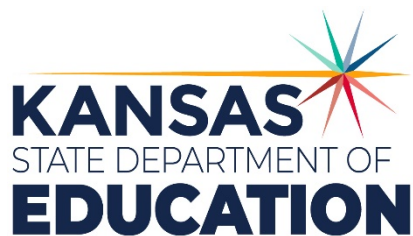


2019-2020 Annual Report: IPS Information



Kansas leads the world in the success of each student.



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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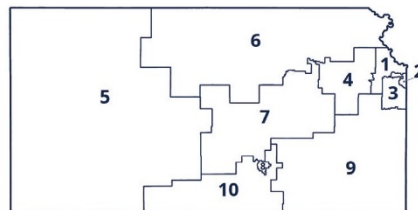


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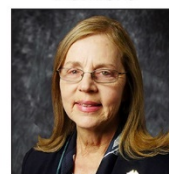
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2019-2020 Annual Report: IPS Information

CTE Regional Conferences

September 4, 2019 Hays
September 5, 2019 Dodge City
September 10, 2019 Wichita
September 12, 2019 Salina
September 17, 2019 Neosho County
September 19, 2019 Topeka
September 25, 2019 NW KS Tech, Goodland

Spring Roadshow: IPS/Career Counseling

Essential Conversations for IPS Success: Integrating Social-Emotional and Career Advising for Student Success

January 28, 2019 ESSDACK, Hutchinson
January 29, 2019 Lawrence
January 31, 2019 Girard
February 6, 2019 Oakley
February 7, 2019 Orion, Clearwater
February 8, 2019 Smoky Hills, Salina
February 15, 2019 Sublette

Presenters: Natalie Clark, Joni Clark-Leiker, Jane Groff, Jodi Grover, Noalee McDonald, Kent Reed

This one-day conference hosted 4 essential conversations through workshops to support the success of the IPS in schools. Connections were unearthed between the individual plan of study (IPS) and social emotional learning (SEL) initiatives to expose opportunities to combine efforts when working with students, families and colleagues. School districts were encouraged to bring key leaders of the IPS and SEL initiatives.

Scaling High Quality Work-Based Learning Pilot

Kansas is currently conducting a state cross-agency work-based learning regional pilot that will serve as a model to scale high quality work-based learning across Kansas and develop a statewide system alignment. Within each of the five workforce regions there is one regional work-based learning intermediary, community and/or technical college partners, and one school district or cohort of districts with an identified WBL coordinator. The Workforce Center or Workforce Board in each region serves as the regional work-based learning intermediary connecting education, business and industry, and economic development in the region. The regional work-based learning intermediary coordinates work-based learning experiences for students in partnership with the district work-based learning coordinator. WBL Coordinator professional development was held in the spring of 2020 and delivered by the Kansas State Department of Education, US Department of Labor, Kansas Department of Commerce, Kansas Department of Labor, Kansas Board of Regents, Kansas Department for Children and Families, and Kansas Association of School Boards. The information was compiled as follows in the Kansas Work-Based Learning Digital Reference Guide completed July 9, 2020:

<https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/CTE%20Home/WBL%20Digital%20Reference%20Guide.pdf?ver=2020-07-24-133454-847>

The Work-Based Learning Pilots first met January 7th, 2020 during a Zoom Meeting to begin the WBL Pilot. The WBL Pilots were in the district buildings approximately 10 weeks and completed the remainder of the 2019-2020 school year via Continuous Learning. Please find attached WBL Pilot Fact Sheets that summarize some of the activities in each of the five workforce regions.

WBL Pilot Districts inventoried their IPS Process, and inventoried WBL Experiences offered K-12 across the Kansas WBL Continuum.

Work-Based Learning (WBL) Professional Development

WBL Coordinators, District Educators, and Service Centers were invited to participate in a Work-Based Learning (WBL) Professional Development September 24th, October 15th, and November 4th, 2020. The series of three Zoom Sessions were held from 8:00 AM – 12:00 PM on the days listed. Approximately 130 participants attended.

IPS PLN (Professional Learning Network):

Strengthening IPS Through Professional Learning Networks

The objective of the IPS Framework: Strengthening Individual Plans of Study Through Professional Learning Networks are to grow professionally and ensure each student experiences a personalized IPS process developed cooperatively between the student, school staff, and family members.

With the reauthorization of Perkins, Strengthening CTE for the 21st Century Act, (Perkins V) Kansas CTE and Perkins programs are asked to consider how well they are implementing the full scope of the Strengthening CTE for the 21st Century Act.

A key component of the Perkins V law focuses on how schools will provide:

- 1) career exploration and career development coursework, activities, or services
- 2) career information on employment opportunities that incorporate the most up-to date information on high-skill, high-wage, or in-demand industry sectors or occupations
- 3) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

The Individual Plan of Study (IPS) Framework is the tool/vehicle that provides the framework to reach the above identified targets. With a strong well-developed IPS Framework, schools ensure each student experiences a personalized IPS process developed cooperatively between the student, school staff and family members. With the Kansas Vision firmly placed before us, we continually strive to increase our student success measures. Using a variety of rubrics, published research, and local & regional data as a guide, schools (specifically at the secondary level) are encouraged to strengthen their programs.

This IPS Framework project will provide a structure to explore how an IPS program can be designed, implemented and strengthened through professional learning networks (PLNs) in conjunction with existing career development resources and with the assistance of educators serving as caring and encouraging mentors (career advisors) who facilitate IPS activities within advisory settings. Our goal as an IPS Professional

Learning Network (PLN) is to help connect educators to the wealth of exemplary resources available, which they can draw upon to create their own IPS program, to meet the needs of their school and students. In addition, this project focuses on strengthening the IPS process by focusing on helping students attain necessary skills in the career development process. The IPS Framework project focuses on helping individual educators, teams of educators, and community members learn how to design, implement and evaluate IPS programs that go far beyond the basic IPS document.

Lead Trainer: 1

Trainers: 11

IPS PLN Members: 86

Access and Equity Roadshows

Access and Equity in CTE: How do you include all?

January 21, 2020 Smoky Hill, Salina

January 22, 2020 Greenbush, Lawrence

January 23, 2020 Greenbush, Girard

February 17, 2020 ESSDACK, Hutchinson

February 18, 2020 Orion, Clearwater

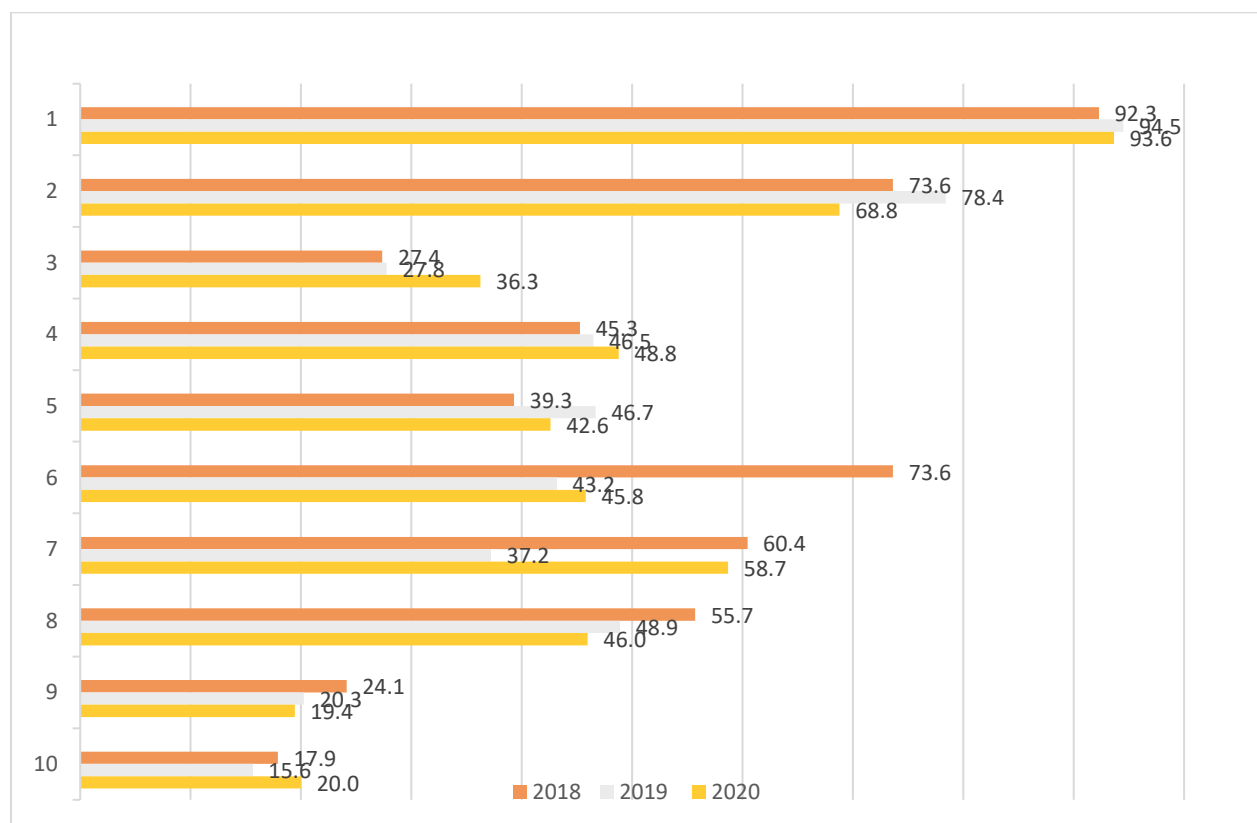
February 25, 2020 SWPRSC, Sublette

Lori Jensen Wilson from Orion and Wendy Coates facilitated the roadshows and helped districts to:

- Consider and develop strategies to assist special populations and non-traditional students be successful in CTE programs and post-secondary planning.
- Analyze non-traditional and special population district data.
- Develop a plan including how to include Perkins grants and accreditations and/or redesign goals.
- Participants that registered a week in advance received district-specific data reports; non-traditional numbers, pathway student enrollment, pathways by district.

IPS Survey

Each year since 2017 KSDE has administered an annual survey providing opportunities for schools to provide insight about local implementation progress highlighting the barriers and obstacles which schools face in IPS implementation. The survey implementation is important in developing State support for schools, educators, and families as they support students in the development of their IPS. The graph below is one illustration of the survey data. This graph illustrates in aggregate the elements of IPS included in schools across the state. The indicated percentages represent the percentage of schools which include these elements.



- 1 Documentation of career interests
- 2 Records of Courses a student takes in high school/college aligned to student career interests
- 3 Yearly benchmarks for reaching short-term goals
- 4 Written postsecondary goals and postsecondary plan
- 5 Portfolio
- 6 Records of Internship; dual course credit; certifications and other postsecondary
- 7 Academic assessment scores (ACT; SAT; ASVAB; etc.)
- 8 Resume
- 9 Post-secondary financial plan (e.g. scholarship; student loans; FAFSA and grants)
- 10 Tracking of Applications to multiple postsecondary institutions

KSDE/KBOR Collaboration

To support matriculation of students toward postsecondary success KSDE began to partner with KBOR through the IPS initiative during the COVID-19 interruption last spring.

College Admissions Among COVID-19 resource document was a KSDE/KBOR collaborative resource to help 2020 graduates make post-secondary decisions. On Wednesday, March 18, 2020, at the invitation of Vice President for Academic Affairs, Dan Archer, Stacy Smith, KSDE presented the IPS framework to Kansas Board of Regents staff and the Board of Academic Affairs Standing Committee (BAACS) which is a sub-committee of the Board that focuses on academic affairs-related policy and strategic initiatives.

A College Admissions Webinar facilitated by KSDE/KBOR was held April 27, 2020 and there were 113 participants. Panelists included representatives from McPherson College, Wichita State University, Emporia State University, Fort Hays State University, University of Kansas, Pittsburg State University, Kansas State University, Colby Community College, Salina Area Technical College, and Washburn University. A College Admissions Webinar Q and A Document and recording link are attached.

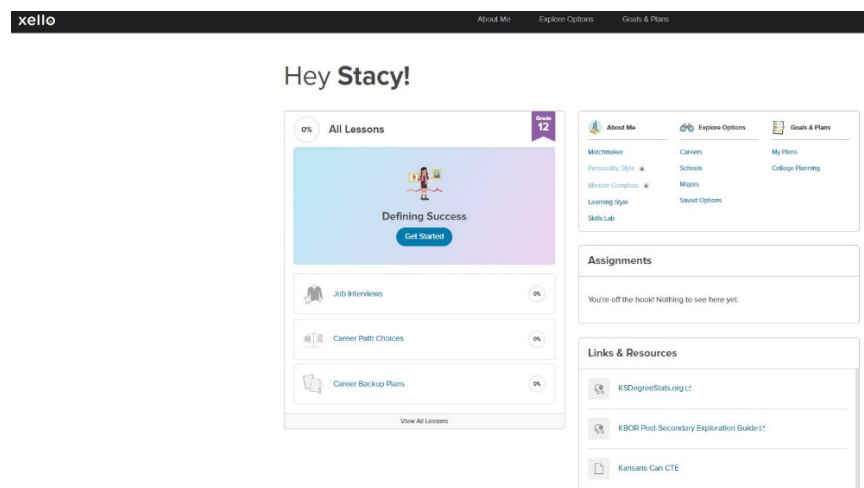
A Student Financial Aid Webinar facilitated by KSDE/KBOR was held April 28, 2020 and there were 78 participants. Panelists included representatives from Friends University, Southwestern College, Emporia State University, Fort Hays State University, University of Kansas, Pittsburg State University, Wichita State University, Kansas State University, Kansas Board of Regents, Pratt Community College, North Central Kansas Technical College, and Washburn University. A Student Financial Aid Q and A Document and recording link are attached.

Several important offshoots as a result of meetings with KBOR were the [Postsecondary Exploration Guide](#) and subsequent joint webinars to support school staff, students, and families in matriculation.

Of particular note are [Deputy Commissioner Dr. Neuenswander's September Lunchtime Hot Topics](#) which featured KSDE's Natalie Clark and KBOR's Karla Wiscombe in an outreach and explanation over the [Postsecondary Exploration Guide](#) and [KSDegreeStats.org](#).

The release of the IPS Star Recognition Rubric will feature the inclusion of district FAFSA reporting in Element Family Engagement sub element 4.3 Strategic Action prioritizing support for overcoming barriers for postsecondary enrollment.

Please find below a mockup of a Xello IPS layout using my name. You can see the links to the resources where students can access links highlighting the tools in the lower right-hand corner of the screen.



The next step is to develop a lesson which would walk students and families through the process of researching the training programs and associative costs at the State's postsecondary institutions. KSDE is very excited to celebrate the collaboration with KBOR.

CASEL

Kansas is a State Team in the CASEL Collaborating States Initiative (CSI) entitled, *Education to Workforce Pathways through SEL and Skills for the Future: Bridging Hope and Opportunity*. Kansas is a part of this collaborative of practice connecting education and workforce policy through an SEL lens. Kent Reed is the Kansas Team Lead.

Natalie Clark, KSDE, and Bill Losey, Hugoton WBL Coordinator, presented Kansas: SEL – Workforce Connections with Scott Solberg and Stan Litow during the Collaborating States Initiative (CSI) National Meeting on July 22, 2020.

National Governor's Association (NGA)

Kansas has a cross-agency collaborative team participating in the NGA (National Governor's Association) Center's Learning Lab on Responsive Work-Based Learning Systems: Adjusting to COVID-19 and Preparing for Sustainability. As part of the Learning Lab, NGA Center for Best Practices will provide virtual cohort technical assistance, mentorship, and networking. Technical assistance will consist of monthly cohort meetings and/or webinars and peer learning calls.

Measuring Social-Emotional Growth Locally

The State Board Goal for social-emotional specifies that it will be measured locally. This document, Measuring SEG Locally, will support that goal as well as provide resources for addressing social-emotional learning and growth through the KESA accreditation process.

[https://www.ksde.org/Portals/0/CSAS/Content%20Area%20\(M-Z\)/School%20Counseling/Soc Emot Char Dev/Measuring%20Social-Emotional%20Growth%20Locally%20081720.pdf?ver=2020-08-17-121715-857](https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc%20Emot%20Char%20Dev/Measuring%20Social-Emotional%20Growth%20Locally%20081720.pdf?ver=2020-08-17-121715-857)

Measuring Employability Skills

Measuring Employability Skills is found within the Measuring SEG Toolkit as follows. It is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. Assessment and reflection are a critical process that:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students' career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Please find the complete guide to measuring employability and work-based learning at: [*Measuring Employability Skills*](#).

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