

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

KANSAS STATE PLAN
For
CAREER AND TECHNICAL EDUCATION
2008-2013

State Name: Kansas

Eligible Agency Submitting Plan on Behalf of State: Kansas Board of Regents

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: 

Name: Blake Flanders, Ph.D.

Position: Vice President for Workforce Development

Telephone: (785) 296-1194

Email: bflanders@ksbor.org

Type of State Plan Submission (check *all* that apply):

6-Year 1-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

Introduction

The Kansas Board of Regents (KBOR) serves as the lead agency for the purposes of receiving and administering Carl D. Perkins funding and is responsible for the coordination of all postsecondary education within the state, as well as governance of the state universities. Approved postsecondary career and technical education (CTE) programs are currently offered by nineteen community colleges, six technical colleges, four technical schools and one university all of whom are governed at the local level and coordinated by KBOR.

The mission statement for the Kansas Board of Regents was recently revised as follows: The Kansas Board of Regents shall pursue measurable continuous improvement in the quality and effectiveness of the public postsecondary education system in Kansas, while expanding participation for all qualified Kansans. To achieve that mission, the board will demand accountability, focus resources, and advocate powerfully.

During the annual Kansas Board of Regents retreat held in August, 2007, the Board adopted the following five strategic areas and related questions designed to focus system activity for higher education institutions in Kansas:

Strategic Questions for Higher Education in Kansas

1. *Alignment with K-12.* Are we satisfied that high school graduation expectations are aligned with college preparation expectations? Are students moving into our system from the state's high schools prepared to meet postsecondary expectations?
2. *Participation.* Are we satisfied with the level of participation (the percentage of high school graduates who move on to postsecondary education within a year of graduation) in our state's higher education system? Are we satisfied that those participation rates adequately reflect the demographic composition of our state? Finally, are we satisfied with the participation of adult learners in our higher education system?
3. *Persistence.* Are we satisfied with our institutional retention and completion rates—the percentages of students who persist in our institutions through to certificate or degree completion?
4. *Alignment with the Kansas economy.* Are we satisfied that within the offerings to which our students are exposed during their time in our postsecondary institutions, the programs, resources, and incentives are aligned with the workforce demands of our state's economy? Further, are we satisfied with the level of innovation-spurring research and discovery that is being produced within our universities?
5. *Learner Outcomes.* Are we satisfied that those who complete our educational programs (earn our certificates and degrees) have not only mastered the specific competencies associated with their discipline, but also possess the cross-cutting, non-disciplinary skills and competencies necessary for success?

The Kansas Postsecondary Technical Education Authority (Authority) was established in July 2007. The mission of the newly established Authority is to make immediate and long term technical training recommendations based on data-driven factors ensuring that the delivery system matches a skilled workforce with business demand. The Authority, which has been given delegated authority by the Kansas Board of Regents for the statewide coordination and supervision of postsecondary technical education, has also identified a number of organizational priority areas around which statewide CTE efforts and activities will be focused. The organizational priorities include:

- Designate a vice president for workforce development and remaining team members and define the roles of department members
- Review existing reports and studies to determine workforce demand, on a regional level, for existing and emerging industry clusters
- Raise awareness and image of technical education in Kansas
- Standardize state-funded technical education programs
- Explore funding models
- Establish accountability indicators and benchmarks for programs
- Increase volume and quality of customized training
- Measure educational outputs (certifications by discipline or clusters chosen)
- Establish centers of excellence in institutions across the state

The five strategic questions, posed to the entire higher education system and adopted by the Board of Regents, the organizational priorities identified by the Authority, and the specific requirements outlined in the Carl D. Perkins Career and Technical Education Act of 2006 provide the framework for the postsecondary CTE activities described in this plan.

Coordination for all secondary CTE programs delivered by 280 eligible secondary recipients is maintained through the Kansas State Department of Education (KSDE), operating under the Kansas State Board of Education (KSBE).

The mission of the Kansas State Board of Education is to promote student achievement through vision, leadership, opportunity, accountability and advocacy for all. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools work with families and communities to prepare students for success. With that in mind, the State Board has established the following strategic goal and objectives to guide its work in the coming year.

The 2007–2009 Strategic Goal of the Kansas State Board of Education is to ensure that all students meet or exceed high academic standards and are prepared for their next steps after completing high school (e.g., the world of work and/or post-secondary education). The Board identified four objectives for achieving this goal.

- Redesigning the delivery system to meet our students' changing needs;
- Providing an effective educator in every classroom;
- Ensuring a visionary and effective leader in every school; and
- Improving communication with all constituent groups and policy partners.

1. Redesign the delivery system to meet our students' changing needs.

In 2001, the State Board began studying the current education delivery system in Kansas to determine how best to move the system from one that provided an opportunity for all to learn to one that ensured every student met or exceeded challenging standards. The Board studied the expectations of the system, effective practices, and barriers to student learning. Most recently, the Board reviewed the ever changing demographics in Kansas as well as the urgent need for schools and districts to reflect a future that is rapidly and constantly changing.

A recent survey of high school students, outlined in “The Silent Epidemic: Perspectives on High School Dropouts,” stated that the top reason high school students quit school was that classes were not interesting. When asked what could have kept them in school, dropouts recommended making school more relevant and engaging. The State Board agrees with this premise. Additionally, the Board stressed the importance of early intervention when a child is struggling or becoming disengaged.

Thus, the focus for the Board is on promoting evidence-based practices for those students who are disengaged as well as those who are not being successful. One successful model is that of integrating academic and CTE programs. The Board realizes that much remains to be done. For that reason, the State Board revised and adopted the following measures for redesigning the delivery system:

- Develop and implement policy on academic/vocational integration.
- Identify, replicate, and promote best practices that can be targeted to specific populations (e.g., high schools; middle school reading; early childhood).
- Study and clarify regulations and identify challenges.
- Examine the definition of a classroom in a redesigned system.

2. Provide an effective educator in every classroom

Kansas, like most other states, faces a daunting challenge in the years ahead in ensuring highly effective educators—those who hold high expectations for all students—are available. The Board recognizes some major challenges in targeting teacher shortages. The aging teacher population, the thinning of the teacher education pipeline, the retention of existing teachers—as well as issues in urban and rural areas—and the need for visionary leaders in schools are all contributing to the challenges.

We know the following:

- Roughly 35 percent of the state's teachers will be eligible to retire in the next five years.
- The number of graduates from teacher preparation programs has declined by a little over 25 percent over the past five years.
- Thirty-nine percent of those who enter teaching leave the profession within the first six years of practice.

Coinciding with this tremendous shortage is the ever increasing demand on teachers for student accountability as prescribed in the No Child Left Behind legislation. As a result, it has become increasingly difficult to attract and retain bright, talented and motivated individuals to the teaching profession. Additionally, teachers currently in practice increasingly report that the support they receive from their administrators and ongoing, relevant professional development related to their job is often in short supply, yet is critically important for their continued success in the classroom.

Since the quality of the classroom teacher has the biggest impact on students' learning, the State Board revised and adopted the following measures toward providing caring and competent educators in every classroom:

- Develop policy on alternative compensation.
- Identify obstacles.
- Assess the effectiveness of current professional development practices.
- Identify, replicate, and promote best practice in teacher preparation and professional development.
- Improve the support system for teachers.
- Develop recruitment strategies for future teachers.
- Assess and improve the alternative licensure program.
- Promote loving, safe, supportive and nurturing environments.

3. Ensure a visionary and effective leader in every school

The potential for a serious shortage of effective school leaders in our state is as serious an issue as the teacher shortage. Over the past five years, the turnover rate among Kansas superintendents has approximated 20 percent or more per year. In the next five years, 67 percent of superintendents currently employed will be eligible to retire.

A similar pattern is seen at the principal level. Nearly 50 percent of existing principals will be eligible for retirement in the next five years. Strong building leaders, who hold high expectations for all students, are essential to provide the kind of support teachers need to ensure all students meet or exceed high academic standards.

This requires building administrators to be instructional leaders—ones who encourage and support their teachers—in addition to being building managers. For that reason, the State Board endorsed the Kansas Education Leadership Commission (KELC) in July 2007. The KELC will, over the course of the next several months, develop and recommend a course of action for the State Board to adopt to meet its following criteria:

- Identify, replicate, and promote best practices in preparation and performance.
- Identify and grow visionary leaders focused on learning.
- Study the impact of current leadership programs.

“There is no single factor more important for attracting educators, retaining teachers and improving schools than a skilled and knowledgeable leader who is responsive to the needs of all teachers and students.” (2006 CTQ Kansas Working Conditions Survey Report)

4. Improve communication with all constituent groups and policy partners

Achieving the goal and objectives the State Board has adopted must be done in collaboration with other constituents, policy-makers, and interested parties. Ensuring that students achieve high challenging standards and are being prepared for work or other post-secondary opportunities once they have graduated from high school will require the cooperation and commitment from various educational stakeholders. For example, ongoing and continuous communication with the Kansas Board of Regents (KBOR) must be established to ensure both KSBE and KBOR play a major role in building a stronger delivery system and in creating incentives to attract and retain quality teachers and school leaders. To that end, the State Board revised and adopted the following measures toward improving communication with all constituent groups:

- Align pre-Kindergarten through 16 systems of support in collaboration with identified partners (e.g., Kansas Board of Regents, Social and Rehabilitative Services, etc.)
- Develop a structure for regularly communicating about education with the legislative leadership of both parties with a focus on areas of common interest.
- Keep the public informed on key policy areas.
- Resume focus group meetings in each board member district and periodic meetings with the media.
- Improve communication of relevant information with school faculties.

The State Board of Education derives its authority directly from the Constitution of the State of Kansas as well as from state statute. The Board is charged with the general supervision of public elementary and secondary schools in the state. Some of its specific responsibilities include:

- accrediting elementary and secondary schools;
- administering and distributing state and federal funds to local education units;
- appointing numerous advisory councils and reviewing their recommendations;
- certifying teachers, administrators and school specialists;
- developing, administering, and monitoring state and federal plans;
- developing standards for courses of study and curriculum;
- evaluating and approving teacher education programs;
- holding public hearings on state plans, rules and regulations, transfers of territory, and due process appeals; and
- supervising the Kansas State School for the Blind and the Kansas State School for the Deaf.

On behalf of the State of Kansas, the Kansas Board of Regents submits the following state plan to the U.S. Department of Education/Office for Vocational and Adult Education to maintain eligibility for Federal

funds under the Carl D. Perkins Career and Technical Education Act of 2006. This plan was written through collaborative efforts of KBOR and KSDE, with input from various constituent groups. The Plan was recommended for approval by the Kansas Advisory Committee for Career and Technical Education, the Kansas State Board of Education, the Kansas Postsecondary Technical Education Authority and approved by the Kansas Board of Regents on February 14, 2008. The office of Governor Kathleen Sebelius reviewed and approved the Plan be submitted to the U.S. Department of Education/Office for Vocational and Adult Education.

PART A: NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

I.A.1 Public Hearings

To solicit statewide input regarding the Kansas Plan for Career and Technical Education for Fiscal Years 2008-2013, three public comment hearings were conducted. Comments and suggestions submitted were reviewed and will be maintained in the office of the Kansas Board of Regents. The final plan was endorsed by the Kansas Advisory Committee for Career and Technical Education in January, 2009; the Kansas State Board of Education in February, 2008; recommended for approval by the Kansas Postsecondary Technical Education Authority on January 22, 2008, and approved by the Kansas Board of Regents on February 14, 2008 and the Governor's office in March 2008.

Public hearing notices were published in the *Kansas Register*, and the following local newspapers, the *Topeka Capital-Journal*, the *Wichita Eagle*, the *Great Bend Tribune*, the *Garden City Telegram*, the *Colby Free Press*, the *Coffeyville Journal*, and the *Fort Scott Tribune* prior to the meetings. Notification of the public hearings was also sent directly via email to the superintendents of all unified school districts, the directors of the technical schools, and the presidents of all technical colleges and community colleges advising them of the hearings and encouraging their participation and input.

The public notice also included the website address and information regarding the process for registering to present testimony at the public hearings; submitting written and/or electronic comments, regardless of participation in the hearings; and acquiring a copy of the proposed State Plan to provide additional opportunities for input from all interested parties and constituents.

The first public hearing was held at 10:30 a.m. in the Board Room of the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, Kansas, on December 13, 2007. Although originally scheduled for December 11, 2007, the first two public hearings were postponed to December 13, 2007, due to a severe ice storm experienced throughout the state. A video conference site was established at Garden City Community College to accommodate interested parties from western Kansas not available to attend this meeting in Topeka. Eight participants, representing four school districts and four postsecondary institutions, attended the meeting in Topeka. Nine participants, representing 2 school districts and 4 postsecondary institutions attended the meeting from the video conferencing site at Garden City Community College. Comments presented during this session focused primarily on process issues and requests for guidance from state staffs primarily related to the development of programs of study, professional development activities, technical assessments, and timelines for local application submissions. The meeting adjourned at 11:40 a.m.

The second public hearing was held at 3:30 p.m. in the Board Room of the Kansas Board of Regents on December 13, 2007. Video conference sites were established at Fort Scott Community College and the Smoky Hill Educational Service Center to accommodate interested parties from southeastern and north central Kansas not available to attend this meeting. One participant, representing an educational cooperative that provides services to multiple northeast Kansas school districts, attended the meeting in Topeka. Three participants, representing a postsecondary institution, attended the meeting from the Fort Scott Community College video conference site. Five participants, representing an educational service center that provides services to multiple north central Kansas school districts and one postsecondary institution, attended the meeting from the Smoky Hill Educational Service Center video conference site. Comments presented during this session focused primarily on process and communication issues within the state and requests for guidance from state staffs related to technical assessments, teacher certification, and regionalizing the definition of high wage. The meeting adjourned at 4:15 p.m.

The third public hearing was held at 2:30 p.m. in the auditorium of the Wichita Area Technical College/Central Center, 324 North Emporia, Wichita, Kansas, on December 17, 2007. Twelve participants, representing three school districts, two educational service centers that provide services to multiple southcentral and southeastern Kansas school districts, and five postsecondary institutions, attended this public hearing. Comments presented during this session focused primarily on process

issues and requests for guidance from state staffs regarding curriculum and accountability reporting— definitions and local negotiations, and technical assessments. The meeting adjourned at 4:15 p.m.

I.A.2 Public Comments/Recommendations

All comments and recommendations submitted during the public hearings or to KBOR or KSDE were carefully reviewed and incorporated, as applicable, within the activities of the state plan and will be maintained on file in the Kansas Board of Regents offices. A complete listing of comments and questions presented during the public comment sessions, through the KSDE blog, and to the KSDE or KBOR websites and the responses is included in this State Plan as attachment A.

I.A.3 Consultations

The Kansas State Plan for Career and Technical Education was developed in consultation with interested representatives from each of the constituent groups outlined in the Carl D. Perkins Career and Technical Education Act of 2006. Discussion/input sessions were conducted in conjunction with regularly scheduled state and regional meetings, special small group meetings held with targeted constituents, and through team participation in national institutes and workshops focused on Perkins IV topics. Opportunities to submit written suggestions were also provided prior to and throughout the transition year. Examples of these activities are reflected on the following chart:

State Plan Consultations/Discussions

Required consultation groups:

1. academic and CTE teachers, faculty, and administrators;
2. career guidance and academic counselors;
3. eligible recipients;
4. charter school authorizers and organizers consistent with state law;
5. parents and students;
6. institutions of higher education;
7. the state tech prep coordinator and representatives of tech prep consortia (if applicable);
8. entities participating in activities described in section 111 of Public Law 105-220;
9. interested community members (including parents and community organizations);
10. representatives of special populations;
11. representatives of business and industry (including representatives of small business);
12. representatives of labor organizations in the state.
13. Governor of the state with respect to development of the state plan. [Sec. 122(b)(1)(A)-(B)]

Date	Description of the Event/Activity	Groups Represented
2006		
June	State Postsecondary Data Conference—Discussion on Accountability issues in Perkins IV	3,6
August	K-ACTE Summer Conference—Topeka; Update of Perkins IV requirements and resulting proposed changes to the state plan (KSDE & KBOR breakout sessions)	1,3,6
August	Kansas Advisory Committee for Career and Technical Education meeting—Topeka; Update of Perkins IV requirements and discussion of proposed changes to the state plan	1,3,6,9,11,12
September	Tech Prep Coordinators Meeting—Salina; Update of Perkins IV requirements and discussion proposed changes to the state plan	7
October	KBOR Institutional Research Advisory meeting—Accountability	3,6
November	Perkins IV Kickoff—Topeka; in-depth discussion and comments on proposed changes in the state plan	1,3,6
December	Letters sent to secondary & postsecondary institutions requesting input regarding the consolidation of Tech Prep funding	3, 7

Date	Description of the Event/Activity	Groups Represented
2007		
January	Responses received from the field regarding consolidation of Tech Prep funds	3, 7
February	Connecting Education/Employment Conference—Wichita; breakout sessions, including a full-day session with postsecondary institutions	1,2,3,6,7
March	Kansas Advisory Committee for Career and Technical Education further discussion and approval of transition plan	1,3,6,9,11,12
April	KBOR IR Advisory meeting—Accountability	3,6
May	Programs of Study Institute—team developed POS plan	2
June	State Career Counseling Conference	1,2
June	Career Clusters Institute	1, 2, 10
June	State Postsecondary Data Conference—Accountability	3,6
July	Kansas Advisory Committee for Career and Technical Education meeting to discuss and seek input regarding issues not addressed in transition plan	1,3,6,9,11,12
August 6	K-ACTE Summer Conference	1,3,6
October	KSDE Consultations with other agency units	
November	Kansas Council for Workforce Education	1, 3
November	Consultation with Commerce/WIA	8
December	Public Hearings	1,2,3,4,5,6,7,8,9,10,11,12
December	State Plan development via blog	1,2,3,4,5,6,7,8,9,10,11,12

I.A.4 Activities for participation in State Plan Development

Breakout sessions at state and regional conferences and workshops, email, and public forums were the primary means of sharing information about the new Perkins IV legislation prior to and during the transition year. The positive dialogue between state staffs and the various constituent groups will continue to occur through these same means as we work collaboratively to complete the activities outlined in this state plan.

I.A.5 Distribution of Funds

The methodology and rationale for the existing division of Carl D. Perkins funds, established in the previous state plan, were reviewed by representatives from both the Kansas Board of Regents and the Kansas Department of Education. Carl D. Perkins funds will continue to be shared equally between the KBOR and the KSDE. Supported by both the state agencies, this distribution methodology provides access to equal amounts of funding for institutions at both the secondary and postsecondary levels, ensures continued support for quality secondary and postsecondary CTE programs and initiatives within the state, and leads to stronger and more consistent educational linkages throughout the state.

The Kansas Board of Regents will continue to assume the sole eligible state agency responsibilities for Kansas in regard to Carl D. Perkins funding.

In the past, many students and institutions in Kansas have significantly benefited from the additional funding designated for the Tech Prep initiative. It is the state's desire to build upon and expand these efforts beyond local consortia to all CTE students by consolidating the Title II Tech Prep funds with the Title I Basic Grant allocation. These consolidated funds will be considered and distributed in accordance with the established parameters for basic grant funds. The total consolidated funding allocation will be distributed in the following manner: 85% of the funds will be distributed to eligible local recipients (which includes a 10% Reserve Fund), 10% for state leadership activities, and 5% for state administration.

Section II. PROGRAM ADMINISTRATION

II.A.1. Submission of the State Plan

To maintain eligibility to receive Federal funds under the Carl D. Perkins Career and Technical Education Act of 2006, the State of Kansas submitted a one-year transition plan to the U.S. Department of Education/Office for Vocational and Adult Education (OVAE) in the spring of 2007. The transition plan addressed key requirements as outlined in the non-regulatory guidance document provided by OVAE and was approved for the fiscal year 2007-2008.

The following document builds on the information submitted in the transition plan and establishes a 5-year strategic Kansas State Plan for Career and Education as required by the Act.

II.A.2 Career and Technical Education (CTE) activities to be explored, investigated, designed, implemented and/or assessed to meet or exceed the state adjusted levels of performance

KSDE is currently in the process of addressing policy Initiatives for the promotion of career and technical education through:

- Improving Access to Career and Technical Education
- Implementing Integration of Academics and CTE Standards
- Requiring Career Awareness and Utilizing Career Planning

To accomplish this, KSDE will promote multiple strategies including integrating the Partnership for 21st Century Skills, streamlining data reporting across and through secondary and postsecondary programs, integrating compliance and technical support, developing promising-practice models, developing programs of study and individualized career plans of study, utilizing grants and ultimately encouraging school re-design in support of KSBE goals.

Career and Technical Education Programs of Study

Development of state and local programs of study began during the FY 2008 transitional plan year and will continue until a model program of study is completed for each of the adopted sixteen clusters and respective pathways. The state programs of study will reflect the knowledge and skills identified in the national templates developed through the States' Career Clusters Initiative and the College to Career Transition Initiative. Local institutions will be allowed to modify the state programs of study models to meet the needs of the individual students and programs offered at the various institutions.

Kansas has identified the following six career fields as an organizational tool in the development of the programs of study:

- Career Field: Environmental and Agricultural Systems
Career Cluster: Agriculture, Food, and Natural Resources
Pathways: Animal Science; Agribusiness Systems; Environmental Service Systems; Food Products and Processing Systems; Natural Resources Systems; Plant Systems; and Power, Structural, and Technical Systems

- Career Field: Arts, Communication, and Information
Career Cluster: Arts, A/V Technology and Communications
Pathways: Audio/Video Techniques; Journalism and Broadcasting; Performing Arts; Printing Techniques; Telecommunications Techniques; and Visual Arts

Career Cluster: Information Technology
Pathways: Information Support and Services; Interactive Media; Network Systems; and Programming and Software Development

- Career Field: Business, Marketing, and Management
Career Cluster: Business, Management, and Administration
Pathways: Administrative and Information Support; Business Analysis; Business Financial Management and Accounting; Marketing; Human Resources; and Management Marketing, Sales, and Service

Career Cluster: Marketing, Sales, and Service
Pathways: Buying and Merchandising, Distribution and Logistics, e-Marketing, Management and Entrepreneurship, Marketing Communications and Promotion, Marketing Information Management and Research, and Professional Sales and Marketing

Career Cluster: Finance
Pathways: Banking and Related Services, Business Financial Management, Financial and Investment Planning, and Insurance Services

Career Cluster: Hospitality and Tourism
Pathways: Lodging, Recreation, Amusements, and Attractions, Restaurant and Food and Beverage Services; and Travel and Tourism
- Career Field: Health Science
Career Cluster: Health Science
Pathways: Biotechnology Research and Development; Diagnostic Services; Supportive Services; Health Informatics; and Therapeutic Services
- Career Field: Human Resources and Services
Career Cluster: Law, Public Safety, and Security
Pathways: Correction Services; Emergency and Fire Management Services; Law Enforcement Services; Legal Services; and Security and Protective Services

Career Cluster: Education and Training
Pathways: Administration and Administrative Support; Professional Support Services; and Teaching/Training

Career Cluster: Government and Public Administration
Pathways: Revenue and Taxation; Foreign Service; Governance; National Security Planning; Public Management and Administration; Regulation

Career Cluster: Human Services
Pathways: Consumer Services; Counseling and Mental Health Services; Early Childhood Development and services; Family and Community Services; and Personal Care Services
- Career Field: Industrial, Manufacturing, and Engineering Systems
Career Cluster: Architecture and Construction
Pathways: Construction; Design and Pre-construction; and Maintenance and Operations

Career Cluster: Manufacturing
Pathways: Production; Manufacturing Production Process Development; Maintenance, Installation, and Repair; Quality Assurance; Logistics and Inventory Control; and Health, Safety, and Environmental Assurance

Career Cluster: Science, Technology, Engineering, and Mathematics
Pathways: Engineering and Technology; and Science and Math (Investigative, Informational, and Educational)

Career Cluster: Transportation, Distribution, and Logistics
Pathways: Facility and Mobile Equipment Maintenance; Health , Safety and Environmental Management; Logistics Planning and Management Services; Sales and Services; Transportation Operations; Transportation/systems Infrastructure Planning, Management, and Regulation; and Warehousing and Distribution Center Operation

Key elements in the development and implementation of the state programs of study include, but are not restricted to, the following:

- Establishment of a statewide curriculum advisory committee for each of the sixteen career clusters, with representation from the respective pathways
- Collaboration between KSDE and KBOR to develop a more seamless system to assist students transitioning from secondary to postsecondary institutions by aligning secondary and postsecondary program expectations and curriculum

Each approved secondary CTE program and each postsecondary CTE program leading to a technical certificate and/or an associate degree will develop, submit for review, and implement a program of study that incorporates the cluster and pathway knowledge and skills, identified through the career clusters initiatives, and includes the following elements: (1) alignment and/or articulation of secondary and postsecondary courses; (2) a coherent, coordinated and non-duplicative sequence of courses with rigorous academic and relevant technical content; (3) concurrent enrollment courses that allow secondary students the opportunity to earn postsecondary credits, where applicable; and (4) lead to an industry-recognized certificate, postsecondary technical certificate, or an associate degree. Programs of study may also include potential baccalaureate degrees and identify transferability where applicable.

Institutional CTE transition plans submitted by the postsecondary institutions identified the career cluster and occupational pathway appropriate for existing CTE programs delivered by the institution. Institutions also submitted, as part of the annual local application for program improvement funds, a listing of all approved technical certificate and associate degree programs designating the degree to which each of the programs of study elements is already in place.

The five-year postsecondary institutional CTE plans, to be submitted in spring 2008, must include a plan for the development of local programs of study and a timeline for their implementation for each approved technical certificate and associate degree program. Postsecondary institutions submitting new program approval applications for technical certificate and associate degree CTE programs to be implemented in FY 2009 or after must also provide a program of study plan and implementation timeline as part of the approval process for receiving Perkins funding.

Development and Implementation of CTE Programs of Study

Statewide career cluster curriculum advisory committees, comprised of secondary and postsecondary instructors, counselors, administrators, and representatives from business and industry and professional organizations, are being established for each of the 16 Career Cluster areas. These committees will include representation from each pathway within the cluster area. Working with staff from both KSDE and KBOR, these statewide committees, will develop and recommend program of study models for state approval at the cluster and pathway levels.

The cluster and pathway models will focus primarily on the knowledge and skills identified by the career clusters initiatives and identify the appropriate courses for instructional delivery. The collaborative efforts required for the development of the state and local programs of study at the career, pathway, and occupational levels will assist in communicating and aligning student preparedness and performance expectations in CTE programs among the various educational sectors within the state.

Approved cluster/pathway models will be posted on the KSDE, KBOR, and Kansas Career and Technical Education Resource Center (KCTERC) websites as they are completed. These models will provide the framework to be used by local institutions in the development of local programs of study specifically addressing the CTE program offerings at each institution. State staffs will provide technical assistance and professional development to local institutions, as needed, to modify the state models for local applicability. Institutions will be encouraged to follow the implementation process outlined in the resource materials developed by the career clusters initiatives. Additional resources will also be made available to local education agencies to fully implement the total career clusters concept.

Implementation of programs of study will be monitored through the state established local Perkins review and monitoring processes. In FY09, all local recipients will be required to implement a minimum of one

state-approved program of study using either the state program of study model or a locally modified version of the state model that includes all of the required elements. Beginning in FY 2010 all new programs must submit a program of study as part of the state CTE program approval process. This approval is required for state weighted funding of secondary CTE programs. Additionally, the state will develop a phase-in plan that will ensure that existing programs transition to programs of study and that 100% of state approved CTE (CTE) programs have programs of study developed and implemented by June 30, 2013. The expectation is that once the state models are developed institutions would implement programs of study within one year.

The timeline for development of the state career cluster program of study models:

- By June 30, 2009 (end of FY09)—at least 4 state career cluster program of study models (including the associated pathways within each cluster) will be developed and approved
- All applications for new CTE programs submitted after July 1, 2009 must include an approved program of study or a plan and timeline for implementation of a program of study
- By June 30, 2010 (end of FY 10) - at least 4 additional state career cluster program of study models (including the associated pathways within each cluster) will be developed and approved
- By June 30, 2011 (end of FY 11) - at least 4 additional state career cluster program of study models (including the associated pathways within each cluster) will be developed and approved
- By June 30, 2012 (end of FY 12) – the remaining 4 state career cluster program of study models (including the associated pathways within each cluster) will be developed and approved

An Internet-based system, the Kansas Career Pipeline (KCP), has been developed and will be used to support programs of study by providing individuals with information regarding careers which match their personal interest with the current and emerging employment needs of business and industry. This system, when fully implemented, will be available free of charge to every Kansas citizen.

KBOR staff will provide the technical assistance necessary to facilitate the development of programs of study at the postsecondary level to ensure each contains coherent and rigorous CTE curriculum content that includes challenging academic and relevant technical standards; aligns secondary and postsecondary CTE programs in a non-duplicative progression of courses; provides opportunities for secondary students to earn postsecondary credit, where applicable; and leads to an industry-recognized credential, postsecondary certificate or associate degree.

A KBOR CTE staff member will work with a designated representative from each postsecondary institution to coordinate and facilitate the programs of study initiative at the postsecondary level. In addition, each postsecondary institution is assigned to a geographic quadrant of the state with a designated KBOR CTE staff member assigned to provide any technical assistance that may be requested. KSDE staff will function as career cluster consultants to provide statewide technical assistance and support for secondary career and technical programs and institutions.

Development and Implementation of Articulation Agreements

Currently, secondary students are able to take advantage of local articulation agreements established between a community college, technical college, and/or technical school and the local secondary education agency. Many of these agreements were implemented through Tech Prep and/or other cooperative initiatives between the collaborating institutions. In addition, a postsecondary concurrent enrollment policy is in effect giving secondary students the opportunity to earn postsecondary credit while still in high school, primarily for postsecondary general education courses. Alignment of postsecondary program and course titles, program and course lengths, and learner competencies will be critical components for any potential articulation agreements on a statewide basis.

KSDE will support eligible recipients in the development and implementation of articulation agreements in the following ways:

- Identification of essential elements and criteria for articulation agreements to be used locally and statewide;
- Development of an electronic, web-based universal transcript system;
- Recommendations and support for a data system that will enable more complete tracking of learners across and through secondary and postsecondary programs;
- Communication of common definitions and processes for transfer and concurrent enrollment opportunities; and
- Alignment among programs of study

Articulation agreements will be cooperatively developed and serve as a contract between the secondary school and an appropriate postsecondary educational institution. The agreement will clearly delineate the benefits available to secondary students who complete a specific course or courses or who complete the secondary CTE program. This document must be reviewed and signed annually by the lead administrators of both the secondary and postsecondary institutions. Workshops will be conducted for CTE personnel at both secondary and postsecondary institutions to provide training on the process of developing articulation agreements.

One of the targeted organizational priorities of the Kansas Postsecondary Technical Education Authority is the development and implementation of a baseline standardization process for postsecondary programs to ensure alignment with secondary programs, articulation among Kansas postsecondary institutions, and program quality. A program standards and alignment process model is being designed to facilitate this work and relies heavily on input from business and industry as well as the educational institutions. The first phase of the baseline standardization process will focus on programs having external or established industry-based program certification criteria established and/or licensure examinations required for employment. The second phase, to be implemented during 2009-2010, will include other postsecondary program areas. As a part of the program standards and alignment process, technical skill assessments will be identified to document student skill attainment and meet core indicator reporting requirements for postsecondary programs.

Dissemination of CTE Programs of Study

Programs of study will be disseminated through a variety of means. The established career cluster curriculum advisory committees will work with state staff to develop the programs of study. The draft programs of study will be shared with state and local partners to garner validation of proposed state models. As the programs of study models are developed and approved, regional workshops will be conducted for registrars, student services and admissions personnel at postsecondary institutions to further assist in the implementation of the programs of study, articulation agreements, and utilization of the newly developed career pipeline system.

Essential to the dissemination of the programs of study will be the development of and continued use of a number of avenues including, but not limited to, the following:

- Continued use of the KSDE and KCTERC websites to disperse the programs of study and provide professional development opportunities to our stakeholders
- Partner with other interagency staff and career guidance professionals to provide progressive professional development opportunities and technical assistance to the field
- Partner with the Kansas Career Pipeline to make available program of study templates for use in development of individual career plans of study.

The Kansas Career Pipeline (KCP) is an Internet-based system to assist secondary and postsecondary students and adults in determining personal career goals, then linking these goals to jobs available in Kansas. Available at www.careerpipeline.org, this system supports highly personalized career exploration and educational planning through user completion of research-based assessments that help participants understand what they like to do, what they could be good at doing, and the kind of career options they prefer.

Students can use the program of study templates embedded in the system to create four-, six-, and eight-year education plans, to explore training, education, and careers across the state, and to research opportunities for financial aid from a single website.

Development, Improvement, and Expansion of Access to Technology in CTE Programs

The state agencies will assist in moving all CTE programs in Kansas into an improvement model. As a result of clearly identifying the knowledge and skills required for each career cluster, the recommendations from the career cluster curriculum advisory committees will be used to increase the level of technical proficiency and the rigor of academic skills into each CTE program. While outlining the programs of study and identifying technical assessments, the committees will also make recommendations for cluster and pathway specific program technology for secondary programs. To meet the new cluster and pathway program requirements, CTE programs will see an increase in the overall use and level of sophistication of appropriate technology used within each program. Some of the tasks the Kansas career cluster curriculum advisory committees will undertake regarding technology include:

- Identifying appropriate technology for individual clusters and pathways
- Identifying obstacles to the access of technology within secondary programs
- Developing a plan to improve and expand access for all programs
- Introducing the education community to the career pipeline system

Eligible recipients at the secondary level will be able to commit up to 50% of their Perkins funds to the purchase of equipment that ensures current and emerging technology is being utilized. It is anticipated that the technical skill assessments will substantially contribute to the increase in technology for all CTE programs. Kansas CTE programs will continue to improve, move forward in technological sophistication and expand current programs into new areas.

The use of both instructional technology and state-of-the-art industry technology in secondary programs will be supported in the following ways:

- To be initially approved for state weighted funding, secondary programs will be required to assure the state that each program has adequate facilities and equipment to support the intended instruction, and
- Programs will be required to provide adequate facilities and equipment to support instruction of state-adopted technical and academic content standards and to reflect current and emerging technology used by business and industry within the career cluster.

Secondary Reserve Funds are awarded to eligible local recipients, on a competitive basis, to support special projects focused on development and/or expansion of CTE programs to address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector based approach. These special projects often involve requests to purchase innovative technology and equipment upgrades.

In addition, secondary state leadership funds are often used to support statewide and local professional development activities to more effectively utilize new technology by providing training for faculty and CTE curriculum personnel.

A major goal of all postsecondary CTE programs is to provide students education and training opportunities utilizing the technology and equipment found in today's business and industry settings. Input from local program advisory committees is a critical factor in determining the technology and equipment necessary to keep programs current.

To provide the appropriate technology and equipment, local postsecondary institutions have access to both state and federal funding sources. State funding sources such as Capital Outlay, Technical Education Technology and Equipment and Innovative Technology grant dollars are appropriated by the legislature. These state funds are distributed through either a formula or a competitive grant process.

Federal Perkins funding is also available to postsecondary institutions to ensure current technology is being utilized in CTE programs. Postsecondary institutions are permitted to commit up to 50% of the institution's program improvement allocation for new technology/equipment purchases. Postsecondary Reserve Funds are awarded to eligible local recipients, on a competitive basis, to support special projects focused on development and/or expansion of CTE programs to address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector based approach. These special projects often involve requests to purchase innovative technology and equipment upgrades.

In addition, postsecondary state leadership funds are often used to support statewide professional development activities such as: providing training for nursing faculty to more effectively utilize new technology in the newly established patient simulator centers, and providing training for faculty and CTE curriculum personnel on the utilization of curriculum development software that links CTE curriculum to industry and accreditation standards and allows for standardized learner outcomes for like programs throughout the state.

Criteria to be used to Approve Eligible Recipients of Carl Perkins Funds

Eligible secondary recipients will annually submit a completed electronic application that includes information gathered through a comprehensive needs assessment and the previous years CaTE data. A team of reviewers will assess the applications using a rubric of established criteria. State staff will be charged with conducting a final review and request for revisions to the application. This process is in place to ensure that requests in the application promote continuous improvement of academic achievement and technical skill attainment and a focus on emerging occupational opportunities.

Additional activities that support the established criteria will include, but not be restricted to:

- Development and dissemination of policies and procedures for eligible recipients to reference as they plan
- Providing progressive technical assistance to all eligible recipients
- Providing training to eligible recipients concerning the procedures for auditing, monitoring and assessing the eligible recipients

In the secondary Local Application for Program Improvement Funds, recipients will describe the activities that will occur during the appropriate fiscal year and funding requested to improve CTE programs. Activities must first address the required uses of local funds and then any permissive funded activities as specified in the Perkins IV.

Postsecondary institutions eligible to receive federal funds from the Act must: 1) deliver approved CTE programs; 2) offer the appropriate courses for at least one CTE program of study and present a plan and time line for the implementation of a program of study for all approved technical certificate and associate degree CTE programs; 3) meet or exceed the minimum allocation threshold based on the proportion of CTE students receiving Pell Grants and BIA assistance or form a consortium with another eligible postsecondary institution; 4) submit an Institutional Strategic Plan for Career and Technical Education; 5) submit and receive approval for a Local Application for Program Improvement Funds that includes the required assurances; and 6) submit required data elements to determine performance levels for each of the core indicators. Staff from the KBOR CTE unit will review the institutional strategic plans and applications for program improvement funds as well as institution and program performance on the core indicators as part of the approval process.

The Institutional Strategic Plan for Career and Technical Education must describe the institution's overall plan for delivering CTE including the institution's vision for CTE, an explanation of how CTE fits within the institution's mission, how the programs delivered fit within the state's career clusters and pathways framework, how programmatic decisions are made and how the institution will address each of the required elements for local plans. In the Local Application for Program Improvement Funds, institutions will describe the activities that will occur during the appropriate fiscal year and funding requested to

improve CTE programs. Activities must first address the required uses of local funds and then any permissive funded activities as specified in the Perkins IV.

The institutional strategic plans and annual applications for program improvement funds will be reviewed and evaluated by state staff to ensure that continuous improvement of academic achievement and technical skill attainment is the major focus for funding requests. In addition, institutional and program performance on each of the core indicators will be evaluated annually with the expectation of continuous improvement.

Secondary Measures to Prepare CTE Students, Including Special Populations, to Graduate with a High School Diploma

Kansas will continue to apply and extend the High Schools That Work (HSTW) key practices to local education agencies. The HSTW key practices have a strong research base to support the success of all Kansas CTE secondary students. The key practices relating to secondary school graduation are: high expectations for all students, a clear program of study, required college-preparatory academic studies, an involved guidance system, frequent and required extra help, and a basic culture of continuous improvement.

Using the HSTW model, students are supported and challenged within the key practices. Students are motivated to meet high expectations integrated into ongoing classroom practice. Frequent feedback is provided to students to help them assess their academic and technical progress. Guidance programs are designed to assist students in developing positive relationships with a teacher mentor. These positive guidance systems work to ensure students complete high school and are ready to smoothly move into the next phase of their lives. Special population students can be included in bridge programs to help them prepare to move into rigorous high school programs. Ninth grade academies provide students with a highly structured and high interest curriculum to increase their academic skills. In some schools additional academic course work is paired with CTE courses to facilitate the integration of academic and technical skills and provide at-risk students with higher level skills. With higher expectations and increased rigor students need a structured system of extra help to achieve and complete their high school education. Schools that are implementing the HSTW model as part of their CTE program, or whole school improvement plan, provide students with easily available and/or required extra help. Kansas schools are using state and national data to continuously improve their school and their CTE programs.

Secondary Measures to Prepare CTE Students, Including Special Populations, for Postsecondary Educational Opportunities and/or Entry into High-Skill, High-Wage or High-Demand Occupations and How Information Will be Disseminated

The key HSTW practices relating to secondary CTE program design are: challenging high level career/technical studies, work-based learning, teachers working together and students actively engaged. Using the HSTW model, students are supported and challenged within the implemented key practices. Secondary CTE programs are designed to emphasize high level skills in mathematics, science, language arts and problem solving. All current secondary CTE programs contain work-based learning. This process will continue and will extend into the new career clusters and career pathways. Students are involved in rigorous classroom assignments that rely on research-based instructional strategies and appropriate technology.

In addition to Kansas' HSTW efforts, current activities for the preparation of students for postsecondary education and work will continue to include the following projects and procedures:

- Articulation agreements and concurrent enrollment options
- Access to industry-recognized credentials and certifications
- District program level program assurances
- Integration of career clusters pathway knowledge and skills
- Integration of 21st Century Learning Skills

- Promotion of career development education and Individualized Career Plans of Study through school counseling programs and the KCP
- Continuation of activities increasing rigorous academic integration
- Continuation of activities promoting participation in Career and Technical Student Organizations (CTSOs)

Both the Kansas career cluster curriculum advisory committees and the Kansas Advisory Committee for Career and Technical Education will consult with state staff to recommend effective marketing and dissemination strategies to provide information to parents, students, teachers, administrators, guidance counselors and the general public. Special emphasis will be placed on working with business and industry, including small businesses, and economic development entities to develop a multi-year plan for public awareness of opportunities in postsecondary education and entry into high-skill, high-wage or high-demand occupations.

Students, their parents/guardians, adults, and educators can access the Internet-based KCP system at any time from wherever computer access is available—school, the library, workforce resources centers, or even at home. Once an account has been created, users can use the system for a lifetime, without cost to them.

Students will be able to create personal roadmaps for success, allowing them to connect what they learn today with their evolving career interests and future employment opportunities. Adults, including parents, will be able to use the system to plan how they can update their skills to remain current and meet the needs of an ever-changing job market.

The system also allows parents and/or guardians to play an active role in the educational and career planning of their children by providing them with a virtual tour of the key system resources as well as access, with user permission, to their child's portfolio where they can view assessment results, education plans, and items saved as favorites such as careers, postsecondary schools and majors, and scholarships.

By using the system, educators and administrators across the state will be able to make informed real-time educational program decisions. Using the database management reports, educators will be able to improve individual career counseling, guide course selection and postsecondary decisions, and assist in curriculum planning and program development.

The system has been designed to promote shared communication and collaboration between all stakeholders in the future of Kansas including students, parents, educators, postsecondary institutions, businesses, and state agencies.

Use of Funds to Improve or Develop New CTE Courses

Kansas will continue to support and expand the development of Project Lead the Way (PLTW) courses/program and the Pre-collegiate Teacher Preparation courses/program (Education and Training/Teaching and Training Pathway). For closer alignment with industry standards and assessments, considerable curriculum revisions will impact the secondary Welding and Construction Trades courses/programs.

Career cluster curriculum advisory committees and state staff will engage business and industry representatives in discussions to identify emerging high-skill, high-wage, high demand occupations for each career cluster in the Kansas model. They will also identify and/or confirm new and emerging content for curriculum development. All new courses/programs must be aligned with rigorous and challenging academic content standards and student achievement standards at the secondary level (as defined in NCLB).

The career cluster curriculum advisory committees will be charged with recommending how best to support the improvement or development of CTE courses/programs that include, but are not limited to:

- Providing professional development for teachers, counselors and curriculum directors to develop rigorous courses within approved CTE program areas;
- Focusing on careers emphasizing science, technology, engineering and math;
- Improving CTE program standards for secondary into postsecondary education that include business-driven technical content and are aligned with academic curricular standards;
- Designing appropriate processes for assuring implementation of approved courses/programs at the secondary level;
- Ensuring the success of special populations in the high-skill, high-wage and high-demand occupations in current or emerging professions/occupations;
- Exposing students to high-skill, high-wage, or high-demand occupations in current or emerging professions and careers that are nontraditional for their gender;
- Ensuring model courses/programs are aligned with the rigorous and challenging academic standards and high level technical skills.

The Kansas Postsecondary Technical Education Authority (Authority) has delegated authority from the Kansas Board of Regents to coordinate statewide planning for postsecondary technical education including:

- reviewing existing and proposed postsecondary technical education programs and program locations;
- making recommendations regarding approval or disapproval of such programs for state funding purposes;
- reviewing state funding requests and making recommendations regarding amounts and distribution of funds;
- developing benchmarks and accountability indicators for technical education programs;
- conducting studies to maximize utilization of resources and recommending improvements;
- conducting studies to develop strategies and programs for meeting the needs of business and industry; and
- coordinating development of a seamless system for the delivery of technical education between secondary and postsecondary program levels.

One of the Authority's targeted organizational priorities is to review existing reports and studies to determine workforce demand for existing and emerging industry clusters on a regional level. One tool to be utilized by the Authority and KBOR in determining potential program expansion and the development of new CTE programs and courses will be the supply/demand gap analysis from a research study, completed in Fall 2007, entitled "Positioning Kansas for Competitive Advantage: Aligning Key Industry Clusters and Occupations with Postsecondary Education and the Workforce". This study was commissioned by the Kansas Board of Regents, the State Workforce Board, and Kansas Inc. and provided information regarding the current level of system alignment to the workforce needs of key high growth, high wage industry clusters in Kansas.

The terms high skill, high wage, high demand occupations have been used repeatedly for a number of years, especially in the context of CTE programs. However, efforts to define and/or identify exactly which occupations qualify as high skill, high wage varied greatly from state to state, and even from region to region within a state. As a result, and following lengthy discussions, Kansas will use the following criteria to define and/or describe the kinds of occupations that will be considered high skill, high wage, or high demand occupations for Kansas secondary and postsecondary CTE programs.

A HIGH SKILL occupation is one that requires all of the following:

- specialized technical training,
- an advanced level of skill sets as defined by each industry and/or education (*Examples: independent decision making, critical thinking, problem solving*),
- a recognized validation of skill attainment or credential (*Examples: certification, registration, licensure*), and
- includes mandatory continuing education and/or training

A HIGH WAGE occupation is one that:

- has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and
- offers a wage progression strategy.

A HIGH DEMAND occupation is one that:

- has a critical shortage of workers to fill the employment demands of industry, and
- requires formal training exceeding that which can be provided on the job

Technical support will be provided to assist institutions in developing new programs designed to support employment in high-skill, high-wage, or high-demand careers.

Postsecondary CTE programs are required to meet existing state and business and industry accreditation/certification standards and guidelines. Programs not meeting these standards must develop a program improvement plan outlining how the program will reach this threshold within an established timeframe, comply with the identified standards and competencies, demonstrate ongoing quality enhancement utilizing the program's advisory committee and develop a comprehensive individualized professional development plan for faculty.

Facilitation and Coordination of Tech Prep Programs

Kansas elected to consolidate the state's Tech Prep funding with the Title I basic grant funds. Secondary basic grant recipients will report tech prep type activities, including "best practice" activities such as establishment of articulation agreements, when submitting their annual grant final narrative reports. Basic grant recipients will be encouraged to replicate the 'promising practices' previously developed over the years within the Tech Prep consortia.

All local basic grant recipients will also be encouraged to continue share and implement promising practices developed previously through Tech Prep activities such as strategies for developing articulation agreements and successful internship practices. Kansas will continue to support the growth of articulated programs including PLTW engineering programs and aerospace programs as well as the pre-collegiate teacher preparation initiative.

Each postsecondary institution will identify an institutional contact responsible for curricular issues including coordinating the development and implementation of programs of study and articulation activities in conjunction with the high schools in their area. KBOR staff will provide technical assistance, serve as a resource, disseminate information, and coordinate these types of activities.

Effectively Linking Academics and CTE at the Secondary and Postsecondary Levels

Secondary CTE students will continue to be required to complete the same rigorous academic standards for graduation as all other students. The performance criteria shall be the percentage of students performing at or above the "meets standard" level on state assessments or having increased overall student achievement by a percentage as prescribed by the State Board. (KAR 91-31-32 (b) (1))

Following is an excerpt from the *Quality Performance Accreditation (QPA) Manual*, KSDE:

All students must be assured that upon graduating from Kansas high schools, they possess the knowledge and skills that afford them access to any succeeding level of education, work, or other opportunity after high school.

The Kansas State Board of Education (KSBE) discussed the need for high standards for all students. Upon surveying districts regarding their current requirements for graduation, reviewing the Regents Qualified Admissions requirements and the state Scholarship program, the Board recommended and

approved an additional mathematics, science and fine arts requirement while maintaining a total of 21 credits.

The State Board felt that, whether students are preparing to go to college, post-secondary technical schools, or to enter the world of work, the content in the required course of study should provide them with the opportunity to learn in context and through application without need for remediation.

Program of study models will emphasize the integration of technical and embedded academics such as reading, writing, mathematics and science. Programs of study will be required to show the sequence of courses that address the academic core curriculum standards and technical content standards appropriate for a seamless pathway from secondary to postsecondary education.

The Kansas career cluster curriculum advisory committees will be charged with recommending how to best link academic and CTE into programs of study at the secondary level. The following are some potential links:

- Using instructional design that enhances mathematic achievement and literacy skills through CTE instruction.
- Developing teacher assignments and instructional materials that enhance higher level math and literacy skills relevant to projects and assignments in CTE content.
- Working with a learning community of academic and CTE teachers to plan integrated lessons; giving each support and feedback, and collecting data of the mastery skills and student achievement.

The Kansas Board of Regents, in partnership with KSDE, will continue to promote the career clusters concept and the implementation of CTE programs of study to facilitate the alignment of academic and technical programming within identified career clusters and/or pathways. Funding and technical assistance will be provided to support and facilitate the development and implementation of the programs of study both at the state and local levels. Working collaboratively, secondary and postsecondary educators will identify the appropriate levels and courses in which the academic and technical knowledge and skills necessary for success will be taught and student attainment assessed.

Reporting Coherent and Rigorous Content Aligned with Challenging Academic Standards in CTE Programs

KSDE reform measures (i.e. HSTW, Career Clusters) generally comprise a track for students to follow a rigorous academic sequence of courses and a rigorous sequence of CTE courses. Participation in CTE programs has been proven to increase student awareness of how both the technical and academic course content relates to a chosen career path. Strategies to assist in reporting positive and challenging academic inclusion will consist of:

- Improve academic outcomes for special population by working collaboratively with Special Education Services
- Improve graduation rates by promoting practices such as HSTW
- Align standards, assessments, curriculum and instruction through seamless transitions
- Strengthen instruction by ensuring highly qualified instructional staff are employed, teacher retention strategies are in place and valuable professional development opportunities are available
- Continue and strengthen KSBE support for CTE measures to improve student achievement and hold districts accountable through the various modes of reporting data
- Provide technical assistance opportunities to assist districts in improving student outcomes

Overall reporting will be conducted through our CaTE data collection system. This system is currently being updated to facilitate the exchanging of data with other agency web applications, i.e. KIDS and CETE.

Postsecondary institutions submit a program verification form for each CTE program approved for Perkins funding. Listed on these forms is the sequence of technical and general education courses required for certificate and/or degree completion. Any time a change is made in the program or a course, a new program verification form must be submitted and approved. In addition, the program approval process for new programs requires institutions to submit course syllabi for each academic and technical course in the program sequence to ensure both academic and technical skills required are being addressed.

II.A.3 Professional Development for Career and Technical Education Personnel

KSDE and KBOR continues to support and foster professional development for pre-service and practicing career and technical teachers, postsecondary faculty, administrators and career and academic counselors according to the established state and Perkins standards for professional development. Professional development activities conducted will be evaluated and include identification of the population being served and the extent to which CTE goals are being achieved. Professional development programs/activities will be directed toward and support:

- Opportunities for educators to work collaboratively to increase the integration of coherent and rigorous academic and career and technical content standards in local programs of study and instructional practices;
- Identification of the knowledge and skills that will allow educators to address the individual and special needs of students in rigorous curriculum that lead to STEM and other high-skill, high-wage or high-demand careers;
- Continued maintenance of high expectations for student work within programs that serve a population with varied backgrounds, motivation and achieved competency;
- Utilization of diagnostic testing results and development of effective intervention strategies;
- Dissemination and replication of promising practices for delivering CTE using effective curriculum and pedagogical strategies;
- Inclusion of industry trends and issues that enhance knowledge and understanding of industry expectations;
- Increasing secondary/postsecondary relationships that lead to program development, concurrent enrollment options, the transitioning of students and the earning of college credit by the learner;
- Instructional techniques related to the unique aspects of career and technical programs including laboratory management, experiential and applied learning, and career technical student organization management; and
- Strategies to remove barriers and improve instruction and learning for adult learners, gender nontraditional and other special population students

Teacher Preparation, Certification, and Licensure

Teacher preparation programs operate under Kansas Board of Regents and Kansas State Department of Education approval with accreditation earned from appropriate credentialing entities. The quality of teacher preparation programs will be maintained through the collaborative efforts of both agencies. Approval of teacher education programs will be based on the ability of an institution to prepare students as evidenced by performance indicators specified by NCATE and/or the Kansas State Department of Education Office of Educator Preparation. Career and technical education teacher preparation programs will be supported contingent upon adherence to program and teacher standards and contributions to statewide performance on indicators included in the Perkins Plan.

Teacher licensure standards will be maintained for all secondary CTE teacher preparation programs and appropriate credentials and/or certifications encouraged for postsecondary CTE faculty. An alternative licensure process will be authorized to enable previously licensed teachers to teach in an emerging CTE program that does not have an adequate/existing source of licensed educators. Licensure standards and teacher preparation will be supported that enable teachers licensed in academic content areas to teach appropriate CTE coursework and teachers licensed in technical content areas to teach appropriate academic coursework.

Teacher licensure is not required for postsecondary CTE faculty. However, faculty are required to meet specific credentialing criteria established by the institution in which they are employed and in accordance with requirements established by the institution's regional accrediting body and program accreditation/certification entities. Each postsecondary CTE faculty member and related personnel must have a professional development plan that includes established goals for improvement that is reviewed and updated annually. To support this requirement, the state facilitates a variety of professional development opportunities for academic and career and technical faculty, administrators, and career advisors. The KBOR staff will continue to work collaboratively with the Kansas Council for Workforce Education to identify professional development needs within the postsecondary system and provide opportunities to support instructional and program improvement efforts. Leadership dollars will continue to be utilized to support state and regional activities related to curriculum development and design and increased utilization of instructional technology including simulations in CTE programs. Faculty internships are supported through funds appropriated by the Kansas Legislature and postsecondary institutions are encouraged to utilize institutional program improvement funds to provide expanded support for teacher internship opportunities.

To further support professional development efforts in postsecondary institutions, Kansas is a member of an internet-based service designed to provide on demand, high quality professional development for postsecondary faculty, counselors and administrators. This service is provided via webinars, streaming video, video tape, audio conferencing, and DVDs with which institutions can expand their own professional development libraries and complement institutional professional development efforts. The webinar presentations currently include such topics as: instructional, classroom management, and assessment techniques; distance education and learning; developmental education; integration of technology; student retention strategies; building partnerships and articulations; ethics and professionalism; support for adjunct faculty; and leadership and personal development.

II.A.4 Recruitment and Retention of Career and Technical Education Personnel

To increase the quality, quantity and diversity of CTE educators, state staff will work with career and technical stakeholder groups to communicate the critical need to recruit and retain more instructors that: a) are from underrepresented groups, especially in new and emerging areas; b) have experience in business and industry; and c) have sufficient academic and pedagogical knowledge, skill and appreciation to integrate academic and technical learning.

Authorization of a licensure option for emerging industry areas to attract qualified educators who currently hold a license in a related field of education; support for a time- and cost-effective teacher preparation route for teachers coming into teaching from business and industry; and pursuit of adequate regional licensure opportunities for prospective teachers, including through virtual access, will serve as priority activities. This preparation will emphasize pedagogy including such topics as academic/technical integration, use of scientifically-based research and data to improve instruction, applied learning and differentiated instruction, and academic/technical integration.

Support for a system of professional development activities addressing the ever-changing industry standards, dissemination of replicable best practice in CTE, instructor training activities for new and adjunct instructors, and emphasis on the development and implementation of new teacher mentoring programs will continue. A network of teacher educators will be maintained to ensure ongoing discussion of and dissemination of solutions for critical issues impacting CTE teacher preparation occurs.

II.A.5 Transition to Baccalaureate Programs

Kansas will improve the transition of high school and one-and two-year postsecondary programs to baccalaureate degree programs at institutions of higher learning through:

- Support for articulation agreements that include transcribed college credit earned through a) concurrent enrollment programs, b) earned industry-recognized credentials, and c) earned stackable certificates;
- Development of programs of study that include planned progression of coursework to connect high school and technical certificate and associate degree to baccalaureate degree programs;
- Support for the development of an electronic universal transcript system that creates seamless transition between educational delivery systems;
- Support for a web-based information system through which learners can become aware of the transferability of coursework successfully completed; and
- Support for administrators, faculty, advisors and counselors to assist students in the design of Individualized Career Plans of Study (ICPS) including the transition from sub-baccalaureate programs to baccalaureate programs.

II.A.6 Stakeholder Involvement in Career and Technical Education Programs

As stipulated in Perkins IV, members of various constituent groups (representatives from business and industry and labor organizations, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, and parents) are provided opportunities for involvement in the planning, development, implementation and evaluation of CTE at the state, regional and local levels.

The state-level Kansas Advisory Committee for Career and Technical Education (KACCTE), originally established during Perkins III and whose primary focus is now on secondary CTE programs, provides input and advice regarding CTE programs and initiatives to the Kansas State Department of Education, the Kansas State Board of Education, the Kansas Postsecondary Technical Education Authority, and Kansas Board of Regents to further the development of a seamless CTE system for Kansas. Membership of this committee is comprised of individuals from business and industry and industry-based organizations representing of each of the sixteen (16) career clusters, large and small businesses, and the geographic diversity of the state. The committee meets at least twice a year to provide input regarding the development and promotion of a seamless delivery system for CTE and the workforce development needs and trends within the state.

The Kansas Postsecondary Technical Education Authority (Authority), established by the 2007 Kansas Legislature, consists of nine appointed members and three ex officio members. Members represent business and industry, the general public, community colleges, technical colleges, the Board of Regents, and state agencies as depicted on the chart below.

Appointing Entity	Constituency Representative
Governor (3)	2-general public, 1 business and industry
President of the Senate (1)	1-business and industry
Speaker of the House (1)	1-business and industry
Kansas Board of Regents (4)	2-Regent member/designee, 1-community colleges, 1-technical colleges
Ex officio members (3)	Commissioner of Education, Secretary of Commerce, Secretary of Labor

This Authority coordinates the postsecondary technical education system, including the planning, development, implementation, and evaluation of CTE programs.

Opportunities for state level participation will also occur during the development and implementation of the career cluster and pathway programs of study models. Statewide career cluster curriculum advisory committees, that include both secondary and postsecondary academic and technical educators and business/industry representatives, will be established for each of Kansas's 16 Career Clusters. These groups will develop and recommend career cluster and pathway level programs of study models for state adoption. These models will then provide the framework for the development of local programs of study

designed to meet the needs of individual students and reflect the programs offered at the local institutions.

Regional and statewide program curriculum committees, comprised of postsecondary CTE educators and business and industry representatives, will be utilized throughout the postsecondary technical education program standards and alignment process. In addition to making recommendations regarding the instructional design of standardized programs, this group will also identify the technical skill assessments that are available and are aligned with the business and industry validated content and/or assist in the development of state-approved technical skill assessments to be used for the postsecondary CTE programs. State-approved technical skill assessments for secondary programs will be aligned with business/industry validated content standards and reflect input of business/industry partners and academic and CTE educators, representing both secondary and postsecondary education.

Local program advisory committees, comprised of representatives from business and industry and professional/industry associations, are a requirement for approval of secondary and postsecondary CTE programs. These advisory committees provide advice and make recommendations regarding program planning, program accreditation, facilities and program equipment, instruction and training experiences, program and course content, and evaluate program performance at the local level.

In addition, the approval process for new postsecondary CTE program requires the requesting institution to include multiple stakeholders in the planning and development of the proposed new program and to submit appropriate documentation of both student and business and industry demand, minutes of the program advisory committee highlighting the recommendation for the new program, and the minutes of the institutions curriculum committee and governing board approving the new program.

II.A.7 Integration of Academics and Career and Technical Education

Industry-validated career cluster pathway knowledge and skills will serve as the basis for all local secondary CTE program development. These standards will include academic standards that are embedded within the technical skills of the career cluster and are reinforced by technical skill instruction. Curricula will foster and support inquiry-based and problem-based education.

Program of study models will support the integration of technical and embedded academics, especially in reading, writing, mathematics and science, and will be required to show a sequence of courses that addresses the Kansas Board of Regents Qualified Admissions Requirements as well as the CTE knowledge and skills appropriate for a seamless pathway from secondary to postsecondary education. Programs will be held accountable for performance measures targeting student attainment of technical and academic knowledge and skills. Postsecondary programs build upon the cluster/pathway models to design occupationally specific programs of study for postsecondary and adult learners that also will include both the academic and technical knowledge and skills necessary for success.

The state will support and facilitate professional development opportunities for educators emphasizing integration of academic and technical instruction. The state will continue to support CTE student organizations (CTSOs) that: a) develop leadership skills; b) foster both academic and technical skills, c) provide opportunities for students to demonstrate both academic and technical knowledge and skills within CTE curricula through a variety of activities, and d) recognize students for their accomplishments and contributions.

All Aspects of an Industry

The Kansas Career Clusters model will be utilized to organize the way learners explore, learn and train for more specific occupations. Career clusters and pathways have identified the foundation knowledge and skills common to all occupations within the cluster and pathway. By exploring the context in which technical skills are taught and used, programs will emphasize both the academic and technical skills that

learners and future workers will need to be successful in that cluster and/or pathway regardless of the occupation in which they may choose to specialize.

Secondary CTE programs provide students with strong experience in, and understanding of, all aspects of an industry through the incorporation of knowledge and skills identified in the career clusters pathway knowledge and skills. The state supports student understanding of all aspects of an industry through career cluster pathway knowledge and skills that address what learners need to know and be able to do with regard to all aspects of the career cluster and ensure that these standards are business/industry-validated. Experience-based opportunities for students, required for state-approved secondary programs, will provide experience in all aspects of an industry.

Teacher/Faculty internships are strongly encouraged to provide instructors with current experience and a more complete understanding of all aspects of the industry within the career clusters and pathways.

As the programs of study are developed and as part of the postsecondary program standards and alignment process, curriculum in postsecondary CTE programs will be reviewed and revised as necessary to ensure that both the broad-based cluster/pathway knowledge and skills as well as those more occupationally specific are being addressed. Programs are encouraged to implement and/or expand student internships to include a broad range of opportunities for students to apply these skills in the work environment. Postsecondary CTE student organizations will continue to provide students with the opportunity to network with industry professionals and provide exposure to technological innovations within an industry as well as the opportunity to demonstrate technical and leadership skill proficiency,

Same Challenging Academic Standards for CTE Students

All students, including CTE students, are required to complete the same rigorous academic standards for high school graduation. The Quality Performance Accreditation manual states, “all students must be assured that upon graduation from Kansas high schools, they possess the knowledge and skills that afford them access to any succeeding level of education, work, or other opportunity after high school.” Likewise all students complete the same state assessments and are held to the same high quality, rigorous levels of performance.

Kansas accredits K-12 schools according to Kansas Accreditation Regulations (**KAR 91-31-31** through **91-21-42**). These regulations are collectively known as **Quality Performance Accreditation (QPA)**. A school is assigned its accreditation status annually based upon **Performance** and **Quality Criteria**.

Performance Criteria (KAR 91-31-32 (b) (1)–(4)) are based upon (1) Student Performance: Percentage of students meeting or exceeding the standard on state assessments; (2) Participation Rate: Having 95% or more of all students and 95% or more of each student subgroup take the state assessments; (3) Attendance Rate: Elementary school – having an attendance rate equal to 90% or an improvement over the previous year (4) Graduation Rate: High school – 75% or an improvement over the previous year student performance and participation related to state assessments, elementary attendance rate and high school graduation rate.

Quality Criteria (KAR 91-31-32 (c)) are based upon (1) A school improvement plan that includes a results-based staff development plan; (2) An external technical assistance team; (3) Locally determined assessments that are aligned with the state standards; (4) Formal training for teachers regarding the state assessments and curriculum standards; (5) 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic areas by the USDOE, and 95% or more of all other faculty, must be fully licensed for the positions they hold; (6) Policies that meet the requirements of State Board Regulation 91-31-34 regarding substitute teachers, minimum enrollment, student credit, records retention, and interscholastic athletics; (7) Local graduation requirements that include at least those requirements imposed by the state board; (8) Curricula that allow each student to meet the regent’s qualified admissions requirements and the state scholarship program; (9) Programs and services to support student learning and growth at both the elementary and secondary level; (10) Programs and

services to support student learning and growth at the secondary level; (11) Local policies ensuring compliance with other accreditation regulations and state education laws.

The following are the regulations for the high school graduation for the classes of 2007 and 2008:
91-31-21. Graduation requirements.

- (a) (1) Except as otherwise provided in this regulation, each board of education shall adopt a written policy specifying that pupils shall be eligible for graduation only upon completion of requirements which include at least the following:
 - (A) four units of English language arts, which shall include three units in English. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject;
 - (B) three units of social studies, which shall include one unit of United States history and at least 1/2 unit of United States government, including the Constitution of the United States, and except as otherwise provided in S.B.R.91-31-20, a course of instruction in Kansas history and government;
 - (C) two units of science, including one unit as a laboratory course;
 - (D) two units of mathematics;
 - (E) one unit of physical education, which may include one-half unit of health, safety, first aid, or physiology. This requirement shall be waived:
 - (i) upon receipt of a statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
 - (ii) when the requirement is contrary to the religious teachings of the pupil, as indicated in a written statement, signed by a lawful custodian of the pupil; and
 - (F) nine units of elective courses.
 - (2) A minimum of 21 units of credit shall be required for each graduating class.
 - (3) Any board of education may increase the number of units of credit required for graduation. Any additional requirements of the board of education that increase the number of units of credit required for graduation shall apply to those students who will be in the ninth grade class the following school year.
- (b) The governing body of any district may adopt locally-determined graduation requirements different from those prescribed in subsection (a) if those requirements specify that students will be eligible for graduation upon the completion of at least the minimum total units of credit required by paragraph (a)(2). The required units of credit shall include one unit of United States history and at least 1/2 unit of United States government, including the Constitution of the United States, and except as otherwise provided in S.B.R. 91-31-20, a course of instruction in Kansas history and government.
 - (c) Graduation requirements established by any local board of education shall comply with statewide educational goals adopted by the state board and shall have broad-based community involvement in their formulation. Requirements adopted under subsection(b) shall have state board approval before implementation in the district. (Authorized by and implementing Article 6, Section 2(a)of the Kansas Constitution; effective Dec. 27, 1996.)

Graduation Regulations for Classes from 2009 and beyond are the following:

91-31-35. Graduation requirements.

- (a) Each local board of education shall adopt a written policy specifying that pupils are eligible for graduation only upon completion of at least the following requirements:
 - (1) Four units of English language arts, which shall include reading, writing, literature, communication, and grammar. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject;
 - (2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in S.B.R. 91-31-32, a course of instruction in Kansas history and government;

- (3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;
 - (4) three units of mathematics, including algebraic and geometric concepts;
 - (5) one unit of physical education, which shall include health and which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with either of the following:
 - (A) A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
 - (B) a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;
 - (6) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education; and
 - (7) six units of elective courses.
- (b) A minimum of 21 units of credit shall be required for graduation.
 - (c) Any local board of education may increase the number of units of credit required for graduation. Any additional requirements of the local board of education that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.
 - (d) Unless more stringent requirements are specified by existing local policy, the graduation requirements established by this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

Postsecondary CTE programs must submit program verification forms identifying both the technical and general education courses required for program completion. General education courses required for the completion of a CTE program technical certificate or associate degree are the same academic courses required for other certificates and associate degree programs within the institution and as such ensure the same level or rigor.

II.A.8 Technical Assistance for Eligible Institutions

KSDE offers technical assistance through an Integrated Improvement Plan. This provides an integrated, dynamic approach for all technical assistance. KSDE CTE staff offer technical support to state staff in the areas of school improvement, standards and assessments, high school reform initiatives and models, etc. CTE staff will provide targeted technical assistance to eligible recipients as needed and/or requested. Examples of topics that require technical assistance to eligible recipients may include, but are not limited to: analyzing CTE data reported through the CaTE data system; providing valid and reliable data; raising academic rigor in CTE; raising and assessing technical skill attainment; meeting the needs of special populations; increasing the participation and completion of students in nontraditional careers; utilizing the Kansas Career Pipeline to create career awareness; inclusion of all students, including special populations; developing and implementing of programs of study; and working effectively through educational service centers. Technical assistance workshops are scheduled on a regular basis statewide via on-site visits, regional trainings, webinars, video-conferencing, conference calls etc.

Technical assistance for postsecondary institutions is provided through state and regional meetings and workshops; webinars and video-conferencing, conference calls, email, and on-site visits. All postsecondary institutions delivering CTE programs have been divided into geographic quadrants of the state with a designated KBOR staff member assigned to provide technical assistance as needed and/or requested. Examples of the types of technical assistance and support available include, but are not limited to: assistance with curriculum development and alignment; development and implementation of articulation agreements; information regarding state and national program standards leading to industry-recognized credentialing; planning for new programs; completion and review of grant applications and reports; data submission and evaluation; and grant administration and fiscal management. Regional and statewide technical assistance workshops are scheduled on a regular basis.

II.A.9 Connecting Career and Technical to State and Regional Occupational Opportunities

Career and technical education programs in Kansas focus on state and regional economic development considerations and are tied to current and future occupational opportunities. Secondary CTE programs are designed utilizing the career cluster/pathway concept and focusing on the academic, technical and workplace skills, at the cluster and pathway levels, that have been identified with input from state and regional business representatives and based on state and regional occupational forecasts.

Representatives from state agencies concerned with workforce and economic development serve on state and local career cluster advisory committees. Representatives from the governor's office facilitate statewide discussion and strategic planning to meet the state's economic development needs.

Connecting CTE and occupational opportunities in Kansas is a focus area for the KBOR and the Kansas Postsecondary Technical Education Authority (Authority). Alignment with the Kansas economy is also one of the five strategic areas designed to focus activities of the postsecondary education system. The newly adopted mission statement for the new Authority is to "make immediate and long term technical training recommendations based on data driven factors ensuring that the delivery system matches a skilled workforce with business demand." Additionally, the Authority has identified organizational priorities one of which is to review existing reports and studies to determine workforce demand, on a regional level, for existing and emerging industry clusters.

In cooperation with the Kansas Department of Commerce/State Workforce Board and Kansas Inc., the Kansas Board of Regents commissioned a study to determine the alignment of the postsecondary educational system to the needs of the Kansas economy. Included in this analysis were the current career and technical education programs. As a result of this information, root causes for shortages will be addressed with initiatives designed to increase program graduates.

A similar strategy was used in 2006 to address the critical shortage of Registered Nurses which resulted in a model that can be replicated for other program areas. This model resulted in an additional \$3.4 million in state appropriated funds to expand the capacity of Kansas postsecondary nursing programs. The goal was to expand program capacity by 250 students per year. Postsecondary institutions met this challenge and actually expanded program capacity by 507 nursing students during the first year.

Additionally, the CTE unit will address the mismatch between the output of the postsecondary CTE system and the needs of the Kansas economy by proposing a "weighted" funding formula designed to increase production in high wage/high demand programs in the following areas: Advanced Manufacturing, including Aviation; Healthcare; Energy, including conventional and renewable energy; Bioscience; and Communications.

The State Workforce Solutions Fund allows the Secretary of Commerce to assist postsecondary institutions throughout the state in responding more effectively to the needs of Kansas businesses. Funds are strategically invested into projects designed to enhance Kansas postsecondary institutions' education and training services and/or training facilities for the benefit of all Kansas companies. The Secretary may elect to support a specific training project if the capability of Kansas training institutions to meet business training needs is clearly improved as a result.

An analysis of the Kansas labor market shows that the skills needed by business and industry are rapidly changing. The Kansas Occupational Outlook and the Kansas Job Vacancy Survey, both published by the Kansas Department of Labor, provide institutions information necessary to make informed decisions regarding the development of curricula and CTE programs to address Kansas' workforce needs.

Information regarding occupational opportunities and skill gaps are provided through the Kansas Job Vacancy Survey. The duration of job vacancies gives an indication of the difficulty finding qualified workers for specific occupations. Positions reported as being open 60 days or more could be an

indication of positions that are difficult to fill. Additionally, and of importance to postsecondary technical education, occupations that remain open in high skill fields where the average wage is competitive may indicate a shortage of qualified workers due to the specialized education or training required. .

The Kansas Occupational Outlook provides information regarding high demand occupations having 500 or more projected average annual job openings. The top ten high demand occupations in Kansas which required postsecondary training include registered nurses, nursing aides, truck drivers, and elementary school teachers. Fast growing and declining occupations are also identified. Fast growing occupations include architects, medical assistants, teachers, medical records and health information technicians, legal assistants, network systems and data communications analysts, and respiratory therapists. Declining occupations include occupations such as farmers and ranchers, secretaries (except legal and medical), data entry operators, word processor and typists. In addition to the identification of occupations, the report also identifies critical skills needed within the occupation. This information is helpful to curriculum development in the postsecondary education system.

Finally, a key Kansas strategy to actively engage postsecondary institutions in the provision of training for business is by moving the system from a grant funded paradigm (giving businesses money to train in-house or through proprietary partners) to one where companies use the Kansas postsecondary educational system to provide training to their workers. This builds capacity and expertise within the state educational system.

11.A.10 Planning and Coordination with other Federal Education Programs

KSDE and KBOR work closely with a variety of other state agencies to address issues relating to state and regional occupational demands. Joint planning and coordination of related education activities and programs occur on a scheduled and as needed basis.

KSDE is organized to work collaboratively across teams and continually seek ways to coordinate state and federal activities, therefore, eliminating redundancy and reducing duplicative efforts. Meetings are scheduled on a regular basis across teams, internally and externally. KSDE CTE continues to coordinate state activities with various ESEA activities. For example, professional development opportunities provided on standards, assessments, accountability, and high school reform initiatives are designed and delivered via the coordinated efforts of numerous KSDE staff and teams. Teacher quality and licensure activities are also coordinated with Title (I, II, and III) programs. KSDE continues to seek methods for coordinating and collaborating with other KSDE teams, other agencies, organizations, post-secondary education, business and industry partners, and non-profit organizations.

The Kansas Secretary of Labor, the Kansas Secretary of Commerce, and the Commissioner of Education serve as ex-officio members of the Kansas Postsecondary Technical Education Authority to ensure the joint planning and coordination of programs and activities among these state agencies and to strengthen existing partnerships. In addition, the Department of Commerce and KBOR jointly support a shared staff position to focus on and increase collaboration related to workforce development training opportunities and CTE programs. As a result, the capacity of postsecondary institutions to develop curriculum and deliver training appropriate for Kansas companies has been enhanced.

To ensure a continuum of education and training opportunities, strong linkages among the postsecondary education and training, business, and workforce development systems have been created to increase the responsiveness of postsecondary system. Objectives of this consolidated, demand-driven workforce development system include integrating programs to maximize and leverage resources available to promote job creation, attraction, and retention and to ensure all Kansas, including persons with disabilities, access to training and employment opportunities that are the right match for their skills and preferences. The restructuring of the state's workforce development system allows for the:

- refinement and localization of workforce information to identify the challenges facing the state and the development of solutions;

- creation of opportunities to share promising practices for improved cooperation between business and industry, economic development, education, and workforce development
- development of resources, solutions and materials to improve communication across systems, and maintenance of meaningful relationships;
- development of linkages to align resources and build mutually beneficial relationships for improved postsecondary outcomes

Key priorities designed to integrate business and industry, postsecondary education, and workforce development include

- increasing the skill level of the state’s current workforce and improving worker retention,
- enabling postsecondary education institutions in the delivery of programs and services to address the needs of business in Kansas,
- strengthening the One-Stop delivery system to provide all job seekers convenient access to a network of training and education services to acquire the skills they need to meet the requirements for high wage, high demand occupations, and
- providing technical assistance to assure accountability and continuous improvement.

In October 2007, the KBOR Adult Education program was awarded a \$500,000 grant from the U.S. Department of Education’s Office of Vocational and Adult Education to support the Kansas adult education program efforts to transition adult learners into postsecondary education and training programs. During the two-year grant period, Project NEXT STEP will enhance adult education by including higher level of language arts and mathematics courses and identify support services to help adult learners transition into postsecondary education. Project NEXT STEP will be implemented at seven community colleges with approved Perkins programs across Kansas—Butler Community College, Garden City Community College, Hutchinson Community College, Johnson County Community College, Kansas City Kansas Community College, Neosho County Community College, and Seward County Community College.

Kansas postsecondary institutions will continue to work closely with the Adult Education programs will to provide opportunities for adult learners to transition beyond the GED certificate to achieving a postsecondary certificate and/or degree necessary for success in today’s workforce. Technical assistance will be provided to assist postsecondary institutions in the development and implementation of adult career pathways to assist this student population.

II.A.11 Coordination and Non-duplication of Among State/Federal Programs

Kansas makes use of several strategies to leverage funds with other federal, state, local, and private resources. This maximizes the effectiveness of resources and expands participation in the statewide workforce development system. Primary strategies include providing guidance to local workforce investment act boards to coordinate WIA Individual Training Accounts with other sources of financial assistance, such as Pell grants. The Kansas workforce development system maximizes the use of Carl D. Perkins resources, WIA funds, state lottery funds, and state education funds through the development of a joint staff position between the Department of Commerce and Kansas Board of Regents. This position assists the state in developing a seamless and integrated workforce system.

An Interagency Planning Team has been established to consolidate state planning and to ensure coordination and non-duplication of programs and activities. The planning team is comprised of program level staff from Workforce Services and Registered Apprenticeships—Department of Commerce; Innovations and Improvement, Academic and Technical Education—Kansas Department of Education, and Career and Technical Education—Kansas Board of Regents/Postsecondary Technical Education Authority. This team will meet on a quarterly basis to:

- Identify barriers to the continuum of K-20 (preK through career) education and training;

- Ensure, at the program level, that education and workforce development programs, policies, and planning are aligned to prevent duplication of services and inefficient use of resources;
- Participate in multi-agency state planning for Federal compliance purposes; and
- Make recommendations to agency leadership for improving resource, program, and policy alignment.

Data and statistical information are shared among various state agencies to support follow-up studies to determine the status/success of CTE students and the quality of CTE programs throughout the state.

The Kansas Board of Regents and the Kansas State Department of Education supports welfare reform initiatives by assuring that all designated One-Stop Centers and adult basic education (ABE) centers are fully aware of the CTE opportunities available to prepare the Kansas labor force to meet the state's economic development needs.

A number of the state's adult basic education centers are currently located within postsecondary educational institutions delivering CTE programs and institutions are encouraged to develop adult career pathways to support adult learners in the postsecondary education system.

II.B.1 Local Application Forms

Secondary Local Applications for Funds have been developed and are available on the KSDE website at www.ksde.org. A copy has also been included as attachment B.

Postsecondary guidelines for developing an Institutional Strategic Plan for Career and Technical Education and the Local Application for Program Improvement Funds have been developed and shared with local postsecondary institutions. Actual forms are available on CTE webpage on the KBOR website at www.kansasregents.org. A copy has also been included as attachment C.

II.B.2 Organizational Structure for Career and Technical Education in Kansas

The Kansas Board of Regents (KBOR) serves as the lead agency for the purposes of receiving and administering Carl D. Perkins funding and is responsible for the coordination of all postsecondary education within the state, as well as governance of the state universities. Approved CTE programs are currently offered by nineteen community colleges, six technical colleges, four technical schools and one university all of whom are governed at the local level and coordinated by KBOR.

Legislation enacted during the 2007 Kansas legislative session established the Kansas Postsecondary Technical Education Authority (Authority) which has delegated authority from the Kansas Board of Regents to: 1) coordinate statewide planning for postsecondary technical education; 2) recommend rules and regulations for the supervision of postsecondary technical education; 3) review existing and proposed postsecondary technical education programs and program locations and make recommendations regarding approval or disapproval of such programs for state funding purposes; 4) review requests of state funding requests and make recommendations regarding amounts and distribution of funds; 5) develop benchmarks and accountability indicators for programs; 6) develop and advocate an annual policy agenda for postsecondary technical education; 7) conduct studies to maximize utilization of resources and recommend improvements; 8) conduct studies to develop strategies and programs for meeting the needs of business and industry; 9) report on the performance of its functions and duties to the state board of regents and the legislature; and 10) coordinate development of a seamless system for the delivery of technical education between secondary and postsecondary program levels.

The legislation also called for the creation of a Vice President for Workforce Development, who reports directly to the Authority and the President/CEO of the Kansas Board of Regents, to operationalize the activities of the Authority and lead the Career and Technical Education (CTE) unit within the Regent's

office. The CTE unit is charged with providing leadership and technical assistance, administering Perkins funding, monitoring performance and compliance, and accountability reporting for all postsecondary CTE programs as well as compiling both secondary and postsecondary information for the consolidated annual report. The organizational charts for KBOR and the CTE unit are submitted as attachment D.

The Kansas State Department of Education (KSDE), operating under the Kansas State Board of Education (KSBE), coordinates all secondary CTE programs delivered by 280 eligible secondary recipients. In addition to the state programs the Academic and Technical Education team also serves some 56 consortiums and stand-alone programs operating career and technical education programs under the Carl D. Perkins Act. This is accomplished by the Academic and Technical Education team which is part of the Division of Learning and Innovative Services. The organizational charts for KSBE and KSDE are submitted as attachment E.

II.B.3 Role of CTE in the One-Stop Career Center Delivery System

Postsecondary career and technical education plays a key role in the one-stop career center delivery system established by Title I of WIA. Representatives, as mandatory partners, serve on each of five local area workforce boards as well as the state workforce board. Additionally, the postsecondary system provides training for program participants supported by individual training accounts.

Implemented through the Kansas Department of Commerce, the Kansas WorkReady! certificate was built in partnership with KBOR, chambers of commerce, technical colleges and schools, community colleges, high schools, and adult education centers as well as One-Stop Centers. The WorkReady! certificate is a state credential based on the WorkKeys assessment system and provides a common language to communicate the job skill requirements needed for an occupation and documentation of an individual's skill attainment. The required assessments (Reading for Information, Applied Mathematics, and Locating Information) are available at the One-Stop Centers as well as the assessment centers in many of our postsecondary institutions. Postsecondary institutions are encouraged to utilize this credential to document skill attainment of CTE students within their institution as well as program effectiveness.

Section III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

III.A.1 Programs Strategies for Special Populations

Kansas State Department of Education staff will collaborate with the KSDE Special Education Services for ongoing technical assistance to support CTE programs designed to meet the specific needs of disabled students and to assure compliance with federal civil rights statutes.

A team of stakeholders will identify and recommend how best to further support strategies and activities that adequately address the needs of special populations as defined in the Perkins Act and NCLB.

Focused activities of this planning team will include, but not be restricted to:

(a) Equal Access

- Examination of data to determine current status of access to programs
- Discussion and identification of strategies that will ensure equitable access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services assisted under the Act.

(b) Non-discrimination

- Discussion and identification of strategies to ensure non-discrimination of members of special populations.
- Recommendations for appropriate technical assistance and effective monitoring of compliance with all related civil rights non-discrimination statutes and policies.

(c) Performance Measure Attainment and Preparation for Further Study and Work

- Discussion of how disaggregated data will be used to assist state and local recipients to develop programs tailored to the identified needs of special populations.
- Recommendations for programs and practices that will enable special populations to meet or exceed state adjusted levels of performance, prepare them for graduation, facilitate their entry into further learning and prepare them for entry level high-skill, high-wage, or high-demand occupations.
- Review policies regarding transitions for special populations.
- Provide professional development opportunities and communications to eligible recipients designed to improve programs and services provided to special populations

The secondary CaTE data system will provide enrollment and student performance data disaggregated by special populations' categories. Access to this information will enable LEAs to objectively develop and implement strategies to ensure students are informed about and participating in available CTE programs and that appropriate support services are effective.

To support equal access, non-discrimination and performance measure attainment and preparation for further study, KSDE staff will work closely with transition coordinators at the LEAs to provide direction for planned CTE activities, provide continuing professional development opportunities to ensure that critical components of CTE are conveyed to LEA staff, and provide training to Special Populations staff and guidance counselors on how to implement the web-based Kansas Career Pipeline.

Access to and participation in postsecondary educational opportunities are priority issues for the Postsecondary Technical Education Authority and the Kansas Board of Regents. The KBOR CTE staff will assist institutions in meeting the needs of special population students by:

- Providing technical assistance explaining the process for conducting an institutional self-study to better determine exact needs of each institution with regard to providing support to students in special populations categories and to identify and overcome potential barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, or age;
- Investigating and communicating innovative methods for serving special population individuals
- Providing professional development opportunities for faculty, counselors, and administrators to improve instruction for special populations;

- Providing technical assistance in designing and implementing programs that will enable special population students to meet or exceed state adjusted levels of performance;
- Disseminating research based instructional materials such as “Serving All Students”; and
- Collaborating with other state agencies to providing appropriate support services.

Postsecondary institutions must have policies and procedures in place ensuring equal access to all programs, services and activities offered. Admission acceptance policies and practices are reviewed regularly to ensure compliance with all relevant laws, rules and regulations, and other requirements pertaining to students including those who are members of special population groups. Institutions are encouraged to develop appropriate linkages and partnerships with social service and workforce development agencies and community-based organizations to provide appropriate services for special populations students.

An annual review of institutional and program actual performance on the core indicators, disaggregated based on the special populations categories, is included as part of the program review process and is incorporated into performance negotiation process. Institutions are required to analyze participation and performance of students of special populations compared to the general student population in order to accurately develop and implement strategies to address any participation and/or performance gaps.

KBOR and KSDE staff provides oversight and technical assistance to schools and colleges with respect to preserving nondiscrimination of students who are members of the special populations categories. State staff will continue to monitor and conduct on-site civil rights compliance reviews for institutions delivering CTE programs to ensure compliance with Title VI, Title IX and section 504-ADA. Institutions identified in the state’s monitoring plan include unified school districts, community colleges, technical colleges, technical schools, and one university, all of which provide approved CTE programs. Desk audits and on-site reviews at these institutions are conducted according to an established schedule.

III.A.2 Alternative Education Programs

Alternative education programs are established under the authority of the local school district. In conjunction with KSDE, school districts may implement technical education programs for students placed in alternative programs in which the “typical middle/high school” does not meet the students’ educational needs or a program which will better prepare them for the workforce.

In Kansas, local districts have the option of submitting a petition to establish a charter school. Some charter schools have a career pathway focus for students. While this is the theme or focus of the charter, these schools work with alternative education programs and in conjunction with the academic and technical education team of KSDE. This partnership has begun in three charter schools which opened in the 2007 -2008 school year and other districts have expressed interests in replicating the program for their community. Results of these programs include:

- integrating academic content and technical skills with the goal of preparing students for their future;
- providing students with a better understanding and knowledge of workplace skills needed and training available; and
- applying relevant work experiences in the community while attending these schools.

III.A.3 Preparation for high skill, high wage, or high demand occupations and Nontraditional Fields

KSDE and KBOR recognize that all students enrolled in career and technical education programs must be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. KSDE and KBOR staff will provide guidance, professional development, and technical assistance to serve

as an information resource for local institutions. Staff will conduct and facilitate statewide and regional workshops and other special events promoting high skill, high wage, or high demand occupations and nontraditional fields.

Postsecondary leadership funds will be utilized to support postsecondary institutions in conducting institutional self-assessment studies to evaluate the degree to which the programs and services provided by the institution support and assist learners in choosing and successfully completing CTE programs for high skill, high wage, high demand occupations and nontraditional fields. Institutions will then be encouraged to utilize program improvement funds to develop a strategic plan and implement improvement strategies for their individual institution.

In addition, the secondary and postsecondary Perkins Reserve Fund competitive grant process gives priority consideration for special projects to implement and/or expand CTE programs to address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries.

III.A.4 Services to Individuals in State Correctional Institutions

A portion of the state leadership funds (1% of the 10% allotted for State Leadership activities) at both the secondary and postsecondary levels will continue to be utilized to support programs and services to meet the special needs of individuals, both youth and adults, in Kansas correctional facilities. Through established partnerships with the Juvenile Justice Authority and the Department of Corrections these funds will support pre-release counseling and consultation services that will enable inmates to develop the skills and attitudes necessary to secure meaningful employment upon their release.

Activities supported with these funds at adult corrections include:

- Selection and assignment of inmates to technical education programs
- Inmate participation in facility-based technical education programs
- Development of articulation agreements linking the training received in the various correctional facilities with programs offered through postsecondary institutions to enhance the continuing education and employment opportunities for these students
- Successful placement, internally and/or externally, of inmate program completers
- Long-term employment, internally and/or externally, of inmate program completers
- Reduction in the rate of recidivism of inmate program completers

Program and services supported with these funds at the juvenile corrections include:

- Selection and assignment of inmates to technical education programs
- Inmate participation in facility-based technical education programs
- Equipment purchases to expand current and emerging technology for the development and/or expansion of programs that address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries
- Development of articulation agreements linking the training received in the various correctional facilities with programs offered through postsecondary institutions to enhance the continuing education and employment opportunities for these students
- Successful placement, internally and/or externally, of inmate program concentrators
- Long-term employment, internally and/or externally, of inmate program concentrators
- Reduction in the rate of recidivism of inmate program concentrators

III.A.5 Assurance of Equitable Access and Participation

To receive Perkins funding, secondary eligible recipients and each postsecondary institution must complete and submit a five-year plan for career and technical education within their institution. These

plans must include the means by which the institution will ensure equitable access to, and participation in the CTE programs and/or other federally assisted programs for students, teachers, and other program beneficiaries with special needs.

The annual application for program improvement funds requires institutions to describe the programs, services and/or activities designated to support students in the special population categories that will be carried out by the institution. Institutions will review and evaluate these activities annually to determine their effectiveness in removing barriers which could prevent or impede the access or participation of individuals with special needs.

Section IV. ACCOUNTABILITY AND EVALUATION

IV.A.1 Establishment of Measurement Definitions and Approaches

A taskforce consisting of eligible secondary recipients, data stewards, and KSDE staff met to provide input and offer recommendations regarding definitions, measurement, performance levels, negotiation procedures, baseline data, and reporting requirements of the Perkins IV Act. Some of the questions addressed included:

- How do the Perkins core indicators and additional state indicators align to indicators required by other state and Federal programs?
- What process should Kansas use to reach agreement on local adjusted levels of performance, if a recipient does not accept at least the state adjusted level of performance?
- How should local recipients request negotiations of their local adjusted levels of performance?
- How should Kansas report data and ensure that locals report data that is complete, accurate and reliable?
- What process should Kansas use to ensure validity and reliability of reported data at both the local and state levels?
- What data should be collected to ensure size, scope and quality of CTE programs?

KSDE staff reviewed the recommendations from the task force and implemented policies and procedures to comply with Perkins IV Legislation. The task force remains in place throughout the legislation for continuous improvements and updates to data collection processes.

The Kansas Board of Regents has an established Institutional Research (IR) Advisory Committee, comprised of institutional research representatives from all sectors of higher education within the state, to address issues regarding data and data elements including data collection and reporting for the statewide Kansas Higher Education Data System (KHEDS) and the connection to IPEDS and other higher education data submissions. The Technical Education subcommittee of the KBOR IR Advisory Committee is the venue through which postsecondary institutions will continue to provide input and make recommendations regarding the measurement definitions and approaches, performance levels and negotiation processes, and baseline data and accountability reporting requirements for Perkins IV.

The KBOR approves CTE programs at the technical certificate and associate degree levels. By KBOR policy, technical certificates may be awarded for approved CTE programs from 16 to 59 credit hours in length and associate degrees that are a minimum of 60 credit hours in length. During the transition year, KBOR hired a consultant to assist in the development of a web-based application that will allow institutions to submit student and course information for adult short-term courses, business and industry training, and non-credit bearing courses provided by the local institutions. As part of the implementation process for the new data submission application, KBOR will establish the process to be used in approving credit-bearing CTE programs and courses that award a certificate of completion and are less than 16 credit hours in length.

Measurement Definitions and Approaches

The following definitions and approaches, which are also included on the forms in Part C, will be used to calculate state performance for the core indicators for the duration of this state plan.

Secondary Participant—A secondary student who has earned one(1) or more career and technical education (CTE) credits in any CTE program area.

Secondary Concentrator – A secondary student who has earned three (3) or more CTE credits in a single CTE program area.

Postsecondary/Adult Participant – A postsecondary/adult student who has earned one (1) or more CTE credits in any career and technical (CTE) program area.

Postsecondary/Adult Concentrator – A postsecondary/adult student who: (1) earns at least 12 technical credits within a single CTE program area sequence that is comprised of 16 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 16 credit hours that terminates in an industry-recognized credential, a certificate, or associate degree.

Secondary Core Indicators

- **1S1 Academic Attainment – Reading/Language Arts (1S1)**

Numerator: Number of CTE concentrators who met the ‘meets standard’ or above level on the Statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.

Measurement Approach: State and local administrative records

- **1S2 Academic Attainment—Mathematics (1S2)**

Numerator: Number of CTE concentrators who met the ‘meets standard’ or above level on the Statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.

Measurement Approach: State and local administrative records

- **2S1 Technical Skill Attainment**

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

Measurement Approach: State and local administrative records and test vendor records, if available.

- **3S1 Secondary School Completion**

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credentials as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

Measurement Approach: State and local administrative records

- 4S1 Student Graduation Rates (4S1)**
Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111 (b)(2)(C)(vi) of the ESEA.
Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.
Measurement Approach: State and local administrative records
- 5S1 Secondary Placement**
Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 2, 1997 and December 31, 2007).
Denominator: Number of CTE concentrators who left secondary education during the reporting year.
Measurement Approach: State approved and locally administered survey/placement records
- 6S1 Nontraditional Participation**
Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year
Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.
Measurement Approach: State and local administrative records
- 6S2 Nontraditional Completion**
Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year
Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year
Measurement Approach: State and local administrative records

Postsecondary Core Indicators

- 1P1 Technical Skill Attainment**
Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year
Denominator: Number of CTE concentrators who attempted technical skill assessments during the reporting year
Measurement Approach: State and local administrative records and test vendor records, if available
- 2P1 Credential, Certificate, or Degree**
Numerator: Number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting year
Denominator: Number of CTE concentrators who left postsecondary education during the reporting year
Measurement Approach: State and local administrative records
- 3P1 Student Retention or Transfer**
Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during

the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year

Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year

Measurement Approach: State and local administrative records

- **4P1 Student Placement**

Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007)

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year

Measurement Approach: State approved/locally administered survey/placement records and UI employment data, if available

- **5P1 Nontraditional Participation**

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year

Measurement Approach: State and local administrative records

- **5P2 Nontraditional Completion**

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

Measurement Approach: State and local administrative records

IV.A.2 Establishment of State Adjusted Level of Performance for Core Indicators

KSDE uses the established adjusted levels for Academic Attainment of Reading/Language Arts, Academic Attainment of Mathematics, and Student Graduation Rates from the Elementary and Secondary Education Act (ESEA) for the annual measurement achievement objectives (AMO's). The baseline data and proposed targets were set by KSDE, approved by KSBE, submitted and approved by USDOE, and submitted and approved by OVAE.

The postsecondary IR Technical Education subcommittee will have the opportunity to review the baseline and annual aggregate performance levels for each of the core indicators and make recommendations regarding the state performance levels to be negotiated. From time to time, institutions represented may be asked to perform data analyses on local institutional data regarding proposed changes in data elements and processes to determine potential system-wide impact. In addition, each institution has access to the KBOR Institutional Research website from which reports can be generated to review data submitted and institutional performance on the core indicators at the program and institutional levels as well as the state aggregated performance levels.

IV.A.3 Validity and Reliability of Measurement Definitions and Approaches.

The CaTE (Career and Technical Education) data collection system is a web based application for collecting secondary data on individual CTE students by approved program. The student ID was

increased from nine digits to ten digits to facilitate the horizontal integration of data between this CaTE system and the Kansas Individual Data System (KIDS) system. Plans are in place to use the students identified in KIDS as CTE students for state funding as the basis to pre-populate CaTE. This will eliminate the need to re-key student demographics including some special population designations. Horizontal integration allows access to state assessment and graduation data for Perkins reporting. This will help ensure the validity, accuracy and reliability of the data. CaTE data is currently updated two times a year (April 15 and July 15). The task force will continue to analyze the data necessary for Perkins IV and the timelines for certain data to assure consistency with Perkins IV and the Education Data Exchange Network (EDEN). The task force will continue to look for ways to increase the amount of information that can be imported or pulled from existing sources electronically to decrease critical errors in the data. Many of the reports in CaTE disaggregate by special population categories as well as gender and ethnicity. The state's monitoring instrument requires each local to provide the documentation for the data reported in CaTE. The process approved in the KSDE Consolidated State Application Accountability Workbook addresses validity and reliability. Data collected for the core indicators 1S1, 1S2, 4S1 is reported from the Center for Educational Testing and Evaluation (CETE) and identified through the KIDS system. KSDE monitors discrepancies to increase reliable data and validity.

The Kansas Higher Education Database System (KHEDS) includes the Kansas postsecondary database (KSPSD) which is an electronic, relational, student-level information database maintained by the Institutional Research unit of KBOR. Each student record in the system is assigned a unique KBOR student identifier. Specific data fields are included to identify CTE students and allow for the reporting of disaggregated student information based on the special populations categories. Data from KSPSD is used to generate aggregate reports at the system, institutional, and program levels, to meet various system, state, and federal CTE reporting requirements. As the new funding methodology for postsecondary technical education is developed, KSPSD will also be utilized for technical education state funding purposes which will contribute to the reliability of the data.

Institutions collect and submit unit record information to KSPSD for any student enrolled in credit bearing courses at any postsecondary institution coordinated or governed by KBOR. Edit checks have been implemented to ensure consistency of the data elements as each local postsecondary institution uploads the information into the statewide database. After uploading the data files, each institution has the ability to generate reports to review, clean the data to ensure the data has been uploaded properly into the system, and lock the data submission. Institutional Research staff compares data submitted to the database system to other institutional reports submitted by the institutions, such as the Kansas Higher Education Enrollment Report and IPEDS. Institutions are asked to explain and/or justify discrepancies between the reports.

Data used to determine and report actual system performance on the postsecondary core indicators will be acquired through the following sources: individual student records submitted to KBOR from each institution, employment data acquired from DOL when possible, student assessment performance acquired through agreements with outside vendors when possible, and student records matched within the KBOR system

Existing licensure and/or industry certification examinations will be utilized to report postsecondary student technical skill, where available and where access to individual student performance data can be attained. State administrative records regarding student performance on these assessments will be used for reporting if and when the state is permitted access to individual student performance information from the assessment vendor. Local administrative records submitted to KSPSD will also be utilized as a data resource for this indicator. Student performance on certification/licensure examinations will be collected by the local institution from the assessment vendor, where possible, or through student follow-up surveys.

During the transition year institutions were surveyed to determine the specific licensure examinations and/or industry certifications required for employment usually completed by program graduates. The survey will result in a list of state approved licensure and/or certification examinations that will be created and maintained by the KBOR staff. For programs that do not have industry certification or licensure

examinations available, identification of appropriate, state approved technical skill assessments will be included as part of the postsecondary program standards and alignment process and phased in as the process is completed.

The current method used to report and monitor technical skill attainment for postsecondary students involves the identification and reporting of students who have attained proficiency on technical skill competencies. These competencies are listed on an occupational profile that is validated by the local program advisory committees at each institution and based on industry standards and certification/accreditations, where available. Students demonstrate proficiency in the classroom, clinical, and/or work environment for each of the competencies. The student's proficiency level is evaluated by the instructor based on projects, activities, and actual skill demonstration of the competency being assessed. Skill attainment for each student is then reported as the percentage of competencies for which the student has reached the proficient level. This method will be phased out as state approved technical assessments are identified and implemented. It is anticipated that the 2010-2011 academic year would be the last year for this process to be incorporated into this measure.

Until valid, reliable programmatic technical skill assessments are identified and/or developed for all postsecondary CTE programs, institutions could potentially utilize the Kansas WORKReady! Certificate (endorsed by the state and based on ACT's WorkKeys assessments) as tool to measure program effectiveness and student skill attainment locally.

Student attainment of an industry-recognized credential, certificate or associate degree is reported by each local institution in their annual KSPSD submission. This data will be aggregated in KSPSD to report statewide performance on this core indicator. The KSPSD will also be the primary source to collect and report student retention and transfer data since all public postsecondary institutions report enrollment information to the same database. Data fields in KSPSD have been established to allow institutions to identify students who, either through student follow-up surveys and/or transfer requests, have transferred to a non-public or out-of-state postsecondary institution.

In the past, local institutions conducted student follow-up surveys to determine the employment status of CTE program completers. This practice will continue but will be expanded to include students who have reached program concentrator status. In addition, a cooperative agreement has been established between KBOR and the Kansas Department of Labor, to match records of CTE program concentrators in KSPSD with those in the unemployment insurance (UI) database to verify the student follow-up survey results and to determine the employment/placement status of students that could not be reached or did not respond to the institution's survey.

Performance for both of the gender nontraditional student indicators will be determined based on the data submitted to KSPSD. The specific occupational areas Kansas will use to report data for the nontraditional core indicators will be determined by matching program CIP codes to those on the national list prepared by the National Alliance for Partnerships in Equity and verifying the nontraditional status based on the gender disparity for occupations in Kansas.

IV.A.4 Alignment of Indicators

KSDE uses the established adjusted levels for Academic Attainment of Reading/Language Arts, Academic Attainment of Mathematics, and Student Graduation Rates from the Elementary and Secondary Education Act (ESEA) for the annual measurement achievement objectives (AMO's). Academic attainment levels for reading/language arts, academic attainment levels for mathematics, and student graduation rates are the same indicators, measurements and adjusted state performance levels as those being used for Kansas ESEA accountability in the KSDE Consolidated State Application Accountability Workbook. The taskforce, consisting of eligible secondary recipients, data stewards, and KSDE staff, will continue to analyze how all other Perkins secondary core indicators align with other federal programs including NCLB and IDEA.

As the KSPSD was developed and implemented the KBOR IR staff and Technical Education advisory subcommittee tied the data elements to be collected and reported for Perkins accountability as closely as possible to those established for IPEDS and other higher education reporting requirements to reduce the data submission burden on the local institutions and to create opportunities to match accountability data being reported to reports institutions submit outside the system.

IV.A.5 Measuring Academic Attainment & Graduation Rates for Secondary CTE Students

KSDE uses the established adjusted levels for Academic Attainment of Reading/Language Arts, Academic Attainment of Mathematics, and Student Graduation Rates from the Elementary and Secondary Education Act (ESEA) for the annual measurement achievement objectives (AMO's). Academic attainment levels for reading/language arts, academic attainment levels for mathematics, and student graduation rates are the same indicators, measurements and adjusted state performance levels as those being used for Kansas ESEA accountability in the KSDE Consolidated State Application Accountability Workbook. The baseline data and proposed targets were set by KSDE, approved by KSBE, submitted and approved by USDOE, and submitted and approved by OVAE.

IV.A.6 Negotiation of Local Adjusted Level of Performance

Negotiation Process for Secondary Recipients

Baseline data will be disaggregated to the local level and local adjusted levels of performance calculated for each eligible recipient and the subgroups reported for Perkins within the eligible recipient. Eligible recipients will use their baseline scores, if higher than the state adjusted levels. If the LEA has lower baseline scores, the LEA has the option of negotiating the local adjusted levels of performance, which may be lower than the state adjusted levels. The actual adjusted level of performance will be negotiated with the state. Although the process for negotiating performance targets will apply to the LEA's performance, it is the expectation that improvement for core indicators performance levels that were not met will be addressed through activities indicated in the improvement plan with progress addressed in their Perkins progress reports.

Eligible recipients not meeting at least 95% of the accepted/negotiated performance level for any core indicator may be asked to develop and implement a Perkins performance improvement plan. If the LEA fails to meet at least 90% of the accepted/negotiated performance level for any indicator, the eligible recipient will be required to develop and implement a Perkins performance improvement plan in consultation with KSDE staff.

KSDE may withhold from an eligible recipient all or a portion of the Perkins allocation if the recipient:

- fails to implement an improvement plan as described above;
- fails to make any improvement in meeting any of the acceptable performance levels within the first year of the implementation of the improvement plan; or
- fails to meet at least 90% of an agreed upon level of performance for the same core indicator for 3 consecutive years.

In determining whether to impose the sanctions mentioned above, KSDE may waive imposing sanctions on a LEA due to exceptional or uncontrollable circumstances, such as natural disasters or an abrupt and unforeseen decline in the financial resources of the institution. KSDE will use any funds withheld from an eligible recipient to provide Perkins services and activities to students within the LEA's service area through alternative arrangements.

Negotiation Process for Postsecondary Institutions

State performance levels are determined through consolidation of data from the sources mentioned earlier and performing the calculations accepted by the Office of Vocational and Adult Education (OVAE). Actual state performance for each of the core indicators is submitted annually to OVAE and used for negotiating state performance targets. Postsecondary institutions can access reports indicating the actual institutional and individual program performance levels as well as the negotiated state performance target for each core indicator through the KBOR IR webpage.

KBOR staff will review the actual institutional and individual program performance for each of the core indicators and compare institutional results to negotiated state targets annually. Although the process for negotiating performance targets will apply to institutional performance, it is the expectation that improvement for underperforming programs will be addressed through activities indicated in the institution's annual program improvement grant proposals and progress reported on the quarterly Perkins progress reports.

A Perkins Core Indicator Performance form will be sent to each institution indicating either the state's negotiated performance target or a recommended institutional performance target for each core indicator for the institution—(recommended performance targets, higher than the state target, would apply only to institutions with actual performance percentages significantly above the negotiated state targets since institutional performance targets must show continuous improvement). Institutions will then either (1) indicate acceptance of the state or recommended institutional performance target for each indicator on the form, and return the form, signed by a designated institutional administrator, to the KBOR office or (2) return the form indicating an alternative proposed performance target and request a performance negotiation session with KBOR staff. During the negotiation session, an institution will have the opportunity to present rationale and additional information to support the proposed target and why an exception to the state or recommended performance level should be accepted by the state. Final determination of the acceptable institutional performance targets will be made by the Vice President for Workforce Development.

Institutions not meeting at least 95% of the accepted/negotiated performance level for any core indicator may be asked to develop and implement a Perkins performance improvement plan. If an institution fails to meet at least 90% of the accepted/negotiated performance level for any indicator, the institution will be required to develop and implement a Perkins performance improvement plan in consultation with KBOR staff. These plans must be approved by KBOR staff. Technical assistance will be provided.

KBOR may, after notice and an opportunity for a hearing, withhold from an institution all or a portion of the institution's Perkins allocation if the institution:

- fails to implement an improvement plan as described above;
- fails to make any improvement in meeting any of the acceptable performance levels within the first year of the implementation of the institution's improvement plan; or
- fails to meet at least 90% of an agreed upon level of performance for the same core indicator for 3 consecutive years.

In determining whether to impose the sanctions mentioned above, KBOR may waive imposing sanctions on an institution due to exceptional or uncontrollable circumstances, such as natural disasters or an abrupt and unforeseen decline in the financial resources of the institution. KBOR will use any funds withheld from an institution to provide Perkins services and activities to students within the institution's service area through alternative arrangements.

IV.A.7 Revisions to Local Adjusted Level of Performance

Eligible recipients may request a revision to the local adjusted levels of performance. For secondary LEAs the request must be made in writing to the Assistant Director, Academic and Technical Education

and include the signature of the Superintendent, USD Board chairperson and the primary grant contact. For postsecondary institutions the request must be made in writing to the Director for Career and Technical Education and include the signature of the institutions president/director and the primary grant contact. The written request must include the following:

- Specific reason for request; and
- A plan for how to address the performance deficiency including actions to be taken, a timeline and identification of the person(s) responsible.

An eligible secondary recipient not accepting the state recommended performance targets for any one or all of the core indicators will submit the request in writing. KSDE staff will review the submitted plan and make recommendations. Final determination of the acceptable performance targets will be made by the Director of Innovations and Improvement Team. Upon the year's completion, eligible recipients will evaluate and analyze the results of the plan for continuous improvement.

A postsecondary institution not accepting the state or recommended performance target for any one or all of the core indicators is required to schedule a negotiations meeting with KBOR staff. During this meeting the institution will have the opportunity to present the rationale and documentation to support the proposed target and present a case for why an exception to the state or recommended performance level should be accepted by the state. Final determination of the acceptable institutional performance targets will be made by the Vice President for Workforce Development.

IV.A.8 Reporting Data

The CaTE (Career and Technical Education) data collection system is a web based application for collecting secondary data on individual CTE students by approved program. The student ID was increased from nine digits to ten digits to facilitate the horizontal integration of data between this CaTE system and the Kansas Individual Data System (KIDS) system. Using the students identified in KIDS as CTE students for state funding as the basis to pre-populate CaTE, eliminates the need to re-key student demographics including some special population designations. Horizontal integration allows access to state assessment and graduation data for Perkins reporting. This will help ensure the validity, accuracy and reliability of the data. CaTE data is currently updated two times a year (April 15 and July 15). The task force will continue to analyze the data necessary for Perkins IV and the timelines for certain data to assure consistency with Perkins IV and the Education Data Exchange Network (EDEN). The task force will continue to look for ways to increase the amount of information that can be imported or pulled from existing sources electronically to decrease critical errors in the data. Many of the reports in CaTE disaggregate by special population categories as well as gender and ethnicity. The state's monitoring instrument requires each local to provide the documentation for the data reported in CaTE. The process approved in the KSDE Consolidated State Application Accountability Workbook addresses validity and reliability. Data collected for the core indicators 1S1, 1S2, and 4S1 is reported from the Center for Educational Testing and Evaluation (CETE) and identified through the KIDS system. KSDE monitors discrepancies to increase reliable data and validity. Development for an integrated, seamless secondary and postsecondary data collection system is priority.

Postsecondary institutions electronically submit unit record information on all students enrolled in credit bearing courses at any postsecondary institution coordinated or governed by KBOR to the KSPSD. In addition to the Perkins accountability reporting, data from KSPSD is used to generate a variety of reports to meet system and state reporting needs and requirements. As such, the data is continuously reviewed and compared to reports institutions submit for other reporting purposes.

An additional member of the KBOR Institutional Research staff, with responsibilities focused specifically on CTE data issues and reporting, has been hired. Data edits have been established for all data submissions. Specific procedures and a schedule for implementing desk and on-site data audits will be developed and implemented.

Specific data fields have been included in the KSPSD submissions to clearly identify CTE students and allow for the reporting of disaggregated student information based on the special populations categories. Institutions can access performance reports, disaggregated by special populations categories, for their institution through the KSPSD website. These performance reports will be reviewed annually by KBOR staff and must be addressed in each institution's annual application for program improvement funding.

IV.A.9 Consortia Minimum Level of Performance

Baseline data for each consortium member will be disaggregated to the local level and local adjusted levels of performance calculated for each eligible recipient and the subgroups reported for Perkins within the eligible recipient. Eligible recipients will use their baseline scores, if higher than the state adjusted levels. If the LEA has lower baseline scores, the LEA has the option of negotiating the local adjusted levels of performance, which may be lower than the state adjusted levels. The actual adjusted level of performance will be negotiated with the state. Although the process for negotiating performance targets will apply to the LEA's performance, it is the expectation that improvement for core indicators performance levels that were not met will be addressed through activities indicated in the improvement plan with progress addressed in the consortium's Perkins progress reports.

The need for Kansas postsecondary institutions to form a consortium is extremely rare. In cases where a postsecondary consortium is formed, each institution will be expected to report the data for their institution independently to the KSPSD. Once in the KSPSD system, the data would be merged to generate the combined performance levels for the consortia which would be used for review and negotiation purposes.

IV.A.10 Evaluation of Effectiveness

Career and technical education programs will be evaluated annually based on meeting or achieving the adjusted levels of performance. State results will be disaggregated by subgroup and program area. Data will be reviewed at the state and local levels that focus on opportunities for improvement revealed by state results. These results will be part of the criteria for selection of on-site monitoring of eligible recipients.

Data will be shared with the KSDE Standard and Assessment Team, Integrated District Support Team, and Special Education Services Team to ensure others have access to the information provided and to ensure non-duplication of programs or collection of data. Data collected will ensure size, scope and quality. Kansas secondary programs are using the following definitions in regard to program size, scope and quality:

- *Program Quality*- In the context of this legislation, program quality is defined as the measure of how successfully each program is able to teach all enrolled students all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Grant recipients should establish specific mechanisms to ensure high quality programs, including close alignment with current workplace standards, practices and competencies.
- *Program Scope*- In the context of this legislation, program scope means the curricular parameters and limitations of each program; i.e., the ability of a program curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.
- *Program Size*- In the context of this legislation, program size means the quantifiable, physical parameters and limitations of each program – e.g., the number of courses within the approved

sequence; the amount of available resources (computers, software, workplace tools, etc.); numbers of staff involved; and the average number of students served each year – that relate to the ability of the program to address all student learning outcomes.

State and local performance of approved postsecondary CTE programs are evaluated annually. Actual institutional and program level performance for each of the core indicators are shared with each postsecondary institution. These results, disaggregated by special population subgroups, will be used to identify and evaluate potential performance gaps among these subgroups that will need to be addressed through core indicator performance improvement plans. Performance data will also be evaluated as a part of the program review, monitoring, and performance negotiation processes. The overall state level performance and the individual institutional performance will be made available to the public on the CTE webpage on the KBOR website.

Program Areas and Percentage of Students Taking Technical Skill Assessments

Kansas does not currently have any common or state recognized technical skill assessments required at either the secondary or postsecondary level. The current method used to report and monitor technical skill attainment for secondary students involves identifying and reporting of students who have attained proficiency on the technical skill competencies. These technical skills competencies are based on industry standards included on an occupational competency profile that is validated by the local program advisory committee of each program and approved by KSDE. Students demonstrate proficiency in the classroom, clinical, and/or work environment for the competencies. The student's proficiency level is evaluated and reported by the instructor.

From the guidance and direction of the career cluster curriculum advisory committees and the Kansas Association of Career and Technical Education, secondary will implement industry-recognized technical skill assessments, where applicable. Until valid, reliable programmatic technical skill assessments are identified and/or developed for CTE programs, current competency profiles based on career clusters knowledge and skills could potentially serve as a tool to measure skill attainment.

Currently, postsecondary institutions voluntarily report aggregate certification and/or licensure pass rate information to KBOR for other state reporting purposes. In cases where licensure or certification is not required for employment, many programs encourage but do not require program graduates to sit for the examination. As postsecondary CTE programs complete the program standardization process, this information will be used to identify specific assessment instrument(s) to be used for evaluating and reporting technical skill attainment of program concentrators for each program area. Data will be collected through institutional follow up surveys of program concentrators and/or directly from assessment vendors, where access is permitted. KBOR staff will develop agreements with state licensing/credentialing agencies and assessment vendors to gain direct access to individual student performance data where possible.

Section VI. FINANCIAL REQUIREMENTS

VI.A.1 Secondary/Postsecondary Allocation of Funds

Kansas has a continuing vision for a seamless education system whereby students of all ages are able to access higher education and/or career opportunities at any level. As a result, Kansas has elected to continue its historic 50%/50% distribution of Perkins funds. This distribution methodology ensures adequate support for quality secondary and postsecondary CTE programs and access to equal amounts of funding for institutions at both the secondary and postsecondary levels leading to stronger and more consistent educational linkages throughout the state.

Many students and local institutions in Kansas Tech Prep consortia have significantly benefited from the additional funding designated for the Tech Prep initiative over the past several years. It is the state's desire to expand these efforts and best practices beyond local consortia to all CTE students and support that expansion by consolidating the Title II Tech Prep funds with the Title I Basic Grant allocation. This consolidation will provide funds at the institutional level to assist all eligible recipients in the development and implementation of programs of study and increased opportunities to link secondary and postsecondary education programs. The consolidated funds will be considered and distributed in accordance with the established parameters for basic grant funds.

Perkins IV funding allocated to the state will be shared equally between the Kansas Board of Regents and the Kansas State Department of Education to support approved CTE programs and initiatives within the state. The total consolidated funding allocation will be distributed in the following manner: 85% of the funds will be distributed to eligible local recipients, 10% for state leadership activities, and 5% for state administration.

Of the 85 percent allocated for local distribution, a reserve fund of 10 percent will be established to support focused CTE initiatives/activities and distributed through a competitive grant process. Eligible recipients in rural areas of the state or those with high numbers or high percentages of CTE students will be able to access these funds by submitting grant proposals requesting reserve fund amounts to support activities outlined in section 135 of the legislation including support for innovative CTE programs and program delivery and/or program expansion in targeted areas to meet critical workforce development needs.

For Kansas "rural areas" is defined as non-urban areas. Urban areas are those Kansas counties with a population density of 150 or more persons per square mile. In secondary schools, LEA's generally falling into the 5A and 6A student classification and enrollment figures as determined by the Kansas State High School Activities Association would generally be considered urban. Since secondary LEA's are required to offer CTE courses as part of their required curriculum for graduation requirements the percentage of secondary students is a measure that would not differentiate in determining eligible recipients for the reserve fund.

Postsecondary institutions with a high number of CTE students are those institutions reporting a total number of CTE students enrolled in approved technical certificate or associate degree programs of 1,000 or more for the previous year. Postsecondary institutions with a high percentage of CTE students are those institutions whose percentage of CTE students enrolled in approved technical certificate or associate degree programs is 60% or more of the institution's overall student population for the previous year.

The remaining 75 percent allocated for local distribution will be distributed to eligible local institutions for program improvement activities. In compliance with the legislation and to ensure equitable distribution of program improvement funds the following formulas will be utilized:

- Secondary distribution formula
 - 70 percent shall be allocated to local education agencies (LEAs) based on the Bureau of Census' estimate of the number of individuals aged 5 through 17, inclusive, who reside in the school district served by the LEA and are from families below the poverty level for the

- preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)A) the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all LEAs in the state for the preceding fiscal year.
- 30 percent shall be allocated to local educational agencies (LEAs) based on the number of individuals aged 5 through 17, inclusive, who reside in the school district served by the LEA for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all LEAs in the state for the preceding year, as determined on the basis of the most recent satisfactory data provided by the Bureau of the Census, for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965. Data provided by the Bureau of the Census reflecting 2006-2007 school district boundaries will be used in the 2008-2009 funding distribution formula.
 - Postsecondary distribution formula
 - Each eligible postsecondary institution shall be allocated an amount that bears the same relationship to the portion of funds made available for any fiscal year as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in approved career and technical programs offered by the institution or consortium in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

Of the 10 percent allocated for state leadership activities, 1 percent will be utilized to support services provided to individuals in state institutions and a minimum of \$75,000 will be utilized to support activities specifically focused on services that prepare individuals for nontraditional fields. The remaining leadership funds will be used to support statewide leadership activities.

The remaining 5 percent of the state's allocation will fund state administration of the grant and provide for the coordination of career and technical activities and initiatives throughout the state as well as technical assistance to eligible recipients.

Based on the preliminary estimated funding allocation amounts included the February 25, 2008, program memorandum, the Carl D. Perkins Career and Technical Education grant funds for Kansas will be allocated as shown on the chart below. (*These figures are subject to change based on the final allocation notification to be received from OVAE*)

Title I Basic Grant		\$ 11,035,131
Title II Tech Prep Funds		\$ 1,065,568
<u>Combined Title I & Title II funds</u> (<i>to be distributed as basic grant funds</i>)		<u>\$ 12,100,699</u>
<u>Local Formula Distribution (85%)</u>		<u>\$ 10,285,594</u>
Reserve Fund (10%)	\$ 1,028,559	
<i>(Secondary-\$514,279; Postsecondary-\$514,280)</i>		
Local Formula Allocation (<i>Program Improvement</i>)	\$ 9,257,035	
<i>(Secondary-\$4,628,517; Postsecondary-\$4,628,518)</i>		
<u>State Leadership (10%)</u>		<u>\$ 1,210,070</u>
Nontraditional Training and Employment	\$ 75,000	
<i>(Secondary-\$75,000)</i>		
Corrections/Institutions (1%)	\$ 121,007	
<i>(Secondary-\$60,503; Postsecondary-\$60,504)</i>		
Remaining Leadership Funds	\$1,014,063	
<i>(Secondary-\$469,532; Postsecondary-\$54,531)</i>		
<u>State Administration (5%)</u>		<u>\$ 605,035</u>
<u>State Administration Match</u> (from non-federal funds)		<u>\$ 605,035</u>

VI.A.2 Estimated Secondary Allocations for 2008-2009

The following chart depicts the estimated secondary allocation distribution for FY 2008-2009 based on the secondary share of the estimated FY 2008 State allocation.

LEA	Name	Dollars
101	<i>Erie</i>	8,056
102	<i>Cimarron</i>	5,469
103	<i>Cheylin</i>	1,970
105	<i>Rawlins County</i>	3,847
107	<i>Rock Hills</i>	3,850
108	<i>Washington County</i>	4,021
109	<i>Republic County</i>	5,675
200	<i>Greeley County</i>	2,406
202	<i>Turner-KC</i>	48,303
203	<i>Piper-KC</i>	7,610
204	<i>Bonner Springs</i>	19,531
205	<i>BlueStem</i>	6,743
206	<i>Remington/Whitewater</i>	6,011
207	<i>Ft. Leavenworth-</i>	8,043
208	<i>Wakeeney</i>	4,376
210	<i>Hugoton</i>	11,072
211	<i>Norton</i>	6,054
212	<i>Northern Valley</i>	1,688
214	<i>Ulysses</i>	16,759
215	<i>Lakin</i>	6,441
216	<i>Deerfield</i>	3,982
217	<i>Rolla</i>	1,773
218	<i>Elkhart</i>	5,078
220	<i>Ashland</i>	2,267
223	<i>Barnes</i>	3,791
224	<i>Clifton-Clyde</i>	3,163
226	<i>Meade</i>	3,624
227	<i>Jetmore</i>	2,413
229	<i>Blue Valley-Stanley</i>	86,585
230	<i>Spring Hill</i>	8,919
231	<i>Gardner</i>	21,257
232	<i>De Soto</i>	18,946
233	<i>Olathe</i>	142,312
234	<i>Fort Scott</i>	29,591
235	<i>Uniontown</i>	5,775
237	<i>Smith Center</i>	4,473

LEA	Name	Dollars
238	<i>West Smith County</i>	1,079
239	<i>North Ottawa</i>	4,359
240	<i>Twin Valley</i>	3,338
241	<i>Wallace County</i>	2,501
242	<i>Weskan</i>	1,330
243	<i>Lebo</i>	3,222
244	<i>Burlington</i>	5,862
246	<i>Northeast</i>	10,939
247	<i>Cherokee</i>	10,326
248	<i>Girard</i>	12,522
249	<i>Frontenac</i>	4,493
250	<i>Pittsburg</i>	45,899
251	<i>North Lyons</i>	6,250
252	<i>Southern Lyon Co</i>	5,048
253	<i>Emporia</i>	55,451
254	<i>BarberCo.N.-Medicine</i>	5,034
255	<i>South Barber</i>	3,248
256	<i>Marmaton Valley</i>	3,761
257	<i>Iola</i>	19,924
258	<i>Humboldt</i>	4,461
259	<i>Wichita</i>	686,611
260	<i>Derby</i>	53,051
261	<i>Haysville</i>	35,762
262	<i>Valley Center</i>	15,454
263	<i>Mulvane</i>	18,079
264	<i>Clearwater</i>	7,396
265	<i>Goddard</i>	23,165
266	<i>Maize</i>	29,517
267	<i>Renwick</i>	10,652
268	<i>Cheney</i>	4,356
269	<i>Palco</i>	1,146
270	<i>Plainville</i>	4,168
271	<i>Stockton</i>	4,503
272	<i>Waconda</i>	3,836
273	<i>Beloit</i>	7,722
274	<i>Oakley</i>	3,998

LEA	Name	Dollars
279	<i>Jewell</i>	1,791
281	<i>Hill City</i>	3,329
282	<i>West Elk</i>	5,714
283	<i>Elk Valley</i>	2,932
284	<i>Chase County</i>	5,584
286	<i>Chautauqua</i>	4,537
287	<i>West Franklin</i>	8,254
288	<i>Central Heights</i>	7,454
289	<i>Wellsville</i>	5,203
290	<i>Ottawa</i>	23,606
293	<i>Quinter</i>	2,528
294	<i>Oberlin</i>	5,257
298	<i>Lincoln</i>	3,865
299	<i>Sylvan Grove</i>	1,596
300	<i>Comanche County</i>	2,863
303	<i>Ness City</i>	1,914
305	<i>Salina</i>	83,729
306	<i>Southeast of Saline</i>	4,104
307	<i>Ell-Saline</i>	3,330
308	<i>Hutchinson</i>	65,016
309	<i>Nickerson</i>	11,124
311	<i>Pretty Prairie</i>	2,240
312	<i>Haven</i>	14,005
313	<i>Buhler</i>	15,193
315	<i>Colby</i>	9,308
316	<i>Golden Plains</i>	1,090
320	<i>Wamego</i>	9,985
321	<i>Kaw Valley</i>	14,572
322	<i>Onaga-Havensville</i>	3,546
323	<i>Rock Creek</i>	7,305
324	<i>Eastern Heights</i>	1,991
325	<i>Phillipsburg</i>	5,316
326	<i>Logan</i>	2,133
327	<i>Ellsworth</i>	4,103
328	<i>Lorraine</i>	3,720
329	<i>Mill Creek Valley</i>	2,919
330	<i>Wabaunsee East</i>	5,470
331	<i>Kingman</i>	13,953
332	<i>Cunningham</i>	2,548
333	<i>Concordia</i>	10,371
334	<i>Southern Cloud</i>	3,639

LEA	Name	Dollars
335	<i>North Jackson</i>	2,786
336	<i>Holton</i>	10,568
337	<i>Royal Valley</i>	7,235
338	<i>Valley Falls</i>	3,165
339	<i>Jefferson City North</i>	4,239
340	<i>Jefferson West</i>	4,729
341	<i>Oskaloosa</i>	4,964
342	<i>McLouth</i>	4,885
343	<i>Perry</i>	7,322
344	<i>Pleasanton</i>	6,218
345	<i>Seaman</i>	22,863
346	<i>Jayhawk</i>	6,477
347	<i>Kinsley-Offerle</i>	3,775
348	<i>Baldwin City</i>	11,374
349	<i>Stafford</i>	3,657
350	<i>St. John-Hudson</i>	3,384
351	<i>Macksville</i>	2,808
352	<i>Goodland</i>	13,901
353	<i>Wellington</i>	18,775
354	<i>Clafin</i>	2,753
355	<i>Ellinwood</i>	4,588
356	<i>Conway Springs</i>	4,433
357	<i>Belle Plaine</i>	5,850
358	<i>Oxford</i>	3,640
359	<i>Argonia</i>	1,897
360	<i>Caldwell</i>	2,965
361	<i>Anthony-Harper</i>	9,625
362	<i>Prairie View</i>	7,584
363	<i>Holcomb</i>	7,589
364	<i>Marysville</i>	7,009
365	<i>Garnett</i>	14,991
366	<i>Woodson</i>	5,673
367	<i>Osawatomie</i>	15,063
368	<i>Paola</i>	13,514
369	<i>Burrton</i>	2,558
371	<i>Montezuma</i>	2,740
372	<i>Silver Lake</i>	3,309
373	<i>Newton</i>	31,016
375	<i>Circle</i>	17,055
376	<i>Sterling</i>	4,029
377	<i>Atchison Co.-</i>	9,120

