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.
Creating a Vision for Kansas State Outcomes

- Social Emotional Growth
- Kindergarten Readiness
- Individual Plan of Study
- High School Graduation Rates
- Post Secondary Completion

Kansas leads the world in the success of each student.
In yesterday’s industrial economy, the path to the middle class was less complicated: most workers could either find a job right after high school or get a bachelor’s degree first.\textsuperscript{51}

All they really needed to decide was whether or not to go to college. But in today’s knowledge- and service-based economy, three educational pathways to the middle class have emerged: high school, middle skills, and the bachelor’s degree.\textsuperscript{52}

None of these pathways guarantees middle-class earnings, but each offers different odds of success. Because good jobs for workers with a high school diploma have decreased, the middle-skills and bachelor’s degree pathways are now more likely to lead to jobs that pay well.
High School Graduation Rates

Goal is 95%

Increase of 2.6%
Increase of 6.5%
Increase of 3.7%
Increase of 3.1%
**Post Secondary Effectiveness INCREASED by 4% in 4 years.**

<table>
<thead>
<tr>
<th>Kansans Can Lead the World! Graduation: 95%</th>
<th>Kansans Can Lead the World! Graduation: 95%</th>
<th>Kansans Can Lead the World! Graduation: 95%</th>
<th>Kansans Can Lead the World! Graduation: 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Year Success Average</td>
<td>Five Year Success Average</td>
<td>Five Year Success Average</td>
<td>Five Year Success Average</td>
</tr>
<tr>
<td>52%</td>
<td>54%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>Five Year Effective Average</td>
<td>Five Year Effective Average</td>
<td>Five Year Effective Average</td>
<td>Five Year Effective Average</td>
</tr>
<tr>
<td>44%</td>
<td>46%</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

The numerator and denominator in the Five Year Averages contain total student counts over five years (2011-2015). The numerator and denominator in the Five Year Averages contain total student counts over five years (2012-2016). The numerator and denominator in the Five Year Averages contain total student counts over five years (2013-2017).
Success Tour (ksde.org)

Kansas leads the world in the success of each student.
Stacy Smith – Assistant Director
Amanda Williams – Administrative Assistant
Kathleen Mercer – Perkins
Cheryl Austin – Data - Pathways
Natalie Clark – Region1, IPS, Business
Nikk Nelson – Region 2, AV/IT
Wendy Coates – Region 3, Health Science
Helen Swanson – Region 3, FCS
Crystal Roberts – Region 4, Design, Production, Repair
Guy Shoulders – Region 5, Ag
Student Data Management - Due August 15, 2021

Cheryl Austin, Public Service Administrator
Kansas State Department of Education

Kansas leads the world in the success of each student.
What do we collect in Pathways?

• Pathway Students with Participant status and
• All Concentrator data which may include:
  • Competency Percentage, Average grade of Pathway courses, or Assessment Pass/Fail
  • Completer status option for Concentrators Who Exited
  • Single Parent Status (if not entered in KIDS)
  • Student Follow-up Data for last year’s Concentrators Who Exited
Why do we report Pathways student data?

• Data is collected to support federal, state, and local accountability systems and is designed to assess the effectiveness of the funding recipients in achieving progress in Career and Technical Education.

• Student data is used to determine state performance levels on core indicators included in our State Perkins Plan.

• It’s important to have a clear picture of CTE student achievement in the state so that we can continue to justify both state and federal CTE funding.

• Student data should be used at the local level to drive pathway improvement. That is what Perkins is all about!

You will enter Student Follow Up Data and Student Data Management into Pathways.
• Planning for collection throughout the year is the **key**
  • Make a Spreadsheet with all pertinent student information
  • Teacher’s check out list - include student data for reporting
  • Using Pathways and KCCMS Reports
    • The “Student Career Course Completion” Report is a good tool for determining the students to assign to Pathways (Dependent on submission of KIDS KCAN data).
    • The “Pathways Courses” Report (Foundation for all reporting)
    • The “Local Mapped Courses – Details” report can assist in ensuring course details match between KCCMS and your local Student Information System.
<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>November 15 - March 15 Pathways system open for new pathway applications or CPPSA pathway maintenance for upcoming school year</td>
</tr>
<tr>
<td>August</td>
<td>Sept. 1 - Oct. 31 Pathways System Updates. Note: May be subject to change.</td>
</tr>
<tr>
<td>September</td>
<td>November 15 - March 15 Career Pathway Program of Study Application (CPPSA) Submission and KSDE Processing</td>
</tr>
<tr>
<td>October</td>
<td>March 1 - June 15 KSDE Processing Window (after due date)</td>
</tr>
<tr>
<td>November</td>
<td>November 15 - June 15 Revisions to declined pathways made by districts (initially submitted by 3/1 but not yet approved by KSDE)</td>
</tr>
<tr>
<td>February</td>
<td>February 1 - April 15 Concentrator Follow-up Data Entry for Concentrators Who Exited Last Year</td>
</tr>
<tr>
<td>March</td>
<td>May 15 - Aug. 15 Assign &amp; Update students after passing KCAN records are submitted in KIDS</td>
</tr>
<tr>
<td>April</td>
<td>May 15 - Aug. 15 Assign &amp; Update students after passing KCAN records are submitted in KIDS</td>
</tr>
</tbody>
</table>
Questions???

Email the Pathways Help Desk at PathwaysHelpDesk@ksde.org with any pathway related questions.

OR

Email the KCCMS Help Desk at KCCMS@ksde.org with any non-pathway course questions.

Contact Numbers:
Cheryl Austin
(785) 296-4908

Amanda Williams
(785) 296-0979

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.
Academic Rigor

ACT Work Keys as additional STATE indicator collected on participants and concentrators
Deadlines

Effective immediately... CPPSA, Mapping, Double up and Nesting.... ie all deadlines enforced. Too many problems with data and other systems last year.
Imagine Academy

Was not included in the State Budget and will be ending December 31st, as have all incentivized credentials.
Special Populations

FY 23 Perkins application will require updated strategies – State sub recipient training will be provided in October.
Local Needs Assessment

Review labor market information
Strengthening CTE for the 21st century

Perkins Goals – State Goals
Perkins Reserve Grants
Work Based Learning
Reserve Grants

Reserve grant applications issued in Spring awarded over Summer

Grant 1 – Strategic Planning grant

Grant 2 – Strategic Implementation grant

KCCTE – New Teacher Mentoring grant
K-ACTE – New Teacher Attendance grant
State Goals through Perkins Reserve Grants

1. **Increase rigor in academic, technical and employability skills**
2. Improve partnerships with business and industry (via Career Development and Work Based Learning activities as well as Advisory meetings);
3. Enhance and improve implementation of IPS
4. Streamline policies and practices regarding CTE Data Collection, Course Coding and dual, concurrent and articulated credit
5. Enhance on-going recruitment, retention and development of teachers
6. Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.
State Goals through Perkins Reserve Grants

1. Increase rigor in academic, technical and employability skills
2. **Improve partnerships with business and industry (via Career Development and Work Based Learning activities as well as Advisory meetings);**
3. Enhance and improve implementation of IPS
4. Streamline policies and practices regarding CTE Data Collection, Course Coding and dual, concurrent and articulated credit
5. Enhance on-going recruitment, retention and development of teachers
6. Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.
State Goals through Perkins Reserve Grants

1. Increase rigor in academic, technical and employability skills

2. Improve partnerships with business and industry (via Career Development and Work Based Learning activities as well as Advisory meetings);

3. **Enhance and improve implementation of IPS**

4. Streamline policies and practices regarding CTE Data Collection, Course Coding and dual, concurrent and articulated credit

5. Enhance on-going recruitment, retention and development of teachers

6. Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.
State Goals through Perkins Reserve Grants

1. Increase rigor in academic, technical and employability skills
2. Improve partnerships with business and industry (via Career Development and Work Based Learning activities as well as Advisory meetings);
3. Enhance and improve implementation of IPS
4. **Streamline policies and practices regarding CTE Data Collection, Course Coding and dual, concurrent and articulated credit**
5. Enhance on-going recruitment, retention and development of teachers
6. Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.
State Goals through Perkins Reserve Grants

1. Increase rigor in academic, technical and employability skills
2. Improve partnerships with business and industry (via Career Development and Work Based Learning activities as well as Advisory meetings);
3. Enhance and improve implementation of IPS
4. Streamline policies and practices regarding CTE Data Collection, Course Coding and dual, concurrent and articulated credit
5. **Enhance on-going recruitment, retention and development of teachers**
6. Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.
State Goals through Perkins Reserve Grants

1. Increase rigor in academic, technical and employability skills
2. Improve partnerships with business and industry (via Career Development and Work Based Learning activities as well as Advisory meetings);
3. Enhance and improve implementation of IPS
4. Streamline policies and practices regarding CTE Data Collection, Course Coding and dual, concurrent and articulated credit
5. Enhance on-going recruitment, retention and development of teachers
6. **Evaluate access and equity practices, identify barriers for special populations and create a responsive plan to improve access and equity practice.**
Emphasis on these tasks;

- Quality Pathway Rubric
- Advisory Committee
Cluster Review Timeline

CTE Cluster Reviews July 2021.pdf (ksde.org)
21-22 Cluster Review Schedule

- Business Management and Administration
- Government and Public Administration
- Hospitality and Tourism
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
Discussion

Personalized Learning; Remediate and Accelerate
Stacy Smith
Assistant Director, IPS and CTE
Career, Standards and Assessment Services
slsmith@ksde.org