COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

1. Recipient Organization (Name and Complete Address, Including Zip Code)

Organization Name: Kansas Board of Regents
Address 1: 1000 SW Jackson St
Address 2: Suite 520
City: Topeka
State: KS
Zip Code: 66612-1368

2. Period Covered By This Report

From: 07/01/2009 **To:** 06/30/2010

3. PR/Award Numbers:

Basic Grant to States: V048A080016A
Tech-Prep Education: V243A080016

4. Title II Consolidation:

The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

5. State Career and Technical Education (CTE) Director Information:

Name: Dr. Blake Flanders
Title: Vice President for Workforce Development
Agency: Kansas Board of Regents
Telephone: 785.296.1194
E-Mail: bflanders@ksbor.org

6. Remarks:

7. Certification:

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

State CTE Director Signature or PIN:

Date: 12/30/2010

8. Lead Individuals Completing This Report:

Narrative Performance Information	Name:	Kelly Russell
	Title:	Director of Federal Initiatives for Technical Education
	Agency:	Kansas Board of Regents
Financial Status Reports	Name:	Kelly Oliver
	Title:	Director of Finance
	Agency:	Kansas Board or Regents
Performance Report	Name:	Kelly Russell
	Title:	Director of Federal Initiatives for Technical Education
	Agency:	Kansas Board of Regents

9. Lead individual who may be contacted to answer questions about this report:

Name: Kelly Russell
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Consolidated Annual Report (CAR) for the Perkins Career and Technical Education Act of 2006
KANSAS Program Years (PY) 2009-2010

Part B: Narrative Performance Information

I. Implementation of State Leadership Activities

A. Required Uses of Funds

- Conducting assessments of funded vocational and technical education programs
  - In May, 2010, the Kansas State Board of Education approved policy motions that seek to ensure CTE's contributions and potential are realized. The policy motions ensure that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage or high-demand occupations in current or emerging professions by improving high school completion and the transitions to and success in postsecondary degree or credentialing programs. Policy motion number one specifically states, *"Create an integrated system of assessments for each of the career clusters, the tested academic content areas and the 21st Century Profiles that provide both state/federal accountability and career-readiness certification*".
  - Twenty percent of the secondary institutions receiving Perkins funds are monitored each year. KSDE consultant conducts desk audit of Perkins programmatic and fiscal expenditures documentation. Following the desk audit, an on-site visit is conducted. If documentation and on-site demonstrates that a plan for improvement is needed, KSDE staff provides technical assistance in developing and implementing the plan for improvement. A progress report is provided to KSDE staff mid-year demonstrating progress that has been made in the plan for improvement. Cluster/pathway programs were assessed based on risk analysis determination beginning with the monitoring of the FY 2010 Perkins IV funds. Risk analysis determination included the following criteria: analyses of submitted reports, data quality and/or data collection issues, financial issues, grant management performance, including timely submission(s), Perkins core performance indicator levels, and all programs/clusters are current and properly maintained.
  - A peer review process was continued as a means for assessing the FY 2011 Carl D. Perkins Local Grant application approval at the secondary level. Perkins Grant Writers/Coordinators volunteered to read and assess the submitted Carl D. Perkins local applications for FY 2011. Volunteers worked in teams to review and provide guidance for state staff when determining what additional information was needed for the applications to receive substantial approval. State staff used the suggestions to provide a consistent message when contacting recipients for additional revisions. Districts were notified of their approval status by July 1, 2010. Using a rubric, LEA's received one of three levels of approval. Districts requiring additional information to reach approval status had a deadline of mid-August to submit additional documentation. A final letter of approval was sent to all districts by October 1, 2010, for the FY 2011 grant award.
  - The structure of the Kansas Advisory Committee for Career and Technical Education (KACCTE) was revisited to continue support of secondary CTE. The current membership composition includes representatives of each of the career clusters as defined by KSDE, representatives from large and small business and industry and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Assistant Director of Career, Standards and Assessment for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority (TEA) member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE to, including but not limited to, the KSDE, the TEA, the State Workforce Board and KBOR. The KACCTE members work closely with KSDE consultants to provide direction in selecting industry recognized credentials/certifications that are representative of industries in Kansas, as well as, the global economy. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected third party assessments. The KACCTE approved bylaw changes include three year term commitment for KACCTE members and Nominating Committee duties.
  - KSDE consultant for Project Lead the Way conducted certification visits culminating in a total of 8 local districts becoming certified and fully accredited. The certification visit included an examination of equity issues, program congruency to curriculum, professional development completion, equipment and classroom access and space, and teacher/student ratio.
  - In FY 2010 Kansas Board of Regents (KBOR) continued The Perkins Review, Compliance and Technical Assistance process. The CTE staff regularly reviews the grant activities, outcomes, and expenditures for all federal and state initiatives for which the state receives funding. Staff also reviews all state-approved CTE programs and related courses within a four-year cycle. As part of the Perkins Review, Compliance and Technical Assistance process regional on-site visits and desk audits are conducted each year by Board of Regents staff.

KBOR staff may conduct additional targeted visits to an institution or region when determined necessary by submitted information. Using an established selection criteria and desk audit reports, staff will review items in each of the four components:

a. Perkins Program Review of Approved Programs (25%)
b. Perkins Data Evaluation and Accountability Review (25%)
c. Civil Rights Review (25% Desk Audit – 2 on-site visits)
d. Perkins Financial Audit (25%)

- Developing, improving, or expanding the use of technology in CTE programs
  - KSDE CTE leadership and consultants have implemented the use of listserves as a means of communicating through technology. CTE stakeholders must register to be a part of the listserv network. Information provided through a listserv may include, but is not limited to, cluster/pathway updates, notice of workshops/conferences relative to their content area, links to various resources, notice of guidance changes and innovative teaching strategies.
  - An on-line Career Pathway Program of Study Application (CPPSA) system was developed to streamline and automate the manual, paper-based process that was formerly used for LEA's to apply for state-approved career cluster/pathways. Select LEA's were provided an opportunity to preview the system and provide feedback for improvement of the system. Five state-wide training were held with approximately 300 in attendance. Training documents were posted at the www.ksde.org website. A help desk was created for technical assistance for users navigating through the system.
  - KSDE staff worked cooperatively with the Kansas Career Pipeline (KCP) field representative to provide continuing education for counselors, CTE and academic teachers, and administrators to implement the career-focused KCP. A KCP field representative offered trainings to districts and other interested parties throughout the year. This initiative aligns with Kansas State Board of Education (KSBE): CTE policy motions. Specifically, policy motion number nine: *Require all Kansas local education agencies to ensure every student has access to services that help guide them in career planning.*
  - KSDE consultant for Project Lead the Way conducted certification visits culminating in a total of 8 local districts becoming certified and fully accredited. The certification visit included an examination of equity issues, program congruency to curriculum, professional development completion, equipment and classroom access and space, and teacher/student ratio. The number of Project Lead the Way Engineering programs has increased from 39 to 54 (42% increase) at the high school and middle level.
  - As part of a broad-based, ongoing, multi-disciplinary effort to promote medical simulation use in nursing and allied health education programs across Kansas, KBOR and the Kansas Board of Nursing continue to collaborate with nursing program faculty to increase the use of high fidelity mannequin and computer-based simulation technology as a means to increase program capacity to meet critical occupational needs. Technical assistance was provided in simulation lab development, equipment selection, and simulation scenario development for use in a nursing and allied health curriculum.
  - A statewide simulation users group, developed in conjunction with the Kansas Board of Nursing has continued to develop simulation scenarios that are being shared among programs and with business and industry.
  - In partnership with the Kansas Board of Nursing, the simulation scenario electronic library continues to grow. This library enables sharing of simulation scenarios created among state nursing/allied health faculty.
  - From the Reserve Fund Grant, Barton County Community College (BCCC) was awarded funds to establish a video-conferencing classroom in their Midwest Utility and Pipeline Training Center. This equipment will allow BCCC to transmit the Natural Gas Distribution and Transmission program to multiple locations.
  - In the high skill, high demand areas of advanced manufacturing, five colleges were awarded funds from the Reserve Fund Grant to improve the student lab experience through equipment purchases. Highland Community College expanded their lab capabilities in Computer Aided Drafting, Kansas City Kansas Community College purchased a CNC Vertical Machining Center for their Machine Technology program, North Central Kansas Technical College received funds for the continued expansion of their Welding program, Washburn Institute of Technology purchased equipment for Electronic and Industrial Technology programs, and Wichita Area Technical College purchased a HiTorq Station in partnership with Snap-On Industrial to support several of their advanced manufacturing programs.
  - Reserve funds were also competitively awarded to postsecondary institutions in our continued support of health occupation programs such as Nursing, Dental Assistant, and Respiratory Care.

- State funds were awarded to Colby Community College to develop a new Sustainable/Renewable Energy certificate to provide training for sustainable energy project managers. Funds were used to purchase equipment models for wind, solar, and bio-fuels.
- State funds were also awarded to North Central Kansas Technical College to purchase simulation equipment for the Practical Nursing program that will enhance the didactic preparation of students prior to clinical training and supplement experiences in area that may not be encountered during clinical rotations.
- Northwest Kansas Technical College was awarded state funds for their Diesel Technology program. The funds were used to purchase a bio-diesel processor to convert used vegetable oil into a viable fuel for the transportation industry and enhance instruction related to fuel injection systems and engines.
- State funds were awarded to Wichita Area Technical College for a virtual paint booth for the Aerospace Coatings and Painting Technology program. The booth is portable to allow the virtual system to be transported and set up in any space, classroom, or workshop.

- Offering professional development programs
  - The K-ACTE Annual Summer Conference is a three-day conference for teachers, administrators, and counselors. KSDE and KBOR are K-ACTE board members and responsible for the first day of the conference. Broad focus topics for the conference included updates to the Perkins Grants, All Aspects of the Industry, strategies for implementing career clusters/pathways, integrating academics and CTE and third party assessments. Presenters considered experts in their fields, provided perspectives to assist districts wanting to make change and/or improve, expand or enhance their instruction. Over 500 participants attended the conference. Presentations were posted to the KSDE website post-conference.
  - Many secondary CTE and Academic instructors, Guidance and Career Counselors, and Administrators participated in business and industry externships relative to their specific content areas through funds made available with the Perkins IV local applications and the competitive Perkins Reserve Funds. The sixty-two externship participants gained updated skills, identified needed curriculum revisions (especially for inclusion of rigorous academics) and were trained on technology utilized in the workplace.
  - Secondary CTE instructors participated in opportunities to gain initial certification relative to their specific content areas through the competitive Perkins Reserve Funds. Special emphasis was on initial certifications for instructors transitioning from programs to clusters/pathways and the need to be highly qualified to teach the necessary knowledge and skills.
  - The Manufacturing Cluster/Pathway development project was a collaborative project with business and industry representatives, SkillsUSA State Director and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for two pathways: Production and Maintenance. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Manufacturing Cluster/Pathways in August 2009.
  - The Health Science Cluster development project was a collaborative project with business and industry representatives, HOSA State Director and teachers of the cluster. A series of development sessions resulted in the adoption of the Kansas Health Science Education standards and competencies. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Health Science Cluster in August, 2009.
  - The Human Services cluster/pathways development project was a collaborative project with business and industry representatives and teachers of the cluster/pathways. A series of development sessions resulted in a set of courses for three pathways: Consumer Services Pathway, Early Childhood Development and Services Pathway, and Family and Community Services Pathway. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Human Services Cluster/Pathways in August 2009.
  - The Information Technology Cluster/Pathways development project was a collaborative project with business and industry representatives, and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for four pathways: Information Support and Services Pathway, Network Systems Pathway, Programming and Software Development Pathway, and Web and Digital Communications Pathway. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Information Technology Clusters/Pathways in August 2009.
  - The Finance Cluster/Pathways development project was a collaborative project with business and industry representatives and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for one pathway: Business Finance Pathway. A sequence of courses was identified and course

descriptions and competencies were developed. The KACCTE endorsed the newly designed Finance Cluster/Pathways in November, 2009.

