

Career Ready Kansas RPOS Reserve Funds

- I. Kansas State Department of Education
 - a. KSDE Project Goal
 - i. Design and implement a Rigorous Program of Study (RPOS) in at least one cluster/pathway using emerging technologies for use as a state-wide model.
 - b. Emerging Technologies
 - i. May include, but is not limited to:
 1. Aerospace Technology
 2. Geospatial Technology
 3. Electronics
 4. Cutting edge systems of Science and Technology
 5. Informatics
 6. Construction Design
 7. Genetics
 8. Digital Applications
 9. Engineering Design
 10. Bio-Technology
 11. Homeland Security
 12. Imaging
 13. Robotics
 14. Design Science
 - c. Student Outcomes
 - i. Improve graduation rate – relevant learning
 - ii. Deliberate planning and alignment between secondary and postsecondary to insure successful transitions for students.
 1. Concurrent or dual credit opportunities
 2. Industry recognized credentials
 3. Certificates
 4. Degrees
 5. Ultimately, CAREERS!
 - iii. Integration of core academic foundation with technical skills - reducing need to remediate
 - d. Project Description
 - i. An opportunity for secondary education LEAs to design, develop, implement and evaluate cluster/pathways promoting rigorous CTE programs of study
 - e. Rigorous Program of Study
 - i. Each proposed RPOS must follow the Program of Study Design Framework components
 - ii. <http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm> (Federal Website)
 - f. Self-Assessment

- i. Each applicant was required to conduct The Program of Study: Local Implementation Readiness and Capacity Self-Assessment (Pages 13 through 44)
 - ii. <http://cte.ed.gov/docs/POSLocalImplementationTool-9-14-10.pdf>
 - iii. Pages 13 and 14 were a compilation of the assessment results and were submitted as a part of the Project Abstract
- g. Commitment to Project
 - i. Project was competitive.
 - ii. Applications had to demonstrate a true commitment by:
 1. Design, development, implementation and evaluation of new innovative cluster with pathways supported through identified local, regional, state, national and trend data
 2. Design, development, implementation and evaluation of new innovative cluster with pathways supported through identified local, regional, state, national and trend data through the use of in-kind contributions such as facilities, equipment, supplies, services, and other resources.
 3. Design, development, implementation and evaluation of new innovative cluster with pathways supported through identified local, regional, state, national and trend data through the use of other funds such as local and non-federal funds.
- h. Project and Basic Requirements for Participation
 - i. Based on Perkins legislation, KSDE accepted applications based upon:
 1. Applicants were eligible recipients of the Perkins funds
 2. Applicants met Perkins legislation criteria to access Reserve Funds:
 - a. Rural Areas
 - b. High Percentage of CTE Students
 - c. High Number of CTE Students
 3. Applicants had to complete report results from the Local Implementation Readiness and Capacity Self-Assessment to demonstrate the need
<http://cte.ed.gov/docs/POSLocalImplementationTool-9-14-10.pdf>
- i. Selection Criteria 1: Local Implementation
 - i. The applicant identified each of its' partners selected for local implementation of the POS and provided evidence of each partners capacity to implement the selected POS and the ten (10) components, as well as the estimated number of students who would participate in the POS in year 2 of the grant.
 - ii. The participating partners had to represent rural areas, areas with high numbers of career and technical students, high percentages of career and technical education students, postsecondary partners, business and industry partners and other stakeholders.

- iii. The applicant included letters of commitment from each partner, expressing their interest in participating in the project and its commitment to implementing the selected POS.
 - iv. In the case of partners that do not have all ten (10) components in place at the start of the project, the applicant outlined the actions it will take to ensure that weak or missing components are strengthened or created so that all ten components are in place and the partners are ready to implement the RPOS by the beginning of the academic year corresponding to year two of the grant.
 - v. The applicant outlined a plan to provide ongoing oversight and technical assistance to the participating partners throughout the project period.
- j. Selection Criteria 2: Project Management Plan
 - i. The management plan incorporated, at a minimum, each of the proposed requirements included in this grant application, and identified specific and measurable objectives and tasks to be undertaken to accomplish each project activity
 - ii. The management plan assigned responsibility for the accomplishment of project tasks to specific partners or project personnel and provided timelines that will result in the timely completion of all required project activities within each phase of the project
 - iii. The time commitments were appropriate to the tasks assigned
 - iv. This criteria was the weakest and will be strengthened when the final application submitted (June 15)
- k. Selection Criteria 3: Adequacy of Resources
 - i. Adequacy of support was provided (i.e., facilities, equipment, supplies, or other resources) by participating partners
 - ii. The budget was appropriate and the costs were reasonable in relation to the objectives and design of the proposed project.
- l. Selection Criteria 4: Project Evaluation
 - i. The proposed project evaluation was feasible and appropriate for evaluating the constancy of the implementation of the selected POS by the participating partners in years one and two of the grant.
 - ii. The proposed evaluation was feasible and appropriate for evaluating the effectiveness of each of the ten (10) components in the POS.
 - iii. The proposed evaluation was conducted by individuals or entities that possess the necessary background and expertise in project evaluation.
- m. Applicants Selected for 2-Year RPOS Project: 2011-2013
 - i. USD 470 Arkansas City – Law, Public Safety, Corrections and Security Pathway
 - 1. \$72,000
 - ii. USD 445 Coffeyville – Agriculture Plant Systems Pathway
 - 1. \$79,000
 - iii. USD 270 Plainville – Rooks County-wide Coordinated Cooperative – BioMedical Pathway

1. \$79,000
- n. Applicants Selected for 2-Year RPOS Project: 2012-2014
 - i. USD 115 Nemaha Valley – BioMedical Pathway
 - ii. USD 379 Clay Center – Arts/AV Pathway
 - iii. USD 349 Stafford – Restaurant and Event Planning Pathway
- II. RPOS Plant Systems Pathway: USD 445 & USD 484
 - a. Local Grant Structure
 - i. Two school systems, USD 445 and USD 484, serve as the POS primary partners in Southeast Kansas
 1. USD 445, Coffeyville
 - a. 590 enrolled students in 9-12
 - b. 375 students enrolled in all CTE programs
 2. USD 484, Fredonia
 - a. 242 enrolled students in 9-12
 - b. 85 students enrolled in all CTE programs
 - b. Program Formation
 - i. USD 445 Grant writer approached USD 484 about developing pathway
 1. Started a unique partnership
 - a. Larger school working with smaller school to divide up resources, costs, management activities
 - ii. Starting point was joint meeting with administration, teachers, business and industry partners, and students to discuss status of 10 frameworks (February 2011)
 - c. Utilizing Grant Funds
 - i. Funds were used to strengthen the 10 frameworks
 1. Professional Development
 - a. CASE
 - b. Costa Rica Global Agricultural Tour
 - c. Hummert International Greenhouse Management
 - ii. Curriculum Meetings
 - iii. Partnership Meeting
 - iv. Program Materials
 1. Greenhouse
 2. Hand-held GPS
 3. DNA separator
 4. Hand held data collection
 - III. Rigorous Program of Study Framework Elements
 - a. 1. Legislation and Policies
 - i. Legislation and policies at the state and local level should mandate, support, and encourage programs of study that result in high demand jobs.
 - ii. Monthly curriculum meetings
 1. Review curriculum and program needs with in communities

- iii. Organization and schedule of quarterly partnership meetings
 - 1. Presented stakeholders with progress reports and obtained feedback on future of RPOS
 - b. Partnership
 - i. Ongoing relationships among education, business, and other community stakeholders are central to program of study design, implementation, and maintenance
 - ii. Partnership Stakeholders
 - 1. Kansas State University
 - 2. Fort Scott Community College
 - 3. Coffeyville Community College
 - 4. Farm Bureau Financial Services
 - 5. Montgomery County Extension
 - 6. Wilson County Extension
 - 7. The Plant Station Floral Shop
 - 8. Fredonia Coop
 - 9. Midwest Fertilizer
 - 10. Bartlett Milling
 - 11. Doug Ott, Attorney at Law
 - 12. Hains Greenhouse
 - 13. Arnold's Greenhouse
 - 14. Lett's Ornamental Grasses and Nursery
 - c. 3. Professional Development
 - i. Professional Development should provide teachers with training in academic and technical curriculum and non-duplicative postsecondary enrollment.
 - ii. Professional Development
 - 1. CASE Plant Science Institute
 - a. Hands-on Plant Science curriculum that integrates national English-Language Arts, Math, and Science Standards
 - 2. Hummert Greenhouse Management Short Course
 - 3. Costa Rica International Travel Seminar with Kansas State University
 - 4. Industry tours of secondary greenhouses and vineyards
 - 5. Presented RPOS model at K-ACTE Summer Conference and KSDE RPOS FY13 distance learning seminar
 - d. 4. Accountability and Evaluation Systems
 - i. Identify the credential, certificate, and degree opportunities that exist upon completion of the program of study and the systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes
 - ii. Accountability and Evaluation Systems:
 - 1. Provide students with opportunities for industry certifications
 - a. General Agriculture

- b. Master Gardener
 - c. Pesticide Applicator
 - d. Coop Test
 - 2. Data Collection
 - a. Work Keys
 - b. CASE test
 - c. Kansas Career Pipeline Survey
- e. 5. College and Career Readiness Standards
 - i. A common set of knowledge and skills that all individuals acquire to successfully transition into post-secondary education or the workplace.
 - ii. Career Readiness and Credit Transfer through Course Sequence
 - 1. Developing a POS sequence that once completed transfers seamlessly into postsecondary course work
 - 2. Articulation agreements with post secondary institutions
 - a. Coffeyville Community College
 - b. Fort Scott Community
 - c. Barton County Community College
- f. 6. Course Sequences
 - i. Programs of Study should show documentation of a planned sequence that does not result in any duplication of coursework and provide seamless transition into post-secondary coursework.
- g. 7. Credit Transfer Agreements
 - i. Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported by formal policy agreements between secondary and postsecondary education systems.
- h. 8. Guidance Counseling and Academic Advisement
 - i. Guidance counseling and academic advisement systems should provide tools and resources to help students plan for a complete sequence of coursework towards graduation and enrollment in a postsecondary program within the career pathway.
 - ii. Utilize Kansas Career Pipeline to guide students into suited pathway
 - iii. Student recruitment through
 - 1. Pre-enrollment booth
 - 2. Program Brochures
 - 3. Tours of facilities and classrooms
 - 4. Career counseling and placement into pathways based on student interests
- i. 9. Teaching and Learning Strategies
 - i. Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.

- ii. Provide jointly led interdisciplinary teaching teams of academic and career and technical teachers or faculty
- iii. Develop incorporation of team-building, critical thinking, problem-solving, communication skills in teaching and learning strategies, such as through the use of career and technical student organizations
- iv. Technology Integration
 - 1. LabQuest, iPads, Agriculture Field System GPS Units, DNA Separation Chambers, Hydroponics
- v. Develop science labs for hands-on, inquiry-based lab activities
- j. 10. Technical Skill Assessments
 - i. National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in post-secondary education and careers in their chosen POS.
 - ii. End-of-course assessments through CASE and end-of-pathway assessments through Work Keys
 - iii. Completion of certifications for industry recognition
 - iv. Review data from assessments to guide future direction of RPOS