

Consolidated Annual Report (CAR) for the Perkins Career and Technical Education Act of 2006
KANSAS Program Years (PY) 2008-2009

Part B: Narrative Performance Information

I. Implementation of State Leadership Activities

A. Required Uses of Funds

- **Conducting assessments of funded vocational and technical education programs**
 - Twenty percent of the secondary institutions receiving Perkins funds are monitored each year. Field experts are contracted to conduct monitoring visits and oversight of Perkins expenditures. During the monitoring process, documentation to support programmatic and fiscal expenditures is reviewed. If documentation demonstrates that a plan for improvement is needed, KSDE staff provides technical assistance in developing and implementing the plan for improvement. A progress report is provided to KSDE staff mid-year demonstrating progress that has been made in the plan for improvement. Cluster/pathway programs will be assessed based on risk analysis determination beginning with the monitoring of the FY 2010 Perkins IV funds.
 - A peer review process was continued as a means for assessing the FY 2010 Carl D. Perkins Local Grant application approval at the secondary level. Perkins Grant Writers/Coordinators volunteered to read and assess the submitted Carl D. Perkins local applications for FY 2010. Volunteers worked in teams to review and provide guidance for state staff when determining what additional information was needed for the applications to receive substantial approval. State staff used the suggestions to provide a consistent message when contacting recipients for additional revisions. Districts were notified of their approval status by July 1, 2009. Using a rubric, LEA's received one of three levels of approval. Districts requiring additional information to reach approval status had a deadline of mid-August to submit additional documentation. A final letter of approval was sent to all districts by October 1, 2009 for the FY 2010 grant award.
 - An instructional program to certify Agricultural Education instructors in the Animal Systems pathway, specifically canine care and training, was planned and presented. The hands-on training provided instruction needed for sound principles in dog health, kennel maintenance, and canine nutrition. Participants discovered that to ensure quality teaching methodologies for canine care and training, much more was needed to provide learners with all aspects of the canine industry.
 - The structure of the Kansas Advisory Committee for Career and Technical Education (KACCTE) was reorganized to support secondary CTE. The reorganization resulted in a membership composition to include representatives of each of the career clusters as defined by KSDE, representatives from large and small business and industry and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Director of Academic and Technical Education for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE to, including but not limited to, the KSDE, the Postsecondary Technical Education Authority, the State Workforce Board and KBOR. The representatives on the KACCTE work closely with KSDE consultants to provide direction in selecting third party assessments that are representative of industries in Kansas, as well as, the global economy. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected third party assessments.
 - In FY 2009 KBOR implemented The Perkins Review, Compliance and Technical Assistance process. The process combines the efforts of the Career and Technical Education staffs at the Kansas Board of Regents and the institutions as postsecondary partners. Board of Regents/Career and Technical Education staff regularly reviews the grant activities, outcomes, and expenditures for all federal and state initiatives for which the state receives funding. The staff also reviews all state-approved CTE programs and related courses within a four-year period. Regional Perkins Review, Compliance and Technical Assistance process on-site visits are conducted each year by Board of Regents staff. Consequently, most institutions will be visited annually, once for each step in the process. Board of Regents staff may conduct additional targeted visits to an institution or region when it is determined by submitted information. Using established selection criteria and desk audit reports, staff will review Perkins Review, Compliance and Technical Assistance process items contained within the four components of the on-site visit:
 - a. Perkins Program Review of Approved Programs (25%)
 - b. Perkins Data Evaluation and Accountability Review (25%)
 - c. Civil Rights Review (25% Desk Audit – 2 on-site visits)
 - d. Perkins Financial Audit (25%)

- **Developing, improving, or expanding the use of technology in CTE programs**
 - KSDE staff worked cooperatively with the Kansas Career Pipeline 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. A KCP field representative offered trainings to districts and other interested parties throughout the year.
 - Podcasts were developed to introduce new and related aspects that were relevant to the career and technical education field during FY 2009. Podcasts provided a venue of new technology when delivering a consistent message and serving more individuals. Some podcast topics that were developed and placed on our KSDE website include: *Why Does Your Pathway Exist?*, *Interpreting Labor Market Information and Student Career Inventories*, *Terminology: Out with the Old, In with the New*, *Transitioning from a VE-2 program to a Career Cluster*, *Career and Technical Education Resources*, *Advisory Committees*, *Policies and Procedures for Creating Articulation Agreements* and *The Kansas Career Cluster Model*.
 - KSDE consultant for Project Lead the Way conducted certification visits culminating in a total of 7 local districts becoming certified. Seven districts were fully accredited. The number of Project Lead the Way Engineering programs has increased from 32 to 39 (22% increase) at the high school and middle level.
 - 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 high fidelity 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. Technical assistance was provided in simulation lab development, equipment selection, and simulation scenario development for use in a nursing and allied health curriculum.
 - A statewide simulation users group, developed in conjunction with the Kansas Board of Nursing and using Kan-Ed as a resource, has continued to develop simulation scenarios that are being shared among programs and with business and industry.
 - 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.
 - From the Reserve Fund Grants, Fort Scott Community College and Highland Community College were both awarded funds to support the purchase of simulation equipment for their Nursing/Allied Health departments. The equipment provided the latest technology for a clinical lab, controlled environment.
 - In the high skill, high demand area of advanced manufacturing, four colleges were awarded funds from the Reserve Fund Grant to improve the student lab experience through equipment purchases. Hutchinson Community College expand their lab capacities in Electrical Engineering Technology and Manufacturing Engineering Technology, Kansas City Kansas Community College and North Central Technical College purchased welding stations to expand their Welding programs, and Salina Area Technical College's equipment purchases enabled students to develop programming and skills in CNC machine tool.
 - State Funds were awarded to Barton County Community College to purchase a vehicle chassis dynamometer; which allows the user to evaluate vehicle performance, providing the means to measure and record dynamic vehicle data, including engine horse power, torque, acceleration, and other useful information utilized to properly tune and diagnose. The chassis dynamometer simulates "real-world" driving conditions; allowing the faculty to take the entire class on a road-test without ever leaving the safe confines of the training facility. Through the utilization of LCD projection equipment, information can be shared with the entire class; facilitating a rich, interactive, and productive training environment.
 - State Funds were awarded to Wichita Area Technical College to develop a new fiber optics program that would prepare students for employment as fiber optic technicians. Students upon completion of the program may become Certified Data Cabling Installers and/or Fiber Optics Installers through the Electronics Technicians Association (ETA). Industry partners are Boeing, Spirit Aerosystems, Cessna, and the SAE International Fiber Optic Design and Education Committee.
- **Offering professional development programs**
 - Many secondary CTE and Academic instructors, Guidance and Career Counselors, and Administrators participated in business and industry externships relative to their specific content areas through funds made available with the Perkins IV local applications and the competitive Perkins Reserve Funds. Externship participation provided a means for participants to update skills, identify needed curriculum revisions especially for

- inclusion of rigorous academics and current up-to-date technology utilized in the workplace, with 29 externships conducted across the state.
- KSDE and KBOR participated in a collaborative effort to provide a state wide conference to assist with career cluster implementation. The conference, Kansas Workforce Development and Career Clusters Institute, was a three-day conference focused on planning and implementing career clusters and programs of study. Participants were asked to register as a team that included: Secondary and postsecondary members, CTE and Academic teachers, Career and Guidance Counselors and Administrators. Teams worked to complete a self-assessment and develop a strategic plan for career clusters implementation at their institutions.
 - The Manufacturing Cluster/Pathway development project was a collaborative project with business and industry representatives, SkillsUSA State Director and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for two pathways: Production and Maintenance. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Manufacturing cluster/pathways in August 2009.
 - Collaborative projects with business and industry representatives and teachers of the Architecture and Construction, Human Services, Information Technology, Marketing and Finance career clusters/pathways began Spring FY 2009. For each cluster, pathways representative of high-wage, high-skill, high-demand occupations in Kansas were determined. A sequence of courses was identified and course descriptions and competencies developed for each of the clusters/pathways. The KACCTE will endorse each cluster/pathway Fall FY 2010.
 - Math-in-CTE technical assistance provided extended professional development activities in which CTE and math teacher partners, worked together in communities of practice, to math-enhance CTE curricula utilizing a tested pedagogic framework. The format for the professional development opportunity was conducted via a three day training put on by the National Research Center for Career & Technical Education (NRCCTE). The outcome was the development of a cadre of state-level leaders who were prepared to provide the same professional development to others in their districts, regions or state. A state-level consultant was contracted to monitor the implementation of Math-in-CTE professional development over the 2008-2009 academic year.
 - Through a competitive application for Carl D. Perkins Reserve Funds, CTE and academic teachers, career counselors and administrators participated in the National Career Cluster Institute to explore what other states were doing to implement career clusters. Because of the professional development focus with the reserve funds, Kansas had the largest numbers of attendees with a total of 131. Applicants were required to provide accountability (deliverables) and sustainability to support what was learned and to be considered for implementation. Deliverables included lesson plans, plans of improvement, improved web-sites, and exploration activities for new clusters/pathways including research and labor market determinations. LEA's also used the reserve funds to purchase resources to enhance classrooms, counselor offices and libraries.
 - A two day simulation scenario development workshop was conducted in November 2008 to train nursing and allied health faculty members from 20 nursing/allied health educational programs. Faculties were provided opportunities to develop curriculum and assessments integrating the use of simulation, and were given hands-on training on some of the latest simulation software. During this workshop faculty learned about simulation scenarios and specific assessment techniques, student debriefing techniques, equipment selection and preparation. Faculty developed simulation scenarios to create realistic patient experiences to improve students' abilities in properly assessing and interacting with patients, thus increasing student skill proficiencies prior to actual onsite clinical experiences.
 - In March 2009, a Nursing Faculty educational conference was held in Wichita, providing faculty with new national innovations regarding clinical training and optimal utilization of nursing faculty. Using several Robert Wood Johnson Nursing Fellows, faculty were able to hear presentations of the latest innovations in nursing education and were then guided through a focused process of how these innovations could be implemented within their own programs.
 - With the inception of Perkins IV Legislation, numerous changes were considered as KBOR and KSDE CTE staff implemented comprehensive professional development. The 16th annual statewide conference, "Workforce Development and Career Cluster Institute" was held in February 2009, and focused on the development of Programs of Study between secondary and postsecondary educational institutions in each of the identified cluster areas, serving Special Populations Students, meeting Performance Indicator #5 (Nontraditional Occupations), and updates on Perkins requirements. Approximately 700 participants attended.
 - Twelve Kansas postsecondary CTE faculty members, from six different colleges, participated in internships in their related teaching career fields during 2008-09. Faculty internships were in: Wind Energy Technology, Nursing, Criminal Justice, Graphic Design, Manufacturing Technology, Automotive Technology, Telecommunications

- Technology, Dental Assisting and Professional Cooking. All CTE postsecondary faculty interns participated in a poster session showcasing their industry experiences at the Kansas Council for Workforce Education Reception held during the February 2009 conference, "Kansas Workforce Development and Career Cluster Institute".
- "Preparing Individuals for High Skill, High Wage Careers" in gender nontraditional careers was the focus of the NTO Kansas: A New Look Initiative contracted with the Illinois Center for Specialized Professional Support under the direction of Lynn Reha and the Kansas Board of Regents Career Technical Education Staff. The KBOR CTE Staff and Lynn Reha offered two, 1 day workshops to launch the New Look program improvement process.
 - Through the Perkins State Leadership Funds an Industry-based Program Accreditation and Certification Grant was established. For FY 2009 institutions were awarded funds on a competitive basis, for accreditation and/or certification with NCCER, AWS, NATEF, and I-CAR. Faculty from 12 postsecondary institutions from across the state, were awarded funds to obtain certifications.
 - 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. Starlink, in its 19th year, gave Kansas community and technical college employees on-demand access to over 120 hours of online, video-based professional development training accessible 24/7. This included ninety, 60 to 90 minute seminars by nationally renowned educational experts and one hundred twenty 2 to 8 minute video teaching tips called "ideas". Starlink reported 1740 users who accessed the professional development series.
- **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 has been successfully used to provide a truly seamless tool for high school students matriculating to community and technical colleges and Kansas business partners. 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 their basic foundational academic skills to a satisfactory level for technical training. Postsecondary students understand the importance of academic skills when they are on "provisional" status until they have earned the proper WorkKeys scores.
 - A timeline to transition from a VE-2 program to cluster/pathways was established and included in our State Plan. Agriculture, Food and Natural Resources, Education and Training, and Health Science Education were the first career clusters /pathways to be implemented. Required program of study models support the integration of technical and embedded academics, especially in reading, writing, mathematics and science. As the program of study models are developed, state staffs worked collaboratively with secondary and postsecondary teachers to identify the appropriate levels and courses in which the academic and technical knowledge and skills necessary for success are taught and student attainment assessed. The number of programs transitioning to the career clusters/pathways include: Agriculture, Food and Natural Resources, 212; Education and Training, 13, and Health Science Education, 27.
 - A multi-step project with WestEd focused on examining commonalities in content between the state's CTE standards and academic standards. The participants identified proficiency descriptors in each content area based on the benchmark statements in the 21st Century Learner Profiles. The proficiency descriptors provided KSDE with operational definitions of the critical 21st Century Benchmark skills in each CTE and assessed academic content area and supported decision making about strategies for improving instructional practice. Focused Career Cluster areas include Agriculture, Food and Natural Resources, Human Services, Education and Training, Health Science Education and Architecture and Construction.
 - 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 and National Career Cluster Institute. The overall outcome was to build collaborative efforts while forming transitions from the middle grades to high school and from high school to postsecondary education and/or careers. Knowledge gained provided attendees with a clear focus on how to motivate students for improved achievement through school reform initiatives such as HSTW Key Practices and/or implementing career clusters.
 - 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 best practice state-wide MTSS conference was organized as a tool for highlighting districts that had demonstrated improvement.

- A 1.5 day workshop, conducted August 2008, with secondary health science careers exploration teachers and postsecondary nursing/allied health program directors, focused on the refinement of the Health Science Cluster program of study model. This work was a continuation of work that began earlier in the year; as 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, Biology and Medical Terminology.
- 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 and integration of academic and technical skills and programming. As the program of study models are developed, state staffs will work collaboratively with secondary and postsecondary educators to identify appropriate levels and courses in which the academic and technical knowledge and skills necessary for success will be taught and student attainment assessed.
- 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.
- The Kansas Curriculum Bank (KCB) website was launched during FY2009. The KCB provides open access to the many elements involved in the curriculum alignment process occurring within Kansas postsecondary career and technical education. The KCB provides access to the following: 1) the Worldwide Instructional Design System (WIDS) software; 2) participation in project discussions through discussion threads; 3) meeting information; 4) contact information; 5) aligned curriculum, standards and competencies; 6) forms.
- Over the past three years the Kansas Technical Education Authority has developed a demand-driven framework and implemented a process to better align like technical programs within the state and with the needs of business and industry, improve the seamlessness between secondary and postsecondary technical education programs and among postsecondary technical education programs within the system. The process utilizes industry-based assessments to verify the skills of program graduates and increases the number of graduates attaining credentials recognized and valued by business and industry. The industry standards, credentials, and assessments are based on input from statewide business and industry committees and valued by Kansas employers. Following the approved framework, existing technical programs are closely examined and common core courses, prerequisites, exit points, and program lengths are established. In addition, Postsecondary Perkins State Leadership funds have been earmarked to assist colleges in attaining recommended program accreditations and the upgrading instructor credentials to meet program accreditation standards.
- **Providing preparation for nontraditional fields in current and emerging professions and activities providing exposure to high skill high wage occupations**
 - The 9th Annual Kansas Breaking Traditions scholarship competition was held this year. Fliers were sent to all secondary and postsecondary schools explaining in detail what a gender nontraditional occupation is and how students apply for the scholarships. From the applications submitted, six scholarships were awarded to students receiving training in an occupation that will lead to high-wage, high-skill gender nontraditional occupational employment. The female scholarship recipients are majoring in Automotive Technology, Computer-Aided Drafting, Welding Technology, Auto Collision Repair, and Mortuary Science. Our male scholarship recipient is majoring in Practical Nursing.
 - The February 2009 Kansas Workforce Development & Career Clusters Institute showcased Kim Green, Executive Director of the National Association of State Directors of CTE, who shared with the participants the national focus of gender nontraditional career fields. Ms. Green presented information about the Perkins Core Indicators, 5P1, Nontraditional Participation, and 5P2, Nontraditional Completion.
 - Lynn Reha, Director of the Illinois Center for Specialized Professional Support, Illinois State University, facilitated a "Best Practices" session at the February 2009 Conference with the representatives from the nineteen colleges that received Kansas gender nontraditional (NTO) mini grants. By design, the NTO "New Look" mini grants addressed the requirements of Perkins IV. The college NTO project leaders showcased their gender nontraditional activities, date of the event, and focus of the activity.
 - In February 2009, at the Kansas Workforce Development & Career Clusters Institute, the eight Kansas "New Look" Liaisons developed a FY 09 strategic plan for gender nontraditional goals and activities. The training workshop was conducted by Lynn Reha, Illinois Center for Specialized Professional Support along with KBOR CTE staff.

- KBOR contracted with Lynn Reha, Director, Illinois Center for Specialized Professional Support, Illinois State University, to design a Kansas process to support the enhancement of programming for learners preparing for gender nontraditional careers with the intent of increasing the Kansas achievement of the Perkins Core Indicators for participation and completion of gender nontraditional careers, 5P1 and 5P2. In August, 2008, Ms. Reha provided an intense one-day Train-The-Trainer Program Improvement Model workshop for the secondary and postsecondary State of Kansas CTE staff.
- KBOR CTE launched the NTO Kansas: A New Look project on October 2008. Lynn Reha, Director of the Illinois Center for Specialized Professional Support, Illinois State University, was the content expert and facilitator. Eighty-six participants from a majority of Kansas community colleges, technical colleges, and Washburn University, attended the NTO Kansas fall launch. This full-day workshop provided activities for increasing enrollment in gender-based nontraditional high skill, high wage, and high demand career fields. Colleges participating in the project were to conduct an institutional online self-study with Illinois Center for Specialized Support-NTO Kansas a New Look <http://www.icpsp.ilstu.edu/services/KS/kansas.shtml>.
- The "Next Step" Workshop for the NTO Kansas: A New Look initiative held in November 2008, hosted by KBOR CTE staff, was attended by 50 representatives from Kansas postsecondary community and technical colleges. Participating colleges shared the results of their online self-study Recommendation Survey provided by the Illinois Center for Specialized Professional Support. Colleges that completed the on line self study and developed a college wide strategic plan for increasing enrollment in gender-based nontraditional high skill, high wage, and high demand career fields were eligible to submit an NTO Mini Grant ranging in size from \$2,000 to \$3,000 to implement their 2008-2009 strategic plan.
- "Team Thunder" from Grove, Oklahoma, participated in Barton County Community College's second annual Breaking Traditions Camp. The four-day event allowed 69 area students from middle school through recent high school graduates to explore a variety of careers including awareness of nontraditional career choices. During the first three days, students picked from eight career choices. On the fourth day, all students participated in activities that were led by "Team Thunder". "Team Thunder" is a top fuel education and professional racing team that engages students from middle school through the postsecondary level on its educational message that focus on making good choices and understanding how math, science, technology, language arts and other subjects are applied in the real world.
- Butler Community College used interactive technology to inspire high school students with the confidence to be successful in nontraditional occupations. In April 2009, Butler Community College CTE faculty, representing areas of agriculture, auto collision repair, automotive technology, nursing and welding, encouraged students across South Central Kansas to follow the career of their dreams no matter their gender via an Interactive Distance Learning (IDL) network at South Central Kansas Education Center in Clearwater, KS. Butler was able to identify a weakness of recruiting and retaining students entering postsecondary education in gender nontraditional occupation industries through the NTO Kansas: A New Look Initiative. After the awareness seminar, 90 percent of the responding high school students agreed that the training increased their belief that they could be successful in specific gender nontraditional occupations.
- Johnson County Community College offered two Nontraditional Occupations IT Girls summer camps. The program was designed to provide young women entering grades 9 through 11 with the opportunity to come to a college campus for a unique technology-focused camp aimed at keeping girls interested in computers and technology. The camp focused on teaching digital design, internet navigation, web site development, computer graphics, multi-media and digital moviemaking. After the first camp, the program staff conducted a plus delta assessment and revised the second session based on those items that were more favorably rated. It was determined the participants were already familiar with Microsoft Office and were more interested in Photoshop, GPS, web-page development and movie maker.
- In March 2009, seven Kansas "New Look" Liaisons and the KSDE Nontraditional Consultant attended the National Alliance for Partnerships in Equity & Women Work, "Moving Together Toward Equity in Education and Employment". The delegation attended the one day training workshop on the Five Step Process with Mimi Lufkin. The Kansas delegation returned to Kansas to serve as a resource for LEA's and colleges to access ideas and information of national initiatives in gender nontraditional career fields.
- Through a collaborative effort between KSDE, KBOR, Kansas Department of Commerce and Career Communications, Inc., 50,000 copies of The American Career Magazine were distributed to counselors and teachers to use with high school learners in Kansas as they plan their high school and post high school education pathway. There were also 25,000 copies of the parent edition that focuses on nontraditional career opportunities made available. The magazine is standards-based, career education materials with real world student projects based on career clusters, available in English and Spanish. Pages in the magazine were customized for Kansas

and included: high-demand, high-wage, high-skill careers, Kansas Career Clusters Model, Kansas High School Graduation Requirements, Kansas Qualified Admission, helpful websites, Individual Plan of Study for 8th grade and above and a map of postsecondary institutions and their locations in Kansas.

- **Supporting partnerships to enable students to achieve state academic standards, career and technical skills, and completion of CTE programs of study**
 - The structure of the Kansas Advisory Committee for Career and Technical Education (KACCTE) was reorganized to support secondary CTE. The reorganization resulted in a membership composition to include representatives of each of the career clusters as defined by KSDE, representatives from large and small business and industry and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Director of Academic and Technical Education for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE including but not limited to, the KSDE, the Postsecondary Technical Education Authority, the State Workforce Board and KBOR on issues relating to: development and promotion of a seamless system for delivery of technical education between secondary and postsecondary education, integration of business and industry workforce development needs and trends in Kansas into a seamless CTE system, acquisition of grants and other financial stipends for CTE initiatives and program improvement in secondary CTE programs.
 - The Eighth Annual Workforce Summit was held in January 2009. The Summit was attended by approximately 300 educators, economic development leaders, industry leaders and legislators. The theme of the summit was *"Taking Education, Employers and Economic Development to the Next Level: Mass Collaboration, Peer Production and Web 2.0."* The Summit addressed new realities in Kansas and the global workforce, with presentations being made by Governor Kathleen Sebelius; Secretary David Kerr, Kansas Department of Commerce, Anthony Williams, Co-Author of *Wikinomics: How Mass Collaboration Changes Everything*, Ron Crouch, Kentucky Data Center, Robert Stonehill, Learning Point Associates, Larry Dixon, Jones Institute for Educational Excellence, Larry A. Isaak, Midwestern Higher Education Compact, Steve Morris, President, Kansas Senate, Mike O'Neal, Kansas House of Representatives, Anthony Hensley, Minority Leader, Kansas Senate, Paul Davis, Minority Leader, Kansas House of Representatives and Byron Zuidema, U.S. Department of Labor.
 - Secondary career and technical education consultants 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) Manufacturing and Architecture & Construction partnership to establish courses for the respective clusters/pathways, b) KACCTE to endorse the Agriculture, Food and Natural Resources, Education and Training, Human Services, Architecture and Construction, and Manufacturing clusters/pathways, c) Health Science Education to collaborate with postsecondary institutions to develop articulation agreements to enhance secondary health science education learning, and d) HSTW national representatives to establish a foundation for area high schools to implement their key strategies for school reform measures.
 - 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 has taken place, and work is currently underway to assist Associate Degree RN programs with their alignment process, which includes statewide articulation between Practical Nursing and Associate Degree RN educational programs.
 - KBOR staff continues to work with the Kansas Board of Nursing to develop and implement simulation scenario 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 assist in validating educational methodology. An additional goal was to develop standard measurements of validity and reliability for use in both simulation centers and in clinical settings with professional staff.
 - KBOR staff in partnership with the Kansas Board of Nursing and the Kansas Hospital Association initiated a Nursing Faculty Summit in March 2009. The objective of this summit is to begin to lay the foundations for a strategic plan to address the on-going nursing faculty shortage and the continuing difficulty surrounding adequate clinical access for nursing students. An outcome of this first of three summits was to develop a process of nursing faculty sharing, enhanced clinical partnerships among hospitals and educational institutions, creation of hospital based clinical instructors, and an investigation of national best practices in higher capacity clinical access for nursing students.

- In an on-going collaboration with the Kansas Hospital Association, a fourth edition of the Top Health Care Occupational Opportunities in Kansas publication was developed. This publication provides a listing of the health care job opportunities in the state, information about the professions, the educational and credentialing requirements, salary information, job outlook, and the educational institutions that provide the education needed with contact information. This publication was made available to secondary health science teachers, counselors, parents, and anyone else interested in a career in health care. The Kansas Hospital Association has placed copies of this publication in all of their hospitals and clinic waiting rooms. The publication is available as a hard copy and on-line at the KBOR website.
 - KBOR and KSDE staff conducted meetings with health science teachers, postsecondary healthcare program faculty and counselors to continue developing a seamless transition for health science students into postsecondary professional healthcare programs. Health science educators were updated on the latest revisions to the National Health Science Foundation Standards and Accountability Criteria as developed by the National Consortium for Health Science and Technology Education. These revised national standards were again cross-walked with Kansas Health Science Standards and state academic standards to be sure they were in alignment.
 - Through the implementation process to better align like technical programs within the system, partnerships have been formed to incorporate appropriate industry standards, credentials, and assessments based on input from statewide business and industry committees and valued by Kansas employers.
- **Serving individuals in state institutions**
 - The Juvenile Correctional Facilities Vocational Consortium (JCFVC) leadership team discussed the development of an appropriate career pathway for each site. Through the use of the Kuder Assessment and industry reports it was concluded that the first career pathways to be developed are Manufacturing and Construction. The JCFVC leadership team also researched the need for an approved curriculum that aligns with standards. Currently JCFVC is reviewing the curriculum requirements to implement the Architecture and Construction and Manufacturing clusters/pathways. Business and Industry contacts have been made to aide in the development of the career clusters/pathways to ensure that students are provided with strong experience and understanding of all aspects of an industry. JCFVC plan to pursue the implementation of the WorkKeys assessment tool to accurately assess the progress of their programs.
 - Through the implementation of Multi-Tier System of Supports (MTSS), JCFVC has ensured that all students are being challenged academically. JCFVC also utilizes the results of the Measure of Academic Progress test to ensure that students are appropriately challenged. Continued use of these tools and data assist as a guide for program improvement.
 - Through the use of Kansas Career Pipeline (KCP) and additional counseling efforts, students were encouraged to enroll in rigorous and challenging courses. The utilization of the KCP aided in creating each student with an individual education plan and all students attending the school program at each JCFVC site are required to complete a career education course. It is our plans to continue training staff and students on the KCP support system.
 - A total of 851 youth were served through JCFVC Perkins funded activities.
 - 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 retention skills training to inmates prior to being released from prison by: 1) assisted in successfully completing a 3-year articulation agreement with Hutchinson Community College; 2) upgraded a computerized job bank to include 1390 statewide and regional employers; 3) screened and enrolled 26 students for a new Manufacturing Skills Certification college-level class offered for offenders; 4) participated in 12 hours of Kansas Department of Corrections in-service training regarding offender issues; 5) worked with minimum custody offenders on employment and tax issues; 6) continued to process statewide NCCER career technical certificates and credentials; 7) participated in professional development with the Department of Justice/National Institute of Corrections entitled "Embracing the 21st Century Workforce"; 8) conducted vocational skills written testing for 9 Electrical Technology students.
 - **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 9th Annual Kansas Breaking Traditions scholarship competition was held this year. Fliers were sent to all secondary and postsecondary institutions explaining gender nontraditional occupations and how students apply for scholarships. From submitted applications, six scholarships were awarded to students receiving training in an occupation leading to a high-wage, high-skill, gender nontraditional occupation. Female students are majoring in Automotive Technology, Computer-Aided Drafting, Mortuary Science, Auto Collision Repair and Welding Technology. The male scholarship recipient is majoring in Practical Nursing.
 - KSDE State Guidance Counselor continues to promote the use of Individual Career Plans of Study to be used by districts assisting all students, inclusive of special population and nontraditional student, to prepare for future career opportunities.
 - 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 the student’s 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.
 - Staff from the National Secondary Transition Technical Assistance Center (NSTTAC) provided technical assistance/facilitation services via a conference call with the state of Kansas transition planning team. The Kansas State Capacity Building Tool that was developed in 2008 was reviewed and discussion centered on progress made on each of the specific capacity-building activities. One of the goals was general awareness to the state on transition services/dropouts as a way to expand state-wide information dissemination. Dropout data in regards to participation in CTE was shared. Future plans include a session at the 2010 Innovations in Career Technical Education conference on adaptive services and assistive technology that may be utilized by students with special needs or disabilities who participate in CTE programs.
 - Kansas postsecondary CTE faculty, counselors, administrators, and Perkins coordinators were provided the opportunity to hear an overview of the Career Cluster development at a dinner meeting with Kim Green, Executive Director of the National Association of State Directors of Career & Technical Education Consortium, at the February 2009 annual Workforce Development & Career Clusters Institute. Ms. Green spoke about the importance of seamlessness when students move from level to level using Career Clusters & Programs of Study.
- **Offering technical assistance**
 - Progress Reports are submitted and reviewed twice during the fiscal period of the grant award. The reports are used to determine the status of each Perkins Improvement Grant secondary districts/consortiums. Technical assistance was provided to the districts/consortiums as requested.
 - Instructors of Agriculture, Food and Natural Resources, Education and Training, and Health Science Education received technical assistance as they prepared to be the first CTE programs to transition to clusters/pathways. Assistance included developing curriculum representative of a program of study, sequence of three courses, how to establish advisory committees, creating quality articulation agreements to ensure learner outcomes are included and submitting a final application for approval. Number of programs transitioning to the clusters/pathways include: Agriculture, Food and Natural Resources, 212; Education and Training, 13, and Health Science Education, 27.
 - Collaborative projects with business and industry representatives and teachers of the Architecture and Construction, Human Services, Information Technology, Marketing and Finance career clusters/pathways began spring 2009. For each cluster, pathways representative of high-wage, high-skill, high-demand occupations in Kansas were determined. A sequence of courses was identified and course descriptions and competencies developed for each of the clusters/pathways. The KACCTE will endorse each cluster/pathway fall 2009.
 - Math-in-CTE technical assistance provided extended professional development activities in which CTE and math teacher partners, worked together in communities of practice, to math-enhance CTE curricula utilizing a tested pedagogic framework. The format for the professional development opportunity was conducted via a three day training put on by the National Research Center for Career & Technical Education (NRCCTE). The outcome was the development of a cadre of state-level leaders who were prepared to provide the same professional development to others in their districts, regions or state. A state-level consultant was contracted to monitor the implementation of Math-in-CTE professional development over the 2008-2009 academic year.
 - Technical assistance is a major responsibility for KSDE consultants. Assistance includes career cluster/pathway development inclusive of program of study development, integration of academics, advisory committees, articulation agreements, identifying professional work experience opportunities and identifying third party assessments. Other assistance targets career guidance and data collection issues. Technical assistance

- methodologies used are workshops, conferences, conference calls, blogs, podcasts, email listserv messages, IDL, ITV, live-webstreaming and PowerPoint presentations posted to the website. Due to increased financial setbacks, feedback from the field continues to indicate the need for more use of technology as a means to provide technical assistance.
- 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. New to the website this fiscal year are a host of additional tools/resources to support the work of collaborative projects, services and activities needed to carry out the increased need for CTE in our schools. The enhanced website includes a drop down menu for visitors to select Career and Technical Education topics. Some broad topics for the CTE website include, *"Mission and Responsibilities, Career and Technical Education Documents and Forms, and Carl D. Perkins Federal Accountability."*
 - Postsecondary technical assistance is provided by KBOR staff. Assistance provided includes leadership, integration of academics, completion of grant proposals and reports, data submission, and information regarding national program accreditation and 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 and reviewed to determine status of each Perkins Improvement grant in postsecondary institutions. Technical Assistance was provided to the educational institutions as needed or requested. 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 09; Office for Civil Rights Review Desk Audits and On-Site Visits for FY 09; Innovative Technology and Technology Internship Grants; Nontraditional Fields Grants (NTFG); Kansas Workforce Development and Career Cluster Institute; 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.

B. Permissible Activities

- **Improving career guidance and academic counseling programs**
 - KSDE State Guidance Counselor continues to promote the use of 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 Kansas Career Pipeline (KCP) is a sophisticated web-based 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. KCP, using KUDER software, creates a profile of the student's 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.
 - 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 and certify dislocated adult workers after lay-offs as they seek to certify and improve current skills as they transition to new jobs and careers.
 - KBOR staff, in on-going collaboration 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, continues to monitor the progress and process of the Kansas Nursing Initiative.
 - In an on-going collaboration with the Kansas Hospital Association, a fourth edition of the Top Health Care Occupational Opportunities in Kansas publication was developed. This publication provides a listing of the top health care job opportunities in the state, information about the professions, the educational and credentialing

- requirements, salary information, job outlook, and the educational institutions that provide the education needed with contact information. This publication was made available to secondary health science teachers, counselors, parents, and anyone else interested in a career in healthcare.
- Raising awareness and the image of technical education continues to be a major area of focus among the Technical Education Authority's priorities. The Authority approved and began implementation of a comprehensive marketing plan for technical education. Among the first steps of this marketing plan were the development and the launching of www.CareerZoomKansas.com. Focusing on the tagline "Put Your Passion to Work," this website allows an individual to search for and receive information on career technical education training opportunities related to his/her interests or passions that are provided by the 26 community and technical colleges within the state. Site users can search for potential programs using broad occupational categories, specific occupational titles, and/or by institution statewide or within specific regions. The website also provides information regarding tuition and fees associated with technical programs as well as direct links to each institution for additional information and admission requirements. The website also accommodates a direct link to the Department of Commerce KANSASWORKS website through which a user can search for potential job opportunities, get workforce information, create a professional profile and/or post a resume. The Kansas career technical education spectrum is vast with options, offerings, programs and career paths. To assist individuals without a clear occupational focus, the website also provides a direct link to the Kansas CareerPipeline.org website. Current plans include further integration of the information and access to among these various websites as well as connecting directly to labor market information from the Department of Labor will only strengthen this resource and unify the career technical and statewide workforce messages of these
- **Establishing agreements between secondary and postsecondary CTE programs to provide postsecondary education and training opportunities for students**
 - Kansas students are able to take advantage of local articulation agreements established between a community and technical college, university, and the local secondary education agency. To assist districts in articulating agreements, a resource document "Creating Articulation Agreements" was developed as a tool for programs transitioning to the cluster/pathways. It is anticipated that as curriculum continues to be aligned at the secondary and postsecondary levels, the development of state-wide articulation agreements for secondary/postsecondary clusters/pathways will be a priority. At the secondary level, a requirement of all new cluster/pathway applications is an articulated agreement signed annually by leadership of the participating secondary and postsecondary institutions.
 - With the approval of the Kansas State plan for CTE, Leadership Funds were established to provide support for innovative partnerships to meet critical workforce development needs. These funds were distributed through a competitive grant process that focused funding on: *Targeting Technical Talent in the High School*. The purpose of the *Targeting Technical Talent in the High School* grant was to establish new partnerships between colleges and high schools in the state. The intent was to deliver college credit-bearing technical courses to high school students, with a priority given to those programs that have undergone the state alignment process. Colleges were required to report the number of high school participants, the number of college credit hours earned, levels of success and college program completion. A total of \$262,780 was awarded to 8 institutions, establishing partnerships with more than 125 Kansas high schools.
 - Through the *Targeting Technical Talent in the High School* grant, Coffeyville Community College developed partnerships with 5 area high schools to provide up to 18 college credit hours of articulated National Center for Construction Education and Research (NCCER) curriculum. These college credits are transferrable to any institution within the state that has the aligned construction curriculum.
 - Through funds from the *Targeting Technical Talent in the High School* grant, North Central Kansas Technical College (NCKTC) formed a partnership with the Smoky Hill Educational Service Center, which services 70 area school districts. Through the partnership, NCKTC delivered prerequisite nursing courses in Nutrition, Human Growth & Development, General Psychology, and Anatomy & Physiology to high school juniors and seniors via an Adobe Connect Pro Internet Learning System. In the fall 2009 semester, over 40 students enrolled in one or more of the partnership classes.
 - **Supporting initiatives to facilitate CTE students transition to baccalaureate programs**
 - North Central Kansas Technical College, in their partnership with Fort Hays State University (FHSU) continues to develop and enhance their program "The Gateway Plan". To help students meet long-term education and career goals, the Gateway Plan currently 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. 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 full-time or part-time students.
- **Supporting career 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 and belief that CTE student organizations: a) develop leadership skills, b) foster both academic and technical skills, c) provide opportunities for students to demonstrate both academic and technical knowledge and skills within CTE curricula through various activities, and d) recognize students for their accomplishments and contributions.
 - Support was provided for the Kansas Technology Student Association (TSA) State Advisor for state conference, travel, supplies, fall leadership activities, chapter recruitment and attendance to national meetings.
 - Support was provided for the Kansas Health Occupations Student Association (HOSA) State Advisor for state conference, travel, supplies, fall leadership activities, chapter recruitment and attendance to national meetings.
 - State consultants worked closely with State CTSO Advisors to provide support at Fall leadership workshops, Citizenship Day activities and Spring State Conferences.
 - Support was provided for State Staff to attend and assist with the conduction of state CTSO conferences, provide supplies, conduct leadership activities for students, assist with chapter recruitment and assist with judging at the National Skills USA conference in Kansas City.
 - Various Kansas Board of Regents staff members are State Contest Chairs, members of CTSO State Boards, and have acted as state and national contest judges.
 - **Supporting public charter schools operating career and technical education programs**
 - Targeted technical assistance was offered for charter schools to establish career academies and career clusters/pathways.
 - Charter Schools in Kansas continued to focus on high academic achievement, relevant rigorous curriculum, and career ready skills to increase student proficiency. Dissemination grantees analyzed needs assessment data, determined the effectiveness of the researched-based strategies, evaluated the results of career and technical education competencies and recorded the number of career placements within a community. A CTE staff representative served as a member of the team reading charter petitions. There are currently 34 operating charters. Six of the operating charters have a CTE focus.
 - **Supporting CTE programs that offer experience in, and understanding of, all aspects of an industry which students are preparing to enter**
 - The KACCTE structure was reorganized to support secondary CTE. The reorganization resulted in a membership composition to include representatives of each of the career clusters as defined by KSDE, representatives from large and small businesses and industries and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Director of Academic and Technical Education for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE to KSDE, the Postsecondary Technical Education Authority, the State Workforce Board and KBOR on issues relating to: development and promotion of a seamless system for delivery of technical education between secondary and postsecondary education, integration of business and industry workforce development needs and trends in Kansas into a

- seamless CTE system , acquisition of grants and other financial stipends for CTE initiatives and program improvement in secondary CTE programs.
- The KACCTE provided direction through business and industry partnerships to better identify academic and technical skills needed for their specific cluster/pathway content areas. The KACCTE endorsed the Agriculture, Food, and Natural Resources, Human Services, Health Sciences, Architecture and Construction, Information Technology, Education & Training and Manufacturing clusters/pathways. KACCTE members made presentations during KACCTE meetings regarding the process in which their specific cluster/pathways were developed. A part of the presentation was the products developed to support the cluster/pathways. Such items included, but were not limited to programs of study, sequence of courses and course descriptions.
 - Through Reserve Competitive Fund applications and Carl D. Perkins local applications, externship opportunities were provided to CTE and academic teachers, counselors and administrators. Each participant was required to provide deliverables to support curriculum revisions that reflected implementation of newly learned aspects of an industry specific to their teaching area. This practice will continue to support the development of clusters/pathways as they transition from vocational education programs. Twenty-nine career and technical and academic teachers participated in the externship opportunity.
 - A handbook, *Professional Experience Handbook*, was developed to assist teachers of CTE to incorporate experience-based opportunities that go beyond shadowing and provide students with a look at all aspects of an industry at the application level of a sequence of courses. The handbook enforces the need to focus on technical skills needed for the student to be successful in the workplace.
 - Twelve Kansas postsecondary CTE faculty members, from six different colleges, participated in internships in their related teaching career fields during 2008-09. Faculty internships were in: Wind Energy Technology, Nursing, Criminal Justice, Graphic Design, Manufacturing Technology, Automotive Technology, Telecommunications Technology, Dental Assisting and Professional Cooking. All CTE postsecondary faculty interns participated in a poster session showcasing their industry experiences at the Kansas Council for Workforce Education Reception held at the February 2009 conference, "Kansas Workforce Development and Career Cluster Institute".
- **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) pre-professional and credentialing project. The project was to develop assessments and industry recognized pre-professional credentials for use in validating competencies achieved in secondary and postsecondary family and 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. A vacant position for consultant for family and consumer sciences program was filled. The KSDE consultant worked closely with FACS teachers across Kansas to determine potential pathways that support high-demand, high-skill, or high –wage careers in the Human Services career cluster. Various committees updated the FACS standards to realign to the national FACS standards and crosswalk with the 21st century learner skills. The KSDE Consultant worked closely with the State FCCLA advisor to carry out required student leadership activities.
 - **Supporting education and business partnerships**
 - 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 the realities facing the workforce and economic development issues in Kansas as well as globally.
 - The KACCTE structure was reorganized to support secondary CTE. The reorganization resulted in a membership composition to include representatives of each of the career clusters as defined by KSDE, representatives from large and small businesses and industries and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Director of Academic and Technical Education for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE to the KSDE, the Postsecondary Technical Education Authority, the State Workforce Board and KBOR on issues relating to: development and promotion of a seamless system for delivery of technical education between secondary and postsecondary education, integration of business and industry workforce development needs and trends in Kansas into a

- seamless CTE system , acquisition of grants and other financial stipends for CTE initiatives and program improvement in secondary CTE programs.
- The Kansas Simulation Users Network continues to provide assistance to 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. This is a joint partnership with the Kansas Board of Nursing and KBOR.
 - 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 and 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 the funding of nursing education initiatives. This council continues to provide guidance to KBOR regarding nursing education.
 - KBOR has worked with the Kansas Hospital Association and the Kansas Board of Nursing to investigate the attrition of new nursing graduates as they enter their first year of employment. This is part of the joint effort of these partners to combat the nursing shortage in Kansas.
 - Business and industry partners play an integral role in the ongoing system alignment process. The process incorporates appropriate industry standards, credentials, and assessments based on input from statewide business and industry committees and valued by Kansas employers.
- **Supporting, improving, and developing new CTE courses and initiatives**
 - Kansas was well represented at the 7th Annual Career Clusters Institute held in June, 2009, in Texas. Kansas had the largest contingent with 131 in attendance due to the use of Reserve Competitive Funds. Participants from Kansas went home with host of knowledge and ideas to implement career clusters/pathways. Especially useful to Kansas schools, was information regarding implementation of career clusters in rural communities.
 - Instructors of Agriculture, Food and Natural Resources, Education and Training, and Health Science Education received technical assistance as they prepared to be the first CTE programs to transition to clusters/pathways. Assistance included developing curriculum representative of a program of study, sequence of three courses, how to establish advisory committees, creating quality articulation agreements to ensure learner outcomes are included and submitting a final application for approval. Number of programs transitioning to the clusters/pathways include: Agriculture, Food and Natural Resources, 212; Education and Training, 13, and Health Science Education, 27.
 - The Manufacturing Cluster/Pathway development project was a collaborative project with business and industry representatives, SkillsUSA State Director and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for two pathways: Production and Maintenance. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Manufacturing cluster/pathways August, 2009.
 - Collaborative projects with business and industry representatives and teachers of the Architecture and Construction, Human Services, Information Technology, Marketing and Finance career clusters/pathways began Spring FY 2009. For each cluster, pathways representative of high-wage, high-skill, high-demand occupations in Kansas were determined. A sequence of courses was identified and course descriptions and competencies developed for each of the clusters/pathways. The KACCTE will endorse each cluster/pathway Fall FY 2010.
 - 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 best practice state-wide MTSS conference was organized as a tool for highlighting districts that had demonstrated improvement.
 - Project Lead the Way (PLTW) Pre-Engineering programs that were implemented last fiscal year were visited for accreditation purposes. Seven districts were fully accredited. With the accreditation of these seven districts,

- there are 39 active PLTW Pre-Engineering programs in Kansas. This is an increase from 32 or 22%. The state consultant continues to promote PLTW at state-level conferences and workshops and is an active participant in all professional development activities provided at the national level. The consultant also is active in promoting PLTW at various workshops and conferences.
- 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 purchase of resources. Through the application process it was strongly encouraged and supported to include academic counselors and teachers to ensure that integration of rigorous academics at all levels was part of the development process.
 - The Kansas Hospital Association, in partnership with KBOR staff collaboratively reviewed and awarded statewide scholarships, provided by the Kansas Hospital Association Foundation for individuals pursuing a career in healthcare.
- **Awarding incentive grants to eligible recipients for exemplary performance or for innovative initiatives**
 - The Reserve Fund Grant was established to provide support for innovative CTE programs, program delivery and/or CTE program expansion in targeted areas to meet critical workforce development needs. For FY 2009, \$514,280 was awarded to 10 postsecondary institutions through a competitive grant process. The focus for FY 2009 grant awards was to fund special or innovative projects to develop and/or expand CTE programs to address the regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector-based approach. The purpose of this grant is to develop and implement CTE programs and program changes addressing the workforce needs of multiple businesses and multiple occupational levels within a sector and encourage collaboration among higher education institutions.
 - **Providing activities to support entrepreneurship education and training**
 - Kansas continues to be a member of the national consortium, MBA Research that provides resources for entrepreneurship. Entrepreneurship competencies/concepts are included in multiple clusters/pathways. To date, the clusters that have core competencies/credits in entrepreneurship are Marketing, Finance, and Human Services. CTSO competitive events in DECA, FBLA, and FCCLA support entrepreneurship. These experiences are promoted for students' professional learning experiences.
 - Reserve fund applications provided LEA's with opportunities to participate in an externship with a small business entrepreneur. Through the experience, participants were made aware of the many details needed to successfully operate a small business including financial planning to become fiscally sound.
 - **Providing CTE programs for adults and school dropouts to complete secondary education**
 - Staff from the National Secondary Transition Technical Assistance Center (NSTTAC) provided technical assistance/facilitation services via a conference call with the state of Kansas transition planning team. The Kansas State Capacity Building Tool that was developed in 2008 was reviewed and discussion centered on progress made on each of the specific capacity-building activities. One of the goals was general awareness to the state on transition services/drop outs as a way to expand state-wide info and dissemination. Dropout data in regards to participation in CTE was shared. Future plans include a session at the 2010 Innovations in Career Technical Education conference on adaptive services/assistive technology that may be utilized by students with special needs or disabilities who participate in CTE programs.
 - 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 8,916 enrolled individuals in a minimum of 12 hours of adult basic, literacy, and/or ESL education instruction during FY 2009, 65 % made advancement of at least two grade levels. In addition 1,611 individuals received a GED and 703 were placed in postsecondary education/training.
 - **Providing assistance to participating students in continuing their education and finding an appropriate job**
 - The Kansas Career Pipeline (KCP) 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 a variety of inventories that assess their interests, skills, and work values. A field representative for the KCP provides technical assistance to Kansas schools on how to implement the use of the KCP into their classroom instruction.

- On the KSDE website, wage and employment information is provided for each cluster/pathway. The wage and employment information support the secondary Kansas definition for high-wage, high-demand, high-skill. Local districts are encouraged to use national, state, regional, local and trend data as they begin the process for developing and implementing new clusters/pathways.
 - 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.
 - Focusing on the tagline “Put Your Passion to Work,” The CareerZoomKansas (www.CareerZoomKansas.com) website allows an individual to search for and receive information on career technical education training opportunities related to his/her interests or passions that are provided by the 26 community and technical colleges within the state. The website also accommodates a direct link to the Department of Commerce KANSASWORKS website through which a user can search for potential job opportunities, get workforce information, create a professional profile and/or post a resume. Current plans include connecting directly to labor market information from the Department of Labor.
- **Developing valid and reliable assessments of technical skills**
 - The Kansas Advisory Committee for Career and Technical Education (KACCTE) structure was reorganized to support secondary CTE. The reorganization resulted in a membership composition to include representatives of each of the career clusters as defined by KSDE, representatives from large and small businesses and industries and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Director of Academic and Technical Education for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE to the KSDE, the Postsecondary Technical Education Authority, the State Workforce Board and KBOR. The representatives on the KACCTE will work closely with KSDE consultants to provide direction in selecting third party assessments that are representative of industries in Kansas and the world. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected third party assessments.
 - The state CTE staff continues to work on the statewide program alignment process. The focus of the process is to better align like technical programs within the system with the needs of business and industry, improve the seamlessness between secondary and postsecondary technical education programs, utilize industry-based assessments to verify the skills of program graduates, and increase the number of graduates attaining credentials recognized and valued by business and industry. The process incorporates appropriate industry standards, credentials, and assessments based on input from statewide business and industry committees.
- **Developing or enhancing data systems to collect and analyze data on academic and employment outcomes**
 - Throughout the fiscal year CTE staff and three IT staff at KSDE met to review the process for approving CTE programs and transitioning to the approval of Career Cluster Programs/Pathways. In July and August items reviewed included the scope of the CTE approval process automation, reviewed existing requirement, defined the scope of the project, outlined the plan and scheduled the next round of requirements gathering. Several requirement gathering sessions were conducted in September and October and it was determined to make that an automated process. In November the existing web application (Career & Technical Education-“CaTE”) was reviewed for specific “tweaks” to the system including an enhancement of the upload procedures and moving the web application under KSDE’s common authentication page for agency web applications. The “Pathways Project” kickoff meeting was held in February with several more meetings held the rest of the fiscal year as input was needed for the programming requirements, including mapping of clusters/pathways to CIP codes. In March the enhancements to the CaTE web application were implemented. In January the specifications for CTE participants and nontraditional participants were reviewed and updated as necessary for current legislation in the Kansas Individual Student Data System (KIDS).
 - The Kansas Higher Education Data System (KHEDS) was used to collect postsecondary information. This comprehensive system collects all postsecondary information in Kansas – enrollment, completions, transfers, course registrations and outcomes, institutional program inventory and maintenance, etc. The career and technical education data used to determine the Perkins Core Indicators of performance are embedded within this collection. During this fiscal year KBOR has worked to provide reports giving institutions the ability to monitor how each of their programs is performing with respect to their core indicators. Within the KHEDS system KBOR asks each institution to identify the courses required to complete a program. All of this is completed online, thus allowing for the transparency of the process used to request and monitor Perkins approval for programs. KBOR

also enhances the information available in the KHEDS system on student employment. Institutions provide survey information on their graduates, identifying student employment status. KBOR supplements the student information with a search of the information in the Kansas state labor database. For those students whose employment status could not be obtained by the institution, KBOR searches the labor database to find employment information.

- **Improving recruitment and retention of CTE faculty, administrators, counselors, and transitioning to teaching from business/industry**
 - Twelve Kansas postsecondary CTE faculty from six colleges participated in internships related to their teaching career fields during 2008-09. Program areas included: Nursing, Dental Assisting, Professional Cooking, Criminal Justice, Agriculture Technology, Automotive Technology, Wind Energy Technology, Telecommunications Technology, and Graphic Arts. All CTE postsecondary faculty interns were given the opportunity to showcase their industry experiences at the statewide annual conference, "Kansas Workforce Development and Career Cluster Institute".
 - Kansas postsecondary CTE faculty, counselors, and administrators were provided a full-year membership to Starlink, Professional Development Network. This membership provides on-demand access to over 120 hours of online, video-based professional development training, accessible 24/7. This included ninety, 60 to 90 minute seminars by nationally renowned educational experts and one hundred twenty 2 to 8 minute video teaching tips called "ideas". Starlink reported 1740 users who accessed the professional development series.
- **Supporting occupational and employment information resources**
 - The Kansas Career Pipeline (KCP) is a sophisticated web-based career planning tool that is legislatively supported. Via www.kansascareerpipeline.org, learners, 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 KCP, learners can take a variety of inventories that assess their interests, skills, and work values.
 - In August 2009, the Kansas Board of Regents launched the CareerZoomKansas.com website. The CareerZoomKansas website is designed to appeal to young-adults (18-24 years of age) as well as older individuals contemplating a mid-career change. Visitors to the website are able to search all career and technical education programs offered by public institutions. Using the career clusters as a tool to organize the programs, visitors can easily discover which institutions offer programs of interest and learn more about the institution through a brief institution overview and connecting to their website. The website also accommodates a direct link to the Department of Commerce KANSASWORKS website through which a user can search for potential job opportunities, get workforce information, create a professional profile and/or post a resume.
 - Through collaboration between the Kansas State Dept. of Education, Kansas Board of Regents and Career Communications, Inc., 50,000 copies of The American Career magazine was distributed to counselors and teachers to use with high school students in Kansas as they plan their high school and post high school education pathway. There were also 25,000 copies of the parent edition that focuses on nontraditional career opportunities made available. The magazine is available in English and Spanish. The magazines are standards-based, career education materials with real world learner projects based on career clusters. Pages in the magazine were customized for Kansas and included: high-demand, high-wage, high-skill careers Kansas Career Clusters Model, Kansas High School Graduation Requirements, Kansas Qualified Admission, helpful websites, Individual Plan of Study for 8th grade and above and a map of postsecondary institutions and their locations in Kansas.

II. Progress in Developing and Implementing Technical Skill Assessments

Postsecondary Progress--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. Data is collected through institutional follow-up surveys of program concentrators and 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.

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--In FY 09, a member of the National Consortium for Health Science Education based out of the Oklahoma Department of Career Technical Education provided a half-day in-service on third party assessment implementation by Health Science Education teacher's nation-wide. A sample of the test items, facts and figures representative of the states that have implemented and how the assessment will be evaluated from year to year was some of the information provided. Two Kansas districts used the third party assessment for the first time in FY 2009. The student scores were mid-range and level to the other participating states. The third party assessment for Health Science Education will be implemented in all Kansas schools with a Health Science Education cluster during FY2010. Districts will have the option to pre and/or post test their learner concentrators which will be reported in July, 2010.

Technical skill assessments, including industry recognized licenses or credentials, will be implemented as each cluster/pathway is endorsed by the KACCTE and implemented. Each cluster/pathway will be implemented for one complete year with identified technical skill assessments to be implemented in the second year of implementation for the cluster/pathways.

Continued assistance to LEA's stimulated progress to valid and reliable measures for technical skill assessments. KSDE takes inventory on end of course or program assessments, if competency profiles are not used through the state's pathway approval process. KSDE staff developed an assessment system based on a combination of approaches including integrated state standards based on career clusters/pathway knowledge and skills, existing industry-recognized credentials and certifications, and 21st century work-ready skills. KSDE contracted with WestEd to define and develop a multi-step project focused on examining commonalities in content between the state's academic standards and Career and Technical Education (CTE) standards. An initial meeting brought interested stakeholders from CTE and the academic fields together to form the Kansas Standards Integration Project (KSIP). KSIP members' duties included determining that the 21st Century Skills are testable, validate alignment of 21st Century Skills, academic indicators, and CTE competencies, note gaps and weaknesses in the current indicators, bank indicators for future standards development, rewrite to be an assessable indicator/competency, select indicators/competencies to be assessed and 2nd validation back to business and industry committees and/or postsecondary.

III. Implementation of State Program Improvement Plans

The state of Kansas met or exceeded all secondary and postsecondary core indicators.

IV. Implementation of Local Program Improvement Plans

KSDE entered into a negotiation process with all districts receiving and participating in the use of Perkins IV federal funds. Each district submitted a Negotiation of State's Performance Levels form. The electronic receipt of the Negotiation of State's Performance Levels was placed on file at KSDE. LEA's could accept or request to negotiate the State's performance level target for each negotiable indicator. If an LEA chose to decline the State's performance target for each negotiable indicator, they provided the revised performance level and a rationale, including data, for the revised performance level. In the FY 2011 Perkins Grant local application, an action plan for improvement has been included. LEA's and consortiums must address each unmet

core indicator by addressing strategies for improvement and how the strategy will be measured to ensure improvement. Goal measurement and activities will be developed and aligned in accordance to the nine required uses of the Carl D. Perkins local plan and application. A report will be provided to LEA's upon initial completion of the data analysis by state-level experts. The report will be used for data-informed decision making at the local and state level for continuous improvement.

For FY 2010 KBOR used the negotiated state core indicator targets for all eligible postsecondary institutions. Institutions not meeting the targets will be required to submit individual program improvement plans and establish new negotiated targets for their institution. Upon reviewing current data, institutions are struggling to meet the state target for 5P2. We are addressing this issue by continuing to support State Leadership activities specifically for recruitment and retentions of nontraditional students.

V. Tech Prep Grant Award Information

Not applicable