

Welcome to the Special Education Advisory Council Meeting



Please be sure your microphone is muted until you wish to participate in an open discussion with the council.

The meeting will start promptly at 9:00 a.m.

How to pin the Interpreters Video

At the top of your meeting window, hover over the video of the participant you want to pin and click ...
From the menu, click Pin.

Optional: If you want to pin additional videos (up to 9 total), follow steps 1 & 2 again as needed.

Optional: If you have at least 3 participants in the meeting and dual monitor enabled, you will have the option to pin to your first screen or your second screen.





Special Education Advisory Council



April 13, 2023

Kansas leads the world in the success of each student.

Call to Order

- Welcome
- Roll Call



Approvals

- Agenda for today, April 13, 2023
- Minutes for last meetings, January 10 & 11, 2023



Public Comment

- Guidelines for Testimony
 - Prior to start of the SEAC meeting, be sure to email Kayla Love, klove@ksde.org expressing desire to speak during public comment.
 - All comments will be taken under advisement by the council.
 - Any response from the Council to public comments will come at a later date.
- Verbal Public Comment
 - Verbal comments are limited to three minutes.
 - Cue will be given one minute before time expires.
- Written Testimony
 - Written input must include the name, address and county of residence of the person submitting comment.
 - Written comments can be submitted via email, mail, or fax to the secretary of the SEAC.



July Leadership Conference

Bert Moore

Kayla Love



Registration

- https://reg.learningstream.com/reg/event_page.aspx?ek=0009-0020-d5dbf85d1fed416b843145b39204f6ee
- The registration fee to attend the conference on July 26 and July 27 is \$275.00.
- Location: Hyatt Regency Wichita, 400 West Waterman, Wichita, Kansas 67202

Conference Schedule

Tuesday, July 25th

9:00 am - 12:30 pm Special Education Administrator Quarterly #1

9:00 am – 4:00 pm Title/LCP Quarterly #1

2:00 pm – 5:00 pm Special Education MIS Workshop

Wednesday, July 26th- First Day of the Conference

7:00 am Registration Check-In in the Eagle Ballroom Foyer

Breakfast will be served in the morning

8:00 am Conference will begin

Lunch will be provided in the afternoon

4:30 pm Day 1 of Conference Adjourns

Thursday, July 27th- Second Day of the Conference

7:00-8:00 am breakfast will be served

8:00 am- Conference will begin

12:00pm Conference adjourns



SPP/APR

Brian Dempsey



FFY 2021 SPP/APR

Bert Moore

Brian Dempsey



The FFY 2021 State Performance Plan and Annual Performance Report (SPP/APR)

<u>Indicator</u>	<u>Measurement</u>	<u>Baseline</u>	<u>FFY 2021 Data</u>	<u>FFY 2022 Target</u>
Indicator 1: Graduation	Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.	84.54%	81.92%	81.90%
Indicator 2: Drop Out	Percent of youth with IEPs who exited special education due to dropping out.	16.65%	16.65%	16.28%



Assessments

Indicator 3: State Assessment for Students with IEPs

3A – Participation for

students with IEPs (includes AA students)

3B – Proficiency for students with IEPs (gen ed assess)

3C – Proficiency for students with IEPs (Alt Assess)

3D – Gap in proficiency rates (students w/ IEP scoring proficient or above subtracted from all students scoring proficient or above)



3A: Participation for Children with IEPs

Baseline	FFY 2021 Data	FFY 2022 Target
Reading: 4 th : 93.05%	97.66%	95.00%
8 th : 89.14%	96.81%	95.00%
10 th : 84.38%	94.37%	95.00%
Math 4 th : 93.98%	97.69%	95.00%
8 th : 89.85%	96.72%	95.00%
10 th : 85.23%	93.92%	95.00%



3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Baseline	FFY 2021 Data	FFY 2022 Target
Reading 4 th : 21.45%	18.38% Slippage	21.81%
8 th : 6.45%	4.55% Slippage	6.57%
10 th : 6.02%	4.65% Slippage	6.22%
Math 4 th : 13.16%	16.35%	13.31%
8 th : 4.76%	5.02%	4.90%
10 th : 3.32%	2.92% Slippage	3.41%



3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards) Slippage

- **Slippage Reasons for Reading:**

- An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students.
 - The state saw a drop in proficiency for all 4th grade students from 2021. When comparing the drop in proficiency for students with no disability (4.23%) to those with disabilities (3.07%), the students with disabilities saw a smaller decrease in proficiency than those with no disability.
 - The state saw a drop in proficiency for all 8th grade students from 2021. When comparing the drop in proficiency for students with no disability (3.59%) to those with disabilities (1.90%), the students with disabilities saw a smaller decrease in proficiency than those with no disability.
 - The state saw a drop in proficiency for all HS students from 2021. When comparing the drop in proficiency for students with no disability (1.70%) to those with disabilities (1.37%), the students with disabilities saw a smaller decrease in proficiency than those with no disability.

Slippage Reasons for Math (HS):

- An examination of state-level data for this indicator suggests the slippage may be attributed to a combination of the COVID-19 interruption and the new high school math assessment with new cut scores for 2022.



3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Baseline	FFY 2021 Data	FFY 2022 Target
Reading	40.00% Slippage	45.53%
4 th : 43.91%		
8 th : 22.11%	24.68%	22.83%
10 th : 15.89%	9.70% Slippage	16.82%
Math	17.14% Slippage	20.26%
4 th : 19.75%		
8 th : 10.54%	14.19%	11.13%
10 th : 14.23%	13.38%	14.41%



3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards) Slippage

- **Slippage Reasons for Reading:**

- An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students. The state experienced a drop in proficiency for all 4th grade students from 2021.
- An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students. The state experienced a drop in proficiency for all high school students from 2021.

Slippage Reason for Math:

- An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students. The state experienced a drop in proficiency for all 4th grade students from 2021.



3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Baseline	FFY 2021 Data	FFY 2022 Target
Reading	24.02	25.65
4 th : 26.06		
8 th : 17.74	15.80	17.28
10 th : 21.22	20.51	20.91
Math	18.58	19.07
4 th : 19.25		
8 th : 15.51	15.36	15.32
10 th : 16.73	17.22	16.64



Suspensions/Expulsions

<u>Indicator</u>	<u>Measurement</u>	<u>Baseline</u>	<u>FFY 2021</u> <u>Data</u>	<u>FFY 2022</u> <u>Target</u>
Indicator 4: Suspension/Expulsion	4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.	4A: 0.00%	4A: 0.00%	4A: 0.70%
	4B: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	4B: 0.00%	4B: 0.00%	4B: 0.00%



Education and Preschool Environments

<u>Indicator</u>	<u>Measurement</u>	<u>Baseline</u>	<u>FFY 2021</u> <u>Data</u>	<u>FFY 2022</u> <u>Target</u>
Indicator 5: Education Environments for 5-Year- Old Kindergarteners through Age 21	A. Inside the regular class 80% or more of the day.	A: 70.25%	A: 71.30%	A: 71.00%
	A. Inside the regular class less than 40% of the day.	B: 7.04%	B: 6.57%	B: 7.00%
	A. In separate schools, residential facilities, or homebound/hospital placements.	C: 2.21%	C: 2.10%	C: 2.18%
Indicator 6: Preschool Environments	A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	A: 40.14%	A: 43.28%	A: 39.30%
	B. Separate special education class, separate school or residential facility.	B: 36.96%	B: 35.34%	B: 36.84%
	C. Receiving special education and related services in the home.	C: 1.98%	C: 1.04%	C: 1.94%



Preschool Outcomes

<u>Indicator</u>	<u>Measurement</u>	<u>Baseline</u>	<u>FFY 2021</u> <u>Data</u>	<u>FFY 2022</u> <u>Target</u>
Indicator 7: Preschool Outcomes	A. Positive social-emotional skills (including social relationships)	A:	A:	A:
	1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	1. 85.93%	1. 87.61% Slippage	1. 89.90%
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	2. 65.16%	2. 60.30% Slippage	2. 62.70%
	B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)	B:	B.:	B:
	1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	1. 86.38%	1. 87.89%	1. 86.72%
	2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	2. 63.60%	2. 59.69% Slippage	2. 62.59%



Preschool Outcomes (Cont)

<u>Indicator</u>	<u>Measurement</u>	<u>Baseline</u>	<u>FFY 2021</u>	<u>FFY 2022</u>
			<u>Data</u>	<u>Target</u>
	C. Use of appropriate behaviors to meet their needs	C:	C:	C:
	1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	1. 86.24%	1. 88.54% Slippage	1. 90.36%
	2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	2. 76.79%	2. 72.28% Slippage	2. 76.03%



Preschool Outcomes Slippage

- Reason for all slippage: An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption. Factors are long term COVID-19 impact, staff turnover at the local level, and increased requests for technical assistance with data entry.



Parent Involvement

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 8: Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	78.34%	86.41%	78.50%



Disproportionate Representation

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 9: Disproportionate Representation	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0.00%	0.00%	0.00%
Indicator 10: Disproportionate Representation in Specific Disability Categories	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	0.00%	1.07% Slippage	0.00%

Provide reasons for slippage, if applicable

State level analysis indicates slippage may be attributed to the shift from use of weighted risk ratio to risk ratio; district use of outdated or inconsistent policies, practices, and procedures; and a lack of continuing district professional development for new and veteran staff.



Timely Evaluations

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 11: Child Find	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	98.40%	99.63%	100%



Early Childhood Transition

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 12: Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	72.00%	99.86%	100%



Secondary Transition

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 13: Secondary Transition	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	99.84%	98.95%	100%



Post-School Outcomes

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 14: Post-School Outcomes	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <p>A. Enrolled in higher education within one year of leaving high school.</p> <p>B. Enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>B. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</p>	<p>A: 48.60%</p> <p>B: 72.60%</p> <p>C: 74.72%</p>	<p>A: 26.84%</p> <p>B: 55.16% Slippage</p> <p>C: 69.62%</p>	<p>A: 45.00%</p> <p>B: 69.60%</p> <p>C: 81.09%</p>



Post-School Outcomes Slippage

- 14B: Enrolled in higher education or competitively employed within one year of leaving high school.
 - An examination of state-level data for this indicator reveals a decrease of 4.03% below the previous year. Slippage appears attributable to respondents indicating health/disability prevented or interfered with the pursuit of continued education/postsecondary school, combined with above average state workforce unemployment rates limiting employment opportunities during this collection period.



Dispute Resolution

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 15: Due Process Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	35.00%	Did not meet threshold	37.00-40.00%
Indicator 16: Mediation	Percent of mediations held that resulted in mediation agreements.	75.00%	Did not meet threshold	77.00-80.00%



State Systemic Improvement Plan

Indicator	Measurement	Baseline	FFY 2021 Data	FFY 2022 Target
Indicator 17: State Systemic Improvement Plan	The State’s SPP/APR includes a State Systemic Improvement Plan that meets the requirements set forth for this indicator. Kansas intends to achieve the following State- Identified Measurable Result: The percentage of students with disabilities who score at grade level benchmark on General Outcome Measure reading assessment for grades Kindergarten through 5th in the targeted buildings.	55.60%	55.58%	55.70%





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VI Eligibility

Bert Moore



Maintenance of Effort

Christy Weiler



IDEA: Maintenance of Effort



*Christy Weiler, Coordinator, SETS, KSDE
Special Education Advisory Council
April 13, 2023*

LEA MOE: Why Is It Required and What Does It Mean?

Local Education Agency (LEA) Maintenance of Effort (MOE) is required to ensure that LEAs do not replace state/local funding with federal funds.

LEA MOE means that, in each year for the education of children with disabilities, an LEA:

- Budgets at least as much as it expended in the most recent year it met LEA MOE. (Eligibility Standard)
- Expends at least as much as it expended in the most recent year it met LEA MOE. (Compliance Standard)
- This comparison can be calculated in four ways. (Tests or methods)

Seems simple, but it can get complicated...



Overview of the LEA MOE Regulations



- 34 CFR §300.203 Maintenance of effort
 - (a) Eligibility standard (including intervening years)
 - (b) Compliance standard
- 34 CFR §300.204 Exception to maintenance of effort
- 34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years
- 34 CFR §300.203 Maintenance of effort
 - (c) Subsequent years
 - (d) Consequences of failure to maintain effort





The Two Standards

LEA MOE Regulation 34 CFR §300.203(a)(1)



Eligibility standard. (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available.

LEA MOE Regulation 34 CFR §300.203(b)



Compliance standard. (1) Except as provided in 34 CFR §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

Methods for Calculating LEA MOE



1. Total amount of state and local funds.
2. Per pupil amount of state and local funds
3. Total amount of local funds.
4. Per pupil amount of local funds.

Eligibility is compared to the amount spent in the most recent fiscal year.

Compliance is compared to the last fiscal year the method was met.

The LEA must meet only one test in eligibility and compliance to be meet the requirements of IDEA

How is MOE calculated?

Total LEA Special Education Expenditures
(Minus) Gifted Expenditures

(minus) Part C Infant Toddler

Total State & Local Funds

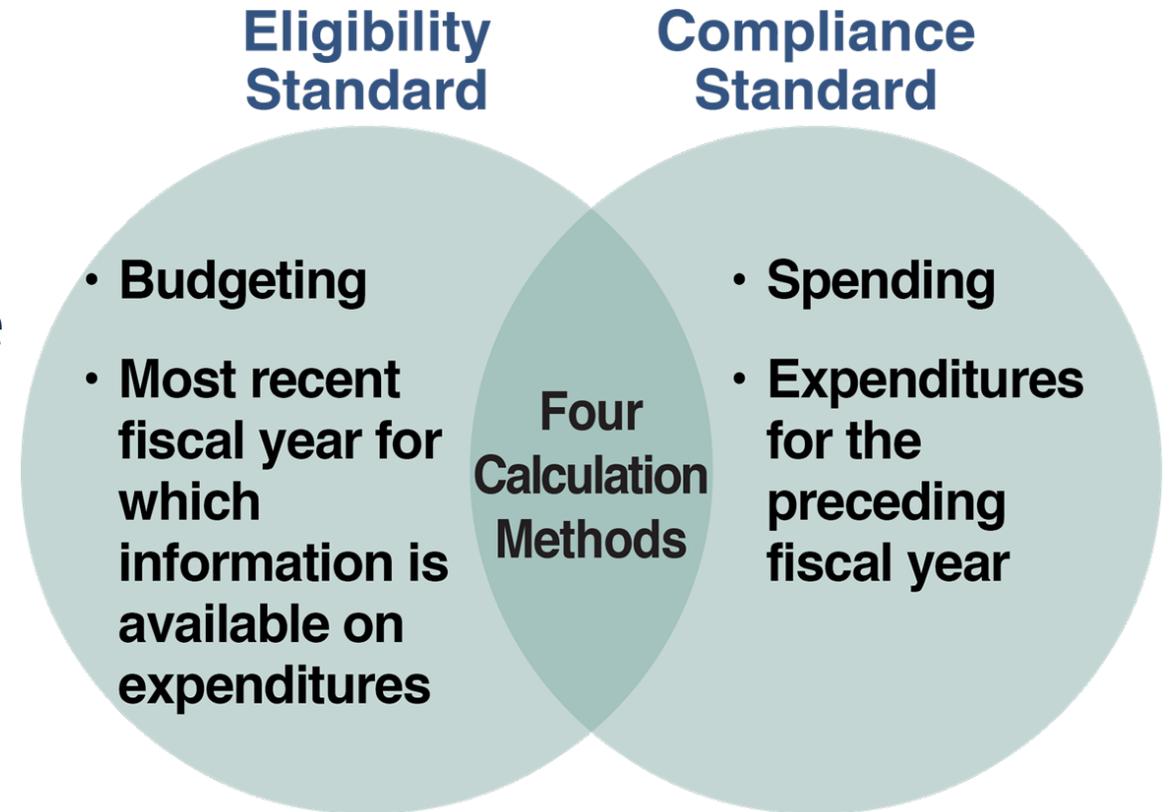
(minus) Total state aid

Local funds only

Per Capita: Divide totals (test 1 & 3) by Dec. 1 student count

Basics Recap

- Budget as much as expended in the most recent state fiscal year for which information is available and in which LEA MOE is met.
- Expend as much as expended in the most recent state fiscal year in which LEA MOE is met.
- Two sources of funds and four methods of calculation.
- Method can change SFY to SFY; comparison year method must match current SFY method.





Allowable Exceptions

Exceptions — General



- It is permissible to take multiple exceptions in one year, as long as each exception applies in that year.
- An LEA may apply these exceptions to reduce its required MOE level and meet the compliance standard using any of the four methods.
- An LEA also may apply these exceptions to reduce its required MOE level and meet the eligibility standard using any of the four methods.

Exceptions

- a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- b) A decrease in the enrollment of children with disabilities.
- c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child —
 - Has left the jurisdiction of the agency;
 - Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - No longer needs the program of special education.
- d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- e) The assumption of cost by the high-cost fund operated by the SEA under §300.704(c).
 - Kansas does not operate a high-cost fund and does not utilize this exception.





Adjustment to LEA MOE

Adjustment to local fiscal effort in certain fiscal years: 34 CFR §300.205



“...for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(a) by not more than 50 percent of the amount of that excess....”

Conditions for Using Adjustment

- The LEA must:
 - Use the freed-up local (or state and local) funds to carry out ESSA activities during the SFY in which the adjustment takes place.
 - Receive a level of determination of “meets requirements” from the SEA for the SFY of the adjustment.
 - Not have had action taken against it by the SEA under IDEA Section 616.
 - Not have had the responsibility for providing FAPE taken away by the SEA.
 - Not be determined to have significant disproportionality for the SFY of the adjustment.



Summary of Key Takeaways

- Required level of effort (for either standard) is based on the last state fiscal year in which LEA MOE compliance was met.
- Must use the same calculation method when comparing current year to comparison year.
- If LEA meets LEA by any of the four methods (tests), LEA MOE is met.





Consequences of LEA Failure to Maintain Fiscal Effort

Consequences of Failing to Meet LEA MOE

- State must repay federal government the amount by which LEA failed to maintain effort (34 CFR §300.203(d)).
- Payback must be made from nonfederal funds or federal funds for which accountability to federal government is not required (GEPA 20 U.S.C. 1234a(a)(1) and (a)(2) and 1234(a)(1)).
- State may or may not require the LEA to repay the state (depending upon state law).
- An LEA will not receive an IDEA subgrant if it does not budget at least as much as expended in the most recent year it met MOE.



QUESTIONS?



General Acronyms



- **ARP** – American Rescue Plan
- **CEIS** – Coordinated Early Intervening Services (34 CFR §300.226 (a))
- **CCEIS** – Comprehensive Coordinated Early Intervening Services (34 CFR §300.226 (b))
- **CFR** – Code of Federal Regulations
- **ESEA** – Elementary and Secondary Education Act
- **ESSA** – Every Student Succeeds Act
- **ESSER** – Elementary and Secondary School Emergency Relief
- **FFY** – Federal Fiscal Year
- **IDEA** – Individuals with Disabilities Education Act

- KIAS** – Kansas Integrated Accountability System
- KGMS** – Kansas Grants Management System
- KGRS** – Kansas Grants Reporting System
- LEA** – Local Educational Agency
- MOE** – Maintenance of Effort (34 CFR §300.203)
- OIG** – Office of Inspector General
- OSEP** – Office of Special Education Programs
- SEA** – State Educational Agency
- SFY** – State Fiscal Year



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Break

Education Advocacy



Leslie Girard
Families Together

Introduction of Deputy Commissioner

Dr. Ben Proctor





Dr. Ben Proctor
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Membership and 2023-2024 meeting Dates

Bert Moore

Kayla Love



2023-2024 Meeting Dates

- July 27, 2023, Wichita, KS 12-4PM
- September 28, 2023
- November 30, 2023
- January 9, 2024, 1-3pm
- January 10, 2024, 7:30am Breakfast with Board; 9am Meeting
- April 11, 2024



Open Positions

- Representative from the state juvenile corrections agency
- Representative of a vocational, community or business organization, concerned with the provision of transition services to children with disabilities
- Representative from state agency responsible for foster care of children
- Representative of other state agency involved in the financing or delivery of related services to exceptional children





Lunch

ELP Alternate Assessment

Beth Fultz





2023 Alternate KELPA



Kansas leads the world in the success of each student.

Requirements Not Met

- KSDE has not submitted evidence that it has developed and is administering an alternate ELP assessment for English learners with the most significant cognitive disabilities, as required under 34 CFR § 200.6(h)(5). Therefore, the Department is placing a condition on KSDE's Title I, Part A grant award for fiscal year 2022. To satisfy this condition, KSDE must submit satisfactory evidence to demonstrate that it has implemented an alternate ELP assessment and that it meets all of the statutory and regulatory requirements for such assessments. The condition will remain until all required evidence has been submitted and peer reviewed. If the outcome of the review by peers indicates full approval, then the condition will be removed. If adequate progress is not made, the Department may take additional action.

- Office of Elementary and Secondary Education
- U. S. Department of Education, November 10, 2022



Proposal – Fall 2023

- Contract the WIDA Consortium at the University of Wisconsin-Madison Center for Research
 - Multi-state coalition of states that promote equitable educational opportunities for English Learners K – 12
 - Kansas will not be required to join the consortium
- Provide English proficiency assessments for English learner students with severe cognitive disabilities
 - Domains: Reading, Speaking, Listening and Writing
 - Kansas proficiency expectations apply
 - Aligned to the DLM academic content standards and English Language Development Standards





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Legislative Updates



Craig Neuenswander

Dale Brungardt

Legislative Information

April 13, 2023

Legislation – Passed Both Chambers

HB 2080 - Virtual State Assessments
Signed by Governor

HB 2304 - Firearm Safety Curriculum = Eddie Eagle and
Wildlife & Parks

HB 2238 – Fairness in Women’s Sports Act
House & Senate Overrode Governor’s Veto



Legislation – Passed Both Chambers

- HB 2322 Emotional Disturbance = Emotional Disability
 - Dyslexia = Special education disability (Kansas).
 - Student with dyslexia not automatically a special education student.
- HB 2138 – Separate Overnight Accommodations
 - Appeal of School Closing Decision
 - KSHSAA Broadcast Fees
- SB 123 District pays for CTE Credential Assessment



Legislation – Passed Both Chambers

- HB 2236 Parents Rights - May Withdraw Child from Class: Complete Alternative Assignments
- HB 2292 – Apprenticeship Program
- SB 66 Enacting the Interstate Teacher Mobility Compact



House Sub SB 83

- Kansas Education Enrichment Program (KEEP)
 - Qualified Student: < 250% Fed Poverty, OR
 - School was closed & live 15 miles from new school
 - * Award \$1,000 per Public School Student
One-Time
 - * Grant 95% of BASE per Nonpublic School Student
Ongoing
 - * Compulsory attendance assumed for home-schooled students



House Sub SB 83

- Funds Special Education including \$72.4 million
 - Uses Federal Money – No Maintenance of Effort
- Includes Special Education Task Force

- Failed in the Senate 17-20*
- Reconsider ??*



House Sub SB 113

- Funds 3-year Average CPI BASE Increase - \$5,103
2023-2024 only – Removes ongoing increase
- Allows HDAR to Sunset on July 1, 2024
- No Special Education Funding (House Sub SB 83)
- General fund - higher of current year or prior year enrollment
- Increase COLA – Qualification drops from 125% - 115%:
 - Cap increases from 5% - 7%



House Sub SB 113

- Accept students from closed school – Low Enrollment Weighting factor freezes for 3 years
- School Safety Grants – Adds \$1 million
- No School Facility Safety Audits
- Adds \$1 million for PAT – (Request was \$1.3 million)
- Removes Additional Funding For:
 - Professional Development - \$1.9 million (Statute)
 - Teacher Mentor Program - \$1 million (Statute)
 - MHIT - \$3 million; Remains 1 year Proviso



House Sub SB 113 Policies

- Late state aid payment made on time, June 2023
- Expands TCLISSP eligibility - < 250% Fed Poverty Level
 - School was closed and live > 15 miles to new school
 - Donor tax credit increased to 75%
- Non-public students may participate in public school KSHSAA activities
- May compensate local School Board members



House Sub SB 113 Policies

- Open Enrollment: 2024-2025
 - Nonresident children of staff may enroll as residents
 - Homeless students may be considered residents
 - Military children have priority before the lottery
- Online Parents Portal to include
 - Grade-Level Curriculum
 - Nonacademic Surveys
 - Nonresident Transfers



Websites for Legislation

- Thumbnail Sketches of Education Bills
- <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Legislation>
- Bills being followed

- Full Text of any Bill
- <http://www.kslegislature.org/li/>
- Enter bill number in box labeled Find Bill



Individual Plan of Study

Natalie Clark





Individual Plan of Study

April 2023

Our Vision for Kansas ...



Kansas leads the **world** in the success of each student





Individual Plan of Study



All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members and family members.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.

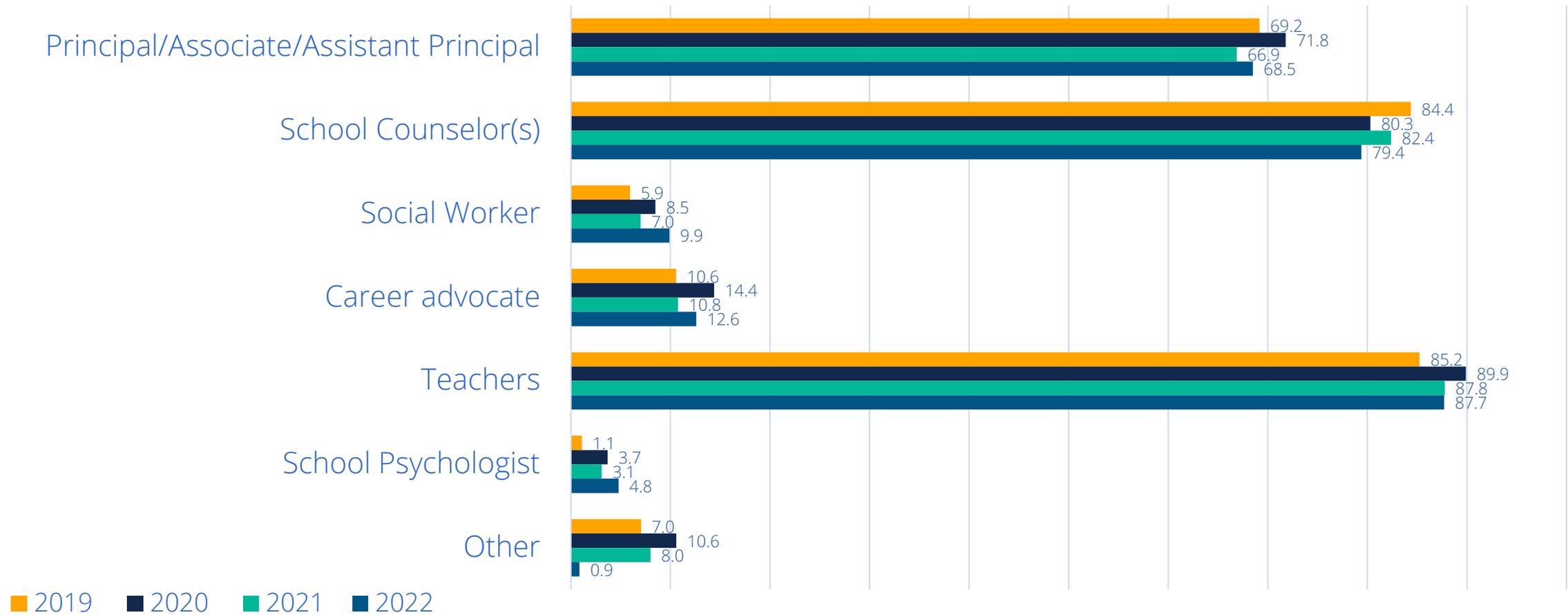




Individual Plan of Study (IPS) 2022 Spring Survey

The district response rate was 100% or all 298 IPS districts responded to the survey.

Q5: Participants of IPS Implementation (%)



Participants of IPS Implementation

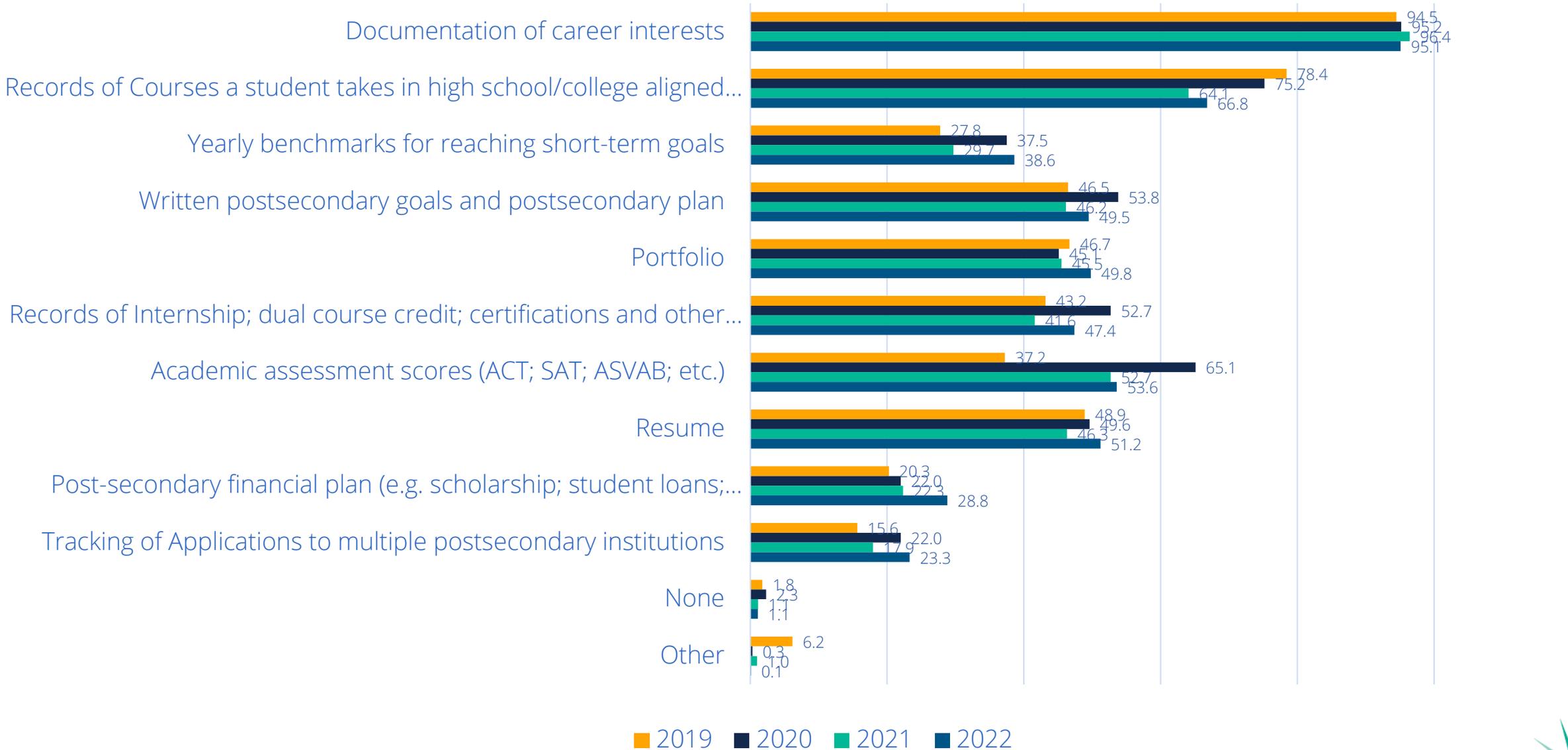


Question 5: Who participates in implementing the IPS at your building?
(Check all that apply)

Answer	2019	2020	2021	2022
Principal/Associate/Assistant Principal	69.2	71.8	66.9	68.5
School Counselor(s)	84.4	80.3	82.4	79.4
Social Worker	5.9	8.5	7.0	9.9
Career advocate	10.6	14.4	10.8	12.6
Teachers	85.2	89.9	87.8	87.7
School Psychologist	1.1	3.7	3.1	4.8
Other	7.0	10.6	8.0	0.9



Q6: Elements Currently Included in the IPS for Students (%)

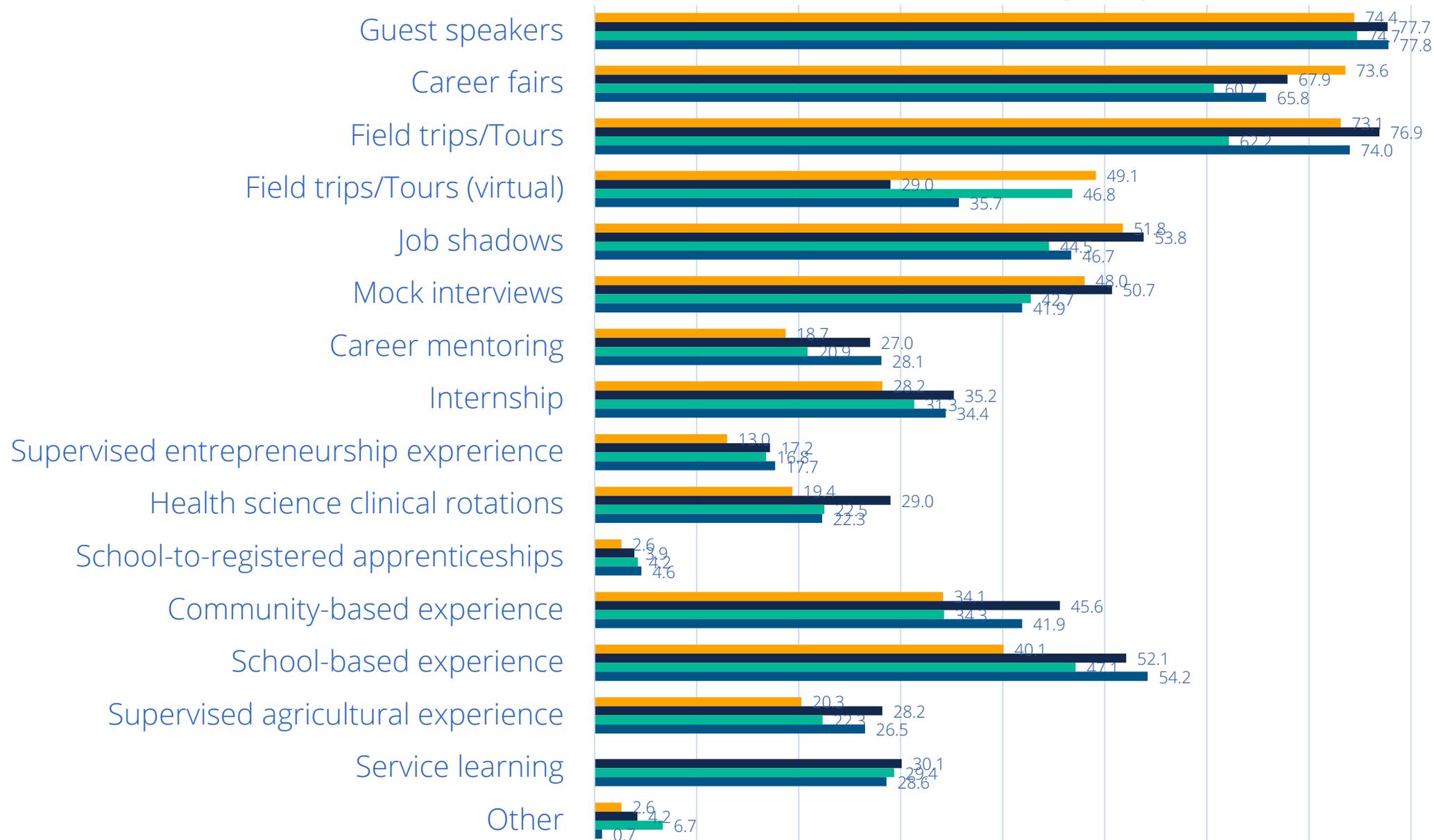


Question 6: What elements are currently included in the IPS for students? (Check all that apply)

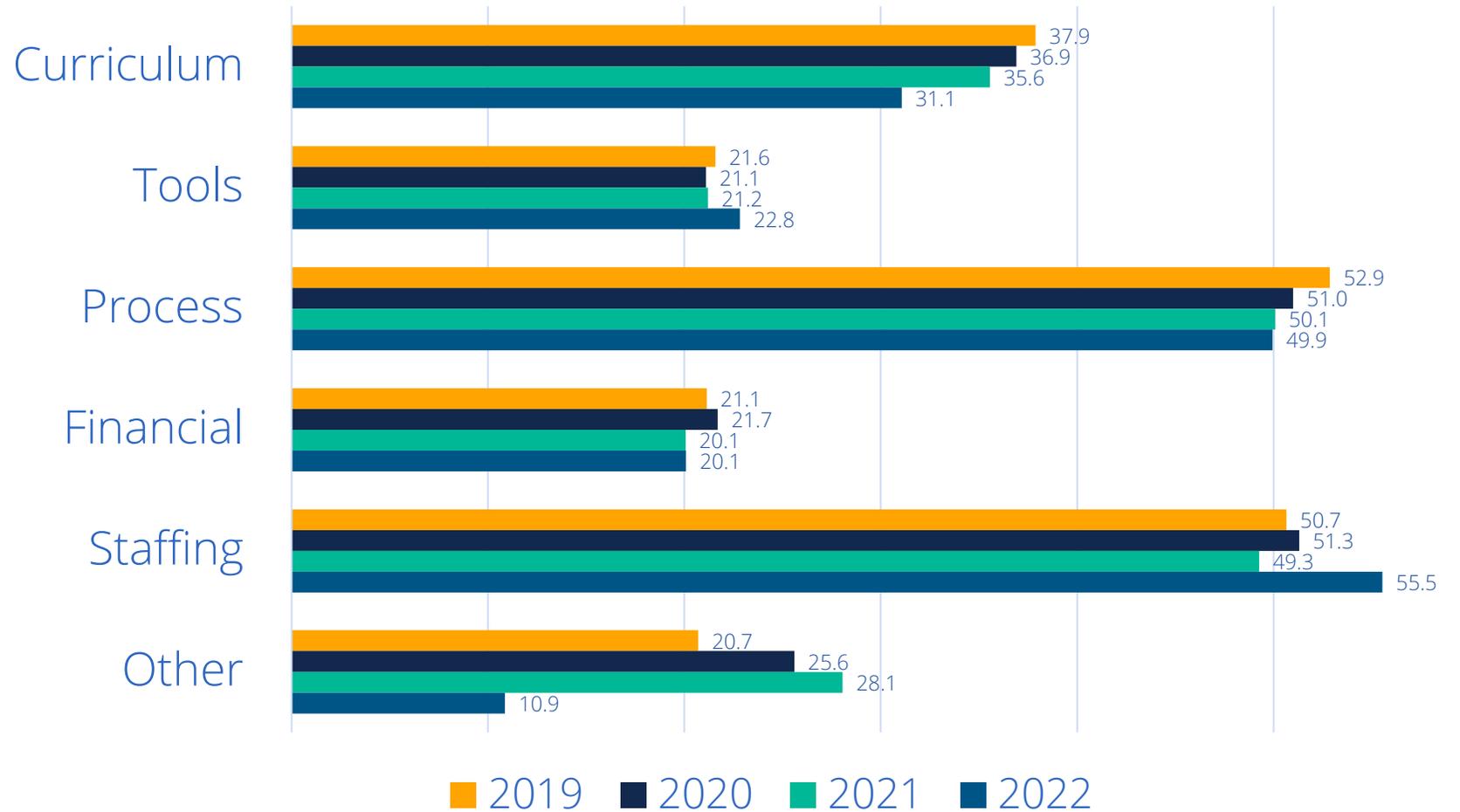
	Answer	2019	2020	2021	2022
1	Documentation of career interests	94.5	95.2	96.4	95.1
2	Records of Courses a student takes in high school/college aligned to student career interests	78.4	75.2	64.1	66.8
3	Yearly benchmarks for reaching short-term goals	27.8	37.5	29.7	38.6
4	Written postsecondary goals and postsecondary plan	46.5	53.8	46.2	49.5
5	Portfolio	46.7	45.1	45.5	49.8
6	Records of Internship; dual course credit; certifications and other postsecondary	43.2	52.7	41.6	47.4
7	Academic assessment scores (ACT; SAT; ASVAB; etc.)	37.2	65.1	52.7	53.6
8	Resume	48.9	49.6	46.3	51.2
9	Post-secondary financial plan (e.g. scholarship; student loans; FAFSA and grants	20.3	22.0	22.3	28.8
10	Tracking of Applications to multiple postsecondary institutions	15.6	22.0	17.9	23.3
11	None	1.8	2.3	1.1	1.1
12	Other	6.2	0.3	1.0	0.1



Q16: IPS Related Work-based Learning Experiences (%)



Q18: Challenges Affecting IPS Implementation (%)



Individual Plan of Study Digital Reference Guide



Kansas leads the world in the success of each student.

IPS Student Summary



Section 1: Student Information

Date: _____

Student Name: _____ Date of Birth: _____

High School Diploma from: _____ Diploma Date: _____

Section 2: Student's Postsecondary Plan: Please provide a short narrative of career/postsecondary goals, any relevant personal interests and/or experiences.

Section 3:

High School Successes and Strengths: What are your high school successes and strengths? Examples include favorite courses, accomplishments, awards, achievements and strengths.

High School Success Strategies: What areas do you think you need to improve upon? In the past, what strategies or supports have you used to help you succeed in school (tutoring, time management, aids, special equipment, accommodations, other services)? Which worked best for you and why?



Work-Based Learning

DIGITAL REFERENCE GUIDE



Kansas leads the world in the success of each student.

February 2, 2023



KANSAS WORK-BASED LEARNING CONTINUUM

INCREASING INDIVIDUALIZATION AS STUDENTS CONNECT THEIR INTERESTS, SKILLS AND GOALS WITH CAREER POSSIBILITIES. →

CAREER AWARENESS

- Guest speaker
- Career fair
- Field trip
- Tour

CAREER EXPLORATION

- Job shadow
- Mock interview
- Field trip
- Career mentoring

CAREER PREPARATION

- Internship/placement
(business/industry/community)
- Youth registered apprenticeship
- Simulated work-based experience
(school district)
- Entrepreneurship/ownership
- Service learning

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

"To the Stars and Beyond"



A Developmental Framework for the Integration of Social and Emotional Learning and Career and Workforce Development

March 8, 2022

CASEL



Systemically Implement Evidence-Based Preschool Through High School SEL for All

and at the same time...