- The Marketing Cluster/Pathway development project was a collaborative project with business and industry representatives and teachers of the cluster/pathways. A series of development sessions resulted in a set of courses for one pathway and three strands: Marketing Pathway with a Marketing Communications Strand, Marketing Management Strand and/or Marketing Research Strand. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Marketing Cluster/Pathways in November 2009.
- Collaborative projects with business and industry representatives and teachers of the Arts. A/V, Technology and Communications, Business Management and Administration, Government and Public Administration, Hospitality and Tourism, Law, Public Safety and Security, STEM, and Transportation career clusters began Spring FY 2010. A sequence of courses will be identified and course descriptions and competencies developed for each of the clusters/pathways. The KACCTE will endorse each cluster/pathway in FY 2011 for school level implementation.
- A state level consultant was assigned to implement professional development for Math-in-CTE in Kansas. Technical assistance through extended professional development activities in which CTE and math teacher partners worked together in communities of practice, to math-enhanced CTE curricula utilizing a tested pedagogic framework was provided. Specific duties included monitoring districts, organizing site visits, participating in the community of practice, submitting written reports and recommendations.
- Through a competitive application for Carl D. Perkins Reserve Funds, CTE and academic teachers, career counselors and administrators participated in the National Career Cluster Institute to explore what other states were doing to implement career clusters. Because of the professional development focus with these funds, Kansas was recognized as having the largest numbers of attendees. Applicants were required to provide deliverables to support what was learned. Deliverables included lesson plans, plans of improvement, improved web-sites, and exploration activities for new clusters/pathways including research and labor market determinations. LEA's also used these funds to purchase resources to enhance classrooms, counselor offices and libraries.
- In October 2009, the second of three Nursing Faculty educational conferences, co-sponsored by the Kansas State Board of Nursing and the Kansas Hospital Association, was held. This conference provided clinical education providers (hospital staff that provide clinical nursing education at their respective institutions) with new national innovations regarding clinical training and optimal utilization of clinical faculty and training sites. The conference focused on identification of strategies to increase the supply and retention of clinical educators and help nursing programs overcome barriers to clinical access at hospitals and clinics. Using several Robert Wood Johnson Nursing Fellows, clinical education providers were able to hear presentations of the latest innovations in clinical education and were then guided through a focused process of how these innovations could be implemented at their own sites. The conference also provided a platform for clinical providers to share institutional challenges they experienced in trying to accommodate nursing students from multiple educational programs. A third and final Nursing faculty educational conference was conducted in March 2010. This conference allowed educational institutions and clinical providers to share new statewide innovations and collaborative projects developed as a result of the prior two conferences. Faculty and clinical providers were again guided through a focused process that allowed others to better understand how these recent innovations were developed, how well they work, and how they can be adapted by others. One example was the Western Kansas Clinical Collaborative, a partnership between Hays Medical Center, Fort Hays State University, Barton Community College, Colby Community College, and North Central Kansas Technical College. This partnership facilitates the sharing of faculty, equipment, clinical instructors, and provides better co-ordination of clinical scheduling among the institutions. A similar collaborative partnership is being developed between several nursing programs located in the southeast portion of the state.
- The 17th annual statewide CTE conference, "Innovations in Career Technical Education – Mission Possible" was sponsored by KBOR and KSDE in February 2010, The conference, along with updates on Perkins requirements, focused on implementing promising practices in 8 strands; Diversity, Teach & Learn, Leadership, Career Pathways, Workforce Preparation & Development, Technology Innovations, Career Counseling, and Special Topics. Approximately 500 secondary and postsecondary participants attended.
- Fourteen Kansas postsecondary CTE faculty members, from seven different colleges, participated in internships in their related teaching career fields during 2009-10. Faculty internships were in: Nursing, Wind Technology, Industrial Engineering Technology, Computer/Industrial Technology, Professional Cooking, and Computer Repair/Networking.
- Kansas New Look Liaisons participated with KBOR CTE staff and Lynn Reha, Illinois Center for Specialized Profession Support, in six monthly one hour ITV meetings. One monthly meeting resulted in the selection of a

speaker for the statewide February 2010 CTE conference. At the conference Dr. P. J. Dempsey, Director of CTE Promotions, Virginia Department of Education presented four seminar sessions on gender and race stereotypes along with sessions that focused on barriers to success and stereotype threats.

- Kansas postsecondary CTE faculty, counselors, and administrators were provided a full-year membership to Starlink, an internet-based educational network. Starlink, in its 20th year, gave Kansas community and technical college employees' on-demand access to over 150+ hours of online, video-based professional development training accessible 24/7. This included ninety, 60 to 90 minute seminars by nationally renowned educational experts and one hundred and eighty 2 to 8 minute on demand video teaching tips called "ideas". Starlink reported 2726 users accessed the professional development series.

- Providing support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education
  - In May, 2010, the Kansas State Board of Education approved policy motions that seek to ensure CTE's contributions and potential are realized. The policy motions ensure that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage or high-demand occupations in current or emerging professions by improving high school completion and the transitions to and success in postsecondary degree or credentialing programs. Policy motion number two specifically states, "*Adopt integrated core content standards with CTE Career Cluster Pathways utilizing the 21st Century Skills as the organizing principle*" and policy motion number six specifically states "*Expect that all students enter secondary-level studies prepared to succeed in project-based, contextual learning activities that prepare them for further education and training that meet rigorous academic and technical standards.*"
    A set of guidelines were developed to assist districts in designing opportunities for students to earn proficiency-based credit. The guidance encourages integrated instruction to occur in a variety of contexts that embed knowledge and skills from one or more academic disciplines into CTE courses or other academic courses. Examples can include but are not limited to a course, series of courses, long-term project, collaborative instruction, or a combination of these. With the integrated instruction, the expectation is that there is a level of professional collaboration, curriculum planning, and assessment that should take place in order to assure that content is both relevant and rigorous.
  - A timeline to transition from a VE-2 program to cluster/pathways was established and included in our State Plan. The following career clusters/pathways have been endorsed by KACCTE as state-approved: Agriculture, Food and Natural Resources, Education and Training, Health Science, Human Services, Manufacturing, Finance, Marketing and Information Technology. Required program of study models support the integration of technical and academics, especially in reading, writing, mathematics and science. As the program of study models are developed, state staffs worked collaboratively with secondary and postsecondary teachers to identify the appropriate course sequence in which the academic and technical knowledge and skills necessary for success are taught. The number of programs transitioning to the career clusters include: Agricultural, Food and Natural Resources (243), Architecture and Construction (290), Finance (12), Human Services (36), Health Science (35), Information Technology (7), Marketing (6), and Manufacturing (31) for a total of 660 clusters/pathways.
  - Kansas is actively engaged with Multi-tier Systems of Support (MTSS). MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards. A best practice state-wide MTSS conference was organized as a tool for highlighting districts that had demonstrated improvement. CTE technical assistance to districts included how CTE and MTSS can be part of an overall effort.
  - In February 2010, a one day workshop for secondary health science educators instructors and postsecondary nursing/allied health program directors, occurred to enhance Health Science classrooms in Kansas, focusing on new initiatives for health care, articulation agreements, and collaborative measures with Kansas University Medical Center.
  - The program approval process for postsecondary programs requires institutions to enter a new program and all courses tied and/or linked to the program into the KBOR database along with submission of course syllabi to the KBOR CTE staff. Each course syllabus is reviewed to ensure both academic and technical skill requirements are addressed. In addition, each program requesting Perkins approval, is reviewed, eligibility is determined and recorded in the database.
  - The Kansas Curriculum Bank (KCB) website was launched during FY2009. The KCB provides open access to the many elements involved in the curriculum alignment process occurring within Kansas postsecondary career and technical education. The KCB provides access to the following: 1) meeting information; 2) contact

information; 3) aligned curriculum, standards and competencies; 6) forms, 7) progress and news on each individual alignment project, 8) implementation guidance to assist colleges.

- Over the past three years the Kansas Technical Education Authority has developed a demand-driven framework and implemented a process to better align like technical programs within the state and with the needs of business and industry, improve the seamlessness between secondary and postsecondary technical education programs and among postsecondary technical education programs within the system. The process utilizes industry-based assessments to verify the skills of program graduates and increases the number of graduates attaining credentials recognized and valued by business and industry. The industry standards, credentials, and assessments are based on input from statewide business and industry committees and valued by Kansas employers. Following the approved framework, existing technical programs are closely examined and common core courses, prerequisites, exit points, and program lengths are established. In addition, Postsecondary Perkins State Leadership funds have been earmarked to assist colleges in attaining recommended program accreditations and the upgrading of instructor credentials to meet program accreditation standards.

- Providing preparation for nontraditional fields in current and emerging professions and activities providing exposure to high skill high wage occupations
  - KSDE, KBOR, and Kansas Department of Commerce worked collaboratively with Career Communications, Inc., to develop and disseminate 50,000 copies of The American Careers magazine to counselors and teachers to use with high school students in Kansas as they plan their high school and post high school education pathway. There were also 15,000 copies of the parent edition, available in English and Spanish, focused on nontraditional career opportunities made available. The magazine includes standards-based, career education materials with real world learner projects based on career clusters. Pages in the magazine were customized for Kansas and included: high-demand, high-wage, high-skill careers, Kansas Career Clusters Model, Kansas High School Graduation Requirements, Kansas Qualified Admissions, helpful websites, personalized college/career plans of study for 8th grade and above and a map of postsecondary institutions and their locations in Kansas.
  - In May 2010, three Nontraditional Careers Fact Sheets were created, made available at www.ksde.org and disseminated to schools. Each fact sheet had a different audience: educators, secondary female students, and secondary male students. Information included on the fact sheets were pay disparity information, Kansas Nontraditional CTE Pathways and Programs, Nontraditional Resources, a sampling of Nontraditional Occupations, benefits of nontraditional careers, and information at www.kansascareerpipeline.org, www.careerzoomkansas.org, and www.kansasworks.com.
  - The 10th Annual Kansas Breaking Traditions scholarship competition was held this year. Fliers were sent to all secondary and postsecondary schools explaining in detail what a gender nontraditional occupation is and how students apply for the scholarships. From the applications submitted, two $1,000.00 scholarships were awarded to students receiving training in an occupation that will lead to high-wage, high-skill gender nontraditional occupational employment. The female postsecondary scholarship recipient majored in Information Networking Technology, and the male secondary scholarship recipient majored in Construction, Design and Fashion Merchandising.
  - The Illinois Center for Specialized Professional Support designed and implemented a one hour and five hour Kansas Online Professional Development gender non-traditional course in partnership with KBOR CTE staff and the nine Kansas "New Look" Liaisons. These online courses will help Kansas postsecondary faculty, administration and counselors learn about careers in gender nontraditional fields of work.
  - In August 2009, at the K-ACTE Summer Conference, the nine Kansas "New Look" Liaisons presented a session on best practices in gender nontraditional activities. The "New Look" Liaisons updated conference attendees on the 2009 NAPE National Conference and FY 2010 local, state and national initiatives.
  - KBOR, in partnership with the Illinois Center for Specialized Professional Support, beta tested the "Beyond Gender: Online Professional Development to Discover Kansas Talent Curriculum in 2009-2010. This easily-accessible professional development offering is based on a research-based comprehensive curriculum needed to meet the needs of the administrative and instructional professionals who have been charged with increasing 5P1 and 5P2 core indicators. Since the completion of the beta version, over 25 teachers have accessed the material and provided valuable feedback for the final version which was completed on June 30, 2010.
  - KBOR CTE hosted a statewide conference on Understanding, Engaging & Supporting Under-Resourced College Students. Dr. Bethanie Tucker, author and consultant from aha, Process, Inc.!, conducted a two-day conference providing 146 postsecondary participants with a research-based, in-depth study of the "poverty culture" and successful strategies to address the needs of these special population students on college campuses.

