payne, Special Education adaptations newsletters/website, non-traditional programs ( SWPRSC consultants

# Describe how funds will be used to promote preparation for non-traditional fields

- Evaluation of year 3 strategy implementation; self-assessment, determination of new strategies (Bill E. Losey) **Evaluation:** Training rosters, updated plan, self-assessment results, CaTE data, list serve entries

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

- Trainings: VEII/Perkins awareness; Kansas Career Pipeline training; counselor participation in program of study development for FY12 Model Programs (Bill E. Losey, Audrey Neuschafer)
- **Evaluation:** Workshop and training rosters; completed programs of study, updated articulation agreements

Recruitment and retention of CTE faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession.

- Assistance with recruitment at postsecondary career days (Bill Biermann), IDL connect with KSDE licensure department (KSDE, facilitated by Bill E. Losey)**Evaluation:** Program rosters; placements

# The transition to teaching from business and industry

- Assistance with recruitment at postsecondary career days (Bill Biermann), IDL connect with KSDE licensure department (KSDE, facilitated by Bill E. Losey) **Evaluation:** Program rosters; placements

# Technology purchases

- Must be new and innovative
- I pad was the most suggested item on the survey
- I Pad II might be innovative?
- Three I Pad II's for each district is proposed
- Video technologies also suggested many times.
  - Cell phone video technology already in your hands and elimination of flip cameras.
  - Tom Barnes will create on-line training opportunities to meet this request.
- Plan B will be document cameras
- Other requests too expensive or not innovative

# Summary

- Move PD to online (for College credit?)
  - Reading
  - Math
  - ELL
  - Poverty
  - Technology integration
- Support Career Pipeline
- Purchase iPad IIs
- Provide Externships
- Create (online) newsletters
- Market Carl Perkins to superintendents, principals and counselors
- Pay for workshops and subs
- Pay for travel to state meetings

# What are we judged on?

- **Academic Attainment in Reading/ Language Arts**
  - 76.3%
- **Academic Attainment in Mathematics**
  - 76.4
- **Technical Skill Attainment**
  - 86.78
- **Program Completion**
  - 95.33%
- **Student Graduation Rates**
  - 75.5%
- **Placement**
  - 86.78%
- **Nontraditional Participation**
  - 43.22%
- **Nontraditional Completion**
  - 55.67%

# Vote to approve grant proposal

- Cimarron
- Tribune
- Hugoton
- Ulysses
- Lakin
- Deerfield
- Rolla
- Elkhart
- Ashland
- Meade
- Jetmore
- Comanche Co
- Ness County
- Holcomb
- Montezuma
- Spearville
- Stanton County
- Scott County
- Leoti
- Kismet/Plains
- Syracuse
- Satanta