

**Consolidated Annual Report (CAR) for the Perkins Career and Technical Education Act of 2006
KANSAS Program Years (PY) 2007-2008**

Part B: Narrative Performance Information

Introduction

Distribution of Funds and Local Plan for Vocational and Technical Education Program

Postsecondary--During fiscal year 2008, Kansas Board of Regents awarded 42 Carl D. Perkins grants, totaling \$5,854,234 to 30 postsecondary institutions, and 2 educational service centers to fund career and technical education initiatives focused on improving programs, expanding technology, increasing access and awareness of career technical programs, and workforce development. Postsecondary program improvement grants were awarded using a formula based on the number of full-time equivalent students receiving Pell grants and enrolled in approved career technical education programs. All other grants were awarded on a competitive basis. Carl D. Perkins Vocational and Technical Education funding provided support for designated initiatives including:

- \$4,809,747 was awarded to 30 postsecondary institutions to fund program improvement initiatives in approved career and technical education programs
- \$527,082 was awarded to 8 postsecondary institutions as a CTE Reserve Fund which was established to provide support for innovative CTE programs, program delivery and/or CTE program expansion in to meet critical workforce development needs.
- \$35,205 was awarded to 3 postsecondary institutions to support activities specifically addressing the issue of participation and completion of gender nontraditional students in career and technical education programs throughout the state
- \$420,190 was awarded to 1 postsecondary institution and 1 educational service center to support activities having statewide impact and/or possibilities fro improving programs and workforce development.
- \$62,010 was awarded to 1 educational service center supporting services to assist with the reintegration processes for inmates being released from Kansas correctional facilities.

Secondary--During fiscal year 2008, the Kansas State Department of Education awarded \$4,743,733 to 50 secondary institutions and 9 educational service centers to fund program improvement initiatives in approved career and technical education programs. Also during fiscal year 2008, \$406,669 was awarded to 26 secondary institutions and 2 educational service centers to fund competitive reserve funds. The primary focus for the reserve funds was development and/or enhancement of career clusters/pathways inclusive of professional development.

State Administration--Sole State Agency and Governance Structure

The Kansas Board of Regents (KBOR) serves as the lead agency responsible for administering the Carl D. Perkins Vocational and Technical Education funds for the state and coordinates all postsecondary education within the state. During the 2007 Kansas legislative session, the Kansas Postsecondary Technical Education Authority (TEA) was established with delegated authority under KBOR. The Kansas Postsecondary TEA mission is to drive the advancement of a robust technical education system in Kansas through immediate and long-term technical recommendations based on data-driven factors that ensures the delivery model matches a skilled workforce with business demands. The 2008-09 strategic priorities are:

Aligning Leadership

- A. Focus Kansas Postsecondary Technical Education Authority
 1. Recommend policy supporting the strategic priorities
 2. Recommend critical industry clusters for additional emphasis

Aligning Education with Business and Industry

- B. Determine Workforce Intelligence for Kansas Businesses
 1. Utilize information from various labor studies and sources to communicate workforce needs
 2. Gather real-time workforce data in partnership with Kansas Dept. of Commerce and Kansas Dept. of Labor
- C. Ensure newly approved programs align with business and industry needs

Aligning Educational Offerings within the System

- D. Advance Career Technical Program Alignment and Standards of Excellence
 1. Continue the alignment of programs and curriculum using the TEA approved program/curriculum framework
 2. Recommend industry standards, credentials/assessments to validate curriculum outcomes based on input from statewide business and industry committees
 3. Develop common core curriculum, prerequisites, and program lengths through statewide faculty curriculum committees
 4. Develop and implement programs of study to connect secondary and postsecondary education

Enhancing System Participation

- E. Raise Awareness and Image of Technical Education
 1. Refine marketing plan using final plan and recommendations presented to Authority during August Retreat
 2. Implement marketing plan activities as funding sources are identified

3. Collaborate with the KANSASWORKS State Board (Dept. of Commerce) for synchronous marketing plan
4. Link career websites to Kansas Career Pipeline and other career development partners
5. Increase the number of students participating in CTE programs that are nontraditional for their gender
6. Collaborate with Kansas Workforce Summit, Kansas Association for Career and Technical Education, Kansas Council for Workforce Education and Kansas State Dept. of Education to unify career technical education/statewide workforce messages

Enhancing Funding for Technical Education

F. Develop Funding Model

1. Continue development of tiered distribution model based on rates established by TEA and recommended by the legislature
2. Recommend FY 2010 funding distribution plan
3. Recommend change in statutes to codify appropriations proviso language addressing funding

Enhancing Legislation and Policy for System Growth

G. Champion Technical Education Reform

1. Recommend initial legislative changes for the 2009 session
2. Identify and introduce policy and additional legislative revisions to improve technical education system

Evaluating and Measuring System Effectiveness

H. Develop Benchmarks and Accountability Standards

1. Test improved, robust data collection system
2. Identify industry-based, end of program assessments
3. Determine methodology for calculating return on investment for technical education students and Kansas taxpayers
4. Develop a system and program review process to measure effectiveness
5. Analyze enrollment, placement, completion, and retention information
6. Meet or exceed performance targets for the Perkins core indicators

Staffing

Postsecondary--The CTE unit provides leadership and technical assistance to postsecondary institutions; administers funds; and monitors performance, compliance, and accountability reporting for all postsecondary CTE programs. This unit compiles both secondary and postsecondary information and submits the consolidated annual report.

Current Kansas Board of Regents CTE staff roles and responsibilities

- a. Vice President for Workforce Development
 - Provides administrative leadership for the CTE unit of KBOR and leadership within the state of Kansas
 - Provides guidance and direction within the Postsecondary Technical Education Authority (Authority)
- b. Senior Director for Workforce Development
 - Provides direction/guidance with CTE Directors
 - Assists with research/development in support of TEA and the strategic plan
- c. Director of Federal Initiatives
 - Provides leadership with CTE Associate Directors and collaborates with KSDE to fulfill "sole state agency" role for Carl D. Perkins Grant
 - Administers postsecondary portion of the state career and technical education plan
- d. Director of Workforce Training and Education (Kansas Board of Regents) and (Kansas Department of Commerce)
 - Provides administrative leadership for workforce development
 - Provides leadership and serves as liaison to the Kansas Department of Commerce
- e. Director of Technical Programs and Curriculum
 - Provides leadership/management for academic projects/programs
 - Processes curriculum proposals, monitors program inventory, coordinates program review and administers special programs/services
 - Provides collaborative leadership for driving standards of excellence, program alignment, academic policies, procedures, projects, and proposals
- f. Associate Director of Finance
 - Provides financial reporting and fund disbursement
- g. Associate Director of Institutional Research
 - Assists with collection/maintenance of data elements in the postsecondary database system for Perkins reporting
 - Reviews/validates accuracy of data submitted from institutions for Perkins reporting and allocation purposes, and manages data collection processes beyond institutional self-reporting where possible
 - Maintains/analyzes data for core indicator and other performance reporting needs

- h. Associate Director for Technical Programs and Curriculum
 - Assists planning, development, and implementation of system of aligned technical education programs that meet broadly supported industry standards
 - Assists with planning, development and implementation of a systematic/integrated process for curriculum, degree/certificate inventory, annual review information, and academic policies for technical programs and services
- i. Associate Director for Career and Technical Education (western region)
 - Provides technical assistance to selected institutions for Perkins grants and activities
 - Coordinates development of programs of study, state approved articulation agreements, and supports career guidance activities
- j. Associate Director for Career and Technical Education (southeastern region)
 - Provides technical assistance to selected institutions for Perkins grants and activities
 - Performs Perkins monitoring and OCR compliance visits
- k. Associate Director for Career and Technical Education (central region)
 - Provides technical assistance to selected institutions for Perkins grants and activities
 - Coordinates and monitors state technology and instructor internship grants
- l. Associate Director for Career and Technical Education (northeastern region)
 - Provides technical assistance to selected institutions for Perkins grants and activities
 - Coordinates and monitors the statewide nursing initiative activities

Secondary--The Kansas State Department of Education (KSDE), operating under Kansas State Board of Education (KSBE), coordinates all secondary CTE programs delivered by 296 total districts, of which 271 have approved programs, ensuring status as eligible secondary recipients. In addition to state programs, the Academic and Technical Education team (formerly Career and Technical Education) serve 56 consortiums and stand-alone programs operating career and technical education programs under the Carl D. Perkins Act. This is accomplished by the Academic and Technical Education team, part of the Division of Learning and Innovative Services (formerly Learning Services Division).

The Kansas State Board of Education (KSBE) adopted the mission of promoting comprehensive redesign with integration and partnerships (redefining the delivery model) to support career and technical education in Kansas. KSBE determined nine actions to provide guidance and direction for the primary mission:

1. Create/approve gold standard assessments (industry-recognized credentials/certifications) for each of the Career Clusters that support high expectations
2. Integrate core content standards with technical program standards utilizing 16 career clusters as organizing principle
3. Support implementation of individual career plans of study for all students in 8th grade and above
4. Improve access to career and technical education by removing barriers/promoting partnerships
5. Recommend KBOR to Update Qualified Admissions
6. Create 21st Century School Standards to help guide reform and/or redesign public schools
7. Support professional development for teachers (mentor/mentee model) to guide students as they plan future careers
8. Revise teacher preparation program standards to reflect the integration of content standards, and
9. Support the creation of dynamic funding systems that responds to changing workforce/economic development needs

Current Kansas State Department of Education roles and responsibilities

- a. Director of Innovation and Improvement
 - Ensures state/federal educational programs are efficiently/effectively maintained while promoting continuous improvement/innovation
- b. Assistant Director of Academic and Technical Education
 - Ensures secondary projects, services, and activities are developed, implemented and evaluated for relevancy to current/future practices in career and technical education
- c. Education Program Consultants for Career and Technical Education
 - Approves and reviews all secondary career and technical education programs in Kansas
 - Provides technical assistance to all local education agencies
 1. One consultant for Business and Marketing programs/pathways
 2. One consultant for Technology Education programs/pathways
 3. One consultant for Agricultural, Food and Natural Resources programs/pathways
 4. One consultant for Trade and Industry programs/pathways
 5. One consultant for Family and Consumer Sciences programs, Education and Training cluster/pathways
 6. One consultant for Health Science cluster/pathways and Perkins local grants and accountability
 7. Three consultants for Career and Technical Student Organizations (FCCLA, SkillsUSA, FBLA, BPA, DECA)

- 8. One consultant for Non-traditional Careers and Civil Rights
- d. Research Analyst
 - Maintains data files, current/new program materials, school audits and analyzes data for required state and federal programs

Organization of Career and Technical Education Programs

Kansas postsecondary career and technical education programs (CTE) approved for Carl D. Perkins funding are delivered through a system of community colleges, technical colleges, one area technical school in the process of initial accreditation, and one university governed at the local level and coordinated through the Board of Regents. To receive Carl D. Perkins funds, postsecondary career and technical education programs must be approved, have a documented program of study, and be monitored by the Regent's staff.

Secondary CTE programs in Kansas are delivered through a system of 296 (or 271 with approved programs) school districts governed at the local level and coordinated through the Kansas State Dept. of Education, Career and Technical Education. To receive Carl D. Perkins funds, secondary CTE programs must be approved and are monitored by the Kansas State Dept. of Education CTE staff. Currently approved CTE programs are required to submit a new Career Pathway Program of Study Application to maintain state and federal funding. The new application/process brings the local education agencies (LEAs) into compliance with newly formed career clusters/pathways. Local education agencies (LEAs) are improving access to CTE by offering dual credit/enrollment courses, entering into business/industry partnerships, integrating academic assessments into pathway assessments and providing individual career plans of study for students. LEAs are asked to research labor market data in determining future needs of current clusters/pathways for their particular region.

Kansas adopted the programs of study model, comprised of the 16 career clusters and multiple corresponding career pathways, developed through the States' Career Clusters and the College to Careers Transitions Initiatives. Development of state/local programs of study began during FY 2008 and will continue until a model program of study has been completed for each 16 adopted clusters/pathways. State programs of study reflect the knowledge/skills identified in national templates. Local institutions are tailoring state program of study models to meet individual student needs and depict local career and technical education program offerings, including potential two- and four-year postsecondary educational and career pathways.

Each approved secondary CTE program and postsecondary CTE program leading to a technical certificate and/or an associate degree are developing, submitting for review, and implementing a program of study that incorporates the cluster and pathway knowledge and skills, identified through the career clusters initiatives, to include the following elements: 1) alignment and/or articulation of secondary and postsecondary courses; 2) a coherent, coordinated and nonduplicative sequence of courses with rigorous academic and relevant technical content; 3) concurrent enrollment courses allowing secondary students the opportunity to earn postsecondary credits, where applicable; and 4) leading to an industry-recognized certificate, postsecondary technical certificate, or an associate degree. Programs of study work groups are including potential baccalaureate degrees and identifying transferability where applicable.

I. Implementation of State Leadership Activities

A. Required Uses of Funds

- **Conducting assessments of funded vocational and technical education programs**
 - Twenty-five percent of postsecondary and twenty percent of the secondary institutions receiving Perkins funds are monitored each year. During the monitoring process, responses to the following questions are reviewed:
 - Have CTE programs improved the academic and technical skills of the participating students?
 - Have CTE programs provided rigorous levels of academic standards?
 - Were CTE students provided with experience in All Aspects of an Industry?
 - Can grant recipients ensure that CTE programs are of such size, scope and quality to bring about improvement in Career and Technical Education?
 - Are funds being spent appropriately?
 - Institutional and program performance of the identified core indicators is reviewed and a plan for improvement is developed and submitted in areas where performance is deficient. A schedule for review and templates of standardized review items have been developed to provide assistance to institutions.
 - In the future, secondary cluster/pathway programs will be assessed based on risk analysis determination.
 - A secondary peer review process was implemented for the FY 2009 Carl D. Perkins Local Application approval. Carl D. Perkins local application recipients assessed the FY 09 local applications. Volunteers in teams reviewed and provided comments for improvement of applications. State staff followed up ensuring quality and consistency before contacting recipients for needed revisions. Districts were notified of their approval status: 1. Approved, 2. Substantially approved, or 3. Revisions needed.

- **Developing, improving, or expanding the use of technology in CTE programs**
 - As part of a broad-based, ongoing, multi-disciplinary effort to promote medical simulation use in nursing and allied health education programs across Kansas, KBOR and the Kansas Board of Nursing continue to collaborate with nursing program faculty to increase the use of mannequin and computer-based simulation technology as a means to increase program capacity to meet critical occupational needs. Funding was provided for several regional simulation workshops for nursing and allied health faculty (Topeka and Kansas City). Technical assistance was provided in simulation lab development, equipment selection, and simulation use in a curriculum.
 - Funding support was provided for a nursing program faculty member/simulation lab coordinator to intern at a nationally recognized simulation center and attend an international conference on healthcare simulation use. This information has assisted the lab coordinator in implementing a statewide simulation users group in conjunction with Kan-Ed and the Board of Nursing. Nursing educational programs, Allied Health educational programs, and several hospitals are collaborating in scenario development, which will be inventoried by KBOR, then placed in the simulation library at the Board of Nursing, and shared among all users.
 - In partnership with the Kansas Board of Nursing, the simulation scenario electronic library continues to grow. This library enables sharing of simulation scenarios created among state nursing/allied health faculty.
 - Training on use of Worldwide Instructional Design System (WIDS) software was provided to instructors and curriculum personnel from multiple institutions as part of a continuing statewide project. Software serves to develop career and technical education curriculum aligned with industry and accreditation, standardizing learner outcomes for like programs throughout the state. The software was the platform for an updated Practical Nursing aligned curriculum completed this year and adapted by all state Practical Nursing programs. As additional statewide curriculum projects are finalized, WIDS will serve as the Kansas Curriculum Bank for state-approved postsecondary CTE curriculum and will be available to all postsecondary institutions.
 - State Funds were awarded to Cowley Community College Winfield Technical Center (Winfield) to secure equipment for the Mechatronics program. With this new equipment students were provided theory and practical applications through classroom/lab experiences. Theory/applications included sensor operation and troubleshooting, materials handling and processing for manufacturing, and basic robotics technology. Twenty-two students received state-of-the-art training to meet business/industry skill level requirements.
 - Support for Geographic Information Systems (GIS) instructional technology was awarded to Colby Community College through grant and matching industry funding. Partners for the GIS program were: Northwest Kansas Groundwater Management District and Natural Resources Conservation Service (Colby), City of Littleton, CO., and three Kansas regents institutions: Kansas State University, University of Kansas, Fort Hays State University. Equipment/software provided the means for delivery of GIS Training which involves merging data and geographic locations to perform simple - complex analysis. Students obtained training for GIS software as digitizers, technicians, and analysts in economic planning and development, agricultural development and geospatial-technology. The college has the potential to become a recognized leader in providing GIS technical training.
 - North Central Kansas Technical College (Beloit) was awarded a state grant to purchase a TranSim IV Driving Simulator with software. Participating grant in-kind project partners were: Coomes, Inc. (Phillipsburg) and Kansas Contractors Association, Inc., (Topeka). Commercial Drivers License (CDL) students expanded their skills through more hands-on practice with this high end simulation. Innovative scenario simulations were shown to prospective students, business/industry representatives, secondary counselors, CTE faculty/administration. Data shows that scenario simulations produce safer and more skilled drivers. Driving simulators are key to CDL training.
 - State funds were awarded to Johnson County Community College (Overland Park) to develop a new Polysomnography/ Sleep Technology AAS degree. Grant funds supplied approximately half of a part-time credentialed CTE faculty coordinator salary during spring/summer 2008. Partners for the new innovative educational initiative were Pro-Tech Services, Inc. (Mukilteo, WA) and Sleepmate Technologies (Midlothian, VA). Graduates from this program enter the field as Polysomnographic Technicians and are prepared to sit for the national exam given by the Board of Registered Polysomnographic Technologists (BRPT).
 - KSDE staff worked cooperatively with the Kansas Career Pipeline Advisory Board and field representative to provide continued education for counselors, CTE and academic teachers, and administrators to implement the career-focused Kansas Career Pipeline. The Kansas Career Pipeline project was legislatively approved and made available to all Kansas citizens. Trainings were offered to districts and other interested parties.
- **Offering professional development programs**
 - Many CTE instructors made industry visits and attended industry supported training to update skills/technology used in the workplace.
 - With the inception of Perkins IV Legislation, numerous changes were considered as KBOR and KSDE CTE staff implemented comprehensive professional development. The 15th Annual Statewide Connecting Education and

Employment Conference provided opportunities to gain fundamental knowledge and classroom techniques that assisted teachers, counselors and administrators to be more effective. The conference planning committee identified five professional development strands which focused on: Seamless Education in Kansas, Comprehensive Professional Development, Serving Special Population Students, Meeting Performance Indicator #4 (Nontraditional Occupations), Complying with Perkins Requirements. Approximately 500 participants attended.

- Eighteen Kansas postsecondary CTE faculty from 10 different colleges participated in internships in their related teaching career fields during 2007-08. Faculty internships were in: construction technology, biotechnology, diesel technology, auto collision repair, business administrative technology, non-destructive testing technology, welding, heating and refrigeration, automotive technology, wind energy technology, telecommunications technology, and graphic arts. All CTE postsecondary faculty interns were given the opportunity to showcase their industry experiences during professional development sessions at the February 2008 Connecting Education and Employment Conference.
- The Kansas Board of Regents CTE staff offered intensive training to postsecondary teams who provide Perkins-approved career technical education programs. "Preparing Individuals for High Skill, High Wage Careers" was contracted through the renowned, National Institute for Women in Trades, Technology, and Science (IWITTS).
- Kansas postsecondary CTE faculty, counselors, and administrators were provided a full-year membership to Starlink, the oldest and most successful satellite and internet-based educational network in the country. It is in its 17th year of providing innovative ideas, cutting edge experts, and state-of-the-art postsecondary professional development training accessible 24/7. Thirteen Kansas colleges reported using Starlink. Users who accessed the professional development series included 206 faculty, counselors and administrators. Additionally, a professional development strand workshop was provided to attendees at the 15th annual Connecting Education and Employment Conference. Attendees were provided with numerous examples of activities that meet the intent of the new Carl D. Perkins requirements regarding professional development, which included Starlink. Attendees developed individual professional development plans while at this workshop.
- Secondary instructors were selected, by application from Trade and Industry and Agriculture Programs across the state, to participate in an American Welding Society (AWS) SENSE pilot project. The instructors received rigorous instruction provided by a CWE SENSE instructor, followed by a certification test of technical knowledge and skill attainment. Each instructor gained critical technical knowledge and skills to improve instruction in his/her welding classrooms. Additional instruction was also provided prior to instructors taking final exams for CWE certification.
- Professional development was provided to implement Project Lead the Way pre-engineering programs in Kansas. Teachers were required to attend and successfully complete the course-specific training. Implementation of Project Lead the Way state-approved curriculum began in the 2008-09 academic year. Participating districts were provided a stipend to purchase technology resources/tools.
- Through Perkins Reserve Funds application, academic/CTE instructors and counselors participated in externships to enhance and expand their knowledge and skill levels for all aspects of an industry. Externships were approved based on cluster/pathway explored for implementation. CTE and math teachers were encouraged to consider deliverables that may include team teaching.
- Math-in-CTE professional development opportunities were provided to teams of Kansas career and technical education instructors and math instructors through a contract with the National Research Center for Career and Technical Education. Trained facilitators are providing technical assistance as they work with KSDE staff and other state leaders throughout the 2008-09 academic year. Workshops were conducted/resources provided to further train CTE and math instructors. This project is a coordinated effort between KSDE CTE academic teams. Strategies KSDE teams strives to accomplish include: sustaining/expanding the Math-in-CTE model, maintaining the core principles, and identifying successes/challenges. KSDE teams continue to develop a group organizational chart, timeline, and work plan.
- A Kansas Academy for Counselors provided guidance/support for the implementation of the ASCA State Guidance Model and how to implement Career Clusters and Plans of Study. Nationally-recognized keynote speakers, Dr. Trish Hatch, San Diego State University, and Kelly Arrington, Oklahoma Department of Career and Technical Education, provided hands-on activities, planning time for districts to develop implementation activities, and networking for new strategies/ideas. LEA's were strongly encouraged to bring integrated teams of CTE and academic teachers, counselors and administrators.
- Through Carl D. Perkins Reserve Funds applications, CTE/academic teachers, counselors/administrators participated in the National Career Cluster Institute to explore what other states were doing to implement career clusters. Applicants were required to provide accountability to support learning and what they were going to put into practice. Deliverables included lesson plans, plans of improvement, improved web-sites, and exploration activities for new clusters/pathways including research and labor market determinations. LEAs used reserve funds to purchase valuable resources to enhance classrooms, counselor offices and libraries.

- **Supporting CTE programs that improve the academic -- career -- technical skills of students through the integration of academics with career and technical education**
 - The Kansas WORKReady! Certificate successfully provides a truly seamless tool for high school students matriculating to community and technical colleges. Some Kansas colleges use WorkKeys as entry-level assessment for technical programs. Kansas high schools provide the same assessments, thus allowing one test to serve two functions – exit exam at high school and entry exam for college. If students enter college with low WorkKeys scores, they are provided support and education to improve basic foundational academic skills to a satisfactory level for technical training. Students understand the importance of academic skills when they are on “provisional” status until earning the appropriate WorkKeys scores.
 - A 1.5 day workshop, conducted February 2008 with secondary health science careers exploration teachers and postsecondary nursing/allied health program directors, continued work on Health Science Cluster program of study model. This work began earlier in the year; faculty continue to develop curricular content that will allow seamless articulation from secondary health science exploration programs into professional, postsecondary programs. Specific courses targeted for articulation include Anatomy and Physiology, Chemistry, Mathematics and Biology.
 - Program of study models support integration of technical and embedded academics, especially in reading, writing, mathematics and science. KBOR and KSDE staff continued to promote the career clusters concept to facilitate the alignment/integration of academic/technical skills and programming. As the program of study models are developed, state staffs will work collaboratively with secondary/postsecondary educators to identify appropriate levels and courses in which the academic/technical knowledge and skills necessary for success will be taught and student attainment assessed.
 - The state continues to support and facilitate professional development opportunities for educators emphasizing integration of academic/technical instruction.
 - Highland Community College presented to the Viticulture and Enology Science and Technology Alliance to become an active member and requested a three year grant from the National Science Foundation/Advanced Technical Education. The first course—Introduction to Enology will be offered during the fall semester.
 - The program approval process for postsecondary programs requires institutions to submit course syllabi for each academic and technical course in the program sequence. Each course syllabus is reviewed to ensure both academic and technical skill requirements are addressed. In addition, postsecondary institutions annually submit a program verification form for each CTE program approved for Perkins funding that lists the sequence of technical and general education courses required for certificate and/or degree completion.
 - Johnson County Community College (JCCC), in conjunction with the Kansas City Area Life Science Institute and bioscience industry employers in the state, conducted a systematic evaluation of the job-related competencies and skills sets required for specialized career and technical training in the biosciences industry. From the information gathered, career pathways/maps will be outlined to assist postsecondary institutions with new program development and to make changes in existing programs to better fit industry training needs. Career maps will be used to expand biotechnology career awareness and impact secondary education and public workforce training system. The project included educator workshops, development of career specific brochures, and dissemination of information through the JCCC Biotechnology website.
 - Pittsburg State University (PSU) assists in maintaining/extending the quality of pre-service and in-service programs for new/practicing teachers in “trade and industrial, family and consumer science specialized, specialized vocational, and health occupations” at the baccalaureate level. These programs assist the state in 1) producing vocational and technical teachers who demonstrate competence in teaching and commitment to students in the classroom/labs, and 2) enabling career/technical teachers to have an alternative route to obtain Kansas certification.
 - KSDE Education Program Consultants representing Career and Technical Education and Support Services attended the National Career Cluster Institute to gain knowledge about career cluster implementation as well as to better serve special populations and nontraditional students.
 - Field experts (FACS/Agriculture) read new program applications to ensure the integration of academics, knowledge/skills, and development skills. Applications were assessed using a predetermined rubric. An additional responsibility of field experts was to communicate with schools requiring further action and/or improvement plans.
 - KSDE Education Program Consultant for Agriculture conducted curriculum meetings to develop cluster pathway. The overall outcome was to develop curriculum for six pathways to integrate knowledge/skills including academics, career development and leadership skills within state-approved competency profiles. A final draft for each pathway was completed/posted on the agriculture Moodle web server for Kansas agriculture teachers to preview/ respond.
 - KSDE Directors and Education Program Consultants representing Career and Technical Education, Special Education Services, and Research and Evaluation teams participated in the High Schools That Work annual conference. The overall outcome was to build collaborative efforts while forming transitions from middle grades to high school and from high school to postsecondary education and/or careers. Knowledge gained provided attendees with a clearer focus on how to motivate students for achievement and success.

- Kansas is actively engaged with Multi-tier Systems of Support (MTSS). MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards.
 - A program of study project for the Business, Marketing and Management cluster provided four model programs of study that assisted teachers with organizing their existing courses. Four programs of study were deliverables for the project: 1) entrepreneurship, 2) finance, 3) management and administration, and 4) marketing.
 - A crosswalk of programs of study was conducted with relevant individual courses that demonstrated the relationship of competency lists to national Business Administration Standards. This included a gap analysis to identify performance indicators in the national standards not covered in identified Kansas courses.
 - Course guides for the Business, Marketing and Management cluster were developed to provide teachers with detailed course guides for Principles of Business and Principles of Marketing.
 - Materials are available through the Kansas Career and Technical Education Resource Center's website, (www.kcterc.org), to assist teachers, administrators, guidance counselors and curriculum developers in ensuring integration of academic/technical skills throughout curriculum.
- **Providing preparation for nontraditional fields in current and emerging professions and activities providing exposure to high skill high wage occupations**
 - The 15th Annual Connecting Education & Employment Conference (Wichita) showcased the Illinois NTO Program Improvement Model. It was designed to provide resources for career and technical educators to recruit and maintain learners in education and training for high-wage, high-skill occupations which are gender nontraditional. Lynn Reha and Lisa Matejka, Illinois Center for Specialized Professional Support, Illinois State University demonstrated the purpose and strength of the NTO Look Self-Study Initiative. By design, the NTO Look Project addresses requirements of Perkins IV. The NTO Program Improvement model was adopted and customized for the "Onto Michigan" state project. Kansas postsecondary educators, counselors and administrators attended strands where Reha/Matejka explained the need for renewed focus on gender nontraditional career fields. Eight Kansas colleges attending the NTO strand agreed to participate in a customized pilot program.
 - A 1.5 day simulation use/scenario development workshop was conducted in April to train 105 faculty members from 18 nursing/allied health educational programs. During this workshop faculty learned about simulation scenarios and specific assessment techniques, student debriefing techniques, equipment selection and preparation, program responses to specific stimuli, and fully using mannequins. Faculty developed simulation scenarios to create realistic patient experiences to improve students' abilities in properly assessing/interacting with patients, thus improving student skill proficiencies prior to actual onsite clinical experiences.
 - The 8th Annual Kansas Breaking Traditions scholarship competition was held this year. Fliers were sent to all secondary/postsecondary institutions explaining in detail a gender nontraditional occupation and how students apply for scholarships. From submitted applications, six scholarships were awarded to students receiving training in an occupation not traditional to their gender. Female students are majoring in Building/Property Maintenance, Construction Technology, Welding Technology and Wood Technology. The male scholarship recipient is majoring in Practical Nursing.
 - Johnson County Community College (JCCC) hosted a successful Action Conference for Women. Approximately 180 young women from area school districts attended. The opening speaker set the stage for an informative event including breakout sessions highlighting specific occupations. Two representatives from JCCC attended the Women Work! National Convention (Arlington VA) to continue broadening the focus on accessibility to nontraditional occupations.
 - KBOR career and technical education staff provided intense training to all postsecondary institutions providing Perkins approved CTE programs on "Preparing Individuals for High Skill, High Wage Careers" to teams representing postsecondary institutions. This training was provided by the nationally renowned organization, National Institute for Women in Trades, Technology, and Science (IWITTS). This organization has a long history in developing/conducting training in the areas of recruitment and retention of gender nontraditional students into CTE programs. Teams from 29 of 30 postsecondary institutions providing Carl D. Perkins approved CTE programs attended the training. These teams not only learned how to recruit gender nontraditional students into Career and Technical Education programs, but also were given time to develop detailed recruitment and retention plans for their institution. Participants returned to their campuses and shared information and implementation strategies from the IWITTS training. Implementation of institutional plans should assist each institution in obtaining their gender nontraditional participation and completion agreed-upon levels of performance.
 - Allen County Community College (Iola) hosted an outstanding full-day gender nontraditional "Women in Agriculture Conference." Twenty professional women representing various fields in agriculture led workshops and interacted with 145 secondary female students. The second full-day Ag Careers conference focused on eight career events related to

- high demand, high skill, high wage jobs. Approximately 260 female students from 40 Kansas high schools participated. Mentoring activities were developed as a result of conference activities.
- Barton County Community College (Great Bend) applied their nontraditional Carl D. Perkins grant funds toward training college faculty, counselors and administrators. Materials targeting awareness of career paths in gender nontraditional programs of study were "Taking The Road Less Traveled" and "Destination Success." The second activity, implemented with NTO Perkins funds, was a three-day camp in June 2008 with 60 participants (19 males and 41 females). Barton faculty lead camp sessions with participation of 16 business and industry personnel (representing 11 area businesses). Students not only had the opportunity to explore nontraditional careers, but also received information about education and income related to seven careers explored during the camp. Campers were exposed to "other" possibilities within each career track; for example, several area women in the automotive industry provided information on automotive sales, parts sales, services. By using business/industry contacts, students had the opportunity to tour business facilities and visit one-on-one with nontraditional professionals.
 - The "Girls Talk Technology Summer Camp" was held June 2008 at Cowley County Community College (Arkansas City) with the CCCC campus at Winfield hosting this first time event. Attendees were provided hands-on exposure to laser welding, vehicle control systems in automotive, mastercam programming in the machining area, robotics in mechatronics, and EMT/MICT in allied health. Survey data collected following the camp will be reviewed/used to increase enrollment in gender nontraditional career fields.
 - Through a collaborative effort between the Kansas State Dept. of Education, KBOR, and Career Communications, Inc., 75,000 copies of the American Careers Student magazine and 25,000 copies of the Parent magazine were developed/disseminated to Kansas schools. Magazines were distributed for use in grades 8-12 and to interested parents. Magazines include assessments to aid students in clarifying interests/skills, articles highlighting persons in professions based on the Career Cluster model, and an insert customized for Kansas to be used while planning high school and postsecondary education, ultimately leading to a career in the student's area of interest. Five trainings across the state were conducted to support professional development for teachers/counselors as they guide students through planning future careers.
 - Materials and resources, made available through the Kansas Career and Technical Education Resource Center (KCTERC), assist secondary/postsecondary institutions with developing/incorporating strategies into the curriculum and/or on-the-job training opportunities to support gender nontraditional students. One such resource is the 86-page book, "Promoting Non-Traditional Career Options and Opportunities," which presented an overview of promising strategies and methods to increase access and success in nontraditional occupations. Another much requested resource, "All Aspects of an Industry" can be found on the KCTERC website.
 - KSDE determined a need to create a position to support the continued inclusion of nontraditional careers. Support was provided by KSDE leadership and KSBE approval. An Education Program Consultant was hired to provide technical assistance, guidance and tools/resources to LEA's on nontraditional careers and labor market information.
- **Supporting partnerships to enable students to achieve state academic standards, career and technical skills, and completion of CTE programs of study**
 - The Kansas Council on Workforce Education (KCWE) promotes professional development for postsecondary CTE faculty/administrators. Through this council, Kansas community and technical colleges have a state forum for CTE as well as workforce development. The organization provided two opportunities this past year for its members to update their skills. One was in cooperation with the Connecting Education & Employment Conference in February and the other was with the Kansas Association for Career & Technical Education (KACTE) in August. Cooperative meetings with these organizations assist both secondary/postsecondary educators to work toward seamless education in Kansas.
 - The Kansas Advisory Committee for Career and Technical Education provided direction through business/industry partnerships to better identify academic and career and technical skills needed for programs.
 - The Business Administrative Technology postsecondary CTE faculty met throughout FY 2007-08 to complete the core curriculum for the Business Administrative Technology program. CTE faculty researched national industry-recognized end-of-program certifications to be adopted.
 - Kansas postsecondary institutions work closely with the state Adult Education programs to provide opportunities for adult learners to transition beyond GED certification and achieve a postsecondary certificate and/or degree necessary for success in today's workforce.
 - KBOR staff continues to work with the Kansas Board of Nursing to align nursing education programs. The Practical Nursing program has been fully aligned and accepted by the Board of Nursing and the Kansas Technical Education Authority. Statewide implementation of the aligned Practical Nursing program is currently underway and will be complete spring 2009. Associate Degree Registered Nursing programs are continuing the process of alignment, which include statewide articulation with aligned Practical Nursing programs.

- KBOR staff continues to work with the Kansas Board of Nursing to develop and implement standards for use in simulation centers located within nursing education programs. Due in large part to the Kansas Nursing Initiative, each registered nursing program in Kansas has access to at least one high-fidelity patient simulator. Standards allow for better scenario development, consistent student evaluations, and help validate educational methodology. An additional goal is to develop scenarios with standard measurements of validity and reliability for use in both classrooms with students and in clinical settings with professional staff.
 - KBOR staff worked with the University of Kansas School of Nursing, Kansas Hospital Association, and Kansas Board of Nursing to conduct a statewide survey of hospitals and clinics to gauge clinical access and availability for nursing students. Survey data was disseminated to all nursing programs to help them more efficiently/effectively schedule clinical education rotations for students.
 - The Seventh Annual Workforce Summit (Topeka) was held January 2008. The Summit was attended by approximately 300 industry leaders, educators, economic development leaders and legislators. The theme of the summit was "Taking Education, Employers and Economic Development to the Next Level." The Summit addressed new realities in Kansas and the global workforce. Presentations were made by Governor Kathleen Sebelius; Ed Barlow spoke about "Creating the Future;" Mary Lou Reed of Walton County FL.; Frank Fuller of Choice Institutes FL and Ron Crouch Kentucky Data Center--all focused on "Changing Kansas Demographics;" and Celina Shands Grado spoke about "Full Capacity Marketing."
 - Secondary CTE staff had many opportunities to partner with a host of individuals, agencies, business and industry and education stakeholders as they sought to improve curriculum, classrooms, and instructional staff. Some activities were a) Agriculture and Trade and Industry partnerships with AWE and AWS, b) FACS partnered with Kansas Restaurant and Hospitality Association, c) Kansas Academy for Counselors partnered with ASCA, Higher Ed, State Guidance Counselor, Kansas School Counselors and Kansas Association of School Counselors.
 - KBOR and KSDE staff conducted meetings with health science teachers, postsecondary healthcare program faculty/counselors to continue developing a seamless transition for health science students into postsecondary professional healthcare programs. Health science educators were introduced to the revised National Health Science Foundation Standards and Accountability Criteria as developed by the National Consortium for Health Science and Technology Education. These revised national standards are being cross-walked with Kansas Health Science Standards and state academic standards.
- **Serving individuals in state institutions**
 - Postsecondary state leadership funds supported a Career Counselor who, although housed at the Hutchinson Correctional Facility, provides services to all adult correctional facilities within the state.
 - Services included career counseling and assessment, job placement, and employment seeking/employment-keeping skills training to inmates prior to being released from prison by: 1) expanding a 2-year follow-up effort sponsored by the National Institute of Corrections to learn the effectiveness of Offender Workforce Development Specialist and job-seeking/job-keeping assistance they provide; 2) updating a statewide job bank (city, industry, contact, and job title) of 1,425 potential employers who would employ parolees; 3) participating in professional development—"Building Tomorrow's Workforce;" presenting a discussion workshop for 25 minimum-security offenders regarding job-seeking skills; and attending 23 hours of in-service provided by Kansas Department of Corrections and Greenbush staff; 4) creating 14 new occupational profiles for: electrical, HVAC, construction technology, scaffolding, carpentry, masonry, drywall, sheet metal, barbering, and turf management; 5) continuing to process statewide NCCER career technical certificates and credentials; 6) attending a feasibility study meeting to determine how to implement grant funding to offer 120-hour Manufacturing Skills Course to offenders; 7) conducting eight testing sessions for Transition Training Electrical class; 8) identifying offender population who could be facilitated by placement service; 9) providing counselor/instructors at Hutchinson Correctional Facility (HCF) with information regarding placement services and career technical education course availability, and periodically receiving referrals from these sources; 10) continuing to screen and enroll eligible candidates for career technical programs at five facilities; 11) interviewing 114 offenders to provide placement services, such as job confirmation, career counseling, career assessment, and obtaining job leads and identification for employment purposes; and 12) assisting enrollment of 21 new students and clerks in HCF career technical education classes.
 - The secondary corrections grant provided funding to the Lawrence Gardner facility to purchase equipment for career and technical education programs for juvenile offenders and to provide attendance to the National Career Cluster Institute. Secondary corrections personnel will face barriers as they are challenged to establish clusters/pathways, especially the continual turnover of the target audience.
 - **Supporting programs for special populations leading to high skill, high wage, high demand occupations**
 - Northeast Kansas Technical College provided a case management worker to assist "at-risk" students. The case management worker expanded email to communicate with a target group encouraging them to take advantage of

college support services. The Job Quest Course was created to strengthen employability skills in helping special students secure employment upon completion of their training program. A quarterly newsletter was distributed to students encouraging them to remain in school and complete programs of study.

- The 8th Annual Kansas Breaking Traditions scholarship competition was held this year. Fliers were sent to all secondary/postsecondary institutions explaining gender nontraditional occupation and how students apply for scholarships. From submitted applications, six scholarships were awarded to students receiving training in an occupation not traditional to their gender. Female students are majoring in Building/Property Maintenance, Construction Technology, Welding Technology and Wood Technology. The male scholarship recipient is majoring in Practical Nursing. Scholarships make it possible for students to receive training and be employed in high skill, high wage occupations.
 - Kansas postsecondary CTE faculty, counselors, administrators, and Perkins coordinators were provided the opportunity to participate in the “Your Place” workshop presented by Rhonda Fannin, Southern State Community College (Hillsboro OH) at the February 2008 conference. The workshop provided assistance in identifying the needs of the “adult learner” in gender nontraditional careers and individuals in transitions in all aspects of life.
 - KSDE State Guidance Counselor Committee developed materials including individual career plans of study to be used by districts assisting all students, inclusive of special population and nontraditional students to prepare for future career opportunities. The State Guidance Counselor Committee teamed within the agency with the Academic and Technical Education Committee to crosswalk counseling standards with career clusters/pathways.
 - The KSDE Nontraditional Education Program Consultant attended the Secondary Transition State Planning Institute hosted by the National Secondary Transition Technical Assistance Center (NSTTAC). The consultant served as CTE representative as part Kansas state team and continues to be involved with the transition team. Future plans include career cluster presentations, including one during the annual transitions conference.
 - The Kansas Career Pipeline offers a sophisticated career planning tool that is legislatively supported. Via www.kansascareerpipeline.org, students, parents and counselors can use the Internet to find classes, training opportunities, and careers that “fit” the student seeking future employment opportunities. The Pipeline, using KUDER software, creates a profile of student interests, skills, and inventories, and then compares that professional personality to existing job openings. It has proven to be a valuable resource for parents of special population students and their counselors as individual plans of study are developed.
- **Offering technical assistance**
 - Postsecondary technical assistance is provided by KBOR staff. Assistance provided includes leadership, integration of academics, completion of grant proposals/reports, data submission, and information regarding national program accreditation/certifications. Technical assistance is provided through workshops, conferences, and campus visits. KBOR staff also acts as a conduit for information concerning other funding resources.
 - Technical Assistance was provided to postsecondary institutions investigating the feasibility of implementing new nursing or allied health programs. Assistance consisted of help with program costs, healthcare workforce data, clinical access concerns, accreditation requirements, technology requirements and areas of concern.
 - Quarterly Activity Progress Reports are submitted/reviewed to determine status of each Perkins Improvement grant in postsecondary institutions. Technical Assistance was provided to the educational institutions as needed. In addition, postsecondary institutional and program performance on identified core indicators is reviewed, a plan for improvement is developed, and the plan is submitted in areas where performance is deficient. A schedule for review and templates of standardized review items have been developed to provide assistance.
 - Kansas Regional Meetings (southeast, central, western, and northeast) were held in the fall. Discussions covered a range of topics including: Perkins IV Reporting Format; Perkins Monitoring for FY 08; Office for Civil Rights Review Desk Audits and On-Site Visits for FY 08; Innovative Technology and Technology Internship Grants; Nontraditional Fields Grants (NTFG); Managing Federal/Perkins Fund Workshop - Michael Brunstein, October 4-5; Preparing Individuals for Nontraditional High-Skill High-Wage Career – IWITTS Training, October 29-30; Connecting Education and Employment Conference; Perkins Reserve Fund Grants; Perkins Verification Forms; Process to Request a Revision to Perkins Program Improvement Grants and Nursing Grant Updates. Institutional and Perkins representatives from all four regions were in attendance.
 - Instructors of agriculture, family and consumer sciences, health science education and trade and Industry programs received guidance from state consultants after statewide leadership activities were developed. Projects included curriculum development, assessment development and exploring CTE academies in charter schools.
 - The National Research Center for Career and Technical Education (NRCCTE) was contracted to provide Math-in-CTE technical assistance. This assistance included extended professional development activities in which CTE teachers and math teachers partnered to work together in communities of practice to math-enhance CTE curricula utilizing a tested pedagogic framework. In addition, technical assistance from NRCCTE provided direction for the

development of a cadre of state-level leaders who will provide the same professional development to others in their districts, regions, and state as the project expands.

- Technical assistance is a major responsibility for KSDE consultants. Assistance includes standards development, integration of academics, counselor academy, career clusters and programs of study, leadership and skill attainment. Other assistance targets career guidance and data collection. Technical assistance methodologies used are workshops, conferences, IDL, ITV, live-webstreaming and powerpoint presentations. Feedback from the field indicated the need for more use of technology.
- Technical assistance was made available to districts participating in the Perkins monitoring and the Quality Assurances prior to the visit and after the visit.
- A contracted field expert provided targeted technical assistance to LEA's implementing the Education and Training career cluster.
- An improved website, www.ksde.org, provided a vehicle for technical assistance. All cluster/pathway developed products, powerpoint presentations, and wage and employment information are tools districts can research on the website. Future plans include the development of podcasts informing visitors of new tools, use of products including "Creating an Articulation Agreement" to "CTE Month," and development of web-based applications for Carl D. Perkins application and new clusters/pathways applications.

B. Permissible Activities

- **Improving career guidance and academic counseling programs**
 - The Kansas Dept. of Commerce uses economic development dollars in partnership with KBOR and community and technical colleges to support education and training of the workforce. Kansas' Workforce Solutions Funds are bond-financed incentives awarded to companies locating/expanding in the state. These funds, awarded directly to colleges, support enhancement and capacity-building for demand occupations that are high wage. In FY08, five grants were awarded totaling \$1,082,054. These projects addressed training needs in manufacturing skills, science and allied health, petroleum technology, wind energy technicians, and welding.
 - KBOR is partnering with the Dept. of Commerce and many agencies and organizations to provide and promote a certified workforce for Kansas employers. Kansas WORKReady! Certificate uses ACT, Inc. WorkKeys assessments to certify the workforce at three levels: Gold, Silver, or Bronze. The certificate is embedded in college CTE training programs as entry or exit exams. Colleges also partner with the Kansas public workforce system to assess/certify dislocated adult workers after lay-offs as they seek to certify/improve current skills as they transition to new jobs/careers.
 - Products were developed to assist districts, parents, students, and local communities in understanding career clusters and programs of study. Products developed were "All Aspects of an Industry," "Explore Career Education in Kansas," and "Educator's Guide to Implementing the Career Cluster Model in Kansas." Products were first provided to participants of the Kansas Academy for Counselors.
 - KBOR, collaborating with an established Nursing Initiative Advisory Council consisting of members from Board of Nursing, Kansas Hospital Association, Kansas State Nurses Association, Kansas Health Care Association, Kansas Association for Homes and Services for the Aging, and Kansas Association for Nurse Leaders, developed a Request for Proposals (RFP) process, evaluated proposals submitted, and awarded funds to private nursing programs in Kansas. This process was in response to the Kansas Legislature awarding funds to supplement acquisition of additional nursing faculty for private nursing programs.
 - KSDE State Guidance Counselor and committee developed materials including individual career plans of study used in districts to assist all students, inclusive of special population and nontraditional students, prepare for future career opportunities. The State Guidance Counselor has teamed in the agency with the Academic and Technical Education committee to crosswalk counseling standards with career clusters/pathways.
 - The Kansas Career Pipeline is a sophisticated career planning tool that is legislatively supported. Via www.kansascareerpipeline.org, students, parents and counselors can use the internet to find classes, training opportunities, and careers that fit the student seeking information for future employment opportunities. The Pipeline, using KUDER software, creates a profile of student interests, skills, and inventories, and then compares that professional personality to real-world job openings. It has proven to be a valuable resource for parents of special population students and their counselors as individual plans of study are developed.
 - A Kansas Academy for Counselors was implemented through a partnership comprised of KSDE Guidance Counselor, teacher education of higher institutions of learning, secondary CTE ACRN representative and professional counselor associations in Kansas. Dr. Trish Hatch, San Diego State University, shared the ASCA Counseling Model with 125 participants and Kelly Arrington, Oklahoma Department of Career and Technical Education, shared information about Career Clusters and programs of study.

- **Establishing agreements between secondary/postsecondary CTE programs to provide student training opportunities**
 - Participation of both secondary/postsecondary welding instructors in the statewide AWS SENSE project, enhanced teacher skills. This project increased the number of SENSE participating institutions thus enabling students to more smoothly transition from secondary to postsecondary welding programs.
 - Kansas students are able to take advantage of local articulation agreements established between a community college, university, technical college, and/or technical school and the local secondary education agency. To assist districts in articulating agreements, a resource document “Creating Articulation Agreements” was developed. Future plans include development of statewide articulation agreements for secondary/postsecondary clusters/pathways. A requirement of all new cluster/pathway applications is an articulated agreement signed by leadership of the participating secondary/postsecondary institutions with the intent of revisiting annually.
 - Secondary CTE programs continued working on the development of articulation agreements for Health Science Education programs. Secondary/postsecondary state staff worked closely to provide educators updated Health Science Cluster information from the National Consortium on Health Science and Technology Education. Secondary technology education programs require their programs include articulation agreements.
 - Business and marketing programs at secondary/postsecondary levels are aligning curricula through an ongoing statewide project.
 - The development of a Health Science Education Charter Academy was completed. Participants in the development included CTE staff, academic instructors, postsecondary health science staff, former students, health business and industry representatives and state staff. The project will continue with a proposal submitted to the state to be approved for charter school status.

- **Supporting initiatives to facilitate CTE students transition to baccalaureate programs**
 - North Central Kansas Technical College (Beloit) developed a new partnership with Fort Hays State University (FHSU) to offer students a unique college opportunity. The Gateway Plan gives students access to FHSU campus activities and programs while enrolled at the NCKTC (Hays campus). Credits earned at NCKTC will later transfer to FHSU. To help students meet long-term education and career goals, the Gateway Plan offers three different paths, each a direct route to the bachelor degree of the student’s choice. Working with an NCKTC advisor, each student determines which path is right for him/her. NCKTC offers general education courses, two-year certificates, and an Associate of Applied Science degree in over 60 undergraduate programs such as nursing, welding technology, information management, pharmacy technology, automotive technology, technology leadership, and business. The Gateway Program opens the door to high skill, high wage, high demand career fields.
 - The Department of Technology Studies at FHSU offers undergraduate study for the Bachelor of Science degree in technology studies with an emphasis in industrial technology and/or technology education. Students pursuing the industrial technology emphasis specialize in construction technology, manufacturing technology, or communications technology. Students selecting the technology education emphasis have three options for specializing: production systems; power, energy systems, and transportation systems; and communication systems. Students completing an Associate in Applied Science (AAS) degree are eligible for the Bachelor of Technology Leadership degree. Not only do students at Pratt Community College (PCC) have the opportunity to earn an occupational certificate or an AAS, they may also obtain a Bachelor of Science in Technology Leadership through an exclusive cooperative with FHSU. Provided on the PCC campus and online, these courses can be completed by both full-time or part-time students.

- **Supporting vocational and technical student organizations**
 - State leadership funds provide support for advisors for each of the Career Technical Student Organizations (CTSOs) and related student organization activities. Student leadership skills are enhanced through participation in the joint Citizenship Day, State and National CTSO conferences, and individual CTSO specific leadership training. Kansas has a strong dedication to and belief that CTE student organizations: a) develop leadership skills, b) foster both academic /technical skills, c) provide opportunities for students to demonstrate both academic/technical knowledge and skills within CTE curricula through various activities, and d) recognize students for their accomplishments/contributions.
 - Support was provided for the Kansas Technology Student Association State Advisor for state conference, travel, supplies, fall leadership activities, chapter recruitment and attendance to national meetings.
 - State staff assisted with the planning and conduction of the HOSA Fall Leadership Conference, HOSA New Officer Training, CTSO Citizenship Day activities, and the HOSA State Leadership Conference.
 - The state chair for Technical Related Math for SkillsUSA is a member of the state staff.

- **Supporting public charter schools operating career and technical education programs**
 - A CTE Education Program Consultant partnered with the State Charter School consultant to gain information for charter school requirements. The primary focus was to gain knowledge to connect charter schools to the work of

agency leadership and career and technical education. It was a required meeting that supported teams of individuals from state agencies. Knowledge gained by those attending was applied to schools requesting funds to establish new charters in Kansas through an application process. Applications from potential charter schools were read/approved using new guidelines.

- **Supporting CTE programs that offer experience in, and understanding of, all aspects of an industry which students are preparing to enter**
 - Kansas Postsecondary CTE faculty from 10 colleges participated in internships in their related teaching career fields during 2007-08. Eighteen faculty internships were in these CTE program areas: construction technology, biotechnology, diesel technology, auto collision repair, business administrative technology, non-destructive testing technology, welding, heating/refrigeration, automotive technology, wind energy technology, telecommunications technology, and graphic arts. All CTE postsecondary faculty interns were given the opportunity to showcase their industry experiences during professional development sessions at the statewide annual Connecting Education and Employment Conference February, 2008.
 - Instructors were selected to provide assistance in developing course outlines/competencies for the construction program with emphasis on commercial construction rather than residential construction. Industry representatives assisted in the program development. Three courses/course competencies were developed for statewide use on the secondary level.
 - A consultant with the Kansas Career and Technical Education Resource Center updated the "All Aspects of an Industry" document to reflect how they fit into a career cluster.
 - The Kansas Advisory Committee for Career and Technical Education provided direction through business/industry partnerships to better identify academic/career and technical skills needed for their programs. The advisory committee ratified the Kansas definition for high skill, high wage, and high demand occupations.
 - Through reserve fund applications and Carl D.Perkins local applications, externship opportunities were provided to academic and CTE teachers and counselors. Each participant was required to provide deliverables to support curriculum revisions that reflected components of all aspects of an industry. This practice will continue to support clusters/pathways development.
 - The Kansas Advisory Committee for Career and Technical Education (KACCTE) was enhanced through an application process for business/industry to become leaders for each cluster implementation in Kansas. Selected individuals will collaborate with state staff to provide direction through business/industry partnerships to better identify both academic/career technical knowledge and skills needed for their programs. Selected representatives serve on the KACCTE committee, lead business/industry participants in approving standards/competencies for each developed cluster/pathway, and will be instrumental in assisting in the identification of third-party industry-recognized certifications and/or credentials that lead postsecondary education. Programs of study documents will include potential baccalaureate degrees and identify transferability where applicable.

- **Supporting family and consumer sciences programs**
 - A membership fee was paid to the National Consortium of States to assist with facilitation and support work undertaken through American Association of Family and Consumer Sciences (AAFCS) project. The project was to develop assessments and industry-recognized pre-professional credentials for use in validating competencies achieved in secondary/postsecondary family/consumer sciences programs. The Carl D. Perkins IV accountability requirements coupled with other state initiatives make participation in this project increasingly important and attractive as the FACS Education Program Consultant continues to work with state planning, accountability, and funding for local FACS programs.

- **Supporting education and business partnerships**
 - Support was provided to Pratt Community College, working in consultation with the Kansas Board of Nursing to continue development of a Kansas Simulation Users Network. This network assists nursing faculty in developing/sharing simulation scenarios, scenario assessments, and simulation-related material. This network assists faculty from nursing/allied health education programs statewide and from industry to facilitate advanced simulation into mainstream healthcare education. An additional goal of this network is to create standards for learning and assessment when simulation is used as part of the learning process.
 - The Kansas Hospital Association also continues to co-fund with KBOR a health careers resource publication, entitled "The Top Health Care Occupational opportunities in Kansas," geared toward high school students and their parents.
 - KBOR continues to work with the Kansas Hospital Association to select/fund scholarships for entry-level healthcare workers and for professionals who agree to become educators in Kansas healthcare programs. Funding is provided by the Kansas Hospital Association.

- A Nursing Initiative Advisory Council, consisting of members from the Board of Nursing, Kansas Hospital Association, Kansas State Nurses Association, Kansas Health Care Association, Kansas Association for Homes and Services for the Aging, and Kansas Association of Nurse Leaders, has been established to assist KBOR with nursing education initiatives. This council provided input for Kansas Nursing Initiative grants funded by the Kansas Legislature, served as a grant proposal review committee, and continues to provide guidance to KBOR regarding nursing education. This council assisted KBOR with an application review process subsequent to additional grant funds KBOR received for nursing faculty salaries in private nursing education programs.
- KSDE, CTE leadership and staff, participated in the Kansas Workforce Summit. This annual forum for community leaders and chamber representatives, legislators and government officials, employers, educators, and local workforce board members takes action to address new realities facing Kansas workforce and economic development issues.
- Business/industry representatives continued their partnership with KBOR and KSDE forming an advisory committee for CTE in Kansas. They have provided valuable input on career clusters vs. economic clusters, industry certificates, and encouraged development/implementation of a career/work ready certificate.
- The Kansas Advisory Committee for Career and Technical Education (KACCTE) was enhanced through an application process for business/industry to become leaders for each Kansas cluster implementation. Selected individuals will collaborate with state staff to provide direction through business/industry partnerships to better identify academic/ career technical knowledge and skills needed for programs. Selected representatives serve on the KACCTE committee, lead business/industry participants in approving standards and competencies for each developed cluster/pathway, and will be instrumental in identifying third party assessments leading to concurrent enrollment courses. Concurrency allows secondary students the opportunity to earn postsecondary credits, where applicable, which lead to an industry-recognized certificate, postsecondary technical certificate, or associate degree. Programs of study groups are also working to include potential baccalaureate degrees and identify transferability where applicable.
- **Supporting, improving, and developing new CTE courses and initiatives**
 - Highland Community College instructors offered online courses in Word Processing 2007 and Business Communications to students in rural northeast Kansas who were unable to attend classes on campus, but wanted to improve word processing and communication skills. One-hundred forty students were served.
 - One strand provided at the Connecting Education & Employment Conference presented new models and ways of thinking through "Creating Seamless Education in Kansas." Sessions included: an overview of a comprehensive model developed/implemented in Nebraska which encompasses all aspects of the industry was presented in "Linking Academic Standards to Essential Learning;" "Career Clusters 101" was a session for those new to career clusters and programs of study; "Connecting Standards with Assessments" overviewed the state alignment process focused on standards/ benchmarks/indicators aligned with state assessments, coupled with the school/district plan—all to maximize student performance; "Adult Career Pathways" provided avenues for returning adult students to be successful through guidance, remediation, curricula, and support elements enabling them to receive needed training, enter the workforce, and progress in a rewarding career; and representatives from the Department of Commerce updated "Registered Apprenticeship" as part of the seamless system and WorkREADY! Certificates that indicate potential employee's workplace abilities.
 - Kansas was well-represented at the 6th Annual Career Clusters Institute held June 2008 (Atlanta GA). The 154 participants from Kansas gained 15 critical elements needed to be in place for Career Clusters to be successfully implemented in their districts, along with background information for each of the 16 clusters under implementation.
 - Education and Training Career Cluster Development was piloted and new program requests were submitted for approval. The project continues to be assessed and more districts are requesting approval for this program. This is due largely to the number of teachers ready for retirement as districts prepare to grow their own.
 - The Kansas Hospital Association in partnership with CTE staff of the Kansas Board of Regents collaboratively reviewed/awarded statewide nursing scholarships.
 - Kansas is actively engaged with Multi-tier Systems of Support (MTSS). MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards.
 - Project Lead the Way pre-engineering program teachers were required to attend and successfully complete course specific training. Implementation of Project Lead the Way state-approved curriculum began in the 2008-09 academic year. Participating districts were provided a stipend to purchase technology resources/tools for individual classrooms.
 - Reserve fund applications provided LEA's with opportunities to begin designing, developing and implementing new career clusters/pathways. Many applications requested professional development opportunities, curriculum development time, and resource purchase. Through the application process it was strongly encouraged and supported to include academic counselors/teachers to ensure integration of rigorous academics at all levels as part of the development process.

- An Education and Training Career Cluster was fully implemented this fall. A contracted field expert read/approved the new cluster/pathway. The Education and Training cluster/pathway continues to be monitored for improvements/enhancements as more districts request assistance to begin development. This industry is recognized as a high demand career due to projected teacher shortages.
- **Providing CTE programs for adults and school dropouts to complete secondary education**
 - Through separate funding sources 31 entities (17 community colleges, 2 technical colleges, 1 university, 9 unified school districts, and 2 community-based agencies) provided adult education and GED services through 85 sites throughout the state. Of the 9,323 enrolled individuals in a minimum of 12 hours of adult basic, literacy, and/or ESL education instruction during FY 2007, 66 % made advancement of at least two grade levels. In addition 2,073 individuals received a GED and 710 were placed in postsecondary education/training.
 - Secondary CTE staff continue to work with the Special Education Services team to develop a State Plan for dropout prevention for students with disabilities. The Nontraditional Education Program Consultant participated in a conference that wrote a state plan to assist students with disabilities transition to postsecondary education and/or employment. The consultant actively promotes career clusters/pathways to assist in retention of more than 10,000 statewide dropouts.
- **Providing assistance to participating students in finding an appropriate job and continuing their education**
 - Postsecondary institutions provide career placement assistance and information to CTE students through college student services offices, providing access for electronic job searches, posting resumes, and job openings.
 - Valuable labor market information is made available through the KCTERC website at www.kcterc.ksde.org. Examples include the Kansas Career Guide, Job Opportunities in Kansas, and Where Will You Be in 2010.
 - The Kansas Career Pipeline is a sophisticated career planning tool that is legislatively supported. Via www.kansascareerpipeline.org students, parents and counselors find classes, training opportunities, and careers that fit the student seeking information. It has proven to be a valuable resource for parents of special population students and their counselors to use when developing individual plans of study. Through the Pipeline, students can take inventories that assess interests, skills, and work values.
- **Developing valid and reliable assessments of technical skills**
 - The Kansas Advisory Committee for Career and Technical Education (KACCTE) was enhanced through an application process for business/industry to become leaders for each cluster implementation in Kansas. Selected individuals collaborate with state staff to provide direction through business/industry partnerships to better identify academic/career technical knowledge and skills needed for programs. Selected representatives serve on the KACCTE committee, lead other business/industry participants in approving standards/competencies for each developed cluster/pathway, and will be instrumental in assisting in the identification of third party assessments leading to concurrent enrollment courses. Concurrency allows secondary students the opportunity to earn postsecondary credits, where applicable which lead to an industry-recognized certificate, postsecondary technical certificate, or associate degree. Programs of study groups are working to include potential baccalaureate degrees and identify transferability where applicable.
- **Developing or enhancing data systems to collect and analyze data on academic and employment outcomes**
 - The Kansas State Dept. of Education has a web-based application used by all secondary institutions with approved CTE programs dedicated to the collection of necessary data for federal/state reporting. This application (Career & Technical Education-“CaTE”) although in place for several years required minor enhancements for the FY08 transition year. Needed changes were identified, programmed, tested, and put into production. The additional requirement of providing information on participants in CTE programs was handled by adding an additional data element to the Kansas Individual Student Data System (KIDS). The CaTE application is projected to begin using the student data collected in KIDS as the starting platform for its data collection in FY10. Since KIDS already collects CTE student data in funded CTE courses, this would not duplicate efforts for secondary institutions. One element will identify that a student is a participant if s/he had one CTE credit, including nontraditional status if applicable. Several meetings were held with the KIDS Data Manager, Senior IT Project Coordinator and Application Developer to accomplish this task. Workshops, trainings and conference calls were held to update users and a document was written to provide guidance. Data from the CaTE system was pulled/matched to the academic assessment core indicators using the unique KIDS ID that are in both CaTE and KIDS. The Graduation Rate core indicator was also matched in the same manner to get that information for the CAR. Starting in December 2008, meetings with the IT Project Director, Senior Requirements Analyst, and the Research Analyst commenced to enhance what was needed to capture and report data for all 2009 core indicators.

- **Improving recruitment and retention of CTE faculty, administrators, counselors, and transitioning to teaching from business/industry**
 - Eighteen Kansas postsecondary CTE faculty from 10 colleges participated in internships related to their teaching career fields during 2007-08. Program areas included: construction technology, biotechnology, diesel technology, auto collision repair, business administrative technology, non-destructive testing technology, welding, heating/refrigeration, automotive technology, wind energy technology, telecommunications technology, and graphic arts. All CTE postsecondary faculty interns were given the opportunity to showcase their industry experiences during professional development sessions at the statewide annual Connecting Education and Employment Conference February, 2008.
- **Supporting occupational and employment information resources**
 - The Kansas Career Pipeline is a sophisticated career planning tool that is legislatively supported. Via www.kansascareerpipeline.org, students parents, and counselors find classes, training opportunities, and career information. It has proved to be a valuable resource for parents of special population students and their counselors to use when developing individual plans of study. Through the Pipeline, students can take various inventories that assess interests, skills, and work values.
 - Through collaboration between the Kansas State Dept. of Education, Kansas Board of Regents and Career Communications, Inc., 50,000 copies of the American Careers Student magazine and 25,000 copies of the Parent magazine were developed/disseminated to Kansas schools. Magazines were distributed in grades 8-12 and to interested parents. Magazines include assessments to aid students in clarifying interests/skills, articles highlight persons in professions based on the Career Clusters model, and an insert customized for Kansas may be used while planning secondary/postsecondary education ultimately leading to a career in the student's area of interest. Five trainings across the state supported professional development for teachers/ counselors as they guide students to plan their future careers.
 - Valuable labor market information is made available through the KCTERC website at www.kcterc.org. Examples include the Kansas Career Guide, Job Opportunities in Kansas, and Where Will You Be in 2010.

II. Progress in Developing and Implementing Technical Skill Assessments

Postsecondary Progress--During the past year all postsecondary institutions were asked to voluntarily report licensure/certification information for the 2006-07 student population as a first step in collecting statewide information. This information provided baseline data for this particular core indicator. Twenty-six postsecondary institutions provided some licensure/certification information (name of licensure/certification assessment and identified students/passage rates) in one or more of 38 program areas. Nonetheless, statewide performance for any one specific program area is not available because not all institutions with a specific CTE program participated. Results of the data indicated that at least 1,730 postsecondary students took and passed a licensure or industry-based certification assessment related to their field of study.

Kansas does not currently have common or state-recognized technical skill assessments required at secondary or postsecondary levels. However, graduates in a number of postsecondary CTE programs (primarily in health-related fields and emergency, fire, and law enforcement occupations) are required to complete and pass a licensure examination for employment. In addition, numerous postsecondary institutions encourage CTE program graduates to sit for various industry-based certification assessments upon completion of the program regardless of certification requirements for employment.

KBOR staff is working with postsecondary CTE program faculty to complete aggressive program alignment projects based on program-specific statewide business/industry advisory committee recommendations. Advisory committees are identifying industry-based assessment (or requesting the development of a statewide assessment) that will be required for each program area. Program areas with industry-based assessments currently available and offered at multiple institutions (and/or with large participation numbers) should be completed during the 2008-09 academic year. Data will be collected through institutional follow-up surveys of program concentrators and/or directly from assessment vendors, where access is permitted. KBOR staff is working to develop agreements with state licensing/ credentialing agencies and assessment vendors to gain direct access to individual student performance data where possible. However, as most students will take assessments after completing a program of study and collection of the data is done during student follow-up, actual reporting of this data will be further delayed.

Postsecondary Student Data	Postsecondary Data Reported	CAR
2007-08	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments	2009
2008-09	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2008-2009	2010

2009-2010	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2009-2010	2011
2010-2011	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2010-2011	2012
2011-2012	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2011-2012	2013

Secondary Progress--Kansas State Dept. of Education, Career and Technical Education, is in the process restructuring the Kansas Advisory Committee for Career and Technical Education (KACCTE). The primary purpose of the Kansas Advisory Committee on Career and Technical Education (KACCTE) is to provide business and industry a unified voice when advocating and providing recommendations for continuous improvement for CTE to, including the Kansas State Department of Education, the Kansas Postsecondary Technical Education Authority, the State Workforce Board and the Kansas Board of Regents on issues relating to:

- Development/promotion of a seamless system for delivery of technical education between secondary/postsecondary education
- Integration of business/industry workforce development needs and trends in Kansas into a seamless CTE system
- Acquisition of grants and other financial stipends for CTE initiatives
- Program improvement in secondary CTE programs

In promoting the seamless transition between secondary/postsecondary efforts, the KACCTE will assist in identifying existing state industry-recognized technical skill assessments required at the secondary level. The current method used to report/monitor technical skill attainment for secondary students involves identifying and reporting of students who have attained proficiency on the technical skill competencies. Technical skill competencies are based on industry standards included on each occupational competency profile validated by the local program advisory committee of each program and approved by KSDE. Students demonstrate proficiency in the classroom, clinical, and/or work environment for the competencies. The student's proficiency level is evaluated/reported by the instructor.

From the guidance/direction of the career cluster curriculum advisory committees of which the lead person serves on the KACCTE, the secondary level will implement industry-recognized technical skill assessments, where applicable. Until valid, reliable programmatic technical skill assessments are identified and/or developed for CTE programs, current competency profiles based on career clusters knowledge/skills serve as a tool to measure skill attainment.

To assist LEA's to progress to a valid/reliable measure for technical skill assessment, KSDE takes inventory on end-of-course/program assessment, if competency profiles are not used through the state pathway approval process. KSDE staff is working to develop an assessment system based on a combination of approaches including integrated state standards based on career clusters pathway knowledge/skills, existing industry-recognized credentials and certifications, and 21st century work-ready skills.

To correlate with the state Career Cluster implementation timeline, cluster/pathways investigating technical assessments include agriculture, food/natural resources, education/training, and health science. Pre-professional credentialing for the family/consumer sciences professions and industry-recognized credentialing in the agriculture professions have partnered with national-level initiatives.

III. Implementation of State Program Improvement Plans

Kansas secondary accountability data demonstrates as a state we met at least 90 percent of the agreed-upon state adjusted levels of performance for: 1) student attainment of challenging academic content standards and student academic achievement standards; 2) student attainment of career and technical skill proficiencies, and 3) student graduation rates. The following identifies individual districts and assessment data by percentage.

Skill Attainment – Reading

D0103	57%
D0212	57%
D0247	54%
D0300	0
D0316	33%
D0387	42%
D0389	48%
D0401	50%
D0408	58%
D0480	31%
D0484	58%
D0486	50%
D0488	50%
D0500	53%
D0505	56%

Skill Attainment – Math

D0206	0
D0212	43%
D0216	50%
D0227	38%
D0237	47%
D0246	0
D0247	46%
D0254	41%
D0271	38%
D0279	50%
D0286	46%
D0300	50%
D0316	0
D0342	50%
D0366	50%
D0386	33%
D0387	45%
D0389	48%
D0398	36%
D0406	29%
D0412	40%
D0419	50%
D0421	50%
D0480	38%
D0484	42%
D0486	0
D0487	0
D0488	33%
D0500	37%
D0503	50%
D0504	38%
D0505	44%
D0509	50%

Kansas State Department of Education (KSDE) actively participates in several school improvement initiatives to promote the development of high-performing districts. Districts showing deficiencies have access to and are strongly encouraged to adopt the improvement strategies. A priority for all KSDE staff is to provide technical assistance to the districts.

KSDE has adopted common characteristics of districts with high-performing schools from "School System Improvement Guide: Putting It All Together." Characteristics adopted include:

Clear and Shared Focus: Districts focus on student achievement, on learning and teaching, and on results. Districts reflect shared beliefs and values, establish clear and meaningful goals and a clear vision of change. Districts set goals, build commitment around goals, and remove competing programs as well as barriers when appropriate.

High Standards and Expectations for All Students: Districts hold all adults in the system accountable for student learning. Districts have clear expectations for instruction that are consistent with the focus on improved outcomes for students. Superintendents expect excellence of all. Districts exhibit intensive attention to classroom practice and provide guidance and oversight for teaching and improvement of learning for all students. Schools have latitude in use of resources and influence over issues important to school staff in supporting high standards and expectations for all students.

Effective Leadership: District leaders are dynamic, united in purpose, involved, visible in schools and interested in instruction. Leadership is ethical and distributed; all leaders have clear expectations for instruction, hold themselves and others accountable and consistently monitor schools for improved student achievement. All district administrators have direct or indirect roles in improving teaching over time.

High-Levels of Communication and Collaboration: Districts build a culture of commitment, collegiality, mutual respect and stability. Professional norms include peer support, collaboration, trust, shared responsibility and continuous learning for all adults in the system. Professional learning communities are developed to build teacher knowledge and skill and to change instruction across the system based on student needs. Districts must also develop as professional learning communities.

Alignment of Curriculum, Instruction and Assessment with Standards: Districts align curriculum standards, assessments and policies. Curriculum is aligned district-wide with a centralized, coordinated approach. Districts ensure that schools frequently monitor classroom practice for alignment of the "written," "taught," and "assessed" curriculum.

Frequent Monitoring of Teaching and Learning: Districts use data-base evidence to monitor results, to make instructional decisions and for accountability. District staff assists schools in gathering and using data. Districts hold all adults in the system accountable for student learning, beginning with the superintendent, district staff and principals. Districts have clear expectations for student achievement and apply consistent pressure on schools for measurable improvement in student achievement. Superintendents expect excellence of all, monitor, and provide feedback.

Focused Results-Based Professional Development: Districts may be providers or brokers of high quality results-based professional development programs focused on classroom practice. On-site coaching may be intensive and ongoing. Professional development support is based on needs identified at the school level through data-based evidence from results in teaching and learning. Professional learning communities are developed to build teacher knowledge and skills and support change of instruction across the system.

Supportive Learning Environment: Districts ensure that all students are valued and honored throughout the system and assist schools in creating learning environments that provide appropriate instruction for diverse learning. They also ensure that schools are safe, healthy and inviting environments for students and their families. Districts provide professional development to support staff in developing and implementing high expectations for student behavior. Districts develop and maintain procedures to guide student behavior and provide guidelines for dealing effectively with crises.

High Levels of Parent and Community Involvement: Districts mobilize and manage community and business support and involve family and community as partners. Kansas schools are required to implement a site council as one strategy to involve parents and communities. Districts build a culture of commitment, collegiality, mutual respect and stability.

Using the common characteristics KSDE adopted for school improvement, the chart reflects how districts and individual schools work together. The chart is available at www.ksde.org.

Another strategy KSDE has engaged in is to establish a multi-tiered system of support (MTSS) identifying instructional/ behavioral needs of all students and matching instruction/support with those needs. Districts provide technical assistance and professional development support to all staff as they design/implement a multi-tiered system of support in classrooms and schools. KSDE is in the process of adopting the following core beliefs to support MTSS actions:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Every leader at all levels are responsible for every student
- Change is intentional, coherent and dynamic

In order for each child to achieve the core beliefs, the following will occur:

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making

A final strategy to be implemented is Math-in-CTE. KSDE partnered with the National Research Center for Career & Technical Education to bring the Math-in-CTE Model to Kansas. The model uses teacher pairs (one CTE instructor and one math instructor) from the same district/building who share common planning time. They identify and teach mathematical concepts embedded within the CTE curriculum. Working together, the instructors are better able to standardize math vocabulary used in both classes which enables students to make better connections between what is taught in math and what is taught in CTE classes.

IV. Implementation of Local Program Improvement Plans

Not applicable at this time

V. Tech Prep Grant Award Information

Not applicable