- Thunder rolled into Dodge City Community College in April 2010 in the form of a National Hot Rod Association-style top fuel dragster. Team Thunder provided examples of professionals in high paying jobs which were gender nontraditional. The use of the race car gave 73 students opportunities to learn how their academic and technical classes would help them obtain higher wage jobs. "Team Thunder" is a top fuel education and professional racing team that engages students from middle school through the postsecondary level on its educational message that focuses on making good choices and understanding how math, science, technology, language arts and other subjects are applied in the real world. The college decided as a result of this successful project to continue meeting with the newly formed Nontraditional Advisory Board to gain ideas and raise awareness on recruiting for gender NTO careers.
- Johnson County Community College, Overland Park, Kansas, offered a summer MINT (Men in Nursing Training) program. Through the summer MINT youth camp experience, the goal was to affirm students' career interests regardless of their gender, and provide them with an inside look at nursing as a viable profession for men. The MINT teaching faculty researched and developed an evidence-based curriculum focusing on three major current health issues: 1) the emerging epidemic of Diabetes Type II, 2) Cardio Vascular disease, which is the overall #1 killer, and 3) Trauma, the #1 killer of teens. There were a total of 13 boys entering the 9th and 10th grades that completed the four day summer camp utilizing an actual nursing lab setting working on a simulated manikin having life-like symptoms. The students participated in activities such as starting an IV, taking temperatures and blood pressures, and utilized the CPR skills which they acquired. Simulation was the main mode of instruction and high profile health care professionals were used in a mentoring role. The boys left the experience full of enthusiasm and all started a future career goal of pursuing the nursing profession at the conclusion of the summer camp.
- The February 2010 Innovations in Career Technical Education Conference, Mission Possible, Implementing Promising Practices, had eight topic strands offered to 546 participants. Diversity was a strand that was extremely popular with the following speakers: Dr. P.J. Dempsey, Director of CTE Promotions, Virginia Department of Education; Dr. Carmaletta Williams, Johnson County Community College; Sheila Simmons, Assistive Technology for Kansans; Dr. Teresa White, KSDE; Dr. Connie Corbett-Whittier, Friends University.
- Kansas City Kansas Community College, The Women's Bureau—Department of Labor and the YWCA presented Green N.O.W. (Nontraditional Opportunities For Women) in April, 2010. The workshop purpose was three fold: 1) focusing on career opportunities with a "Green" emphasis; 2) providing participants that attend workshops information on "Green" topics; 3) Learning how to incorporate "Green" into your everyday life. Research to support this activity was documented by the National Research Center National Dissemination Center. Green career programs already offered by the college were highlighted during the workshop. Many of the programs are non-traditional programs for women and offer high-skill, high-wage, high-demand jobs. Industry members were invited to participate in the event as both a vendor and a workshop provider. Participants included, 22 faculty, 20 exhibitors, 6 speakers and 120 participants.

- Supporting partnerships to enable students to achieve state academic standards, and career and technical skills, or completion of CTE programs of study
  - KSDE Directors, representing CTE and Title Programs and Services, Kansas Board of Education member, KBOR, Kansas Department of Commerce and Kansas Legislators participated in the High Schools That Work State Leaders Forum. The overall outcome was to build collaborative efforts while forming transitions from the middle grades to high school and from high school to postsecondary education and/or careers. Knowledge gained provided attendees with a clear focus on how to motivate students for improved achievement through school reform initiatives such as HSTW Key Practices and/or implementing career clusters.
  - The structure of the Kansas Advisory Committee for Career and Technical Education (KACCTE) was revisited to continue support of secondary CTE. The current membership composition includes representatives of each of the career clusters as defined by KSDE, representatives from large and small business and industry and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Assistant Director of Career, Standards and Assessment for KSDE or a designee, a Kansas State Board of Education member and a Postsecondary Technical Education Authority (TEA) member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE to, including but not limited to, the KSDE, the TEA, the State Workforce Board and KBOR. The representatives on the KACCTE work closely with KSDE consultants to provide direction in selecting industry recognized credentials/certifications that are representative of industries in Kansas, as well as, the global economy. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected third party

assessments. The KACCTE approved bylaw changes include three year term commitment for KACCTE members and Nominating Committee duties.

- KSDE staff attended 10th Annual Kansas Workforce Summit held in January 2010. The Summit was attended by over 150 educators, economic development leaders, community members, chamber members, local workforce board members, industry leaders and legislators. The theme of the summit was *Going for the Green* and addressed new realities facing the workforce and economic development issues in Kansas. Special presentations were made by Governor Mark Parkinson, Midwest Governor's Association, Ron Paint, National Association of Workforce Boards, Domenic Giandomenico, Director of Education and Workforce Programs at the Institute for a Competitive Workforce, Patty Clark, USDA Rural Development State Director, Steve Morris, President of the Senate, Mike O'Neal, Speaker of the House, Janis Lee, Assistant Minority Leader and Representative Ann Mah.
- Secondary CTE consultants continued to foster partnerships with a host of individuals, agencies, business and industry and education stakeholders as they sought to improve curriculum, classrooms, and instructional staff. Partners prevalent to the immediate work being conducted included business and industry representatives assisting with the development of new clusters/pathways, postsecondary institutions through articulated agreements, other state agencies and educational service centers. Other partnerships stem from projects and memberships through HSTW, collaborative grant writing initiatives through various State agencies and national initiatives such as the National Consortium for Health Science Education, National Partnership for Careers in Law, Public Safety, Corrections and Security and American Association of Family and Consumer Sciences Credentialing Center.
- KBOR staff continues to work with the Kansas Board of Nursing to align nursing education programs. Statewide implementation of the aligned Practical Nursing has taken place, and work is currently underway to assist Associate Degree RN programs with their alignment process, which includes statewide agreement among the nursing programs to standardize prerequisite coursework and provide for articulation between Practical Nursing and Associate Degree RN educational programs.
- KBOR staff continues to work with the Kansas Board of Nursing to develop and implement simulation scenario standards for use in simulation centers located within nursing education programs. Due in large part to the Kansas Nursing Initiative, each registered nursing program in Kansas has access to at least one high-fidelity patient simulator. Standards allow for better scenario development, consistent student evaluations, and assist in validating educational methodology. An additional goal was to develop standard measurements of validity and reliability for use in both simulation centers and in clinical settings with professional staff.
- KBOR staff in partnership with the Kansas Board of Nursing and the Kansas Hospital Association conducted two additional Nursing faculty conferences in October 2009 and March 2010. Program faculty representatives from each of the state's nursing programs were in attendance. The objective of the conferences was to identify strategies to increase the supply and retention of nursing classroom and clinical educators, overcome barriers to increased clinical access, enhance collaboration among programs, and increase the role of clinical educators. An additional outcome of the conferences was to develop a process of faculty sharing, enhanced clinical partnerships among hospitals and educational institutions, creation of more hospital based clinical instructors, and an investigation of national best practices in obtainment of increased clinical access for nursing students.
- In an on-going collaboration with the Kansas Hospital Association, a fourth edition of the Top Health Care Occupational Opportunities in Kansas publication was developed. This publication provides a listing of the health care job opportunities in the state, information about the professions, the educational and credentialing requirements, salary information, job outlook, and the educational institutions that provide the education needed with contact information. This publication was made available to secondary health science teachers, counselors, parents, and anyone else interested in a career in health care. The Kansas Hospital Association has placed copies of this publication in all of their hospitals and clinic waiting rooms. The publication is available as a hard copy and modified for on-line availability on the KBOR website.
- KBOR and KSDE staff conducted meetings with health science teachers, postsecondary healthcare program faculty and counselors to continue developing a seamless transition for health science students into postsecondary professional healthcare programs. Health science educators were updated on the latest revisions to the National Health Science Foundation Standards and Accountability Criteria as developed by the National Consortium for Health Science Education. These revised national standards were again cross-walked with Kansas Health Science Standards and state academic standards to be sure the Kansas standards were in alignment with the national standards.
- Through the implementation process to better align like technical programs within the system, partnerships have been formed to incorporate appropriate industry standards, credentials, and assessments based on input from statewide business and industry committees and valued by Kansas employers.

- Serving individuals in state institutions
  - The Juvenile Correctional Facilities Vocational Consortium (JCFVC) leadership team discussed the development of an appropriate career pathway for each site. KCP and industry reports were used to identify the first career clusters to be developed as Manufacturing and Construction. The JCFVC leadership team also researched the need for an approved curriculum that aligns with standards. The Manufacturing and Construction clusters were fully implemented during FY 2010. Business and Industry contacts were made to aide in the development of the career clusters/pathways to ensure that students are provided with strong experience and understanding of all aspects of an industry. JCFVC implemented ACT WorkKeys assessment tool to accurately assess the progress of students in their programs.
  - Articulation agreements were secured at Washburn Technical College, Barton Community College and North Central Kansas Technical College.
  - Through the use of Kansas Career Pipeline (KCP) and additional counseling efforts, students were encouraged to enroll in rigorous and challenging courses. The utilization of the KCP aided in creating each student with an individual education plan and all students attending the school program at each JCFVC site are required to complete a career education course. Plans include the continuation of training staff and students on the KCP support system.
  - The National Research Center for Career and Technical Education (NRCCTE) provided staff development in the Math-in-CTE initiative to all JCFVC staff.
  - A total of 320 youth were served through JCFVC Perkins funded activities
  - Postsecondary state leadership funds supported a career counselor position to provide services to all adult correctional facilities within the state. Services included career counseling and assessment, job placement, and training of employment seeking/employment retention skills. The counselor was responsible for: 1) enrolling 42 students in the Electrical program, where students can earn up to 23 college credits through an articulation agreement with Hutchinson Community College; 2) maintains a computerized job bank which includes statewide and regional employers; 3) enrolled 22 students in two newly established Manufacturing Skills Certification (MSC) college-level classes where students can earn 8 college credits; 4) continued to process statewide NCCER career technical certificates and credentials; 5) entered all NCCER student data from 10 older established technical programs from across the state; 6) assistance over 300 offenders in various degrees by helping each acquire national recognized skills, registering them on the national database, and assisting them in entering correctional technical training programs and job placement assistance upon release; 7) communicated with over 155 offenders about the new electrical and MSC classes and other technical programs.

- Providing support for programs for special populations that lead to high skill, high wage, high demand occupations
  - KSDE State Guidance Counselor continues to promote the use of personalized career plans of study to be used by districts assisting all students, inclusive of special population and nontraditional student, to prepare for future career opportunities. Trainings, presentations, workshops and conferences have been made available to teachers, counselors and administrators.
  - Kansas Career Pipeline (KCP) is a career planning tool delivering a comprehensive selection of services, products and tools in an integrated, web-based system assisting all Kansans with planning and preparing for educational and career success. KCP is delivered through a multi-agency effort involving the Kansas Department of Commerce, the Kansas Board of Regents, the Kansas State Department of Education and the Kansas Department of Corrections. KCP is used extensively in Kansas secondary schools and postsecondary institutions, with over 100,000 registered users. Users of KCP can choose from multiple products that assess, interests, skills and work values. A field representative from Kuder (the vendor that hosts the KCP website) provides technical assistance to Kansas schools as needed. The KCP Board is overseeing the design and development of a web portal to integrate and connect KCP, KansasWORKS (focus on job seekers) and CareerZoom (focus on community and technical colleges), to avoid duplication among sites and make it simpler for the user to quickly navigate to useful information. It has proven to be a valuable resource for parents of special population students and their counselors as personalized career/college plans of study are developed.
  - Hutchinson Community College distributed a satisfaction instrument to all special needs students on their campus. The survey was designed to determine the student's level of satisfaction with accessibility and accommodations provided to them to augment their learning. Upon compilation of the results, the satisfaction levels of student enrolled in CTE programs will be compared to college wide special needs students. The results of the survey will be shared with the institution through the Institutional Effectiveness Committee.

- The 10th Annual Kansas Breaking Traditions scholarship competition was held this year. Scholarship applications were available on the KBOR CTE website and applicants were asked to submit electronically. From submitted applications, two $1,000 scholarships were awarded to students receiving training in an occupation leading to a high-wage, high-skill gender nontraditional occupation. The female postsecondary student majored in Information Technology and the secondary male student majored in Construction, Design and Fashion Merchandising.

- Offering technical assistance for eligible recipients
  - Progress Reports are submitted and reviewed twice during the fiscal period of the Perkins and competitive Reserve Fund grant awards. The reports are used to determine the status of each Perkins Improvement Grant for secondary districts/consortiums. Technical assistance was provided to the districts/consortiums as requested.
  - Instructors of Agriculture, Food and Natural Resources, Education and Training, and Health Science Education clusters received technical assistance as they prepared to be the first CTE clusters/pathways to transition to the maintenance segment of the automated Career Pathway Program of Study Application system. Assistance opportunities included Power Points, workshops, conferences, pathways help desk and ITV. Districts must annually update advisory committee members, course sequences, articulation agreements and programs of study.
  - Collaborative projects with business and industry representatives and teachers of the Arts, A/V, Technology and Communications, Business Management and Administration, Government and Public Administration, Hospitality and Tourism, Law, Public Safety and Security, STEM, and Transportation career clusters began Spring FY 2010. A sequence of courses will be identified and course descriptions and competencies developed for each of the clusters/pathways. The KACCTE will endorse each cluster/pathway in FY 2011 for school level implementation.
  - A state level consultant was assigned to implement professional development for Math-in-CTE in Kansas. Technical assistance through extended professional development activities in which CTE and math teacher partners worked together in communities of practice, to math-enhanced CTE curricula utilizing a tested pedagogic framework was provided. Specific duties included monitoring districts, organizing site visits, participating in the community of practice, submitting written reports and recommendations.
  - Technical assistance is a major responsibility for KSDE consultants. Assistance includes career cluster/pathway development inclusive of program of study development, integration of academics, advisory committees, articulation agreements, identifying professional work experience opportunities and industry recognized credentials/certifications. Other assistance targets career guidance and data collection issues. Technical assistance methodologies used are workshops, conferences, conference calls, blogs, podcasts, email listserv messages, IDL, ITV, webstreaming, electronic help desks, and PowerPoint presentations posted to the website.
  - The state website, www.ksde.org, provided a vehicle for technical assistance. All cluster/pathway developed products, PowerPoint presentations, and wage and employment information are tools districts can research on the website. New to the website this fiscal year are a host of additional tools/resources to support the work of collaborative projects, services and activities needed to carry out the increased need for CTE in our schools. The enhanced website includes a drop down menu for visitors to select Career and Technical Education topics. Some broad topics for the CTE website include, *"Mission and Responsibilities, Career and Technical Education Documents and Forms, and Carl D. Perkins Federal Accountability."*
  - Postsecondary technical assistance is provided by KBOR staff. Assistance provided includes leadership, integration of academics, completion of grant proposals and reports, data submission, and information regarding national program accreditation and certifications. Technical assistance is provided through workshops, conferences, and campus visits. KBOR staff also acts as a conduit for information concerning other funding resources.
  - Quarterly Activity Progress Reports are submitted and reviewed to determine status of each Perkins Improvement grant in postsecondary institutions. Technical Assistance was provided to the educational institutions as needed or requested. In addition, postsecondary institutional and program performance on identified core indicators is reviewed, a plan for improvement is developed, and the plan is submitted in areas where performance is deficient. A schedule for review and templates of standardized review items have been developed to provide assistance.
  - A fall Perkins Update was held following the "Understanding, Engaging, and Supporting Under-Resources College Students." Discussions covered a range of topics including: Perkins IV Reporting Format; Perkins Monitoring for FY 10; Office for Civil Rights Review Desk Audits and On-Site Visits for FY 10; Process to Request a Revision to Perkins Program Improvement Grants; Innovative Technology and Technology Internship Grants; Kansas "New Look" Liaisons; Innovations in Career and Technical Education Conference; Starlink Professional Development Network; Non-trad 101 Curriculum; Breaking Traditions Scholarship; and upcoming grant opportunities. Institutional and Perkins representatives from all four regions were in attendance.

B. Permissible Activities

- Improving career guidance and academic counseling programs
  - KSDE State Guidance Counselor continues to promote the use of personalized career plans of study to be used by districts assisting all students, inclusive of special population and nontraditional student, to prepare for future career opportunities. Trainings, presentations, workshops and conferences have been made available to teachers, counselors and administrators.
  - Kansas Career Pipeline (KCP) is a career planning tool delivering a comprehensive selection of services, products and tools in an integrated, web-based system assisting all Kansans with planning and preparing for educational and career success. KCP is delivered through a multi-agency effort involving the Kansas Department of Commerce, the Kansas Board of Regents, the Kansas State Department of Education and the Kansas Department of Corrections. KCP is used extensively in Kansas secondary schools and postsecondary institutions, with over 100,000 registered users. Users of KCP can choose from multiple products that assess, interests, skills and work values. A field representative from Kuder (the vendor that hosts the KCP website) provides technical assistance to Kansas schools as needed. The KCP Board is overseeing the design and development of a web portal to integrate and connect KCP, KansasWORKS (focus on job seekers) and CareerZoom (focus on community and technical colleges), to avoid duplication among sites and make it simpler for the user to quickly navigate to useful information. It has proven to be a valuable resource for students, parents and counselors as personalized college/career plans of study are developed. This past year the KCP website had a total of 179,783 hits.
  - KBOR is partnering with the KSDE, Kansas Department of Commerce, and many agencies and organizations to provide and promote a certified workforce for Kansas employers. Kansas WORKReady! Certificate uses ACT, Inc.WorkKeys assessments to certify the workforce at three levels: Gold, Silver, or Bronze. The certificate can be embedded in college CTE training programs as entry or exit exams. Colleges also partner with the Kansas public workforce system to assess and certify dislocated adult workers after lay-offs as they seek to certify and improve current skills for transition to new jobs and careers.
  - KBOR staff, in on-going collaboration with an established Nursing Initiative Advisory Council consisting of members from Board of Nursing, Kansas Hospital Association, Kansas State Nurses Association, Kansas Health Care Association, the Kansas Association for Homes and Services for the Aging, and Kansas Association for Nurse Leaders, continues to monitor the progress and process of the Kansas Nursing Initiative.
  - In an on-going collaboration with the Kansas Hospital Association, a fourth edition of the Top Health Care Occupational Opportunities in Kansas publication was developed. This publication provides a listing of the top health care job opportunities in the state, information about the professions, the educational and credentialing requirements, salary information, job outlook, and the educational institutions that provide the education needed with contact information. This publication was made available to secondary health science teachers, counselors, parents, and anyone else interested in a career in healthcare.
  - Raising the public's awareness and image of career technical education (CTE) remains a focus among the Technical Education Authority's (TEA) and Kansas Board of Regents' priorities. Implementation of a comprehensive marketing plan for CTE continues. The development and the launch of www.CareerZoomKansas.com, expresses the core of the campaign, "Put Your Passion to Work," and the website remains the central collateral piece of the campaign. The website allows individuals to search for and receive information on CTE programs related to their interests or passions provided by the 26 Kansas public community and technical colleges. The website also accommodates direct links to two Kansas Department of Commerce websites, Kansas Career Pipeline and KANSASWORKS, providing online assessment of career interests and helping connect job seekers with employers. During the 2011 calendar year a CTE Success Story campaign will be launched which will feature a monthly interest article focusing on the career success of a graduate of a public CTE institution. Successful and/or compelling stories will feature interviews with the graduate, their place of work, and their institution. Additional outreach activities through speaking engagements, social media outlets, and traditional news outlets are also planned.

- Establishing agreements between secondary and postsecondary CTE programs to provide postsecondary education and training opportunities for students
  - Kansas students are able to take advantage of local articulation agreements established between a school to registered apprenticeship, community and technical college, university, and the local secondary education agency. To assist districts in articulating agreements, a resource document "Creating Articulation Agreements" was developed as a tool for programs transitioning to the cluster/pathways. It is anticipated that as curriculum continues to be aligned at the secondary and postsecondary levels, the development of state-wide articulation

agreements for secondary/postsecondary clusters/pathways will be a priority. At the secondary level, a requirement of all new cluster/pathway applications is an articulated agreement signed annually by leadership of the participating secondary and postsecondary partners.

- Through Leadership Funds support for innovative partnerships to meet critical workforce development needs was continued. The purpose of the *Targeting Technical Talent in the High School* grant was to establish new partnerships between colleges and high schools in the state. The intent was to deliver college credit-bearing technical courses to high school students, with a priority given to those programs that have undergone the state alignment process. Colleges are required to report the number of high school participants, the number of college credit hours earned, levels of success and college program completion. An additional $110,785 was awarded to 6 institutions bring the total invested to $373,565 and establishing partnerships with more than 125 Kansas high schools.
- With funds from the *Targeting Technical Talent in the High School* grant, Cloud County Community College developed partnerships with Junction City and Concordia high schools and Colby Community College partnered with Colby High School to deliver Certified Nurse Aide and Medical Terminology. The Certified Nurse Aide course enabled students to take the Kansas Adult Care Home Nurse Aide examination to become a Certified Nurse Aide, which is an admissions requirement to most nursing programs in the state.
- Another project funded through the *Targeting Technical Talent in the High School* grant was a partnership established with Wichita Area Technical College (WATC) and Unified School District 259 in Wichita. WATC delivered 9 – 11 concurrent credits toward their Applied Science of Aviation Maintenance program. USD 259 students had the opportunity to earn college credits in OSHA Safety, Applied Shop Math, Blueprint Reading, and Aerostructures Assembly

- Supporting initiatives to facilitate CTE students transition to baccalaureate programs
  - The Department of Technology Studies at FHSU offers undergraduate study for the Bachelor of Science degree in technology studies with an emphasis in industrial technology and/or technology education. Students pursuing the industrial technology emphasis specialize in construction technology, manufacturing technology, or communications technology. Students selecting the technology education emphasis have three options for specializing: production systems; power, energy systems, and transportation systems; and communication systems. Students completing an Associate in Applied Science (AAS) degree are eligible for the Bachelor of Technology Leadership degree. Many of these courses are available online and can be completed by full or part-time students.
  - Pittsburg State University through their College of Technology has articulation agreements with the majority of the twenty-six community and technical colleges in Kansas for a Bachelor in Applied Science degree. Pittsburg State also has Bachelor of Science degrees in Automotive Construction Management, Engineering Technology, Graphics & Imaging Technology, Technology and Workforce Learning. Students transferring from a Kansas community or technology college, with credits in one of these disciplines, can also apply credits towards a Bachelor of Science degree.

- Supporting career and technical student organizations
  - State leadership funds provide support for advisors for each of the Career Technical Student Organizations (CTSOs) and related student organization activities. Student leadership skills are enhanced through participation in the joint Citizenship Day, State and National CTSO conferences, and individual CTSO specific leadership training.
  - Support was provided for KSDE and KBOR CTE staff to attend and assist with CTSO conferences, provide supplies, conduct leadership activities for students, assist with chapter recruitment, and assist with judging at the state and national Skills USA conferences.
  - Districts applying for an approved program through the automated CPPSA, must identify CTSO member affiliation as part of the application.

- Supporting public charter schools operating career and technical education programs
  - Technical assistance was offered upon request for charter schools to establish career academies and career clusters/pathways. Other forms of technical assistance provided through participation in the grant review process and coordinated on-site visits.
  - Charter Schools in Kansas continued to focus on high academic achievement, relevant rigorous curriculum, and career ready skills to increase student proficiency. Dissemination grantees analyzed needs assessment data, determined the effectiveness of the researched-based strategies, evaluated the results of career and technical

education competencies and recorded the number of career placements within a community. There are currently 35 operating charter schools and 44 virtual charter schools. Five of the operating charter schools and virtual schools have a CTE focus.

- Supporting CTE programs that offer experience in, and understanding of, all aspects of an industry which students are preparing to enter
  - The structure of the KACCTE was revisited to continue support of secondary CTE. The current membership composition includes representatives of each of the career clusters as defined by KSDE, representatives from large and small business and industry and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Assistant Director of Career, Standards and Assessment for KSDE or a designee, a Kansas State Board of education member and a Postsecondary Technical (TEA) member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE, including but not limited to, KSDE, TEA, State Workforce Board and KBOR. The KACCTE members work closely with KSDE consultants to provide direction in the global economy. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected third party assessment. The KACCTE approved bylaw changes include three year term commitment for KACCTE members and Nominating Committee duties.
  - The KACCTE provided direction through business and industry partnerships to better identify academic and technical skills needed for their specific cluster/pathway content areas. The KACCTE endorsed the Human Services, Health Science, Marketing, Finance, Information Technology, and Manufacturing clusters/pathways. KACCTE members made presentations during KACCTE meetings regarding the process in which their specific cluster/pathways were developed. A part of the presentation was the products developed to support the cluster/pathways. Such items included, but were not limited to programs of study, sequence of courses and course descriptions.
  - Many secondary instructors, guidance and career counselors, and administrators participated in business and industry externships relative to their specific content areas through funds made available with the Perkins IV local applications and the competitive Perkins Reserve Funds. The sixty-two externship participants gained updated skills, identified needed curriculum revisions especially for inclusion of rigorous academics and were trained on technology utilized in the workplace.
  - A PowerPoint presentation outlining strategies to implement all aspects of an industry in the career clusters/pathways curriculum was prepared as a resource document and shared via the KSDE website. A KSDE consultant also presented the material at the NACTEI conference in St. Louis.
  - Fourteen Kansas postsecondary CTE faculty members, from seven different colleges, participated in internships in their related teaching career fields during 2009-10. Faculty internships were in: Nursing, Wind Technology, Industrial Engineering Technology, Computer/Industrial Technology, Professional Cooking, and Computer Repair/Networking.

- Supporting family and consumer sciences programs
  - A membership fee was paid to the Family and Consumer Sciences Credentialing Center to assist with facilitation and support work undertaken through American Association of Family and Consumer Sciences (AAFCS) pre-professional and credentialing project. The project was to develop assessments and industry recognized pre-professional credentials for use in validating competencies achieved in secondary and postsecondary family and consumer sciences programs. Five Kansas districts were provided the opportunity to act as pilot sites for the developed assessments.
  - The KSDE consultant worked closely with FACS teachers across Kansas to determine potential pathways that support high-demand, high-skill, or high–wage careers in the Human Services career cluster. Various committees updated the FACS standards to realign to the national FACS standards and crosswalk with the 21st century learner skills.
  - The KSDE Consultant worked closely with the State FCCLA advisor to carry out required student leadership activities.

- Supporting partnerships between education and business
  - Staff from KBOR, KSDE, and CTE leadership, participated in the10th Kansas Workforce Summit. This annual forum for community leaders and chamber representatives, legislators and government officials, employers,

educators, and local workforce board members takes action to address the realities facing the workforce and economic development issues in Kansas as well as globally.

- The structure of the KACCTE was revisited to continue support of secondary CTE. The current membership composition includes representatives of each of the career clusters as defined by KSDE, representatives from large and small business and industry and the geographic diversity of the state, representatives of trade and professional associations and business organizations, Assistant Director of Career, Standards and Assessment for KSDE or a designee, a Kansas State Board of education member and a Postsecondary Technical (TEA) member or designee. The overall purpose of the KACCTE is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for CTE, including but not limited to, KSDE, TEA, State Workforce Board and KBOR. The KACCTE members work closely with KSDE consultants to provide direction in the global economy. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected end of pathway third party assessments. The KACCTE approved bylaw changes include three year term commitment for KACCTE members and Nominating Committee duties.
- Secondary CTE consultants continued to foster partnerships with a host of individuals, agencies, business and industry and education stakeholders as they sought to improve curriculum, classrooms, and instructional staff. Partners prevalent to the immediate work being conducted included business and industry representatives assisting with the development of new clusters/pathways, postsecondary institutions through articulated agreements, other state agencies and educational service centers. Other partnerships stem from projects and memberships through HSTW, collaborative grant writing initiatives through various State agencies and national initiatives such as the National Consortium for Health Science Education, National Partnership for Careers in Law, Public Safety, Corrections and Security and American Association of Family and Consumer Sciences Credentialing Center.
- The Kansas Simulation Users Network continues to provide assistance to nursing faculty in developing and sharing simulation scenarios, scenario assessments, and simulation-related material. This network assists faculty from nursing/allied health education programs and from industry to facilitate advanced simulation into mainstream healthcare education. An additional goal of this network is to create standards for learning and assessment when simulation is used as part of the learning process. This is a joint partnership with the Kansas Board of Nursing and KBOR.
- The Kansas Hospital Association also continues to co-fund with KBOR a health careers resource publication, entitled "The Top Health Care Occupational Opportunities in Kansas," geared toward high school students and their parents.
- KBOR continues to work with the Kansas Hospital Association to select and fund scholarships for entry-level healthcare workers and for professionals who agree to become educators in Kansas healthcare programs. Funding is provided by the Kansas Hospital Association's scholarship foundation.
- A Nursing Initiative Advisory Council, consisting of members from the Board of Nursing, Kansas Hospital Association, Kansas State Nurses Association, Kansas Health Care Association, Kansas Association for Homes and Services for the Aging, and Kansas Association of Nurse Leaders, has been established to assist KBOR with the funding of nursing education initiatives. This council continues to provide guidance to KBOR regarding nursing education.
- KBOR continues to work with the Kansas Hospital Association and the Kansas Board of Nursing to investigate the attrition of new nursing graduates as they enter their first year of employment. This is part of the joint effort of these partners to combat the nursing shortage in Kansas.
- KBOR, in partnership with the Kansas Hospital Association and the Kansas State Board of Nursing, conducted two nursing faculty conferences to identify strategies to increase the supply of classroom and clinical faculty, and promote greater collaboration among the nursing programs and clinical providers.
- Business and industry partners play an integral role in the ongoing system alignment process. The process incorporates appropriate industry standards, credentials, and assessments based on input from statewide business and industry committees.

- Supporting the improvement or developing of new CTE courses and initiatives
  - On on-line Career Pathway Program of Study Application (CPPSA) system was developed to streamline and automate the manual, paper-based process that was formerly used for LEA's to apply for state-approved career cluster/pathways. Select LEA'S were provided an opportunity to preview the system and provide feedback for improvement of the system. Five state-wide trainings were held with approximately 300 in attendance. Training

documents were posted at the www.ksde.org website. A help desk was created for immediate technical assistance for users navigating the system.

- Kansas was well represented at the 8th Annual Career Clusters Institute held in June, 2010, in Colorado. Kansas had the largest contingent due to the use of Reserve Competitive Funds. Participants from Kansas went home with a host of knowledge and ideas to implement career clusters/pathways. Especially useful to Kansas schools, was information regarding implementation of career clusters in rural communities.
- A timeline to transition from a VE-2 program to cluster/pathways was established and included in our State Plan. The following career clusters/pathways have been endorsed by KACCTE as state-approved: Agriculture, Food and Natural Resources, Education and Training, Health Science, Human Services, Manufacturing, Marketing and Information Technology. Required program of study models support the integration of technical and academics, especially in reading, writing, mathematics and science. As the program of study models are developed, state staffs worked collaboratively with secondary and postsecondary teachers to identify the appropriate levels and courses in which the academic and technical knowledge and skills necessary for success are taught and student attainment assessed. The number of programs transitioning to the career clusters include: Agricultural, Food and Natural Resources (243), Architecture and Construction (290), Finance (12), Human Services (36), Health Science (35), Information Technology (7), Marketing (6), and Manufacturing (31) for a total of 660 clusters/pathways.
- The Manufacturing Cluster/Pathway development project was a collaborative project with business and industry representatives, SkillsUSA State Director and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for two pathways: Production and Maintenance. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Manufacturing Cluster/Pathways in August 2009.
- The Health Science Cluster development project was a collaborative project with business and industry representatives, HOSA State Director and teachers of the cluster. A series of development sessions resulted in the adoption of the Kansas Health Science Education standards and competencies. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Health Science Cluster in August, 2009.
- The Human Services cluster/pathways development project was a collaborative project with business and industry representatives and teachers of the cluster/pathways. A series of development sessions resulted in a set of courses for three pathways: Consumer Services Pathway, Early Childhood Development and Services Pathway, and Family and Community Services Pathway. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Human Services Cluster/Pathways in August 2009.
- The Information Technology Cluster/Pathways development project was a collaborative project with business and industry representatives, and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for four pathways: Information Support and Services Pathway, Network Systems Pathway, Programming and Software Development Pathway, and Web and Digital Communications Pathway. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Information Technology Clusters/Pathways in August 2009.
- The Finance cluster/pathways development project was a collaborative project with business and industry representatives and teachers of the cluster/pathway. A series of development sessions resulted in a set of courses for one pathway: Business Finance pathway. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Finance Cluster/Pathways in November, 2009.
- The Marketing cluster/pathway development project was a collaborative project with business and industry representatives and teachers of the cluster/pathways. A series of development sessions resulted in a set of courses for one pathway and three strands: Marketing Pathway with a Marketing Communications Strand, Marketing Management Strand and/or Marketing Research Strands. A sequence of courses was identified and course descriptions and competencies were developed. The KACCTE endorsed the newly designed Marketing Cluster/Pathways in November 2009.
- Collaborative projects with business and industry representatives and teachers of the Arts. A/V, Technology and Communications, Business Management and Administration, Finance, Government and Public Administration, Hospitality and Tourism, Law, Public Safety and Security, STEM, and Transportation career clusters began Spring FY 2010. For each cluster, representative of high-wage, high-skill, high-demand occupations in Kansas will be determined. A sequence of courses will be identified and course descriptions and competencies developed for

each of the clusters/pathways. The KACCTE will endorse each cluster/pathway in FY for school level implementation.
  - Kansas is actively engaged with Multi-tier Systems of Support (MTSS). MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve high standards. A best practice state-wide MTSS conference was organized as a tool for highlighting districts that had demonstrated improvement.
  - There are 54 active Project Lead the Way (PLTW) Pre-Engineering programs in Kansas. This is an increase from 39 or 42%. These eight programs that were implemented last fiscal year were visited and fully accredited. The state consultant continues to promote PLTW at state-level conferences and workshops and is an active participant in professional development activities provided at the national level.
  - Competitive Reserve Fund applications provided LEA's with opportunities to begin designing, developing and implementing new career clusters/pathways that were creative and innovative and focused on specific identified uses. Many applications requested professional development opportunities, curriculum development time, and purchase of resources. Through the application process it was strongly supported to include academic counselors and teachers to ensure that integration of rigorous academics at all levels was part of the development process.
  - The Kansas Hospital Association, in partnership with KBOR staff collaboratively reviewed and awarded statewide scholarships, provided by the Kansas Hospital Association's scholarship foundation for individuals pursuing a career in healthcare.

- Awarding incentive grants to eligible recipients for exemplary performance or for innovative initiatives
  - The Reserve Fund Grant provides support for innovative CTE programs, program delivery and/or CTE program expansion in targeted areas to meet critical workforce development needs. For FY 2010, $515,692 was awarded to 12 postsecondary institutions through a competitive grant process. The focus for FY 2010 grant awards was to fund special or innovative projects to develop and/or expand CTE programs to address the regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector-based approach. The purpose of this grant is to develop and implement CTE programs and program changes addressing the workforce needs of multiple businesses and multiple occupational levels within a sector and encourage collaboration among higher education institutions.
  - The Excellence in Technical Education Program was established from Reserve funds to allow Perkins eligible programs at postsecondary institutions to document their achievements and compete for grant funding based on accomplishments during the previous year. The first awards will be funded in FY11.

- Providing activities to support entrepreneurship education and training
  - Kansas continues to be a member of the national consortium, MBA Research that provides a variety of resources for entrepreneurship instruction.
  - Entrepreneurship competencies/concepts are included in the following clusters: Business Management and Administration, Finance, Hospitality and Tourism, Human Services, Marketing and Transportation.
  - CTSO competitive events in BPA, DECA, FBLA, and FCCLA support entrepreneurship. These experiences are promoted for students' professional learning experiences.
  - Kansas Council on Economic Education (KCEE) and KSDE partnered to provide districts with resources for foundational subjects and personal finance. Specific products include, but are not limited to, The Stock Market Game and National Economic Challenge.
  - Reserve fund applications provided LEA's with opportunities to participate in an externship with a small business entrepreneur. Through the experience, participants were made aware of the many details needed to successfully operate a small business including financial planning.
  - The Professional Experience Handbook was designed to provide students with a look at all aspects of an industry at the application level and enforces the need to focus on technical skills needed for the student to be successful in the workplace. The handbook was released in FY 2010.

- Providing CTE programs for adults and school dropouts to complete secondary education
  - Kansas has continued to work with staff from the National Secondary Transition Technical Assistance Center (NSTTAC) to improve state technical assistance on Kansas transition planning. CTE provided a letter of support for the project and a CTE representative serves on the NSTTAC steering committee. The Kansas State Capacity Building Tool that was developed in 2008 has been revised to reflect the new state technical assistance project focusing on transition and secondary education, including projects to address graduation and dropout rates. CTE

is a partner on the new project. Kansas is currently exploring models for improved participation of students with disabilities in CTE pathways.

- In an effort to enhance collaboration with Special Education Services Team, a part-time position from the Special Education Services team was integrated into the Career, Standards and Assessment Team. The position has provided better opportunities for partnering on initiatives and activities to improve student outcomes.
- Through separate funding sources 30 entities (17 community colleges, 2 technical colleges, 1 university, 9 unified school districts, and 2 community-based agencies) provided adult education and GED services through 85 sites throughout the state. Of the 9,024 enrolled individuals in a minimum of 12 hours of adult basic, adult secondary, and/or ESL education instruction during FY 2010, 59 % made advancement of at least two grade levels. In addition 1,300 individuals received a GED and 766 were placed in postsecondary education/training.

- Providing assistance to individuals participating in Perkins assisted services and activities in continuing their education or training or finding an appropriate job
  - Kansas Career Pipeline (KCP) is a career planning tool delivering a comprehensive selection of services, products and tools in an integrated, web-based system assisting all Kansans with planning and preparing for educational and career success (www.kansascareerpipeline.org). KCP is delivered through a multi-agency effort involving the Kansas Department of Commerce, the Kansas Board of Regents, the Kansas State Department of Education and the Kansas Department of Corrections. KCP is used extensively in Kansas secondary schools and postsecondary institutions, with over 100,000 registered users. Users of KCP can choose from multiple products that assess, interests, skills and work values. A field representative from Kuder (the vendor that hosts the KCP website) provides technical assistance to Kansas schools as needed. The KCP Board is overseeing the design and development of a web portal to integrate and connect KCP, KansasWORKS (focus on job seekers) and CareerZoomKansas (focus on community and technical colleges), to avoid duplication among sites and make it simpler for the user to quickly navigate to useful information.
  - On the KSDE website, wage and employment information is provided for each cluster/pathway. The wage and employment information support the secondary Kansas definition for high-wage, high-demand, high-skill. Local districts are encouraged to use national, state, regional, local and trend data as they begin the process for developing and implementing new clusters/pathways.
  - Postsecondary institutions provide career placement assistance and information to CTE students through college student services offices, providing access for electronic job searches, posting resumes, and job openings.

- Developing valid and reliable assessments of technical skills
  - The representatives on the KACCTE worked closely with KSDE consultants to provide direction in selecting third party assessments that are representative of industries in Kansas and the world. Through cluster/pathway development, curriculums are aligned with business and industry standards thus providing the framework for successful completion of selected third party assessments.
  - Kansas has secured memberships through national initiatives such as the National Consortium for Health Science Education, National Partnership for Careers in Law, Public Safety, Corrections and Security and American Association of Family and Consumer Science Credentialing Center. By and through the memberships, Kansas is actively engaged in either assisting in the design of or full implementation of third party assessments.
  - Kansas has membership with AAFCS Credentialing Center which has assumed the major responsibility for providing staff, infrastructure, and other resources supporting the development of competency assessments and corresponding industry-recognized certifications representative of a broad range of pre-professional level family and consumer sciences careers.
  - Kansas is a first year member state of the Council of Chief State School Officers State Collaboratives on Assessment and Student Standards (CCSSO SCASS) Career Technical Assessment Collaborative (CTAC). Kansas has chosen to focus their involvement on developing state-driven leverage points while building capacity to produce CTE assessments that provide students ready to succeed in the world of work. Kansas had an active role in developing a white paper for the CTAC initiative.
  - The KBOR CTE staff continues to work on the statewide program alignment process. The project focus is to systematically align technical programs with the needs of business and industry, improve the seamlessness between secondary and postsecondary technical education programs, utilize industry-based assessments to verify the skills of program graduates, and increase the number of graduates attaining credentials recognized and valued by business and industry. The process incorporates appropriate industry standards, credentials, and assessments based on input from statewide business and industry committees.

- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes
  - Throughout the fiscal year CTE staff and IT staff at KSDE implemented and problem solved items for the approval of Career Cluster Programs/Pathways through the Pathways web application. Numerous trainings were held through workshops, conferences, webinars, and PowerPoint presentations. The Pathways Help Desk was developed and implemented. This application relies on data from the Kansas Licensed Personnel Report (LPR), and the Kansas Course Code Management System (KCCMS) web applications. As a result CTE staff reviewed and approved the course coding of thousands of CTE courses verifying that they were appropriately coded for inclusion in the new career cluster pathways. Courses do not show up in the Pathways application until they are mapped correctly. Another result is the alignment of CTE teacher assignments with CTE programs and pathways one time. Teachers do not show up in the Pathways application until the LPR is approved/closed. This project has resulted in a reduction in the duplication of KSDE processes. Later in the year specifications for CTE participants and nontraditional participants were reviewed an updated as necessary for current legislation in the Kansas Individual Student Data System (KIDS). In the Spring CTE staff and IT continued to meet to begin the transition of the current data collection web application (CaTE) to the Pathways web application and identify the enhancement to the CPPSAs for the annual maintenance.
  - The Kansas Higher Education Data System (KHEDS) was used to collect postsecondary information. This comprehensive system collects all postsecondary information in Kansas – enrollment, completions, transfers, course registrations and outcomes, institutional program inventory and maintenance, etc. The career and technical education data used to determine the Perkins Core Indicators of performance are embedded within this collection. During this fiscal year KBOR has worked to provide reports giving institutions the ability to monitor program performance with respect to core indicators. Within the KHEDS system KBOR asks each institution to identify the courses required to complete a program. All of this is completed online, thus allowing for the transparency of the process used to request and monitor Perkins approval for programs. KBOR also enhances the information available in the KHEDS system on student employment. Institutions provide survey information on their graduates, identifying student employment status. KBOR supplements the student information with a search of the information in the Kansas state labor database where necessary. For those students whose employment status could not be obtained by the institution, KBOR searches the labor database to find employment information.

- Improving recruitment and retention of CTE faculty, administrators, counselors, and transitioning to teaching from business and industry
  - Fourteen Kansas postsecondary CTE faculty members, from seven different colleges, participated in internships in their related teaching career fields during 2009-10. Faculty internships were in: Nursing, Wind Technology, Industrial Engineering Technology, Computer/Industrial Technology, Professional Cooking, and Computer Repair/Networking.
  - Kansas postsecondary CTE faculty, counselors, and administrators were provided a full-year membership to Starlink, a Professional Development Network. This membership provides on-demand access to over 150 hours of online, video-based professional development training, accessible 24/7. This included ninety, 60 to 90 minute seminars by nationally renowned educational experts and one hundred eighty 2 to 8 minute video teaching tips called "ideas". Starlink reported 2726 users who accessed the professional development series. For the first time in FY10, participants may also obtain undergraduate or graduate credit from Pittsburg State University and/or Washburn University.

- Supporting occupational and employment information resources
  - Kansas Career Pipeline (KCP) is a career planning tool delivering a comprehensive selection of services, products and tools in an integrated, web-based system assisting all Kansans with planning and preparing for educational and career success (www.kansascareerpipeline.org). KCP is delivered through a multi-agency effort involving the Kansas Department of Commerce, the Kansas Board of Regents, the Kansas State Department of Education and the Kansas Department of Corrections. KCP is used extensively in Kansas secondary schools and postsecondary institutions, with over 100,000 registered users. Users of KCP can choose from multiple products that assess, interests, skills and work values. A field representative from Kuder (the vendor that hosts the KCP website) provides technical assistance to Kansas schools as needed. The KCP Board is overseeing the design and development of a web portal to integrate and connect KCP, KansasWORKS (focus on job seekers) and CareerZoom (focus on community and technical colleges), to avoid duplication among sites and make it simpler for the user to quickly navigate to useful information.

- KSDE, KBOR, Kansas Department of Commerce worked collaboratively with Career Communications, Inc., to develop and disseminate 50,000 copies of The American Career magazine to counselors and teachers to use with high school students in Kansas as they plan their high school and post high school education pathway. There were also 15,000 copies of the parent edition that focuses on nontraditional career opportunities made available. The magazine is available in English and Spanish. The magazine includes standards-based, career education materials with real world learner projects based on career clusters. Pages in the magazine were customized for Kansas and included: high-demand, high-wage, high-skill careers Kansas Career Clusters Model, Kansas High School Graduation Requirements, Kansas Qualified Admissions, helpful websites, personalized college/career plan of study for 8th grade and above and a map of postsecondary institutions and their locations in Kansas.
- The CareerZoom website (CareerZoomKansas.com) is designed to appeal to young-adults (18-24 years of age) as well as older individuals contemplating a mid-career change. Visitors to the website are able to search all career and technical education programs offered by public institutions. Using the career clusters as a tool to organize the programs, visitors can easily discover which institutions offer programs of interest and learn more about the institution through a brief institution overview and connecting to their website. The website also accommodates direct links to 2 Department of Commerce websites, Kansas Career Pipeline and KANSASWORKS, which provide online assessment of career interests and connect job seekers with employers.

II. Progress in Developing and Implementing Technical Skill Assessments

Postsecondary Progress--KBOR staff is working with postsecondary CTE program faculty to complete aggressive program alignment projects based on program-specific statewide business/industry advisory committee recommendations. Advisory committees are identifying industry-based assessment (or requesting the development of a statewide assessment) that will be required for each program area. Data is collected through institutional follow-up surveys of program concentrators and KBOR staff is working to develop agreements with state licensing/ credentialing agencies and assessment vendors to gain direct access to individual student performance data where possible.

Postsecondary Student Data	Postsecondary Data Reported	CAR
2007-08	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments	2009
2008-09	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2008-2009	2010
2009-2010	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2009-2010	2011
2010-2011	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2010-2011	2012
2011-2012	Programs where licensure is required for employment Programs where students are encouraged but not required to take industry-based assessments Programs implementing aligned curriculum in 2011-2012	2013

Secondary Progress--The third party assessment for Health Science Education was made available to all Kansas schools with a Health Science Education cluster during FY2010. Districts had the option to pre and/or post- test their concentrators. In FY 10, eight schools participated in the third party assessment created by the National Consortium for Health Science Education based out of the Oklahoma Department of Career Technical Education. The student scores were mid-range and level to the other participating states. Instructors of Health Science Education classrooms are using the results to revise curriculums to better meet the needs of students. Assessment results will be reported through the CaTE data system.

Technical skill assessments, including industry recognized credentials/certifications, will be implemented as each cluster/pathway is endorsed by the KACCTE. Each cluster/pathway will be implemented for one complete year with technical skill assessments identified in the second year of implementation for each cluster/pathways. Competency profiles will be maintained until third party assessments for each cluster/pathways have been implemented.

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

The standards integration project that was initiated with WestEd continues as the database to house the integrated standards and linkages being developed. The database will contain CTE standards, new Kansas academic standards and 21st Century Learning profiles along with instructional resources. Users will be able to search the database and print reports to aid instruction and identify linkages across content areas.

Kansas is a first year member state of the CCSSO State collaborative on Assessment and Student Standards (SCASS) Career Technical Assessment Collaborative (CTAC). Kansas has chosen to focus their involvement on developing state-driven leverage points while building capacity to produce CTE assessments that provide students ready to succeed in the world of work. Kansas had an active role in developing a white paper for the CTAC initiative

III. Implementation of State Program Improvement Plans

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

- Total number of eligible recipients that failed to meet at least 90% of agreed upon target

1S1	21	1P2	1
1S2	23	2P1	3
2S1	0	3P1	1
3S1	28	4P1	0
4S1	0	5P1	4
5S1	13	5P2	12
6S1	82		
6S2	21		

IV. Implementation of Local Program Improvement Plans

KSDE entered into a negotiation process with all districts receiving and participating in the use of Perkins IV federal funds. Each district submitted a Negotiation of State's Performance Levels form. The electronic receipt of the Negotiation of State's Performance Levels was placed on file at KSDE. LEA's could accept or request to negotiate the State's performance level target for each negotiable indicator. If an LEA chose to decline the State's performance target for each negotiable indicator, they provided the revised performance level and a rationale, including data, for the revised performance level. In the FY 2011 Perkins Grant local application, an action plan for improvement has been included. LEA's and consortiums must address each unmet core indicator by addressing strategies for improvement and how the strategy will be measured to ensure improvement. Goal measurement and activities will be developed and aligned in accordance to the nine required uses of the Carl D. Perkins local plan and application

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

V. Tech Prep Grant Award Information

Not applicable

Interim Financial Status Report (FSR) Form

I: State Name: Kansas
II. Federal Funding Period: 7/1/09-9/30/10
III. Reporting Period: 7/1/09-9/30/10
IV. Accounting Basis: Cash
V. Grant Award Numbers: State Basic Grant (Title I): V048A090016A
Tech Prep Grant (Title II): V243A090016

VI. Title I Grant Award Amount: 10961229.00
VII. Title II Grant Award Amount: 1065569.00
VIII. Title II Funds Consolidated with Title I Funds: 1065569.00
IX. Total Title I Funds (Title I Award + Title II Consolidated Funds): 12026798.00
X. Total Title II Funds Remaining (Title II - title II Consolidated Funds): -0-

Row	Population	1 Net Outlays Previously Reported	2 Total Outlays this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	0.00	159179.00	0.00	159179	159179	0.00	159179	0.00	159179	511139.00	351960.00
E	Funds for Postsecondary Recipients	0.00	511023.00	0.00	511023	511023	0.00	511023	0.00	511023	511139.00	116.00
F	Total (Row D + E)	0.00	670202.00	0.00	670202	670202	0.00	670202	0.00	670202	1022278.00	352076.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	0.00	3352942.00	0.00	3352942	3352942	0.00	3352942	0.00	3352942	4600250.00	1247308.00
I	Funds for Postsecondary Recipients	0.00	4600250.00	0.00	4600250	4600250	0.00	4600250	0.00	4600250	4600250.00	0.00
J	Total (Row H + I)	0.00	7953192.00	0.00	7953192	7953192	0.00	7953192	0.00	7953192	9200500.00	1247308.00
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	8623394.00	0.00	8623394	8623394	0.00	8623394	0.00	8623394	10222778.00	1599384.00
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	0.00	11976.00	0.00	11976	11976	0.00	11976	0.00	11976	75000.00	63024.00
N	State Institutions	0.00	60134.00	0.00	60134	60134	0.00	60134	0.00	60134	120268.00	60134.00
O	Other Leadership Activities	0.00	714613.00	0.00	714613	714613	39114.00	675499	0.00	675499	1007412.00	331913.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	786723.00	0.00	786723	786723	39114.00	747609	0.00	747609	1202680.00	455071.00
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	0.00	592317.00	0.00	592317	592317	315450.00	276867	0.00	276867	601340.00	324473.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	10002434.00	0.00	10002434	10002434	354564.00	9647870	0.00	9647870	12026798.00	2378928.00
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
V	Funds for Local Consortia	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
W	TOTAL TITLE II FUNDS (Row U + V)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00

Comment:

Final Financial Status Report (FSR) Form

I: State Name: Kansas
II. Federal Funding Period: 7/1/08-9/30/10
III. Reporting Period: 7/1/08-9/30/10
IV. Accounting Basis: Cash
V. Grant Award Numbers: State Basic Grant (Title I): V048A080016A
Tech Prep Grant (Title II): V243A080016

VI. Title I Grant Award Amount: 11035131.00
VII. Title II Grant Award Amount: 1065568.00
VIII. Title II Funds Consolidated with Title I Funds: 1065568.00
IX. Total Title I Funds (Title I Award + Title II Consolidated Funds): 12100699.00
X. Total Title II Funds Remaining (Title II - title II Consolidated Funds): -0-

Row	Population	1 Net Outlays Previously Reported	2 Total Outlays this report period	3 Program Income Credits	4 Net Outlays this report period (Column 2-3)	5 Net Outlays to Date (Column 1+4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Column 5-6)	8 Federal share of unliquidated obligations	9 Fed. share of outlays & unliquidated obligations (Column 7 + 8)	10 Federal Funds Authorized in State Plan	11 Balance of Unobligated Federal funds (Column 10-9)
A	*TOTAL TITLE I FUNDS*											
B	LOCAL USES OF FUNDS											
C	RESERVE											
D	Funds for Secondary Recipients	213856.00	159179.00	0.00	159179	373035	0.00	373035	0.00	373035	514279.00	141244.00
E	Funds for Postsecondary Recipients	509612.00	4668.00	0.00	4668	514280	0.00	514280	0.00	514280	514280.00	0.00
F	Total (Row D + E)	723468.00	163847.00	0.00	163847	887315	0.00	887315	0.00	887315	1028559.00	141244.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	3467524.00	1160993.00	0.00	1160993	4628517	0.00	4628517	0.00	4628517	4628517.00	0.00
I	Funds for Postsecondary Recipients	4628518.00	0.00	0.00	0	4628518	0.00	4628518	0.00	4628518	4628518.00	0.00
J	Total (Row H + I)	8096042.00	1160993.00	0.00	1160993	9257035	0.00	9257035	0.00	9257035	9257035.00	0.00
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	8819510.00	1324840.00	0.00	1324840	10144350	0.00	10144350	0.00	10144350	10285594.00	141244.00
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	100.00	74900.00	0.00	74900	75000	0.00	75000	0.00	75000	75000.00	0.00
N	State Institutions	60504.00	60503.00	0.00	60503	121007	0.00	121007	0.00	121007	121007.00	0.00
O	Other Leadership Activities	442096.00	813140.00	0.00	813140	1255236	241173.00	1014063	0.00	1014063	1014063.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	502700.00	948543.00	0.00	948543	1451243	241173.00	1210070	0.00	1210070	1210070.00	0.00
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	526127.00	773851.00	0.00	773851	1299978	694943.00	605035	0.00	605035	605035.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	9848337.00	3047234.00	0.00	3047234	12895571	936116.00	11959455	0.00	11959455	12100699.00	141244.00
T	*TOTAL TITLE II FUNDS*											
U	Funds for State Administration	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
V	Funds for Local Consortia	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00
W	TOTAL TITLE II FUNDS (Row U + V)	0.00	0.00	0.00	0	0	0.00	0	0.00	0	0.00	0.00

Comment:

Student Enrollment Form of CTE Participants

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	52522	21059	N/P	N/P	N/P
2	GENDER					
3	Male	28472	8602	PNO	PNO	PNO
4	Female	24050	12457	PNO	PNO	PNO
5	RACE/ETHNICITY * (1977 Standards)					
6	American Indian or Alaskan Native	PNO	409	PNO	PNO	PNO
7	Asian or Pacific Islander	PNO	516	PNO	PNO	PNO
8	Black (not Hispanic)	PNO	2218	PNO	PNO	PNO
9	Hispanic	PNO	1327	PNO	PNO	PNO
10	White	PNO	15363	PNO	PNO	PNO
11	Unknown	PNO	1053	PNO	PNO	PNO
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	775	PNO	PNO	PNO	PNO
14	Asian	890	PNO	PNO	PNO	PNO
15	Black or African American	3888	PNO	PNO	PNO	PNO
16	Hispanic/Latino	6949	PNO	PNO	PNO	PNO
17	Native Hawaiian or Other Pacific Islander	57	PNO	PNO	PNO	PNO
18	White	38457	PNO	PNO	PNO	PNO
19	Two or More Races	1506	PNO	PNO	PNO	PNO
20	Unknown (Postsecondary Only)		PNO	PNO		PNO
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		176	PNO		PNO
23	Disability Status (ESEA/IDEA) (Secondary Only)	5378			PNO	
24	Economically Disadvantaged	20443	5866	PNO	PNO	PNO
25	Single Parents	N/P	1271	PNO	PNO	PNO
26	Displaced Homemakers	N/P	15	PNO	PNO	PNO
27	Limited English Proficient	1709	269	PNO	PNO	PNO
28	Migrant Status	336			PNO	
29	Nontraditional Enrollees	28228	5997	PNO	PNO	PNO

Comment: The Kansas Higher Education Database System [KSPSD] allows for a gender of 'X'. These students were excluded from the total counts for gender. SP could not be collected in source data for secondary and DH is not applicable.

Student Enrollment Form of CTE Concentrators

State: Kansas

Program Year: 2009-2010

Row	Population	Agri., Food, & Nat. Resources	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'nt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineering, &	Transp., Distrib., & Logistics	Total
1	SECONDARY																	
2	Female	441	122	1009	1322	248	0	0	270	168	1035	41	1	16	183	28	15	4899
3	Male	1007	1483	615	1037	15	0	0	84	127	143	200	0	403	193	78	349	5734
4	Total	1448	1605	1624	2359	263	0	0	354	295	1178	241	1	419	376	106	364	10633
5	POSTSECONDARY																	
6	Female	88	59	232	574	20	162	0	5692	162	902	124	489	55	259	2	87	8907
7	Male	228	1131	308	203	8	52	0	739	175	110	622	749	789	40	45	1911	7110
8	Total	316	1190	540	777	28	214	0	6431	337	1012	746	1238	844	299	47	1998	16017
9	ADULT																	
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
12	Total	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
13	GRAND TOTAL (Lines 4+8+12)	1764	2795	2164	3136	291	214	0	6785	632	2190	987	1239	1263	675	153	2362	26650

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 1S1: Attainment of Academic Skills - Reading/Language Arts

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	5583	6300	76.30%	88.62%	E	Y
2	GENDER						
3	Male	2927	3291		88.94%		
4	Female	2656	3009		88.27%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	90	105		85.71%		
14	Asian	98	110		89.09%		
15	Black or African American	273	336		81.25%		
16	Hispanic/Latino	410	530		77.36%		
17	Native Hawaiian or Other Pacific Islander	10	11		90.91%		
18	White	4743	5250		90.34%		
19	Two or More Races	21	25		84.00%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	5282	5996		88.09%		
23	Economically Disadvantaged	1359	1700		79.94%		
24	Single Parents	97	117		82.91%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	56	101		55.45%		
27	Migrant Status	10	14		71.43%		
28	Nontraditional Enrollees	1436	1534		93.61%		
29	Tech Prep	PNO	PNO		XXX%		

Comment: Displaced Homemakers not in secondary in Kansas.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 1S2: Attainment of Academic Skills - Mathematics

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	5531	6298	76.40%	87.82%	E	Y
2	GENDER						
3	Male	2875	3289		87.41%		
4	Female	2656	3009		88.27%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	84	107		78.50%		
14	Asian	95	108		87.96%		
15	Black or African American	227	338		67.16%		
16	Hispanic/Latino	401	530		75.66%		
17	Native Hawaiian or Other Pacific Islander	11	12		91.67%		
18	White	4588	5244		87.49%		
19	Two or More Races	19	23		82.61%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	5075	5995		84.65%		
23	Economically Disadvantaged	1277	1695		75.34%		
24	Single Parents	84	116		72.41%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	66	104		63.46%		
27	Migrant Status	19	23		82.61%		
28	Nontraditional Enrollees	1377	1536		89.65%		
29	Tech Prep	PNO	PNO		XXX%		

Comment: Displaced Homemakers not in secondary in Kansas.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 2S1: Technical Skill Attainment

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	7066	7066	86.78%	100.00%	E	Y
2	GENDER						
3	Male	3733	3733		100.00%		
4	Female	3333	3333		100.00%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	99	99		100.00%		
14	Asian	115	115		100.00%		
15	Black or African American	338	338		100.00%		
16	Hispanic/Latino	510	510		100.00%		
17	Native Hawaiian or Other Pacific Islander	0	0		XXX%		
18	White	5916	5916		100.00%		
19	Two or More Races	88	88		100.00%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	394	394		100.00%		
23	Economically Disadvantaged	1385	1385		100.00%		
24	Single Parents	242	242		100.00%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	50	50		100.00%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	1745	1745		100.00%		
29	Tech Prep	PNO	PNO		XXX%		

Comment: No Displaced Homemakers in secondary for Kansas. Migrant status not available until FY11 from CaTE data.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 3S1: School Completion

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	7066	7444	95.33%	94.92%	D	Y
2	GENDER						
3	Male	3733	3952		94.46%		
4	Female	3333	3492		95.45%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	99	101		98.02%		
14	Asian	115	115		100.00%		
15	Black or African American	338	341		99.12%		
16	Hispanic/Latino	510	523		97.51%		
17	Native Hawaiian or Other Pacific Islander	0	0		XXX%		
18	White	5916	6275		94.28%		
19	Two or More Races	0	0		XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	394	416		94.71%		
23	Economically Disadvantaged	1385	1447		95.72%		
24	Single Parents	242	260		93.08%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	50	52		96.15%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	1745	2481		70.33%		
29	Tech Prep	PNO	PNO		XXX%		
30	DISAGGREGATE INDICATORS						
31	General Education Development (GED)	PNO			XXX%		
32	Diploma	7066			XXX%		
33	Certificate	PNO			XXX%		

Comment: No Displaced Homemakers in secondary for Kansas. Migrant status not available until FY11 from CaTE data.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 4S1: Student Graduation Rates

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	6367	6367	75.50%	100.00%	E	Y
2	GENDER						
3	Male	3325	3325		100.00%		
4	Female	3042	3042		100.00%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	0	0		XXX%		
14	Asian	130	130		100.00%		
15	Black or African American	167	167		100.00%		
16	Hispanic/Latino	555	555		100.00%		
17	Native Hawaiian or Other Pacific Islander	6	6		100.00%		
18	White	5337	5337		100.00%		
19	Two or More Races	0	0		XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	432	432		100.00%		
23	Economically Disadvantaged	1739	1739		100.00%		
24	Single Parents	118	118		100.00%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	75	75		100.00%		
27	Migrant Status	11	11		100.00%		
28	Nontraditional Enrollees	1538	1538		100.00%		
29	Tech Prep	PNO	PNO		XXX%		

Comment: Displaced Homemakers not in secondary in Kansas.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 5S1: Placement

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	5748	6367	86.78%	90.28%	E	Y
2	GENDER						
3	Male	3309	3688		89.72%		
4	Female	2439	2679		91.04%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	70	78		89.74%		
14	Asian	100	122		81.97%		
15	Black or African American	210	309		67.96%		
16	Hispanic/Latino	323	452		71.46%		
17	Native Hawaiian or Other Pacific Islander	0	0		XXX%		
18	White	5005	5361		93.36%		
19	Two or More Races	0	0		XXX%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	270	327		82.57%		
23	Economically Disadvantaged	826	1084		76.20%		
24	Single Parents	199	215		92.56%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	46	66		69.70%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	1828	1850		98.81%		
29	Tech Prep	PNO	PNO		XXX%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	4901			XXX%		
32	Employment	709			XXX%		
33	Military	138			XXX%		

Comment: No Displaced Homemakers in secondary for Kansas. Migrant status not available until FY11 from CaTE data.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 6S1: Nontraditional Participation

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	12719	28228	43.22%	45.06%	E	Y
2	GENDER						
3	Male	6274	16240		38.63%		
4	Female	6445	11988		53.76%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	218	451		48.34%		
14	Asian	238	512		46.48%		
15	Black or African American	464	1018		45.58%		
16	Hispanic/Latino	1138	2870		39.65%		
17	Native Hawaiian or Other Pacific Islander	12	31		38.71%		
18	White	10291	22573		45.59%		
19	Two or More Races	358	773		46.31%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	1041	2722		38.24%		
23	Economically Disadvantaged	3981	9452		42.12%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	251	696		36.06%		
27	Migrant Status	50	123		40.65%		
28	Tech Prep	0	0		XXX%		

Comment: No Displaced Homemakers in secondary for Kansas. Single parent data not collected in data source for FY2010.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Secondary Level
Core Indicator 6S2: Nontraditional Completion

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	1745	1859	55.67%	93.87%	E	Y
2	GENDER						
3	Male	786	823		95.50%		
4	Female	959	1036		92.57%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native				XXX%		
7	Asian or Pacific Islander				XXX%		
8	Black (not Hispanic)				XXX%		
9	Hispanic				XXX%		
10	White				XXX%		
11	Unknown				XXX%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	20	21		95.24%		
14	Asian	34	34		100.00%		
15	Black or African American	81	82		98.78%		
16	Hispanic/Latino	121	123		98.37%		
17	Native Hawaiian or Other Pacific Islander	0	0		XXX%		
18	White	1473	1583		93.05%		
19	Two or More Races	16	16		100.00%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	44	47		93.62%		
23	Economically Disadvantaged	251	268		93.66%		
24	Single Parents	36	45		80.00%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	14	14		100.00%		
27	Migrant Status	0	0		XXX%		
28	Tech Prep	PNO	PNO		XXX%		

Comment: No Displaced Homemakers in secondary for Kansas. Migrant status not available until FY11 from CaTE data.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 1P1: Technical Skill Attainment

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	2551	2734	65.50%	93.31%	E	Y
2	GENDER						
3	Male	843	911		92.54%		
4	Female	1708	1823		93.69%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	27	31		87.10%		
7	Asian or Pacific Islander	38	41		92.68%		
8	Black (not Hispanic)	116	135		85.93%		
9	Hispanic	154	172		89.53%		
10	White	1916	2027		94.52%		
11	Unknown	286	314		91.08%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	36	46		78.26%		
23	Economically Disadvantaged	687	762		90.16%		
24	Single Parents	117	134		87.31%		
25	Displaced Homemakers	4	4		100.00%		
26	Limited English Proficient	59	63		93.65%		
27	Nontraditional Enrollees	222	238		93.28%		
28	Tech Prep	PNO	PNO		XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 2P1: Credential, Certificate, or Degree

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	6455	9927	54.50%	65.02%	E	Y
2	GENDER						
3	Male	2581	4393		58.75%		
4	Female	3874	5534		70.00%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	78	138		56.52%		
7	Asian or Pacific Islander	111	164		67.68%		
8	Black (not Hispanic)	382	681		56.09%		
9	Hispanic	412	657		62.71%		
10	White	4918	7467		65.86%		
11	Unknown	529	788		67.13%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	133	209		63.64%		
23	Economically Disadvantaged	1755	2732		64.24%		
24	Single Parents	386	597		64.66%		
25	Displaced Homemakers	22	27		81.48%		
26	Limited English Proficient	143	278		51.44%		
27	Nontraditional Enrollees	594	968		61.36%		
28	Tech Prep	PNO	PNO		XXX%		
29	DISAGGREGATE INDICATORS						
30	Credential	2490			XXX%		
31	Certificate	1800			XXX%		
32	Degree	1520			XXX%		

Comment: In prior years, the Limited English Proficient population that had been reported by institutions was erroneously high. This issue was addressed and the special population was more accurately identified in this year's report.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 3P1: Student Retention or Transfer

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	6090	9961	52.50%	61.14%	E	Y
2	GENDER						
3	Male	2717	4664		58.25%		
4	Female	3373	5297		63.68%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	70	136		51.47%		
7	Asian or Pacific Islander	116	173		67.05%		
8	Black (not Hispanic)	447	753		59.36%		
9	Hispanic	396	660		60.00%		
10	White	4599	7426		61.93%		
11	Unknown	426	769		55.40%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	102	182		56.04%		
23	Economically Disadvantaged	2122	3215		66.00%		
24	Single Parents	450	687		65.50%		
25	Displaced Homemakers	14	24		58.33%		
26	Limited English Proficient	235	402		58.46%		
27	Nontraditional Enrollees	708	1124		62.99%		
28	Tech Prep	PNO	PNO		XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 4P1: Student Placement

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	6763	8348	70.25%	81.01%	E	Y
2	GENDER						
3	Male	3008	3868		77.77%		
4	Female	3755	4480		83.82%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	97	123		78.86%		
7	Asian or Pacific Islander	88	123		71.54%		
8	Black (not Hispanic)	412	586		70.31%		
9	Hispanic	423	547		77.33%		
10	White	5165	6239		82.79%		
11	Unknown	568	708		80.23%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	134	174		77.01%		
23	Economically Disadvantaged	1821	2283		79.76%		
24	Single Parents	391	511		76.52%		
25	Displaced Homemakers	15	21		71.43%		
26	Limited English Proficient	198	250		79.20%		
27	Nontraditional Enrollees	614	778		78.92%		
28	Tech Prep	PNO	PNO		XXX%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship	191			XXX%		
31	Employment	6533			XXX%		
32	Military	39			XXX%		

Comment:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P1: Nontraditional Participation

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	7673	30948	10.50%	24.79%	E	Y
2	GENDER						
3	Male	3274	13582		24.11%		
4	Female	4399	17366		25.33%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	116	479		24.22%		
7	Asian or Pacific Islander	202	676		29.88%		
8	Black (not Hispanic)	814	2684		30.33%		
9	Hispanic	454	2069		21.94%		
10	White	5525	23080		23.94%		
11	Unknown	468	1771		26.43%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	70	416		16.83%		
23	Economically Disadvantaged	2300	9004		25.54%		
24	Single Parents	485	1931		25.12%		
25	Displaced Homemakers	12	45		26.67%		
26	Limited English Proficient	112	576		19.44%		
27	Tech Prep	PNO	PNO		XXX%		

Comment: Improved data collection to identify concentrators and more specifically participants.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
Postsecondary Level
Core Indicator 5P2: Nontraditional Completion

State: Kansas

Program Year: 2009-2010

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
1	Grand Total	552	5316	9.25%	10.38%	E	Y
2	GENDER						
3	Male	351	2227		15.76%		
4	Female	201	3089		6.51%		
5	RACE/ETHNICITY * (1977 Standards)						
6	American Indian or Alaskan Native	3	57		5.26%		
7	Asian or Pacific Islander	15	95		15.79%		
8	Black (not Hispanic)	72	338		21.30%		
9	Hispanic	29	354		8.19%		
10	White	366	4115		8.89%		
11	Unknown	62	339		18.29%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native				XXX%		
14	Asian				XXX%		
15	Black or African American				XXX%		
16	Hispanic/Latino				XXX%		
17	Native Hawaiian or Other Pacific Islander				XXX%		
18	White				XXX%		
19	Two or More Races				XXX%		
20	Unknown				XXX%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	13	123		10.57%		
23	Economically Disadvantaged	139	1477		9.41%		
24	Single Parents	26	309		8.41%		
25	Displaced Homemakers	4	14		28.57%		
26	Limited English Proficient	1	84		1.19%		
27	Tech Prep	PNO	PNO		XXX%		

Comment: