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
Address 2: Suite 520
City: Topeka
State: KS
Zip Code: 66612-1368

2. Period Covered By This Report

From: 07/01/2010 **To:** 06/30/2011

3. PR/Award Numbers:

Basic Grant to States: V048A100016A
Tech-Prep Education: N/A

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: 12/28/2011

8. Lead Individuals Completing This Report:

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

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

Name: Mari Tucker
Title: Director of Federal Initiatives for Career Technical Education
Agency: Kansas Board of Regents
Telephone: 785-296-3958
E-Mail: mtucker@ksbor.org

Consolidated Annual Report (CAR) for the Perkins Career and Technical Education Act of 2006
KANSAS Program Years (PY) 2010-2011

Part B: Narrative Performance Information

Student Definitions

The following definitions and approaches will be used to calculate state performance for the core indicators for the duration of the State Plan.

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

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

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

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

I. Implementation of State Leadership Activities

A. Required Uses of Funds

- Conducting assessments of funded vocational and technical education programs
  - In FY 2011 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. To remain eligible for Perkins funding, an approved CTE course must maintain an average of eight concentrators. 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%)
  - The Kansas State Board of Education (KSBE) has adopted policy motions which reflect a progressive, challenging agenda and seek to ensure Career and Technical Education's (CTE) 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.
  - Kansas State Department of Education (KSDE) monitored eight LEAs based on risk analysis factors. The criteria for selection included the following: 1) analyses of submitted reports; 2) data quality and/or data collection issues; 3) financial issues; 4) grant management performance; including timely submission(s); 5) Perkins core indicator performance levels; and 6) all CTE programs/clusters are current and have been properly maintained. Four of the eight LEAs were desk audits only and the other four LEAs participated in a desk audit and on-site monitoring visit. The LEAs implemented improvement plans for the next fiscal year if the desk audit and desk audit/on-site generated significant findings. Due to significant findings in the monitoring reviews, three of the eight LEAs have follow-up desk audits. KSDE provides technical assistance to LEAs/consortiums as they implement improvement plans during FY 2012.
  - In conjunction with the Kansas Technical Education Authority (TEA), KBOR staff is currently developing Outcome Metrics to assess the quality of CTE programs for state funding. A task force will be convened to identify and define output metrics that will have a positive impact on the workforce development in Kansas. KBOR staff will

then draft a process and timeline for the evaluation procedures and quality indicators to be used. Upon TEA and KBOR approval, the metrics will be included in the assessment of CTE programs.

- A peer review was conducted for the secondary-level FY 2011 Carl D. Perkins Local Grant application approval process. Teams of three assessed each grant application against an aligning rubric. The rubric outlined levels of approval: Approved, Substantially Approved, and Revisions Needed. LEAs were notified of their approval status by July 1, 2010. LEAs requiring additional information to reach "Approved" status had a mid-August deadline to submit additional documentation.
- The Kansas Advisory Committee for Career and Technical Education (KACCTE) provides a unified voice to advocate and provide recommendations for continuous improvement for secondary CTE to KSDE, Kansas Board of Regents (KBOR), the TEA and the State Workforce Board. 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.
- To increase the number of students earning an industry-recognized certification and/or credential, the CTE Certifications and Credentials Project was funded to provide access to instruction and/or assessment/testing, as well as, teacher training for targeted areas of study in an approved cluster/pathway. The assessments and teacher training for targeted areas included: IC3 Core Computing Certification, Microsoft Office Suite Certification, Adobe Certification, OSHA 10-Hour General Safety Certification, OSHA 10-Hour Construction Safety Certification, Pre-Professional Assessment and Certification for Early Childhood Development and Services, Consumer Services, Family and Community Services and Education and Training, Kansas WorkReady! Certification/ACT Workkeys, Health Science Careers formative assessment through Today's Class, and Automotive "End of Pathway" assessment through Today's Class.
- LEA's with state-approved CTE (VE-2) programs electronically file program assurances each year. LEA stakeholders approve an annual program improvement for each CTE (VE-2) program.

- Developing, improving, or expanding the use of technology in CTE programs
  - KSDE CTE leadership and consultants have implemented the use of listservs as a means of communicating vital information through technology. CTE educational 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 classroom strategies.
  - A web-based system, Career Pathways Program of Study Application (CPPSA), 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. Annually, LEAs submit program information to evidence continuous improvement. Artifacts may include the addition/deletion of courses in the CTE sequence; updated advisory committee membership with notes to reflect advisory committee recommendations; active articulation agreements; and programs of study (POS). State consultants provided technical assistance to users to navigate the CPPSA and respond to program improvements for implementation of CTE pathways POS. Training strategies included: nine CTE Drive-In Workshops (approximately 600 teachers/administrators attended), webinars, self-directed help files located in the system and on the state's website and an electronic help desk
  - In the Fall 2010 semester, Northwest Kansas Technical College (NWKTC) incorporated the use of an I-pad into all the programs at the college. Faculty were provided an I-pad in the spring of 2010 so they could determine how best to incorporate I-pads into their program. Since that time, instructors have continued to find ways to incorporate the use of the I-pad into the classroom. Some of the usages include: electronic books, enhanced communication between faculty and students using the college's learning management system, testing, and submission of assignments. Specific Apps used in programs include: Hunter Alignment (Auto Technology) Speedtest (Network Administration) and Ohm's Law (Electricity). Apps are also used to assess patient conditions and patient care in the Nursing program. With the I-pad 2, students are able to take pictures and videos of their work and submit it to the instructor for evaluation. In addition, if an instructor has to be gone for the day or classes need to be cancelled, students will be given an "e-day" in which learning can continue in the absence of class.
  - The Wind Energy Technician program at Cloud County Community College Cloud County Community College is the only college in Kansas approved to offer an Associate of Applied Science degree in Wind Energy Technology. Graduates of the program will possess the necessary skills to secure a position with a modern commercial wind farm operation or an industry career related to the production and utilization of wind energy. Cloud County Community College has three operating wind turbines on the Concordia campus in its own small wind farm and a fourth turbine available for training.

- There are 63 active Project Lead the Way (PLTW) Pre-Engineering programs in Kansas, an increase of 16% over the previous year. Kansas also began implementation of the PLTW Biomedical program and plans to include additional schools in the coming year. Kansas students continue to do well in PLTW exams, with pass rates exceeding the national average in several areas; 2047 exams were given this year. In the Computer Integrated Manufacturing, students eligible for college credit were a comparative 94.1% of those taking the "part C" exam. 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.
- Kansas students and teachers participating in the CTE Certifications and Credentials Project required use of technology through on-line instruction with Today's Class and Career Safe Online.
- The Education Program Consultant (EPC) attended the ISTE Computing Conference to build awareness of new technologies and instruction for robotics, dimensional printing and pattern cutting, programming and interactive media exploration, and general computing.
- North Central Kansas Technical College (NCKTC) hosted the First Annual Northern Kansas Electro Rally in April at the Beloit campus. The event, co-sponsored by Touchstone Energy, targeted prospective high school students, with approximately 150 students from 15 teams from various Kansas high schools participating in the competition. NCKTC's Electronic Engineering Technology instructor, who is also the Kansas State Race Marshall, coordinated the event and was assisted by CTE students and instructors from multiple NCKTC departments. The Electronic Engineering Technology students provided safety checks on the cars and drivers before the race, ran the timer and flagged the corners during the actual race. The GIS/GPS instructor placed GPS units in some of the cars to monitor their speeds and plot their paths during the race. The Automotive Technology students and Electricity students helped the participating teams unload and load their cars into the building prior to the race and removed broken down cars during the race. Departments involved with building the NCKTC car were Electronics Engineering Technology, Electrical Technology, Auto Collision Technology, and Diesel Technology. The NCKTC Automotive Technology and Automotive Collision Technology department are currently working with nine Beloit High students to build a car for the spring 2012 races.
- From the KBOR Reserve Fund Grant, Hutchinson Community College was awarded funds for a Transition Coordinator. This position will provide support for students to transition from ABE programs into technical programs. Initial concentration will be placed on students obtaining stackable credentials in manufacturing and health.
- In the high skill, high demand areas of advanced manufacturing, six colleges were awarded funds from the KBOR Reserve Fund Grant to improve the student lab experience through equipment purchases. Coffeyville Community College purchased a Conveyor Training System for their Electrical Technology program, both Neosho Community College and Northwest Kansas Technical College invested in Virtual Reality Welding Trainers for their Welding programs, North Central Kansas Technical College purchased a John Deere Crawler Simulator, Washburn Institute of Technology expanded capacity with the purchase of equipment and curriculum development for the incorporation of robotics and flexible manufacturing training in their Industrial Technology program and Wichita Area Technical College used the award for laptops and an additional instructor in Machine Technology. The funds will allow WATC to expand the program to meet the high workforce demands for CATIA skills training in aviation and advanced manufacturing in their region.
- Kansas Board of Regents, in partnership with the Kansas Department of Commerce has invested in the Energy Network of Education and Training (EnergyNET) to create a system of Kansas public higher education institutions collaborating to provide enhanced workforce training for the state's energy industry. Reserve funds were also used to support the development of on-line curriculum and technical training in the EnergyNet initiative.
- State funds were awarded to: Wichita Area Technical School (WATC) to be used for upgrades to the Easily Manipulated Mechanical Arm (EMMA) for WATC's Aerospace Coatings & Paint Technology program; North Central Kansas Technical College to support the development of a second-level course in the installation of geothermal heat pumps and to obtain International Ground Source Heat Pump Association (IGSHPA) program certification; Independence Community College for the purchase of a High Powered Radiology System to be utilized in the new Veterinary Technician program; Manhattan Area Technical College to purchase instructional equipment and software for student use in the Dental Hygiene program; and Johnson County Community College for the development of a new 20-credit hour Legal Interpreting program. In response to a Kansas law mandate, the program will prepare students for a variety of legal translation services within the court system, private law firms and government agencies.
- In partnership with the Kansas Board of Nursing, the simulation scenario electronic library, housed at the Board of Nursing, continues to grow. This library enables sharing of simulation scenarios created among state nursing/allied health faculty.