Explicitly Integrate SEL Into All Career and Workforce Development Activities
With Attention to Equity Barriers and Facilitators and Intentionally Leverage Personalized Career and Academic Planning (PCAP)

Exposure and Awareness
Beginning in Preschool and Elementary School: early jobs awareness

Exploration and Engagement
Beginning in Middle School: career exploration activities

Immersion, Participation, and Preparation
Beginning in High School: career participation experiences



Examples of Workforce Development Efforts

Preschool and Elementary School Exposure and Awareness		➔	Middle School Exploration and Engagement		➔	High School Immersion, Participation, and Preparation	
Career days			Project-based learning			CTE and career development courses (e.g., identifying general SEL skills that are transferable across specific careers and jobs), leading to dual degrees, postsecondary credits, and certifications	
Guest classroom speakers			Community service and service-learning			Work-based learning	Career Pathway programs
Field trips	Exposure through literature		Job shadowing	Mock interviews		Internships	Externships
			Career mentoring			Simulated work-based experiences	Apprenticeships

A DEVELOPMENTAL FRAMEWORK FOR INTEGRATING SOCIAL AND EMOTIONAL LEARNING WITH CAREER AND WORKFORCE DEVELOPMENT





KANSAS

A Vision for Integrating SEL with Career and Workforce Development for Students

Connections to Career and Workforce Development and SEL:

WBL is essential for student's occupational identity formation, including their awareness of different types of careers, their engagement in exploring those careers, and their active immersion in activities associated with those careers (Callahan et al., 2019). This experiential learning provides students with a firsthand look at how school-based learning is relevant to a variety of career options.

In addition, WBL allows students to practice and apply social and emotional skills (e.g., social awareness and relationships skills) developed in K-12 classroom settings in new environments, at a workplace, or in partnership with business mentors. WBL opportunities can also be harnessed as a method of teaching social and emotional skills within the environment of a specific career. This practice contextualizes how social and emotional skills are critical for success in the world of work.





Coalition for
Career Development
Center

Condition of Career Readiness in the United States

Solberg, V. S. H., Donnelly, H. K., Kroyer-Kubicek, R., Basha, R.,
Curtis, G., Jaques, E., Schreiber, K. (2022).



Kansas Work-Based Learning: Personalized Learning Plan

GUIDANCE DOCUMENT



Employability Skills Assessment Fill in the circle that best describes your employability skills.

Employability Skills		Not Very Like Me → Like Me
Effective Relationships	Interpersonal Skills	
	• Teamwork	① ② ③ ④ ⑤
	• Customer service	① ② ③ ④ ⑤
	Personal Qualities	
	• Initiative	① ② ③ ④ ⑤
	• Adaptability	① ② ③ ④ ⑤
	• Professionalism	① ② ③ ④ ⑤
Workplace Skills	Resource Management	
	• Manages time, money, resources, and personnel	① ② ③ ④ ⑤
	Information Use	
	• Locates, organizes, analyzes, uses, and communicates information	① ② ③ ④ ⑤
	Communication	
	• Verbal communication	① ② ③ ④ ⑤
	• Listening	① ② ③ ④ ⑤
	• Comprehends written material	① ② ③ ④ ⑤
	• Conveys information in writing	① ② ③ ④ ⑤
	Systems Thinking	
	• Understands, uses, monitors, and improves systems	① ② ③ ④ ⑤
	Technology Use	
	• Understands and uses technology	① ② ③ ④ ⑤
	Applied Knowledge	Applied Academic Skills
• Academic application		① ② ③ ④ ⑤
Critical Thinking		
• Problem solving		① ② ③ ④ ⑤
• Creative thinking		① ② ③ ④ ⑤
	• Goal setting	① ② ③ ④ ⑤

Student Name: _____

Date: _____

Assessment Completed by: _____

Place this employability skills assessment in the electronic portfolio for your Individual Plan of Study.



Work Sample Reflection Sheet: Template

Student Name	School	
Career Pathway or Cluster <i>(if applicable)</i>	Grade Level	
Description of Work-Based Learning Experience <ul style="list-style-type: none">• Location of the experience• Type of experience (e.g., job shadow or internship)• Description of the tasks or responsibilities associated with the work-based learning experience		
Description of Work Samples <ul style="list-style-type: none">• Describe the type of product(s) (e.g., photo, website, report, etc.)		
Select Employability Skills		
<input type="checkbox"/> Interpersonal Skills	<input type="checkbox"/> Information Use	<input type="checkbox"/> Technology Use
<input type="checkbox"/> Personal Qualities	<input type="checkbox"/> Communication Skills	<input type="checkbox"/> Applied Academic Skills
<input type="checkbox"/> Resource Management	<input type="checkbox"/> Systems Thinking	<input type="checkbox"/> Critical Thinking Skills
How does your work sample(s) demonstrate development of the selected employability skill(s)?		
Describe how this experience will help you achieve your career goals or prepare you for your future career.		



Student: Employability Skills Self-Assessment

Student name: _____

School: _____

Career pathway/cluster (if applicable): _____

Grade: _____

Please reflect and rate yourself on the skills being assessed at least twice during this WBL experience, in a first baseline review and in a second review near the end of the WBL experience. The feedback should happen every nine weeks. See Measuring and Reflecting Student Learning, page 12.*

	0=No Exposure	1=Emerging	2=Developing	3=Proficient	4=Exemplary
EFFECTIVE RELATIONSHIPS					
INTERPERSONAL SKILLS					
<input type="checkbox"/> Teamwork					
<input type="checkbox"/> Customer service					
PERSONAL QUALITIES					
<input type="checkbox"/> Initiative					
<input type="checkbox"/> Adaptability					
<input type="checkbox"/> Professionalism					
WORKPLACE SKILLS					
RESOURCE MANAGEMENT					
<input type="checkbox"/> Manages time, money and personnel.					
INFORMATION USE					
<input type="checkbox"/> Locates, organizes, analyzes, uses and communicates information.					
COMMUNICATION					
<input type="checkbox"/> Verbal communication					
<input type="checkbox"/> Listening					
<input type="checkbox"/> Comprehends written material.					
<input type="checkbox"/> Conveys information in writing.					
SYSTEMS THINKING					
<input type="checkbox"/> Understands, uses, monitors and improves systems.					
TECHNOLOGY USE					
<input type="checkbox"/> Understands and uses technology.					
APPLIED KNOWLEDGE					
APPLIED ACADEMIC SKILLS					
<input type="checkbox"/> Academic application					
CRITICAL THINKING					
<input type="checkbox"/> Problem-solving					
<input type="checkbox"/> Creative thinking					
<input type="checkbox"/> Goal setting					



Employability Skills

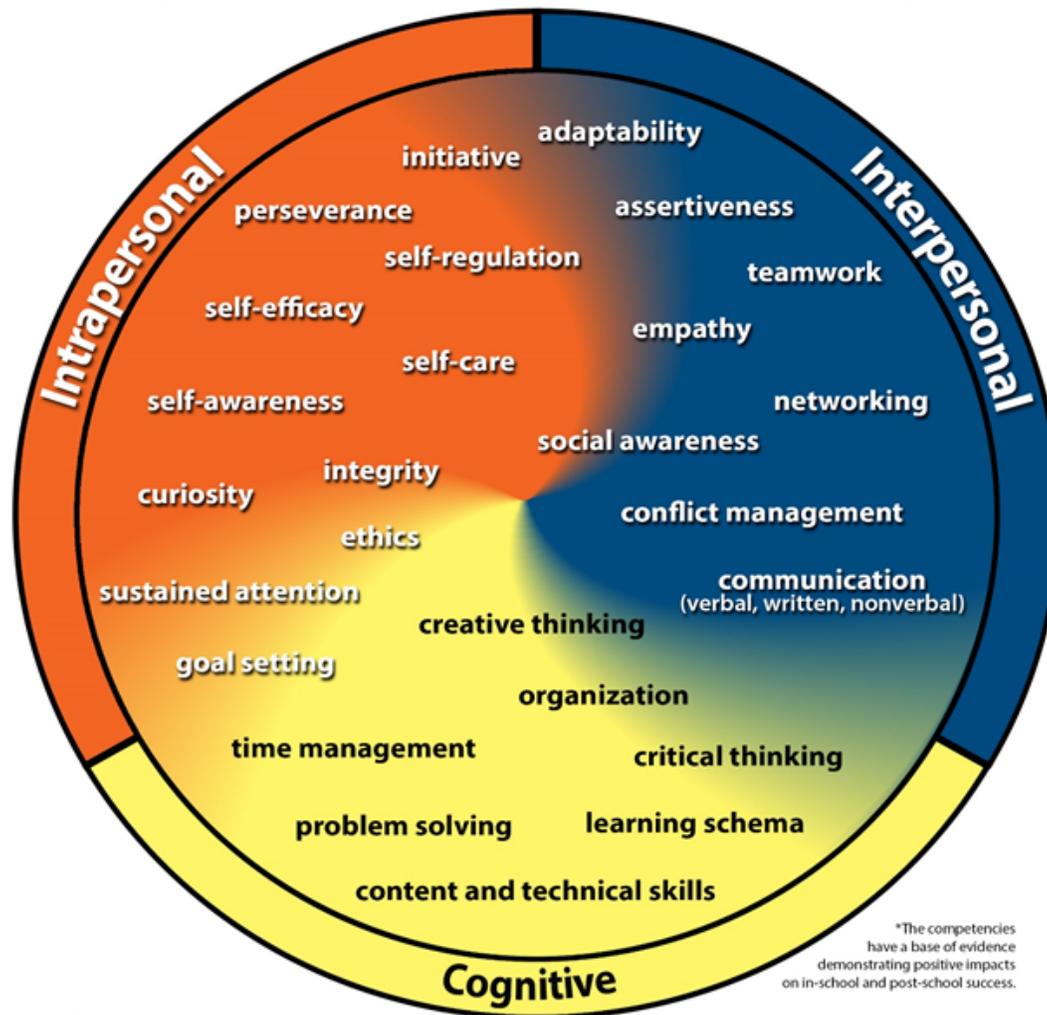


U. S. Department of Education

<http://cte.ed.gov/employabilityskills/index.php/framework/systems>



College and Career Competency Wheel



Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Academies Press.

For more information, visit:
<http://ResearchCollaboration.org/page/CCCFramework>



Employability Skills Framework Crosswalk

Resource	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communication	Systems Thinking	Technology Use
Kansans Can Competency Framework	X	X	X	X	X	X	X	X	X
Kansans Can Competency Framework	Content/Technical Communication Problem Solving Critical Thinking Creative Thinking	Critical Thinking Creative Thinking Problem Solving Learning Schema Organization Goal Setting Sustained Attention Assertiveness Self-Regulation	Teamwork Empathy Conflict Management Networking Social Awareness Assertiveness Teamwork	Ethics Adaptability Self-Regulation Integrity Initiative Self-Efficacy Perseverance Self-Awareness Self-Care Curiosity Sustained Attention Teamwork Empathy	Time Management Self-Regulation Problem Solving Organization Assertiveness	Critical Thinking Learning Schema Organization Communication	Communication Assertiveness Social Awareness	Teamwork Social Awareness Self-Regulation Adaptability	Content/Technical
(SECD) Social Emotional and Character Development Standards	Responsible Decision Making & Problem Solving Self-Management	Self-Awareness Problem Solving Responsible Decision Making & Problem Solving	Core Principles Interpersonal Skills Self-Management Social Awareness Self-Awareness	Core Principles Self-Awareness Social Awareness Interpersonal Skills Self-Management	Responsible Decision Making & Problem Solving Self-Management	Social Awareness Self-Management Responsible Decision Making & Problem Solving	Social Awareness Interpersonal Skills Self-Awareness	Responsible Decision Making & Problem Solving	Core Principles Responsible Decision Making & Problem Solving



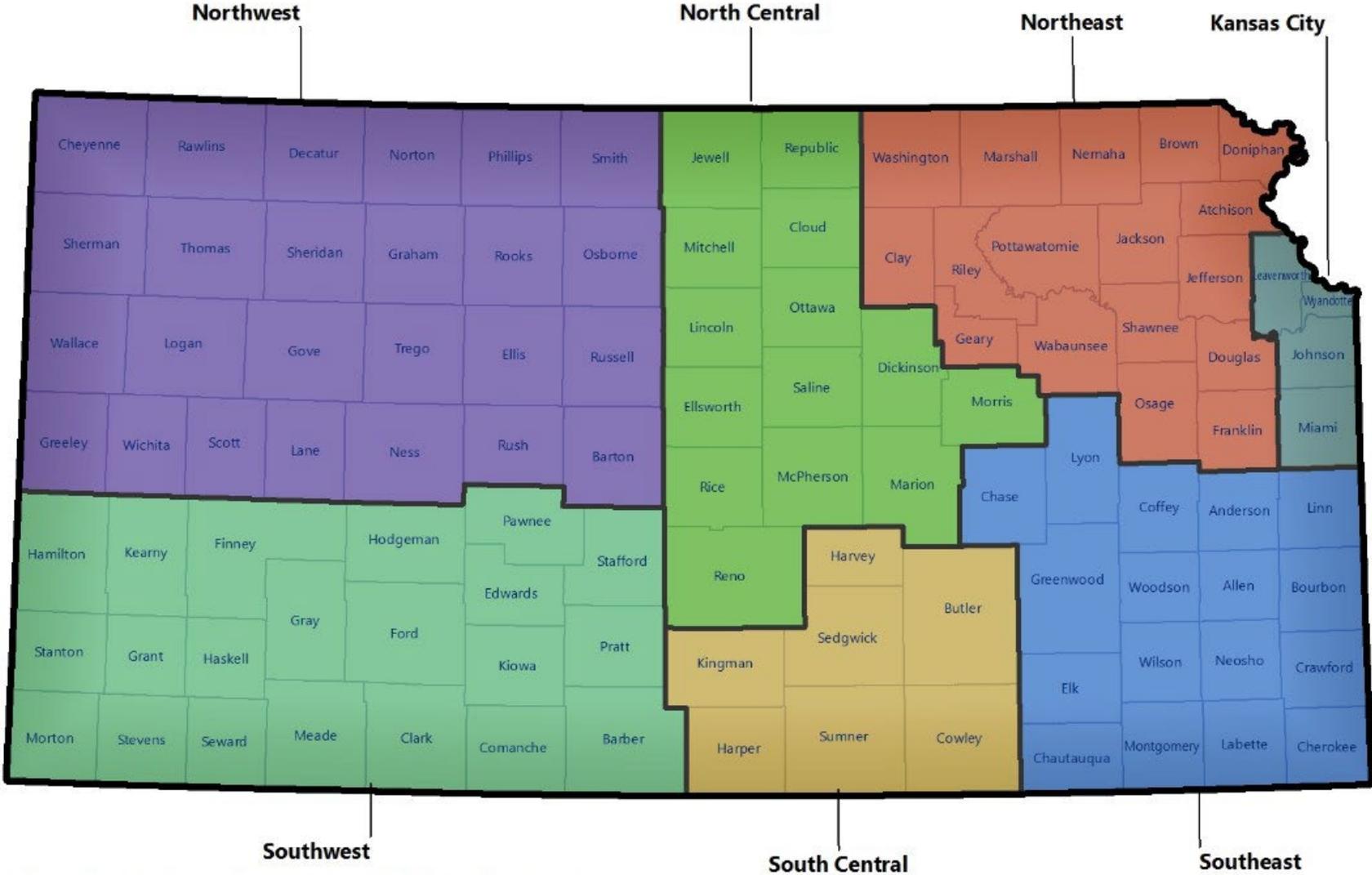
High Demand Occupations

Kansas
2022

SOC	SOC Title	LT ¹	ST ²	Current Openings ³	Total Demand Score	Median Annual Wage ⁴	High Demand High Wage ⁵	Education	Work Experience	Job Training
11-1021	General and Operations Managers	10	10	10	30	\$77,500	<input checked="" type="checkbox"/>	Bachelor's degree	5 years or more	None
29-1141	Registered Nurses	10	10	10	30	\$61,790	<input checked="" type="checkbox"/>	Bachelor's degree	None	None
53-3032	Heavy and Tractor-Trailer Truck Drivers	10	10	10	30	\$47,980	<input checked="" type="checkbox"/>	Postsecondary nondegree award	None	Short-term on-the-job training
43-4051	Customer Service Representatives	10	10	10	30	\$35,100		High school diploma or equivalent	None	Short-term on-the-job training
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	10	10	10	30	\$34,150		High school diploma or equivalent	Less than 5 years	None
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	10	10	10	30	\$33,730		No formal educational credential	None	Short-term on-the-job training
53-7065	Stockers and Order Fillers	10	10	10	30	\$29,280		High school diploma or equivalent	None	Short-term on-the-job training
31-1131	Nursing Assistants	10	10	10	30	\$29,060		Postsecondary nondegree award	None	None
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	10	10	10	30	\$28,690		No formal educational credential	None	Short-term on-the-job training
35-2014	Cooks, Restaurant	10	10	10	30	\$27,930		No formal educational credential	Less than 5 years	Moderate-term on-the-job training
41-2031	Retail Salespersons	10	10	10	30	\$27,560		No formal educational credential	None	Short-term on-the-job training



Kansas Projection Regions



Source: Kansas Department of Labor, Labor Market Information Services



AGRICULTURE, FOOD, & NATURAL RESOURCES

JOB NOW - CAREER LATER



NOW

SHORT-TERM ON-THE-JOB TRAINING

	MEDIAN ANNUAL WAGE
Farmworkers & Laborers, Crop, Nursery, & Greenhouse	\$27,820
Landscaping & Groundskeeping Workers	\$30,450
Meat, Poultry, & Fish Cutters & Trimmers	\$37,820

NEXT

MODERATE TO LONG-TERM ON-THE-JOB TRAINING

Agricultural Equipment Operators	\$36,810
Water & Wastewater Treatment Plant & System Operators	\$37,570
★ Pesticide Handlers, Sprayers, & Applicators, Vegetation	\$38,100

LATER

HIGH SCHOOL DIPLOMA & WORK EXPERIENCE

★ Farmers, Ranchers, & Other Agricultural Managers	\$59,750
★ First-Line Supervisors of Landscaping, Lawn Service & Groundskeeping Workers	\$50,680

★ = HIGH DEMAND, HIGH WAGE



Kansas Department of Labor
Labor Market Information Services
401 SW Topeka Blvd.
Topeka, KS 66603
Phone: (785) 296-5000 Fax: (785) 296-5286

Visit our Website:
klic.dol.ks.gov
Contact Us:
KDOL.Laborstats@ks.gov

Sources: KDOL, Labor Market Information Services; 2022 Kansas High Demand Occupations & Occupational Employment and Wage Statistics (OEWS)



HEALTH & BIO SCIENCES

JOB NOW - CAREER LATER



NOW

HIGH SCHOOL DIPLOMA & SHORT TO MODERATE-TERM ON-THE-JOB TRAINING

	MEDIAN ANNUAL WAGE
Home Health & Personal Care Aides	\$23,210
Medical Secretaries & Administrative Assistants	\$36,590
Pharmacy Technicians	\$36,630

NEXT

ASSOCIATE DEGREE

★ Radiologic Technologists & Technicians	\$59,320
★ Physical Therapist Assistants	\$59,820
★ Dental Hygienists	\$75,700

LATER

BACHELOR'S OR DOCTORAL/PROFESSIONAL DEGREE

★ Registered Nurses	\$61,790
★ Physical Therapists	\$88,570
★ Pharmacists	\$127,940

★ = HIGH DEMAND, HIGH WAGE



Kansas Department of Labor
Labor Market Information Services
401 SW Topeka Blvd.
Topeka, KS 66603
Phone: (785) 296-5000 Fax: (785) 296-5286

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Contact Us:
KDOL.Laborstats@ks.gov

Sources: KDOL, Labor Market Information Services; 2022 Kansas High Demand Occupations & Occupational Employment and Wage Statistics (OEWS)



ARCHITECTURE & CONSTRUCTION

JOB NOW - CAREER LATER



NOW

SHORT TO MODERATE-TERM ON-THE-JOB TRAINING

	MEDIAN ANNUAL WAGE
Conveyor Operators & Tenders	\$30,580
Construction Laborers	\$36,430
★ Operating Engineers & Other Construction Equipment Operators	\$42,940

NEXT

HIGH SCHOOL DIPLOMA & APPRENTICESHIP

★ Carpenters	\$45,400
★ Plumbers, Pipefitters, & Steamfitters	\$48,710
★ Electricians	\$49,670

LATER

BACHELOR'S DEGREE

★ Cost Estimators	\$64,800
★ Civil Engineers	\$78,920
★ Construction Managers	\$86,210

★ = HIGH DEMAND, HIGH WAGE



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Contact Us:
KDOL.Laborstats@ks.gov

Sources: KDOL, Labor Market Information Services; 2022 Kansas High Demand Occupations & Occupational Employment and Wage Statistics (OEWS)



IPS Star Recognition Timeline

Results will be announced in fall 2023.

Star Recognition Timeline

MONTH	ITEM
January	Applications open.
May 12	Applications due.
Fall	Star Recognition recipients announced.



Foundational Structure Reflection Rubric



POSTSECONDARY AND CAREER PREPARATION

- Comprehensive pre-K-12 curriculum offering a continuum of varied levels of exposure to postsecondary/ career preparation
- Each student in grades 8–12 has an Individual Plan of Study (IPS).
- Experiences and exposure for students related to postsecondary pursuits.
- Data collection on IPS, graduation rates and postsecondary effectiveness.

Definition

Systems must provide pre-K-12 curricula/programs/services to engage students in a process leading to a postsecondary plan.

Systems must provide a continuum of experiences offering students varied levels of exposure to career awareness, exploration and specific preparation activities. Increasing individualization as students connect interests, skills and goals with career possibilities.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> • Work is becoming more evident. • Plans are taking form. • All of the relevant pieces are in place. 	<ul style="list-style-type: none"> • There is evidence that work is being done. • Plans are being actively put into action. 	<ul style="list-style-type: none"> • There is evidence that work is moving in a positive direction. • There are pockets of implementation and sustained efforts. 	<ul style="list-style-type: none"> • Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.
Scope of IPS	<p>Each student has an IPS in place, including special populations.</p> <p>Courses are aligned with student interests as identified via assessments/interest inventories, ability profilers and academic results.</p> <p>District IPS includes all components of the IPS:</p> <ul style="list-style-type: none"> • Interest inventories. • Career interests. • Postsecondary plan. • Exportable electronic portfolio. <p>IPS includes activities and involvement in school and/or community.</p> <p>IPS outlines postsecondary plan.</p>	<p>The IPS is reviewed and updated at least twice a year.</p> <p>Students select a sequence of elective courses related to identified career interest areas, and secondary courses increase in intensity via a sequence of coursework. Career awareness activities begin in middle grades.</p> <p>District IPS includes all components of the IPS and involves a student creating a plan of study for four years.</p> <p>Student activities and involvement in school and/or community clearly relate to identified interests/ career plans.</p> <p>Student postsecondary plan is aligned with identified career interests and associated credentials.</p>	<p>The IPS is reviewed and updated at least twice a year.</p> <p>Students select a sequence of elective courses related to identified career interest areas, and secondary courses increase in intensity via a sequence of coursework. Career awareness activities begin in middle grades via introductory pathway courses.</p> <p>District IPS includes all components of the IPS and involves a student creating a plan of study (middle school through two years of postsecondary).</p> <p>Exportable electronic portfolio houses students' artifacts of work completed during the IPS process.</p> <p>Student activities and involvement in school and/or community clearly relate to identified interests/career plans. Activities are conducted through established Career and Technical Student Organizations (CTSOs), social emotional and/or student organizations.</p> <p>Student postsecondary plan is aligned with identified career interests and associated credentials and includes a postsecondary financial</p>	<p>District annually reviews data and monitoring of student progress and satisfaction to continually improve IPS structure and process.</p> <p>District's IPS will serve as a model for other districts.</p>





HIREPATHS
Your Kids. Endless Career Options.

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[The Parent's Role](#)



[Blog](#)



[Post-High School Options](#)



[Explore Careers](#)



[Featured Employers](#)



[The Parent's Role](#)

You Are Your Child's First Career Counselor

Parents and guardians play a huge role in children's first exposure to career possibilities and shaping lifelong perceptions about different occupations.

[LEARN MORE](#) →



Focus on Parents

Parents are the greatest influence in a child's life. They inspire a child's career choice starting from birth.



Target Audience: Kansas parents, ages 25 to 55, with children under age 18

HIREPATHS
Your Kids. Endless Career Options.



Secondary Target Audiences



K-12 students



K-12 teachers/counselors

Business photo created by pressfoto - www.freepik.com

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- **Follow:** Facebook, Twitter, Instagram



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Council Ex-Officio Member Reports



Ex-Officio Member Reports

- Families Together
- Kansas Association of Special Education Administrators (KASEA)
– Ashley Enz
- Disability Rights Center
- Kansas State Board of Education
- KSSD
- KSSB
- Others



Closing Comments/Adjournment

- Next SEAC Meeting: July 27, 2023, 12-4pm, Wichita, KS (in-person ONLY) Lunch provided
- Items for next agenda
- Motion to adjourn





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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.





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