

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**PROMOTING RIGOROUS CAREER AND TECHNICAL EDUCATION PROGRAMS OF
STUDY**

CFDA # 84.051C

PR/Award # V051C100004

OMB No. 1830-0568, Expiration Date: 05/31/2011

Closing Date: SEP 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

| | | |
|---|---|------------|
| Application for Federal Assistance SF-424 | | Version 02 |
| * 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:* If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision | |
| * 3. Date Received: 9/7/2010 | 4. Applicant Identifier: | |
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: NA | |
| State Use Only: | | |
| 6. Date Received by State: | 7. State Application Identifier: | |
| 8. APPLICANT INFORMATION: | | |
| * a. Legal Name: State of Kansas | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): 481124839 | * c. Organizational DUNS: 879897098 | |
| d. Address: | | |
| * Street1: | 120 SE 10th Ave | |
| Street2: | | |
| * City: | Topeka | |
| County: | Shawnee | |
| State: | KS | |
| Province: | | |
| * Country: | USA | |
| * Zip / Postal Code: | 66612 | |
| e. Organizational Unit: | | |
| Department Name: | Division Name: | |
| Kansas State Department of Education | Career, Standards and Assessment Services | |
| f. Name and contact information of person to be contacted on matters involving this application: | | |
| Prefix: | * First Name: | Robin |
| Middle Name: | | |

* Last Name: Harris

Suffix:

Title: Assistant Director for Career, Standard and Assessment Services

Organizational Affiliation:

Kansas State Department of Education

* Telephone
Number:

(785)296-3048

Fax Number:

(785)296-2294

* Email: RHARRIS@KSDE.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

State Agency

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.051C

CFDA Title:

Promoting Rigorous Career and Technical Education Programs of Study

*** 12. Funding Opportunity Number:**

ED-GRANTS 080610-001

Title:

Office of Vocational and Adult Education (OVAE): Promoting Rigorous Career and Technical Education Programs of Study

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

?Career Ready Kansas? showcases four secondary and five postsecondary partners delivering rigorous programs of study to improve student learning outcomes and respond to changing workforce and economic development needs in Kansas.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 002

* b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2014

18. Estimated Funding (\$):

| | |
|----------------------|------------|
| a. Federal | \$ 994030 |
| b. Applicant | \$ 1114904 |
| c. State | \$ 0 |
| d. Local | \$ 0 |
| e. Other | \$ 0 |
| f. Program Income | \$ 0 |
| g. TOTAL | \$ 2108934 |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for

review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Diane

Middle Name:

* Last Name: DeBacker

Suffix:

Title: Interim Kansas Commissioner of Education

* Telephone Number: (785)296-3202 Fax Number: (785)296-2294

* Email: DDEBACKER@KSDE.ORG

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 State of Kansas

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| 1. Personnel | \$ 7,600 | \$ 5,700 | \$ 3,800 | \$ 1,900 | \$ 0 | \$ 19,000 |
| 2. Fringe Benefits | \$ 1,292 | \$ 969 | \$ 646 | \$ 323 | \$ 0 | \$ 3,230 |
| 3. Travel | \$ 5,500 | \$ 5,500 | \$ 5,500 | \$ 5,500 | \$ 0 | \$ 22,000 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 40,000 | \$ 40,000 | \$ 40,000 | \$ 40,000 | \$ 0 | \$ 160,000 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 202,000 | \$ 202,000 | \$ 202,000 | \$ 183,800 | \$ 0 | \$ 789,800 |
| 9. Total Direct Costs (lines 1-8) | \$ 256,392 | \$ 254,169 | \$ 251,946 | \$ 231,523 | \$ 0 | \$ 994,030 |
| 10. Indirect Costs* | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 256,392 | \$ 254,169 | \$ 251,946 | \$ 231,523 | \$ 0 | \$ 994,030 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 State of Kansas

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | \$ 68,059 | \$ 69,959 | \$ 71,859 | \$ 73,759 | \$ 0 | \$ 283,636 |
| 2. Fringe Benefits | \$ 11,570 | \$ 11,893 | \$ 12,216 | \$ 12,539 | \$ 0 | \$ 48,218 |
| 3. Travel | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 0 | \$ 30,000 |
| 4. Equipment | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 0 | \$ 30,000 |
| 5. Supplies | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 0 | \$ 40,000 |
| 6. Contractual | \$ 60,000 | \$ 60,000 | \$ 60,000 | \$ 60,000 | \$ 0 | \$ 240,000 |
| 7. Construction | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 0 | \$ 80,000 |
| 8. Other | \$ 75,750 | \$ 75,750 | \$ 93,150 | \$ 118,400 | \$ 0 | \$ 363,050 |
| 9. Total Direct Costs (lines 1-8) | \$ 260,379 | \$ 262,602 | \$ 282,225 | \$ 309,698 | \$ 0 | \$ 1,114,904 |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 260,379 | \$ 262,602 | \$ 282,225 | \$ 309,698 | \$ 0 | \$ 1,114,904 |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Dr. Diane DeBacker

Title: Interim Kansas Commissioner of Education

Date Submitted: 09/07/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| |
|--|
| APPLICANT'S ORGANIZATION |
| State of Kansas |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE |
| Prefix: Dr First Name: Diane Middle Name: |
| Last Name: DeBacker Suffix: |
| Title: Interim Kansas Commissioner of Education |
| Signature: _____ Date: 09/07/2010 |
| ED 80-0013 03/04 |

Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et. seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C.774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

09/07/2010

(Signature)

(Date)

Dr. Diane DeBacker

(Typed or Printed Name)

Name or number of the ED program under which this certification is being made:

84.051C - Promoting Rigorous Career and Technical Education Programs of Study

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement

File : C:\fakepath\GEPA Statement.doc

Section 427 GEPA Statement

The Kansas State Department of Education and all participants of this grant will ensure equitable access and treatment of project participants who have been underrepresented based on race, color, national origin, gender, or disability.

Some specific processes and procedures include:

- All Kansas State Department of Education governed school districts will adhere to their required equal employment opportunity, equal educational opportunity and non-discrimination policy in the operation and administration of all grant activities.
- Technical assistance will be available throughout the project to ensure participation by underrepresented groups.
- *Career Ready Kansas* project materials will be available in alternative formats for special needs populations.
- Documentation and information regarding Career Clusters, related plans of study and STEM plans of study can be accessed anywhere the Internet is available.

Project Narrative

ABSTRACT

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **Kansas CTE RPOS-ABSTRACT.pdf**

ABSTRACT. “*Career Ready Kansas*” (CRK) showcases four secondary and five postsecondary partners delivering rigorous programs of study (POS) to improve student learning outcomes and respond to changing workforce and economic development needs in Kansas. Focused on Science, Technology, Engineering & Mathematics (STEM), Kansas will develop and implement a rigorous POS for the STEM Career Cluster. Utilizing state-approved pathways (Engineering/ Applied Math, Biochemistry, Geospatial, Biomedical), Kansas students will attain the advanced academic and technical skills needed for the high demand, high wage, knowledge based jobs these occupations require. These growth industry sectors require students with high proficiency levels in math and science, prepared to succeed in postsecondary education and future careers.

Two overarching goals focus the project: A) Implementing Rigorous Programs of Study in STEM Career Cluster Pathways statewide and, B) Improving Educational Alignment between Secondary and Postsecondary Partners. Objectives include: 1) increasing professional development opportunities focused on rigorous standards and meaningful integration of academic and technical instruction; 2) measuring student outcomes using the statewide longitudinal data system; 3) increasing implementation of industry-recognized technical assessments in secondary standards, 4) increasing opportunities for POS course sequences and delivery that transition to postsecondary without need for remediation or duplication, 5) enhancing capacity of career guidance/academic advisement; 6) developing end of pathway assessments at the secondary level, 7) increasing the number of students using credit transfer agreements, 8) increasing the use of industry-approved technical skills assessments aligned between secondary and postsecondary; 9) increasing opportunities for students to earn postsecondary credits for courses taken in high school leading to a postsecondary credential, certificate or degree.

“*Career Ready Kansas*”- Promoting Rigorous CTE Programs of Study-CFDA#84.051C

Project Narrative

ELIGIBILITY

Attachment 1:

Title: **Project Eligibility** Pages: **2** Uploaded File: **Kansas CTE-RPOS-ELIGIBILITY.pdf**

ELIGIBILITY

The Kansas State Department of Education (KSDE) is the applicant and will direct and manage *Career Ready Kansas*. KSDE is the state agency responsible for the administration of career and technical education (CTE) for K-12, in accordance with the definition of the term “eligible agency” in section 3(12) of the Carl D. Perkins Career and Technical Education Act of 2006. The Kansas State Board of Education (KSBE) is the organization responsible for oversight of KSDE.

Through *Career Ready Kansas*, focused on Science, Technology, Engineering & Mathematics (STEM), Kansas will develop and implement a rigorous program of study (RPOS) for the STEM Career Cluster Pathways. The STEM Career Cluster is state-developed and state-approved, receiving final approval by the Kansas Advisory Committee for Career and Technical Education (KACCTE) on August 25, 2010. KSDE, in partnership with four local education agencies and five postsecondary institutions (see Project Narrative, section (c) Local Implementation, p. 28-29), will implement the STEM Career Cluster no later than School Year 2011-12 (Project Y2). Utilizing four different approved pathways, [Engineering & Applied Math; Biochemistry/Green/Hazmat; Cartography/Geospatial/Spatial Mathematics; and Biomedical] Kansas students will attain the competitive skills needed for the high wage, knowledge based jobs these occupations require. Valid and reliable third-party industry-recognized technical skills assessments are available for STEM Career Cluster pathways. Project objectives include approval and implementation of these technical skills assessments in the STEM Career Cluster pathways in conjunction with KSDE, the Kansas Board of Regents, KACCTE, and postsecondary partners.

In accordance with project requirements, the four participating LEAs represent urban, suburban, and rural (large and small) demographics, each with unique characteristics. LEA partners include: USD 259-Wichita, USD 260-Derby, USD 253-Emporia and USD 442-Nemaha Valley. Postsecondary partners include: Wichita Area Technical College, Barton County Community College, Flint Hills Technical College, Manhattan Area Technical College and Wichita State University. Each school district administrator conducted a self-assessment of current practices relative to the 10 Framework components, and those findings, including current implementation levels and areas noted for specific actions for improvement, are represented in section (c) Local Implementation (see p. 28-38).

Project Narrative

COMPETITIVE PREFERENCE PRIORITY

Attachment 1:

Title: **Reference Priority Pages: 1** Uploaded File: **Kansas CTE RPOS-COMPETITIVE PREF PRIORITY.pdf**

COMPETITIVE PREFERENCE PRIORITY (10 additional pts)

Commitment to the Project. Kansas is committed to increasing rigor in Career Cluster programs of study statewide, and has committed a significant amount of state and non-federal funds to developing *Career Ready Kansas*. The proposed project budget includes a contribution by the State of total project costs from other sources totaling \$1,114,904, over and above the \$994,030 in project costs requested from USDOE. This amount is approximately **110%** of total requested project costs, well over the 30% required total project cost contribution.

Funding for all in-kind amounts is drawn from permissible sources, including State Leadership and Competitive Reserve funds awarded under section 111 of the Carl D. Perkins Career and Technical Education Act of 2006 (“Act”) and as specified in section 112(a)(1) of the Act. Funding for In-Kind personnel costs are drawn from Kansas state general funds (non-federal funds). In-Kind amounts for items such as equipment and supplies are based on in-kind contributions such as facilities, equipment, supplies, services and other resources already available to the State.

KSDE will also leverage additional funds to achieve positive results for *Career Ready Kansas*. Recent receipt of \$9 million dollars in federal funding to improve, expand and enhance Kansas’ longitudinal data system will support the required data collection and reporting for this project. Funds supporting an initiative recently approved by the KS State Board of Education (up to \$400,000) for the Career and Technical Education (CTE) Initiative Supporting Industry Recognized Credentials and Certifications, will support CTE students in achieving industry-recognized credentials and certifications, and costs associated with implementation of industry recognized technical assessments, as well as foundational workplace skills using the Kansas **WORKReady!** Certificate (based on ACT, Inc. Work Keys®).

“Career Ready Kansas”- Promoting Rigorous Career & Technical Education Programs of Study-
CFDA#84.051C

Project Narrative

SELECTION CRITERIA

Attachment 1:

Title: **Project Selection Criteria** Pages: **50** Uploaded File: **Kansas CTE-RPOS-SELECTION CRITERIA.pdf**

PROJECT NARRATIVE – SELECTION CRITERIA

(a) State Capacity to Implement a Rigorous Program of Study (50pts)

Kansas has long excelled at promoting career and technical education (CTE) throughout its secondary schools and postsecondary institutions. As of 2009, over 18,000 secondary students were enrolled in CTE programs around the state, with over 19,000 enrolled at the postsecondary level. (National Association of State Directors of Career Technical Education Consortium [NASDCTEc], State Profile, KS 2010) Coordinated missions for both secondary and postsecondary CTE provide a comprehensive educational system integrating academic, technical and workplace skills, and preparing learners to meet existing and future skilled workforce needs.

Kansas is a leader in the development and implementation of Career Clusters at both the state and local level. As early as 2003, Kansas adopted the national States' Career Cluster model, embracing the 16 career clusters with 31 pathways, as part of the vision for CTE in the state. In 2006, Kansas began implementation of each of the 16 career clusters, with the goal of complete statewide implementation of all clusters and pathways by 2012-13. All clusters and pathways are state-developed and state-approved. A state endorsed template has been created for each cluster/pathway, to aid secondary schools in the standardized pathway approval process for implementation. Kansas also has extensive data collection measures in place through the state longitudinal data system (SLDS) that meet project requirements to assist in evaluation of student progress, implementation and ongoing enhancement of programs of study (POS).

Focused on Science, Technology, Engineering & Mathematics (STEM), Kansas will develop and implement a rigorous POS for the STEM Career Cluster through this project, *Career Ready Kansas*. The STEM Career Cluster is state-developed and state-approved, receiving final approval by the Kansas Advisory Committee for Career and Technical Education

(KACCTE) on August 25, 2010. KSDE, in partnership with selected local education agencies and postsecondary institutions, will implement the STEM Career Cluster no later than School Year 2011-12 (Project Y2). Utilizing four different approved pathways, [Engineering & Applied Math, Biochemistry, Geospatial and Biomedical] Kansas students will attain the competitive skills needed for the high wage, knowledge based jobs these occupations require. These high growth industry sectors require that students at urban, suburban and rural secondary schools have high proficiency levels in math and science, and are prepared to succeed in both postsecondary education and the workplace.

Career Ready Kansas follows the nationwide vision for CTE: 1) ensuring the US leads in global competitiveness; 2) partnering with employers to design and provide high-quality programs; 3) preparing students for success in further education and careers; 4) delivering through comprehensive programs of study aligned to national Career Clusters framework; 5) results-driven system demonstrating positive return on investment (*Reflect, Transform, Lead: A New Vision for Career Technical Education*, (NASDCTEc 2010).

Kansas requests funding from USDOE to further *Career Ready Kansas* goals by: (A) Implementing Rigorous Programs of Study in all STEM Career Clusters Statewide, and (B) Improving Educational Alignment between Secondary and Postsecondary Partners.

(1) State Initiatives/Partnerships. Kansas excels in developing successful initiatives across multiple agencies, connecting resources with shared goals and building capacity to support individual projects as well as the system whole. Since 2007, the Kansas focus has been preparing students for the high demand, high wage, high skill jobs required in the state's economy. Faced with a declining number of high school graduates due to demographics (*Knocking at the College Door*, Projections of High School Graduates by State and

Race/Ethnicity, 1992-2022 , Western Interstate Commission for Higher Education [WICHE], March 2008) and an ever increasing number of adults that lack meaningful postsecondary credentials (*Kansas Profile of Adult Learners*, CAEL (2008); *Positioning Kansas for Competitive Advantage* (2007), Kansas has taken steps across the P-20 continuum to develop statewide solutions aimed at better serving the state’s learners. Students’ future success in securing careers with an economic value depends on skills acquired within a strong educational foundation combined with STEM related technical skills. Kansas employers are making it clear that current and future jobs with staying-power require higher levels of education, advanced skill sets, and continuous skill updates to keep pace in the international marketplace. To meet this demand, the Kansas State Department of Education (KSDE), local education programs and the higher education system are committed to educating Kansans with the skills required in high demand jobs, such as STEM, healthcare, advanced manufacturing and education.

Already, KSDE and its partner agencies and stakeholders are involved in numerous existing collaborative initiatives. Selected partnerships highlighted below will increase the state’s capacity and assist in successfully implementing *Career Ready Kansas*.

Governor’s P-20 Education Council – Formed in 2008 by the governor for the express purpose of ensuring alignment of the educational system for services from birth to grade 20 or adult. The council includes stakeholders (KSDE, Kansas Board of Regents [KBOR], KS Council of Superintendents, KS Association of School Boards, KS National Education Association), as well as business leaders and policy makers across the state. Goals include development of a shared plan and statewide network for increased collaboration, information sharing and cooperation across all levels of education, business and industry. A key objective includes aligning high academic standards and teaching and learning practices for PK-12 students with postsecondary

education and business and industry standards (Kansas P-20 Education Council, *Vision, Mission, Goals, Strategies and Guiding Principles*, August 2008).

State Longitudinal Data System – KSDE is building a robust longitudinal data system (LDS) and has utilized the generous support of a federal Department of Education Grant for *Unifying Data Systems to Support System Change in Education* (LDS project). The current LDS project includes KSDE working collaboratively with KBOR, the Kansas Department of Labor (KDOL), the Kansas Department of Commerce (Commerce), and other agencies and stakeholders throughout the state. Through this grant, Kansas will continue to expand existing ability of the state LDS to link individual student unit records throughout the P-20 education pipeline and across state agencies. Using the data, *Career Ready Kansas* will examine the extent to which students transition successfully from secondary to postsecondary, adequately prepare for workplace success in careers and how the system addresses and enhances educational alignment.

Kansas Board of Regents - KBOR is the governing body of the state’s six public universities, with responsibility for coordination of the statewide public postsecondary system including the public universities, nineteen community colleges, and six technical colleges. **Foresight 2020**, KBOR’s strategic agenda for public higher education, includes five critical areas: 1) improving educational alignment between K-12 and higher education; 2) achieving participation rates reflective of the state’s demography including more working adults; 3) increasing credential attainment by engaging adult learners and achieving improvement in retention and completion rates; 4) sharper focus on learner outcomes to ensure graduates possess the competencies necessary for success in work and life; and 5) aligning resources and incentives with the workforce needs of the Kansas economy.

Kansas Career Pipeline – The Kansas Career Pipeline (KCP), governed by an independent board, is a multi-agency effort involving Commerce, KBOR, KSDE and the Kansas Department of Corrections (KDOC). This project delivers a comprehensive selection of services, products and tools in an integrated web-based system (powered by Kuder, Inc.) designed to assist Kansas students and adults with planning, assessment and preparation for educational and career success. Over 200,000 users across the state are currently registered to use KCP at no charge to the individual user or school. Integration of KCP with additional career related sites including KANSASWORKS for job search, CareerZoom Kansas for technical training access and Kansas Labor Market Information for career planning, is currently underway.

Kansas Advisory Committee for Career and Technical Education (KACCTE) - KACCTE provides a unified voice for business and industry to advocate and provide recommendations for continuous improvement for CTE to agencies such as KSDE, the Kansas Postsecondary Technical Education Authority, the State Workforce Board and KBOR. Important issues include development of a seamless system for delivery of technical education between secondary and postsecondary education, and response to business and industry workforce development needs. The Committee also oversees program improvement in secondary CTE programs through approval of state-developed career cluster pathways and recommendations for industry recognized credentials/certifications.

Kansas Postsecondary Technical Education Authority- The Kansas Postsecondary Technical Education Authority (TEA) was established by the Kansas Legislature in 2007. The TEA functions under the auspices of KBOR and makes recommendations for the coordination of statewide improvements/enhancements to the postsecondary technical education system.

Strategic priorities include coordinating the development of a seamless system between secondary and postsecondary technical education levels.

Kansas Education Commission - The Kansas Education Commission, the state's strategic approach to reauthorization and educational change, was formed in 2010, for the express purpose of examining the framework for reauthorization of the Elementary and Secondary Education Act (ESEA). A commission subcommittee, "Raise the Bar and Reward Excellence" has recommended a special focus on incorporation of STEM skills statewide, opportunities for all students, addition of real world connections and 21st Century skills, well prepared teachers at all levels and alignment with career clusters.

KSDE - CTE Initiative Supporting Industry Recognized Credentials and Certifications.

The Kansas State Board of Education recently (2010) approved an initiative for up to \$400,000 to support CTE students in achieving industry-recognized credentials and certifications, and for costs associated with implementation of industry recognized technical assessments. In addition to benefiting students and employers, the credentials will be used as formative assessments to enhance instruction and technical skills attainment. Implementation of industry recognized technical assessments for the STEM Career Cluster will be accelerated and available for implementation by 2011-12 (Y2). Funds will also support implementation of assessments across all cluster areas using the Kansas **WORKReady!** Certificate (based on ACT, Inc. Work Keys® and the National Career Readiness Certificate), to measure foundational workplace skills in Applied Mathematics, Locating Information and Reading for Information.

Partnership for 21st Century Skills – Kansas is a partner state in The Partnership for 21st Century Skills, ensuring every learner's success as a citizen and worker in the 21st Century. This initiative provides opportunities in Kansas schools for integration of academic and

career/technical education standards, and continued improvement of teaching and learning from PK through 20, as well as opportunities to engage all stakeholders—students, parents, community, educators, business and industry, and government—in creating innovative opportunities for Kansas students.

KSDE – Math-in-CTE Initiative – Since 2007, KSDE has contracted with the National Research Center for Career & Technical Education (NRCCTE) to provide technical assistance for implementation of the Math-in-CTE Model in Kansas. CTE teachers partner with math teachers to identify the intersection of CTE and math concepts embedded within CTE curriculum. Working and teaching together, instructors are better able to standardize the math vocabulary used in both academic and technical courses enabling students to make better connections between academic math and applied learning and technical skills.

Department of Commerce (Commerce) – As the state’s lead economic development agency, Commerce has shared funding for the Director of Workforce Education and Training’s position with KBOR since 2004. Because of this existing infrastructure, Kansas is in a unique position to sustain efforts from both education and workforce agencies toward project goals. Commerce’s Registered Apprenticeship Program collaborates with employers, KSDE and KBOR to develop skilled workers by connecting employment with education and training. School-to-Registered Apprenticeship (STRA) is available for high school students employed part-time by a company with a Registered Apprenticeship (RA) program. Participation can fulfill graduation requirements as well as articulating into the RA program’s on-the-job skills and required Related Technical Instruction. Continuation of employment and completion of the employer’s Registered Apprenticeship program results in a nationally-recognized “Completion of Apprenticeship” certificate and, often, transcribed college credit.

Department of Labor – KDOL, a critical partner on the state LDS grant, provides unique data match for individual unit records to verify wage and employment records for participating students. KDOL has also produced the recent “Green Jobs Study,” a research survey evaluating emerging green jobs and the economic impact in Kansas, as well as the educational requirements of secondary and postsecondary programs preparing individuals for these careers.

Department of Corrections – KDOC, a recipient of Carl D. Perkins monies through KSDE to provide continuous program improvement, has also independently submitted a program improvement plan to KSDE for a pathway program of study in the Architecture and Construction Career Cluster. KDOC will implement programs of study in this pathway for juvenile inmates ages 12-17, with a goal of avoiding recidivism. KDOC staff also participated in the state career cluster approval process.

(2) STEM POS training leads to high-growth/high-demand/high-wage occupations.

Selection of the STEM Career Cluster for *Career Ready Kansas* was based on the current and future needs of business and industry in Kansas, as well as the nationwide economic imperative. STEM is at the heart of the seven industries that drive the Kansas economy: Agribusiness, Advanced Manufacturing, Aviation, Bioscience, Construction, Energy, Health Sciences and Professional Services. With the highest concentration of aerospace manufacturing jobs in the US, and 5 of 7 top employers for aviation based in the state, Kansas has potential to create competitive advantage in these high-growth industry clusters (*Positioning Kansas for Competitive Advantage: Aligning Key Industry Clusters and Occupations with Postsecondary Education and Workforce Development*, Kansas, Inc. 2007)

Postsecondary credentials and degrees in STEM will prepare students for occupations in multiple industries driving the Kansas economy. Barton Community College, one of the project

postsecondary partners, has received Workforce Solutions funds to develop a crop applicator technician program in a Kansas critical industry-Value Added Agriculture. Through *Career Ready Kansas*, those funds will be leveraged to further develop and implement the POS leading to industry credentials for occupations in those fields. Providing and promoting STEM and other rigorous programs of study supporting these industries is critical for the economic future of the US and for Kansas.

Local Kansas school boards continually advocate for secondary courses with a focus on science and math to prepare students for future demand jobs. However, according to 2010 assessment data from ACT, only 34% of Kansas students are ready for college level coursework in Science and only 51% in Math. (*College and Career Readiness, Class of 2010*, August 2010)

Increasing the percentage of Kansas students prepared for postsecondary courses will also decrease the number and percentage of students enrolled in developmental courses at the postsecondary level. In 2009, 62 percent of recent high school graduates were directed by postsecondary institutions to enroll in remediation coursework (KSBOR, *KSPSD* June 2010). Rigorous programs of study using science and math as the foundation will also serve to increase the Advanced Placement pass rates in Kansas, currently well below the national average (Math: Kansas rate=2.7% v. national rate=5.5%; Science: 4.4% v. 8.3%) [*6th Annual AP Report to the Nation: Kansas*, College Board (2010)]

While the field of Biomedical engineering has seen degree attainment at all levels (bachelor's, master's, doctoral) increase explosively over the past decade (*American Society for Engineering Education*, August 2010), overall, the number of associate and baccalaureate degrees awarded in math, science and engineering, has been declining since 2004. (U.S. Department of Education, *IPEDS Completion Survey*).

Both in Kansas and across the country, much is being done to promote careers in the STEM field. Kansas will use the new website, Advanced Technological Education Television (ATETV.org), with award winning on-line video series highlighting careers in Math, Science, Technology and Engineering. The format is useful for parents, students and teachers to experience career opportunities in these fields. Jobs in the STEM occupations are consistently ranked as “in demand” with annual increases in job openings. Projections for number of job openings in 2004-2014 reflect an annual increase for engineers @3.2%, for industrial engineering technicians @2.9, for avionics technicians @3.2% and for biochemists and biophysicists @ 2.8%. Recent data from Kansas Labor Market Information (KDOL) demonstrates the need for qualified workers, with full time job openings in manufacturing (520), engineering (544), and energy (897), as of July 2010. The recently released (August 2010) report from ACT, *College and Career Readiness, Class of 2010*, reiterates the need for rigorous programs of study in STEM based foundational courses.

Kansas is committed to preparing students with a strong educational foundation, positioning them for jobs in high-skill, high-wage occupations. Data continually tells us that students with less than postsecondary education and/or training will only find work in the lowest paying jobs (KDOL Job Vacancy Survey 2009). In fact, by 2018, at least 64% of the jobs in Kansas (1 million) will require postsecondary education, with 54% (894,000) requiring at least a two year degree or higher. (*Help Wanted – Projections of Jobs and Education Requirements through 2018*,” Georgetown University Center on Education and the Workforce, Carnevale 2010). To provide the skilled workforce needed to sustain the Kansas economy, it is an economic imperative that we provide rigorous programs of study to support the Kansas educational system prepare all learners for success.

(3) State-approved STEM Program of Study is built and will be implemented and sustained with 10 Framework Components

CAREER READY KANSAS– PROGRAM OF STUDY-10 DESIGN FRAMEWORKS AND SUBCOMPONENTS

i) Legislation and policies promoting POS development and long-term sustainability. The Kansas State Board of Education (KSBE) approved nine policy motions in 2008 focused on career and technical education, based on Carl D. Perkins CTE Act of 2006 priorities. These policies ensure all students achieve challenging academic and technical standards and are prepared for high-skill, high-wage, high-demand occupations in current or emerging professions, through improving high school completion and transitions to and success in postsecondary degree or credentialing programs. KSBE approved 11 policy motions in 2010 reaffirming earlier motions for CTE policy initiatives, based on the priorities in *Reflect, Transform, Lead: New Vision for CTE*.

POS DEVELOPMENT AND IMPLEMENTATION TO DATE

A) State/local funding promoting POS development and sustainability. Courses in state-approved CTE programs receive additional .5 state-weighted funding based on state basic aid formula. Expansion/creation of new pathways supported w/state CTE monies. **B) Established procedures for design, implementation and continuous improvement.** KSDE Career Pathway Program of Study Application (CPPSA) used by secondary schools statewide for development and maintenance of approved career pathway POS: 1) determine pathway, 2) develop business/industry advisory committee, 3) identify CTE courses, minimum 3 secondary-level credits, with a required sequence of introductory, technical and application-level courses; 4) implement state level competency profiles based on Career Clusters Knowledge and Skills; 5) use approved Kansas Common Course Codes and map program of study including

core academic, CTE and electives for grades 8-14; 6) develop articulation agreements with postsecondary institutions and/or agencies; 7) identify 3rd party industry-recognized credentials/certifications/assessments. Approval process will be updated to include all 10 Framework components ensuring schools meet rigorous guidelines for pathway development. **C) Policies ensuring rigorous POS opportunities for any interested secondary student.** 2010 KSBE Motion #9 requires all LEAs ensure every student has access to services that guide their career planning. **D) Individual gradation/career plans.** 2010 KSBE Motion #10 requires every KS student beginning in middle or junior high school utilize a personalized college career plan of study.

ADDITIONAL IMPLEMENTATION

a. Implement 2010 KSBE Policy Motions for CTE including integrated system of assessments for career clusters, academic content and 21st Century profiles; school accreditation options to guide, reform and/or redesign public schools within 21st Century learning environment, develop funding mechanisms responding to changing workforce/economic development needs, offer statewide web-based personalized plans of study through Kansas Career Pipeline (KCP), American Careers Magazine. (Management Chart p.42-46)

(ii) Partnerships-education, business, other stakeholders supporting rigorous POS design, implementation and maintenance

POS DEVELOPMENT AND IMPLEMENTATION TO DATE

Extensive partnerships exist and are ongoing across agencies and organizations (see p. 2-8 above). Additional business and industry partners developed through KACCTE and development of individual career clusters. **A) MOUs to specify partner roles and responsibilities.** KSDE has ongoing MOUs with partners for the continued enhancement of KCP. **B) Ongoing analyses of economic**

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| <p>and workforce trends. Each POS includes Wage & Employment Information charts based on KDOL data, and available on the KSDE website. The 31 state-approved pathways were developed based on criteria for high skills, high wage or high demand occupations, leading to industry certifications/credentials and postsecondary education. KACCTE approval process allows pathways to be responsive to economic and workforce needs. C) Linking rigorous POS development to existing initiatives promoting workforce and economic development. STEM POS links to multiple ongoing initiatives promoting workforce and economic development including objectives/goals of the Governor’s P-20 Council, KBOR, KCP, KS Registered Apprenticeships and many others. See pp. 2-8. Technical courses for this cluster are based on demand occupations and jobs requiring advanced skills. D) Identifying, validating and updating technical and workforce readiness skills. Development of end of pathway assessments will accelerate current standards approval (7 year cycle) time-line for validating and updating technical and workforce readiness skills.</p> |
| <p>ADDITIONAL IMPLEMENTATION</p> |
| <p>a) Continued development of signed MOUs defining shared education/workforce partner roles/responsibilities among multiple agencies, postsecondary institutions and LEAs; continuous updates, ongoing analyses of economic and workforce trends continue throughout project; b) MOUs will be developed as appropriate with postsecondary institutions to implement project objectives.</p> |
| <p>(iii) Professional Development (PD) is sustained, intensive and focused for administrators, teachers and faculty</p> |
| <p>POS DEVELOPMENT AND IMPLEMENTATION TO DATE</p> |
| <p>A) Alignment of academic and technical curriculum, grade to grade (9-12), secondary to postsecondary. KS contracted with</p> |

West Ed (2008) to develop the Kansas Standards Integration Project (KSIP) for alignment of core academic standards with five career clusters-models developed are applied to all career clusters. **B) Support development of integrated academic and CTE curriculum and instruction.** 2010 KSBE Motion #2 integrates core content standards with CTE Career Cluster Pathways based on 21st Century skills. KSDE (2010) has also provided guidance for awarding proficiency-based credit. **C) Teachers/faculty have content knowledge to align and integrate curriculum and instruction.** KSDE promotes and supports Math-in-CTE Initiative. KS Education Service Centers statewide provide PD for teachers promoting academics in CTE modeled on best practices. **D) Foster innovative teaching and learning strategies.** Project Lead the Way (PTLW) sites in Kansas have increased to 57, recognized K-12. Kansas received recognition in 2010, winning the Real World Design Challenge. Kansas Technology Rich Classroom (TRC) Program (targets g.3-8) supports creation of 21st Century learning environments with strong, ongoing PD resulting in improved student learning in reading, math and science. KS TRC, coupled with 21st c. learning tools, expands teachers' ability to engage students in real-world, content-driven learning experiences. KSDE has guidelines for experience-based learning to include internships, apprenticeships, mentorships, entrepreneurial experiences. KSDE has developed "profiles" of the 21st Century Learner and 21st Century Learning Environment, to assist educators in re-designing schools and classrooms. **E) Assist administrators, teachers and faculty in using assessment data for POS, instructional improvement.** KSBE recently (2010) approved an initiative supporting assessments allowing CTE concentrators to gain industry-recognized credentials and certifications. (see p. 6) Credentials will benefit students and employers, and will be used as formative assessments to enhance instruction and technical skills attainment.

ADDITIONAL IMPLEMENTATION

a) Enhance KSDE database to dynamically link academic and CTE standards with 21st Century Learner Profiles, and link to databases including student achievement data (assessment scores), instructional resources, student demographics and ultimately, KS Common Core Standards, delivering information linking student career choices to instructional decisions. (see Section (b) Capacity of Statewide SLDS, p.24-28); b) Implement 2010 KSBE Board Motion #5-Secondary schools create integrated courses allowing students to gain at least 3 additional credits in career clusters during K-12; c) Implement 2010 KSBE Board Motion #6-all students enter secondary prepared to succeed in project-based, contextual learning activities, preparing them for further education and training meeting rigorous academic and technical standards. d) A Professional Learning Experience Toolkit is being developed by KSDE to be embedded in all 16 career cluster/pathways, e) teacher technical education certificates revised to include career clusters knowledge and skills.

(iv)Accountability/Evaluation Systems gather quantitative/qualitative data on all 10 Frameworks and student outcomes

POS DEVELOPMENT AND IMPLEMENTATION TO DATE

A) Valid, reliable data on key student outcomes (performance indicators) & B) Timely data to inform ongoing efforts to develop, implement, evaluate, improve POS effectiveness. KS data systems currently in place address required performance indicators; development continues to refine data collection efforts [(b) Capacity of SLDS, p. 24-28] Evaluators (OEIE) will use data collected through the SLDS, project members and partners to report on student outcomes/ performance indicators. See p. 47-50.

ADDITIONAL IMPLEMENTATION

a) Continued development of the Kansas Teacher Collaborative Workspace using formative assessment data to drive instruction, b) Implement Unified Accountability and Planning (UAP) system for state/federally funded programs to focus efforts on improvement towards student academic growth for college and career readiness, c) Increase capacity and use of SLDS to measure student outcomes.

(v) College and Career Readiness Standards define student knowledge for secondary, postsecondary and career success

POS DEVELOPMENT AND IMPLEMENTATION TO DATE

(A) Developed and continually validated in collaboration with secondary, postsecondary and industry partners. 2010 KSBE Board Motion #2 adopts integrated core content standards with CTE Career Cluster Pathways organized around the 21st Century skills. Approved pathways include required core academic and technical competencies, validated by business/industry partners instrumental in designating employer required skill sets. Board Motion #4 revises teacher prep program standards to reflect integration of content standards. All Career Cluster pathways are KACCTE approved. **(B) Incorporates essential knowledge and skills regardless of career area or POS.** KSDE (2010) created a comprehensive exploring careers course based on essential knowledge and skills that students master regardless of career area. Core competencies in all state-approved pathways incorporate essential knowledge and skills. Pathway introductory courses include essential knowledge and skills across multiple clusters/pathways with commonalities such as safety skills for all construction, manufacturing, transportation, agriculture, health science. **(C) Provides same rigorous knowledge and skills in reading and math expected by employers and colleges.** KS participates in multiple initiatives promoting strong academic skills (p. 2-10). Kansas contracts with NRCCTE (since 2008) for statewide implementation of the Math-

in-CTE-Initiative. KS is also a High Schools that Work (HSTW) state, promoting HSTW key practices for high school redesign. Additionally, Kansas has developed a state K-12 literacy plan to be implemented in January 2011, aligned with the Multi-Tiered System of Support (MTSS) to identify and remediate students in reading, writing, speaking & listening skills in all curricular areas.

ADDITIONAL IMPLEMENTATION

a) Enhance KSDE database to dynamically link academic and CTE standards with 21st Century Learner Profiles, and link to databases including student achievement data (assessment scores), instructional resources, student demographics and ultimately, KS Common Core Standards. Efforts will result in delivering information linking student career choices to instructional decisions, facilitating educator development of resources and assessments, and fusing critical thinking, problem solving, collaboration, communication, creativity and innovation. [see (b) Capacity of SLDS, p. 24-28].

(vi) Course sequences support transition to postsecondary education without need for duplication of courses or remediation

POS DEVELOPMENT AND IMPLEMENTATION TO DATE

A) Course sequence plans include recommended academic and career/technical courses for POS. Addressed in the state-approved POS with recommended course sequences, and through student-developed Personal Plans of Study. **B) Course sequence plans progress from introductory courses with broad foundational knowledge and skills, to occupationally specific courses providing knowledge and skills required for entry into and advancement in the selected POS.** All 16 state-approved career cluster pathways consist, at minimum, of three credits sequentially organized: introductory-level> technical-level> application-level,

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| <p>providing coursework progression from broad-based to occupationally specific. C) Opportunities for students to earn postsecondary credit for coursework taken during high school. State-approved POS includes mapped courses from grades 8-14. KCCMS (Kansas Course Code Management System) identifies local and state level courses available for dual/concurrent enrollment.</p> |
| <p>ADDITIONAL IMPLEMENTATION</p> |
| <p>a) Improve credit transfer agreements providing student credit at secondary level for postsecondary courses taken in high school. Most secondary schools in KS have credit transfer agreements for academic courses. CTE requirements for approved career cluster pathways require secondary schools have an articulation agreement with at least one postsecondary institution. Articulation often is through advanced placement courses or credit transfer agreement for high school courses mirroring competencies taught in postsecondary courses, eliminating duplication and providing students with college credits for courses taken during high school.</p> |
| <p>(vii) Credit Transfer Agreements among secondary schools and postsecondary institutions</p> |
| <p>POS DEVELOPMENT AND IMPLEMENTATION TO DATE</p> |
| <p>(A) Seamless process for students to earn and transfer college credit for postsecondary courses taken in high school, and across postsecondary institutions. All career cluster POSs provide seamless process for credit transfer through required articulation agreements. (See vi above) (B) Record college credit earned by high school students on high school transcripts. Secondary students receive postsecondary credit for courses included in credit transfer through articulation agreements. Articulated courses may include advanced placement courses allowing students to receive postsecondary credit on enrollment at the postsecondary institution.</p> |

(C) Expectations and requirements for teacher qualifications, course prerequisites, postsecondary entry requirements, locations of courses, tuition reimbursement and the credit transfer process. Course prerequisites are outlined/designated in the POS. Postsecondary entry requirements, tuition reimbursement, fees, and other aspects of the credit transfer process are outlined in articulation and credit transfer agreements. KS licensed, certified secondary instructors must meet state requirements for teacher licensure as outlined through KSDE policies and legislation.

ADDITIONAL IMPLEMENTATION

a) Increase educational alignment between K-12 and postsecondary, b) Improve credit transfer agreements providing credit at the secondary level for postsecondary courses taken while in high school, c) better describe postsecondary expectations for high school students, and teacher/faculty qualifications. (See vi. a. above), d) Support KBOR planned credit transfer and articulation initiative.

(viii) Guidance Counseling and Academic Advisement to help students make informed decisions about which POS to pursue

POS DEVELOPMENT AND IMPLEMENTATION TO DATE

(A) Based on State/ local guidance and counseling standards. Kansas uses curricular standards for K-12 based on the ASCA model including a career domain with specific standards and benchmarks. The KS Comprehensive School Counseling Program is based on this model, and is directly aligned with career clusters and POS initiatives. **(B) Ensure guidance counselors and academic advisors have access to up-to-date information about POS offerings.** 1) Student engagement projects align comprehensive program and career cluster model with ACT's Explore/Plan; 2) Kansas Career Pipeline supports alignment of POS/career cluster initiatives; 3)

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| <p>Ongoing technical assistance for POS provided to schools statewide; 4) KSDE has developed a POS toolkit to support implementation, including: a) plan template b) implementation narrative, c) implementation rubric, and d) career planning checklist, all available on the KSDE web site. (C) Information and tools to help students learn about postsecondary education, career options and POS prerequisites. See above. (D) Resources for students to identify career interests and aptitudes and to select an appropriate POS. KCP is used extensively-over 200,000 registered users statewide. Facts sheets about non-traditional careers distributed to counselors statewide and posted on KSDE website. E) Provide information and resources for parents. KSDE website and KCP. Individual workshops, career fairs, resources and information provided at the local level. (F) Provide web-based resources and tools for obtaining student financial assistance. KCP has capability for students to complete FAFSFA online. KSDE license distributes 25,000 customized American Careers magazines to secondary schools statewide-no cost to schools/students.</p> |
| <p>ADDITIONAL IMPLEMENTATION</p> |
| <p>a) Develop “train the trainer” model at project schools utilizing career development facilitators cooperatively at secondary and postsecondary levels.</p> |
| <p>(ix)Teaching/Learning Strategies- innovative instructional approaches for integration of academic/technical instruction</p> |
| <p>POS DEVELOPMENT AND IMPLEMENTATION TO DATE</p> |
| <p>(A) Interdisciplinary teaching teams of academic and CTE secondary/postsecondary faculty. KSDE promotes career academies and professional learning communities based on careers. Guidance for Awarding Proficiency Credit promoting dual credit (academic</p> |

and CTE) has also been implemented. Other strategies include team teaching, student centered instruction. **(B) Contextualized work-based, project-based, and problem-based learning.** 21st Century skills (essential knowledge and skills) are integrated in pathways promoting student-centered, problem-based instruction. Other strategies supporting this Framework include: PLTW for engineering programs (elementary, middle, high schools), CTSO’s student-led activities, experience-based/work-based components including internships, mentorships, supervised entrepreneurship, and school-to-registered apprenticeships, pathway competencies increasing innovative entrepreneurial aspects and service learning projects. **(C) Teaching strategies fostering team-building, critical thinking, problem-solving and communication skills.** Through MTSS (Multi-Tiered System of Supports), a coherent continuum of evidence based, system-wide practices, including data-based accountability supporting rapid response to academic needs, all students are provided a rigorous, research-based curriculum to empower each Kansas student to achieve to high standards

ADDITIONAL IMPLEMENTATION

a) Implement KSBE (2010) Motion #6, all students enter secondary prepared to succeed in project-based, contextual learning activities preparing them for further education and training meeting rigorous academic/technical standards, b) 2010 HSTW goals for KS support the state model to increase horizontal and vertical alignment and teaming. Efforts include expansion of Technology Centers That Work (TCTW) at postsecondary institutions in partnership with secondary schools (HSTW), c) PTLW goals include expansion of Biomedical programs, d) Development of Professional Experience Learning Toolkit to promote work-based experiences for students as integral and continuous through POS, reflecting 21st Century skills and career pathways.

| (x) Technical Skills Assessments |
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| POS DEVELOPMENT AND IMPLEMENTATION TO DATE |
| <p>(A) Use third-party, industry recognized assessments or technical skills assessments developed/approved based on industry standards. KACCTE identifies industry-recognized assessments appropriate for all pathways, and KSDE and KBOR are working together to identify assessments to ensure alignment between secondary and postsecondary. KSBE recently (2010) approved an initiative supporting the costs involved with the implementation of industry-recognized certifications and assessments for students enrolled in approved CTE programs, supporting both achievement of the credential and enhanced instruction of technical skills. Third-party, industry recognized assessments are currently used in the Health Science Cluster. (B) Measure student attainment of technical skills at multiple points during POS. KS state-approved pathways use stackable credentials and certifications in a course sequence as value-added/or as formative assessments. Examples at the secondary level: OSHA 10 hour Safety, First Aid and CPR, ServSafe, IC3 Core Computing, Microsoft Office Suite (MOS), NATEF, and NCCER. Articulation agreements identify appropriate aligned assessments to validate student outcomes. (C) Incorporate performance-based assessments that demonstrate students’ application of knowledge and skills. Student portfolios and CTSO competitive events are used as evidence of students’ application of knowledge and skills. State-approved pathways include performance-based competencies. KS (2009-2010) is a member of the CCSSO-Career Technical Assessment Collaborative, charged with creating a white paper on CTE assessments. (D) Result in awarding of secondary credit, postsecondary credit or special designation on student’s high school diploma. Included on some</p> |

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| <p>KS high schools student’s diploma for achievement of credential/certification. Current topics of discussion by CTE administrators.</p> |
| <p>ADDITIONAL IMPLEMENTATION</p> |
| <p>a) Implement KSBE 2010 Motion #1, integrated assessment system for all career clusters, tested academic content areas and 21st Century Profiles. Expand KSDE student data collection systems to integrate formative assessments, including implementation of assessments by the Smarter Balanced Assessment Consortium (SBAC) in 2014-2015. Assessments will be directly aligned to current state assessed indicators, including summative measures for development of end of pathway assessments for Career Clusters /Pathways. By 2013, eight end-of-pathway performance-based assessments, in 3 career clusters will be developed. b) Implement KSBE Motion #7, school accreditation option for all KS schools based on 21st Century Learning Environments supporting reform and/or redesign of public schools, c) Implement KSBE Motion # 8, a graduation option for all KS students designed around the 21st Century Learner Profiles, d) KSDE and KBOR collaborate to identify appropriate assessments for additional pathways as developed, e) Secondary/postsecondary schools identify appropriate assessments to validate student outcomes through articulation agreements.</p> |

b) Capacity of Statewide Longitudinal Data System (30 pts)

Kansas' longitudinal data system (LDS) has and continues to expand its extensive capacity to collect data on secondary, postsecondary and employment outcomes for individual students. In July 2010, KSDE was successful in securing a \$9 million dollar grant from IES for longitudinal data systems in Kansas, *Unifying Data Systems to Support Systemic Change in Education*. With that funding, the vision that project partners (KSDE and KBOR) are working towards is the expansion of the current P-20 data system, with linkages to workforce data that can inform multiple audiences regarding policy and practice. Some of the system's functions most applicable to *Career Ready Kansas* include: supporting education accountability including requirements for state and federal reporting, assessing student progress, identifying educational persistence factors and factors that best prepare students for entry into postsecondary education and the workforce, and identifying factors related to success in higher education.

The initiatives and objectives of that grant will be used to leverage the data reporting requirements for this project. The Kansas LDS project [consisting of multiple IES grants as well as the recent funding mentioned above] includes KSDE working collaboratively with KBOR, KDOL and other agencies and stakeholders statewide. The state's educational LDS system is extremely comprehensive, and addresses the 12 required data system elements specified in the America Competes Act. Further enhancements to the system will be achieved throughout the ongoing LDS projects, serving to benefit data collection and evaluation for this project.

(1) (i-v) Elements of the LDS that will be used to evaluate and assess the progress of students enrolled in the STEM POS and for the *Career Ready Kansas* project include:

(i) Statewide unique student identifiers: All data in the PK-20 system is collected using a statewide unique student identifier, addressing all confidentiality concerns. This has been in

place for PK-12 since 2005. Through the current LDS grants, postsecondary and adult education systems are transitioning to use of the same ID assignment system. These student identifiers are also linked to enrollment in a cluster/pathway program at the secondary level enabling collection of data at the cluster/pathway level for this project.

(ii) Student level enrollment, demographic and program participation information: Data on student enrollment, demographics and program participation is in place and completed PK-20.

(iii) Student level course completion data, including entrance and exit points for P-20: This has been implemented for PK-20 regarding collection of data showing course completion. Work on developing this data component continues in progress, through development of KBOR student exit points. Completion of this item will enable data and progress reports on specific courses taken within the STEM cluster. **Student level transcript information, including**

information on courses completed and grades earned: KSDE implemented standard Kansas Course Codes K-12, and all districts completed mapping to the Kansas Course Code Management System (KCCMS) in 2009. Collection of student level data including courses taken, instructor and course grade was piloted in 2009-2010 SY, and are required for all districts for 2010-11 SY. Completion of this data component will allow for detailed information collection about student progress in the STEM POS. IES grants have provided funds for implementation of statewide student record exchange from K-12 to K-12, high school to postsecondary and postsecondary to postsecondary electronic transcript exchange.

Implementation of the Docufide, Inc. solution for student record exchange and e-Transcripts is currently underway. Also included is a transcript audit component for parents and counselors, indicating student status relative to qualified admissions at the postsecondary level.

(iv) Matching student-level secondary and postsecondary data: Already in place since 2008; communication between systems will be enhanced by transitioning postsecondary institutions to the same ID assignment system.

(v) Matching student-level data with employment outcome data, using unemployment insurance wage records: Development continues in progress. Through the current LDS grants, KBOR is developing a partnership with the USDOL Bureau of Labor Statistics (BLS) to allow Kansas to further examine workforce data, both in Kansas and nationally, in relation to students and graduates from the postsecondary system. KBOR will also identify uses of the Occupational Information Network (O*NET Online) tool for career clusters and related workforce data. KBOR is also contracting with the Institute for Social and Policy Research (ISPR) at the University of Kansas to develop crosswalks for federal and state labor statistics datasets. Ultimately, data collection at the local level will include workforce, postsecondary retention/completion and school engagement data (ACT) for all students attending postsecondary institutions, and will provide this information to agencies and stakeholders through the P20 Data Mart and high school feedback reports. LDS will provide automatic match to occupational labor data removing responsibility from high schools and providing more accurate data.

(vi) State Data Audit Plan to Verify Education Data are Valid and Reliable. Kansas' LDS has undergone numerous internal and external system checks to ensure that the state data audit system is assessing data that is valid and reliable. Kansas' LDS is in compliance with ensuring this through the 12 required data system elements. To reach this status, the system has completed numerous validity and edit checks, master data management, tools that allow schools to review their data, and specific "how to check data" guidance. Additionally, KSDE's Data Quality Certification professional development program addresses data quality at the source, and

is targeted to multiple school and district roles. This program helps ensure data quality as it is managed and submitted by schools. KBOR has begun design and development of a Data Quality Certification professional development program for postsecondary institutions as well. In addition KSDE has successfully expanded its data governance process to include postsecondary.

(vii) Assurances that the use of data will be consistent with the requirements and protections contained in the Family Educational Rights and Privacy Act (FERPA) The Kansas LDS system makes assurances that data management and data use is consistent with FERPA. A data request review board is in place to ensure that any and all external data requests that are fulfilled include FERPA considerations. In addition, all access to individual student data is via KSDE's common authentication system and is FERPA compliant with a controlled individual registration and password process.

Additionally, data collection capacity includes:

- **Student level assessment data:** Already in place and completed since 2005; assessments are based on KIDS records submissions by K-12 districts, including state student identifiers. Using the unique student identifier, student attainment levels for technical skills attainment in the STEM POS will be accessible. (Performance measure #2)
- **Student level college readiness test scores:** Already in place and completed through a process that matches KIDS records to ACT student data, and links ACT student test scores to state student identifiers . This data is stored in the PK-20 Data Mart.
- **Data on successful student transition from secondary to postsecondary education and whether students enroll in developmental coursework:** Completed and in place for transitions to KS public postsecondary institutions, including developmental courses taken. (Performance measure #6)

➤ **Data that provide other necessary information to address alignment and adequate**

preparation for success in postsecondary education: Development of data collection in this area continues. Ultimately will include capability to collect data on postsecondary retention/completion and school engagement for all students attending Kansas postsecondary institutions. Information will be included in the P20 Data Mart and available through various public reports and business intelligence solutions, including high school feedback reports.

(2) **Project staff will work cooperatively** with State data specialists to access student outcome data needed to meet annual evaluation and reporting requirements for *Career Ready Kansas*. KSDE and KBOR already work cooperatively on multiple IES projects to unify state data collection systems; this project will be a continuation of those ongoing efforts. The evaluation by OEIE (section f) will also include data collection through the state LDS on required performance measures.

Dissemination Plan: KSDE will develop and maintain a webpage for *Career Ready Kansas* open to the public. A KSDE web content editor will be devoted to keeping the webpage information current within 24 hours of a request. Participating schools and project coordinators will post relevant information and materials on school and district websites. The KSDE webpage will be organized for ease of use and access for its frequent users - participating staff and faculty of LEAs and postsecondary partners, as well as other LEAs and postsecondary institutions both in state and out of state and OVAE. The webpage will not only include documents and data, but also interactive media links of blogs, podcasts and video productions.

(c) **Local Implementation Plan (20 pts).** School selection for participation was based on factors including: progress in POS implementation, current level of RPOS based on 10 Frameworks design, match and interest to project requirements, demographics.

| (c) (1) Local Implementation Plan (includes self-assessment) (Demographic Data source: KSDE Report Cards 2008-09) | | | |
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| Designation of LEAs (2) | | | |
| USD 259 Wichita | USD 260 Derby | USD 253 Emporia | USD 442 Nemaha Valley |
| Urban | Suburban | Large Rural | Small Rural |
| Race/Ethnicity [KS = State-level data] | | | |
| African American 19.8/KS 7.9; Hispanic 23.8/KS 13.1; White 38.3/KS 70.4; Other 17.9/KS 8.6 | African American 5.2/KS 7.9; Hispanic 7.7/KS13.1; White 75.9/KS 70.4; Other 11.1/KS 8.6 | African American 3.3/KS 7.9; Hispanic 41.5/KS 13.1; White 46.6/KS 70.4; Other 8.6/KS 8.6 | African American 0.4/KS 7.9; Hispanic 2.0/KS 13.1; White 96.1/KS 70.4; Other 1.4/KS 8.6 |
| Socio-Economic Status (SES) [KS = State-level data] | | | |
| Disadvantaged 69.3/KS 42.8 Non-Disadvantaged 30.7/KS 57.2 | Disadvantaged 36.9/KS 42.8 Non-Disadvantaged 63.1/KS 57.2 | Disadvantaged 65.1/KS 42.8 Non-Disadvantaged 34.9/KS 57.2 | Disadvantaged 19.6/KS 42.8 Non-Disadvantaged 80.4/KS 57.2 |
| English Language Learners (ELL) [KS = State-level data] | | | |

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| ELL 16.8/KS 8.4 Non-ELL 84.0/KS 91.6 | ELL 9.0/KS 8.4 Non-ELL 91.1/KS 91.6 | ELL 32.3/KS 8.4 Non-ELL 67.7/KS 91.6 | ELL 0.4/KS 8.4 Non-ELL 99.6/KS 91.6 |
| Graduation Rate | | | |
| 77.5/State 89.5 | 89.4/State 89.5 | 88.9/State 89.5 | 96.6/State 89.5 |
| Estimated # of students enrolled and by grade level in project (1) & pathway designation | | | |
| Enrollment 8-12 =1550 8th g.-1000, 9 th g-250; 10 th g-100; 11 th g-100; 12 th g-100 <u>Pathway:Engineering</u> | Enrollment 9-12 =2000± <u>Engineering</u> -8 th g-350; 9 th g-200; 10 th g-150; 11 th g-100; 12 th g-50 <u>Biochemistry</u> -9th g.200; 10 th g-180; 11 th g-160; 12 th g-140 <u>Pathways: Engineering & Biochemisty</u> | Enrollment 9-12 = 1224 9 th g.-80; 10 th g.-50; 11 th g.-20; 12 th g.-10 <u>Pathways: Engineering</u> | Enrollment 9-12=162 11 th g – 5 students 12 th g – 5 students <u>Pathway: Engineering</u> |
| Postsecondary Partners with Letter of Commitment (3) | | | |
| Wichita Area Technical College; Wichita State University | Barton Community College; Wichita State University | Flint Hills Technical College; Wichita State University | Manhattan Area Technical College; Wichita State University |

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| <p>(c)(1) Selected LEAs and evidence of LEA capacity to implement POS and 10 Framework Components</p> <p>10 DESIGN FRAMEWORKS AND SUBCOMPONENTS – Includes School Self-Assessment</p> | |
| <p>LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL- All SELECTED LEAS (c)(1)</p> | |
| <p>(i) <u>Legislation and policies promoting POS development and long-term sustainability:</u> Supported at local LEAs through legislation and policies supporting POS development and implementation at state level, including KSBE motions, KACCTE cluster approval and Carl D. Perkins funding for support of PD activities supporting career clusters and rigorous POS development.</p> | |
| <p>LEA</p> | <p>EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1)(4)</p> |
| <p>USD 259 Wichita</p> | <p>Specific Actions: Develop consistent, standardized process to implement RPOS over 11 separate high schools with multiple advisory committees</p> |
| <p>LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL- All SELECTED LEAS (c)(1)</p> | |
| <p>(ii) <u>Partnerships with education, business and other stakeholders supporting POS design, implementation and maintenance:</u> LEAS demonstrate ongoing industry support, efforts supported by local workforce development/ and economic demographics</p> | |
| <p>LEA</p> | <p>EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4)</p> |
| <p>USD 259 Wichita</p> | <p>Existing partnerships/connections include 160 business and postsecondary professionals on various CTE advisory committees, strong relationship w/local WIA board and previous funding of teacher externships in occupational areas including STEM, use of SkillsUSA. Specific Actions: Increase use of MOUs, processes for analyses of economic,</p> |

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| | workforce trends to inform RPOS development; implement <i>Work Keys</i> ® for foundational workplace skills. |
| USD 260 Derby | CTE funded programs advisory committees link with business and industry. Specific Actions: Implement <i>Work Keys</i> ® for foundational workplace skills. |
| USD 253 Emporia | High school/district successful partnerships with local education, business and governmental agencies, specifically a new initiative <i>Partner in Education</i> , with Emporia Area Chamber of Commerce. Specific Actions: Implement <i>Work Keys</i> ® for foundational workplace skills. |
| USD 442 NV | Existing partnerships based on advisory committee member involvement. Specific Actions: Implement <i>Work Keys</i> ® for foundational workplace skills. |
| (iii) <u>Professional Development (PD) is sustained, intensive and focused for administrators, teachers and faculty</u> | |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL (c)(1) | |
| USD 259 Wichita | Math-in-CTE Initiative in place using instructional coaches to improve instruction, student achievement. PD on topics relative to rigor, relevance and relationship framework, academic/CTE integration and global economy. |
| USD 260 Derby | PD for all CTE teachers, integration of academics and CTE through Math-in-CTE Initiative. Piloting “Reading” and “Social Studies” in CTE. |
| USD 253 Emporia | Professional Learning Communities implemented in collaborative work groups attended by 160/400 staff. Literacy First implemented for all staff g. 5-12 across content areas including CTE, w/classroom observation, coaching by |

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| | Literacy First consultant. Pilot district for MTSS for last 6 yrs, focused on reading, math, behavior PK-12, implemented now in multiple subject areas, including PD in MTSS. AVID (changing staff and student perception about postsecondary education) implemented at MS and HS with PD. Differentiated Instruction and Gradual Release of Responsibility for Learning implemented, including training on differentiated instruction model. |
| USD 442 NV | Working w/local education service center to align curriculum, integrate 21 st Century skills with CTE and academic teachers. PD related to common course codes, career cluster applications training, including Manufacturing pathways. |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |
| USD 259 Wichita | Specific Actions: Develop process for curriculum alignment at secondary and postsecondary level, provide staff PD w/facilitator(s). PD to integrate CTE and academic instructors' curriculum may include secondary educators achieving appropriate industry certifications, consider focus on integration of CTE in additional content areas. |
| USD 260 Derby | Specific Actions: Development of proficiency-based credit for science courses within STEM cluster, increase PD. |
| USD 253 Emporia | Specific Actions: Revise PLC process to focus on 21 st Century skills and knowledge through Common Core Standards. Expand new PD initiatives Differentiated Instruction, Gradual Release of Responsibility for Learning. |
| USD 442 NV | Specific Actions: Develop opportunities thru use of technology (in place at secondary building), partnerships for PD. |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL- All SELECTED LEAS (c)(1) | |

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| (iv) <u>Accountability and Evaluation Systems</u> - All LEAS use data systems available through the state LDS system | |
| USD 259 Wichita | KSDE data collection process for CTE data. Surveys for follow up with graduates for post-high school occupations. |
| USD 260 Derby | Teachers receive student outcome and local CaTE data for each pathway. Surveys for follow up with graduates for post-high school occupations. |
| USD 253 Emporia | Ongoing use of KIDS data collection system. “Data dashboard” developed to provide staff with longitudinal testing information on each teacher’s students to track student learning outcomes and inform MTSS decisions. |
| USD 442 NV | KSDE data collection process for CTE data. Surveys for follow up with graduates for post-high school occupations. |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |
| Specific Actions: All selected LEAS will participate in use of applicable SLDS databases to collect important data on student outcomes and performance indicators to inform development and implementation of STEM RPOS | |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL- All SELECTED LEAS (c)(1) | |
| (v) <u>College and Career Readiness Standards.</u> Current POSs include most courses needed to fulfill qualified admissions standards in KS; many allow completion of more rigorous KBOR scholars’ curriculum (advanced standing). CTE curriculum reviewed by advisory committees annually to ensure current technical standards utilized. | |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |

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| <p>USD 259 Wichita</p> | <p>Specific Actions: Develop methodology for college/career readiness linked to business and educational institutions to validate student preparedness; continue vertical/horizontal curriculum alignment; implement foundational workplace skills using the Kansas WORKReady! Certificate.</p> |
| <p>USD 260 Derby</p> | <p>Specific Actions: Promote and change perceptions of rigorous CTE courses to increase enrollment in STEM cluster and other CTE program areas; implement foundational workplace skills using the Kansas WORKReady! Certificate.</p> |
| <p>USD 253 Emporia</p> | <p>Specific Actions: Use project dissemination to increase interest in CTE (STEM) for students, parents, staff and community. Develop system to provide students with industry-recognized certificates/credentials; implement foundational workplace skills using the Kansas WORKReady! Certificate.</p> |
| <p>USD 442 NV</p> | <p>Specific Actions: Develop system to provide students with industry-recognized certificates/credentials; implement foundational workplace skills using the Kansas WORKReady! Certificate.</p> |
| <p>LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL- All SELECTED LEAS (c)(1)</p> | |
| <p>(vi) Course Sequences: 1) design POS w/business and industry/advisory committee input; 2) map recommended course sequence; 3) apply CPPSA; 4) include articulation agreements; 5) develop opportunities to earn postsecondary credit for courses taken during HS.</p> | |
| <p>LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL (c)(1)</p> | |
| <p>USD 259 Wichita</p> | <p>Current courses offered through PLTW engineering used as starting point to map course sequence.</p> |

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| USD 260 Derby | Ongoing collaboration with community colleges to create POS. PLTW Pre-Engineering program certified for college credit. |
| USD 253 Emporia | Articulation agreements with postsecondary institutions for 18 yrs+ to assure AP for students completing secondary sequence of courses. Students complete higher level coursework. Career pathways in place approximately 15 years. |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |
| USD 259 Wichita | Specific Actions: Develop common POS pathways with broad foundational skills leading to more occupationally specific courses at the postsecondary level. |
| USD 260 Derby | Specific Actions: Seamless pathways 8 th g. -postsecondary. PTLW Bio-Technology being reviewed for possible future implementation. |
| USD 253 Emporia | Specific Actions: Standardize course sequences in cooperation with postsecondary institutions and in conjunction with the Kansas Course Code Management System (KCCMS). |
| USD 442 NV | Specific Actions Map courses in POS based on current course offerings. Increase course availability via Interactive Distance Learning Lab. |
| (vii) <u>Credit Transfer Agreements</u> | |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL (c)(1) | |
| USD 259 | Credit transfer agreements for numerous programs; agreements vary and some may allow students to use courses |

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| Wichita | being taught in high school to meet prerequisite requirements. |
| USD 260 Derby | Credit transfer usually requires student enrollment at cooperating college. Students receive credit for high school completed postsecondary work if secondary teachers hold KBOR concurrent enrollment requirements (MS Degree or BS degree +13 hours in related content area). PLTW Pre-Engineering program certified for college credit. |
| USD 253 Emporia | Articulation agreements with postsecondary institutions in place for 18 yrs+ to assure advance placement credit for students completing secondary sequence of courses. |
| USD 442 NV | Signed articulation agreements with local community colleges. |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |
| USD 259 Wichita | Specific Actions: MOU defined credit transfer options for students taking postsecondary courses in high school for transfer to a 2/4 year institution offering the POS; support postsecondary efforts to provide college credit for high school courses at time classes are taken; support ongoing credit transfer process at postsecondary level. |
| USD 260 Derby | Specific Actions: Increase articulation/credit transfer agreements w/ postsecondary institutions allowing student credit for postsecondary courses while in high school; increase number of secondary teachers holding masters degrees. |
| USD 253 Emporia | Specific Actions: Develop consistent expectations in teacher/faculty qualifications with postsecondary institutions. Develop agreements for advanced standing with postsecondary institutions that allow students credit for postsecondary courses taken while in high school without first enrolling in postsecondary institution. |

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| USD 442 NV | Specific Actions: Increase articulation/credit transfer agreements with postsecondary institutions allowing student credit for postsecondary courses while in high school. |
| (viii) <u>Guidance Counseling and Academic Advisement</u> | |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL (c)(1) | |
| USD 259 Wichita | Kansas Career Pipeline (KCP) used for interest self-identification; college information nights for students and parents; established college and career centers (CCCs) at district high schools w/full time staff; individual graduation plan for all high school students; <i>CTE Update</i> , an electronic newsletter promoting SCTE. |
| USD 260 Derby | Assessments for 8 th g. students offering career pathways and programs provided, resulting in individual POS for development of interest area courses in high school. Working with KCP to “sync” all high school courses with 8g. assessment and all high school students information to assist in development of student POS. |
| USD 253 Emporia | Student support specialists/counselors full time in all schools, including pre-career counseling (MS) and college focus (HS). All students complete interest survey prior to high school enrollment using KCP and develop 4 yr plan of study for high school academics, periodically reviewed by faculty. |
| USD 442 NV | Plans of study developed at pathway level used student guide for development of personal plan of study. KCP used to help students with graduation requirements. |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |

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| USD 259 Wichita | Specific Actions: Increase use of KCP, including web-based resources for financial aid, PD on National Career Development Guidelines, better dissemination of available POS offerings to students, consistent dissemination of information for postsecondary education and career options, PD for CCC staff on CTE programs, POS and career/college/workforce readiness skills, expand individual graduation plans to include postsecondary/career goals. |
| USD 260 Derby | Specific Actions: Increase use of KCP, web-based resources for financial aid. PD on National Career Development Guidelines, better dissemination of available POS offerings and of information for postsecondary education, career options. PD for CCC staff on CTE programs, POS and career/college/workforce readiness skills. Expand individual graduation plans to include postsecondary/career goals. |
| USD 253 Emporia | Specific Actions: Train secondary staff as career coaches to enhance skills using POS approach based on student interest instead of “college only” approach. Expand use of resources available through KCP, use interest surveys earlier and often, key in on entrance and exit points at the postsecondary level. |
| USD 442 NV | Specific Actions: Increase use of KCP in developing individual student plan of study. |
| (ix) <u>Teaching and Learning Strategies</u> | |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL (c)(1) | |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) |
| USD 259 | Specific Actions: Increase interdisciplinary teaching teams (including Math-in-CTE); team building to increase |

| | |
|---|--|
| Wichita | academic/technical curriculum integration focused on work, project, problem-based learning; train the trainer model. |
| USD 260 Derby | Specific Actions: Increase experience-based PD, expand work-based, contextual learning opportunities for students, consider expansion of Math-in-CTE model to other subject areas. |
| USD 253 Emporia | Specific Actions: Increase team building, critical thinking, problem solving, communication skills using contextualized work-based, project-based approaches. Increase knowledge of CTSOs and opportunities among core teachers. |
| USD 442 NV | Specific Actions: Increase experience-based PD, expand work-based, contextual learning opportunities for students. Increase opportunities for horizontal curriculum alignment and team teaching. |
| LEA CAPACITY-CURRENT IMPLEMENTATION LEVEL- All SELECTED LEAS (c)(1) | |
| (x) <u>Technical Skills Assessments</u> —all LEAS currently using competency profiles. Use of industry recognized technical skills assessments vary based on CTE programs and availability. No uniform use of foundational workplace skills assessments. | |
| LEA | EVIDENCE OF CAPACITY/FURTHER IMPLEMENTATION GOALS (c)(1) (4) – ALL SELECTED LEAS |
| All | Specific Actions: With project support, all selected LEAS (Wichita, Derby, Emporia and Nemaha Valley) will implement state-approved, industry based/technical skill assessments in selected pathway areas by 2011-12 (Y2), as well as foundational workplace skills using the Kansas WORKReady! Certificate (based on ACT, Inc. Work Keys®), fulfilling both district and state-level goals. |

(4) Participating LEAs outline specific actions to ensure all Framework components in place for Y2 implementation. See Capacity/Further Implementation Goals, p. 31-40.

(5) Ongoing oversight and technical assistance to participating LEAs. KSDE is committed to implementing *Career Ready Kansas*, through personnel (Budget Narrative) as well as through existing/ongoing partners and initiatives (see pp. 2-10). Two project coordinators will be contracted as dedicated liaisons for secondary and postsecondary institutions. They will be responsible for assisting with development and implementation of the RPOS for *Career Ready Kansas* schools, including: 1) organizing committees comprised of secondary and postsecondary staff to review and develop RPOS to meet the 10 key Frameworks, 2) supporting faculty and instructors, including assisting with development of resource documents to support teaching and learning, 3) assisting with progress documentation, 4) participating in meetings with educators, business and industry, 5) serving as liaisons to school districts, KSDE and KBOR. Additionally, the project manager will have ongoing contact with project coordinators, administrative assistants, web content editor, evaluation team, and participating secondary and postsecondary partners, monitoring project tasks to ensure timely completion.

(d) Project Management (16 pts) (1) Management plan identifies specific/measurable objectives/tasks. See Project Management Chart on pp. 42-46.

(2) Management plan identifies partners/personnel for project tasks with timelines.
See Project Management Chart on pp.42-46.

(3) Project Director/key personnel have professional qualifications and experience.
See Resumes of Project Director and key personnel attached as “Additional Information.”

(4) Time Commitments of Project Director, Key Personnel and Partners. Time commitments for Project Director, Key Personnel, Partners, see Budget Narrative.

| |
|---|
| d) <u>Project Management</u> (16 pts) |
| PROJECT GOALS: (A) Implement Rigorous Programs of Study in all STEM Career Clusters Statewide |
| (B) Improve Educational Alignment Between Secondary and Postsecondary Partners |
| PROJECT OBJECTIVES |
| (1)(A) Increase professional development (PD) opportunities relative to RPOS |
| (1)(B) Increase integration of academic and technical instruction |
| (1)(C) Measure student outcomes/7 performance measures using statewide longitudinal data system (SLDS) and expand capacity |
| (1)(D) Increase implementation of industry-recognized technical assessments in secondary standards |
| (1)(E) Increase opportunities for POS course sequences that transition to postsecondary institution without duplication or remediation |
| (1)(F) Increase capacity of career guidance counseling and academic advisement |
| (1)(G) Develop end of pathway assessments at the secondary level |
| (2)(A) Increase number of students using credit transfer agreements between secondary schools and postsecondary institutions |
| (2)(B) Increase opportunities for POS course sequences that transition to postsecondary institution without duplication or remediation |
| (2) (C) Increase opportunities for students to earn postsecondary credits for courses taken in high school leading to a postsecondary credential, certificate or degree |
| (2)(D) Increase number, availability of industry-approved technical skills assessments aligned between secondary and postsecondary |

| PROJECT TASKS/ACTIVITIES AND RESPONSIBLE PERSONNEL | Year One 2010-11 | | | | Year Two 2011-12 | | | | Year Three 2012-13 | | | | Year Four 2013-14 | | | |
|--|------------------|----|----|----|------------------|----|----|----|--------------------|----|----|----|-------------------|----|----|----|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| (1)(A)(1) Review existing PD initiatives at state and local level, develop PD plan for project schools, select PD that enhances project goals | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Project Director, Project Manager, Project Coordinators, Program Consultants, Secondary and Postsecondary project partners | | | | | | | | | | | | | | | | |
| (1)(A)(B)(1 &2) Provide PD on vertical/horizontal course alignment, PD on strategies for integration of academic and CTE | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Program Consultants, Outside Consultants, Secondary and Postsecondary project partners | | | | | | | | | | | | | | | | |
| (1)(C) Use SLDS to measure outcomes defined in the seven performance measures, increase capacity of SLDS, including matching student-level data with employment outcome data, using UI insurance wage records, student level transcript information, other data w/necessary information for alignment and adequate preparation for success in postsecondary education. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Information Technology Director, Evaluator, Project Manager, KSDE personnel, secondary schools and postsecondary partners | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>(1)(D)(1) Meetings w/partner agencies/stakeholders to develop methodologies to increase industry-recognized technical assessments in secondary standards</p> | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <p>(1)(D)(2) Present data/evidence to governing bodies such as KSBE, KBOR, KACCTE demonstrating need for embedded industry-recognized technical assessments</p> | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <p>(1) (E) Meetings to ensure POS course sequences offer maximized opportunities for students to avoid remediation and/or duplication</p> | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <p>(1)(F)(1) Select and train career development facilitators for project schools enhancing capacity for effective guidance counseling promoting RPOS, and other postsecondary education and career options.</p> | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <p>(1)(F)(2) Develop train the trainer model for career</p> | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

| | | | | | | | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>development facilitators at secondary and postsecondary institutions</p> | <p>Project Director, Project Manager, Project Coordinators, Program Consultants, outside consultants, secondary and postsecondary partners</p> | | | | | | | | | | | | | | | |
| <p>(2)(A) (1) Review data from state-approved pathways. Meetings to identify industry-recognized credentials, certifications, credits for secondary leading to a postsecondary, credential, certificate, or degree</p> | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <p>(2)(A)(2) Determine entry-level skills (certifications, credentials, credits) needed for RPOS by career cluster pathway; disseminate postsecondary credit information to secondary schools. Utilize state e-transcript initiative to enhance record exchange between secondary and postsecondary partners.</p> | <p>Project Director, Project Manager, Program Consultants, Information Technology Director, CTE/Workforce Liaison, partner agencies, stakeholders, secondary and postsecondary partners</p> | | | | | | | | | | | | | | | |
| <p>(2)(A)(3) Secondary schools, KSDE disseminate information to students, parents through print, electronically, the web and KCP.</p> | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| <p>Project Director, Project Manager, Program Consultants, IT Director, CTE/Workforce Liaison, partner agencies, stakeholders, secondary and postsecondary partners</p> | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| (2)(B)(1) See (1)(E) above | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| (2)(C) Meetings with postsecondary partners, agency and workforce stakeholders to develop policy solutions enabling students to earn postsecondary credits for courses taken in high school leading to a postsecondary credential, certificate or degree | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| (2)(D) Meetings with secondary and postsecondary partners to develop methodologies to align industry-approved technical skills assessments | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| (2)(D)(2) Implement model that aligns industry approved technical skills assessments at secondary and postsecondary levels | | | | | | X | X | X | X | X | X | X | X | X | X | X | X |
| | Project Director, Project Manager, Program Consultants, Information Technology Director, CTE/Workforce Liaison, partner agencies, stakeholders, secondary and postsecondary partners | | | | | | | | | | | | | | | | |
| | Project Director, Project Manager, Project Coordinators, IT Director, CTE/Workforce Liaison, partner agencies, stakeholders, secondary and postsecondary partners | | | | | | | | | | | | | | | | |
| | Project Director, Project Manager, Program Consultants, Information Technology Director, CTE/Workforce Liaison, partner agencies, stakeholders, secondary and postsecondary partners | | | | | | | | | | | | | | | | |

(e) **Adequacy of Resources** (10 pts)

(1) Adequacy of Support (facilities, equipment supplies, etc) by participating agencies/ institutions at State/ local levels. *Career Ready Kansas* leverages KSDE's connection with multiple agencies and stakeholders to provide overwhelming support towards project success. Further, participating LEAs have expressed an extraordinary commitment level, most of whom have already implemented a significant amount of resources and efforts in facilities, training, equipment and personnel to ensure this project will be successful. Of particular note is extensive state-of-the-art IDL equipment already in place at Nemaha Valley high school. As a small rural high school in a less densely populated geographic area than other participants, this will allow for innovative and creative ideas and solutions to achieving project goals.

(2) Budget is appropriate and costs reasonable in relation to objectives and design of project. This project is designed to provide secondary schools and postsecondary institutions sufficient funds to achieve implementation, with the majority of USDOE funds requested through this project earmarked for those participants. Two dedicated project coordinators supported by project funds will provide technical assistance at the local level, to the secondary and postsecondary institutions. Regularly scheduled contact will be maintained throughout by project coordinators. Significant project objectives include professional development at a variety of levels (career counseling, career development facilitator training and academic/CTE integration) and strategies to strengthen secondary/postsecondary education alignment.

(f) **Evaluation** (14 pts)

(1) Evaluation / Constancy of Implementation of POS for Ys 2-4. This project includes a comprehensive plan for program evaluation to assess *Career Ready Kansas*' success in meeting stated objectives and the project's impact on student outcomes. Evaluation will also provide

reliable comparable information needed by OVAE to determine the results of RPOS in each state. The Evaluation Plan will include:

- a comprehensive assessment of the STEM Career Cluster program implementation and formative feedback to promote program success;
- an assessment of the local programs' effectiveness regarding the 10 Framework components;
- analysis of program impact based on specific outcome data for students enrolled in the STEM program, including the 7 State Performance Measures; and
- evaluation strategies and methods finalized in collaboration with OVAE.

Evaluation methods will draw on both qualitative and quantitative approaches and employ multiple strategies such as: review of project documents, publications, and outputs; checklists assessing completion of each activity; observations, interviews, focus groups, and surveys; and comprehensive analysis of outcome data for student participants. The evaluation will include ongoing formative feedback integrated into the management plan to ensure program success. Annual reports will provide summative evaluation, including baseline information for Y1, followed by assessments for Y2-4 as the *Career Ready Kansas* is implemented.

(2) Evaluation / 10 Framework Components. Effectiveness in accomplishing the 10 Framework components will be assessed through evaluation methods and specific indicators:

- **Legislation and Policies:** Documentation of inter-agency efforts, changes in state / non-federal funding streams for STEM.
- **Partnerships:** Assessment of information created regarding economic / employment outlook, MOUs for KCP, and linkages to P-20, KBOR, and other initiatives.
- **Professional Development:** Assessment of strategies: aligning academic and technical curriculum; fostering innovative teaching strategies; increased access to student outcome data.

- **Accountability and Evaluation Systems:** Review of data provided on student outcome and annual summary of evaluation results.
- **College and Career Readiness Standards:** Records analysis and interviews with participants regarding development/ validation of standards for STEM.
- **Course Sequences:** Documented changes at LEA regarding course sequence plans for STEM and postsecondary credit opportunities.
- **Credit Transfer Agreements:** Record analysis: credit transfer agreements affecting the LEA, college credit recorded on high school transcripts.
- **Guidance Counseling and Career Advisement:** Interviews, analysis re: counseling standards, information and tools for students, parents, web-based and workshop opportunities.
- **Teaching and Learning Strategies:** Observation, interviews and record analysis regarding: teaching strategies and resources for STEM.
- **Technical Skills Assessments:** Documented assessment of technical skill proficiencies for the STEM career cluster, and Additional methods finalized in collaboration with OVAE.

(3) Evaluation / Qualifications and Background. The evaluation will be conducted by the Office of Educational Innovation and Evaluation (OEIE) in collaboration with KSDE, KBOR, secondary schools, postsecondary institutions and partner organizations. OEIE has extensive expertise in evaluation design, instrument development, assessment, and program evaluations for state and federally funded projects including other U.S. Department of Education grants. (See the OEIE qualifications summary)

4) Outcome Data / Evaluation Design Process. This evaluation summary is presented with the understanding that evaluators will participate in the Evaluation Design meeting in Washington DC. Evaluation methods will be finalized in collaboration with OVAE and other

grantees for consistency across States (e.g. student definitions, comparing outcomes, comparison groups) and development of an agreed-upon plan for research and reporting under this grant.

The capabilities of Kansas' SLDS and other resources will enable successful evaluation of student outcome data (see section (b) above). The evaluation will analyze outcome data for students participating in the STEM RPOS, including comparative analysis with students not participating in an RPOS. The analysis will also consider a variety of student outcome data identified below including State Performance Measures:

- Secondary Completion - percentage of participating students who earn a high school diploma.
- Technical Skills Attainment - percentage of participating students who attain technical skills
- Earned Postsecondary Credit During High School - percentage of participating students who earn postsecondary credit.
- Enrollment in Postsecondary Education - percentage of participating students who enroll in postsecondary education by the fall following high school graduation.
- Enrollment in Postsecondary Education in Field/Major Related to STEM- percentage of participating students enrolling in postsecondary program in field/ major related to STEM.
- Need for developmental course work in postsecondary education - percentage of participating secondary students who enroll in one or more postsecondary education developmental courses.
- Postsecondary credential, certificate or diploma attainment - percentage of participating students who attain an industry-recognized credential, certificate, or associate's degree, within two years following enrollment in postsecondary education.

Project Narrative

RESUMES

Attachment 1:

Title: **Project Resumes** Pages: **3** Uploaded File: **Kansas CTE-RPOS-Resumes.pdf**

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Project Narrative

ADDITIONAL INFORMATION

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Budget Narrative

BUDGET NARRATIVE

Attachment 1:

Title: **Project Budget Narrative Pages: 13** Uploaded File: **Kansas CTE-RPOS-Budget Narrative.pdf**

BUDGET NARRATIVE

The proposed budget for *Career Ready Kansas* includes contributions by the State of more than 30% of total project costs from other sources. [See Competitive Preference Priority] Funding for in-kind amounts in this Budget Narrative are drawn from State Leadership and Competitive Reserve funds awarded under section 111 of the Carl D. Perkins Career and Technical Education Act of 2006 (“Act”) and as specified in section 112(a)(1) of the Act. Funding for In-Kind personnel costs are drawn from Kansas state general funds (non-federal funds). Other in-kind amounts for items such as equipment and supplies are based on in-kind contributions such as facilities, equipment, supplies, services and other resources already available to the State.

Additional funds that will be used to leverage positive results for *Career Ready Kansas* include the recent \$9 million dollars received in federal funding to improve, expand and enhance the Kansas’ longitudinal data system, *Unifying Data Systems to Support Systemic Change in Education*. Another recent initiative approved by the Kansas State Board of Education allocates up to \$400,000 for the Career and Technical Education (CTE) Initiative Supporting Industry Recognized Credentials and Certifications to support assessments allowing CTE concentrators to gain industry-recognized credentials and certifications. These funds will be used for costs associated with implementation of industry recognized technical assessments and foundational workplace skills using the Kansas **WORK**Ready! Certificate (based on ACT, Inc. Work Keys®).

1. Personnel

| | | | | |
|---------|---------------|----------|----------------|---------|
| Year 1: | Total in Kind | \$68,059 | Budget Request | \$7,600 |
| Year 2: | Total in Kind | \$69,959 | Budget Request | \$5,700 |
| Year 3: | Total in Kind | \$71,859 | Budget Request | \$3,800 |

| | | | | |
|---------|---------------|----------|----------------|---------|
| Year 4: | Total in Kind | \$73,759 | Budget Request | \$1,900 |
|---------|---------------|----------|----------------|---------|

Project Director: Robin A. Harris, Assistant Director, Career, Standards and Assessment Services, KSDE.

| | | |
|-----------------|---------|---------|
| Year 1: 0.1 FTE | In Kind | \$3,500 |
| Year 2: 0.1 FTE | In Kind | \$3,500 |
| Year 3: 0.1 FTE | In Kind | \$3,500 |
| Year 4: 0.1 FTE | In Kind | \$3,500 |

Project Director (PD) will oversee the progress of project initiatives, will provide direction, and will oversee functionality and reporting requirements. The PD is accountable for resolving issues identified by the project manager and project coordinators or other staff, as well as making all major project decisions. The PD will approve project charters, project documents, and timelines for project activities. Decisions will be based on research evidence, existing knowledge, and recommendations of key personnel. The PD will share responsibility with the project manager for advocating *Career Ready Kansas* project priorities to the Board of Education, Postsecondary Technical Education Authority, KSDE, Kansas Board of Regents (KBOR) and secondary districts and postsecondary institutions.

Project Manager: Zoe Thompson, KBOR and KSDE

| | | | | |
|-----------------|---------|----------|----------------|---------|
| Year 1: 0.4 FTE | In Kind | \$15,200 | Budget Request | \$7,600 |
| Year 2: 0.4 FTE | In Kind | \$17,100 | Budget Request | \$5,700 |
| Year 3: 0.4 FTE | In Kind | \$19,000 | Budget Request | \$3,800 |
| Year 4: 0.4 FTE | In Kind | \$20,900 | Budget Request | \$1,900 |

The Project Manager (PM) is responsible for project management activities regarding the development and implementation of *Career Ready Kansas*. The PM will communicate directly

with project coordinators, administrative assistants, web content editor, evaluation team, and participating secondary and postsecondary partners. In addition, the PM will assist in establishment of project charters, project plans, and other project documents, managing plans and coordinating project activities; monitoring project tasks to ensure they meet timelines. The PM is responsible for communicating status and presenting issues to the PD.

CTE State Director/Vice President of Workforce Development, Blake Flanders, KBOR

| | | |
|------------------|---------|---------|
| Year 1: 0.05 FTE | In Kind | \$3,500 |
| Year 2: 0.05 FTE | In Kind | \$3,500 |
| Year 3: 0.05 FTE | In Kind | \$3,500 |
| Year 4: 0.05 FTE | In Kind | \$3,500 |

State CTE Director will share responsibility with the PD for advocating *Career Ready Kansas* priorities to the Board of Education, KBOR, Postsecondary Technical Education Authority, postsecondary institutions, project partners, KSDE and other stakeholders. He will also assist with overall project direction and with PM roles and responsibilities.

Information Technology (IT) Director – Kathy Gosa, Director Information Technology

| | | |
|-------------------|---------|---------|
| Year 1: 0.025 FTE | In Kind | \$2,473 |
| Year 2: 0.025 FTE | In Kind | \$2,473 |
| Year 3: 0.025 FTE | In Kind | \$2,473 |
| Year 4: 0.025 FTE | In Kind | \$2,473 |

IT Director will provide direction and priorities for the project. She will oversee functionality and reporting requirements of the data research and analysis of project demands.

KSDE Sr. Administrative Assistant: Jessie Cornejo

| | | |
|-----------------|---------|---------|
| Year 1: 0.2 FTE | In Kind | \$3,199 |
|-----------------|---------|---------|

| | | |
|-----------------|---------|---------|
| Year 2: 0.2 FTE | In Kind | \$3,199 |
| Year 3: 0.2 FTE | In Kind | \$3,199 |
| Year 4: 0.2 FTE | In Kind | \$3,199 |

Administrative assistant performs clerical duties for project staff, including record keeping, mailings, meeting scheduling, travel scheduling, phone support, training materials production support, and other tasks as requested by the project manager and project coordinators.

KSDE, Web content editor: Mary Ward, Sr. Administrative Assistant

| | | |
|-----------------|---------|---------|
| Year 1: 0.1 FTE | In Kind | \$2,830 |
| Year 2: 0.1 FTE | In Kind | \$2,830 |
| Year 3: 0.1 FTE | In Kind | \$2,830 |
| Year 4: 0.1 FTE | In Kind | \$2,830 |

Administrative assistant will perform web content edits, as requested by project manager, project coordinators, and the participating schools. Web content editor will promote the dissemination plan, and will provide communication with the field across list serves regarding continuous development, progress and updates to *Career Ready Kansas*.

Education Program Consultant- STEM Career Cluster Specialist: RJ Dake

| | | |
|-----------------|---------|----------|
| Year 1: 0.2 FTE | In Kind | \$11,485 |
| Year 2: 0.2 FTE | In Kind | \$11,485 |
| Year 3: 0.2 FTE | In Kind | \$11,485 |
| Year 4: 0.2 FTE | In Kind | \$11,485 |

STEM Cluster Specialist is responsible for assisting with documentation and implementation of the project. He will work directly with the project coordinators and participating schools

regarding state approved STEM career cluster pathways and rigorous program of study (RPOS) implementation.

Education Program Consultant- Science/STEM Career Cluster Specialist: Matt Krehbiel

| | | |
|-----------------|---------|---------|
| Year 1: 0.1 FTE | In Kind | \$5,742 |
| Year 2: 0.1 FTE | In Kind | \$5,742 |
| Year 3: 0.1 FTE | In Kind | \$5,742 |
| Year 4: 0.1 FTE | In Kind | \$5,742 |

CSAS consultant is responsible for assisting with documentation and implementation of the results of the project. He will work directly with the project coordinators and participating schools regarding state approved STEM career cluster pathways, RPOS implementation and college and career readiness standards.

Education Program Consultant-Research and Data Analyst CSAS, Tony Moss

| | | |
|-----------------|---------|---------|
| Year 1: 0.2 FTE | In Kind | \$5,888 |
| Year 2: 0.2 FTE | In Kind | \$5,888 |
| Year 3: 0.2 FTE | In Kind | \$5,888 |
| Year 4: 0.2 FTE | In Kind | \$5,888 |

Research and Data Analyst is responsible for assessing the progress of students enrolled in the STEM RPOS. He will assist with data collection and evaluation issues required for the *Career Ready Kansas* project using the States' longitudinal data systems, and current reporting systems including KIDS (Kansas Individual Data System) and student information reporting system for CTE concentrators (CaTE).

Education Program Consultant- Career Counseling/Guidance Counseling: Kent Reed

| | | |
|-----------------|---------|---------|
| Year 1: 0.2 FTE | In Kind | \$5,742 |
|-----------------|---------|---------|

| | | |
|-----------------|---------|---------|
| Year 2: 0.2 FTE | In Kind | \$5,742 |
| Year 3: 0.2 FTE | In Kind | \$5,742 |
| Year 4: 0.2 FTE | In Kind | \$5,742 |

CSAS consultant for career counseling and guidance is responsible for assisting with documentation and implementation of the results of the project. He will work directly with the project coordinators and participating schools regarding state approved STEM career cluster pathways, RPOS implementation and college and career readiness standards.

KBOR CTE Staff-Workforce Development: Director of Workforce Education and Training, Department of Commerce and Kansas Board of Regents - Kathy Hund

| | | |
|-----------------|---------|---------|
| Year 1: 0.1 FTE | In Kind | \$8,500 |
| Year 2: 0.1 FTE | In Kind | \$8,500 |
| Year 3: 0.1 FTE | In Kind | \$8,500 |
| Year 4: 0.1 FTE | In Kind | \$8,500 |

The Director of Workforce Education and Training serves as the liaison between the Kansas Board of Regents and Department of Commerce. This position will support the project using extensive employer connections with Kansas business and industry and a direct link to the economic development agency and the public workforce system. The link will ensure the assessments and credentials are those in demand by Kansas’ business and industry groups.

2. Fringe

On behalf of its employees, the Agency contributes funds for staff for such things as retirement, social security, workers compensation, unemployment insurance and health insurance. Benefits other than health insurance are calculated at 17% per employee.

| | | | |
|---------|-------|------------------|------------------------|
| Year 1: | Total | In Kind \$11,570 | Budget Request \$1,292 |
|---------|-------|------------------|------------------------|

| | | |
|---------|------------------------|-----------------------|
| Year 2: | Total In Kind \$11,893 | Budget Request \$ 969 |
| Year 3: | Total In Kind \$12,216 | Budget Request \$ 646 |
| Year 4: | Total In Kind \$12,539 | Budget Request \$ 323 |

3. Travel

Travel will include in-state travel for project coordinator(s) between demonstration project sites (four) estimated at four times per year. [4 meetings with 5-10 individuals for one day each- travel and per diem]. Travel will also include in-state travel for project director, project manager and key personnel to attend meetings towards project goals [1-2 meetings with 10-15 individuals for half-day each – travel and per diem]. Out-of-state travel includes annual meeting for project director and evaluation team in Washington DC per grant requirements. [one meeting – 2-3 days for at least two project personnel – travel and per diem]. All travel will be minimized where possible by using technology. Budget funds are requested below towards required out-of-state travel (\$3,500) and for travel for project coordinators (\$2,000).

| | | | |
|---------|-----------------------|----------------|---------|
| Year 1: | Total In Kind \$7,500 | Budget Request | \$5,500 |
| Year 2: | Total In Kind \$7,500 | Budget Request | \$5,500 |
| Year 3: | Total In Kind \$7,500 | Budget Request | \$5,500 |
| Year 4: | Total In Kind \$7,500 | Budget Request | \$5,500 |

4. Equipment – No funds are requested for equipment. In-kind funds will be used for items such as: desktop computers, system software, PDAs, conference call technology and equipment (such as ITV, MS Live Meeting).

| | |
|---------|-----------------------|
| Year 1: | Total In Kind \$7,500 |
| Year 2: | Total In Kind \$7,500 |
| Year 3: | Total In Kind \$7,500 |

Year 4: Total In Kind \$7,500

5. Supplies - No funds are requested for equipment. In-kind funds will be used for items such as: general office supplies, paper, postage and copies associated both with implementation of the project and with instructional resources and training materials.

Year 1: Total In Kind \$10,000

Year 2: Total In Kind \$10,000

Year 3: Total In Kind \$10,000

Year 4: Total In Kind \$10,000

6. Contractual

Project Coordinators – Two positions: To Be Contracted

The project coordinators will be responsible for development and implementation of the RPOS for the *Career Ready Kansas* participating schools. This includes organizing committees comprised of secondary and postsecondary staff to review and develop RPOS to meet the 10 key Frameworks. They will support faculty and instructors, and assist with development of resource documents to support teaching and learning. Additionally, project coordinators will assist with documentation of progress, participate in meetings with educators, and business and industry, serve as liaisons to school districts, KSDE and KBOR. They will communicate directly to the PM, staff at secondary schools and postsecondary institutions, KSDE CSAS EPC and research analyst, and web content editor.

Two Positions @ \$50,000/annually for each position

| | | | | |
|---------|---------|----------|----------------|----------|
| Year 1: | In Kind | \$60,000 | Budget Request | \$40,000 |
| Year 2: | In Kind | \$60,000 | Budget Request | \$40,000 |
| Year 3: | In Kind | \$60,000 | Budget Request | \$40,000 |

| | | | | |
|---------|---------|----------|----------------|----------|
| Year 4: | In Kind | \$60,000 | Budget Request | \$40,000 |
|---------|---------|----------|----------------|----------|

Evaluation: – A robust, external evaluation will be designed by the Office of Educational Innovation and Evaluation (OEIE) at Kansas State University (KSU), addressing both evaluation and performance measure requirements. OEIE has extensive expertise designing and implementing vigorous program evaluations, developing instruments and reporting to stakeholders; and has conducted a broad range of internal and external program evaluations for state and federally funded projects. OEIE also assisted in preparation of the federally funded 2010 State Longitudinal Database (SLDS) grant application, and has knowledge of database requirements and needs as applicable to this project as well. Evaluation costs for the external evaluation are budgeted at \$20,000 per year over each of the four project years (\$80,000 total).

| | | |
|---------|---------|----------|
| Year 1: | In Kind | \$20,000 |
| Year 2: | In Kind | \$20,000 |
| Year 3: | In Kind | \$20,000 |
| Year 4: | In Kind | \$20,000 |

7. Construction – none

8. Other – Demonstration Project Sites - Secondary and Postsecondary Partners

The majority of funding requested through *Career Ready Kansas* is earmarked for the secondary schools and postsecondary institutions selected for this project and implementing the STEM (Science, Technology, Engineering and Math) Career Cluster Rigorous Program of Study. Funds will be used to support the 10 Frameworks and achieve project goals of: (A) Implementing Rigorous Programs of Study (RPOS) in all STEM Career Clusters Statewide, and (B) Improving Educational Alignment between Secondary and Postsecondary Partners.

Based on project objectives , it is anticipated funds (amounts identified below) will be distributed to secondary schools and postsecondary institutions to address objectives/tasks, including: 1) professional development focused on the integration of academic and CTE curriculum, vertical and horizontal curriculum alignment between secondary schools and among second schools and postsecondary institutions, 2) professional development for additional SLDS training to better report on student learning outcomes and use data to drive curriculum and instruction, 3) faculty and administrator meetings with business and postsecondary partners to develop methodologies to increase industry-recognized technical assessments in secondary standards, 4) faculty and administrator meetings with postsecondary partners to ensure the RPOS course sequences offer maximized opportunities for students to avoid remediation and/or duplication, 5) training and professional development for career development facilitators at both secondary/postsecondary levels, 6) faculty and administrator meetings with business and industry to identify industry-recognized credentials and certifications needed for the STEM RPOS, 7) faculty and administrator meetings with secondary/ postsecondary partners to identify appropriate credit transfers for secondary leading to a postsecondary, credential, certificate, or degree, and determine methodologies that would avoid duplication and/or remediation, 8) faculty and administrator meetings with secondary and postsecondary partners, agency and workforce stakeholders to develop policy solutions enabling students to earn postsecondary credits for courses taken in high school leading to a postsecondary credential, certificate or degree, 9) faculty and administrator meetings with secondary/postsecondary partners to develop methodologies to align industry-approved technical skills assessments.

Beginning in Year 3, school directed funds will decrease first by 10% and in Year 4, by 25%. Building on the relationships and policy discussions in Years 1 and 2, and in concert with

Career Ready Kansas goals, plans are to select four additional schools in Kansas to begin implementation of the STEM Career Cluster through a rigorous program of study sometime during Year 3. Funding available from the decreased funding amounts for schools initially selected for project participation will be directed to those four additional schools to begin implementation of the STEM Career Cluster through a rigorous program of study.

USD 259-Wichita – Secondary – Prorated share @1.3 =\$71,500

| | | | |
|---------|---------|----------|---------------------------------|
| Year 1: | In Kind | \$19,500 | Budget Request \$ 52,000 |
| Year 2: | In Kind | \$19,500 | Budget Request \$ 52,000 |
| Year 3: | In Kind | \$24,700 | Budget Request \$ 46,800 (<10%) |
| Year 4: | In Kind | \$22,500 | Budget Request \$ 39,000 (<25%) |

USD 260-Derby – Secondary – Prorated share @1.2= \$66,000

| | | | |
|---------|---------|----------|---------------------------------|
| Year 1: | In Kind | \$18,000 | Budget Request \$ 48,000 |
| Year 2: | In Kind | \$18,000 | Budget Request \$ 48,000 |
| Year 3: | In Kind | \$22,800 | Budget Request \$ 43,200 (<10%) |
| Year 4: | In Kind | \$33,600 | Budget Request \$ 32,400 (<25%) |

USD 253-Emporia-Secondary- Prorated share @1.1= \$60,500

| | | | |
|---------|---------|----------|--------------------------------|
| Year 1: | In Kind | \$16,500 | Budget Request \$ 44,000 |
| Year 2: | In Kind | \$16,500 | Budget Request \$ 44,000 |
| Year 3: | In Kind | \$20,900 | Budget Request \$ 39,600(<10%) |
| Year 4: | In Kind | \$30,800 | Budget Request \$ 29,700(<25%) |

USD 442-Nemaha Valley-Secondary – Prorated share @.75 = \$41,250

| | | | |
|---------|---------|----------|--------------------------|
| Year 1: | In Kind | \$11,250 | Budget Request \$ 30,000 |
| Year 2: | In Kind | \$11,250 | Budget Request \$ 30,000 |

| | | | |
|---------|---------|----------|--------------------------------|
| Year 3: | In Kind | \$14,250 | Budget Request \$ 27,000(<10%) |
| Year 4: | In Kind | \$21,000 | Budget Request \$ 20,250(<25%) |

USD #1 -TBD – Secondary

| | |
|--------|-------------------------|
| Year 3 | Budget Request \$ 5,200 |
| Year 4 | Budget Request \$ 7,800 |

USD #2 - TBD– Secondary

| | |
|--------|--------------------------|
| Year 3 | Budget Request \$ 4,800 |
| Year 4 | Budget Request \$ 10,000 |

USD #3 - TBD – Secondary

| | |
|--------|-------------------------|
| Year 3 | Budget Request \$ 4,400 |
| Year 4 | Budget Request \$ 9,900 |

USD #4 – TBD – Secondary

| | |
|--------|-------------------------|
| Year 3 | Budget Request \$ 3,000 |
| Year 4 | Budget Request \$ 6,750 |

Wichita Area Technical College-Postsecondary – Prorated share @.70=\$7,700

| | | | |
|---------|---------|---------|-------------------------|
| Year 1: | In Kind | \$2,100 | Budget Request \$ 5,600 |
| Year 2: | In Kind | \$2,100 | Budget Request \$ 5,600 |
| Year 3: | In Kind | \$2,100 | Budget Request \$ 5,600 |
| Year 4: | In Kind | \$2,100 | Budget Request \$ 5,600 |

Barton County Community College-Postsecondary – Prorated share @.70=\$7,700

| | | | |
|---------|---------|---------|-------------------------|
| Year 1: | In Kind | \$2,100 | Budget Request \$ 5,600 |
| Year 2: | In Kind | \$2,100 | Budget Request \$ 5,600 |
| Year 3: | In Kind | \$2,100 | Budget Request \$ 5,600 |

Year 4: In Kind \$2,100 Budget Request \$ 5,600

Flint Hills Technical College-Postsecondary-Prorated share @.70=\$7,700

Year 1: In Kind \$2,100 Budget Request \$ 5,600

Year 2: In Kind \$2,100 Budget Request \$ 5,600

Year 3: In Kind \$2,100 Budget Request \$ 5,600

Year 4: In Kind \$2,100 Budget Request \$ 5,600

Manhattan Area Technical College-Postsecondary – Prorated share @.70 =\$7,700

Year 1: In Kind \$2,100 Budget Request \$ 5,600

Year 2: In Kind \$2,100 Budget Request \$ 5,600

Year 3: In Kind \$2,100 Budget Request \$ 5,600

Year 4: In Kind \$2,100 Budget Request \$ 5,600

Wichita State University- Postsecondary-Prorated share @.70 =\$7,700

Year 1: In Kind \$2,100 Budget Request \$ 5,600

Year 2: In Kind \$2,100 Budget Request \$ 5,600

Year 3: In Kind \$2,100 Budget Request \$ 5,600

Year 4: In Kind \$2,100 Budget Request \$ 5,600

9. Total Direct Costs

Year 1:Total In Kind \$260,379 Budget Request \$ 256,392

Year 2:Total In Kind \$262,602 Budget Request \$ 254,169

Year 3: Total In Kind \$282,225 Budget Request \$ 251,946

Year 4: Total In Kind \$309,698 Budget Request \$ 231,523

10. Indirect Costs – None

11. Training Stipends - None

12. TOTAL PROJECT COSTS: In Kind: \$1,114,904 Budget Request: \$994,030

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