- Offering professional development programs
  - The 18th annual statewide CTE conference, "Learning Today—Earning Tomorrow" was sponsored by KBOR and KSDE in February 2011. The conference, along with updates on Perkins requirements, focused on implementing the OVAE Career and Technical Programs of Study and the 10 identified components: Legislation and Policies, Partnerships, Professional Development, Accountability & Evaluation Systems, College & Career Readiness Standards, Course Sequences, Credit Transfer Agreements, Guidance Counseling & Academic Advising, Teaching & Learning Strategies and Technical Assessments. Approximately 500 secondary and postsecondary participants attended.
  - The Kansas Health Care Workforce Partnership Symposium was conducted April 18-19, 2011 for Kansas postsecondary health science program faculty. The primary goal is to develop a comprehensive strategic plan that increases health care providers throughout the state, especially in rural communities. Objectives were to analyze the current labor market information, identify projected demand for health care professionals, identify current and projected health science educational capacity, and recommend a strategic plan of action.
  - More than 500 teachers, administrators, and counselors attended the K-ACTE Annual Summer Conference, held August 2010. The conference was a coordinated effort among K-ACTE, KSDE, KBOR, and Kansas Council for Workforce Education (KCWE). Dr. Tim Elmore, Growing Leaders President, shared tools and strategies needed to help develop young leaders who will influence and transform society. Dr. Glenn A. Cummings, Deputy Assistant Secretary, U.S. Department of Education shared a broad vision for CTE from the federal perspective. The conference agenda focused on key initiatives and strategies for the inclusion of academics in CTE, 21st Century Skills, technology, teaching and learning strategies and green technologies. 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 50 externship participants updated technical skills, recognized needed curriculum revisions and gained technology skills used in the workplace.
  - Eleven Kansas postsecondary CTE faculty members, from eight different colleges, participated in internships in their related teaching career fields during 2010-11. Faculty internships were in: Composites, Wind Energy, Technology/Industrial Maintenance, Auto Collision Repair, Diesel Technology, Mobile Application & Entertainment, Nursing and EMS.
  - 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 which was accessible 24/7. This included 90, hour long seminars by nationally renowned educational experts and 180 brief on-demand video teaching tips called "ideas". Starlink reported 2779 users accessed the professional development series during the year.
  - Through the competitive Perkins Reserve Funds, secondary CTE instructors participated in opportunities to gain professional initial certification relative to their specific content areas. Special emphasis was on professional initial certifications for instructors transitioning to clusters/pathways and the need to be highly qualified to teach the necessary knowledge and skills.
  - Several Clusters/Pathways were designed with assistance from business and industry representatives and secondary and postsecondary teachers of the clusters/pathways. Those programs included Law, Public Safety, Corrections and Security; Transportation; Science, Technology, Engineering and Math; Business, Management and Administration; Hospitality and Tourism; Government and Public Administration; and Arts, A/V Technology and Communications. A series of development sessions resulted in a set of competencies for an approved sequence of courses for each of the following pathways: Corrections, Security and Law Enforcement Services; Emergency and Fire Management Services; Mobile Equipment Maintenance-Strand One; Mobile Equipment Maintenance-Strand Two; Bio Chemistry; Bio Medical; Cartography/Geospatial/Spatial Mathematics; Engineering& Applied Mathematics; Business Entrepreneurship and Management; Travel and Tourism; Restaurant and Hospitality Services; Government and Public Administration; and, AV Communications. The KACCTE endorsed the newly designed pathways during its August and November 2010 and January and April 2011 quarterly meetings.
  - Clusters/Pathways previously endorsed by the KACCTE (Agriculture, Food and Natural Resources, STEM, Business Management and Administration, Health Science, Hospitality and Tourism, and Government and Public Administrations) were updated by adding courses and aligning competencies to meet the needs of business and

industry. KACCTE members representing their respective clusters/pathways provide periodic updates to KACCTE during the year.

- The annual KBOR Data Conference was expanded in 2011 and provided numerous opportunities for postsecondary professional development. Topics included an ACT Postsecondary forum and a "Managing Federal/Perkins Funds" session with well-known Perkins lawyer, Michael Brustein.
- Over 100 policy makers, thought leaders and stakeholders attended the Governor's Forum on "Keeping Kansas Competitive: Increasing Postsecondary Credentials," on September 17, 2010, at the National Center for Aviation Training at Wichita Area Technical College. The Forum provided awareness of the growing need for a Kansas workforce with high skills and postsecondary credentials (certificates, associate degrees and higher) to support the economy. Dr. James Applegate, Senior Vice President of the Lumina Foundation, provided a keynote address explaining the critical need to increase college attainment rates by recruiting and educating adults age 25 and older with higher skills and competencies as required by employers. He stressed the importance of college completion (including technical certificates, associate degrees and higher) as even more critical than college access.

- 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
  - The KSBE approved policy motions that reflect a progressive, challenging agenda that seek to ensure CTE's contributions and potential are realized. Policy motion 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 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."
  - KSDE staff developed a *Career Cluster Guidance Handbook* for all teachers, administrators, and guidance counselors to assist in the local development of Programs of Study (POS). The document consists of 31 Cluster/Pathway Design Sheets, definitions, POS template, course crossover matrix, and additional information needed to select and implement pathways programs of study at the local level.
  - 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, if approved, the program is recorded in the database.
  - The Kansas Curriculum Bank (KCB) website was relocated to the KBOR website. This modification allowed greater access by program faculty and administration. The KCB provides open access to the many elements involved in the curriculum alignment process occurring within Kansas postsecondary career and technical education including: 1) meeting information; 2) contact information; 3) aligned curriculum, standards and competencies; 6) forms, 7) progress and news on each individual alignment project and 8) implementation guidance to assist colleges.
  - As a part of the Preparation for Tomorrow project, KSDE collaborated with the Southern Regional Educational Board (SREB) to develop four courses in the area of STEM: Teaching and Learning. This course sequence will target students interested in science, technology, engineering, and mathematics and give them exposure to and training in project-based instruction. Students will experience projects in a wide range of STEM topics while also learning the pedagogy for teaching, including developing projects that use this teaching method to instruct peers and younger students in STEM lessons. Kansas joined this project in late fall of 2010 and has developed the course descriptions for the four courses and outlined an initial blueprint of how these courses will fit into our current pathways structure. Project development for the curriculum of these courses will continue through the next two years. Two courses are scheduled to be piloted in the fall of 2012 and the other two courses are scheduled to be piloted in the fall of 2013.
  - Over the past four years the Kansas Technical Education Authority (TEA) 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, as well as improve the seamlessness between secondary and postsecondary technical education programs and among postsecondary technical education programs within the system. By utilizing industry-based assessments to verify the skills of program graduates, KBOR CTE staff followed the approved framework and closely examined existing technical programs and established common core courses, prerequisites, exit points, and program lengths. To date, 13 programs have completed the alignment process, including Associate Degree Nursing, Automotive Technology and Carpentry/Construction. Nine programs are

projected to complete the process during the next year. 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.

- KBOR staff has implemented an "Approved Assessment & Credential" list for institutional Follow-up data reporting. The list identifies industry-recognized, third party assessments and credentials for those programs which have either completed the alignment process or have a state license or credential.
- WestED conducted an analysis study examining the overlap between the Essential Knowledge and Skills of career clusters/pathways and the Common Core State Standards (CCSS). This analysis provides KSDE with information to help coordinate and implement the CCSS with career skills standards. Reviewers reported that overlap of essential knowledge and skills and CCSS rely heavily on the how the state defines "career readiness". WestED provided suggestions for next steps, which include making explicit operational definitions and intent for the CCSS; considering how to define the relationship between the essential knowledge and skills and CCSS; identifying how to best specify the application of a skill to a specific workplace context or purpose; and determining whether and how collections of related matched standards can be clustered and used.
- A timeline to transition from a VE-2 program to state-approved Career Cluster/Pathways was established and included in our State Plan. The number (1,580) of secondary programs transitioning to the pathways model include: Agriculture Science, Plant Systems, and Power, Structural and Technical Systems – 337, Construction and Design and Pre-construction – 300, AV Communications and Visual Arts – 24, Business Entrepreneurship and Management – 36, Teaching/Training -42, Business Finance – 126, Government and Public Administration. – 3, Health Science – 45, Restaurant and Event Management and Travel and Tourism – 18, Consumer Services, Early Childhood Development and Services, and Family and Community Services – 308, information Support and Services, Network Systems, Programming and Software Development, and Web and Digital Communications – 65, Law, Public Safety and Security – 2, Manufacturing Maintenance and Production – 175, Marketing – 75, Bio Chemistry/Green Hazmat, Bio Medical, Cartography/Geospatial/Spatial Mathematics, and Engineering and Applied Mathematics – 14, and Mobile Equipment Maintenance – 10.

- Providing preparation for nontraditional fields in current and emerging professions and activities providing exposure to high skill high wage occupations
  - The 11th Annual Kansas Breaking Traditions scholarship competition was held this year. Fliers, which explained a gender nontraditional occupation and provided application information, were sent to all secondary and postsecondary schools. From the applications submitted, four $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 recipients majored in Diesel Technology and Network Administration; the male secondary scholarship recipient will major in Fashion Design and the female secondary recipient has chosen Welding as her major.
  - KBOR continues to promote the Illinois Center for Specialized Professional Support's "Beyond Gender: Online Professional Development to Discover Kansas Talent" Curriculum. 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. Significant enhancements have been made to the software since the completion of the beta version in 2010 and the files for the program are available on the KBOR network server.
  - KSDE and KBOR contracted with Career Communications, Inc. to develop and disseminate 25,000 copies of the American Careers magazine to counselors and teachers to use with high school students as they plan their high school and postsecondary education pathway. This magazine is standards-based and contains career education materials with real world learner projects based on career clusters. Pages in the magazine are customized for Kansas and include: high-demand, high-wage, high-skill careers, with emphasis in non-traditional careers, Kansas Career Clusters Model, Kansas High School Graduation Requirements, and Kansas Regents Qualified Admissions as well as a map of postsecondary institutions and apprenticeship sites in Kansas. In addition, Career Communications, Inc. developed and provided lesson plans for teachers accessing the American Careers magazine. Teachers interested in learning how to integrate the lessons into their classrooms were provided virtual training opportunities and an online subscription with unlimited access for Kansas schools.
  - Nontraditional Careers Fact Sheets were made available to twenty-five 2011 Girls State packets, 200 district FFA Leadership Event packets and 600 2010 K-ACTE Conference packets. Each fact sheet had a different audience: educators, secondary female students and secondary male students. Information included on the fact sheets were pay disparity, Kansas Nontraditional CTE Pathways and Programs, Nontraditional Resources, a sampling of Nontraditional Occupations, benefits of nontraditional careers and information from the

www.kansascareerpipeline.org, www.careerzoomkansas.org, and www.kansasworks.com websites. The Nontraditional Careers Fact Sheets are posted at www.ksde.org.

- Barton Community College (BCC) offered local and area high school students a chance to explore non-traditional careers in a Breaking Traditions event in June. The summer camp program targeted high school freshmen, sophomores, juniors and seniors, and recent high school graduates. An annual event, this year's camp provided several new opportunities in career exploration. In addition, BCC formed a new partnership with Kansas Wetlands Education Center and the camp included a tour of the facility. Students had a wide range of Career Exploration Opportunities, including Agriculture, Athletic Trainer, Computer Programming, Corrections, Criminal Justice, Medical Laboratory Technician, Natural Gas Transmission and Distribution, Theatre (lighting/scenes), Automotive, Accounting/Business, Early Childhood and Nursing.
- The February 2011 Innovations in Career Technical Education Conference featured a session on Johnson County Community College's 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. Boys entering the 9th and 10th grades completed the four day summer camp, which utilized an actual nursing lab setting, and provided the opportunity to work on a simulation manikin with life-like symptoms. Simulation was the main mode of instruction and high profile health care professionals were used in a mentoring role.
- LEAs that did not meet nontraditional participation and completion core indicator performance measures were provided periodicals supported by the National Science Foundation- New Formulas for America's Workforce: Girls in Science and Engineering; and New Formulas for America's Workforce 2: Girls in Science and Engineering. These resources were provided upon request to any LEA; seventy-five copies of each document were distributed.
- The KSDE Education Program Consultant (EPC) serves on the Nontraditional Careers Board at Johnson County Community College. By participating on the Board, the Consultant is involved with planning and organizing the Johnson County Community College ACTION Conference. Information was shared with over 100 junior and senior high school female students wanting information about nontraditional occupations in agriculture, including information on wage gap and various nontraditional career opportunities.
- Over 30 student teams representing secondary and postsecondary institutions participated in the Kan-Am Electric Challenge and Kansas ElectroRally. During the school term, teams design and build electric cars to race competitively against other state's teams. Engineering and Automotive classes provide the skills to design and build the electric cars. Female students are often recruited to help the team in the designing, building, and driving of the electric cars. Student teams are required to secure business and industry sponsors for their electric cars.

- Supporting partnerships to enable students to achieve state academic standards, and career and technical skills, or completion of CTE programs of study
  - The Rigorous Programs of Study (RPOS) grant supports the integration of academics with career and technical education through the 10 framework components that specifically encourage LEAs to adopt standards and policies that prepare Kansas students for academics needed to be successful in future careers and/or postsecondary education. Career and technical education programs in Kansas have the same rigorous knowledge and skills in English, mathematics and other academics that employers and colleges expect of all high school graduates. Participating partners of the RPOS grant, secondary and postsecondary, work together to assure students complete a plan of study (POS) that guide them through a pathway of courses, certifications and credentials that meet all the requirements of college and career readiness.
  - The 10th Annual Kansas Workforce Summit, held January 19-20, 2011, in Topeka, Kansas, featured presenters from the National Association of Workforce Boards (NAWB), the Boeing Company, Kansas Association of Community Colleges, as well as Kansas Senate and House of Representatives officials. 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.
  - 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 the Associate Degree RN programs completed alignment in February 2011. This alignment process includes statewide agreement among nursing programs to standardize prerequisite coursework and provide for articulation between Practical Nursing and Associate Degree RN educational programs.
  - KBOR staff, in partnership with the Kansas Board of Nursing, the Kansas Hospital Association, the Department of Commerce, the Department of Health and Environment, and several educational institutions has worked together

to determine approaches and activities that will result in an expansion of the primary care health care workforce over the next ten years. This is an on-going effort supported in part by funding provided from a HRSA State Health Workforce Development Planning Grant.

- The KACCTE members worked 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, knowledge and skills are aligned with business and industry standards thus providing the framework for successful completion of selected third party assessments.
- KSDE staff continued to foster partnerships among business and industry organizations, state agencies and education stakeholders through the development of programs of study. Competitive grant initiatives have streamlined partnerships and memberships of national programs initiatives, such as Southern Regional Education Board (SREB), the National Consortium for Health Science Education (NCHSE), National Partnership for Careers in Law, Public Safety, Corrections and Security, and American Association of Family and Consumer Sciences Credentialing Center, support partnerships at state and national-level.
- KBOR staff, in an on-going collaboration with KSDE, has developed a Health Careers Directory publication that will assist high school teachers, counselors, parents, and students with information pertaining to educational opportunities in health care available in Kansas. The publication is available in hard copy and available on the KSDE and 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 ensure the Kansas standards were in alignment with the national standards.
- The EPC worked collaboratively through a PLTW grant review process with Spirit Aero Education Board, Cargill Education Outreach and FAA Education Outreach to secure educational support and funding provisions. These businesses have pledged to support PLTW and 4 Kansas LEAs.
- Early Childhood Quality Instructional Partners is a group comprised of two year post-secondary department chairs in the area of early childhood and support agencies who oversee early learning/care programs. EPC meets with the group quarterly and shares information about clusters/pathways, articulation agreements, and aligned courses in programs of study (POS) to Kansas and Missouri early child care core competencies.
- Hutchinson Community College was awarded funds from the KBOR Reserve Fund Grant for a Transition Coordinator. This position will provide support for students to transition from ABE programs into technical programs. Initial concentration will be placed on students obtaining stackable credentials in manufacturing and health.

- Serving individuals in state institutions
  - 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. During the past year, the counselor: 1) enrolled 14 students in the Electrical program, where students can earn up to 23 college credits through an articulation agreement with Hutchinson Community College; 2) maintained a computerized job bank which includes regional and statewide employers; 3) enrolled 24 students in Manufacturing Skills Certification (MSC) college-level classes where students can earn 8 college credits; 4) continued to process statewide National Center Construction Education Research (NCCER) career technical certificates and credentials; 5) assisted over 450 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; 6) assisted approximately 40 inmates with acquiring copies of GED and Vocational certificates and counseled inmates for enrollment into correspondence classes; and 7) communicated with over 200 offenders about the new electrical and MSC classes and other technical programs.
  - Jim Miles, International Center for Leadership in Education, conducted a needs assessment of the Juvenile Correctional Facilities Vocational Consortium (JCFVC). The needs assessment findings demonstrated that leadership should research available data for the development of additional clusters/pathways. Data results from Kansas Career Pipeline (KCP) and regional, state and national industry trends are used to identify additional clusters/pathways to be considered for implementation. The JCFVC leadership team also researched the need for an approved curriculum that aligns to standards. Using the KCP and increasing career counseling efforts,

students were encouraged to enroll in rigorous and challenging courses. The utilization of the KCP aided in creating an individual education plan for each student and all students attending the school program at each JCFVC site are required to complete a career education course. Additionally, JCFVC implemented the ACT WorkKeys assessment tool to provide an industry-recognized certification/credential opportunity for students. As a result, students earned a Kansas WorkReady! Certificate. During the year, 323 were served through various JCFVC Perkins funded activities.

- Lawrence Gardner in Topeka, Kansas, developed the first approved pathway, Manufacturing Production, for juveniles serving in a state institution in Kansas and articulation agreements were secured at Washburn Technical College, Barton Community College and North Central Kansas Technical College.

- 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 used by LEAs for all students, inclusive of special population and nontraditional students, to prepare for future career opportunities. Trainings, presentations, workshops and conferences are available to teachers, counselors and administrators.
  - Together, the Dept. of Commerce, KSDE and KBOR provide funding for web-based career exploration and development tools to Kansas citizens. The Kansas Career Pipeline (KCP), powered by KUDER, Inc., helps individuals measure his/her career interests, skills and work values; explore occupations; establish educational strategies; and ultimately, connect with Kansas employers who need his/her talents. In place since 2007, there are currently 439,000 completed assessments in KCP. The partner state agencies are developing a comprehensive strategy to streamline and integrate Kansas career websites - KansasWORKS, KCP and CareerZoomKansas.
  - Flint Hills Technical College (FHTC) offered tutorial/mentoring assistance to their students enrolled in challenging and rigorous CTE programs and extended normal Library operating hours to provide a more flexible schedule. In addition, through their Adult Education Center, FHTC began a campaign to increase the number of GED, LEP or economically disadvantaged students completing certificate, technical certificate or AAS degrees. As a result of this effort, 44 students completed a technical program.
  - Hutchinson Community College (HCC) created a non-traditional advisory committee, comprised of area residents who work in non-traditional occupations, to mentor the CTE program coordinators in recruitment and retention strategies. HCC's Fire Science department held a two day camp for 20 high school females to educate young women about fire safety and career opportunities in Fire Science.
  - KBOR staff, in partnership with the Kansas Department of Commerce and the Kansas Department of Labor, has collaborated on a statewide campaign to provide education and training to targeted individuals. The goal is to reduce obstacles to education and provide financially sustainable jobs in health care. This partnership is supported in part by funded provided through a U.S. Department of Health & Human Services grant, and is referred to as the Kansas Health Professions Opportunity Project.
  - KSDE collaborated with Families Together, Kansas Parent Information Resource Center and Secondary Connections to develop resources and strategies that serve special education students and potential student dropouts as they transition through their secondary education and future training and employment.

- Offering technical assistance for eligible recipients
  - 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 was provided through workshops, conferences and campus visits. KBOR staff also acts as a conduit for information concerning other funding resources. A KBOR CTE staff member is appointed as a Perkins liaison to the postsecondary institutions and schedules regular campus visits to the postsecondary institutions to provide technical assistance.
  - LEAs submit Progress Reports to KSDE twice during the fiscal period of the Perkins and competitive Reserve Fund grant awards. KSDE staff use the information to determine the status of each Perkins Improvement Grant for secondary LEAs/consortiums and fulfill any technical assistance requested by the LEAs/consortiums. Technical assistance to LEAs is provided by KSDE consultants. Topics for assistance include career cluster/pathway program of study development, integration of academic standards, effective advisory committees, articulation agreements, professional work experience opportunities, industry-recognized credentials/certifications, career guidance and data collection issues. Technical assistance methodologies used include workshops,

conferences, conference calls, blogs, podcasts, email listserv messages, IDL/ITV, live media, electronic help desks and PowerPoint presentations posted to the website.

- The annual KBOR June Conference provided sessions on data collection and reporting, as well as Perkins-specific session detailing reporting requirements, allowable expenditures, Federal guidelines and compliance issues.
- Two interim Activity Progress Reports, as well as a Final Report, 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.
- Perkins Updates were held at the February statewide CTE conference and the KBOR June Conference Discussions covered a range of topics including: Perkins IV Reporting Format; Perkins Monitoring for FY 11; Office for Civil Rights Review Desk Audits and On-Site Visits for FY 11; Process to Request a Revision to Perkins Program Improvement Grants; Innovative Technology and Technology Internship Grants; Starlink Professional Development Network; Non-traditional Scholarship; and upcoming grant opportunities. Institutional and Perkins representatives from all four regions were in attendance.
- Approximately 150 individuals/45 teams participated in the Kansas Data Quality Workshop. This workshop, a collaborative effort between KSDE and Office of Vocational and Adult Education (OVAE), provided solutions to improve student performance measures. By assessing our state's Perkins performance measures for a three-year period, OVAE staff provided strategies for the state and LEAs to make improvements based on data. Working in teams, LEA/consortium members analyzed their local Perkins core indicator performance measures and directly applied their findings to the FY2012 Perkins Grant application. LEAs/Consortiums will be required to continually analyze and use their data to make informed decisions.
- The state department website, www.ksde.org, provides a vehicle for technical assistance. New to the website this fiscal year are additional tools/resources to support the work of collaborative projects, services and activities used to implement the CTE pathways programs of study in schools. The enhanced website includes a drop down menu for visitors to select CTE topics.
- Training materials for users of the automated Pathways system were developed. Materials include a Pathways Users Guide, a Pathways Maintenance training PowerPoint, a CTE Student Data Management training PowerPoint, a CPPSA Career Pathways Program of Study training PowerPoint and updated help files in the automated system. Training webinars were conducted and materials were provided to approximately 2,557 users.

B. Permissible Activities

- Improving career guidance and academic counseling programs
  - KBOR is partnering with the KSDE, Kansas Department of Commerce and many other state 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.
  - KSDE State Guidance Counselor continues to promote the use of Personalized Career Plans of Study used by LEAs for all students, inclusive of special population and nontraditional students, to prepare for future career opportunities. Trainings, presentations, workshops and conferences are available to teachers, counselors and administrators.
  - KSDE staff developed a *Career Cluster Guidance Handbook* for all teachers, administrators, and guidance counselors to assist in the local development of Programs of Study (POS). The document consists of 31 Cluster/Pathway Design Sheets, definitions, POS template, course crossover matrix and additional information needed to select and implement pathways programs of study at the local level.
  - KBOR staff, in on-going collaboration with an established Nursing Initiative Advisory Council (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.
  - The Kansas Hospital Association continues to produce the Top Health Care Occupational Opportunities in Kansas publication which is also available on the KBOR website. 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 is made available to secondary health science teachers, counselors, parents and anyone 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. The development and the launch of www.CareerZoomKansas.com, expresses the focus of the marketing 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 year, 12,148 visitors accessed the website, with a total of 10, 558 unique visitors.
- Additional outreach activities through speaking engagements, social media outlets, and traditional news outlets are also planned.
- KBOR staff created the "CTE Success Story" marketing campaign to honor outstanding CTE students in Kansas. Solicitation letters were sent out to colleges to assist in collecting student success stories which are to be shared with local media and used in statewide promotion activities. The first group of students was selected in January and was introduced at the February TEA meeting. The honorees were: January – Ryan Konen, Graduate of North Central Kansas Technical College; February – Will Gold, Graduate of Manhattan Area Technical College and March – Emma Banuelos, Graduate of Garden City Community College.

- 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. Manhattan Area Technical College (MATC) recently established a statewide articulation agreement between any Kansas high school student who has successfully completed a state approved Transportation Career Cluster Pathway and MATC. This agreement will provide students with a smooth transition from high school to a postsecondary program/degree in Automotive Technology.
  - Kansas students are also able to take advantage of local articulation agreements established between their secondary LEA and a school to registered apprenticeship program, community and technical college and/or university. To assist LEAs in articulating agreements, KSDE staff developed the document, *Creating Articulation Agreements*, as a tool for programs transitioning to the cluster/pathways model. As a requirement of all new cluster/pathway applications, an articulated agreement is signed annually by leadership of the participating secondary and postsecondary institutions and/or apprenticeship site.
  - Pittsburg State University holds statewide articulation agreements for the Family and Community Services, Consumer Services, Early Childhood Development and Services and Visual Arts pathways. One hundred forty signed articulation agreements were submitted through the automated Pathways system (CPPSA) for SY2011-12 implementation.

- Supporting initiatives to facilitate CTE students transition to baccalaureate programs
  - The Department of Technology Studies at Fort Hays State University (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 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 and Fort Hays State University have established articulation agreements directly with numerous high school CTE programs. A statewide articulation agreement was developed with Wichita State University in the Manufacturing Production pathway for Pre-Engineering.
  - The Washburn University School of Applied Studies offers joint programs in conjunction with Washburn Institute of Technology, which lead to an associate degree from Washburn University. Known as the "Washburn Bridge", the programs require course work at both Washburn Tech and Washburn University.

- In addition to getting students on the right track to complete a bachelor's degree, the Gateway Plan between Fort Hays State University (FHSU) and North Central Kansas Technical College (NCKTC) gives NCKTC students full access to various FHSU events, programs and services while attending NCKTC. Benefits of this program include optional on-campus student housing, free admission to FHSU athletic events, complete access to the FHSU Student Health Center, Kelly Center, Wellness Center and Forsyth Library, discounted admission to FHSU sponsored events and participation in FHSU on-campus student activities, intramurals and clubs.

- 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. Collectively, CTSO memberships increased by 1% for FY 2011.
  - 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 and Health Occupations Students of America (HOSA) conferences.
  - LEAs applying for an approved program through the automated pathways system (CPPSA) must identify CTSO chapter affiliation as part of the application.

- Supporting public charter schools operating career and technical education programs
  - KSDE state staff provided technical assistance for charter schools to establish career academies and/or CTE programs and through participation in the grant review process and coordinated on-site visits.
  - Charter schools in Kansas continue 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 25 operating charter schools with 35% providing an opportunity for virtual delivery.

- Supporting CTE programs that offer experience in, and understanding of, all aspects of an industry which students are preparing to enter
  - Numerous 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 50 externship participants updated technical skills, recognized needed curriculum revisions and gained technology skills used in the workplace.
  - Eleven Kansas postsecondary CTE faculty members, from eight different colleges, participated in internships in their related teaching career fields during 2010-11. Faculty internships were in: Composites, Wind Technology, Technology and Industrial Maintenance, Diesel Technology, Mobile Application & Entertainment and Auto Collision Repair.
  - Apprenticeship programs combine on-the-job learning and classroom training for careers and two programs are very successful in Kansas. The Early Childhood Associate Apprenticeship Program (ECAAP) includes 4,000 hours of on-the-job learning (with a registered ECAAP Sponsor) and 20 hours of early childhood college credit from one of 10 Kansas community college educational partners across the state. Another apprenticeship program, the Health Support Specialist (HSS), advances a sponsor's new and current employees to become Universal Workers through the career ladder. Apprentices work under the direction of the facility's Mentor and Licensed Nurse (an employee deemed skilled by the participating facility and approved to instruct) to increase skills and knowledge through additional on-the-job training. Advanced skills, stackable credentials, Completion of Apprenticeship Certificate, Health Support Specialist pin and a progressively increasing wage are solid outcomes from the Registered Apprenticeship and education collaboration. The use of Registered Apprenticeship is an ideal Career Pathway process that matches education and workplace needs through partnerships with post-secondary institutions, local school districts, businesses and industry.
  - The Kansas Advisory Committee for Career and Technical Education's (KACCTE) purpose provides a unified voice to advocate and provide recommendations for continuous improvement for secondary CTE to KSDE, Kansas Board of Regents (KBOR), the TEA and the State Workforce Board. The KACCTE members work closely with KSDE consultants to provide direction in selecting industry-recognized credentials/certifications that are representative of industries in Kansas and the national economy.

- KSDE program consultants attend national level conferences and webinars to stay current in the program areas and KSDE staff members serve in leadership roles in professional organizations at local, state and national levels. KSDE staff developed *The Professional Learning Experience Handbook and Toolkit* to provide direction for LEAs offering quality professional learning experiences for CTE. The handbook identifies the various methods students gain authentic professional learning experiences in the workplace. The toolkit provides teachers, students, parents and employers with resources to account for the students professional learning experiences.
- During FY 2011, 32% of 1,997 career and technical education programs/pathways offered industry-recognized certifications and/or credentials. As programs transition to the pathways, the number of stackable industry-recognized certifications and/or credentials is expected to increase by 1% each year for the next 3 years.

- Supporting family and consumer sciences programs
  - FACS teachers participating in the CTE Certifications and Credentials Project had access to the Pre-Professional Assessment and Certification Program for Early Childhood Development Services, Consumer Services, Family and Community Services and Education Teaching/Training pathways. The state-funded project provided access to instruction, assessment/testing and teacher training.
  - KSDE Education Program Consultant (EPC) serves on the planning committee for a "Women and Money" series, sponsored by Housing and Credit Counseling, Inc. The six-week series focused on discussing financial topics relevant to women's interests. FACS teachers disseminated the information among their communities and encouraged participation to learn the most current issues/needs in the world of finance.
  - EPC facilitated Kansas FCCLA and FCCLA Foundation collaboration meetings to better define the relationship between the organizations. Shared planning results in increased collaboration and a unified presence to promote increased FCCLA membership and teacher advisement/mentoring.
  - The Kansas Family and Consumer Sciences webpage provides a site for FACS teachers to keep current with state-level developed activities that will enhance their classrooms. Items found on the webpage includes a FACS fact sheet; course descriptions, standards, and competencies; Personal Financial Literacy fact sheet; and monthly FACS E-Newsletters.
  - Together, KSDE, KS Dept. of Commerce, Kansas Restaurant and Hospitality Association (KRHA) and Highland Community College provided professional development for Early Childhood Development and Services and Restaurant and Event Management pathways to eighty-one FACS teachers. Topics included the following: linking each pathway to industry certification/credentials, articulation agreements, apprenticeship opportunities and teaching resources.

- Supporting partnerships between education and business
  - Staff from KBOR, KSDE and CTE leadership, participated in the11th 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 Kansas Board of Regents (KBOR) has a formal partnership in place with the Kansas Department of Commerce, connecting education to workforce training. A KBOR staff member serves as a liaison between the Board of Regents and Commerce Workforce Services division. In addition, the 2007 Kansas Legislature established the Postsecondary Technical Education Authority (TEA) to align postsecondary training to meet the needs of industry.
  - The Kansas Advisory Committee for Career and Technical Education (KACCTE) provides a unified voice to advocate and offers recommendations for continuous improvement for secondary CTE to KSDE, Kansas Board of Regents (KBOR), the TEA and the State Workforce Board. 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.
  - KSDE staff continued to foster partnerships among business and industry organizations, state agencies and education stakeholders through the development of programs of study. Competitive grant initiatives has streamlined partnerships; and memberships of national programs initiatives, such as Southern Regional Education Board (SREB), the National Consortium for Health Science Education (NCHSE), National Partnership for Careers in Law, Public Safety, Corrections and Security, and American Association of Family and Consumer Sciences Credentialing Center supports partnerships at state and national-level.
  - KBOR staff participated in the inaugural "Keeping Kansas Competitive: Career Pathways Summit" in June. This summit, sponsored by the Kansas Department of Commerce, KansasWORKS and the Workforce Alliance of South Central Kansas, focused on four goals: 1) define and increase understanding of "career pathways" as a

successful and emerging strategy for workforce development; 2) identify the need and the role of a career pathways strategy to help strengthen and grow the Kansas economy; 3) review how Kansas is currently accessing and utilizing career pathway strategies; and 4) provide a forum for policy makers and professional employment and training practitioners to create and implement career pathway strategies.

- 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 co-funds, with KBOR, a health careers resource publication, entitled "The Top Health Care Occupational Opportunities in Kansas," geared toward high school students, parents and counselors. KBOR assists the Kansas Hospital Association in selecting 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, and 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.
- 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.
- The Kansas Department of Commerce and the Kansas Board of Regents have invested $1.6 million in the Energy Network of Education and Training (EnergyNET) to create a system of Kansas public higher education institutions collaborating to provide enhanced workforce training for the state's energy industry. The network includes Fort Hays State University, acting as the lead institution, to provide project management and coordination. Technical and community colleges will provide the technical content, general education and foundational skills training to meet the needs of the energy industry, which includes emerging and traditional energy. EnergyNET's industry council serves to validate technical curriculum and establish course competencies.
- Wichita Area Technical College (WATC), in partnership with the Manufacturing Institute of Washington, D.C, began deployment of the NAM-endorsed Manufacturing Skills Certification System in Kansas. Through the alignment of educational and career pathways, this large-scale effort is intended to prepare students and working learners for high quality jobs in manufacturing. Implementation of the NAM-Endorsed Manufacturing Skills Certification System will build college programs that prepare students and transitioning workers with entry-level skills necessary to succeed in all advanced manufacturing careers, such as motor vehicles, food processing and aviation. The national skills system organizes individual certification programs into educational pathways with "stackable" credentials leading to an associate's degree.
- Ford Motor Co. and AAA provided funding and sponsorship to support secondary and postsecondary automotive students in the AAA/Ford Automotive Skills Competition. Students from all 50 states took written exams to qualify for the competition and the top ten 2-person teams from each state participated in a hands-on skills competition. State winners from each state had the opportunity to attend the national competition. The Kansas team from Newton High School placed 4th at the national level.

- Supporting the improvement or developing of new CTE courses and initiatives
  - To prepare a workforce that will replace retiring employees, energy-related CTE programs, such as Power Plant Technology, will be expanded and enhanced to meet the needs of the entire state. Under the direction of the EnergyNET initiative, community and technical colleges will place programs on line and/or enhance the existing offerings by incorporating animation and interaction by students.
  - The web based CPPSA system received technical programming enhancements. Approximately 600 district-level staff received face-to-face technical training to navigate submission of pathways in the updated CPPSA system. Training documents are posted on the www.ksde.org website. A help desk operates to provide technical assistance to its users.
  - Clusters/Pathways previously endorsed by the KACCTE - Agriculture, Food and Natural Resources, STEM, Business, Management and Administration, Health Science, Hospitality and Tourism, and Government and Public Administrations - were updated by adding courses and aligning competencies to meet the needs of business and

industry. KACCTE members representing clusters/pathways provided quarterly updates at the KACCTE business meetings.

- Hutchinson Career and Technical Education Academy (HCTEA) became the first Kansas secondary school to become a Technology Centers That Work (TCTW) site. HCTEA's first goal was to develop post-secondary partner involvement via Hutchinson Community College. Further involvement will focus on enhancing current postsecondary involvement with ties to business and industry. Additional HCTEA efforts included attending the National Technology Centers That Work Forum, with post-secondary partners and high school academic counselors, in January 2011. HCTEA staff participated in the TCTW Survey in April 2011. Results will be evaluated and training will be conducted during the 2011-2012 school year.
- Through the federal RPOS grant, four LEAs, six post-secondary institutions and multiple business and industry work together to design, develop and implement a strong foundation to support any CTE pathway using the ten framework components. Through teacher support, providing needed resources, delivering complete programs of study to include post-secondary level courses and planning for future course offerings, the RPOS project will build model POSs for other Kansas LEAs to reproduce. The goal is to increase the number of pathway opportunities available to Kansas students and expand the number of new course offerings to meet the demands of business and industry.
- Competitive Reserve Fund applications provided LEA's with opportunities to design, develop, and implement new career clusters/pathways POS that were creative and innovative and focused on specific identified uses. Many applications requested professional development opportunities, curriculum development time and purchase of resources. To ensure that integration of rigorous academics at all levels was part of the development process, the application strongly encouraged the inclusion of academic counselors and teachers.

- Awarding incentive grants to eligible recipients for exemplary performance or for innovative initiatives
  - The KBOR 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. The focus of the FY 2011 grant award was the EnergyNET project; KBOR and the Kansas Department of Commerce invested a total of $1.6 million in this initiative. In addition, $180,500 was awarded to 5 postsecondary institutions through a competitive grant process. Grant funds were used 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 KBOR 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. Three postsecondary institutions received the first awards, of $50,000, in a competitive grant process. Institutions receiving funds and their award-winning programs included Kansas City Kansas Community College (Physical Therapist Assistant program), Cloud County Community College (Wind Energy Technology program) and Manhattan Area Technical College (Information and Network Technology program).
  - KSDE awarded 53 Reserve Funds projects to establish collaborative models and partnerships and utilize creative and innovative strategies to support the enhancement, improvement and/or expansion of five identified uses of the funds. The identified uses of funds included: 1) development of new and innovative clusters/pathways at the local level which support high-wage, high-skill and high-demand occupations, including instructional strategies promoting integration of rigorous academics, all aspects of an industry, 21st Century Learner Skills and non-traditional participation; 2) participation in professional development opportunities that support career clusters/pathways implementation, academic integration, non-traditional participation and 21st Century Learner Skills; 3) participation in an externship opportunity to enhance/improve all aspects of industry knowledge and skills integration for an approved cluster/pathway to include high-wage, high-skill, high-demand occupations and non-traditional students; 4) participation in a training opportunity to enhance instruction to become initially certified/licensed in a content area that is recognized for that career cluster/pathway; and 5) development of an improvement plan to support increased performance levels of unmet core indicators which will provide a means for LEAs/consortiums to make data informed decisions for future career and technical education clusters/pathways.

- 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 embedded across the Career Cluster pathways standards.
  - 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 collaborated to provide LEAs 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 increased awareness of the details needed operate a small business successfully, including financial planning.
  - The Professional Learning Experience Handbook provides students with 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.

- 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 transition planning. The Kansas State Capacity Building Tool was 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 with two KSDE EPCs serving on the council and technical assistance for transition services is continuous. KSDE hosted a statewide conference for Transition Coordinators to present the State Plan developed at the national workshop and provide resources for implementation in their classrooms.
  - In an effort to enhance collaboration with Special Education Services Team, a position from the Special Education Services team is shared with the Career, Standards and Assessment Services team. The position provides better opportunities to collaborate on initiatives and activities to improve student outcomes.
  - Through separate funding sources, 24 entities (14 community colleges, 2 technical colleges, 6 unified school districts, and 2 community-based agencies) provided adult education and GED services through 85 sites throughout the state. Of the 8,092 enrolled individuals in a minimum of 12 hours of adult basic, adult secondary, and/or ESL education instruction during FY 2011, 66 % made advancement of at least one grade level. In addition 1,436 individuals received a GED and 236 were placed in postsecondary education/training.
  - Together, the Dept. of Commerce, KSDE and KBOR provide funding for web-based career exploration and development tools to Kansas citizens. The Kansas Career Pipeline (KCP), powered by KUDER, Inc., 1) helps individuals measure his/her career interests, skills and work values; 2) explore occupations; 3) establish educational strategies; and 4) connect with Kansas employers who need his/her talents. To date, 439,000 individuals have completed assessments in KCP. The partner state agencies are developing a comprehensive strategy to streamline and integrate Kansas career websites - KansasWORKS, KCP and CareerZoomKansas.
  - KSDE collaborated with Families Together, Kansas Parent Information Resource Center and Secondary Connections to develop resources and strategies to better serve special education students and potential student dropouts.
  - Kansas Department of Commerce representatives use the American Careers magazine when providing training opportunities for adult learners through local workforce boards.

- 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. 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 25,000 website hits per month. Users of KCP can choose from multiple products that assess, interests, skills and work values. A field representative from Kuder (the vendor hosting the KCP website) provides technical assistance to Kansas schools as needed. The KCP Board provides oversight for 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 to make it easier for the user to quickly navigate to useful information. The Pipeline has proven to be a valuable resource for students, parents and counselors in developing personalized college/career plans of study. During the 2010-2011 school year, the KCP completed 55,000 Interest assessments, 37,000 Skills assessments and 22,500 Work Values assessments.

- 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.
- 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 LEAs are encouraged to use national, state, regional, local and trend data as they begin the process for developing and implementing clusters/pathways (POS).

- Developing valid and reliable assessments of technical skills
  - 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.
  - 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. To date, 13 programs have completed the Program Alignment process.
  - Kansas is one of six states awarded the RPOS federal grant. Teachers of the partner schools and colleges in the RPOS project developed course assessments for Drafting, Advanced Drafting, Welding 1, Welding 2, Mass Production 1, Mass Production 2 and CAM. The intent is to develop assessments that will provide valid and reliable data for consistent reporting and comparison of student growth and achievement.
  - Developed pathways have classes specifically designed to prepare students to sit for industry certifications. Examples include EMT, Fire Science, Certificate Protection Officer, 911 Dispatcher, First Aid/CPR, First Responder, NATEF, ICAR, and AWS.
  - Kansas is a member of the Career Pathways Collaborative (CPC), which provides states the chance to be part of innovative new assessments, which will assess high school students' readiness for postsecondary technical education or entry into the workforce. Current assessments being developed for nine pathways include General Agriculture, Animal Systems, Plant Systems, Production, Maintenance, General Business, Finance, Marketing, and Education. A general assessment that focuses on foundation knowledge and skills will be developed for all pathways.

- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes
  - 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 data entry 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.

- Through the goals of the master data management, KSDE data reporting systems connects information to multiple applications. The CPPSA web application relies on data from the Kansas Licensed Personnel Report (LPR); the Kansas Course Code Management System (KCCMS); the Kansas Individual Student Data System (KIDS); and the SCRS (Student Completion Records) web applications. This project has resulted in a reduction in the duplication of KSDE processes. CTE staff reviewed thousands of local-level SCEDS CTE courses to verify appropriate state-level coding for inclusion in the state-approved career cluster pathways course sequences. IT program specifications in the Kansas Individual Student Data System (KIDS) for CTE student participants in nontraditional CTE programs were updated, as necessary for current legislation.
- Approximately 150 individuals/45 teams participated in the Kansas Data Quality Workshop. This workshop, a collaborative effort between KSDE and Office of Vocational and Adult Education (OVAE), provided solutions to improve student performance measures. By assessing our state's Perkins performance measures for a three-year period, OVAE staff provided strategies for the state and LEAs to make improvements based on data. Working in teams, LEA/consortium members analyzed their local Perkins core indicator performance measures and directly applied their findings to the FY2012 Perkins Grant application. LEAs/Consortiums will be required to continually analyze and use their data to make informed decisions.
- A new position added to the Research and Evaluation Team at KSDE fosters coordinated efforts for collecting and analyzing data. The position, Senior Education Research Analyst, works directly with the federal RPOS project to design and implement systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes.
- KSDE, KBOR, KS Dept. of Labor and RPOS secondary/postsecondary partners make data driven decisions on support, direction and future needs for the development of pathways POS. The informed decisions is based on available data gathered through the State Longitudinal Data System, standardized completion requirements, industry accepted certificates and credentials, consistent testing requirements across all institutions and tracking of students through the educational systems.

- Improving recruitment and retention of CTE faculty, administrators, counselors, and transitioning to teaching from business and industry
  - KSDE CTE staff worked collaboratively with the KSDE Teacher Education and Licensure Team and Pittsburg State University to redesign the process for obtaining a Restricted Technical Certificate for those individuals who want to teach approved CTE courses but do not hold a Kansas Teacher License in CTE. The new design will target individuals coming from business and industry, postsecondary institutions or teachers who hold licenses in other or non-CTE areas.
  - Fourteen Kansas postsecondary CTE faculty members, from seven different colleges, participated in internships in their related teaching career fields during 2010-11. 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 180 two to eight minute video teaching tips called "ideas". Starlink reported 2779 users who accessed the professional development series via the login process. Numerous additional viewers accessed the program through direct links (bypassing the login process) or links via the Intranet. In addition, several of the postsecondary member institutions host group viewings of the DVD materials, resulting in an additional 564 viewers.

- Supporting occupational and employment information resources
  - 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 two Department of Commerce websites, Kansas Career Pipeline and KANSASWORKS, which provide online assessment of career interests and connect job seekers with employers.

- Through an agreement with the Kansas Department of Labor (KDOL), KBOR CTE staff has access to WANTED Analytics™. The new *Analytics 3.0* program is a software platform which brings together data on hiring demand and talent supply to create a talent intelligence tool. WANTED provides real-time business intelligence for the talent marketplace and clients in the staffing, HR, RPO, media, and government sectors. WANTED Analytics™ is used to find sales leads, analyze employment trends, gather competitive intelligence, forecast economic conditions and source hard-to-fill positions. WANTED Analytics™ is the exclusive data provider for the Help-Wanted OnLine Data Series™, the monthly economic indicator of Hiring Demand in the United States. KDOL utilizes this tool to predict job vacancies and required skill sets for labor demand in Kansas.

II. Progress in Developing and Implementing Technical Skill Assessments

Secondary Progress—

The third party assessment for secondary Health Science Cluster was available to all student concentrators during FY2011. Seven schools participated in the third party assessment created by the National Consortium for Health Science Education, Oklahoma Department of Career Technical Education. Of the participating LEAs, there were 136 test-takers with 83 (61%) passing the assessment. In comparison to the previous year, there was an increase of test takers from 63 to 136. The student scores were equivalent 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 are reported through the CTE student information system (CATE).

Technical skill assessments, including industry-recognized credentials/certifications, are implemented as each cluster/pathway is endorsed by the KACCTE. At the LEA, each approved cluster/pathway is to identify and offer technical skills assessment (TSA) by year 2 of implementation. Competency profiles are maintained for CTE student concentrators choosing not to participate in a third party assessment in their POS.

To increase the number of students earning an industry-recognized certification and/or credential, the CTE Certifications and Credentials Project was funded to provide access to instruction and/or assessment/testing, as well as, teacher training for targeted areas of study in an approved cluster/pathway. The assessments and teacher training for targeted areas included: IC3 Core Computing Certification, Microsoft Office Suite Certification, Adobe Certification, OSHA 10-Hour General Safety Certification, OSHA 10-Hour Construction Safety Certification, Pre-Professional Assessment and Certification for Early Childhood Development and Services, Consumer Services, Family and Community Services and Education and Training, Kansas WorkReady! Certification/ACT Workkeys, Health Science Careers formative assessment through Today's Class, and Automotive "End of Pathway" assessment through Today's Class.

WestED conducted an analysis study examining the overlap between the Essential Knowledge and Skills of career clusters/pathways and the Common Core State Standards (CCSS). This provides KSDE with information that will help coordinate and implement the CCSS with career skills standards. The first phase in the process was conducting a review of materials to identify high-level overlap and review and refinement of the analysis protocol. Based on the initial findings, Phase 2 was refined to describe accurately the correspondence between the essential knowledge and skills and the CCSS. Reviewers providing the analysis reported that overlap of essential knowledge and skills and CCSS rely heavily on the how the state defines "career readiness" as it is explicitly stated or as defined through the content of the state and CCSS documents that were reviewed. WestED provided suggestions for the next steps which include making explicit operational definitions and intent for the CCSS; considering how to define the relationship between the essential knowledge and skills and CCSS; identifying how to best specify the application of a skill to a specific workplace context or purpose; and determining whether and how collections of related matched standards can be clustered and used.

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. Through the alignment process, KBOR CTE staff has developed a list of approved Technical Assessments and Credentials.

Postsecondary institutions report Follow-up data using this standardized list:

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

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	25	1P2	3
1S2	44	2P1	1
2S1	0	3P1	0
3S1	0	4P1	0
4S1	0	5P1	4
5S1	19	5P2	11
6S1	110		
6S2	105		

IV. Implementation of Local Program Improvement Plans

KSDE entered into a negotiation process with all LEAs 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 a 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. Ten LEAs chose not to accept the State's negotiated performance measures. All negotiated performance measures were accepted by KSDE. In the FY 2011 Perkins Grant local application, an action plan for improvement was included. LEA's and consortiums developed concentrated strategies for improvement and how each strategy was to be measured to ensure improved performance measures. Strategies for improvement were included within the Required Uses of Funds pages of the application to ensure their implementation. The Final Performance Report provided a means for LEA's/consortiums to provide evidence of successful implementation and improved performance measures.

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 continue to struggle with meeting 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

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: 2010-2011

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	5400	5846	66.00%	92.37%	E	Y
2	GENDER						
3	Male	1825	1971		92.59%		
4	Female	3575	3875		92.26%		
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	71	77		92.21%		
14	Asian	94	100		94.00%		
15	Black or African American	294	325		90.46%		
16	Hispanic/Latino	371	434		85.48%		
17	Native Hawaiian or Other Pacific Islander	9	9		100.00%		
18	White	4156	4468		93.02%		
19	Two or More Races	24	25		96.00%		
20	Unknown	337	359		93.87%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	50	54		92.59%		
23	Economically Disadvantaged	1560	1706		91.44%		
24	Single Parents	264	289		91.35%		
25	Displaced Homemakers	23	25		92.00%		
26	Limited English Proficient	121	129		93.80%		
27	Nontraditional Enrollees	495	527		93.93%		
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: 2010-2011

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	8251	10859	55.00%	75.98%	E	Y
2	GENDER						
3	Male	3189	4778		66.74%		
4	Female	5062	6081		83.24%		
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	107	139		76.98%		
14	Asian	141	173		81.50%		
15	Black or African American	467	677		68.98%		
16	Hispanic/Latino	623	854		72.95%		
17	Native Hawaiian or Other Pacific Islander	8	8		100.00%		
18	White	6189	8027		77.10%		
19	Two or More Races	35	43		81.40%		
20	Unknown	612	848		72.17%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	94	148		63.51%		
23	Economically Disadvantaged	2554	3470		73.60%		
24	Single Parents	391	485		80.62%		
25	Displaced Homemakers	25	30		83.33%		
26	Limited English Proficient	173	297		58.25%		
27	Nontraditional Enrollees	785	1034		75.92%		
28	Tech Prep	PNO	PNO		XXX%		
29	DISAGGREGATE INDICATORS						
30	Credential	4846			XXX%		
31	Certificate	1637			XXX%		
32	Degree	1491			XXX%		

Comment:

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: 2010-2011

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	5967	9098	53.00%	65.59%	E	Y
2	GENDER						
3	Male	2950	4746		62.16%		
4	Female	3017	4352		69.32%		
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	68	106		64.15%		
14	Asian	78	122		63.93%		
15	Black or African American	420	648		64.81%		
16	Hispanic/Latino	479	776		61.73%		
17	Native Hawaiian or Other Pacific Islander	5	8		62.50%		
18	White	4359	6576		66.29%		
19	Two or More Races	28	37		75.68%		
20	Unknown	462	733		63.03%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	101	160		63.13%		
23	Economically Disadvantaged	2323	3389		68.55%		
24	Single Parents	215	335		64.18%		
25	Displaced Homemakers	18	26		69.23%		
26	Limited English Proficient	283	432		65.51%		
27	Nontraditional Enrollees	689	974		70.74%		
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: 2010-2011

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	6826	8228	70.50%	82.96%	E	Y
2	GENDER						
3	Male	3185	3837		83.01%		
4	Female	3641	4391		82.92%		
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	100		70.00%		
14	Asian	92	123		74.80%		
15	Black or African American	385	519		74.18%		
16	Hispanic/Latino	507	625		81.12%		
17	Native Hawaiian or Other Pacific Islander	4	7		57.14%		
18	White	5192	6120		84.84%		
19	Two or More Races	23	30		76.67%		
20	Unknown	522	644		81.06%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	87	111		78.38%		
23	Economically Disadvantaged	2052	2519		81.46%		
24	Single Parents	308	358		86.03%		
25	Displaced Homemakers	21	23		91.30%		
26	Limited English Proficient	218	259		84.17%		
27	Nontraditional Enrollees	604	764		79.06%		
28	Tech Prep	PNO	PNO		XXX%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship	PNO			XXX%		
31	Employment	PNO			XXX%		
32	Military	PNO			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: 2010-2011

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	11208	40580	11.00%	27.62%	E	Y
2	GENDER						
3	Male	5928	17989		32.95%		
4	Female	5280	22591		23.37%		
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	143	545		26.24%		
14	Asian	250	700		35.71%		
15	Black or African American	1045	3344		31.25%		
16	Hispanic/Latino	710	2950		24.07%		
17	Native Hawaiian or Other Pacific Islander	11	39		28.21%		
18	White	7843	29379		26.70%		
19	Two or More Races	50	166		30.12%		
20	Unknown	904	3118		28.99%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	195	602		32.39%		
23	Economically Disadvantaged	3149	12315		25.57%		
24	Single Parents	319	1417		22.51%		
25	Displaced Homemakers	11	75		14.67%		
26	Limited English Proficient	597	1665		35.86%		
27	Tech Prep	11208	11208		100.00%		

Comment:

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

State: Kansas

Program Year: 2010-2011

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	749	6730	9.50%	11.13%	E	Y
2	GENDER						
3	Male	488	2630		18.56%		
4	Female	261	4100		6.37%		
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	6	84		7.14%		
14	Asian	21	115		18.26%		
15	Black or African American	87	402		21.64%		
16	Hispanic/Latino	43	481		8.94%		
17	Native Hawaiian or Other Pacific Islander	1	5		20.00%		
18	White	529	5055		10.46%		
19	Two or More Races	1	31		3.23%		
20	Unknown	50	506		9.88%		
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	3	77		3.90%		
23	Economically Disadvantaged	191	2153		8.87%		
24	Single Parents	19	317		5.99%		
25	Displaced Homemakers	1	19		5.26%		
26	Limited English Proficient	9	109		8.26%		
27	Tech Prep	PNO	PNO		XXX%		

Comment:

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

State: Kansas

Program Year: 2010-2011

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	5332	5919	88.67%	90.08%	E	Y
2	GENDER						
3	Male	3027	3391		89.27%		
4	Female	2305	2528		91.18%		
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	66	82		80.49%		
14	Asian	0	0		XXX%		
15	Black or African American	90	108		83.33%		
16	Hispanic/Latino	330	435		75.86%		
17	Native Hawaiian or Other Pacific Islander	N/P	N/P		XXX%		
18	White	4540	4938		91.94%		
19	Two or More Races	258	322		80.12%		
20	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				XXX%		
22	Disability Status (ESEA/IDEA)	943	1127		83.67%		
23	Economically Disadvantaged	151	170		88.82%		
24	Single Parents	35	43		81.40%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	1472	1620		90.86%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	1271	3224		39.42%		
29	Tech Prep	PNO	PNO		XXX%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	4453			XXX%		
32	Employment	721			XXX%		
33	Military	156			XXX%		

Comment:

Student Enrollment Form of CTE Participants

State: Kansas

Program Year: 2010-2011

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	45817	35007	N/P	N/P	N/P
2	GENDER					
3	Male	24230	14627	PNO	PNO	PNO
4	Female	21587	20380	PNO	PNO	PNO
5	RACE/ETHNICITY * (1977 Standards)					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	618	460	PNO	PNO	PNO
14	Asian	944	679	PNO	PNO	PNO
15	Black or African American	3109	3177	PNO	PNO	PNO
16	Hispanic/Latino	6207	2459	PNO	PNO	PNO
17	Native Hawaiian or Other Pacific Islander	54	31	PNO	PNO	PNO
18	White	33385	25008	PNO	PNO	PNO
19	Two or More Races	1500	136	PNO	PNO	PNO
20	Unknown (Postsecondary Only)		2727	PNO		PNO
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		516	PNO		PNO
23	Disability Status (ESEA/IDEA) (Secondary Only)	4526			PNO	
24	Economically Disadvantaged	18243	9989	PNO	PNO	PNO
25	Single Parents	435	1207	PNO	PNO	PNO
26	Displaced Homemakers	PNO	38	PNO	PNO	PNO
27	Limited English Proficient	2051	2404	PNO	PNO	PNO
28	Migrant Status	295			PNO	
29	Nontraditional Enrollees	12119	9485	PNO	PNO	PNO

Student Enrollment Form of CTE Concentrators

State: Kansas

Program Year: 2010-2011

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	404	116	164	906	36	49	0	162	45	1003	945	0	8	182	53	22	4095
3	Male	926	1119	153	757	5	39	0	55	2	157	686	2	296	177	156	256	4786
4	Total	1330	1235	317	1663	41	88	0	217	47	1160	1631	2	304	359	209	278	8881
5	POSTSECONDARY																	
6	Female	77	62	414	561	0	168	0	6071	161	950	140	298	81	0	25	90	9098
7	Male	270	1284	270	180	0	49	0	1065	198	95	661	575	1208	0	146	1727	7728
8	Total	347	1346	684	741	0	217	0	7136	359	1045	801	873	1289	0	171	1817	16826
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)	1677	2581	1001	2404	41	305	0	7353	406	2205	2432	875	1593	359	380	2095	25707

Comment:

Interim Financial Status Report (FSR) Form

I: State Name: Kansas
II. Federal Funding Period: 7/1/2010 - 09/30/2011
III. Reporting Period: 07/01/2010 - 09/30/2011
IV. Accounting Basis: Cash
V. Grant Award Numbers: **State Basic Grant (Title I):** V048A100016A
Tech Prep Grant (Title II): V243A10016

VI. Title I Grant Award Amount: 10,655,820
VII. Title II Grant Award Amount: 1,065,569
VIII. Title II Funds Consolidated with Title I Funds: 1,065,569
IX. Total Title I Funds (Title I Award + Title II Consolidated Funds): 11,721,389
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	0.00	0.00	0	0	0.00	0	0.00	0	498159.00	498159.00
E	Funds for Postsecondary Recipients	0.00	6360.59	0.00	6360.59	6360.59	0.00	6360.59	0.00	6360.59	498159.00	491798.41
F	Total (Row D + E)	0.00	6360.59	0.00	6360.59	6360.59	0.00	6360.59	0.00	6360.59	996318.00	989957.41
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	0.00	3195787.97	0.00	3195787.97	3195787.97	0.00	3195787.97	0.00	3195787.97	4483431.00	1287643.03
I	Funds for Postsecondary Recipients	0.00	4453953.66	0.00	4453953.66	4453953.66	0.00	4453953.66	0.00	4453953.66	4483432.00	29478.34
J	Total (Row H + I)	0.00	7649741.63	0.00	7649741.63	7649741.63	0.00	7649741.63	0.00	7649741.63	8966863.00	1317121.37
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	0.00	7656102.22	0.00	7656102.22	7656102.22	0.00	7656102.22	0.00	7656102.22	9963181.00	2307078.78
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	0.00	19003.17	0.00	19003.17	19003.17	0.00	19003.17	0.00	19003.17	75000.00	55996.83
N	State Institutions	0.00	58607.00	0.00	58607	58607	0.00	58607	0.00	58607	117214.00	58607.00
O	Other Leadership Activities	0.00	299142.72	0.00	299142.72	299142.72	12231.08	286911.64	0.00	286911.64	979925.00	693013.36
P	TOTAL STATE LEADERSHIP (Row M + N + O)	0.00	376752.89	0.00	376752.89	376752.89	12231.08	364521.81	0.00	364521.81	1172139.00	807617.19
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	0.00	845087.54	0.00	845087.54	845087.54	424116.70	420970.84	0.00	420970.84	586069.00	165098.16
S	TOTAL TITLE I FUNDS (Row K + P + R)	0.00	8877942.65	0.00	8877942.65	8877942.65	436347.78	8441594.87	0.00	8441594.87	11721389.00	3279794.13
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: 07/01/2009 - 09/30/2011
III. Reporting Period: 07/01/2009 - 09/30/2011
IV. Accounting Basis: Cash
V. Grant Award Numbers: **State Basic Grant (Title I):** V048A090016A
Tech Prep Grant (Title II): V0243A090016

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	159179.00	229896.11	0.00	229896.11	389075.11	0.00	389075.11	0.00	389075.11	389075.11	0.00
E	Funds for Postsecondary Recipients	511023.00	116.00	0.00	116	511139	0.00	511139	0.00	511139	511139.00	0.00
F	Total (Row D + E)	670202.00	230012.11	0.00	230012.11	900214.11	0.00	900214.11	0.00	900214.11	900214.11	0.00
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	3352942.00	1369371.89	0.00	1369371.89	4722313.89	0.00	4722313.89	0.00	4722313.89	4722313.89	0.00
I	Funds for Postsecondary Recipients	4600250.00	0.00	0.00	0	4600250	0.00	4600250	0.00	4600250	4600250.00	0.00
J	Total (Row H + I)	7953192.00	1369371.89	0.00	1369371.89	9322563.89	0.00	9322563.89	0.00	9322563.89	9322563.89	0.00
K	TOTAL LOCAL USE OF FUNDS (Row F + J)	8623394.00	1599384.00	0.00	1599384	10222778	0.00	10222778	0.00	10222778	10222778.00	0.00
L	STATE LEADERSHIP											
M	Non-Traditional Training and Employment	11976.00	63024.00	0.00	63024	75000	0.00	75000	0.00	75000	75000.00	0.00
N	State Institutions	60134.00	60134.00	0.00	60134	120268	0.00	120268	0.00	120268	120268.00	0.00
O	Other Leadership Activities	714613.00	538546.34	0.00	538546.34	1253159.34	245747.34	1007412	0.00	1007412	1007412.00	0.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	786723.00	661704.34	0.00	661704.34	1448427.34	245747.34	1202680	0.00	1202680	1202680.00	0.00
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	592317.00	672037.98	0.00	672037.98	1264354.98	663014.98	601340	0.00	601340	601340.00	0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	10002434.00	2933126.32	0.00	2933126.32	12935560.32	908762.32	12026798	0.00	12026798	12026798.00	0.00
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 Accountability Forms for the Section 203 Indicators of Performance (Title II)
POSTSECONDARY LEVEL

State: Kansas

Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1PTP1	Employment in related field after graduation.	PNO	PNO	XXX
2	1PTP2	Complete a State or industry-recognized certificate or licensure	PNO	PNO	XXX
3	1PTP3	On-time completion of a 2-year degree or certificate.	PNO	PNO	XXX
4	1PTP4	On-time completion of a baccalaureate degree program.	PNO	PNO	XXX

Comment:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
SECONDARY LEVEL

State: Kansas

Program Year: 2010-2011

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education	PNO	PNO	XXX
2	1STP2	Enroll in postsecondary in the same field or major	PNO	PNO	XXX
3	1STP3	Complete a State or industry-recognized certification or licensure	PNO	PNO	XXX
4	1STP4	Complete course(s) that award postsecondary credit.	PNO	PNO	XXX
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	PNO	PNO	XXX

Comment: