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District Document Library	Category		Total
Address Book	<a href="#">View</a>	Curriculum/Software	\$1,290.00
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Contact KDE	<a href="#">View</a>	Instructional Materials	\$0.00
GMAP Sign Out	<a href="#">View</a>	Salary and Fringes, Stipends	\$2,500.00
	<a href="#">View</a>	Support Services	\$7,548.00
	<a href="#">View</a>	Equipment	\$6,928.00
	<a href="#">View</a>	Other	\$100.00
		<b>Total</b>	<b>\$21,566.00</b>
		<b>Adjusted Allocation</b>	<b>\$21,566.00</b>
		<b>Remaining</b>	<b>\$0.00</b>

Farmer, Todd

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## Narratives

Marion County (375) Public District - FY 2018 - Perkins - Rev 0 - Perkins Secondary

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Please respond to each of the following items. Be specific and provide detailed information in your response.

\* 1. How will CTE programs be carried out and activities designed to assist students in meeting state and local adjusted levels of performance?

MCHS CTE Staff will:

- Attend trainings aimed at integrating academic and career and technical education.
- Participate in school wide data analysis.
- Participate in assessment training.
- Work together to complete documentation for the PLUCS program review.
- Use "Quality Core" materials in lessons when appropriate.
- Use ILP and industry trips as a basis of discussion with students about "College and Career Readiness".

\* 2. Identify how the school is implementing and utilizing programs of study/career pathways?

- There is at least 1 career pathway developed for each program area.
- All students are encouraged to pick and complete at least 1 pathway.
- CTE teachers track student participation in pathways to identify juniors and seniors who need 1 class to be completers and the teachers let the counselors know who those students are so they can insure students get the classes they need.
- MCHS is part of the I3 grant which is geared toward CCR of students with disabilities.

\* 3. Identify integration activities in place that are improving the academic and technical skills of students.

- All CTE teachers require reading which will contribute to the school wide reading initiative.
- Business area does videos all over the building for school wide news and broadcast.
- FCS and Ag teachers work closely with science teachers to plan science related labs and share equipment.
- PLTW has become a NAF (National Academy Foundation) Academy with a dedicated math and English teacher.

\* 4. How can you, as the school administrator, ensure that CTE students are taught the same rigorous standards as are taught to all other students?

- Rigor is expected in every class at MCHS. CTE staff are required to plan and submit vertical and horizontal alignments, common finals, syllabi and use "Quality Core" (KOSSA) materials just like every other teacher.

\* 5. How are students encouraged to enroll in rigorous and challenging core academic subjects?

- Students are encouraged to pick a career major and when scheduling classes for the following year they are encouraged to follow a "suggested curriculum" for that career major. All career majors include a variety of academic and elective classes.
- Core content teachers recommend the level of core content classes students should take from year to year (ex: Alg. I teacher recommends if a student needs to take regular or PreAp Geometry for the next year).

\* 6. It is important that students be provided with a broad range of information, skills and practical experiences for the career field they have chosen. What techniques are being used at your school to provide students with knowledge and experience about all aspects of the industry the student has chosen to enter?

- Several of our CTE areas have cooperative education opportunities where the students go into the community and receive hands on experience in the field they are interested in.
- PLTW requires job shadowing as part of their curriculum.
- Each CTE area runs at least 1 school based business where students receive hands on experience.
- CTE teachers take students on instructional trips where the students see what goes on in business and industry

\* 7. How will comprehensive and sustainable professional development be provided to promote the integration and alignment of rigorous content, challenging academic standards, and relevant career technical education? This includes academics, guidance, and administration.

- All CTE staff will attend the same school and district PD that all other MCHS staff attends as well as attending CTE conference and program specific trainings.

\* 8. How are stakeholders (parents, students, business and industry) involved in the development, implementation and evaluation of CTE programs? How are they informed about changes to the Perkins requirements?

- Parents and other stakeholders are invited to parent teacher conference and school spotlight programs as well as being ask to serve on committees such as SBDM and the CTE Advisory Board.

\* 9. How does the school provide technical education programs of such size, scope, and quality to bring about improvement in the overall quality of Kentucky CTE?

- CTE teachers work to recruit and retain students both in classes and CTSO's.
- 70% of MCHS students are enrolled in a CTE course.
- Over 60% of MCHS seniors participated in KOSSA.

- Over 35% of MCHS students are involved in a CTSO.
- MCHS is the home of regional officers for both FCCLA and FFA

\* 10. What local process is used to evaluate and continuously improve the school's performance?

When evaluating our school improvement staff looks at CCR, state assessment scores, dropout rates, and successful transitions after graduation as well as input from business and industry through the CTE Advisor Board. All of the previous items are taken into account when creating the school improvement plan.

\* 11. Special population students should meet performance levels and be successful in activities preparing them for high skill, high wage or high demand occupations. How will CTE programs be reviewed and strategies identified to assist special population students in meeting these goals? Provide examples of strategies you have developed and implemented to assure these students can be successful in the program in which they are enrolled as measured by their success on the adjusted levels of performance.

- MCHS CTE teachers rely on the students IEP and directions from the ARC to help meet student needs.
- Teachers contact the student's case manager and parents as needed.
- Students are interviewed for interest and future workforce goals.
- CTE teachers hold all students to high expectations.
- MCHS is involved in the I3 grant which is geared toward insuring students with disabilities become CCR.

\* 12. Describe how discrimination against special populations is being prevented.

- All CTE staff works to ensure that all students are treated equally in classes.
- All students are encouraged to join and participate in CTSO's.
- Classes are assigned based on student registration request.

\* 13. How are funds being used to promote preparation for nontraditional fields?

- All CTE staff will make efforts to recruit students into nontraditional fields.
- Brochures and posters will be made to promote nontraditional fields.
- A major component of the PLTW/NAF partnership is to promote nontraditional enrollment.
- Students will participate in CTSO activities that will promote nontraditional fields.
- FFA has had female chapter and regional officer and FCCLA has had male chapter and regional officers

\* 14. Describe the career guidance and academic counseling provided to CTE students, including linkages to future education and training opportunities.

- Recruiters are at the high school on a regular basis to recruit to postsecondary institutions.
- Field trips are provided to postsecondary institutions.
- CTE staff schedules speakers from postsecondary institutions.
- MCHS has a College Coach provided by KHEAA
- Representatives from postsecondary institutions sit up booths at CTSO state conferences.

\* 15. Describe efforts to recruit and retain CTE teachers. Identify the procedures currently in place to ease new teacher transition from business and industry to the classroom.

MCHS CTE Team Leader works to make sure that all teachers understand general school procedures such as purchase orders, trip request and curriculum mapping procedures.  
MCHS CTE Team Leader informs staff of local, state and national CTE information when it is made available to him.  
MCHS Assistant Principal helps to ensure that staff understands use of funds, is kept current on KOSSA information and is available to assist in any capacity needed.  
All first year teachers participate in KTIP.  
All vacant positions are posted through KDE

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