

MINUTES OF THE SENATE WAYS AND MEANS COMMITTEE

The meeting was called to order by Chairman Dwayne Umbarger at 10:30 A.M. on February 7, 2008 in Room 123-S of the Capitol.

All members were present except:

Senator Donald Betts, Jr. - excused

Committee staff present:

Jill Wolters, Senior Assistant, Revisor of Statutes
Alan Conroy, Director, Kansas Legislative Research Department
Kristen Clarke Kellems, Assistant Revisor of Statutes
Audrey Dunkel, Kansas Legislative Research Department
Julian Efird, Kansas Legislative Research Department
J. G. Scott, Kansas Legislative Research Department
Jarod Waltner, Kansas Legislative Research Department
Melinda Gaul, Chief of Staff, Senate Ways & Means
Mary Shaw, Committee Assistant

Conferees appearing before the committee:

Barry Greis, Statehouse Architect
Senator Nick Jordan
Dr. Edward Hammond, President, Fort Hays State University
Dr. Paul Adams, Anschutz Professor of Education and Professor of Physics, Fort Hays State University

Others attending:

See attached list.

Bill Introductions

Chairman Umbarger explained that Senator Emler had requested the following bill introductions:

Senator Steineger moved, with a second by Senator Wysong, to introduce a bill concerning penalties and driving while intoxicated and drugs (7rs1674). Motion carried on a voice vote.

Senator Steineger moved, with a second by Senator Teichman, to introduce a bill concerning sex exploitation crimes (7rs1585). Motion carried on a voice vote.

The Chairman welcomed Barry Greis, Statehouse Architect, who presented an update on the Statehouse renovations (Attachment 1). Funding this year is \$38.8 million for exterior masonry and north stair re-assembly. Mr. Greis showed a 9.5 minute video of the exterior masonry investigation and design process. Mr. Greis provided information regarding milestones for the Statehouse preservation and restoration project, Capitol Restoration Commission, since the 1998 legislative session in his written testimony. Updates were given on the west wing, south wing, north wing, visitor center, rotunda (interior), exterior masonry and north stair re-assembly, projected cost estimates and other materials.

Chairman Umbarger acknowledged Senator Nick Jordan. Senator Jordan explained that two constituents came to him and referenced fifteen states that already have programs like the Kansas Academy of Mathematics and Science (KAMS). This is a vision to develop math and science skills due to the concern that the state could lose out on world economics. KAMS is placed at Fort Hays State University. He noted that there is a need to help the best and brightest students. A book was distributed that was put together by the Building Engineering and Science Talent (BEST) which was assembled to help inform the work of the Kansas Legislature's Advisory Committee on Mathematics, Science and Innovation. Senator Jordan chaired this committee. Copies of this book may be obtained from Building Engineering and Science Talent, San Diego, California. (No written testimony was submitted by Senator Jordan.)

CONTINUATION SHEET

MINUTES OF THE Senate Ways and Means Committee at 10:30 A.M. on February 7, 2008 in Room 123-S of the Capitol.

The Chairman welcomed Dr. Edward Hammond, President, Fort Hays State University, who explained that the KAMS program would move students into the workforce more quickly and it moves students ahead two years. Information on the curriculum was provided by Fort Hays State University and this information may be obtained from the University.

Dr. Hammond turned the presentation over to Dr. Paul Adams, Anschutz Professor of Education and Professor of Physics, Fort Hays State University (Attachment 2). Dr. Adams explained that students in the KAMS program will have a focused curriculum, small classes and there is computer and technical learning. The students will engage with faculty and graduate teams and they are looking forward to the program and support it. A portion of the cost will be generated from the private structure and Kansas businesses will profit from the KAMS program. There were questions and discussion. The Chairman noted that economic development in Kansas is important, Kansas needs to be competitive and he offered his congratulations to Fort Hays State University.

The meeting adjourned at 11:50 a.m. The next meeting was scheduled for February 11, 2008.

Senate Ways and Means Committee

Project Update

January 24, 2008

Department of Administration
Division of Facilities Management
Barry Greis, Statehouse Architect

WEST WING

- Punch list work has begun.
- Completion of rest rooms and 5th floor guardrail at sky light continues.

SOUTH WING

- Receive bids for South Wing renovation in February 2008.
- Construction scheduled to begin in June 2008 after the 2008 Legislative Session.
- Temporary office space constructed during the 2008 Legislative Session in the North Wing for Senate Ways and Means committee room, Legislative offices, Governor's office, Lt Governor's office, and a 23 member committee room.
- Construction continues on new Northwest Elevator.

NORTH WING / VISITOR CENTER / ROTUNDA (interior)

- Architectural design has begun.
- Interviews will be set to review scope of work with each agency, for example, Historical Society, State Library, and Capitol Police.
- Review of Visitor Center design and use.

EXTERIOR MASONRY and NORTH STAIR RE-ASSEMBLY

- JE Dunn Construction Company, Mark I, masonry sub-contractor, and Treanor Architects have met on site to review means and methods of beginning construction work this summer. Work includes shop drawing review process, site preparation, material storage areas on and off site and scheduling.
- Exterior Masonry and North Stair Re-assembly funding requested \$38,800,000.
- Review video of exterior masonry investigation and design process. 9 minutes.

PROJECT COST ESTIMATES

- 2007 Cost Estimates presented to Capitol Restoration Commission on December 5, 2007.

OTHER MATERIALS

- Cost Per Square Foot Table presented to Capitol Restoration Commission on December 5, 2007.
- Milestones for Statehouse Preservation & Restoration Project dated January 8, 2008.

COST ESTIMATES

Project #1: Original Statehouse Plan	
Original	\$ 120,000,000
Inflation	34,000,000
<hr/>	
Statehouse Plan with 7% Inflation	\$ 154,000,000

Executive Summary section 3 printed April 2000 lists \$120,000,000 budget estimate. 1.5% annual inflation rate for 377,194 sq. ft. building included in budget estimate.

7% inflation was also estimated for budget estimate of \$154,000,000.

Project #2: New Office Construction	
118,009 sq. ft.	\$ 47,000,000

118,009 sq. ft. of new office construction estimated at over \$400 per sq. ft. Cost per sq. ft. of \$400 described in Historic Structures Report (HSR), Book #3, Chapter 5 Master Plan page V-21 October 2000. No inflation applied to the \$400.

Project #3: Parking Garage	
	\$ 15,200,000

CRC approved increased scope of work for New Office Construction, Parking Garage and Visitor Center March 12, 2001 and September 28, 2001.

Project #4: Visitor Center	
Shell	\$ 5,000,000
Completed	11,000,000
<hr/>	
Visitor Center	\$ 16,000,000

CRC approved Visitor Center Shell estimate November 20, 2002 and Visitor Center Completed estimate on December 19, 2005.

Projects #1 through #4	\$ 232,200,000
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Total Cost Estimate	
2007 Current Estimate	\$ 285,600,000
Less Projects #1 through #4	- 232,200,000
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Delta	\$ 53,400,000

2007 Current Estimate of \$285,600,000 includes Phases I through V, Exterior Masonry repairs and Copper Dome repairs.

Delta	\$ 53,400,000
Less Exterior Masonry	- 28,800,000
Less Copper Dome Repairs	- 4,200,000
Less Unforeseen Conditions	- 3,500,000
Less Contingency for N Wing	- 8,200,000
Less +/- Error of 3.75%	- 8,700,000
<hr/>	
	\$ 0

Exterior Masonry repairs are \$28,800,000 above the original \$10,000,000 budget estimate within the \$120,000,000. Copper Dome repairs were not a part of the original \$120,000,000 budget estimate.

Unforeseen Conditions include plaster delaminating W Wing, structural beam conflicts in walls & floors, re-route under ground sanitary lines, removing stone projections in offices and stabilizing foundation at 4 quadrants.

Contingency on N Wing estimate for last 2 years of project. Project was extended from 8 to 10 years ending 2011.

Error percent calculated on \$232,200,000.

Cost Per Square Foot

Category	North Wing Shell, Visitor Center Shell and Parking Garage Actual	East Wing Actual	West Wing Budget	South Wing Proposed Budget	Exterior Masonry Proposed Budget	North Wing ^[2] , Visitor Center Proposed Budget	LCC Estimated Budget Requested
	Phase I	Phase II	Phase III	Phase IV		Phase V	
INTERIOR COST/SQUARE FOOT							
Class A/B Historic	NA	\$597	\$587	\$552	NA	\$525	NA
Class C/D Non Historic	NA	\$219	\$253	\$233	NA	\$219	NA
INTERIOR SQUARE FEET (SF)							
Class A/B Historic	97,260	32,741	44,708	84,270	NA	97,260	258,979
Class C/D Non Historic	78,682	42,507	57,698	57,337	NA	78,682	236,224
Sub-total Interior SF	175,942	75,248	102,406	141,607	NA	175,942	495,203
Parking Garage	233,354	NA	NA	NA	NA	NA	233,354
Total Square Feet	409,296	75,248	102,406	141,607	NA	175,942	728,557
Exterior Masonry SF	NA	NA	NA	NA	NA	NA	NA
INTERIOR COST							
Class A/B Subtotal ^[1]	\$5,909,971	\$19,540,288	\$26,223,334	\$46,494,467	\$0	\$51,061,500	\$149,229,560
Class C/D Subtotal ^[1]	\$14,740,721	\$9,315,120	\$14,570,709	\$13,375,711	\$0	\$17,231,358	\$69,233,619
Sub-total Interior Cost	\$20,650,692	\$28,855,408	\$40,794,043	\$59,870,178	\$0	\$68,292,858	\$218,463,179
OTHER PROJECT COSTS							
Parking Garage	\$15,161,580	NA	NA	NA	NA	NA	\$15,161,580
Exterior Masonry	NA	NA	NA	NA	\$38,780,153	NA	\$38,780,153
Copper Dome Repairs	NA	NA	NA	NA	NA	\$4,171,504	\$4,171,504
Dept of Admin Costs & Furnishings	\$1,770,000	\$1,900,000	\$1,770,000	\$1,770,000	\$0	\$1,770,000	\$8,980,000
ACTUAL & BUDGET COSTS AS ALLOCATED TO WINGS	\$37,582,272	\$30,755,408	\$42,564,043	\$61,640,178	\$38,780,153	\$74,234,362	\$285,556,416

Notes:

- [1] Phase 1 Primary Infrastructure MEP Costs allocated on square feet of Class A/B and Class C/D
- [2] Phase 5 North Wing and Visitor Center Interior Finish Designs were initiated November 21, 2007.

Reference:

Prepared by JE Dunn Construction Company, Treanor Architects, PA, and Barry Greis, Statehouse Architect.

Capitol Restoration Commission Milestones for Statehouse Preservation and Restoration Project

1998 Legislative Session. Legislative Coordinating Council (LCC) established the Capitol Restoration Commission (CRC) with adoption of LCC Policy 55 on February 16, 1998.

1999 Legislative Session passed K.S.A. 75-3685 exempting Statehouse project from purchasing laws for procurement negotiating committee or competitive bid process to acquire architects, engineers, construction manager, contractors, sub-contractors, labor and material. In practice we have competitively bid all construction dollars and this has served us well.

Procurement Negotiating Committee (PNC) created to select an architectural firm for the Historic Structures Report (HSR) and for the design of the Restoration project May 12, 1999. 7 national firms submitted proposals and Treanor Architects, PA of Lawrence, Kansas was selected August 25, 1999.

Historic Structures Report (HSR) includes approximately 1,500 page report and investigation that includes Master Plan of Statehouse with existing 377,194 square feet May 24, 2000.

2000 Legislative Session funded Phase I at \$40 million dollars.

Members of CRC visit State Capitol of Ohio August 22, 2000 and State Capitol of Texas December 6, 2000 to view their recently completed Capitol renovation projects.

CRC approved proposed Master Plan with Parking Garage, Visitor Center, Ground Floor office spaces and mechanical vaults March 12, 2001.

2001 Legislative Session funded Parking Garage at \$15 million dollars.

Procurement Negotiating Committee created to select a construction management firm. 6 national firms submitted proposals and JE Dunn Construction Company of Kansas City, Missouri was selected in 2001.

CRC approved Design Development Review for Phase II including revised / refined 118,009 square feet of new construction for Parking Garage, Visitor Center and underground office spaces, mechanical vaults and Master Plan on September 28, 2001.

2002 Legislative Session. CRC Steering Committee approved Phase II descriptions of Program Funding Phases for Statehouse restoration including revised / refined Parking Garage, Visitor Center and underground office spaces and mechanical vaults, the construction work and construction schedules on November 20, 2002.

CRC approved Phase II funding request, descriptions of Roles and Responsibilities for the LCC and Secretary of Administration, Program Funding Phases and Master plan on December 11, 2002.

2003 Legislative Session funded \$19.8 million dollars for Phase II.

CRC approved Phase III Program Funding Phases and Master Plan on November 20, 2003.

2004 Legislative Session had no funding request for project.

CRC approved Phase IV Program Funding Phases and Master Plan updated November 17, 2004.

2005 Legislative Session funded \$26.5 million dollars for Phase III.

CRC approved a Visitor Center budget estimate of \$11 million dollars and a proposed Total Budget estimate of \$162.2 million dollars on December 19, 2005.

2006 Legislative Session funded \$16.2 million dollars for distribution between the East, West and South Wings.

CRC approved Phase IV funding request, Program Funding Phases, Master Plan and designation of Phase V that includes the North Wing / Rotunda / Visitor Center and the Exterior Masonry budget estimate To Be Determined (TBD). CRC also approved revised proposed Total Budget estimate of \$172.5 million dollars on December 14, 2006.

2007 Legislative Session funded \$55.0 million dollars for Phase IV.

CRC approved Exterior Masonry funding request of \$38.8 million dollars, video / audio historical documentation process, inflation update, copper dome repairs and proposed Total Budget estimate of \$285.6 million dollars including North Wing / Rotunda / Visitor Center on December 5, 2007.

2008 Legislative Session has \$38.8 million dollar funding request for Exterior Masonry and North Stair Re-assembly.



Cover Page	Kansas Academy of Mathematics & Science
Kansas Board of Regents 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368	

<u>Paul Adams, Anschutz Professor of Education and Professor of Physics</u> Name and title of contact person	<u>Teacher Education & Physics</u> Departmental/unit affiliation
<u>Fort Hays State University</u> Institution	<u>padams@fhsu.edu</u> e-mail
<u>600 Park St, Hays, KS 67601</u> Institutional Address	<u>785-628-4538</u> phone

Total state funds required for the first year of operation of KAMS \$712,999

If this proposal represents a collaboration among higher education institutions, list the collaborating institutions below:

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To the best of my knowledge, all information in this application is true and correct.

<u>PAUL ADAMS – ORIGINAL SENT</u>	<u>11 October 2007</u>
Signature of individual in charge of the project	Date

This grant proposal has been approved by the authorized representative of the institution.

<u>Edward H. Hammond</u>	<u>President, Fort Hays State University</u>
Typed name of authorized representative	Title
<u>ORIGINAL SENT</u>	<u>11 October 2007</u>
Signature	Date

*Senate Ways and Means
2-7-08
Attachment 2*

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C. Summary Budget

KAMS BUDGET SUMMARY

Refer to proposal instructions prior to completing this budget.

Name of Institution: Fort Hays State University

Budget Categories	Year 1* 40 Kansas students	Year 2 80 Kansas students	Year 3 80 Kansas students	Year 4 80 Kansas students	Year 5 80 Kansas students
Revenue					
Tuition and fees	177,573	372,903	391,548	411,125	431,682
Existing state funding streams	0	0	0	0	0
Existing institutional funding streams	0	0	0	0	0
Charges for room and board	260,040	546,084	573,388	596,324	620,177
Grants and/or gifts	56,000	58,800	61,740	64,827	68,068
Other	0	0	0	0	0
Total Revenue	493,613	977,787	1,026,676	1,072,276	1,119,926
Expenses					
Personnel; salaries and wages	451,720	625,506	651,881	684,475	770,879
Fringe benefits	113,904	156,476	162,927	171,074	180,671
Equipment	48,000	22,000	30,200	30,900	31,600
Other operating expenses	92,019	156,190	163,299	170,764	178,603
Residential facilities	238,864	442,394	464,514	487,740	512,127
Transportation for KAMS students	19,903	34,461	36,184	37,993	39,893
Special activities for KAMS students	31,120	29,712	30,628	31,589	32,598
Marketing	20,925	21,971	23,070	24,223	25,434
Restricted fees	96,842	144,568	151,796	159,386	167,355
Other	93,315	98,366	103,249	108,704	118,705
Total Expenses	1,206,612	1,731,644	1,817,749	1,906,849	2,057,865
Total Legislative Request	712,999	753,857	791,073	834,573	937,939

*40 Kansas students will be admitted the first year. An additional 40 students will be admitted each year, for a total of **80** Kansas students at any given time.

On a separate page, explain any increases from one year to the next.

BUDGET INCREASES

Each year there is a 5% increase in costs. These are noted in the written budget explanations for KAMS Year 1.

During Year 2 there is a major jump in net funding due to the increased number of paid tuitions and housing. There is also a major jump in the cost of personnel since three additional faculty members and two additional resident assistants will be hired.

Grants and gifts show a slight increase due to the expected increase in tablet PC costs.

Transportation costs show a large increase in Year 2 to cover the cost of site visits to institutions of higher education in Kansas by students in their second year of KAMS. This is considered an investment in retaining students in Kansas.

Further details on the annual changes in budget are included in the budget explanation in section 8.

D. Body of Proposal

During the last twenty-years FHSU has emerged into a statewide leader in the use of technology in the classroom supported with an infrastructure that values innovation and excellence in teaching. This combination of technological leadership and demonstrated teaching excellence (Council for Aid to Education, 2007) has positioned FHSU and its students to engage on the world stage as evidenced by its expanding international programs. Complementing this effort is FHSU's unparalleled leadership in civic engagement and service learning. FHSU's emphasis on teaching and small class size, coupled with FHSU's ability to quickly respond to challenges and opportunities, positions FHSU as a prime candidate to host KAMS and develop the state's intellectual capital. FHSU is best suited to meet the needs of the talented and gifted youth who require specialized instruction through KAMS.

1. Curriculum

KAMS will be the premier institution for the best and brightest Kansas high school students to mature and develop into science and mathematics leaders. KAMS will embrace the potent blend of college-level instruction, research activities, service learning, and peer interactions to achieve its goals. FHSU is well poised to fulfill these expectations.

FHSU consulted with the National Consortium for Specialized Secondary Schools in Mathematics, Science, and Technology (NCSSSMST) and the Missouri Academy during the development of this proposal. The NCSSSMST advocates involving students in research as early as the first semester, immersing them in research, utilizing student-centered teaching strategies such as inquiry-based learning and collaborative learning, and developing knowledge in a laboratory setting, all of which formed the basis for the FHSU-KAMS curriculum. The Missouri Academy provided information on curriculum that allows for total student development beyond science and mathematics coursework. These critical design-principles were taken in consideration by the academic advisory council that developed the curriculum plan (Dr. Elmer Finck, Chair of Biology; Dr. John Heinrichs, Chair of Geosciences; Dr. James Hohman, Chair of Chemistry; Dr. Gavin Buffington, Chair of Physics; and Dr. Ron Sandstrom, Chair of Mathematics and Computer Science, and Mr. Martin Straub, Vice-Principal of Hays High School, USD 489, Paul Faber, Dean College of Arts and Science, and Dr. Kathy Dale, Assistant Dean of Education).

While a majority of the coursework is specified by the enacting legislation, the nature of the courses, sequence and emphasis of the curriculum was tailored to incorporate information from our consultants and the strengths of FHSU. As noted in Karukstis & Elgren (2007), the "curriculum is the direct expression of what a particular faculty values and is able to deliver" (p. xvii) and thus reflects the unique strengths and commitments of FHSU to KAMS. An overview of the KAMS curriculum and sequence is provided in Table 1. Unique features include:

- Research course sequence (Research in Service of the Community I and II) taught during the first year based on a National Science Foundation project on integrated science and mathematics of FHSU. The courses use the design principles advocated by the Terrascope project at MIT (Epstein, Bras, Hodges, & Lipson, 2007). The course sequence is designed to engage students in cross-disciplinary research using a single complex environmental/Earth-system topic large-scale project, build a learning community, and develop multidisciplinary research skills.

- A unique capstone course, LDRS 120, based on *7 Revolutions* (seven global trends that will shape the future of the world) developed at FHSU in collaboration with the Center for Strategic and International Studies in Washington, DC (<http://www.csis.org/www.7revs.csis.org>). The course will allow students to interact with national and world leaders and policy makers, a practical application of the roles and interaction of world/national/and local government and politics, science and mathematics, and the past and future history of the world. FHSU is one of only nine universities in the United States offering this collaborative course. The course is intended to mobilize students to consider how their knowledge, skills and talents can be used to address the seven revolutions impacting Kansas, the US, and the world. FHSU will work with the Kansas State Department of Education and the sending high school to align this course with the KAMS history requirement.
- Small class sizes with less than 25 students to allow close interaction with faculty, direct use of scientific equipment, and collaborative learning.
- A balance of KAMS-only and general college classes designed to meet the unique learning needs of gifted and talented STEM students (e.g. 10 to 12 students in a to-be-developed calculus sequence resulting in the equivalent of Calculus III preparation) and laboratory/general elective experiences with the general college student population to enhance the learning and maturation process.
- Free electives, selected FHSU-KAMS academic advising, allows students to pursue their interests in music or foreign language, explore other academic fields, and/or complete any mandated curriculum requirements by their home high schools.
- Select core content courses that have been redesigned to make use of service learning principles through use of problem-based learning pedagogies supported through the FHSU Center for Civic Leadership.
- Embedded technology and tablet-computer use in all courses for teaching, data gathering, and assessment activities.

Unique co-curricular requirements for completion of the program:

- Colloquia course each semester will provide opportunities for KAMS students to interact with national and Kansas leaders, successful alumni from Kansas institutions, and major employers in STEM disciplines.
- A required research project and presentation during the FHSU Research and Creativity Week, a showcase for undergraduate research, and submission to the Kansas Junior Academy (<http://webs.wichita.edu/kjas>) on their independent research. The students join a departmental research team in the spring of their first year and then work as part of the team during their senior year in collaboration with a faculty mentor. The specific research project will be negotiated by the student and mentor as part of their work on the team. Summer opportunities to begin their research after the first year will be determined by local support from the department or summer internships in Kansas. The FHSU Science and Mathematics Education Center will collaborate with KAMS in obtaining grants for summer opportunities.
- Completion of a *Diversity Passport* a new program at FHSU. Students document their engagement in University opportunities such as community service, performing and fine arts events, and cultural exchanges with international students.