LEA	Name	Dollars
378	<i>Riley County</i>	6,016
379	<i>Clay Center</i>	13,138
380	<i>Vermillion</i>	5,597
381	<i>Spearville</i>	2,251
382	<i>Pratt</i>	11,965
383	<i>Manhattan</i>	55,155
384	<i>Blue Valley</i>	1,993
385	<i>Andover</i>	18,152
386	<i>Madison</i>	3,311
387	<i>Altoona-Midway</i>	2,549
388	<i>Ellis</i>	3,382
389	<i>Eureka</i>	8,218
392	<i>Osborne</i>	3,811
393	<i>Soloman</i>	4,278
394	<i>Rose Hill</i>	11,260
395	<i>LaCrosse</i>	4,012
396	<i>Douglass</i>	5,987
397	<i>Centre-LostS</i>	2,724
398	<i>Peabody-Bur</i>	4,314
399	<i>Paradise</i>	1,913
400	<i>Smoky Valley</i>	5,673
401	<i>Chase-Raym</i>	2,503
402	<i>Augusta</i>	19,912
403	<i>Otis-Bison</i>	2,756
404	<i>Riverton</i>	9,072
405	<i>Lyons</i>	7,922
406	<i>Wathena</i>	4,223
407	<i>Russell Co.</i>	10,833
408	<i>Marion</i>	5,165
409	<i>Atchison</i>	25,299
410	<i>Durham/Hills</i>	5,946
411	<i>Goessel</i>	1,931
412	<i>Hoxie</i>	4,291
413	<i>Chanute</i>	21,804
415	<i>Hiawatha</i>	10,988
416	<i>Louisburg</i>	7,492
417	<i>Morris County</i>	8,645
418	<i>McPherson</i>	16,223
419	<i>Canton- Galva</i>	4,020
420	<i>Osage City</i>	7,745
421	<i>Lyndon</i>	2,808

LEA	Name	Dollars
422	<i>Greensburg</i>	3,308
423	<i>Moundridge</i>	2,814
425	<i>Highland</i>	1,035
426	<i>Pike Valley</i>	2,476
428	<i>Great Bend</i>	41,590
429	<i>Troy</i>	2,853
430	<i>South Brown</i>	8,228
431	<i>Hoisington</i>	10,220
432	<i>Victoria</i>	1,689
433	<i>Midway-Denton</i>	2,201
434	<i>Santa Fe Trail</i>	10,229
435	<i>Abilene</i>	11,474
436	<i>Caney Valley</i>	8,094
437	<i>Auburn-Washburn</i>	34,599
438	<i>Skyline</i>	2,769
439	<i>Sedgwick</i>	3,988
440	<i>Halstead</i>	5,662
441	<i>Sabetha</i>	7,660
442	<i>Nemaha Valley</i>	3,595
443	<i>Dodge City</i>	76,966
444	<i>Little River</i>	3,035
445	<i>Coffeyville</i>	28,820
446	<i>Independence</i>	28,036
447	<i>Cherryvale</i>	10,067
448	<i>Inman</i>	3,297
449	<i>Easton</i>	4,919
450	<i>Shawnee Heights</i>	23,798
451	<i>B & B-Baileyville</i>	2,151
452	<i>Stanton County</i>	4,484
453	<i>Leavenworth</i>	51,815
454	<i>Burlingame</i>	2,393
456	<i>Marais Des Cygnes</i>	3,712
457	<i>Garden City</i>	103,316
458	<i>Basehor-Linwood</i>	12,830
460	<i>Hesston</i>	5,302
461	<i>Neodesha</i>	8,387
462	<i>Central (Burden)</i>	4,753
463	<i>Udall</i>	2,652
464	<i>Tonganoxie</i>	10,061
465	<i>Winfield</i>	30,851
466	<i>Scott County</i>	7,037

LEA	Name	Dollars
467	<i>Leoti</i>	4,714
468	<i>Healy</i>	415
469	<i>Lansing</i>	12,076
470	<i>ArkansasCity High</i>	32,672
473	<i>Chapman</i>	7,562
475	<i>Geary County</i>	67,890
477	<i>Ingalls</i>	1,509
479	<i>Crest</i>	3,119
480	<i>Liberal</i>	55,559
481	<i>Rural Vista</i>	4,648
482	<i>Dighton</i>	2,438
483	<i>Kismet-Plains</i>	9,240
484	<i>Fredonia</i>	10,741
486	<i>Elwood</i>	3,497
487	<i>Herington</i>	4,677
488	<i>Axtell</i>	3,387
489	<i>Hays</i>	27,178
490	<i>El Dorado</i>	23,466
491	<i>Eudora</i>	7,919

LEA	Name	Dollars
492	<i>Flinthills-Rosalia</i>	2,074
493	<i>Columbus</i>	18,370
494	<i>Syracuse</i>	5,216
495	<i>Ft. Larned</i>	9,674
496	<i>Pawnee Heights</i>	1,398
497	<i>Lawrence</i>	96,019
498	<i>Valley Heights</i>	3,485
499	<i>Galena</i>	11,899
500	<i>Kansas City</i>	409,402
501	<i>Topeka</i>	205,802
503	<i>Parsons</i>	24,823
504	<i>Oswego</i>	5,909
505	<i>Chetopa</i>	7,020
506	<i>Labette County</i>	12,942
507	<i>Satanta</i>	4,429
508	<i>Baxter Springs</i>	13,914
509	<i>South Haven</i>	2,006
511	<i>Attica</i>	1,136
512	<i>Shawnee Mission</i>	214,252

4,628,517

VI.A.3 Estimated Postsecondary Allocation Distribution for 2008-2009

The following chart depicts the estimated postsecondary allocation distribution for 2008-2009 based on the postsecondary share of the estimated FY 2008 State allocation. Actual amounts may vary due to changes in the actual State allocation and Pell count verification.

Postsecondary Institution	Allocation-Amount
Allen County Community College	128,382
Barton County Community College	151,164
Butler County Community College	281,085
Cloud County Community College	109,602
Coffeyville Community College	141,312
Colby Community College	107,447
Cowley County Community College	175,486
Dodge City Community College	119,453
Flint Hills Technical College	128,382
Fort Scott Community College	133,616
Garden City Community College	171,791
Highland Community College	35,713
Hutchinson Community College	234,289
Independence Community College	77,891
Johnson County Community College	376,833
Kansas City Kansas Area Technical School	176,102
Kansas City Kansas Community College	525,842
Kaw Area Technical School	120,685
Labette Community College	124,072
Manhattan Area Technical College	121,609
Neosho County Community College	70,502
NorthCentral Kansas Technical College	203,810
Northeast Kansas Technical College	117,914
Northwest Kansas Technical College	200,731
Pratt Community College	102,829
Salina Area Technical School	68,347
Seward County Community College	51,722
Southwest Kansas Technical School	73,889
Washburn University	76,967
Wichita Area Technical College	221,051
	4,628,518

VI.A.4-5. Allocation of Funds to Consortia

Funding allocations for secondary and postsecondary institutions are calculated utilizing the formulas discussed previously. However, a local educational agency will not directly receive an allocation unless the amount allocated is greater than \$15,000. A postsecondary institution will not directly receive an allocation unless the amount allocated is greater than \$50,000. Institutions not meeting the minimum allocation threshold may enter into a consortium with eligible institutions for the purposes of meeting the minimum allocation requirement.

Consortia members at the secondary level are required to sign a "Transfer of Funds" form. This form identifies the authorized administrator receiving the funds and the authorized administrator relinquishing the funds to the consortia. The transfer of funds becomes a single category and no one school receives their initial allocation in return. Funds available for consortia members are used to support services as

outlined in the approved application. In Kansas, secondary school districts may consort regardless of whether they are above or below the \$15,000 minimum allocation. Postsecondary institutions electing to form a consortium are also required to sign and submit a "Transfer of Funds" form. Each consortium agreement is reviewed and approved by state staff on a case-by-case basis to ensure equitable funding to support mutually beneficial programs and services to institutions and students within the service areas.

Secondary Consortia for FY08		
Consortia	LEA's	Amount
204	203/204/469	\$33,123.00
352	352,315	\$22,562.00
361	254,255,361,438,511,	\$21,196.00
368	368,367,416	\$41,354.00
379	378/379	\$19,043.00
415	322,335,336,337,406,415,425,429,430,433,441,486	\$67,219.00
435	435/473	\$18,809.00
442	364/380/451/488/498	\$25,559.00
506	506/447	\$22,240.00
602	103/105/208/242/271/281/293/412/468/291/292/294	\$28,976.00
608	321/338/339/340/341/342/343/377/464	\$58,519.00
609	101,230,232,235,243,244,246,247,248,249,251,252,256,258,282,283,284,286,288,289,306,320,323,329,330,344,346,348,362,365,366,372,386,387,389,393,397,404,417,436,449,458,461,462,479,484,491,499,504,505,508	\$358,635.00
	365,366,372,386,387,389,393,397,404,417,436,449,458,461,462,479,484,491,499,504,505,508	\$358,635.00
610	309,311,312,313	\$42,234.00
611	200,210,214,215,216,217,218,220,226,300,363,371,381,452,466,467,483,494,507	\$99,439.00
620	287,420,421,434,454,456,	\$35,495.00
622	262/267/268/331/332/349/350/351/354/355/369/376/382/398/400/403/408/410/411/418/419/423/431/440/444/448/460	\$150,142.00
628	205,206,264,265,353,356,357,358,359,360,375,385,394,396,402,463,490,492,509,	\$194,339.00
629	107/108/109/211/212/223/224/237/238/239/240/269/270/272/273/279/298/299/307/324/325/326/327	
	328/333/334/347/384/388/392/395/399/407/426/432/481/487/495/496	\$150,136.00

Consortia for FY09 - Estimated		
Consortia	LEA's	Amount
204	203/204/469	\$28,287.00
352	352,315	\$23,209.00
361	254,255,361,438,511,	\$21,812.00
368	368,367,416	\$36,069.00
379	378/379	\$19,154.00
415	322,335,336,337,406,415,425,429,430,433,441,486	\$64,820.00
435	435/473	\$19,036.00
442	364/380/451/488/498	\$21,629.00
506	506/447	\$23,009.00
602	103/105/208/242/271/281/293/294/412/468	\$31,846.00

608	321/338/339/340/341/342/343/377/464	\$63,057.00
609	101,230,232,235,243,244,246,247,248,249,251,252,256,258,282,283,284,286,288,289,306,320,323,329,330,344,346,348,362,365,366,372,386,387,389,393,397,404,417,436,449,458,461,462,479,484,491,499,504,505,508	\$363,714.00
610	309,311,312,313	\$42,562.00
611	200,210,214,215,216,217,218,220,226,300,363,371,381,452,466,467,483,494,507	\$103,965.00
620	287,420,421,434,454,456,	\$35,141.00
622	262/267/268/331/332/349/350/351/354/355/369/376/382/398/400/403/408/410/411/418/419/423/431/440/444/448/460	\$159,063.00
628	205,206,264,265,353,356,357,358,359,360,375,385,394,396,402,463,490,492,509,	\$183,439.00
629	107/108/109/211/212/223/224/237/238/239/240/269/270/272/273/279/298/299/307/324/325/326/327 28/333/334/347/384/388/392/395/399/407/426/432/481/487/495/496	\$154,499.00

VI.6. Changes in School District Boundaries

The secondary allocations are adjusted to reflect changes of school district boundaries by adjusting the newly consolidated districts' allotments in proportion to the old districts' Census data. The charter school law in Kansas requires that all charter schools fall under existing unified school districts' jurisdiction. There are no BIA schools/districts in Kansas with approved CTE programs.

VI.7. Proposed Alternative Formula

Kansas is not submitting a proposed alternative allocation formula for consideration.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR FY2008

(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$ 11,035,131</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	<u>\$ 1,065,568</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$ 12,100,699</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85 %</i>)	<u>\$ 10,285,594</u>
1. Reserve (not more than 10% of Line D)	<u>\$ 1,028,559</u>
a. Secondary Programs (5% of <i>Line D</i>)	<u>\$ 514,279</u>
b. Postsecondary Programs (5% of <i>Line D</i>)	<u>\$ 514,280</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$ 9,257,035</u>
a. Secondary Programs (50% of <i>Line D.2</i>)	<u>\$ 4,628,517</u>
b. Postsecondary Programs (50% of <i>Line D.2</i>)	<u>\$ 4,628,518</u>
E. Leadership (not more than 10%) (<i>Line C x 10%</i>)	<u>\$ 1,210,070</u>
a. Nontraditional Training and Employment (<u>\$ 75,000</u>)	
b. Corrections or Institutions (<u>\$ 121,007</u>)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	<u>\$ 605,035</u>
G. State Match (<i>from non-federal funds</i>) ¹	<u>\$ 605,035</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants –

A secondary student who has earned one (1) or more career and technical education (CTE) credits in any CTE program area.

Concentrators –

A secondary student who has earned three (3) or more CTE credits in a single CTE program area.

B. Postsecondary/Adult Level

Participants –

A postsecondary/adult student who has earned one (1) or more CTE credits in any career and technical (CTE) program area.

Concentrators –

A postsecondary/adult student who: (1) earns at least 12 CTE technical credits within a single CTE program area sequence that is comprised of 16 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 16 credit hours that terminates in an industry-recognized credential, a certificate, or associate degree.

Measurement Definitions and Approaches

Secondary Core Indicators

- **1S1 Academic Attainment – Reading/Language Arts (1S1)**
Numerator: Number of CTE concentrators who met the ‘meets standard’ or above level of on the statewide high school reading/language arts assessment administered by the under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.
Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.
Measurement Approach: State and local administrative records
- **1S2 Academic Attainment—Mathematics (1S2)**
Numerator: Number of CTE concentrators who met the ‘meets standard’ or above level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the state's computation of AYP and who, in the reporting year, left secondary education.

Measurement Approach: State and local administrative records

- **2S1 Technical Skill Attainment**

Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

Denominator: Number of CTE concentrators who took the assessments during the reporting year.

Measurement Approach: State and local administrative records and test vendor records, if available.

- **3S1 Secondary School Completion**

Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credentials as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.

Denominator: Number of CTE concentrators who left secondary education during the reporting year.

Measurement Approach: State and local administrative records

- **4S1 Student Graduation Rates (4S1)**

Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111 (b)(2)(C)(vi) of the ESEA.

Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Measurement Approach: State and local administrative records

- **5S1 Secondary Placement**

Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 2, 1997 and December 31, 2007).

Measurement Approach: State approved and locally administered survey/placement records

- **6S1 Nontraditional Participation**

Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

Measurement Approach: State and local administrative records

- **6S2 Nontraditional Completion**

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

Measurement Approach: State and local administrative records

Postsecondary Core Indicators

- **1P1 Technical Skill Attainment**
Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year
Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year
Measurement Approach: State and local administrative records and test vendor records, if available
- **2P1 Credential, Certificate, or Degree Completion**
Numerator: Number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting year
Denominator: Number of CTE concentrators who left postsecondary education during the reporting year
Measurement Approach: State and local administrative records
- **3P1 Student Retention or Transfer**
Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year
Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year
Measurement Approach: State and local administrative records
- **4P1 Student Placement**
Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007)
Denominator: Number of CTE concentrators who left postsecondary education during the reporting year
Measurement Approach: State approved/locally administered survey/placement records and UI employment data, if available
- **5P1 Nontraditional Participation**
Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year
Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year
Measurement Approach: State and local administrative records
- **5P2 Nontraditional Completion**
Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year
Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

The Kansas Board of Regents approves CTE programs at the technical certificate and associate degree levels only. By KBOR policy, technical certificates may be awarded for approved CTE technical programs from 16 to 59 credits in length and associate degrees that are a minimum of 60 credit hours in length. .

The current method used to report and monitor technical skill attainment for postsecondary students involves the identifying and reporting of students who have attained proficiency on the technical skill

competencies included on an occupational profile that is validated by the local program advisory committee of each institution and based on industry standards and certification/accreditations, where available. Students demonstrate proficiency in the classroom, clinical, and/or work environment for each of the competencies. The student's proficiency level is evaluated and reported by the instructor.

Existing licensure and/or industry certification examinations will be utilized to report postsecondary student technical skill, where available and where access to individual student performance data can be attained. During the transition year institutions were surveyed to determine the industry certification and/or licensure examinations usually completed by program graduates. For programs that do not have industry certification or licensure examinations available, identification of appropriate, state approved technical skill assessments will be included as part of the postsecondary program standardization process and phased in as the process is completed.

STATE NAME: KANSAS

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 13(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 58.00%	L: 65.00% A:	L: 72.00% A:
1S2 Academic Attainment - Mathematics 13(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 47.00%	L: 56.00% A:	L: 65.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	State and Local Administrative Records and Test Vendor Records if available	B:2007-2008	L: A:	L:85.00% A:
3S1 Secondary School Completion (b)(2)(A)(iii)(I-	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state) or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State and Local Administrative Records	B:2007-2008	L: A:	L:95.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B: 75.00%	L: 75.00% A:	L: 75.00% A:
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State Approved/ Locally Administered Survey/ Placement Records	B:2006-2007	L: A:	L: 85.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:2007-2008	L: A:	L: 35.00% A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:2007-2008	L: A:	L: 49.10% A:

STATE NAME: KANSAS

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

B. POSTSECONDARY LEVEL/ADULT

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	State and Local Administrative Records and Test Vendor Records if available	B: 2006-2007	L: A:	L: 65.00% A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	B: 2006-2007	L: A:	L: 54.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09

<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: 2006-2007</p>	<p>L:</p> <p>A:</p>	<p>L: 52.00%</p> <p>A:</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>State Approved/ Locally Administered Survey/ Placement Records and UI Employment Data if available</p>	<p>B: 2006-2007</p>	<p>L:</p> <p>A:</p>	<p>L: 75.00%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 2006-2007	L: A:	L: 10.00% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 2006-2007	L: A:	L: 14.00% A: