



# CTE/ Perkins Update: 2-24-21

Kansas State Department of Education  
CTE Team

# A NEW Vision for Kansas ...



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



# Focus on Quality

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# 12 Components of a High-Quality CTE Pathway



1. Standards Aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. CTSO's
11. WBL
12. Data and Program Improvement





# Standards Aligned and Integrated Curriculum

This element addresses the **development**, **implementation** and **revision** of the **Career Pathway curriculum**, including the relevant knowledge and skills taught in the Career Pathway and the standards on which they are based.

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The next slide has some resources can help you develop and implement high-quality curriculum:



# Standards Aligned and Integrated Curriculum Resources



- This report analyzes the alignment between [industry-based standards](#) and the Common Career [Technical Core](#), a set of standards built on the foundation of the National Career Clusters® Framework.
  - [The Common Career Technical Core, Programs of Study & Industry-Based Standards Advance CTE, July 2014](#)
- A needs assessment can be integrated into CTE curriculum development using the [Tyler Rationale](#), a technique of curriculum development based on asking fundamental questions.
  - [Integrating Needs Assessment into Career and Technical Curriculum Development](#)  
*Grier, Journal of Industrial Teacher Education, 2005*



# Sequencing and Articulation

This quality indicator is addressed by:

1. Entering your courses into the Pathway System
  2. Linking your local course codes to the course codes in KCCMS
  3. Identifying an appropriate articulation agreement you plan to utilize with this pathway
  4. Getting Pathway approval from the Pathway Consultant, after it has been reviewed.
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The next slide has some resources can help you develop and implement high-quality curriculum:



# Sequencing and Articulation



This Issue Brief describes the career pathways approach, highlighting **core design elements**, and **profiles** MDRC projects that shed light on the effectiveness of this approach and its potential to improve education and career outcomes.

- [Issue Brief: MDRC Research on Career Pathways](#)  
Kazis, MDRC, March 2016

Research findings from a four-year longitudinal field study of students in programs of study/career pathways describes the efficacy of programs of study and shares in-depth case studies of programs of study in three districts.

- [Rigorous Tests of Student Outcomes in CTE Programs of Study: Final Report](#)  
Castellano et. al, National Research Center for CTE, April 2014



# Student Assessment

The quality of the Pathway you offer can also be supported by the way in which you assess your students' performance. You can choose to:

- offer an assessment that is tied to an industry recognized credential
- calculate each student's grade within the pathway to determine the level of performance of students in the pathway



Assessments

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The following resources can help you develop and implement high-quality curriculum:





## Assessments

# Student Assessment

## Incorporating Assessment

These six tips can help you create an effective peer evaluation tool for your classroom.

- [Do-it-Yourself: Six Tips for Designing Group Work Evaluations](#)  
Wallgren and Lindbeck,  
*ACTE Techniques Magazine*, January 2017

This article provides an overview of **options** in accelerated learning and prior learning assessment.

- [The CRTC SPUR Process](#)  
Rothenberg, *ACTE Techniques Magazine*, April 2014



# Prepared and Effective Program Staff



As part of your Pathway Application, applicants are required to verify the endorsement of CTE teaching staff in order to be in compliance with the guidelines of a state approved Pathway.

*The Licensed Personnel Guide* identifies which courses should be taught by teachers with specific endorsements.





# Prepared and Effective Program Staff

KSDE offers a CTE Specialized Certificate:

- Allows individuals with appropriate occupational knowledge and skills to teach in a CTE pathway assignment
- Valid for **three** school years
- Valid only in the **Kansas school district requesting the issuance** of the certificate and identified on the certificate
- Valid **only** to teach in the CTE courses authorized by the hiring district and identified on the certificate
- Valid for grades **8-12**
- Renewable with a request for issuance **by a hiring district** and application for renewal





# Engaging Instruction

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

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The following resources can help you develop and implement high-quality curriculum:



# Engaging Instruction



*Preparing Students for a Project-based World* includes recommendations and a project-based learning quick start guide.

- [Preparing Students for a Project-Based World](#)  
Lathram, Lenz and Vander Ark, August 2016

These publications define the skills and mindsets needed for a project-based world, and explore how teachers and students can be prepared for this world.

- [Preparing to Lead in a Project-Based World](#)  
Vander Ark and Ryerse, April 2017
- [Preparing Teachers for a Project-Based World](#)  
Liebtag and Vander Ark, November 2016



# Access and Equity



This element addresses **Career Pathway** promotion, student recruitment and strategies that support access and equity for various student populations, including:

- by gender
  - race and ethnicity
  - special population status:
    - individuals with disabilities
    - individuals from economically disadvantaged families
    - Homeless individuals, including those with migrant parents
    - students with parents who are active duty military
    - English Learners

The following resource can help you develop and support access and equity in high-quality CTE Career Pathways:





# Access and Equity

The National Alliance for Partnerships in Equity Education (NAPE) Foundation's [Program Improvement Process for Equity](#) is a research-based institutional change model and professional development program designed to increase the participation and success of underrepresented students in nontraditional CTE programs, including girls and women in STEM.

- [Increasing Access, Equity and Diversity: NAPE's Program Improvement Process for Equity](#)





# Facilities, Equipment, Technology and Materials

This element addresses the **alignment, appropriateness** and **safety** of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

The following resources can help you develop and maintain high-quality CTE facilities and equipment and support student safety.



# Facilities, Equipment, Technology and Materials



- Teachers in Florida's St. Lucie Public Schools are using zSpace, which combines elements of virtual reality and augmented reality, to create interactive experiences for a diverse group of CTE students.
  - [Teaching In-Demand Skills: How Healthcare Educators Engage Today's Students](#)  
Kuhn, ACTE *Techniques* Magazine, October 2017
- Health care educators are using simulators and other high-tech tools to engage new generations of students.
  - [The Mobile Technical Education Center: STEM Career Inspiration on Wheels](#)  
McKinnon, ACTE *Techniques* Magazine, May 2017





# Business and Community Partnerships

This element addresses business and community partner **recruitment, partnership structure** and the wide variety of activities partners should be engaged in to support Career Pathways and ensure programs are aligned with workforce needs.

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The following **resources** can help you develop and support high-quality business and community partnerships:



# Business and Community Partnerships



- Join Donna Gilley, director of career and technical education in Nashville, Tennessee, as she discusses business and community partnership structures, how to ensure CTE programs align with the workforce and different ways businesses and communities can partner with CTE program
  - [Microwebinar: Business and Community Partnerships](#)  
ACTE, March 2019
- The authors describe how to find and engage business partners by **developing a target list** and **tapping into personal networks** and networking organizations, and how to move through the three stages from first contact to active partnership
  - [Finding and Engaging Business Partners](#)  
Pawlowski, ACTE Techniques Magazine, March 2016





# Student Career Development

This element addresses strategies that help students **gain career knowledge** and **engage in education** and **career planning** and **decision-making**, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

The following **resources** can help you develop and support a high-quality career development system.



# Student Career Development



This publication describes the criteria within the Student Career Development element of the ACTE *Quality CTE Program of Study Framework*, recommends **types of evidence** that Career Pathways can consider when assessing their performance against these quality criteria, and shares case studies of programs and institutions doing exemplary work to provide students with career exploration, planning and guidance services.

Defining Quality: Student Career Development ACTE, July 2019

Career development for all students must connect student **personal goals** to learning in all courses and experiences outside the classroom. Join Robin Kroyer-Kubicek, Career Pathways Education Consultant in Wisconsin, as she discusses student career development.

Microwebinar: Student Career Development ACTE, May 2019



# CTSO's

This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

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The following reports, articles, guides and toolkits can help you develop and support high-quality CTSOs.



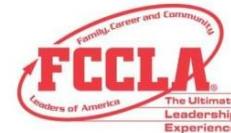
# CTSO's

This research finds a positive association between CTSO participation and academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. The authors discuss the benefits of CTSO participation for a larger and more heterogeneous group of students.

- Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience  
Alfeld et. al, National Research Center for CTE, June 2007

CTSOs help students develop academic, technical and employability skills and achieve educational attainment

Expanding Career Readiness Through Career Technical Student Organizations  
ACTE, June 2011



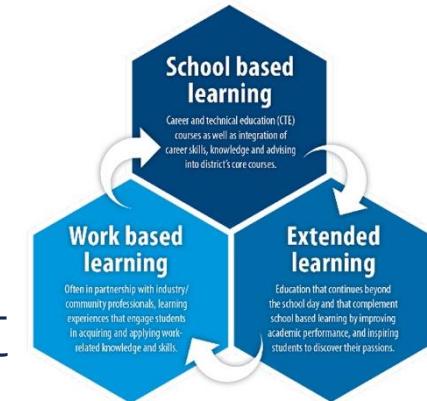
# WBL

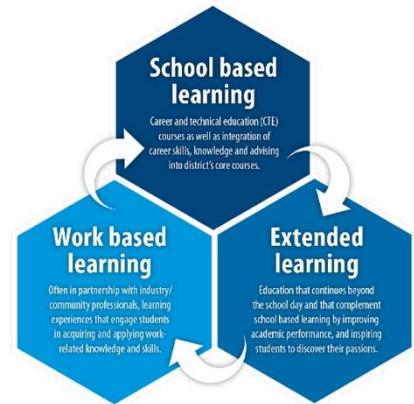
This element addresses the **delivery of a continuum of work-based learning** involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field.

**Experiences** may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

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The following reports, articles, guides and toolkits can help you develop and implement high-quality work-based learning





# WBL

This paper explores the potential benefits of simulated work-based learning for CTE students. Researchers evaluated CTE programs at nine sites within three models:

- 1) those using **simulation tools** to teach occupationally specific skills;
- 2) simulated **workplaces**, intended to replicate jobsite conditions; and
- 3) **school-based enterprises**, operated as student-run businesses that produce and sell products or services.

[Simulated Work-based Learning: Instructional Approaches and Noteworthy Practices](#)

Moyer, Snodgrass, Klein and Tebben, National Center for Innovation in Career Technical Education, September 2017





# Data and Program Improvement

This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

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These resources can help you develop and implement high-quality data usage and program improvement.



# Data and Program Improvement

In Tennessee, districts start and discontinue programs based, in part, on regional labor and postsecondary data, in order to provide a seamless pathway for students within their community. This article details the process for districts to conduct a **robust data review** to determine the appropriate Career Pathways to offer.

- Purposeful Planning: Using Data to Drive Programs of Study Justice and Norwood, ACTE Techniques Magazine, September 2016

In 2010, OCTAE commissioned the development of a **self-assessment tool**. The tool identifies the criteria for evaluating whether a CTE provider has sufficient capacity to implement a comprehensive Career Pathway leading to a Post secondary Program of Study.

- Program of Study Local Implementation and Self-Assessment Tools



# Perkins



# PERKINS

Perkins is Federal Legislation that currently provides nearly \$1.3 billion to the states with the following intended purpose:

- to develop more fully the **academic knowledge** and **technical** and **employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study



# Perkins Requires a Needs Assessment

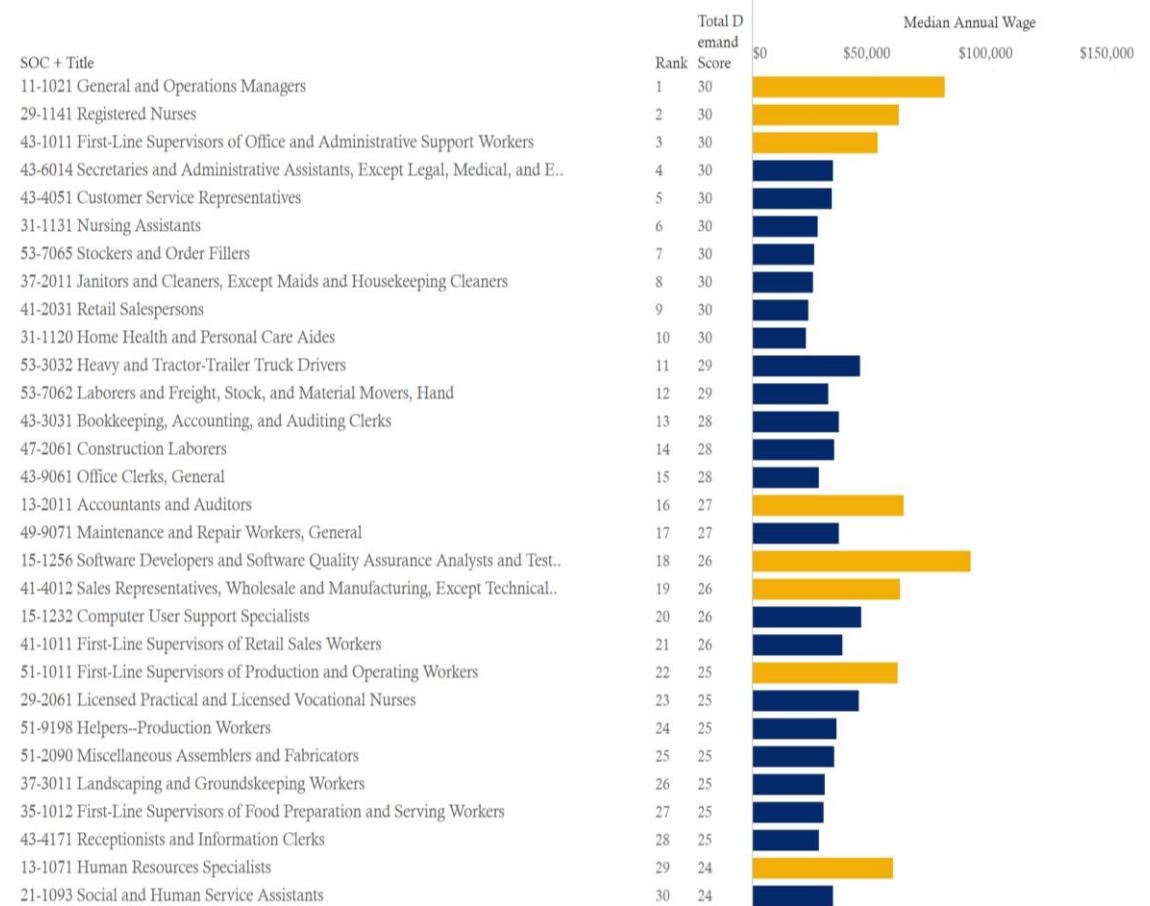
Perkins requires a Comprehensive Needs Assessment (every 2 years) that evaluates:

- the Performance of CTE Students
- Quality of Pathways
- Local Labor Market Alignment

High Demand Occupations and Median Wage by Demand Score (High Demand, High Wage jobs in Gold)

(Select a Region)

Kansas Local Area I Local Area II Local Area III Local Area IV Local Area V



# Perkins Activities

1. Career Exploration and Academic Guidance
2. Aligning Secondary CTE Pathways and Post Secondary CTE Programs to Labor Market Data
3. Size, Scope and Quality of CTE Pathways and Programs
4. Aligning Secondary CTE Pathways and Post Secondary CTE Programs to create a seamless transition
5. PD: Support the recruitment, preparation, retention, & training of School staff
6. Support integration of academic skills into CTE Programs



# Perkins in Practice



# Secondary Performance Indicators

## (1S1) Four Year Graduation Rate

- **Perkins V Language** - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).
- **Numerator** Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its cohort graduation rate.
- **Denominator** Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.
- **CTE Concentrators** – Students who have passed 2 or more courses within a single approved Pathway of study.



# Secondary Performance Indicators

## (2S1) Academic Proficiency in Reading/Language Arts

- Perkins V Language CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.
- Numerator Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.
- Denominator Number of CTE concentrators who, in the reporting year, took the assessment.

## (2S2) Academic Proficiency in Math

- Perkins V Language CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.
- Numerator Number of CTE concentrators who, in the reporting year, took the assessment.
- Denominator Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment

## (2S3) Academic Proficiency in Science

- Perkins V Language CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in Science as described in section 1111(b)(2) of such Act.
- Numerator Number of CTE concentrators who, in the reporting year, took the assessment.
- Denominator Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment



# Secondary Performance Indicators

## (3S1) Placement

- **Perkins V Language** The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- **Numerator** Number of CTE concentrators who left secondary education and were placed in postsecondary education, advanced training, military services, nat'l service program, or employment in the second quarter following the program year in which they left secondary education.
- **Denominator** Number of CTE concentrators who left secondary education in the same year.



# Secondary Performance Indicators

## (4S1) Non-Traditional Concentration

- Perkins V Language *The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*
- **Numerator** Number of CTE concentrators from underrepresented gender groups assigned in a Pathway that leads to employment in nontraditional fields during the reporting year
- **Denominator** Number of CTE concentrators assigned in a Pathway that leads to employment in nontraditional fields during the reporting year.



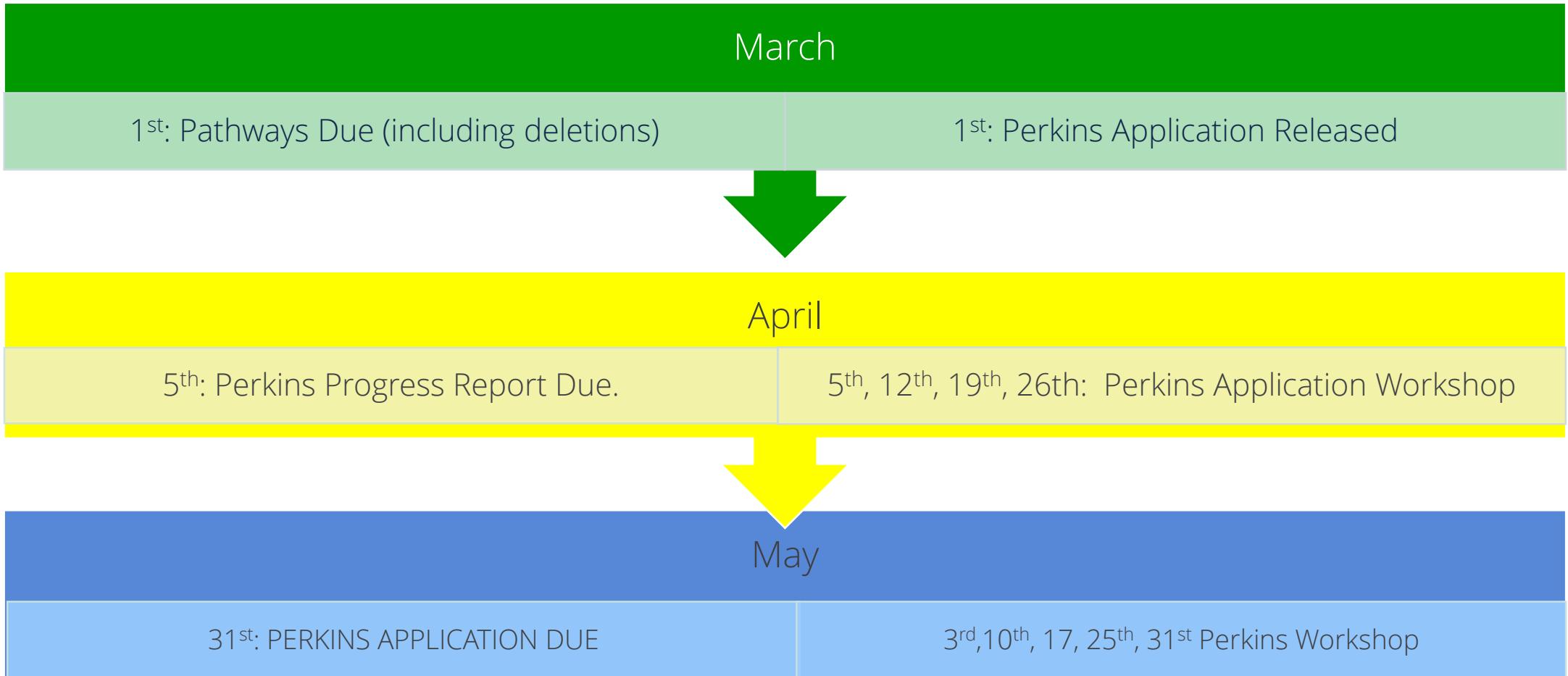
# Secondary Performance Indicators

## (5S2) Postsecondary Credits Attained

- Perkins V Language The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.
- **Numerator** Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.
- **Denominator** Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.



# Spring Timeline



# KSDE Projects Underway

Data Quality  
Technical Assistance

Certification/  
Credential List  
Committee

WBL Pilot Reserve  
Grant

Teacher Retention  
Grant

Final Perkins Report  
(CAR) for the State  
of Kansas

Revision of Perkins  
forms:  
Application,  
Appendices, Final  
Report

IPS PLN

Strategic Planning  
Improvement  
Grant

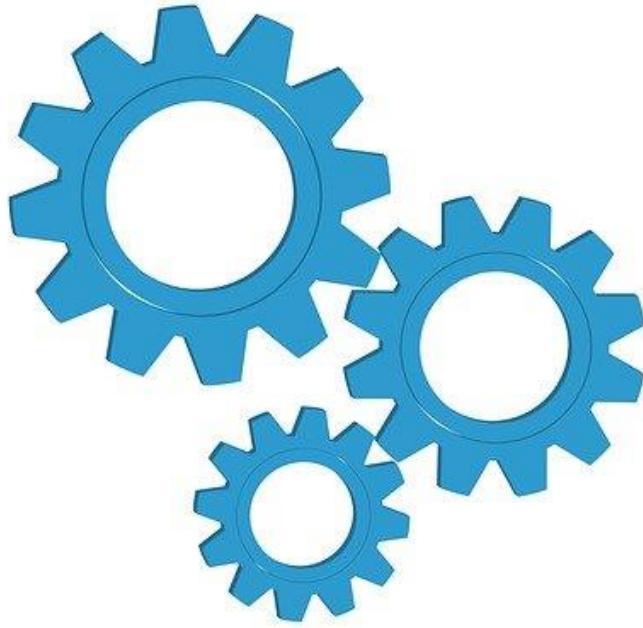
Technical  
Assistance  
Updates

Professional  
Development  
Opportunities

Access and Equity



# Switching Gears



# Technical Assistance



# Data: Student Follow Up Data

- Student Follow Up data in Pathways is used to calculate the Placement core indicator for Perkins.
- 
- Student Follow up is a separate link on the left side menu in Pathways.
- One must have School Approve or Dist/Org Update to enter the data, or the fields will be grayed out.
- These students listed were assigned to Pathways as Concentrators that Exited the prior year.
- Use the Downloadable Basic Enrollment report to research
- Data Window is open after Pathways due date of March 1<sup>st</sup>.



# Advisory Committee Meetings and LCNA

- As you hold your Advisory Committee meetings, please plan to review the Local Comprehensive Needs Assessment for your region with all stakeholders.
  - You can offer meetings remotely or in person, as your needs require!
- Please remember that if you were not able to have your Spring Advisory meeting due to COVID closure, you can enter date **3-19-20** as your first advisory meeting date
- That will indicate to the reviewers that you were unable to hold the spring meeting for this cycle.
  - KSDE does ask that you be certain to cover all items that needed to be covered at the spring meeting



# Credentials

Angie Feyh



# CTE Certifications/Credentials Earned

1. Certifications and Credentials have long been a part of a Pathways' Program of Study. At least one has to be included in section 4 of a CPPSA before KSDE approval will be given. The students must be given the opportunity to earn the indicated certification.
2. The Kansas Pathway Assessment and Credential (KPAC) list includes 3rd Party Certifications, Credentials, and Assessments for most pathways. We have been working to update the process of inclusion and business rules for the future.
3. All student certifications are to be submitted with the KCAN collection in KIDS. The current KPAC list is what make up Appendix E – CTE Certification Numbers. This list has been updated as needed in the past.
4. Certification reports in KIDS and Pathways



# Data Central's Post-Secondary Success Measures

- Data Central's Post-Secondary under Data and Measures use this certification data as a part of the calculation for Postsecondary Progress Success Rate. See this section at the bottom of your district's Report Card.

## Additional Information

### Postsecondary Progress

### Confidence Interval

### Relative Performance

### Risk Factors

**Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

**Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School
2. Student earned a Postsecondary Certificate
3. Student earned a Postsecondary Degree
4. Student enrolled in Postsecondary in both the first and second year following High School graduation

**Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

- Postsecondary Progress Explanation
- Postsecondary Reports User Guide v2.4
- Approved High School Certifications



# Professional Learning Opportunities



# ACTE Online Learning Network Provides Free Resources!

- Workplace Skills Tutorials: Learn the skills you need to boost your career success
- Career Ed Lounge is a learning community of Career Education Professionals where you can Learn and Share with your peers
- IDP (Individual Development Plan) Helps you to identify and achieve your performance goals

<https://www.ctelearn.org/free-resources.php>



CTE Lessons: Expand your Knowledge and Skills as a CTE Professional

Career Prepped-helps you enhance your work-based learning programs.



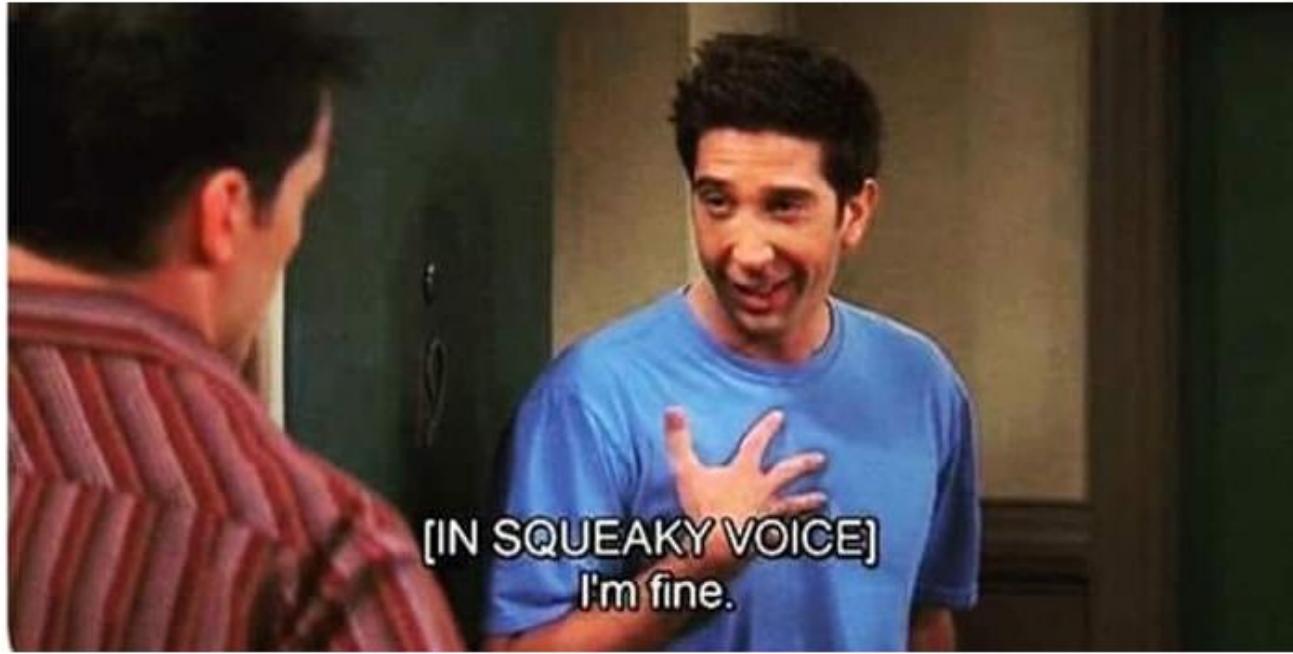
# Questions?



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**Teachers trying to keep up  
with virtual teaching, parent  
emails, virtual department  
meetings, virtual school-wide  
meetings, their own children,  
& the Corononavirus, etc.**



# Remote Learning Resources

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# ACTE Distance Learning Resources

- ACTE's guide to help CTE educators prepare for delivering CTE in the new school year, [High-quality CTE: Planning for a COVID-19-Impacted School Year](#)
- ACTE recently wrapped up a series of webinars to further dive into 2021-21 planning. View the [recordings](#).

For additional resources that ACTE compiled during spring 2020 to support CTE educators, please visit the tabs below:

[Cross/Multidisciplinary CTE Resources](#) | Agriculture |

[Business/Marketing/Financial Literacy](#) | [Engineering/Technology/IT](#) |

[FCS/Culinary/Hospitality/Retail](#) | [Health Sciences](#) | [Trade/Industrial](#) | [Adult Ed](#) |

[Counselors/Career Development Professionals](#) |

[Distance Learning Tips & Resources](#) | [General Ed Tech Tools](#) | [Federal Guidance](#) |

[Upcoming Events](#)

ACTE  
Distance  
Learning  
Resources



## Resources for States-COVID-19

Advance CTE will share resources and updates to aid in the delivery of high-quality CTE virtually.

### Advance CTE Resources

#### ***COVID-19's Impact on CTE: Defining the Challenge and the Opportunity***

What makes Career Technical Education (CTE) unique, like the ability to participate in hands-on, work-based learning experiences, earn meaningful industry- recognized credentials and connect directly with employers, present specific and complex challenges when being delivered virtually. Within these challenges lies opportunity, and the pandemic can and should serve as a catalyst for change in the way states consider offering CTE programs to ensure that each learner - no matter their race, ethnicity, age, gender or zip code - is afforded access to and equitable delivery of high-quality CTE in their communities.

Advance CTE new resource, *COVID-19's Impact on CTE: Defining the Challenge and the Opportunity*, identifies the challenges that impact the design, delivery and assessment of CTE programs across the country during COVID-19 (coronavirus) and beyond. Our work continues to provide members and the entire CTE community with the tools, resources and supports needed during this time.

Read the full paper [here](#).

# Advance CTE Learning Resources

## Advance CTE Learning Resources



JUNE 2020

# High-quality CTE

**PLANNING FOR A COVID-19-  
IMPACTED SCHOOL YEAR**

ACTE:  
Planning  
for a  
COVID-19  
Impacted  
School  
Year



# Advance CTE Resource



COVID-19 (the coronavirus) has caused a significant disruption in our education system. Career Technical Education (CTE) has been particularly affected due to the nature of instruction and required laboratory- and work-based learning components. As state agencies are focused intently on their reopening plans — many of which do touch upon CTE — this tool aims to support state CTE leaders as they consider the wide array of challenges unique to supporting CTE learners and programs through this transition and beyond.

[https://cte.careertech.org/sites/default/files/Prioritizing\\_CTE\\_During\\_COVID\\_July2020.pdf](https://cte.careertech.org/sites/default/files/Prioritizing_CTE_During_COVID_July2020.pdf)



# Resources

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# Pathways Resources:

- Log in Page - [Authenticated Applications](#)
- [Kansas Career Cluster Guidance Handbook 2021-2022](#)
- [Pathways Application Checklist](#) (Best resource for step by step instruction)
- 2020 Advisory Committee Handbook and Quality Pathway Rubric II-  
<http://www.ksde.org/Default.aspx?tabid=669>
- Weblink for multiple help documents, handbooks, etc. - [Career Clusters and Pathways](#)
- If you have questions, please email Angie Feyh and Amanda Williams at [pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org) or [KCCMS@ksde.org](mailto:KCCMS@ksde.org) for course code questions!



# Perkins V Resources

- ACTE: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity
- Perkins V State Team Resources: ( [www.ksbor.org/CTE](http://www.ksbor.org/CTE))
  - Locate Perkins V resources
  - Find contact information for Perkins V team
  - Submit stakeholder information & questions to [PerkinsV@ksbor.org](mailto:PerkinsV@ksbor.org)



# Federal Perkins Resources-

- Perkins Collaborative Resource Network
- U.S. Department of Education COVID-19 Information and Resources for Schools and School Personnel
  - Perkins V State Plans and COVID-19 – Frequently Asked Questions Round 2 (April 13, 2020)
  - Perkins V State Plans and COVID-19 – Frequently Asked Questions (March 31, 2020)



# Pathways Resources:

- Log in Page - [Authenticated Applications](#)
- [Summary of Pathway Changes for 2020-21 Fact Sheet](#)
- [Kansas Career Cluster Guidance Handbook 2020-2021](#)
- [Career Pathway Program of Study Application Checklist](#); (Best resource for step by step instruction)
- [Career Pathway Program of Study Application Training](#)
- Advisory Committee Handbook and Quality Pathway Rubric -  
<http://www.ksde.org/Default.aspx?tabid=669>
- Link for multiple help documents, handbooks, etc. - [Career Clusters and Pathways](#)



# For More Information Regarding CPPSA

- If you have questions about Pathways, please email Angie Feyh, Amanda Williams at [pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org)
- If you have questions about Course Codes, please email Angie Feyh or Amanda Williams at [KCCMS@ksde.org](mailto:KCCMS@ksde.org)!





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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.