The curriculum meets the hour requirements and distribution required for an associates degree. The curriculum was reviewed by Mr. Martin Straub, Assistant Principal at Hays High School, USD 489. Straub indicated the curriculum is acceptable for high school graduation with appropriate student advising in their freshman and sophomore year to assure local and state requirements are met. Curriculum refinement and seeking approval from Kansas State Department of Education (KSDE) will occur during the development phase of the project (e.g. approval of LDRS 120 *7 Revolutions* as a history course).

A. Table 1 Curriculum for KAMS

Junior Year

Fall		Spring	
Title	Credit Hours	Title	Credit Hours
MATH XXX Calculus for Mathematicians, Scientists, and Engineers I +	5	MATH XXX Calculus for Mathematicians, Scientists, and Engineers II +	5
CHEM 120 University Chemistry I	3	CHEM 122 University Chemistry II	3
CHEM 120L University Chemistry Lab I	2	CHEM 122L University Chemistry Lab II	2
IDS XXX Research in the Service of the Community I - + W	2	GSCI 101 Elements of Physical Geography	3
ENG 101 English Composition I	3	IDS XXX Research in the Service of the Community II - + W	2
Colloquia	0	Colloquia	0
FREE ELECTIVE	3	FREE ELECTIVE	3
TOTAL	18	TOTAL	18

Senior Year

PHYS 211 Physics for Scientists and Engineers	4	PHYS 212 Physics for Scientists and Engineers	4
PHYS 211L Physics for Scientists and Engineers Lab	1	PHYS 212L Physics for Scientists and Engineers Lab	1
COMM 100 Fundamentals of Oral Communication	3	LDRS 120 Issues in Leadership: 7 Revolutions	3
CSCI 261 Computer Science	3	ENG 102 English Composition II	3
BIOL 180 Principles of Biology	3	BIOL XXX Biotechnology+	3
BIOL 180L Principles of Biology Laboratory	1	BIOL XXXL Biotechnology Laboratory+	1
Colloquia	0	Colloquia	0
Research Group Work	0	Research Group Work - W	0
FREE ELECTIVE	3	FREE ELECTIVE	3
TOTAL	18	TOTAL	18

+Course to be developed W – Writing Intensive

GRAND TOTAL OF 72 Credit Hours

NOTE: All courses are required of KAMS students except where noted. If a KAMS student has completed an equivalent course, the student will enroll in a higher level course within the department.

B. Format of Courses

While there is not a single best practice for teaching science, the most effective practices for teaching science utilize inquiry learning (Seymour, 1997). Research indicates the following are

all effective practices for science and mathematics teaching: continual interaction with professors and students aided by technology to ensure students grasp the material; emphasis on teams of students working together; and encouragement to apply scientific principles and reasoning to real-world problems. The evidence suggests that these methods help students retain material better, achieve the same or better performance on standardized tests than traditional approaches, and emerge with a better grasp of scientific process and fundamental concepts of the sciences (Karukstis, & Elgren, 2007; Brainard, 2007). These effective practices are at the core of the implementation of the curriculum proposed by FHSU.

The format of each course is identified in Table 2. The courses provide a mix of styles, but correspond to the design principles of laboratory, student engagement, embedded opportunities for developing social skills, service learning, and collaborative learning. During the development phase of the project (January – July 08) course curriculum will be modified to reflect the needs of KAMS students with the assistance of nationally recognized consultants and on-site visitations to other academies. Final course modifications will continue as faculty members are employed.

C. Assessment Procedures of Courses

Table 2 reflects that a variety of assessment procedures will be used, depending on the nature and type of course. For example, *Research in Service to the Community*, the students' first research experience, has a strong emphasis on performance and therefore utilizes rubrics designed to assess collaborative learning, written products, and research presentations. Lecture courses, such as chemistry, tend to focus on content understanding and will assess accordingly. Through August 2009, refined assessment techniques and standards of excellence will be developed with assistance of national consultants and site visits to other academies.

D. Placement in Courses

Table 2 indicates which courses are integrated with general population college students and which are unique for KAMS as well as the number of sections and students in each section. Class sizes are intentionally small and guided by the format of the course allowing for maximum interaction with faculty and a flexible curriculum. The decision to mix the students with the general college student population or maintain separate courses was guided by the courses that need an accelerated curriculum. The separate courses will be developed to address the needs of gifted and talented students. All KAMS students will be placed in courses by the KAMS staff guided by placement exams and student abilities.

E. Faculty

Table 2 indicates the faculty source for KAMS. NEW indicates where individuals will be hired within the department to work with KAMS students. Job descriptions and procedures for the search and interview will be identified during the project's development phase. The new faculty hires will hold PhDs in their disciplines and serve as a full-time faculty member within the academic department. Service and teaching duties will be in service to KAMS classes and academic and research mentoring. During the project's development phase, KAMS will develop an orientation and professional development plan will be developed and refined (July 08 – July 09). Upon hire, faculty members will be provided professional development on teaching adolescents, talent development, effective instructional strategies, and technology usage in the classroom.

Table 2 Curriculum Details for KAMS

Course	Format	Assessment Procedures	Placement Procedures	#of Sections and # per Section	Integrated with regular undergrads?	Instructor
BIOL 180: Principles of Biology	Lecture	Multiple choice exams	KAMS Admission	2/25	No	New
BIOL 180: Principles of Biology Laboratory	Lab	Exams	KAMS Admission	3/24	Yes	New
BIOL XXX Biotech	Lecture	Faculty determined	BIOL 180	2/25	Yes	New
BIOL XXXL Biotech Lab	Lab	Faculty determined	BIOL 180	4/24	Yes	New
CHEM 120/122 University Chemistry	Lecture	Problem-based exams	Math 110 or equivalent and placement tests	2/24	No	New
CHEM 120L/122L University Chemistry Lab	Lab	Written reports	Math 110 or equivalent and placement tests	2/24	Yes	New
GSCI 101 Elements of Physical Geography	Lecture with integrated inquiry-based activities	CPS "clicker"-based quizzes, midterm/final exams, participation	KAMS Admission	2/25	No	!
MATH XXX/XXX Calculus for Mathematicians, Scientists, and Engineers I & II	Guided inquiry	Projects, problem-based tests	KAMS Admission; Placement Test	5/12	No	New
CICS 261 Computer Science	Problem based learning	Projects, essay tests	KAMS Admission; Computer Literacy Test	4/25	Yes	!
PHYS 211/212 Physics for Scientists and Engineers	Lecture, Collaborative Learning, Problem-based Learning	Problem-based exams CPS Clickers	MATH 235	2/25	Yes	New
PHYS 211L/212L Physics for Scientists and Engineers	Lab, Problem Based Learning	Written reports	MATH 235	4/15	Yes	New
ENG 101 English Composition I	Lecture, Writing	Written documents	KAMS Admission	2/25	Yes	!
ENG 102 English Composition II	Lecture, Writing	Written documents	KAMS Admission	2/25	Yes	!
IDS XXX Research in the Service of the Community I & II	Problem-based learning; Collaborative Groups; Extended research	Pre-/post-tests; Rubrics to assess work; research paper and presentation	KAMS Admission	4/15	No	Team taught
IDS XXX Seven Revolutions	Collaborative Group; Problem-based learning	Rubric to assess class projects	3 Semesters of KAMS Curriculum	2/25	No	!

! – Faculty are from within the department of the course.

In addition the new hires for KAMS and other department faculty who serve as research mentors will receive professional development to prepare them to work with KAMS students.

F. Placement Procedures

Students will be placed in courses according to the criteria shown in Table 2. If a student has mastery of the content of any course, the student will be placed in the next course in the departmental sequence. Placement exams, which will also be utilized in the student selection process, will be developed during KAMS development.

G. Tutoring and Academic Support

KAMS students will have complete access to tutoring and academic support services currently available in each of the department and through the University's Kelly Center, Atomic Learning, Smart Learning, and services through the FHSU Learning Commons. KAMS staff will arrange mandatory study sessions in the resident hall to monitor student and facilitate individual tutoring assistance from KAMS where needed. Faculty with primary teaching assignments to KAMS courses will have expanded office hours and support expectations as part of their faculty load commitment to KAMS.

2. Selection of Students

A. Determination of Career Interests, Family Commitment, and Maturity

KAMS will utilize a comprehensive approach to assess potential students' academic, psychological, social and developmental readiness for successful participation. Prospective students will complete an application form that includes several essays regarding career interests, why they wish to attend KAMS, and how they feel about living away from home in residential housing. Additionally applicants will describe what they hope to gain from and contribute to KAMS, fellow students, and Kansas. Current teachers in English, math and science teachers and high school counselor and/or principal will be asked to describe the student's maturity, dependability, and character. They will rate student characteristics such as general intelligence, emotional stability, independence, citizenship, leadership, respect for authority; motivation, dependability, reaction to setbacks, energy, drive under pressure, and intellectual curiosity. Teachers will be asked to cite indicators of the student's potential and describe evidence of maturity. Parents will also participate in a structured phone interview and later a face-to-face interview.

B. Sources of Information

KAMS applicants must be eligible for enrollment in the 11th grade or equivalent. To be eligible for KAMS consideration students must have completed at least two years of high school with distinction in mathematics or science by the end of the sophomore year, completed Algebra II and Geometry, have a minimum composite score of 23 on the ACT or 1100 on the SAT. Additional selection criteria are class rank (top 8% of their class), have a GPA of 3.5 or higher (8th through 10th grade), and pass a Calculus readiness test (can be repeated). These criteria reflect those used in the very successful Missouri Academy. Evidence of academic achievement is a necessary but not sufficient condition for acceptance into KAMS. Drive, interest, maturity, stability and commitment are essential for student success.

The Admissions Committee will be comprised of KAMS faculty, the Student Development Coordinator and the KAMS Director. Transcripts, interest inventories, standardized test scores, essays, rating scales and personal interviews of family and students will be used to ascertain student potential for success. A formal rubric will be developed to assist the Admissions Committee in their decision making. A math placement test is a critical component and will be heavily weighted. Academic performance in accelerated, honors, AP, and concurrent credit or college courses will receive consideration. Academic honors, extended learning opportunities, and enrichment experiences will be evaluated. Recognizing that students from remote areas or small communities may not have had the same opportunities as urban

students, the committee will look for examples in activities such as 4-H, school academic clubs, debate and forensics, and extracurricular activities. Every attempt will be made to include underrepresented groups, although the student's potential for success will be the major consideration.

C. Selection of Out-of-State, International, Home Schooled, and Private School Students

The same eligibility criteria and selection processes will be used for these potential students, in addition to the collection of family financial information and an assessment of the family's capacity to pay and commit to KAMS. The total number of non-Kansas public school students will be limited to 10 per incoming class. FHSU is currently exploring a collaboration with the Chinese "Foreign-Oriented Experimental High School". A copy of the letter of intent is included in Appendix 3. The process of selecting students from this school will be two-tiered. The school will utilize KAMS selection criteria to identify potential candidates. The Director and Student Development Coordinator will then do a final interview using IPTV or other means to make a final recommendation to the Selection Committee.

3. Student Life

A. Financial Aid

Parents of KAMS students will receive assistance in filling out applications for federal financial aid during the Fall Visitation day from the Coordinator of Admissions. FHSU is in discussion with a corporate sponsor to establish partial housing scholarships. FHSU anticipates being able to provide this financial assistance based on established need. Tablet PCs are a required technology for every student. FHSU will find corporate financial support to cover the costs of this benefit for each student as part of the students' financial aid package.

B. Orientation

Fall Initial Recruiting/Orientation Session: Prospective students and their parents will participate in a Fall Visitation. This will be an opportunity for tours, questions, and initial orientation regarding academic, financial, behavior and residential expectations. The first session will occur late in the Fall of 2008.

Spring Orientation: Once selected, KAMS students will complete a 1.5-day spring on-campus orientation that reviews all requirements, policies, and expectations. During this visitation period course schedules will be finalized and financial arrangements will be made. Parents will be asked to complete a resource survey that will be used to contact parents for time, talent, or treasure to assist with KAMS development. Leadership for the Parents' Association will be selected. The Parents' Association role is to assist in obtaining resources for KAMS, supporting special programs, and expanding KAMS statewide. During this visitation course schedules will be finalized and financial arrangements will be made.

Summer Orientation: Those students attending KAMS for the first time will five days prior to the start of classes. Select senior KAMS students will participate in planning and conducting specific student orientation activities such as a panel presentation and question and answer session with the parents of new students. During this orientation a meeting of the Parents' Association will be held. Student orientation activities include tours of campus, how to access university resources and recreational activities, small group excursions within Hays, and participation in social and trust building activities such as the Project Adventure. The Kansas Youth Leadership Academy (KYLA) will assist in developing the orientation and leadership programming.

Family Weekends: Once each semester there will be an opportunity for families to visit the academy and participate in activities sponsored by the student organizations. During these weekends the Parents' Association will meet with the KAMS staff and conduct business in support of KAMS.

C. Staff Orientation

All KAMS staff and faculty will participate in ongoing professional development identified and coordinated by the Student Development Coordinator. Areas such as adolescent development, talent development and gifted learners, undergraduate research, safety, policies, legal considerations when working with minors and group dynamics will be covered during the summer faculty and staff orientation. Other topics such as mentoring, adolescent health and wellness, and facilitating youth leadership will be presented during the academic year. Student life staff will receive two weeks of orientation and planning prior to the start of each year. Their training will be a combination of KAMS-specific needs and standard operating procedures expected of all student life staff. New KAMS faculty will have a two-week orientation for training and course development.

D. Co/Extra-curricular Activities

KAMS organizations provide opportunities for expression and exploration in fine arts, community service, fitness, and social or recreational activities, as well as in math, science, and technology. Participation provides the opportunity to develop skills in leadership, time management, planning, budgeting, decision-making, and understanding group dynamics. Students may choose extracurricular activities. Students will have several opportunities to learn about the different clubs at KAMS during orientation sessions. First year KAMS students will be encouraged to get involved in clubs by assisting with program planning and publicity, which will assist in preparing them for leadership positions during their second year. Since balancing extracurricular involvement with academics is important to success at KAMS, students will be limited in the number of activities.

Student Life staff members will assist club members to plan activities within academy guidelines. Additionally, each club is encouraged to find a Club Mentor -- an adult who has special experience or expertise in the interest area served by that club. Activities may include fall and spring orientation, homecoming, Family Weekends, Prom and AfterProm, Student Life Awards, weekend trips, student conferences, and dances. Other organizations may include; Academy Players, Special Events Planning Committee, Ambassadors, MOE (Masters of Entertainment), KAMS Research Organization, Residential Computing Consultants, KAMS Robotics Club, KAMS Publications (Newspaper and Yearbook), Sports Club, StuCo (Student Council), FACES (Fellowship for the Advancement of Cultural Education for Students), HOPE (Helping Other People Everywhere), JETS (Junior Engineering Technological Society), and others.

KAMS student organizations may obtain funds by: (1) submitting a proposal for KAMS funding; (2) submitting a proposal to Student Government Association or FHSU funding; (3) conducting fundraising activities; and (4) seeking donations from family members or corporations (Note: with approval by the Director); and (5) collecting dues from members, making participants cover their own costs, or charging admission. With approval from KAMS staff, students may participate in FHSU organizations. KAMS' students will elect a representative to the Student Government Association. With approval from KAMS staff, students may try out for and participate in campus chorus, bands, orchestra, and theatre groups.

E. Community Building

Community building will begin prior to the start of the summer orientation through a supervised Facebook or other social networking website which enable students to start making social connections. Summer orientation activities build group cohesiveness and foster appropriate group dynamics. Adventure activities using the FHSU Ropes Course and structured games and problem solving activities will be used. Students will be grouped by their residential floors and will work with their RA's and Student Development staff to establish affiliations. During the school year, students will be working together on research projects, service learning events, student government and social and recreational

activities. At a minimum KAMS student development staff will meet bi-weekly to discuss problems and develop strategies that enhance student well being.

F. Residential Facilities

FHSU has committed space for KAMS residential housing. The current plan is for the first cohort will occupy 50% of Agnew Hall (http://www.fhsu.edu/future_students/virtual_campus/sites/agnew.shtml). In the second year KAMS will occupy all of Agnew Hall. This living space is will be the dedicated home for KAMS and allows the KAMS staff to occupy office space in the same location where the students will be living. Faculty offices will be located in their home departments.

Within Agnew Hall, KAMS students will be separated from upper classmen during the first year and living areas and bathrooms will be segregated by gender. Resident assistants (RAs) and the residence counselor will live on the floors. At least two rooms will need to be renovated to be ADA accessible (doorways, bathrooms, sinks, etc.). Rooms will house two students (12' x 14.5'). Amenities include spacious lounges, pianos, a computer lab, a kitchenette, laundry facilities, and a game room. A quiet study area is available as is a small kitchen. Students may have in room microwaves and refrigerators. Cable TV, phone services and wireless internet are available in all rooms and will be turned off at "Lights out" to assure adequate rest and protection of the students. Student rooms will be air conditioned. The residence is located in the heart of campus, and entrances to the building will be monitored. Students will be able to eat at any of the on campus dining facilities, with the recently remodeled McMIndes dining hall in close proximity. Students may use their Tiger ID Cards to purchase snacks, soft drinks and laundry services. Transportation is provided for KAMS students using the campus transport system to local events.

G. Health & Safety

All KAMS students will have access to the FHSU Student Health Center. In the event of an emergency, the Campus Police and/or KAMS staff will transport the student to Hays Medical Center, which provides tertiary level care for the region. FHSU's Kelly Center and KAMS staff will collaboratively plan and implement services such as academic advising, career counseling and personal counseling. The Student Development Coordinator (Psychologist) will also provide mental health services. The Kelly Center and KAMS staff will provide developmentally appropriate wellness programs such as drug and alcohol prevention, and sex education. In addition KAMS staff and campus police will also educate students regarding personal safety, internet safety, preventing credit card abuse, sexual harassment, and other risky situations. Students will be given instruction regarding appropriate responses.

H. Student Policies and Procedures

In addition to the FHSU student and residence hall handbooks, developmentally appropriate student policies and procedures will be developed (KAMS Student Handbook). Those policies and procedures that differ from those for college-age students will include: curfews, visitation, class attendance, computer/cable TV curfew, sign in/out procedures, off limit or restricted areas, mandatory meetings, equipment checkout, courtesy hours, study hours, transportation, required classroom attendance, overnight guests, closed weekends and discipline/incentive systems. Discipline procedures will consist of graduated responses to behaviors, and may include counseling, parent conferences, behavior agreements, restricted activities, suspension, and dismissal. The incentive system will consist of students earning access to privileges by appropriate academic and social behaviors. Parents and students will sign agreements indicating understanding of and commitment to the KAMS and FHSU policies. Parents will also be asked to complete appropriate paperwork such as Emergency Contact, Immunization information, Consent for Counseling (career and personal), Medical History, Patient Consent, Emergency Insurance, and other documentation deemed necessary to ensure the student's health and safety. In addition,

minimum GPA requirements will be established to determine academic assistance or dismissal from KAMS. The home high school of the students will be informed of all actions and concerns in the event of transfer back to the high school and to maintain local high school records. The handbook development will be guided by other policy manuals from other academies and through consultations during the development period.

I. Monitoring Success

There will be continuous monitoring of KAMS students through both formal and informal methods. Academic performance will occur through completion of expected work. Faculty involved with KAMS students will be requested to provide a grade update every two weeks to the Student Development Coordinator. Mandatory study sessions will monitor work as well. The Development Coordinator will review records and work individually with students who need additional assistance.

Social adjustment will be informally monitored by resident assistants, the resident counselor and faculty. Any concerns are referred to the Student Development Coordinator. Formal monitoring will occur through monitoring of student participation in KAMS extra-curricular activities by the student life staff. An observation checklist will be developed to look for warning behaviors.

Overall student life satisfaction will be measured using an adapted version of the *Missouri Academy Survey of Student Development and Satisfaction Post-Assessment*. This survey addresses issues related to support staff, accommodations, extracurricular activities, peer interactions, facilities, and overall satisfaction.

J. Opportunities at other Kansas Public Universities

During the first year a KAMS' students will have an opportunity to hear colloquia presentations made by leading faculty from the Regents institutions to provide early exposure to Kansas opportunities. Additionally, as part of the Research in Service to the Community course sequence, students will travel to other Regents institutions. Finally, the KAMS staff, with assistance from the FHSU Science and Mathematics Center will work on developing opportunities for summer internships.

During the second year students will be have the opportunity to travel to the other Regents schools for college visitations, in addition to colloquia presentations. KAMS staff will organize these visitations and also work with students to complete college applications and appropriate testing such as the ACT and/or SAT.

4. Assessment and Evaluation

A. Short and Long Term Assessments of Effectiveness

One of the critical elements of this project is evaluation. The Docking Institute of Public Affairs of Fort Hays State University, a public policy research institute in western Kansas, will be the local evaluator of KAMS. Its primary emphases are survey research, program evaluation, strategic planning, and grants facilitation. In the past five years, the Docking Institute's University Center for Survey Research (UCSR) has conducted more than 90 surveys for state and local governments and nonprofit organizations. It has conducted over 20 evaluation research projects in the past five years. The evaluation activities planned for KAMS are closely tied to the project's goals and objectives.

The Docking Institute's KAMS monitoring and assessment research will include formative and summative evaluation objectives. Key **formative evaluation** will measure: social adjustment, course satisfaction, teaching faculty interaction satisfaction, research activities satisfaction, research faculty

interaction satisfaction, support staff interaction satisfaction, accommodation/facilities satisfaction, extracurricular activities satisfaction.

Anonymous surveys will be administered annually to every cohort member after the first year of experience in KAMS. Each cohort will again be surveyed at exit, so that all students will be surveyed on their satisfactions with KAMS implementation and administration twice. Group-level findings will be particularly useful early in the life of the project to make adjustments where warranted. Additionally, continued surveying of every cohort for the project duration of five years will show whether improvements are being made in features provided to students and in key processes integral to a successful student experience. Additional formative information will be collected in the course of maintaining contact for five years with KAMS graduates (see discussion below).

Key **summative evaluation** will measure: academic performance; KAMS retention and completion rates; university enrollment rate of KAMS (by university and by in-state vs. out-of-state); field of post-secondary study chosen by KAMS graduates; rate of baccalaureate degrees conferred among graduates at five years post KAMS start; rate of enrollment in and completion of graduate degrees (if any) by type among graduates at five years post KAMS start; rate of in-state vs. out-of-state employment/employment ambitions among graduates at five-years post KAMS start.

These data will be tracked for every cohort, and thus, a strong effort at maintaining contact among KAMS graduates will be made. To help ensure a current database of contact information and to add value to the summative and outcome evaluations, KAMS graduates will be mailed (via email) a brief web survey that allows them to provide both an update/confirmation of their contact information and to offer comments on any emerging ways in which they are finding their KAMS experience to have been particularly valuable for their current pursuits. This additional information will be used by project directors to enhance particularly valuable components of the KAMS.

B. Measures of Value Added by KAMS vs. Remaining in the Home High School

A particularly important summative evaluation measure will be **an experimental design element to determine that the value added by attending KAMS is equal to or greater than that of remaining at the home high school.** This experimental design element will compare KAMS students (treatment group) with high performing non-KAMS students from school districts (comparison group) that send KAMS students. Within this two-group design, a pre- and post-test knowledge acquisition measurement will be incorporated. An instrument similar to the Collegiate Learning Assessment instrument useful for assessing the value added to collegiate students will be used. The instrument will be administered to all of the incoming KAMS students annually, and it will be administered again as an exit exam. Through the assistance of KAMS student sending school districts, a comparison (control) group of non-KAMS students will be identified to take the same assessment at the beginning of their junior year and again at high school exit. If KAMS students exhibit more knowledge gain in the content areas of interest than the comparison group, this would offer strong evidence in the value-added efficacy of KAMS. This constitutes a classic design model that is cost feasible and still useful for assessing value-added. An additional measure will be the gain of ACT/SAT scores of the students from their admissions scores to graduation scores. These will be compared with similar populations of students who have also taken these tests early as part of the 8th/9th grade talented and gifted measures currently offered in the state.

Importantly, the above evaluation research approach is proposed as that which is feasible given the funding request period and the requested budget. Ideally, an evaluation project would follow both KAMS cohorts and comparison (control) group cohorts through time at least 10 to 20 years post graduation in order to more fully assess the value-added of KAMS.

An annual report of all evaluation project findings will be provided by the beginning of July. All Kansas and Federal statutes that apply to the participation of minors in research or regarding the privacy of information will be strictly followed. The Institute will commit professional research personnel for the necessary time to work with the KAMS project director to efficiently and effectively conduct annual evaluation research and reporting.

5. Distinctive Institutional Characteristics

A. Characteristics

FHSU's primary emphasis is undergraduate liberal education, which includes the natural/physical sciences. Graduates are provided a foundation for entry into graduate school, for employment requiring well-developed analytical and communication skills, and for lives of ethical and civic responsibility to better understand global complexities. Scholarship at FHSU is supported because it stimulates faculty and students, provides new knowledge, connects the disciplines, and builds bridges between teaching and learning while linking theory with practice to address the needs of a diverse society. These goals are supported by FHSU's 17 to 1 student to faculty ratio, one of the lowest in the Regents system. This, in large part, is one of the motivating factors to hire faculty for KAMS to preserve this aspect of the FHSU experience for FHSU students.

FHSU has focused on educating students in a technologically rich environment. Students are educated in state-of-the-art media-rich classrooms and have campus-wide access to computers and specialty labs (e.g. geographic information systems, finance trading room) throughout the campus. FHSU continues to be a front-runner in the state in implementing mediated classrooms and students have high speed Ethernet access in their dorm rooms and the entire campus is covered in a secure wireless umbrella.

Though FHSU may be remote from the major population centers in Kansas, there are a plethora of opportunities for cultural, social, and intellectual enrichment to balance a student's education. FHSU is a cultural nexus for western Kansas ranging from sports, Broadway productions, and art exhibitions. FHSU is closely connected to the community and region, allowing natural opportunities for service learning and engagement with the community. The Hays community is safe, with low rates of violence and crime, a particularly important consideration for parents of potential KAMS students.

FHSU has a great deal of experience in hosting high school students. Each summer FHSU hosts a wide variety of leadership camps, a girl's science camp, music camps, and other youth activities. The KAMS development team will include individuals who have been involved in these type of events across campus.

Center for Civic Leadership (CCL): The CCL is an outreach program of the Department of Leadership Studies (named the top Leadership Studies program in the nation) and the Office of the Provost at Fort Hays State University. CCL's advisory board includes Governor Kathleen Sebelius; Congressman Jerry Moran; and Reggie Robinson, President and CEO, Kansas Board of. The CCL offers youth and adult leadership education and development, volunteerism opportunities, service-learning, and other civic engagement initiatives. The CCL promotes civic engagement, citizenship and leadership development. The CCL's six programs include: Kansas Youth Leadership Academy (KYLA), Service-Learning, Leadership Education And Development (LEAD), The American Democracy Project (ADP), Tigers in Service, and Leadership Papers. The CCL has been recognized in Kansas for teaching everyday citizens the skills to be extraordinary civic leaders. The Kansas Youth Leadership Academy (KYLA) has the endorsement of the governor and is considered the premier statewide all-inclusive youth program in the state of Kansas. Tigers in Service garnered national attention last year, receiving the Governor's Points of

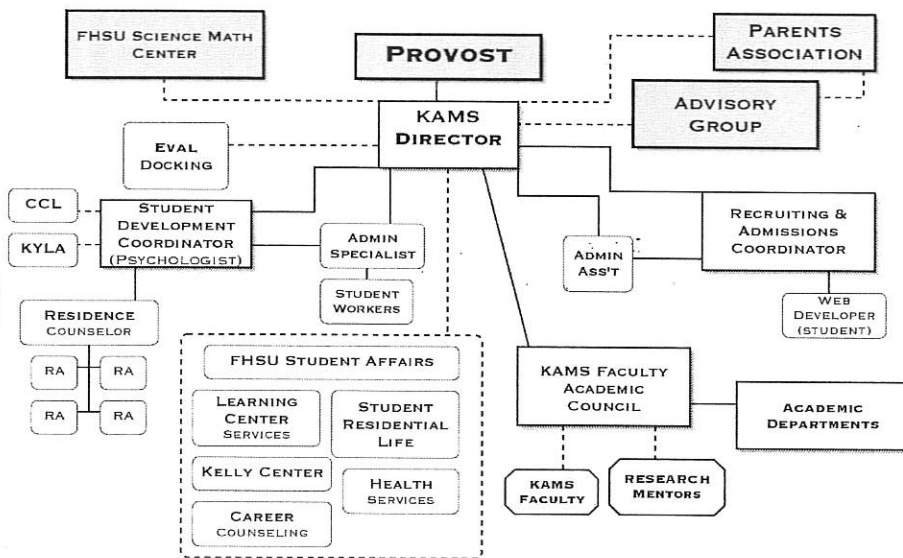
Light Award, the National Make a Difference Day Award from USA Today, and inclusion on the President's Higher Education Community Service Honor Roll.

American Democracy Project (ADP): The primary purpose of ADP is to increase the likelihood that our graduates are committed to engaging in meaningful civic action about issues that are not only local, but a central part of the unequal but highly interdependent and diverse world in which they will work and play. This is especially true as our democratic institutions work to craft solutions to scientific challenges like sustainable energy, water quality, food supplies, agricultural practices, the implications of space exploration, global warming and a host of related resource issues. As an outgrowth of the ADP, the Seven Revolutions course motivates students, especially those with an interest in science and mathematics, to use their newfound knowledge and problem solving skills to explore the driving forces of change that will transform the planet and shape our ability to survive as a democratic nation and a civil society.

B. Collaborations

There are no higher education collaborations at the current time. The planning and development phases of KAMS will include collaborations with other regents institutions. Students will be provided with opportunities to visit the other campuses and KAMS will actively seek out summer research internship opportunities for KAMS students at other regents institutions. Collaborations will also be formed with local and state stakeholder industries and businesses for summer internships, field trips and special programs. The Fort Hays State University Science Math Center will be an important contributor to the success of KAMS by enhancing opportunities.

6. Organizational Chart



7. Marketing

A. Plan to Gain Support from USDs

Gaining support for KAMS from the statewide education community will require more than glossy brochures and posters, high tech web sites, press releases or print and radio ads. The primary vehicle to gain support for KAMS among educators, prospective students, parents and other stakeholder groups is to

build and maintain strong relationships that facilitate effective two-way communication and feedback.

Without the early support of USDs throughout Kansas, KAMS will have great difficulty achieving its first-year enrollment goals. Superintendents, building administrators, teachers and high school counselors must be confident that recommending their brightest students for this program is in the student's best interest. Therefore, KAMS will proactively build relationships and actively communicate with this very important stakeholder group using multiple strategies.

One of the most critical strategies for gaining support from USDs is the development of an Advisory Group consisting of educators and relevant and influential statewide education associations from across the state eager to not only advise KAMS, but to champion it among colleagues, parents and most of all students. In order to provide KAMS the greatest support, the Advisory Board will consist of equal representation from each of the four recruitment districts, and urban, suburban, and rural educators will be represented. Additionally, KAMS will develop and produce an electronic newsletter for educators and other key stakeholder groups. Launched early in the development phase and disseminated monthly, these regular e-communications will enable KAMS to become and remain top-of-mind among key decision makers. This strategy will not only "push" much needed information to stakeholders, but will also provide an opportunity for feedback through e-mail response, online polling, and various electronic assessment tools. This population will be educated about KAMS, and enthused about sharing information with students and parents, augmenting recruitment efforts.

KAMS senior staff will attend key local and statewide Association meetings and conferences to raise awareness about KAMS. They will staff a KAMS exhibit marketing the program and its benefits, hand out promotional materials and develop relationships with educators and parents who may serve as important resources for student recruitment. Once KAMS is operational, KAMS will continue to participate in association meetings and conferences to continue to raise awareness, to communicate activity and recruit students. Additionally, KAMS staff will make presentations about KAMS at relevant meetings.

KAMS will attend regional educational service center superintendent and principal meetings in order to establish face-to-face relationship building and dialogue. KAMS will need to not only educate these critical groups, but also listen to concerns and be receptive to suggestions. These meetings will provide opportunities for problem solving as well as information dissemination. Attending these meetings will also help encourage positive promotion of KAMS. Starting in Spring 2008, KAMS will build an ongoing collaborative relationship with the KSDE. Initially there will need to be discussion and agreement regarding the approval of credits, graduation requirements, and management of state assessment requirements. Other areas for collaboration will include the development of joint marketing efforts, coordinating with the KSDE gifted and talent development efforts, technical assistance, and information dissemination.

B. Plan to Publicize KAMS

It will be critical to get ample print information about KAMS to administrators, teachers, and counselors to share with prospective students and their parents. Middle and high school educators will serve as the *primary* vehicle for reaching students, as they are the ones who have developed relationships with both parents and students. However, KAMS will conduct direct mail campaigns, utilize press releases, target college preparatory magazines aimed at high school students, and other resources to directly reach students. KAMS will develop and print brochures, posters, flyers, and other materials to be sent to all USD board offices, high school principals and counselors, school board presidents, education

associations, legislators, and lobbyists. Additionally, KAMS will develop an interactive web site that can serve as an information-rich resource for students, parents, and other stakeholder groups. In addition to publicizing the curriculum and student life, the campaign will be designed to inspire and motivate prospective students to consider this new opportunity, speaking in terms of the many *benefits* of the experience in addition to the details of the program. KAMS will draw on the expertise of FHSU Admissions, Academic Marketing, and University Relations staff to develop these materials. Furthermore, KAMS will assemble focus groups of both prospective students and parents to test the design and content of print and web materials.

KAMS will have the full resources of FHSU's Office of University Relations to develop and distribute press releases about the KAMS program during its development and student recruitment cycles, and once students are enrolled, University Relations will continue to generate press releases and human interest stories about awards honors, research, field trips, college acceptances and other pertinent information about KAMS students. In this way, local newspapers and school districts will be well informed of the success stories of KAMS students, and KAMS will generate on-going (and cost free) publicity.

Fort Hays State University has substantial experience in serving first-generation college students, primarily from western Kansas. Our expertise in targeting, marketing to and enrolling and retaining first-generation students will help guide similar activities for KAMS. Reaching underrepresented groups, including females and minorities, presents many challenges for any program like KAMS. FHSU is well positioned, sponsoring the Higher Education Opportunity Center in Garden City, Kansas, to develop initiatives in partnership with community leaders to promote college attendance and persistence, particularly within the Hispanic community. In 2005 and 2006, FHSU had a partnership with Sumner Academy in Kansas City, KS, offering leadership training and mini-grants in support of civic engagement initiatives. Finally, for the past two summers, FHSU has offered a highly successful residential science and math camp for 8th grade. These examples demonstrate effective strategies that can be modeled and built upon to successfully recruit underrepresented groups for KAMS.

C. Plan for Marketing KAMS to Out-of-State

Particularly in its first years, marketing resources will be primarily targeting the residents of Kansas. However, because Colorado and Nebraska do not have similar programs, a scaled back communication campaign (letters, brochure, etc) to superintendents, building administrators and association presidents will provide an opportunity to begin raising awareness about the program. Further, KAMS will affiliate with the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology, so that when parents or prospective students start looking for a program, KAMS will be in the list. KAMS will use the latest tools in web optimizations so that its web site will be easily found by search engines.

D. Plan for Assessing the Effectiveness of the Marketing

USDs and Educator Associations: Survey school personnel and association members on a regular basis about their awareness of, interest in, and opinion of KAMS, track pick ups of press releases in USD and Association publications, number of exhibits, number of presentations, number of e-newsletters, number of click through's, forwards, etc of e-newsletters.

Media Interest: Track pick ups of press releases in newspapers statewide, track number of press inquires and follow-up articles.

Internet: Track web site hits, track requests for information through web

Recruitment: Number in prospective student pool, number of applications, number of interviews, number of enrolls.

8. Budget

A. Activities to Generate Additional Funds

FHSU-KAMS has already negotiated with a source to underwrite the costs of tablet PCs for KAMS students. This is reflected in the budget, with specific targets identified.

President Hammond has initiated discussions with a potential industry partner to underwrite scholarships for housing on the order of \$100,000 a year, for a total of \$500,000 during the first five years of the project.

The FHSU Science and Mathematics Education Center will work in collaboration with KAMS to develop grant proposals to underwrite the cost of developing a summer research program for KAMS students, travel grants to continue environmental research with GLOBE partners during the summer. Target amount is a total of \$200,000 by Year 3 of KAMS, with an annual target of \$20,000 a year thereafter.

The KAMS Advisory Council, a separate external advisory group, will be charged with fund raising to establish an endowment account in support of KAMS. The FHSU Foundation has agreed to assist with this effort and will be the fiscal agent for the KAMS Endowment. The initial target goal is an endowment account of \$500,000 by the start of the sixth year, with \$100,000 to \$200,000 each year after that point. The return on the endowment investment will go towards expanding the KAMS operation. The following information was provided by Mr. Tim Chapman, FHSU Foundation Director, in support of KAMS:

The Fort Hays State Foundation (FHSUF) has seen unprecedented growth in the past twenty years with assets surpassing the \$52 million level at the end of the 2006-2007 academic year. The FHSUF receipts over 12,000 gifts annually and during this past year; gifts, pledges and deferred commitments in support of the university equaled \$9.4 million.

The Kansas Academy of Mathematics and Science is a vital initiative for the state of Kansas, the students who will participate in the academy, and for FHSU. This year, 2007-2008, the FHSUF will be conducting a feasibility study to review the ongoing needs of the university. This study will allow us to better define interest, capacity, and establish time-lines for us to initiate the next comprehensive campaign. KAMS will be in integral part of this study as the university continues to define the role of technology, service, and the integration and collaboration between departments, colleges, current students and students at the High School level who will be coming to FHSU.

The ongoing budgetary needs of KAMS will be implemented into the FHSUF fund raising strategies. This will allow us to develop annual operational funds as well as long-term endowed funds that will generate income in perpetuity for annual upgrades of equipment, housing and the greatest needs of the program.

There is no question, a partnership between the state of Kansas, FHSU, and the FHSUF will benefit students who will serve as the future leaders in research, science, and mathematics.

The Parents Association, to be formed during the first year of KAMS, will be charged with seeking funds to offset legislative requests related to student life activities and earmarking funds for special

projects that KAMS students and staff identify outside the normal legislative request. The anticipated amount is \$2,500 by the start of Year 2, with \$5,000 a year after that. These moneys will be under the control of the Association.

B. Detailed budget for operation of KAMS.

The detailed budget begins on the next page.

KAMS Budget

For Year One of operation assuming 40 Kansas students
(An additional 40 Kansas students will be admitted each year, for a total of 80 Kansas students at any given time.)

Fill in the shaded boxes. Account for every cost involved in operating KAMS.

Revenue

1.	Tuition and fees paid by the Kansas school district in which the student is enrolled (according to statute, such charges shall not exceed the base state aid per pupil)	177,573
2.	Revenue provided by existing state funding streams	0
3.	Revenue provided from existing institutional funding streams	0
4.	Revenue from charges for room and board	260,040
5.	Revenue from grants and/or gifts*	56,000
6.	Other revenue	0
7.	Total Revenue	493,613

*A specific target value should be established for the revenue to be solicited from grants and gifts.

Expenses

A. Personnel

		Wages	Fringe Benefits	Total
1.	Dean/Director	67,000	18,760	85,760
2.	Support Staff	51,000	9,690	60,690
3.	Faculty	171,999	48,159	220,161
4.	Counselor/Mentor	36,000	10,080	46,080
5.	Academic Advisor	0	0	0
6.	PhD Psychologist with specialty in adolescent behavior	60,000	16,800	76,800
7.	Resident Assistant	20,000	400	20,400
8.	Other Personnel	45,720	10,014	55,734
9.	Total Personnel	451,720	113,904	565,624

B. Equipment

Do NOT include equipment that is normally purchased with revenues from restricted use fees.

1.	Information technology equipment in support of personnel	14,000
2.	General office equipment	20,000
3.	Equipment for classroom use	14,000
4.	Other	0
5.	Total Equipment	48,000

C. Other Operating Expenses

Do NOT include supplies that would normally be purchased with revenues from restricted use fees.

1.	Books for KAMS students	60,000	
2.	General office supplies	1,500	
3.	Postage	500	
4.	Phone	1,344	
5.	Software	1,200	
6.	Classroom supplies/software	7,000	
7.	Other	20,475	
8.	Total Supplies		92,019

D. Residential Facilities

1.	Maintenance of residential facilities	72,822	
2.	Maintenance of dining facilities	7,802	
3.	Food service	130,040	
4.	Other (e.g. capital improvements)	28,200	
5.	Total Residential Facilities		238,864

E. Transportation for KAMS Students

(If applicable)

1.	Local transportation	9,000	
2.	Transportation to organized field trips or special activities	7,903	
3.	Transportation to academic conferences	3,000	
4.	Transportation for visits home	0	
5.	Other	0	
6.	Total Transportation		19,903

F. Special Activities for KAMS Students

(Exclude transportation costs)

1.	Admission/registration costs	2,720	
2.	Guest speakers	12,000	
3.	Other	16,400	
4.	Total Special Activities		31,120

G. Marketing

1.	Travel	2,000	
2.	Printed materials	4,900	

3.	Other media	2,000	
4.	Development and maintenance of web page	0	
5.	Postage	3,700	
6.	Other	8,325	
7.	Total Marketing		20,925

H. Restricted Fees

The KAMS statute limits the tuition and fees to be collected from KAMS students; therefore, uncollected restricted fees can be viewed as a project expense. List only those fees that are dedicated to supporting a particular activity on campus (e.g. technology fees, laboratory fees for specific courses, and so on). List the five largest fees below. Show the total amount of any other restricted use fees on line 6; detail these in the budget justification.

1.	Tablet PC's	56,000	
2.	Student Fees (23% Tuition & Fees)	40,842	
3.			
4.			
5.			
6.	Other		
7.	Total Restricted Fees		96,842

I. Other

1.	Contracts and/or collaborations	40,500	
2.	Overhead (lighting, HVAC, physical plant, etc)*	52,815	
3.	Other	0	
4.	Total Other		93,315

*Do not simply use the institution's negotiated indirect cost rate. Estimate expenses associated with operation of the institution that do not appear elsewhere in the budget.

Total Expenses	1,206,612
Legislative Request (subtract revenues from expenses)	712,999

On a separate page, describe the tuition and fees that would be charged to international and out-of-state students, in anticipation of an amendment to the statute. Tuition and fees for these students should be sufficient to cover all program costs.

Tuition and Fees for non-Kansas Public School Students (e.g. Out-of-State, International Students, Home School Students)

Estimated non-Kansas Public School Students tuition and fee in 2009 for two-semester, eighteen hours per semester is \$13,918. Housing in 2009 is estimated at \$6,613. Books and supplies are estimated at \$1,800. A tablet PC is estimated at \$1,540. An additional fee will be charged to offset state supported items such as travel/transportation, cultural activities, dorm supplies, and evaluations estimated at \$1,000. Total fee for 2009-2010 is \$24,871.

The next page begins the detailed budget narrative for KAMS Year 1.

C. Budget Justification

KAMS

Budget Narrative – Fort Hays State University

Revenue

1. Tuition and Fees paid by Kansas school district

The proposed curriculum for KAMS is 18 credit hours/semester (FY 2007-08) is \$2013.30, for two semesters \$4,026.60. State-based aid for 2007-08 is \$4,374. Allowing for a 5% increase each year, the projected tuition in FY 2009-10 is \$4440 per student per year which is within the state-based aid. 40 students will require \$177,573.

In Year 2-5, the number of students goes to 80. Tuition increase is calculated at 5% per year.

2. Revenue Provided by Existing State Funding Streams – NA

3. Revenue Provided by Existing Institutional Funding Streams – NA

4. Revenue from charges for room and board

Room and board fee is \$6,011/year (double room and open access meal plan) in FY 2007-08. Allowing a 4% increase each year, the projected fee in FY 2009-10 is \$6,501. 40 students x \$6,501/student = \$260,040.

In years 2-5 the number goes to 80 with a 5% per year increase.

5. Revenue from grants and/or gifts

The gift amount is projected for laptops. 40 per year at \$1400 with a 5% increase each year. Laptops have a life span of 2 years in order to stay on the cutting edge of capabilities. This offsets the laptop request in the restricted fees.

6. Other revenue – NA

7. Total revenue in year 1 is \$493,613.

Expenses

A. Personnel

1. Director

The Director will be employed as an administrative level position on a 12-month contract. The Director will have responsibilities throughout the year for management and expansion of KAMS. Base salary is \$67,000, with a 5% increase each year based on performance evaluation. Fringe is 28%.

2. Support Staff

One Administrative Specialist and one senior administrative assistant will be employed on a 12-month contract. The administrative specialist will be responsible for data entry, communication with parents and students, submission of reports, ordering supplies, work as delegated by the director, and management of the office. The senior administrative assistant will be employed to work directly with the support staff and responsible for student records, appointments, scheduling university support services, and other duties as assigned. Base salary is \$28,000 for the administrative specialist, \$23,000 for the senior administrative assistant. Fringe is 19%. A 5% increase per year is to occur in years 2-5.

3. Faculty

The faculty employed by KAMS will be jointly appointed between KAMS and the Academic Departments. The total number of faculty requested is 5 FTE. Table Budget 1 indicates faculty load and service responsibilities. Each faculty member is also expected to maintain a research program. The workload is in alignment with the 60% teaching, 20% service, and 20% research. Faculty members will be hired through a joint interview process between the home department and KAMS. Promotion and tenure will be negotiated based on performance in the two areas. Base salary is \$50,000/year per FTE. There will be a 5% increase each year. In year 1 there are only 2 faculty, in year 2 there will be 5 faculty as the full KAMS curriculum is offered.

As part of the quality improvement of the project, the faculty will be employed for an additional 2 weeks for professional development, KAMS formative assessments, and action steps for improvement in July of the first year of operation. Additionally the faculty will be expected to work a week after the end of the spring semester for evaluation and KAMS improvements. The amount requested is 60% of one month's salary. In year two this will drop to 20% except for the newly employed faculty. Thereafter it will only be 20% of one month's salary each year in addition to the base salary.

Seasonal Faculty Funding: In addition to the line KAMS faculty, additional funds are requested for the offering of additional sections of general courses such as English, geosciences, and computer sciences. The funding formula is \$3,000 per section, where a section serves 25 students. In year one there will be 4 sections or \$12,000. In years 2-5, a 5% increase in the base will occur and the number of sections will increase to 10. In addition to the 10 sections, an additional 2 sections of funding is being requested to compensate a faculty research/academic mentor costs in the Geosciences department as the department does not have an FTE with these responsibilities unlike the other science departments. In years 2-5, funding for 12 sections will be requested.

Fringe is 28%.

Table Budget 1 details the expectation for the positions

TABLE Budget 1: Faculty Load and Service Responsibilities

Department	Fall Load	Spring Load	Service
Mathematics 1 FTE	10 CH MATH XXX (2 Sections) 2 CH IDS XXX Research in Service I % (1 Section)	10 CH MATH (XXX) (2 Sections) 2 CH IDS XXX Research in Service II % (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Mathematics 1 FTE	10 CH MATH XXX (2 Sections) 2 CH IDS XXX Research in Service I % (1 Section)	10 CH MATH XXX (2 Sections) 2 CH IDS XXX Research in Service II % (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Biology* 1 FTE	6 CH BIOL 180 (2 Sections) 4 CH BIOL 180L (2 Sections) 2 CH IDS XXX Research in Service I (1 Section)	6 CH BIOL XXX Biotech (2 Sections) 4 CH BIOL XXXL Biotech Lab (2 Sections) 2 CH IDS XXX Research in Service II % (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Chemistry 1 FTE	6 CH CHEM 120 (2 Sections) 4 CH CHEM 120L (2 Sections) 2 CH IDS XXX Research in Service I % (1 Section)	6 CH CHEM 122 (2 Sections) 4 CH CHEM 122L (2 Sections) 2 CH IDS XXX Research in Service II% (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring

4. Residence Counselor.

A full-time counselor in the residence hall will be employed to coordinate residence hall staff, assist KAMS students in developing extracurricular interest, discipline issues, academic advising, and working with the students in socially integrating with other students. The salary, in addition to room and board, is \$36,000. Fringe is 28%.

5. Academic Advisor

The academic advisor role will be filled through shared duties with the residence counselor and the Student Development Coordinator. KAMS associated faculty will also be involved in an academic mentor role with the students. No funds are requested for this position.

6. PhD Psychologist with specialty in adolescent behavior (Student Development Coordinator)

The Student Development Coordinator will be a PhD Psychologist, who will oversee the operations of student services, assisting with professional development of the faculty, selection of candidates, and on-going counseling with KAMS students. Base salary \$60,000. Fringe is 28%.

7. Resident Assistant

During the first year of KAMS two residence assistants (RAs) will be employed at the rate of \$1,000 a month and room. The RAs will be employed for 10 months to allow additional time for specialized staff orientation and training in preparation for the KAMS students. In years 2-5 this number will increase to 4 RAs. Fringe is 2%.

8. Other Personnel: Recruitment and Admission

Marketing is a key factor in the success of KAMS, both within the state and outside the state. An individual is being hired to coordinate the marketing effort to parents, schools, and students and take charge of the admissions process. The individual will be responsible for implementing and evaluating the marketing plan and data collection necessary for the evaluation of the project. Base rate is \$35,000. Fringe is 28%.

9. Student Labor: Web Page Developer

While a web page will be prepared, it will need continuous updating. A student is being hired at 20 hours a week x 40 weeks x \$6.70 an hour to work on this and assist with marketing materials. Fringe is 2%

10. Student Labor: Student Assistant

A student is being employed for general office assistance for 20 hours a week x 40 weeks x \$6.70 an hour. Fringe is 2%.

There is a 5% increase in salaries each year.

B. Equipment

1. Information technology equipment in support of personnel

There are 10 personnel who will be supplied with tablet PCs in the first year at a cost of \$1400 per PC for a total cost of \$14,000. In year 2 two additional laptops will be purchased for the new faculty hires. In years 3-5, 7 new laptops per year will be purchased to retire laptops and keep faculty on the cutting edge with the latest computer technology. A 5% increase in cost is included with the estimate.

2. General office equipment

Initial office set up including eight desks, chairs, file cabinets, 2 printers, digital camera, and bookshelves. The rate is \$2500/position for faculty and staff for eight positions. \$5,000 is included in years 2-5 for replacement and updating materials.

3. Equipment for classroom use

Each major class in the first year is being allocated \$1000 to assist in acquiring specialized equipment for teaching not currently within the department. There are fourteen courses that will receive support. This is continued each year.

4. Other

None

C. Other Operating Expenses

1. Books for KAMS Supplies

Twelve books per year will be purchased for each student at a rate of \$125 per book. ($12 \times 125 \times 40 = \$60,000$). In year 2-5 there will be 80 students. A 5% per year increase is included.

2. General Office Supplies

General office supplies will be purchased including printer cartridges, scanner, letterhead, paper, envelopes, file folders, pens, staples, and clips. A 5% increase per year is done for years 2-5.

3. Postage: \$500. A 5% increase per year is done for years 2-5.

4. Phone

Four office phone lines will be necessary for the Director, Student Development Coordinator, and support staff. (\$1,344 year) A 5% increase per year is done for years 2-5.

5. Software

Office Suite, Adobe Acrobat, Photoshop, and Dream Weaver will be acquired for use by KAMS. Updates and additional software are budgets for years 2-5 with a 5% increase per year.

6. Classroom supplies/software

As support for the expanded course offerings, \$500 in supplies will be allotted to each course in the first year (14 x \$500= \$7,000)

7. Other: Background Checks

Law enforcement background checks are to be done for all KAMS staff with direct contact with students outside of normal classroom hours. Cost per check is \$75. In year one there will be thirteen requests. In years 2-5, funded is requested for five checks annually.

8. Other: Faculty Search

During the first year a faculty search will be conducted to recruit a physics and biology faculty member. The total cost of the search is \$5,000 per position for two positions.

9. Other: Faculty and Staff Travel

The faculty are expected to present their work with KAMS, be available for trips for marketing, and attending professional conferences. \$500 per faculty member (year 1 there are 3 faculty; year 2 there will be 5 faculty) is allocated in year 1 (\$2,500). A 5% increase per year is done for years 2-5.

Senior staff: Director, Student Development Coordinator, Residence Counselor, etc. will also need funds for travel and professional development. \$2,000 per staff member is being allocated for travel (\$8,000 total). The Recruitment/Admissions Coordinator's travel is funded under marketing. A 5% increase per year is done for years 2-5.

D. Residential Facilities

1. Maintenance of residential facilities

Based on estimates from Residential Life approximately 28% of housing fees is allocated to this item. These funds are used for maintaining the living space, custodial service, and utilities.

2. Maintenance of dining facilities

Based on estimates from Residential Life approximately 3% of housing fees is allocated to this item. These funds are used for maintaining the dining facilities, custodial service, and utilities.

3. Food Service

Approximately 50% of housing fees is allocated to food service.

4. Other (e.g. capital improvements)

Window air conditioning units, window renovation, and new blinds need to be purchased for comfort of the residents in their rooms. Estimated cost is \$28,200. This only occurs in year 1.

E. Transportation for KAMS Students

1. Local Transportation

A university van will be used for local transportation at a rate of \$1,000 per month for nine months.

2. Transportation to organized field trips or special activities

Groups of students will participate in organized field trips to Wichita, KS, Pittsburg, KS and Kansas City, KS which will be taken each semester as part of the Research in Service to the Community course. The trips will include tours of research and industrial facilities in Kansas. Estimated cost is \$7903. Please refer to Budget Table

2.

During Year 2-5, the seniors will also participate in a college visitation program.

Estimated cost is \$13,563. Please refer to Budget Table 3.

Total costs for travel are increased each year by 5%.

3. Transportation to academic conferences

\$3000 per year is being provided for KAMS students who are presenting at national conferences or local conferences to offset their travel. There is a 5% increase per year.

4. Transportation for visits home

None provided. The staff will work on arranging carpools or charge a transportation fee for dropping students outside 30 miles of Hays.

F. Special Activities for KAMS Students

1. Admission/registration costs

Encore series \$40/student FHSU, Madrigal Dinner \$20/student, FHSU Opera \$8/student. There are 80 students in Year 2-5 and a 5% increase each year.

2. Guest speakers

One national level guest speakers will be brought in each semester to present to the students. The rate to acquire a guest speaker, including airfare, hotel, and per diem is \$6,000. An increase of 5% is included for each year.

3. Other: Orientations and Family Weekends

Each spring, summer, fall, and winter, KAMS students and their parents will be invited to visit the FHSU Campus. The spring and summer visits will be orientation for the upcoming year, the fall and winter visits will be family weekends for students and families. Funds are requested to cover materials and a light lunch. The estimated cost is 80 people x \$20 per person = \$1,600 per visit for four visits.

4. Other: Student Life Supplies

Large screen television, DVD player, VCR, video tapes, ping pong table, board games. \$10,000 in year one and \$5,000 in years 2-5 for replacement and upgrading

Table Budget 2 Travel Cost Estimates Year 1

	Year 1	12 pass van			Total	Lodging	Meals	
	round trip	.36/mile	gallons	2.77/gal		3	8.50/qtr =	
	mileage		needed @12			rooms@73x2	34/day x 3	TOTAL
			gal/mile			nights	days=102	
							x12 people	
Wichita	350	126.00	29.17	80.80	206.80	438	1224	1868.80
Kansas								
City	560	201.60	46.67	129.28	330.88	438	1224	1992.88
Pittsburg	664	239.04	53.34	147.75	386.79	438	1224	2048.79
Kansas								
City	560	201.60	46.67	129.28	330.88	438	1224	1992.88
							Year 1	7903.34

Table Budget 3 Senior Travel Cost Estimates Year 2

	Senior	12 pass van			Total	Lodging	Meals	
	Year							
Wichita	350	126.00	29.17	80.80	206.80	438	1224	1868.80
Kansas								
City	560	201.60	46.67	129.28	330.88	438	1224	1992.88
Pittsburg	664	239.04	53.34	147.75	386.79	438	1224	2048.79
Kansas								
City	560	201.60	46.67	129.28	330.88	438	1224	1992.88
WSU	350	126.00	29.17	80.80	206.80	438	1224	1868.80
KSU	322	115.92	26.84	74.35	190.27	438	1224	1852.27
KU	468	168.48	39	108.03	276.51	438	1224	1938.51
							Year 2	13562.92

G. Marketing

1. Travel

The recruitment and admissions director will travel to a minimum of four state conferences to inform parents groups, administrators, and counselors about KAMS. Potential association meetings include: Kansas Association for Middle School Administrators, Kansas Association of School Administrators, and the Kansas PTA. Registration/exhibit fees are approximately \$250 per conference. An additional \$1,000 is allocated to offset the additional travel to conferences across the state. Total is \$2,000.

2. Printed materials

Trifolds, mailers, letters, posters with return mail cards, eight-page full color brochure, and descriptive materials will be produced and distributed. Estimated cost per year is \$4,900.

3. Other media

Advertisements will be run in relevant state and national education publications. Estimated cost \$2,000.

4. Development and maintenance of web page

The cost of this is included in student labor, web developer.

5. Postage

Bulk mailing, mailing tubes, and purchase of mailing lists will be used. Estimated cost is \$3,700.

6. Other

a) KAMS will produce "give-aways" (bags, coffee mugs, pens) for distribution as part of a the general advertisement campaign. Estimated costs: \$2,725.

b) One-on- One Dinners will be conducted around the state (4 regions, 2 dinners per region) with 25 participants for each region, to meet with key stakeholders to assist with advertisement of KAMS to students. The estimated cost is 8 dinners x 25 participants x \$20 per person = \$4,000.

c) Annual Fall Visitation. Each fall potential KAMS students and their parents will be invited to visit the FHSU Campus and learn about KAMS. Funds are requested to cover materials and a light lunch. The estimated cost is 80 people x \$20 per person = \$1,600.

Total Other = \$8,325

H. Restricted Fees:

Tablet PC: FHSU expects all students to have a tablet pc upon entry. The request is for 40 PCs at \$1400 in year 1, and 40 every year after that point. The computers will be retired after two years through state procedures. There is a 5% increase each year. This item is expected to be covered through gifts/grants/donations.

Student Activity Fees for health, Union, athletics, physical fitness, and student organizations account for 23% of the tuition and fees that each student is required to pay. These fees cover the costs of student involvement on campus. In year one the amount is \$40,842.

I. Other

1. Contracts

The project will contract with the Docking Institute to implement the evaluation plan that was developed during the develop phase. \$40,000 per year with a 5% increase each year.

2. KAMS will join national organizations on accelerated high schools and the Kansas Junior Academy of Science. Fees are estimated at \$500 with a 5% increase each year.

3. Overhead. The amount requested is 8% of the legislative request less the overhead cost. The percentage is based on the expenses of certain operations within in the campus environment that support the grant. The operations include but are not limited to administration and finance, accounting services, human resources and payroll, plant operations including utilities, and other administrative functions. The actual percentage these operations equate to as a part of the university budget is higher but the percentage requested seems reasonable given the overall grant budget. In year one this amount is \$52,815.

Fort Hays State University
Project: KAMS, Multi-Year Budget
Period:

	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
Revenue															
Tuition	177,573			372,903			391,548			411,125			431,682		
State Funding Streams	0			0			0			0			0		
Institutional Funding Streams	0			0			0			0			0		
Housing	260,040			546,084			573,388			596,324			620,177		
Grants/Gifts	56,000			58,800			61,740			64,827			68,068		
TOTAL REVENUE			493,613			977,787			1,026,676			1,072,276		1,119,926	
EXPENSES															
A. Personnel															
Director	67,000	18,760	85,760	70,350	19,698	90,048	73,868	20,683	94,550	77,561	21,717	99,278	81,438	22,803	104,242
Faculty															
AY															
Biology - 1 FTE	0	0	0	52,500	14,700	67,200	55,125	15,435	70,560	57,881	16,207	74,088	60,775	17,017	77,792
Chemistry - 1 FTE	50,000	14,000	64,000	52,500	14,700	67,200	55,125	15,435	70,560	57,881	16,207	74,088	60,775	17,017	77,792
Mathematics - 1FTE	50,000	14,000	64,000	52,500	14,700	67,200	55,125	15,435	70,560	57,881	16,207	74,088	60,775	17,017	77,792
Mathematics - 1 FTE	50,000	14,000	64,000	52,500	14,700	67,200	55,125	15,435	70,560	57,881	16,207	74,088	60,775	17,017	77,792
Physics - 1FTE	0	0	0	52,500	14,700	67,200	55,125	15,435	70,560	57,881	16,207	74,088	60,775	17,017	77,792
NON-AY															
Biology	0	0	0	3,500	980	4,480	1,225	343	1,568	1,286	360	1,646	1,351	378	1,729
Chemistry	3,333	933	4,267	1,167	327	1,493	1,225	343	1,568	1,286	360	1,646	1,351	378	1,729
Mathematics	3,333	933	4,267	1,167	327	1,493	1,225	343	1,568	1,286	360	1,646	1,351	378	1,729
Mathematics	3,333	933	4,267	1,167	327	1,493	1,225	343	1,568	1,286	360	1,646	1,351	378	1,729
Physics	0	0	0	3,500	980	4,480	1,225	343	1,568	1,286	360	1,646	1,351	378	1,729
Physics	0	0	0	3,500	980	4,480	1,225	343	1,568	1,286	360	1,646	1,351	378	1,729
Seasonal	12,000	3,360	15,360	37,800	10,584	48,384	39,690	11,113	50,803	41,675	11,669	53,343	43,758	12,252	56,011
Support Staff															
Admin Specialist	28,000	5,320	33,320	29,400	5,586	34,986	30,870	5,855	36,725	32,414	6,159	38,572	34,034	6,466	40,501
Admin Assistant	23,000	4,370	27,370	24,150	4,589	28,739	25,358	4,818	30,175	26,625	5,059	31,684	27,957	5,312	33,268
Resident Counselor	36,000	10,080	46,080	37,800	10,584	48,384	39,690	11,113	50,803	41,675	11,669	53,343	43,758	12,252	56,011
Academic Advisor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PhD Psychologist	60,000	16,800	76,800	63,000	17,640	80,640	66,150	18,522	84,672	69,459	19,448	89,906	72,930	20,421	93,351
Resident Assistant	20,000	400	20,400	42,000	840	42,840	44,100	882	44,982	46,305	926	47,231	100,800	2,015	102,815
Other: Recruitment & Admission	35,000	9,800	44,800	36,750	10,260	47,010	38,598	10,605	49,203	40,517	11,345	51,862	42,543	11,912	54,455
Other: Student Web Developer	5,360	107	5,467	5,628	113	5,741	5,909	118	6,028	6,205	124	6,329	6,515	130	6,645
Other: Student Assistant	5,360	107	5,467	5,628	113	5,741	5,909	118	6,028	6,205	124	6,329	6,515	130	6,645
TOTAL	451,720	113,904	565,624	625,506	156,476	781,982	651,881	162,927	814,809	684,475	171,074	855,549	770,879	180,671	951,550
EQUIPMENT															
IT Equipment	14,000			3,000			11,200			11,900			12,600		
General Office	20,000			5,000			5,000			5,000			5,000		
Equipment for Classroom	14,000			14,000			14,000			14,000			14,000		
Other	0			0			0			0			0		
TOTAL			48,000			22,000			30,200			30,900			31,600
OTHER OPERATING EXPENSES															
Books	60,000			126,000			132,300			138,915			145,861		
General Office	1,500			1,875			1,854			1,738			1,823		
Postage	500			525			551			579			608		
Phone	1,344			1,411			1,482			1,556			1,634		
Software	1,200			1,260			1,283			1,283			1,259		
Classroom Supplies/Software	7,000			14,000			14,000			14,000			14,000		
Other: Background Checks	675			394			413			434			456		
Other: Job Search	10,000			0			0			0			0		
Other: Travel	9,500			11,025			11,576			12,155			12,763		
TOTAL			92,019			156,190			163,299			170,764			178,603
RESIDENTIAL FACILITIES															
Maintenance Residential	72,822			152,926			160,573			168,601			177,031		
Maintenance Dining	7,902			16,384			17,203			18,064			18,967		
Food Service	130,040			273,084			286,738			301,075			318,129		
Other: Capital Improvements	28,200			0			0			0			0		
TOTAL			238,864			442,394			464,514			487,740			512,127
TRANSPORTATION															
Local	9,000			9,450			9,823			10,419			10,940		
Field Trips & Activities	7,903			21,661			22,954			24,102			25,307		
Academic Conferences	3,000			3,150			3,308			3,473			3,647		
Visits Home	0			0			0			0			0		
Other	0			0			0			0			0		
TOTAL			19,903			34,461			36,184			37,993			39,893
SPECIAL ACTIVITIES															
Admission/Registration	2,720			5,712			5,998			6,297			6,612		
Guest Speakers	12,000			12,600			13,230			13,882			14,566		
Other: Orientations, Family Weekends	6,400			6,400			6,400			6,400			6,400		
Other: Student Life Supplies	10,000			5,000			5,000			5,000			5,000		
TOTAL			31,120			29,712			30,628			31,589			32,598
MARKETING															
Travel	2,000			2,100			2,205			2,315			2,431		
Printed Materials	4,900			5,145			5,402			5,672			5,958		
Other Media: printed ads	2,000			2,100			2,205			2,315			2,431		
Web Page (under labor)	0			0			0			0			0		
Postage	3,700			3,885			4,078			4,283			4,497		
Other	8,325			8,741			9,178			9,637			10,119		
TOTAL			20,925			21,971			23,070			24,223			25,434
RESTRICTED FEES															
Tablet PCS	56,000			58,800			61,740			64,827			68,068		
Student Fees(23% Tuition & Fees)	40,842			85,768			90,056			94,559			99,287		
TOTAL			96,842			144,588			151,796			159,386			187,355
OTHER															
Contracts	40,000			42,000			44,100			46,305			48,620		
KAMS Memberships	500			525			551			579			608		
Overhead	52,815			55,841			58,599			61,820			65,477		
Other	0			0			0			0			0		
TOTAL			93,315			96,366			103,249						

Development and Implementation Activities

1. Timeline for Development

Note: PI= Principal Investigator, PD= Project Director, DT= Development Team a representative group of faculty, foundation, residence life, safety, service learning, and administrative expertise from the FHSU campus charged with developing key products/procedures/protocols, D = KAMS Director, R/A = Recruiting and Admissions Coordinator, SD=Student Development Coordinator, FAC= KAMS Faculty Academic Council, RC = Residence Counselor, RA = Resident Assistant, M=Marketing Director

Activity	Responsible	Start Date	End Date	Outcomes
Notify FHSU Administration	PI	11/07	11/07	---
Notify development team & begin scheduling	PI, PD	11/07	11/07	Schedule
Notify Docking	PD	11/07	---	Final Evaluation plan
Schedule NCSSSMST	PD	11/07	---	Schedule
Press release	PD,M, UR, PI	11/07	---	Media event
Schedule visits to other academies	PD	12/07	---	Schedule
Convene & orient development team: schedule activities	PD, DT, Docking	1/08	---	Assignments & schedule
Hire student assistants	PD	1/08	---	Fill position
Meet with KBOR representatives	PI, PD	1/08	---	Update
Meet with KSDE representatives	PI, PD	1/08	1/08	Update, start MOU
Finalize job descriptions & begin search	PI,PD,DT	1/08	2/08	Recruiting plan
Build key stakeholder database	M	1/08	2/08	Development & initial contact
Finalize Fundraising & Development Plan	PD, FHSU Foundation & President Hammond	1/08	3/08	Implement development plan
Marketing committee	M,PD,DT	1/08	2/08	Marketing plan
Curriculum committee	DT, PD, PI	1/08	5/08	Curriculum outlines
Assessment committee	DT & Docking	1/08	5/08	Assessment plan
Admissions committee	DT	1/08	5/08	Rubrics & criteria
Professional development plan for KAMS staff and faculty committee	DT, PD, PI	1/08	5/08	Staff development plan
Student Handbook and Policy Manual Committee	DT, PD, PI, FHSU admin	1/08	5/08	Handbook and Policy
Meet with architect and campus police	DT, Physical Plant	2/08	3/08	Renovation & security plan & costs
Logo/design materials for print & web	M, PD	2/08	3/08	Logo/brand
Launch development email newsletter to stakeholders	M,PD	2/08	8/10	On going communication
Mail initial materials to schools and school boards,	M	2/08	3/08	Raise awareness & call to action
Contact gifted educators, KTAG, KATM, KATS & others	PD, M	2/08	3/08	Raise awareness & call to action
Meet with key Legislators	PI, PD	2/08	2/08	Raise awareness

NCSSSMST Technical Assistance – student development, program evaluation, marketing, student assessment and curriculum/research	PD, PI, DT, M, Docking	2/08	5/08	Effective strategies
NW Missouri consultant visit	DT	2/08	3/08	Effective strategies
Attend Regional Service Center (Hutchinson, Oakley, Salina, Sublette, Girard) superintendent meeting	PI, PD, DT	2/08	3/08	Increase awareness/recruit advisory board
Present/exhibit/attend state education conferences	PD, M	2/08	4/08	Increase awareness
Focus Group Round 1- Topeka/Kansas City, Wichita, Dodge City	PI, PD, DT	3/08	4/08	Test recruiting and programming strategies
Meet with KSDE representatives	PI, PD	3/08	3/08	MOU for high school articulation, data sharing, reporting, fund transfers, return to high schools
Meet with KBOR representatives	PI, PD	3/08	3/08	Update
Meet with key Legislators	PI, PD	3/08	3/08	Update
Stakeholder events – 2 in each region- Western, Northeast, Southeast, Central	PD, M, DT	3/08	4/08	Raise awareness - Recruit advisory council
Revise marketing materials and website as needed	M	4/08	4/08	Final marketing materials
Conduct on site interviews & make offer	PI, PD, DT	4/08	4/08	Positions filled
Focus Group Round 2 - Topeka/Kansas City, Wichita, Dodge City	PI, PD, DT	4/08	4/08	Test recruiting and programming strategies
Meet with KBOR representatives	PI, PD	5/08	5/08	Update/deliver report
Meet with KSDE representatives	PI, PD	5/08	5/08	Update
Meet with key Legislators	PI, PD	5/08	5/08	Update
Develop and launch print and radio ad campaign for public awareness	M	5/08	12/08	Pool of interested applicants for KAMS
Meet with Campus Police to finalize safety plans & physical plant needs	PD	5/08	5/08	Student safety plan
Meet with KBOR representatives	PI, PD	6/08	6/08	Update
Meet with KSDE representatives	PI, PD	6/08	6/08	Update, cross marketing
Meet with key Legislators	PI, PD	6/08	6/08	Update
Development Team sharing meeting and next steps	PD, PI, DT, M, Docking	6/08	6/08	Final Plans
Advisory Group/Board of Directors	PD, M, DT	6/08	6/08	External approval of KAMS material and campaign to establish endowment

Development Year

Director Recruiting/Admissions start	D, R/A	7/08	7/08	---
Hire Administrative Assistants	D, R/A	7/08	7/08	Positions Filled
Recruit and Hire Student Development Coordinator, 3 Faculty, Residence Counselor, RAs	D,R/A, FAC	7/08	12/08	Positions Filled
Background checks – as needed	D	---	---	Checks complete
Complete renovations	D, Physical Plant	7/08	6/09	Renovation complete
Meet with Advisory Group	D, R/A, FAC	7/08	7/08	Initial meeting of the KAMS leadership
Order supplies, office equipment	D	7/08	6/09	Required materials in place
Meet with KBOR representatives	D, FAC	7/08	As needed	Progress reports and legislative needs
Meet with KSDE representatives	D, FAC	7/08	As needed	Finalized approved curriculum
Continue development email newsletter to stakeholders	R/A	7/08	8/10	On going communication
Mail materials to schools and school boards,	R/A	7/08	9/08	Recruit students
Contact gifted educators and KTAG	R/A, D	9/08	11/08	Recruit students
Contact KATM and KATS	R/A, D	9/08	11/08	Recruit students
Meet with key Legislators	D	10/08	10/08	Raise awareness
Meet with Advisory Group	D,R/A, FAC	12/08	12/08	Garner support external review of work
Admission visits and interviews	R/A, SD, D	10/08	2/10	First cohort recruitment
Final development procedures for high school articulation: data sharing, reporting, fund transfers; return to high schools	R/A, SD	9/08	5/09	Standard operating procedures in place
Selection committee meets	R/A, D, SD, RC, FAC	1/09	3/09	Selection of Students
Invitation letters sent/acceptances received	R/A	3/09	5/09	Final Student cohort list
Enrollment of first cohort (Spring Visitation	R/A, D, FAC, SD	4/09	4/09	Schedule
Financial and record sharing agreements signed	D, R/A	4/09	5/09	Cooperation sending high school
Determine and commit Colloquia Speakers	D, FAC	2/09	6/09	Program for Fall and Spring determined
Meet with Advisory Group	D,R/A, FAC	4/08	4/08	Garner support external review

Order textbooks	D, FAC	5/09	6/09	Books
Order laptops & other equipment	D	5/09	6/09	Laptops
On going stakeholder visits by Director and Recruitment/Admissions	D, R/A	--	--	Continuous recruitment
Recruit and hire RAs	D, P, RC	4/09	6/09	Staffing
Background checks, as needed	D	6/09	7/09	Checks complete
Newly hired faculty personalize curriculum	FAC	5/09	8/09	Curriculum in readiness

YEAR ONE

Financial payments due	R/A	5/09	6/09	Confirm students
Housing Assignments	D, SD, RC	7/09	7/09	Housing
Staff Training – Faculty & Staff	D, SD, RC, RA, FAC	8/09	8/09	Spring training complete
Move in Day!	D, RC, RA, SD, FAC	8/09	8/09	---
Summer Orientation & Induction activity	KAMS Staff	8/09	8/09	---
Classes start	FAC, SD	8/09	8/09	---
Continue development email newsletter to stakeholders	R/A, D	7/09	8/10	On going communication
Mail materials to schools and school boards,	R/A	7/09	9/09	Recruit students
Outreach gifted educators and KTAG	R/A, D	9/09	11/09	Recruit students
Outreach KATM and KATS	R/A, D	9/09	11/09	Recruit students
On going stakeholder visits by Director and Recruitment/Admissions	D, R/A	9/09	ongoing	Raise awareness
Meet with key Legislators	D	10/09	10/09	Raise awareness
Recruit and Hire Two Faculty	D, FAC	10/09	5/09	Last KAMS Faculty Hired
Admission visits and interviews	R/A, D, SD	10/09	2/10	Student recruitment
Testing – Dates Variable – PSAT, State Assessment	SD	9/09	5/10	Assurance of testing and required data reporting
Research Site Visitations as part of Research in Service for the Community – Fall/Spring	SD, FAC	9/09	4/10	Service Learning and research development
Colloquia – Major Speakers – Spring/Fall	D	9/09	5/10	Program implementation
Meet with Advisory Group	D, R/A, FAC	10/08	10/08	Garner support external review of work
Midterm Reports – with Letter Grade to Parents each semester	SD, FAC	10/09; 3/10	---	Update to parents and schools
Closed Weekend (Thanksgiving)	---	11/09	11/09	---
Winter Break	---	12/09	1/10	---
Classes start	FAC	1/10	---	---
Closed weekend	---	2/10	2/10	Students go home
Selection committee meets	R/A, D, SD,	2/10	3/10	Second cohort

	RC, FAC			selected
Closed Weekend (Spring break)	---	3/10	3/10	---
Invitation letters sent/acceptances received	R/A, SD	3/10	3/10	Final Student cohort list
Closed weekend	---	4/10	---	Students go home
Enrollment of first and second cohort (Spring Visitation)	R/A, D, SD, FAC	4/10	4/10	Confirm acceptance
Meet with Advisory Group	D,R/A, FAC	4/10	4/10	Garner support external review of work
Financial agreements signed	R/A	5/10	5/10	First and second year cohorts identified
Determine and commit Colloquia Speakers Year 2	D	2/10	6/10	Second year program in place
Classes end; transition ceremony; moving day	SD,RC,RA	5/10	5/10	---
Order textbooks for seniors	D, FAC	5/10	6/10	Books
Order laptops & equipment for juniors	D	5/10	6/10	Laptops
Evaluate year	ALL STAFF	5/10	5/10	Revise programs as needed
Recruit and hire RAs, as needed	D, SD, RC	4/10	6/10	Staffing
Background checks, as needed	D	6/10	7/10	Checks complete

YEAR 2

Housing Assignments	D, P, RC	7/10	7/10	Housing
Staff Training – Faculty & Staff	D, SD, RC	8/10	8/10	Training complete
Move in Day!	D, RC, RA	8/10	8/10	
Summer Orientation & Induction activity	KAMS Staff	8/10	8/10	
Classes start		8/10	8/10	

2. Description of Activities

The table provides much of the detail of the intended activities and addresses the items identified on page 11 of the RFP. The first three months of the Development Period are focused on marketing awareness of KAMS to all stakeholders including the legislature, school districts, parents, students, administrators and counselors. Our vision is to develop a ground-base of support. The budget and activity reflects this approach. Procedures, handbooks, contracts, forms, evaluation, policies, student life etc. are dealt with through visitations to other academies and interaction with consultants by the development team to finalize selection of adapted materials. Curriculum is developed locally by a sub-group of the development team with final curriculum decisions being made by the Director and KAMS Faculty. Throughout this period the PI and PD along with the development team will work with KSDE and select high schools to assure that that the curriculum is acceptable for high school graduation. Our goal at the end of the 6-Month Development Period is: a) widespread support across the state for KAMS, b) strong legislative support, c) products such as handbooks, policies, procedures, and training materials are in place, d) approved curriculum, and e) director and recruiting & admissions coordinator are ready to start work July 1, 2008.

3. Budget for Development and Implementation

KAMS Development and Implementation Budget Refer to proposal instructions prior to completing this budget. Name of Institution: Fort Hays State University	
Personnel; salaries and wages	27,291
Fringe benefits	4,707
Other operating expenses	1,830
Equipment	0
Residential facilities	0
Marketing	33,035
Contracts/consultants	14,800
Travel	7,706
Other	10,631
Total Expenses	\$100,000

On a separate page, thoroughly detail and justify the expenses shown above.

**KAMS
Development Budget Narrative – Fort Hays State University
January 1, 2008-June 30, 2008**

Personnel

College of Education & Technology

Paul Adams - Principal Investigator, FHSU. Adams will serve as the principal investigator for the project. He will be responsible for reporting to external agencies, quality assurance, product development, and chairing the search committees. Funding is requested for 50% of one month salary (\$4,494).

Docking Institute of Public Affairs

Leslie Paige - Project Director, FHSU. Paige will serve as the project director for the project. She will be responsible for facilitating teams during working sessions, assuring the progress adheres to the timeline, organization, and reporting of work sessions. Funding is requested for 25% of her 6 month salary (\$6,742).

Marketing

Casey Rackaway – Marketing, FHSU. Rackaway will serve as the marketing director for the project. Because of the need to build a strong community of support for KAMS among educators and education advocates during the Development Phase, Rackaway will be dedicated to creating the infrastructure for effective communication and relationship building to raise awareness about KAMS, solicit feedback from stakeholders, and ultimately to attract, recruit and enroll 40-50 students in the Academy beginning fall 2009. She will oversee creation of the KAMS web site, brochures, posters, letters and other print communications; develop and build a KAMS database; attend conferences and professional meetings; organize and promote dinners, meetings and focus groups; and develop a full-scale student and parent recruitment/marketing plan. Funding is requested for 25% of her 6 month salary (\$4,647).

Development Team

Six faculty members will participate on the development committee. The development committee will be responsible for developing the curriculum outlines, assessments, student selection rubrics and protocols, marketing materials, job search and hiring, and detailed operational procedures. Each individual of the development team will be hired at a rate of \$175/day for 2 days. (\$2,100)

Science & Mathematics Education Center

Ann Ryan Noble - Senior Administrative Assistant, FHSU. Ryan Noble will be responsible for payments, budget maintenance, trip planning, meeting scheduling, and assisting with marketing. Funding is requested at a rate of \$15/hour x 10 hours/week x 26 weeks. (\$3,900)

Student Assistant

Two student assistants will be hired to assist the project director and the marketing director. The students will assist with work session preparation, schedule speaking opportunities, and brochure development. The students will be hired at a rate of \$6.50 per hour for 16 hrs per week for 26 weeks. (\$5,408)

Total Personnel: \$27,291

Fringe Benefits

Fringe benefits on faculty is calculated at the standard university rate of 28% for fulltime employees (\$6,594 x .28=\$1,846). Fringe benefits on staff is calculated at the rate of 18% (\$15,289 x .18=\$1,916). Fringe benefits on student salary is calculated at the standard university rate of 2% for student employees (\$5,408 x .02=\$68).

Total Fringe Benefits: \$4,707

Other Operating Expenses

Materials and Supplies

Funding is requested for a recording I-Pod for use in the focus groups at a rate of \$250. Books and planning materials are needed for the closed planning meetings at a rate of \$500. General office supplies are necessary for marketing and recruitment. Supplies include easel, easel paper, letterhead, printer supplies, file folders, copy paper, and related office supplies at a rate of \$750 per year.

Planning meetings are an important part of the planning process. Funds are requested for lunches and refreshments for the development team, PI, project director, administrative assistant, director elect, and director of admissions elect at a rate of \$15 x 2 planning sessions x 11 individuals.

Total Other Operating Expenses: \$1,830

Marketing

While print and face-to-face communications and recruitment strategies are integral to the successful marketing of KAMS, the foremost source of information about the program will be its web presence. In addition to being an information-rich resource, as the site is fully developed over the next 6-12 months, it will integrate the latest in dynamic Web 2.0 strategies, such as instant chat, blogging, discussion boards, wikis and other tools to facilitate effective communication among educators, advocates, parents, students and other key stakeholders.

Additionally, KAMS will use an HTML-based email newsletter service, such as ConstantContact, to regularly update key stakeholder groups during the Development Phase about KAMS progress. This strategy will not only "push" much needed information to stakeholders (particularly educators and advocates) to raise awareness and generate excitement for KAMS, but this strategy will also provide an opportunity for feedback from those stakeholders through e-mail response, online polling and the various assessment tools available with the email software, such as opened emails, deletes, bounce backs, forwards, and click-through's. While these are not pure measures of success, these tools will help FHSU assess and fine tune its marketing and e-communications strategies. Funding is requested to hire an outside consultant for design and development at a rate of \$7,500 and \$500 to distribute the monthly html e-newsletter (.02 per e-mail x 1000 x 6 months = \$500).

An important strategy to reach administrators, teachers, counselors and other key stakeholders will be an active KAMS presence at key Association meetings and conferences, both as an exhibitor and an invited speaker. A professionally designed, attractive exhibit space will garner attention and make a strong statement about KAMS' dedication to education excellence, and will serve the organization well for years to come. Funding is requested in the amount of \$1,950 for table top display boards, banners, and table coverings.

It is critical to raise awareness of KAMS and engender support among educators and education advocates, as these groups will hold the greatest influence over prospective students and their parents once student recruitment officially begins in fall 2008. A key strategy during the Development Phase is to create posters and brochures that 1.) Raise awareness about the existence of the Kansas Academy for Math and Science, 2.) Communicate benefits about KAMS, and 3.) Generate enthusiasm for and positive word-of-mouth promotion of KAMS among educators, education advocates and others.

During the Development Phase, print materials will be mailed to USD board offices, all high school principals, high school counselors, all relevant education association presidents, legislators, school board presidents and lobbyists. Once formal student recruitment begins in fall 2008, KAMS will also target students' populations and their parents (traditional, out of state, international) *in addition to* ongoing print communications with the above-mentioned stakeholder groups. Further, FHSU/KAMS staff will

distribute print materials at association meetings, conferences and other venues strategically selected to effectively promote the KAMS initiative. Funding is requested for materials and printing of posters with information cards, eight page prospectus, and tri-fold brochures. Cylinders will be used to mail posters to USD's, principals, counselors, boards, and associations. Total funding requested for printing and postage is \$4,900.

Because KAMS is starting from "ground zero", efforts must be made to not only raise initial awareness but ensure the Academy remains top-of-mind around influencers and decision makers, including educators, legislators, students and their parents. During the Development Phase, FHSU/KAMS will hand out sports bags, mugs, pens and potentially other items that have the KAMS logo, phone number and web site information to remind individuals that the junior class will enroll starting fall 2009. Funding is requested in the amount of \$2,725 for promotion items.

While direct mailings, the web site, and conference/association meetings will help raise awareness and generate buy-in about KAMS among key stakeholder groups during the Development Phase, it is also important to raise awareness among the general public as well. Resorting to traditional print and radio advertisement is a costly, but necessary investment to begin reaching Kansas students and their families. The initial goal of this initiative is to drive prospective students and their families to visit the KAMS web site. However, the ultimate goal is to generate requests for information, add parent/student contacts to the KAMS database, which in turn builds a base for ongoing recruitment and e-communications beginning fall 2008. Funding is requested for print and radio advertisement a rate of \$9,500.

As previously mentioned, building relationships with key educators and education advocates is the most critical strategy during the Development Phase to ensure KAMS success. While direct mailings will raise initial awareness, face-to-face communication about KAMS will indeed start building relationships, allow for two-way conversation/feedback, and enable KAMS/FHSU staff to develop a better sense of the level of awareness of and enthusiasm for the Academy throughout the State of Kansas.

KAMS will target a minimum of four professional conferences/associations meetings during the Development Phases, and this, too will be an ongoing strategy beginning Fall 2008. Not only will KAMS seek to exhibit, personnel will use its statewide connections and resources to get on to the formal programs to education participants about KAMS as a group. Potential association meetings include: Kansas Association for Middle School Administrators (April), Kansas Association of School Administrators (June), Kansas PTA (April), and Kansas Academy of Science (March). Funding is requested for registration and exhibition fees at a rate of \$1,000.

Another key facet of relational marketing during the Development Phase will be to organize and host two dinners per region in which a variety of key stakeholders will be invited to attend, including superintendents, principals, guidance counselors, teachers, association members, school board presidents, legislators and parents. From this pool, KAMS seeks to build both a selective, small Board of Directors as well as a more comprehensive advisory board. Both groups would help facilitate effective communication among their individual constituencies, raise awareness in their communities and help identify and recruit prospective students and their parents. Most importantly, as KAMS seeks to finalize the development of curriculum, student life issues, and marketing/recruitment plans, both bodies would serve to provide KAMS highly useful, actionable feedback to ensure KAMS meets the needs of Kansas students and their families. Host dinners around the state with key constituencies will be held. Two dinners in each of the four districts with 25 participants at \$20 per person. (\$4,000)

Focus groups of parents, teachers, administrators, and children will be held across the state in the planning phase to gather ideas and raise awareness of the opportunities of the project. Eight focus groups

will be held and each of the 6 participants in attendance will receive a \$20 stipend for participation. (\$960)

Total Marketing: \$33,035

Contracts and Consultants

The National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST) will offer critical information to the development of the program. The NCSSSMST will be contracted at a rate of \$300/session for 10 sessions.

A consultant from Northwest Missouri Academy will be hired in the development process to assist with planning at a rate of \$2,000, including stipend, travel, hotel, and per diem.

The director elect and director of admissions elect will be brought in for the planning meetings to assist with development at a rate of \$900 per person, including stipend, travel, hotel, and per diem.

The Docking Institute of Public Affairs will be contracted in the planning stages to assist in the development of the formative and assessment procedures for the project at a rate of \$8,000.

Total Contracts and Consultants: \$14,800

Travel

Funding is requested for PI, project director, and a member of the development committee to travel to the academy at Denton, TX for information gathering to produce detailed operational procedures for KAMS. Funding is requested for 2 hotel rooms at a rate of \$100/night per room for 3 nights. Mileage is requested at a rate of \$0.47 per mile for 1,020 round trip miles and per diem at a rate of \$34/day for 4 days for three individuals.

Funding is requested for PI, project director, and a member of the development committee to travel to academy in Northwest Missouri for information gathering to produce detailed operational procedures for KAMS. Funding is requested for 2 hotel rooms at a rate of \$100/night per room for 3 nights. Mileage is requested at a rate of \$0.47 per mile for 1,020 round trip miles and per diem at a rate of \$34/day for 4 days for three individuals.

Funding is requested for 2 trips for PI, project director, and a member of the development committee to travel to Dodge City, KS to meet with a focus group of teachers, parents, students, and administrators to test market KAMS and obtain stakeholder feedback on KAMS operational plans. Mileage is requested at a rate of \$0.47 per mile for 208 round trip miles per trip.

Funding is requested for 2 trips for PI, project director, and a member of the development committee to travel to Wichita, KS to meet with a focus group of teachers, parents, students, and administrators to test market KAMS and obtain stakeholder feedback on KAMS operational plans. Mileage is requested at a rate of \$0.47 per mile for 366 round trip miles per trip.

Funding is requested for 2 trips for PI, project director, and a member of the development committee to travel to Topeka, KS and Kansas City, KS to meet with a focus group of teachers, parents, students, and administrators to test market KAMS and obtain stakeholder feedback on KAMS operational plans. Funding is requested for 2 hotel rooms at a rate of \$100/night per room. Mileage is requested at a rate of \$0.47 per mile for 532 round trip miles per trip and per diem at a rate of \$34/day for 2 days for three individuals.

Funding is requested for 4 round trips for PI and project director to meet with Kansas Board of Regents, Kansas State Department of Education, and Kansas Legislature to report on progress and coordinate

operational details. Mileage is requested at the standard university rate of \$0.47 per mile for 410 round trip miles per trip.

Funding is requested for PI and project director to attend the USA Annual Meeting and KASSP Meeting for marketing the KAMS project. Funding is requested for 2 hotel rooms at a rate of \$75/night per room for 2 nights. Mileage is requested at a rate of \$0.47 per mile for 400 round trip miles per trip and per diem at a rate of \$34/day for 3 days for two individuals.

Funding is requested for 5 trips for PI, project director, and a member of the development committee to travel to Hutchinson, KS, Oakley, KS, Salina, KS, Sublette, KS, and Girard, KS to meet with Regional Service Center Superintendents to generate awareness and support of KAMS. The total round trip mileage for all trips is 1550 miles at the standard university rate of \$0.47 per mile.

Total Travel: \$7,706

Other

Director and Recruiting & Admissions Coordinator Job Search

The search for the director and the admission/enrollment positions will begin in the development phase. Funding is requested at a rate of \$5,000 per search. Pending funding, the selected individual will be contracted during the "bridge" year to implement the plans and procedures from the development phase and recruit the first KAMS class. $\$5000 \times 2 = \$10,000$.

Advisory Group Initial Meeting

An external advisory council will be formed to a) provide an external check on curriculum, student life, and external opportunities, b) build public awareness of KAMS, and c) provide networking to obtain external funding to expand and support KAMS beyond the legislative appropriation. Members of the Group will be chosen based on history and experience with academies, such as Don Norwood and Jerry Magliano, business and industry, legislative, KSDE board of education, and higher education outside FHSU. The initial group will be comprised of six individuals and convened in late May or early June to meet the Director and review the details of the KAMS plans. Their feedback, and charge, will help KAMS move to the next stage when the Director and staff implement the plan developed by the FHSU Development Team. Funds are requested to provide a meal and partially offset the cost of advisory council travel. Request: \$631.

Total Other: \$10,631

Total Expenses: \$100,000

Appendix 1: Project Personnel

Development Period – January to June, 2008

1. Dr. Paul Adams, Development Project Director, Interim KAMS Director
2. Ms. Leslie Paige, Development Project Manager
3. Ms. Casey Rackaway, Development Marketing Director
4. Web Designer
5. Ms. Ann Ryan-Noble Administrative Assistant
6. University Development Team

KAMS Staff

1. Director of KAMS
2. Recruiting & Admissions Coordinator
3. Student Development Coordinator (Staff Psychologist)
4. Residence Counselor
5. Resident Assistant
6. Administrative Specialist
7. Administrative Assistant
8. KAMS Faculty

Paul E. Adams
Anschutz Professor of Education
Professor of Physics
Director, FHSU Science and Mathematics Education Center
600 Park St.
Hays, KS 67601
Phone: (b) 785-628-4538 (f) 785-628-4140
E-mail: padams@fhsu.edu

Paul Adams, Project Investigator and Interim KAMS Director, brings a great deal of experience to the project. He has managed several externally funded projects, is noted as a curriculum developer, and is an award winning teacher. He is in demand nationally and internationally for workshop leadership and project evaluation in science education, as evidenced by his work in Alaska, Virginia, France, and shortly in Mexico. Adams founded the FHSU Science and Mathematics Education Center in January 2006. Under his leadership the Center has become an active center in seeking external funding for cross-disciplinary science and mathematics education projects, coordinating science and mathematics faculty efforts on joint projects such as the KAMS application to the Girls' Mathematics and Science Camp, and engaging the public in citizen science through talks and workshops. One of Adams' strengths is his ability to build collaborative teams, such as that for KAMS. It should also be noted that Adams was hired from the FHSU Physics Department to develop and maintain university-wide evaluation of the elementary and secondary teacher preparation due to his expertise in systemic evaluation, an important consideration for KAMS.

During the development phase of KAMS, Adams will be actively engaged in building KAMS. He will step aside from the project after the KAMS Director is employed, but will remain on the Advisory Committee. He will also continue to work with KAMS with the Research in the Community Class bringing his regional, national, and international connections with GLOBE (<http://www.globe.gov>) as the students develop and conduct their environmental research projects. Further, Adams has committed the resources of the Center to work with KAMS on seeking funding to support research. Initial discussions have started about a National Science Foundation proposal to support biology research projects with KAMS students.

Education

Doctor of Philosophy, May 1996

Major: Curriculum & Instruction:

Science Education; Science Cognates: Earth System Science & Physics

Dissertation: *Beginning Teacher Cognition: A Case Study of Four Secondary Science Teachers*
Purdue University, West Lafayette, IN

Masters of Science, August 1986

Major: Physics

Thesis: *Physics Laboratories for Elementary Teachers*

Teacher Certification: 7-12 Physics, 7-12 Mathematics

Washington State University, Pullman, WA

Bachelors of Science, May 1983
Majors: Physics and Mathematics
Heidelberg College, Tiffin, OH

Date of Appointment to the Faculty at Fort Hays State University

Jan 2006 – Present	<i>Director of the FHSU Science and Mathematics Center & Professor of Physics and Anschutz Professor of Education</i>
August 2003 – Jan 2006	<i>Professor of Physics and Anschutz Professor of Education</i>
August 1998 - May 2003	<i>Associate Professor of Physics</i>
August 1997 – May 1998	<i>Assistant Professor of Physics</i>
August 1996 – May 1997	<i>Visiting Assistant Professor of Physics</i>
August 1986 – May 1989	<i>Instructor of Physics</i>

Selected Professional Activities

1. Director, *FHSU Girls' Science and Mathematics Camp*, 2006 – present.
2. Editor, *Kansas Association of Teachers of Science Newsletter*, 2006 – Present
3. *GLOBE Kansas Partner and Lead GLOBE Trainer*, Fort Hays State University, 2004 – present.
4. Reviewer, *National Science Foundation*, 2005 – present.
5. Southwest Region Conference Planning Committee, *Association of Science Teacher Educators*, 2005-2007.
6. Board Member, *Kansas Association of Teachers of Science*, 2005 – present.
7. Advisor, *FHSU Student National Science Teachers Association*, 2003 – present.
8. Advisor, *FHSU Astronomy Club*, 1996 – present.
9. Committee Member, *Association for Education of Teachers in Science, Ad-Hoc Committee on Science/Education Collaboration (99 – 00)*
10. Committee Member, *Qualified Admissions Natural Science Review*, Kansas Board of Regents, 2000.
11. Manuscript Reviewer, *Journal of Research in Science Teaching*, 1999 – present.
12. Educational Consultant, *CALIPSO Satellite Mission*, Hampton University, Hampton, VA, 2000 – present.
13. Educational Consultant, *AIM Satellite Mission*, Hampton University, Hampton, VA, 2005 – present.
14. President, *Arkansas-Oklahoma-Kansas Section of the American Association of Physics Teachers*, 2000 – 2001.

Selected Scholarly Submissions, Publications, and Presentations

Selected Publications – Refereed

1. Adams, P. E., Taggart, G.T., Hohman, J., Heinrichs, J., & Hickman, K. (2007). Fermi questions: A method for engaging students in estimation. *Mathematics Teaching in the Middle School*, *xx(x)*, *xx-xx*.

2. Hohman, J., Adams, P.E., Heinrichs, J., Taggart, G., & Hickman, K. (2006). A nature of science discussion. *Journal of College of Science Teaching*, xx(x), xx-xx.
3. Young, L., Adams, P.E., Taggart, G.T., and Talbott, N.C. (accepted for publication, 2006). Using testable questions to teach motion and forces. *Science Scope*, xx(x), xx-xx.
4. Adams, P.E., Hrepic, Z., Taggart, G. L. (2007). Improving Physical Science Courses for Elementary Teachers. NARST Conference Proceedings, 2007.
5. Hrepic, Z., Adams, P.E., Taggart, G.L. (2005). Evaluation of a Physical Science Course for Elementary School Teachers. *Proceedings for Physics Education Research Conference 2005*.
6. Legleiter, E. and Adams P. (2004). Survey of Kansas high school physics teachers. *Kansas Science Teacher*, 15 (Spring), 5-11.
7. Krockover, G. H., Adams, P.E., Eichinger, D., Nahkleh, M., Fransisco, J., & Ridgway, K (2001). Action-based Research Teams: Collaborating to Improve Science Instruction. Injecting Energy into Science Education. *Journal of College Science Teaching*, 30(5), 313-17.
8. Adams, P. E., & Krockover, G. H. (1999). Stimulating constructivist teaching styles through use of an observation rubric. *Journal of Research in Science Teaching*, 36(8), 955-71.

Selected Technical Papers

1. Adams, P., Long, R. (2007, October). *Effectiveness of Family Involvement by Preservice Teachers*. Hays, KS: Fort Hays State University.
2. Adams, P., Long R. (2007, September). *MY NASA DATA and Career Connections: An Evaluation*. Hays, KS: Fort Hays State University.
3. Adams, P. (2007, June). *Year 2 Evaluation of the Frankfort, IN/Purdue University Partnership*. Hays, KS: Fort Hays State University.
4. Adams, P. (2006, June). *Year 1 Evaluation of the Frankfort, IN/Purdue University Partnership*. Hays, KS: Fort Hays State University.

Selected Presentations

1. MY NASA DATA Workshop, Fort Hays State University, September 2007.
2. AIM Prelaunch Workshop, Vandenberg Air Force Base, April 2007.
3. Understanding the Sun Photometer, Bordeaux, France, May 2007.
4. *Basic GLOBE Training*, Kansas Association of Science Teachers, April 2007 and July 2007.
5. Teaching about the CALIPSO Satellite Mission, Toulouse, France, April 2006.
6. *A physical science course for elementary teachers*. Physics Teacher Education Coalition, Fayetteville, AR, March 2006.
7. *Times Talk: New Horizons: A visit to the last planet or not?*, Fort Hays State University, March 2005.
8. *Mobile Computing Conference: Applications in Education*. Fort Hays State University, March 2006.
9. *Integrating Mathematics and Physical Science in an Inquiry Approach*. *School Science and Mathematics Association*. November, 2005.

10. *Using Motion to Teach Math*, Kansas Association of Teachers of Mathematics, Liberal, KS, October, 2006.
11. *3-D Graphing for Lower Elementary Grades*, Kansas Association of Teachers of Mathematics, Liberal, KS, October, 2006.
12. *Fermi Questions to Teach Number Sense*, Kansas Association of Teachers of Mathematics, Liberal, KS, October, 2006.

Selected Grants Received

1. Principal Investigator, *Water Quality for After School Science Program*, Kansas Campus Compact, 2006, \$4945.
2. Writer, Mathematics and Science Partnership Grant, Kansas State Department of Education, 2006-2009, \$300,000.
3. Principal Investigator, MISSION Space Connection, Lunar and Planetary Institute, 2005, \$5000.
4. Principal Investigator, *Physical Science and Mathematical Modeling Workshop*, Kansas Board of Regents, Improving Teacher Quality Grant, 230,170 (year 1); total of \$706,667 over all three years of the project (funding pending congressional approval).
5. Co-Principal Investigator, *Food Science CSI*, Kansas Parent Information Resource Center. \$3,000.
6. Co-Principal Investigator, *Southwestern Kansas Science in Context*. Kansas Board of Regents, Improving Teacher Quality Grant. \$180,000
7. Principal Investigator, *Adapting Operation Primary Physical Science for Use in a Physical Science Class*. National Science Foundation. \$89,000.
8. Co-Principal Investigator, *Generating Research Activities that Strengthen Physical Science*, Kansas Board of Regents, Improving Teacher Quality Grant. \$180,000
9. Principal Investigator, *Project IRIS: Inquiry, Research, and Integrated Science for the Middle School*, with Karen Hickman. Funded by the Dwight D. Eisenhower Program, administered by the Kansas Board of Regents, 2000 – 2002. Amount Funded: \$118,794
10. Principal Investigator, *ABC's of Science Inquiry*. Funded by the Dwight D. Eisenhower Program, administered by the Kansas Board of Regents, 2001 – 2002. Amount Funded: \$41,062
11. Principal Investigator, *Operation Primary Physical Science Field Test Site*. Funded by the National Science Foundation, under a subcontract from Louisiana State University, 1999 – 2000. Amount funded: \$25,200.
12. Principal Investigator, *Integrating Exemplary Physical Science Teacher Enhancement Materials with Mathematics for Preservice Teachers*, with Ervin Eltze, Karen Hickman, John Heinrichs, James Hohman, and Germaine Taggart. Funded by the National Science Foundation. 2001 – 2004. Amount funded: \$200,000.
13. Principal Investigator, *Improving Mathematics and Science Instruction through Development of Integrated Content Knowledge*, with Ervin Eltze. Funded by the Dwight D. Eisenhower Program, administered by the Kansas Board of Regents, 1999 - 2000. Amount Funded: \$68,504.
14. Co-Principal Investigator, with L. Kallam, Mathematics, G. Taggart, Teacher Education, J. Hohman, Chemistry, & E. Eltze, Mathematics. *Implementation and Integration of Inquiry-Based Science and Mathematics Learning for the Preparation of K-12 Teachers*.

Supported by a grant from NASA Project NOVA, May 1999 – June 2000. This project will involve two undergraduates. Project Amount: \$90,000.

15. Principal Investigator, *Operation Primary Physical Science Field Test Site for Magnets and the Nature of Matter*. Supported by a National Science Foundation grant contracted through Louisiana State University, June 1999. This project involved two undergraduate students. Project Amount: \$5000.
16. Principal Investigator, *Improving Physical Science Instruction with the Comprehensive Conceptual Curriculum for Physics*. Supported by a grant under the federally funded Dwight D. Eisenhower Mathematics and Science Education Act, administered by the Kansas Board of Regents, December 1998 – May 2000. This project involved two undergraduate students. Project Amount: \$121,000.

Selected Honors and Distinctions

1. *Nominated for the National Science Teachers Association Distinguished Science Teacher Award*, October, 2007.
2. *FHSU Faculty Member of the Year*, 2005.
3. *Award for Innovative Excellence in Teaching, Learning, and Technology*, The Tenth International Conference on College Teaching and Learning, April 14 – 17, 1999, Jacksonville, FL.
4. *Teacher/Scholar/Innovator of the Year Award* for 1997-98 School Year.
5. *Teacher Innovator Award*, December 1997.
6. *Outstanding Dissertation Award for the Department of Curriculum and Instruction*, Purdue University, West Lafayette, IN, 1997.

Selected Community Service Related to the Profession

1998 -Present

1. Magnets, Wilson Elementary School, 2007.
2. Over one hundred observatory programs for school, scouting, and community groups.
3. Fourteen “Physics Phun” shows for school and community groups.
4. *Celestial Navigation*, Felten Middle School, September 1999.
5. O’Loughlin Elementary School Toyota Tapestry Grant Writing Team, January 1999.
6. *Astronomy Consultant*, Hays High School & Kennedy Middle School, 1998 – 1999 school year.
7. *Comets*, O’Loughlin Elementary School, September 1998.
8. *Hot Air Ballooning*, O’Loughlin Elementary School, October 1998.
9. O’Loughlin Elementary School Toshiba ExploraVision Team, Community Advisor (98)
10. O’Loughlin Elementary School Young Astronauts Program, Community Advisor (98 – present School Year).
11. *Judge*, Regional Science Olympiad (97 - present)

Leslie Z. Paige, M.S., Ed. S., NCSP
Fort Hays State University
600 Park Street
Hays, KS
785-628-5501 (Docking Institute)
785-628-4349 (Grants Office)
lpaige@fhsu.edu

Paige has extensive experience managing federal grants and projects involving large organizations. She has expertise in strategic planning, team building and working with community stakeholders. She has conducted focus groups for statewide projects involving the Governor's Prosperity Conference and the Kansas Health Foundation. Prior to working for FHSU, she worked with students with special needs, including gifted and talented students. She has considerable understanding of K-12 school organizations. She has benefited from her leadership role in the National Association of School Psychologists and the technical assistance she provides to the Safe Schools/Healthy Students Initiative, resulting in understanding public policy development, educational issues, and social marketing strategies. She has taught as a FHSU faculty member and her experience with the FHSU research community are well suited for this position.

Education

1987 Fort Hays State University, Ed.S., School Psychology , 4.0 GPA
1981 Fort Hays State University, M.S., School Psychology, 4.0 GPA
1974 University of Cincinnati, B.A., Psychology

Representative Employment Experiences

2007 -2008 – Project Director, WaKeeney School District Teaching American History Grant,
U.S. Department of Education, Docking Institute

2006- present – Chair, Human Subjects Research Institutional Review Board, Fort Hays
State University

2003 - present - Grants Facilitator, Fort Hays State University Graduate School, Hays, KS (split
appointment)

2003- present Grants Facilitator/Research Associate, Fort Hays State University Docking
Institute of Public Affairs, Hays, Kansas. (split appointment)

2003 - 2005 - Project Director: Hays Emergency Action Response Team Grant.

Emergency Planning and Crisis Response Grant awarded to the Hays Unified School
District.

2002 - present – Technical Assistance Consultant Safe Schools/ Healthy Students

National Communications Team, Rockville, MD.

1999 - 2000 Academic Year Project Co Director Kennedy Middle School Peer Mediation Project, Kansas Health Foundation Recognition Grant.

1998 - 1999 Academic Year - School Psychologist, Hays West Central Kansas Special Education Cooperative
Project Co-Director, Kennedy Middle School Peer Mediation Program, Supreme Court of Kansas Council on Dispute Resolution
Project Director, Pathways VI-B I.D.E.A. Continuous Improvement Grant, Hays West Central Kansas Special Education Cooperative.

Certifications Held

Nationally Certified School Psychologist

Selected Professional Activities and Memberships

National Association of School Psychologists (1979 - present):

Chair, Leadership Development Committee (2007 – present)

Minority Scholarship Board (2007 - present)

Treasurer (2004 – 2007)

National Consortium of School Violence Prevention Researchers and Practitioners

Funding Options/ Budget Planning work group (2006 – present)

Central States School Psychology Conference Governing Board (1991 - 1996)

Kansas Association of School Psychologists (1979 - 2002):

Honors

2007 National Association of School Psychologists Presidential Award

2001 National Association of School Psychologists Presidential Award

1996 National Association of School Psychologists' School Psychologist of the Year

1996 Fort Hays State University Alumni Achievement Award

1994 Kansas Association of School Psychologists' School Psychologist of the Year

1993 Kansas Association of School Psychologists Past President Award

Selected Recent Publications

Canter, A. & Paige, L.Z. (Eds.) (in press). Helping children at home and school - third edition. Bethesda, MD: National Association of School Psychologists.

Paige, L. Z. (2007). Obsessive-compulsive behavior, Principal Leadership, 8 (1), pp 12-15.

Paige, L.Z., Wolfe, J., Kitzis, S.N., & Kitson, J (2006). RURAL: Implementing the Safe Schools/Healthy Students Initiative in Kansas. In S.R. Jimerson & M.J. Furlong (Eds.), Handbook of school violence and school safety: From research to practice (pp. 553-565). Mahwah, NJ: Lawrence Erlbaum Associates.

Canter, A., Paige, L.Z., Roth, M.D., Romero, I. & Carroll, S. (Eds.) (2004). Helping children at home and school: Handouts from your school psychologist – Second Edition. Bethesda, MD: National Association of School Psychologists.

Selected Technical Reports

Paige, L.Z. (2007). Cloquet (MN) Independent School District Safe Schools/ Healthy Students Strategic Planning Report. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.

Wolfe, J., & Paige, L.Z. (2005). READI Emergency Response and Crisis Management Grant Program Evaluation, Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.

Wolfe, J., & Paige, L.Z. (2005). SHPTV/KPTS Ready to Learn Program Evaluation. Hays, KS: Fort Hays State University, Docking Institute of Public Affairs.

Selected Recent Grants Funded

Paige, L.Z. (2005). Building rural capacity through therapeutic host families and crisis services demonstration project for High Plains Mental Health Center, State of Kansas Department of Social and Rehabilitation Services. (\$257,000).

Paige, L.Z. (2005) Historic Abilene Tourist Attraction Development Grant, Kansas Department of Commerce (\$75,000).

Paige, L.Z. (2003). Emergency Response and Crisis Management Plan for School Safety, Department of Education, Hays Unified School District #489, \$99,839

Paige, L.Z. (2002). Hays Healthy Students. Governor's Discretionary Portion of the Federal Safe and Drug-Free Schools and Communities Grant Program (\$17,154)

Paige, L.Z. (2001) Middle School Drug Prevention and School Safety Coordinator Grant. U.S. Department of Education, Office of Safe and Drug-Free Schools.(\$282,573)

Paige, L.Z., Kitson, J., & Smith, R. (2001) Promoting After School Success (PASS) Project, United Methodist Health Ministry (\$41,888)

Paige, L.Z., Kitson, J., & Hauptman, M. (1999) Rural Underpinnings for Resiliency and Linkages: A Safe Schools /Healthy Students Initiative Project, Federal Departments of Health and Human Services, Education, and Justice. (\$2,522,680)

Selected Strategic Planning Activities

(October, 2006) Carlton County Community Collaborative and Cloquet Independent Safe Schools Healthy Students Project Cloquet, MN.

(September, 2006) City of Great Bend, Great Bend, KS.

(July, 2006) Consultant: Midwest Regional Safe Schools/Healthy Students Conference, St. Louis, MO., National Center for Mental Health Promotion and Youth Violence Prevention

(July, 2006) SHPTV-KPTS Ready to Learn Leadership Summit, Great Bend, KS.

Selected Professional Presentations

Paige, L.Z. (April, 2007). Strategies to Increase Grant Activity at Non Research- Intensive PUI's, The 2nd Annual Midwestern Conference on Research at Predominantly Undergraduate Institutions, Fort Hays State University, Hays, KS.

Paige, L.Z. (March, 2007) Transforming Tactics into Action Panel Discussion, Safe Schools/Healthy Students Communications Institute, Arlington, VA.

Paige, L.Z. (January, 2005) Grantwriting basics, Grants Office Workshop, FHSU.

Jackson, T. & Paige, L.Z. (August, 2004). Grant and Research Support Opportunities, Faculty and Staff Development Workshops, FHSU.

Edwards, M. & Paige, L.Z. (April, 2004). Planning for coalition sustainability from Day One. Strengthening our Future: Developing Healthy Children and Youth, Strong Families, and Safe Communities National Conference, Kansas City, MO.

Catherine C. (Casey) Rackaway

Academic Affairs Marketing Specialist

Fort Hays State University

304 Sheridan Hall

Hays, KS 67601

(785) 628-4090

ccrackaw@fhsu.edu

Professional Experience

Academic Affairs Marketing Specialist

Office of the Provost, Fort Hays State University, March 2004-present

- **Branding:** Consult with University departments, colleges and other units to ensure consistent and creative deployment of the “Affordable Success” brand promise and University identity standards in current and emerging markets, including traditional, online and underrepresented student populations.
- **Direct Marketing:** Consult with University departments, colleges and other academic units to develop marketing and recruitment materials including posters, brochures, web sites, promotional items, etc. The primary *goal* of all direct marketing efforts is to translate a program’s stated features/benefits into modes of communications that resonate with target populations.
- **Strategic Communications:** Consult with academic and units to promote the University through the deployment of traditional and electronic media to enhance brand awareness and direct marketing efforts.
- **Research:** Conduct data analysis through environmental scans, literature reviews, enrollment statistics, focus groups and other methods to better understand current and prospective student populations. Review and disseminate up-to-date higher education recruitment and marketing research.
- **Planning:** Assist departments in comprehensive strategic marketing/ communications planning, which includes conducting environmental scans, reviewing recruitment data, auditing current communications/recruitment strategies, and setting short- and long-term goals.
- **Committee Participation:** Integrated Marketing, Quality Champions, American Democracy Project, Internationalization Committee, Staff Development Committee, Downtown Hays Development Corporation Marketing and Promotion Committee, Hays Chamber of Commerce Communications Committee.

Events Coordinator & Assistant Grants Facilitator

Docking Institute of Public Affairs, Fort Hays State University, July 2003-June 2005

- **Events Planning:** Responsible for all aspects of conference planning for the annual Telepower Conference (2003) and the Western Kansas Partnership Summit (2004), including budgeting, organizing, marketing/promoting, fundraising and evaluation.
- **Grants Facilitation:** Assisted Institute staff in developing, writing and submitting grant proposals to foundations, state and federal agencies to secure funding to meet client needs.

- **Marketing and Communications:** Developed and produced conference brochures, annual report, press releases, web site/e-mail marketing and other communication materials to raise awareness about and utilization of Institute programs and services.
- **Strategic Planning:** Co-facilitated multi-hour strategic planning sessions with clients from the public and not-for-profit sectors, including review of past performance to plan, and development of mission, vision and short- and long-term goals/objectives.
- **Special Projects:** Refined and conducted Telephone Etiquette Training on behalf of the FHSU Office of the Provost. facilitated development of new statewide recycling organization on behalf of Kansas Department of Health and Environment.

Coordinator, Programs/Projects

Nursing Outreach and Distance Education, MU Sinclair School of Nursing, University of Missouri-Columbia, January 2002-July 2003

- **Events Planning:** Responsible for all aspects of conference planning, including budgeting, organizing, marketing/promoting and hosting educational activities for up to 200 statewide attendees. Worked with sponsors, planning teams, speakers, exhibitors and advisory board to ensure high-quality events that met stakeholder needs.
- **Marketing and Communications:** Developed and produced conference brochures, press releases web site/e-mail marketing and other communication vehicles.
- **Fiscal:** Developed and managed conference and grant budgets from \$6,000-\$120,000. Assisted department in development and submission of grant proposals.

Director, Marketing and Education Services

Excellence in Missouri Foundation, Jefferson City, Missouri, July 1998 - January 2002

Constituent Services Representative

Office of Senators Kit Bond and John Ashcroft, Jefferson City, Missouri, March 1997- July 1998.

Educational Experience

M.A. German Literature, University of Missouri-Columbia, 1996

B.A. German, Truman State University (Kirksville, MO), 1994.

Web Designer

For the period of January 2, 2008 – June 30, 2008

AFTER June 30, 2008 role shifts to a student web developer/maintainer reporting to the Recruitment and Admissions Director

Working with the Academic Marketing Specialist,

- create design prototypes, including graphic design, site navigation, and content layout for the KAMS website
 - Develop plan that incorporates both short-term and long-term Web 2.0 communications strategies
- Ensure that the layout of the content is accessible, logical and easy to navigate; recommend improvements if necessary.
- Create visual concepts that match the content and the image desired by KAMS.
- Build the KAMS website using technologies that conform to international standards and make sure that they are universally accessible.
- Perform maintenance and updates to the KAMS website when requested.

Requirements

- Bachelor's degree related to the primary responsibilities and two to four years of experience in web design, of which a minimum of one year producing table-less, XHTML, standards-compliant cross browser, and gracefully-degrading code and a minimum of one year experience with DOM scripting and Movable Type.
- Experience working in a communications/public relations environment, particularly in a university setting, highly desirable.
- Advanced knowledge of XHTML, CSS, and of digital imaging and illustration with Adobe Photoshop. Knowledge of JavaScript, CSS, PHP and dynamic HTML; experience with Macromedia Flash.
- Attention to detail, customer-service orientation, and creativity in problem-solving.
- Demonstrated success in working with clients and meeting their specific needs.
- Formal training in desktop publishing applications, and photography definite assets.
- Superior knowledge of current web-design trends and techniques, a strong online portfolio displaying user-centered design
- Submission of a portfolio of sites and explanation of the degree of responsibility for those sites.

2008 Patio Drive
Hays, KS 67601

Ann Ryan Noble

785-628-3095
amryan@fhsu.edu

EDUCATION

FORT HAYS STATE UNIVERSITY, Hays, KS

- Bachelor of Business Administration, Accounting Major w/emphasis in Managerial Accounting.

WORK EXPERIENCE

2001-present

FHSU EDUCATION DEPARTMENT, Hays, KS ***Grant Assistant for Dr. Paul Adams***

Maintained budget expenditures with spreadsheet files. Assisted with submission of reports, brochure development, direct mailings, ordering supplies, and overall general office duties

2001-2004

FHSU AGRICULTURE DEPARTMENT, Hays, KS ***Agriculture Bookkeeper***

Processed accounts payable and receivables for four University Farm divisions. Acted as the liaison between Agriculture Department, University Farm, private vendors, and FHSU Business Office. Worked with multiple accounting systems, reconciling accounts. Designed spreadsheet files for various payment vouchers and inventory. Performed office and clerical duties, including answering phone, electronic messages, Excel spreadsheets, Microsoft word, and covering for office manager as needed.

2005-2006

REALTY EXECUTIVES OF HAYS, Hays, KS ***Office Manager***

Maintained office services, supervised office staff, and maintained office records for five realtors. Prepared contracts for closings, payroll, accounts payable and receivable, marketing, and prepared monthly reports for the company.

LEADERSHIP & SKILLS

Treasurer Singing Irish Falcons Club
Volunteer Income Tax Assistance preparer
Vice President and President of Hays High School Band Boosters
Hays Recreation Commission Soccer Coach
Hays Blaze Soccer Team Manager
Western KS Football League Team Manager
Hays Recreation Commission Volleyball Coach
Business Administration Excellence Scholarship
Excel at working in team environments.

University Development Team

A representative group of faculty, student life, service learning, administrative, safety, public school, and other stakeholders will be formed to move KAMS forward in the areas of assessment, curriculum, handbooks, policies and procedures, selection of the Director and Recruiting & Admissions, and other necessary tasks to prepare KAMS. Much of the work will occur during the academic year. A final retreat will be held to prepare and present the final products being produced by the Development Teams. These individuals will receive a small stipend in May, outside the contract year, for the retreat.

POSITION: Director
REPORTS TO: Provost
CONTRACT TERMS: Regular, full time, 12-month position

POSITION SUMMARY: The Director is responsible for all aspects of KAMS operation including: supervision of the staff responsible for student development, academic programs, curriculum development, student recruitment, and student counseling; control of budgeting and expenditures; building support and rapport with all Academy stakeholders including students, parents, sending school districts, the state of Kansas, government agencies, the universities and colleges that Academy graduates attend, and future employers; and securing external support.

ESSENTIAL FUNCTIONS:

- Provide leadership for the KAMS
- Supervise senior staff including Student Development Coordinator, Recruiting & Admissions Coordinator, and KAMS Faculty Council, and the Administrative
- Coordinate, consider, and respond to the efforts of the FHSU Science and Mathematics Center, Docking Institute Evaluation Lead, KAMS Advisory Group, and the Parents Association
- Formulate budget and oversee expenditures
- Develop the Colloquia plan with assistance of the Student Development Coordinator
- Direct Academy planning using the Academic Quality Improvement Process (AQIP) currently utilized at FHSU.
- Provide liaison with FHSU through interactions with Provost Council, Deans Council, President's Cabinet, faculty and other groups
- Lead development of curriculum and student development programs
- Provide liaison with Department of Higher Education, Department of Elementary and Secondary Education, and other government agencies
- Gain external support through grantsmanship and gifting opportunities
- Perform other duties as assigned
- **Developing, monitoring, and coordinating the KAMS curriculum:**
 - a. Work with KAMS Faculty Academic Council on curriculum issues
 - b. Work with academic departments to schedule courses
 - c. Facilitating development of new courses and course materials with the KAMS Faculty Academic Council;
 - d. Aiding in the development of KAMS summer and special educational programs with the FHSU Science and Mathematics Education Center
 - e. Responsible for implementation of procedures and policies as they relate to academic affairs
- **Coordination of other academic activities:**
 - a. Responsible for organizing KAMS graduation
 - b. Approval of graduation requirements

QUALIFICATIONS:

Education: Masters in School Administration
Preferred Education: In addition to a Masters, teacher certification in a secondary science field or mathematics

Experience: Five-years administrative experience at a senior level

Skills: Must provide evidence of leadership and background with innovative programs; a demonstrated ability to lead and work within a team environment; excellent communication skills in writing, speaking and listening; a commitment to working with all constituencies within the outside of the University; and evidence of grantsmanship.

Preferred Skills: Experience with college administration, academically talented teenagers, and experience in science, math, engineering or computing

POSITION: Recruiting & Admissions Coordinator
REPORTS TO: KAMS Director
EMPLOYMENT TERMS: 12-month full-time position

POSITION SUMMARY: The Recruiting & Admissions Coordinator oversees KAMS efforts to recruit highly talented students from all socioeconomic backgrounds throughout the state. The Director of Enrollment also oversees the admissions process including evaluation of applications and admissions decisions, serves as the initial academic advisor for all KAMS students at initial enrollment (this moves to the faculty after the first year); establishing and maintaining strong working relationships with university admissions offices.

ESSENTIAL FUNCTIONS:

- Develop and implement appropriate enrollment policies
- Prepare admission's materials, newspaper advertisements, and other publications (for dissemination) which provide an explanation of the KAMS' mission and programs to prospective students
- Direct the work of the admissions committee in the selection of new students in cooperation with the Student Development Coordinator
- Develop and implement strategies to increase and maintain a highly qualified prospect pool of high school students (external programs)
- Conduct statewide informational sessions and site visits to stimulate interest in KAMS
- Oversee the KAMS website student developer, contact database, and alumni activities (i.e. alumni database, alumni newsletters, alumni reunions, etc.)
- Oversee the fall visitation, family weekends, and spring orientation
- Oversee the enrollment budget, other enrollment personnel, and student workers
- Develop procedures to assure geographic balance and diversity in the KAMS student body
- Assist faculty and student development coordinator with initial academic advising on program intake
- **KAMS Liaison with outside stakeholders on academic/curriculum issues:**
 - Work with prospective college and university admission and financial and financial aid personnel
 - Sending schools – superintendents, principals and school counselors
 - Forward unofficial transcripts to receiving schools
 - Coordinate school visitation schedule with student life and KAMS Faculty Academic Council during fall of the senior year

MINIMUM QUALIFICATIONS:

Education: Bachelor's degree

Experience: 1 year in recruiting or admissions or related issues at a residential school or college

Skills: Excellent team leading skills; ability to work with the public, highly gifted teen-aged students, parents and university staff; excellent communication skills; computer competence in Microsoft Office

POSITION: Student Development Coordinator
REPORTS TO: KAMS Director
EMPLOYMENT TERMS: 12-month full-time position

POSITION SUMMARY: The Student Development Coordinator provides counseling services to students in the KAMS program. This person will assist students in their adjustment to the KAMS and help them with emotional and/or personal problems that may develop, and monitoring student performance. The Student Development Coordinator will also coordinate career and personality testing, required school tests, and personal growth workshops. The individual will also prepare the training program for faculty and staff to prepare them to work with KAMS students. Other responsibilities include - participating in weekly meetings with Senior Staff, and active participation in development of KAMS policies and procedures, monitoring of student performance, communication with FHSU faculty who teach KAMS students.

ESSENTIAL FUNCTIONS:

- General
- Provide leadership in student health issues and direction for policy development
- Fiscal management of the Counseling budget
- Supervisor a shared administrative specialist and residence counselor
- Coordination and assessment of student services
- Collaboration with the Center for Civic Leadership (CCL) and Kansas Youth Leadership Academy (KYLA) for student development opportunities
- Assist with staff recruitment, hiring and development
- Participate in Residential Counselor, and Community Leader training
- Plan and deliver faculty and staff training to prepare them to work with KAMS students
- Collaborate with other faculty and staff
- Assist with the development of the Colloquia plan with the KAMS Director
- Teach seminars to address KAMS students needs on an as-needed-basis
- Participate in Preview Days and Orientation Family Interviews
- Write articles for the KAMS newsletter
- Evaluate counseling services
- Work some nights and weekends
- Maintain attendance and academic records and report and request information from/to KAMS students high schools
- Assist the Residence Counselor staff with Student Life Planning
- Assist in the development and implementation of the KAMS student selection process (e.g. student interviews, family interviews, review process of records)
- Selection, oversight and supervision of tutors

- Counseling
- Individual mental health counseling

- Family counseling and parent consultation
- Assessment and evaluation
- Write progress/case notes (document) for individual and group counseling sessions
- Keep, maintain and secure, confidential counseling files
- Write reports as needed
- Suicide prevention and intervention
- On call 24/7 for emergencies
- Stress management workshops
- Monitor psychopharmacological medication use
- Confer and meet with on campus Health Service
- Contact and maintain rapport with local psychiatrists and mental health services providers
- Support and consultant for residential life staff
- Administer psychological tests and all other required tests

- Monitoring student academic performance:
- Registration – curriculum advisement and scheduling
- Preparing three grade reports per trimester (2 unofficial plus final grades) and communicating student performance with students, parents, MASMC staff
- Develop and provide academic counseling strategies for all students
- Working with at-risk students on individualized educational plans
- Collaboration with the Director of Student Development in developing effective student retention strategies
- Administration and coordination of standardized tests (i.e. MAP, PSAT, etc)
- Maintaining database on student academic performance (i.e. tracking GPA's, standardized tests, etc)
- Maintaining the academic calendar of events, student transcripts, and student academic schedules

- Guiding and advising students on the college application process:
- Counseling students through individual student meetings
- Prepare secondary, mid-term and final school reports to receiving colleges and universities
- Prepare school counselor recommendation to be included in individual student application packets

QUALIFICATIONS:

Education and Experience: Doctoral degree in psychology or counseling; three years of mental health counseling experience with adolescents.

Preferred: Experience working with gifted adolescents; willingness to continue education and training in mental health counseling

Skills: Excellent communication and leadership skills; ability to work with the public, establish rapport with highly talented adolescents, parents, KAMS Student Development staff and other university staff; computer competence in Microsoft Office

POSITION: Residence Counselor
REPORTS TO: Student Development Coordinator
FLSA STATUS: Exempt
CONTRACT TERMS: Full-time, 12-month position

POSITION SUMMARY: The Director of Student Development is responsible for aiding in the development of the Residential Life and Student Life program and providing direct supervision and support of the residential staff and students. The Residence Counselor is also responsible for building maintenance issues.

ESSENTIAL FUNCTIONS:

- Supervision, development, and training of residence life staff
- Responsible for student life, student programming designed to enhance student learning and development, student housing and the physical environment
- Assist Recruiting and Admissions Coordinator with all orientation and visitation activities.
- Designing and implement all aspects of the *Diversity Passport*
- Maintaining and updating the resident assistant staff manual and the KAMS Student-Parent Handbook
- Interfacing with students and parents regarding all student life issues
- Developing and oversight of the residential life/Student Development budget
- Liaison with other university departments, FHSU Residential Life, and university committees and other offices
- Providing on-call campus support and emergency response and handling emergencies related to student life
- Collaboration with the KAMS Director and the Student Development Coordinator in planning and developing effective student retention strategies
- Serve as student disciplinary hearing officer
- Advisor for Student Government Association.
- Implement student activities plan
- Reside in the KAMS Living Facility and be available 24/7 with some night and weekend duties
- Coordinate with Student Development Coordinator in scheduling student life programs
- Organizing shuttle information and sign-up for the monthly KAMS “closed day” weekends.
- Assist the Director of Academic Affairs in planning of the KAMS annual graduation in May:
 - keeping track of the master check-list on what needs to be done and what has been done, and
- Other duties as assigned

MINIMUM QUALIFICATIONS:

Education: Bachelor’s Degree

Preferred Education: Master’s Degree in Psychology

Experience: 2 years of progressive full-time professional Student Development experience; budgeting and program development/evaluation; experience with judicial/ disciplinary processes; effective staff supervisory experience; knowledge of retention strategies and ability to apply retention strategies; and ability to effectively and efficiently manage simultaneous projects

Preferred Experience: Prior administrative experience including facility management experience

Skills: Excellent oral and written communication and team leading skills; computer skills; demonstrated ability to work effectively with colleagues and across organizational lines; ability to work with high-school aged students, parents, University staff and the public; and must be creative and flexible

POSITION: Resident Assistant
REPORTS TO: Residence Counselor
CONTRACT TERMS: 10-month

POSITION SUMMARY: KAMS is seeking to fill two available Resident Assistant positions with the responsibility for providing continuity and stability in the student's experience at the KAMS. RA's enrich the student's personal, social, emotional and academic growth.

ESSENTIAL FUNCTIONS:

- Manage residential facilities, creating a safe, healthy, and nurturing living/learning environment
- Responsible for students in their care
- Live on student floor in the Residence Hall and serve as role model in complying with guidelines relative to personal lifestyle
- Interpret, promote, and enforce policies and behavioral guidelines as established in the KAMS Student/Parent Handbook, while fostering student responsibility and the values of Integrity and Quality
- Develop and implement educational, cultural, social and recreational activities and programs to promote social growth and involvement in the community under the guidance of the Residence Counselor
- Intervene in emotional or physical crises
- Monitor and document student progress
- Communicate frequently with parents
- Work office duty as well as student development/driver duty shifts
- Serve on KAMS committees and as student advisor on clubs/activities
- Other duties as assigned

MINIMUM QUALIFICATIONS:

Education: Upper class student

Preferred Education: Bachelor's with course work in education, behavioral sciences or a related field

Certification/License: Maintain a valid driver's license

Experience: Previous residential life experience and/or previous experience working with adolescents; clearly articulated maturity

Skills: Effective oral and written communication; computer use; decision making; community building; integrative judgment and problem solving; creative and flexible; computer use; decision-making; community building

POSITION: Administrative Specialist
REPORTS TO: Both KAMS Director and Student Development Coordinator
CONTRACT TERMS: 12-month, full-time position

POSITION SUMMARY: The Executive Secretary reports directly to the Director of the KAMS. This administrative position supports the Director and performs highly specialized functions that contribute to the ongoing success of the KAMS. The Executive Secretary also supports the work of the Student Development Coordinator

ESSENTIAL FUNCTIONS:

- Manage the KAMS budget:
 - Accounting/bookkeeping, purchasing
 - Disseminate periodic financial reports to Directors and the Dean of the KAMS
 - Work with parents on issues related to finances: room and board scholarships, FAFSA, installment payments, etc, and oversee equipment inventory, such as graphing calculators, PC's, texts
- Manage Sending Schools Projects:
 - Student enrollment issues
 - Invoicing for students being kept on their sending school rolls and for students being transferred to the KAMS
- Liaison with KSDE on sending school-related information and rulings.
- KAMS Personnel-related functions:
 - Post advertisements for open positions
 - Set up and participate in interviews
 - Complete appropriate paperwork for the Human Resources office for position postings as well as for newly hired employees
 - Training and orientation of newly hired employees
- Assist the Dean of the KAMS:
 - Arrange appointments, meetings, and travel plans for the Dean—with staff, students, faculty, off-site contacts, etc.
 - Route calls, assist callers
 - Record and disseminate minutes of meetings
 - Serve on the University Computer Users Team:
 - Banner implementation – training
 - Software setup and maintenance
 - Security tracking
- KAMS Senior Staff member – participate in:
 - Administrative decision-making discussions
 - The Seven-Step Quality Planning process for the KAMS
- Supervise Student Employees:
 - Overall oversight of student employee work and Student Employment documentation
 - Student employee evaluations
 - Coordination of tasks

- Liaison with Northwest staff, such as Telecommunications, Computing Services, Maintenance, room scheduling, ID Services
- Receptionist for the KAMS – primary person to answer incoming calls
- Assisting the Director of Academic Affairs with administration of standardized tests:
- ordering and organizing the standardized tests for the year (i.e. PSAT and MAP tests), and
- Assisting the Director of Academic Affairs with administration of standardized tests:
- ordering and organizing the standardized tests for the year (i.e. PSAT and MAP tests), and mailing unofficial copies of their students' MAP scores, PSAT scores, ACT and SAT scores to sending schools.
- Assisting the Director of Academic Affairs with periodic grade checks:
- compiling grades from professors and organizing each student's grades twice per trimester, and
- Mailing student unofficial transcripts to sending schools.
- Assisting the Director of Student Development in tracking the Student Development budget:
- tracking each individual Residential Counselor's programs and expenses, and
- Tracking general Student Development expenses and repairs.
- Supervise, train, and evaluate student employees
- Other duties as assigned

MINIMUM QUALIFICATIONS:

Education: High school diploma

Preferred Education: Bachelor's degree in any field

Skills: Accurate typing/word processing; Working knowledge of Windows, MS Office Professional software-Word, Excel, and Access; Effective written and oral communication skills, including proofreading; Accurate record keeping, computation, scheduling, and filing skills; Ability to manage effectively and efficiently concurrent projects; Ability to maintain a high level of confidentiality; Able to work with the public, teen-aged students, parents and University staff

Experience: Two to five years experience in an academic or business environment with increasing responsibilities;

Preferred Experience in a decision-making role; some experience or appreciation of Continuous Quality Improvement concepts

POSITION: Administrative Assistant
DEPARTMENT: KAMS
REPORTS TO: Both KAMS Director and Recruiting and Admissions Coordinator
EMPLOYMENT TERMS: 12-month full-time position

POSITION SUMMARY: Perform general secretarial and office duties for the Recruiting and Admissions Coordinator and duties as needed by the KAMS Director

ESSENTIAL FUNCTIONS:

- Work with and assist the Recruiting and Admission Coordinator as assigned
- Send out information/applications to students and parents who inquire
- Coordinate mass mailings to Duke TIP and other students across the state
- Plan and coordinate major activities such as Stakeholder Dinners, Orientation Days, Family Weekends, Visitation, Public Information Meetings, Alumni Meetings, Parents' Advisory Group, Advisory Council, etc
- Generating letters and general correspondence with incoming students/parents, and
- Distributing and collecting paperwork.
- Coordinate the placing of newspaper advertisements for the KAMS
- Manage and coordinate the KAMS Newsletter
- Manage and coordinate the KAMS Alumni Newsletter and correspondences
- General office duties:
 - Maintain current and accurate data on KAMS applicants and alumni
 - Assist students when needed
 - Enter student information and to generate reports
 - Organize and log electronic and paper files, query reports
 - Type, format, proofread, fax, and mail correspondences; make and request copies
 - Answer, route, and make telephone calls; conduct e-mail correspondences
 - Assist with assigning tasks to student employees
- Other duties as assigned

MINIMUM QUALIFICATIONS:

Education: High school diploma

Preferred Education: Bachelors degree in any field

Experience: Experience with MS Word, Excel, and Access for word processing and data entry/management

Preferred Experience: One-year office experience including experience with MS Word, Excel, and Access for word processing and data entry/management

Skills: Good communication skills; accuracy in spelling and grammar. Word processing and data entry/management

KAMS Faculty

TABLE Budget 1: Faculty Load and Service Responsibilities

Department	Fall Load	Spring Load	Service
Mathematics 1 FTE	10 CH MATH XXX (2 Sections) 2 CH IDS XXX Research in Service I % (1 Section)	10 CH MATH (XXX) (2 Sections) 2 CH IDS XXX Research in Service II % (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Mathematics 1 FTE	10 CH MATH XXX (2 Sections) 2 CH IDS XXX Research in Service I % (1 Section)	10 CH MATH XXX (2 Sections) 2 CH IDS XXX Research in Service II % (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Biology* 1 FTE	6 CH BIOL 180 (2 Sections) 4 CH BIOL 180L (2 Sections) 2 CH IDS XXX Research in Service I (1 Section)	6 CH BIOL XXX Biotech (2 Sections) 4 CH BIOL XXXL Biotech Lab (2 Sections) 2 CH IDS XXX Research in Service II % (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Chemistry 1 FTE	6 CH CHEM 120 (2 Sections) 4 CH CHEM 120L (2 Sections) 2 CH IDS XXX Research in Service I % (1 Section)	6 CH CHEM 122 (2 Sections) 4 CH CHEM 122L (2 Sections) 2 CH IDS XXX Research in Service II% (1 Section)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee

			Departmental Liaison to the FHSU Science and Mathematics Education Center
Physics* 1 FTE	8 CH PHYS 211 (2 Sections) 4 CH PHYS 211L (4 Sections)	8 CH PHYS 212 (2 Sections) 4 CH PHYS 212L (4 Sections)	Academic Mentoring for KAMS Departmental Committee KAMS Tutoring Research Mentoring University Committee Departmental Liaison to the FHSU Science and Mathematics Education Center
Seasonal Funding (\$3000 per section)	6 CH ENG 101 (2 Sections) 6 CH CSCI 261 (2 sections) 6 CH COMM 100 (2 Sections) GSCI Academic Mentoring+ (equivalent of 1 section)	6 CH GSCI 101 (2 Sections) 6 CH ENG 102 (2 Sections) 6 CH LDRS 120 (2 Sections) GSCI Academic Mentoring+ (equivalent of 1 section)	N/A

% During KAMS Year 1 the 8 CH load for IDS XXX Research in Service to the Community will be team taught with course load shared

* Individual not to be hired until Year 2; course loads in Year 1, where applicable, will be dealt with on an individual basis.

+ Starting in Year 2 GSCI will receive a support for faculty mentoring. Mentoring support for other departments is embedded with the FTE in each department.

Appendix 2: Assurances

KANSAS Board of Regents
GRANTS PROGRAM
Kansas Academy of Mathematics and Science
Grant Assurances for January 1, 2008 to June 30, 2008

If funded, the grant listed below shall be expended in accordance with the agency's approved application under the Kansas Academy of Mathematics and Science Grant (hereinafter "KAMSG"). The distribution of grant funds is contingent upon receipt of adequate funds and appropriations by the State of Kansas.

The grant application for **Fort Hays State University** (hereinafter "Subgrantee") is for the total amount of **\$100,000**

With acceptance of this grant award, the Subgrantee agrees to the following:

1. **AWARD PERIOD:** This grant is for the period January 1, 2008 to June 30, 2008. The Subgrantee shall not allocate any expenditure made or incurred prior to January 1, 2008 or after June 30, 2008 to this grant award. The Subgrantee shall not allocate any expenditure for any event, activity, or conference that will occur outside the grant award period.
2. **APPROVED PURPOSES:** Grant funds awarded as a result of the Subgrantee's grant application shall be expended only for the purposes approved by the KAMSG and in accordance with any terms and conditions that the Kansas Board of Regents attaches to the grant award. The budget shall not be modified without prior approval of the Vice President for Academic Affairs. Grant funds shall not be used to lease, construct, expand, acquire, remodel, renovate, repair, furnish, or make improvements to buildings or similar facilities or for other capital outlay or equipment not expressly authorized. The activities described in the grant proposal shall not be modified without prior approval of the Vice President for Academic Affairs. The Subgrantee shall not discriminate against prospective program beneficiaries on basis of religion. The Subgrantee shall not use grant funds for inherently religious activities. All terms of the grant award are non-negotiable by the Subgrantee.
3. **COMPLIANCE WITH REGULATIONS, POLICIES & PROCEDURES:** The Subgrantee assures compliance with all applicable state laws and regulations, all applicable policies of the Kansas Board of Regents, and the grant assurances and reporting requirements as established by the Kansas Board of Regents.
4. **REPORTING REQUIREMENTS:** The Subgrantee assures compliance with any evaluative, statistical, or financial reporting requirements required by state law or set by the Kansas Board of Regents. The Subgrantee shall report to the Kansas Board of Regents at least annually.
5. **TIME AND ACTIVITY:** The Subgrantee assures it will keep daily time and activity records for all staff funded by this grant project which document the services and grant

projects which the staff person worked on and the time spent providing the services or programs. Job descriptions for all grant-funded staff shall be maintained by the Subgrantee and available for review. These grant funds shall be utilized for the provision of approved services only and the job description must reflect this requirement. The time and activity records shall be signed by the staff member and supervisor and shall be maintained in the grant files and the employee's file. These requirements extend to outside employees and persons who will perform contractual work.

6. **CONFIDENTIALITY:** The Subgrantee assures that procedures have been or will be developed to ensure the confidentiality of records of KAMS students.
7. **PUBLISHED MATERIAL:** All issued statements, publicity releases, or other documents describing the funded grant project, as well as all materials developed or published with funds from this grant award, shall contain an acknowledgment of support comparable to the following:
 - a. "The Kansas Academy of Mathematics and Science is funded by State General Funds as administered by this institution and the Kansas Board of Regents. The opinions, findings and conclusions, or recommendations expressed in this publication, program, or exhibition are those of the author(s) and do not necessarily reflect the views of the Kansas Board of Regents."
 - b. The Subgrantee assures that one copy of all materials published with funds from this grant award shall be submitted to the Kansas Board of Regents at least 30 days after publication.
8. **EQUAL OPPORTUNITY EMPLOYMENT:** The Subgrantee assures that it has formulated an equal employment opportunity program (EEOP) if required by federal and state law. The Subgrantee also assures that it has provided to the Kansas Board of Regents the name of a civil rights person who has lead responsibility for ensuring that all applicable civil rights requirements are met.
9. **CIVIL RIGHTS AND NON-DISCRIMINATION:** The Subgrantee assures that all grant projects provided by the Subgrantee will comply with all applicable nondiscrimination requirements including, but not limited to, the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*); the Kansas Discrimination in Employment Act, K.S.A. 44-1111 *et seq.* and K.A.R. Article 21-80; the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA); and Title VI of the Civil Rights Act of 1964, as amended (42 U.S.C. § 2000d *et seq.*). The Subgrantee agrees that in the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, age, or disability against the Subgrantee, the Subgrantee shall forward a copy of the findings to the Kansas Board of Regents.
10. **ACCOUNTING:** The Subgrantee assures that grant fund accounting, auditing and monitoring procedures as may be necessary to maintain records as the Kansas Board of

Regents prescribes shall be employed to ensure fiscal control, proper management and proper expenditure of grant funds. The Subgrantee shall maintain books, records, documents and other evidence to summarize costs in such a manner so as to identify the costs directly with the delivery of services outlined in the approved grant application. This means that at a minimum:

- a. the Subgrantee shall keep records which segregate the grant funds from all other funds received by the Subgrantee, to keep its accounting for this grant project separate from the accounting of other funds and to spend and report in accordance with the approved grant project budget by program and budget line items; and
 - b. the Subgrantee shall keep supporting documentation for all direct costs charged to this grant project. It is understood that this includes invoices and other financial documentation for all paid expenses; the portion of the grant project supplied by other sources of revenue; contracts for services; and other records which facilitate effective grant compliance.
11. **RECORDS:** The Subgrantee assures that all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by the Kansas Board of Regents. The Subgrantee assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the Subgrantee for at least **five years** following the end of the grant project period.
 12. **EQUIPMENT:** The Subgrantee shall submit reports detailing the purchase of equipment within 30 days of the payment date. The Subgrantee assures that equipment purchased through this grant project will continue to be used for the purpose it was purchased for as long as needed, whether or not the program continues to be supported by KAMS grant funds. The Subgrantee assures that services provided which utilize the equipment purchased by this grant program shall continue to be reported to the Kansas Board of Regents annually until otherwise notified by the Kansas Board of Regents.
 13. **FAILURE TO COMMENCE GRANT PROJECT:** If the activities described in the grant application have not commenced within 60 days after acceptance of the grant award, the Subgrantee shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within 30 days of receipt of the above letter, the Subgrantee shall submit to the Kansas Board of Regents a further statement in writing regarding the delay. Upon receipt of the second letter, the Kansas Board of Regents may terminate the grant, and the Subgrantee shall return to the Kansas Board of Regents all unused grant funds with a complete accounting of all expenditures.
 14. **RIGHT TO TERMINATE:** The Kansas Board of Regents reserves the right to terminate any grant award and cease payment to the Subgrantee for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, the Kansas Board of Regents may seek reimbursement of any or all grant funds and may

reclaim any equipment, durable goods and other property purchased with these grant funds if the Subgrantee fails to perform in accordance with the terms of the grant assurances and reporting requirements.

15. **DISCLAIMER OF LIABILITY:** Neither the State of Kansas nor any agency thereof shall hold harmless or indemnify any Subgrantee beyond that liability incurred under the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*).
16. **UNUSED FUNDS:** The Subgrantee shall return to the Kansas Board of Regents any grant funds not expended by June 30, 2008, within 10 days after the end of the grant project period.
17. **SIGNATURE**

ORIGINAL SENT
Signature of Authorized Certifying Official

11 October 2007
Date

Edward H. Hammond
Typed Name of Authorized Certifying Official

President, Fort Hays State University
Title

600 Park St, Hays, KS 67601
Address (Street, City, State, Zip Code)

Appendix 3: Bridge-Year Budget

The following is a proposed budget outline for the period from 7/08 to 6/09.

KAMS Bridge Year Budget		
July 1, 2008 - June 30, 2009		
Salary		
Director	12 months	\$ 67,000
Admission/Enrollment	12 months	\$ 35,000
Administrative Specialist	12 months	\$ 27,600
		\$ 129,600
Fringe Benefits		
Calculated @28%		\$ 36,288
Travel		
Director to USD's, KSDE, KBOR, and Conferences		\$ 6,000
Marketing Director		\$ 3,000
Equipment		\$ -
Supplies and Materials		
2 Laptops, Printers, Fax Machine		\$ 4,500
Printing-postage		\$ 1,000
Communications		\$ 800
Consultants		\$ -
Other		
Renovations to meet ADA Standards		\$ 50,000
Staff search		
Search for 3 Faculty, Residence Counselor, Student Development Coordinator, Resident Assistant		\$ 25,000
Recruitment?Admissions Coordinator		
Brochures, Promotional items, Advertising, Publication Advertising		\$ 32,000
Advisory Group Meetings (3 x\$1000)		\$ 3,000
Fall Visitation by potential KAMS students		\$ 1,600
Spring Orientation for KAMS students		\$ 1,600
Background Checks (8*\$75)		\$ 600
Total		\$ 294,988

Appendix 4: Support Letters and Letters of Intent

**PROPOSAL FOR A COOPERATION BETWEEN
FOREIGN ORIENTED EXPERIMENTAL HIGH SCHOOL IN SHENYANG (#11 HIGH
SCHOOL) AND AN AMERICAN
HIGH SCHOOL, UNDER THE SUPERVISION OF FORT HAYS STATE UNIVERSITY**

Fort Hays State University and Shenyang Normal University entered into an agreement to offer dual bachelor's degree program in 2003. Due to success of the partnership between Shenyang Normal University's College of International Business (SNU/CIB) and Fort Hays State University (FHSU), the investor of SNU/CIB has asked FHSU to assist in identifying and working with an American high school that could collaborate in a similar fashion with the prestigious #11 High School in Shenyang, Liaoning, China.

#11 High School has recently been given the authority to be renamed the Foreign Oriented Experimental High School with the goal to develop young Chinese high school students to be more sensitive to global issues and develop their thinking about what it means to work in an overseas market. This aspect of the High School is experimental and it is the expectation that #11 High School will be successful with these responsibilities and thus the curriculum and other models will become part of all high school curricula in Shenyang.

The purpose of this proposal is to request FHSU to identify an entrepreneurial American high school that is willing to partner to offer a dual high school curriculum for students of #11 High School in Shenyang, China. The expectation is that the two high schools will collaborate to articulate curricula so that students that graduate with a diploma from #11 High School will also graduate with a diploma from the American high school. After graduation, the expectation is that these students will continue their college education at Shenyang Normal University's College of International Business, continue their college education by studying abroad at Fort Hays State University, or continue their education at other traditional Chinese or foreign university.

In addition, there is a chance that some of the #11 High School students may wish to study abroad in an American high school and graduate with a dual high school diploma. However, the expectation is that the majority of the students will enroll in the American curriculum at #11 High School in a model similar to the SNU/CIB/FHSU model.

The Foreign Oriented Experimental High School campus of #11 High School is newly constructed. It is a long-standing high school which only recently earned the distinction of being the first Foreign Oriented Experimental School in Shenyang, which is financially and politically supported by the Shenyang City Government and the District Government (same district at SNU is located). They regard the CIB/FHSU model with great regard and would like to copy this model for high school dual degrees. Since the program is supported by the government, it is expected to develop rapidly.

The #11 High School and SNU/CIB has asked FHSU to assist in identifying a high school partner in the United States and to assist in articulating the two curricula. This undertaking may require the assistance of SNU/CIB and its investor.

It is assumed that there may be a few students that will study abroad in a U.S. high school. However, it is anticipated that the majority of the students will study in a model similar to SNU/CIB/FHSU whereby the courses and teachers teach and live in China.

Several considerations were discussed in the initial meeting, including hiring American Cooperating Teachers (CTs) to teach high school courses at #11 High School in Shenyang. The Cooperating Teachers would be identified by the American high school, trained by the American high school and FHSU, yet hired and contracted by #11 High School in Shenyang.

In addition, a model which SNU is enthusiastic and would like FHSU to consider is whereby FHSU would send its student teachers from its College of Education and Technology to teach the American high school courses in Shenyang. The costs to send those student teachers would be borne by #11 High School. The student teachers would be teaching courses offered by the American high school, yet enrolled in student teaching courses at FHSU and supervised by FHSU and by the American high school that partners with #11 High School.

The ultimate goal would be for the graduates of #11 High School and the American high school to continue their education at SNU/CIB, thus the curriculum that is established should reflect the needs of the college program for a Bachelor of Business Administration or Bachelor of Science or Bachelor of Arts. Thus, the reason that FHSU and SNU/CIB should work closely with the two collaborating high schools.

It is estimated that #11 High School will have 200 students per year interested in dual high school diploma. During the experimental period of three (3) years for #11 High School, there will be a total of 600 high school students taking the dual degree program.

This proposal is simply a draft working document that is to be used for discussion purposes only by FHSU, SNU, #11 High School and interested American high schools. It is hoped that a more formal agreement can be developed during the fourth quarter of 2007 and signed during the first or second quarter of 2008. FHSU (through Cindy Elliott) has agreed to work with SNU to identify and explain this opportunity to prospective American high schools. SNU has agreed to work with #11 High School to explain the teaching model and to share its curriculum for purposes of determining how the curriculum of #11 High School can be articulated with the American high school curriculum. It is anticipated that further conversations will be required before a formal agreement can be made.

A letter of intent was developed by #11 High School and it is being translated and will be provided to Cindy Elliott.

合作办学意向书

为适应教育向国际化发展的要求,培养更多的优秀人才,中国沈阳市第十一中学愿与美国高中合作,依据《中华人民共和国中外合作办学条例》、《中华人民共和国中外合作办学条例实施办法》和中美两国的其它有关法律法规,双方本着平等互利的原则,通过友好协商,就共同在十一中学建立高中双文凭项目,达成以下合作意向。

一、协议双方

中方:中国沈阳市第十一中学

法定地址:辽宁省沈阳市黄河北大街135号

法人代表:潘晓宏

外方:美国高中

二、拟办合作项目

名称:中美高中双文凭项目

地址:中国辽宁省沈阳市第十一中学校内(辽宁省沈阳市黄河北大街135号)

三、办学宗旨和目标

通过中国沈阳市第十一中学与美国高中的中美高中双文凭教育项目的合作,结合中西教育的优势,基础教育与素质教育相结合,学生通过学习高中双文凭项目的课程,毕业

可同时获得中国的高中毕业证书和美国政府承认的高中毕业证书。这样学生毕业后既可以在中国读大学,也可根据学分成绩申报美国大学,使毕业生无论在受教育水准和毕业取向等方面都优于国内其他单文凭的普通高中和外资高中及民办私立高中,真正做到双优结合,并通过双方的精诚合作,在国内打造品牌,使十一中学成为国际型的优质高中,进一步发挥示范中学校的作用。

四、办学规模

学校计划规模为600人,每学期招生200人。

五、合作形式

1、合作项目依托中方在当地办学的优势和美方项目的优势,借助中美政府的全力支持,双方共同成功运作合作项目。

2、合作双方共同协商、研究,将中美双方的高中教学大纲进行对比,课程进行融合,学分进行互认,确定参加合作项目的学生将要学习的课程内容。

3、在项目实施的过程中,十一中学将成立项目管理领导小组,负责制定项目的发展规划,年度的工作计划、管理日常工作等等,保证项目的有序进行。

六、双方的责任与义务

(一)中方

1、负责中国方面向当地政府及相关机构进行关于联合办学的报批与核准。

2、负责当地招生与宣传工作。

3、负责保证所招学生与高中其他在校学生同等享有学校的教学师资及设施与场地等的一切资源。提供所有必需的硬件(包括所有实体设施,教室,办公室,实验室,图书馆,清洁校务,校内技术支持,招生等等)此项可以建立在共享基础上。

4、负责安排美方雇员在华期间的校内住宿和膳食。

5、负责美方人员申请在华工作签证。

6、负责提供所需的中方教师及教学(包括每个班级的班主任)。

7、负责提供所有的后勤服务(包括清洁卫生,校内技术支持等)。

8、负责按照合同要求付给美方项目费用。

(二)外方

1、负责向美国政府和和美教育管理部门申请海外合作项目资格及学生在美国教育厅注册的工作。

2、负责提供优秀的具有教师资格的美国课程的教师及提供相关教学软件。

3、负责提供学生学习美国课程所需要的教材。

4、负责安排相关的考试工作。

5、负责参加项目学生取得美国高中毕业证书。

6、指导毕业生申请美国大学。

7、协助学生申请签证,并保证中方学生出境绿色通道。

七、合作期限

合作项目成立时间起,合作期限10年。当合作期限满9年时,双方协商是否继续合作,如果继续合作,重新协商有关合作事宜。

八、违约责任

甲乙双方共同遵守协议,合作期间,单方违约造成的任何损失由违约方全部承担。以上协议如有未尽事宜补充协议。甲乙双方本着互惠互利的原则,合作中如有分歧,在友好协商基础上共同解决。本协议中英文各一式两份,具有同等法律效力。双方各执中英文协议一份。

九、争议解决

双方发生争议时,应首先寻求协商解决,如协商不成,任何一方均可向其当地人民法院提起诉讼。

Appendix 5: Selected References

Selected References

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