

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical  
Education for the 21st Century Act**

**KANSAS STATE PLAN  
For  
CAREER TECHNICAL EDUCATION**

**(Transition Plan for Fiscal Year 2019-2020)**

- A. State Name: Kansas
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Kansas Board of Regents
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

- 1. Name: Scott Smathers
- 2. Position Title: Vice President for Workforce Development
- 3. Agency: Kansas Board of Regents
- 4. Telephone: (785) 430-4240    6. Email: [ssmathers@ksbor.org](mailto:ssmathers@ksbor.org)

D. Individual serving as the State Director for Career and Technical Education:

Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

- 1. Name: \_\_\_\_\_
- 2. Official Position Title: \_\_\_\_\_
- 3. Agency: \_\_\_\_\_
- 4. Telephone: (     ) \_\_\_\_\_    5. Email: \_\_\_\_\_

E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:<sup>1</sup>

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<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J*

State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J*

**G.** Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

Yes

No

**H.** Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:<sup>2</sup>

Yes (*If yes, please indicate year of submission: \_\_\_\_\_*)

No

**I.** Governor’s Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>3</sup>

<b>Date Governor was sent State Plan for signature:</b>   
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The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.

The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

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<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

- J. By signing this document, the eligible entity, through its authorized representative, agrees:
1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
  2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b> <i>Scott Smathers</i>	Telephone: <i>785-430-4240</i>
<b>Signature of Authorized Representative</b> <i>Scott Smathers</i>	Date: <i>5/23/19</i>

On behalf of the State of Kansas, the Kansas Board of Regents (KBOR) submits the following one-year transition plan to the U.S. Department of Education, Office of Career, Technical and Adult Education to maintain eligibility for federal funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This plan was written through the collaborative efforts of KBOR, the Kansas Department of Education (KSDE) staff, and many stakeholders. It has been reviewed and approved by the Kansas Advisory Committee for Career and Technical Education, the Kansas Postsecondary Technical Education Authority, the Kansas State Board of Education, the **KANSASWORKS** State Board, and the Kansas Board of Regents. KBOR will continue to serve as the sole eligible State agency responsible for Carl D. Perkins funding for the State. A four-year Kansas State Plan for Career Technical Education will be submitted in the spring of 2020, covering FY 2020 – 2024.

**B. Program Administration and Implementation**

**2. Implementing Career and Technical Education Programs and Programs of Study**

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*

Kansas secondary education has undergone a process to revise education and is now working toward the goal of the “success of each student” via the Kansans Can Initiative. This initiative connects Kindergarten Readiness, Social Emotional Learning (SEL), Individual Plan of Study (IPS), Graduation Rate and Postsecondary Success together through an accreditation model designed to achieve meaningful change in Kansas schools. One of the central goals of this work will be the schools’ effort to redefine and redesign their systems, which includes Career Technical Education (CTE) programs. Kansas secondary CTE Programs (referred to as Pathways) reflect the knowledge and skills identified through the State’s Career Clusters Initiative and the College to Career Transition Initiative.

Kansas secondary education currently offers the following 7 career fields, 16 career clusters and 37 pathways as an organizational tool for the Pathways models for Kansas schools:

- **Career Field:** **Agriculture**  
**Career Cluster:** *Agriculture, Food, and Natural Resources*  
**Pathways:** Agribusiness Systems; Comprehensive Agriculture Science; Animal Science; Biotechnology in Agriculture; Food Products and Processing Systems; Natural Resources & Environmental Systems; Plant Systems; and Power, Structural, and Technical Systems

- **Career Field:** **Business**  
*Career Cluster:* *Business Management and Administration*  
*Pathway:* Business Management and Entrepreneurship  
*Career Cluster:* *Marketing*  
*Pathway:* Marketing  
*Career Cluster:* *Finance*  
*Pathway:* Business Finance
  
- **Career Field:** **Design, Production & Repair**  
*Career Cluster:* *Architecture & Construction*  
*Pathway:* Construction & Design  
*Career Cluster:* *Manufacturing*  
*Pathway:* Manufacturing  
*Career Cluster:* *Engineering*  
*Pathways:* Cartography/Geospatial/Spatial Mathematics (Currently under major revisions); Engineering & Applied Mathematics; Energy; and Aviation Production  
  
*Career Cluster:* *Transportation*  
*Pathways:* Mobile Equipment Maintenance; and Aviation Maintenance
  
- **Career Field:** **Family & Consumer Sciences**  
*Career Cluster:* *Hospitality & Tourism*  
*Pathways:* Restaurant & Event Management; and Travel & Tourism  
*Career Cluster:* *Human Services*  
*Pathways:* Early Childhood Development & Services; Family, Community & Consumer Services; and Fashion, Apparel, Interior Design (FAID)
  
- **Career Field:** **Health Science**  
*Career Cluster:* *Health Science*  
*Pathway:* Health Science
  
- **Career Field:** **Media & Technology**  
*Career Cluster:* *Arts, A/V Technology and Communications*  
*Pathways:* Digital Media; and Graphic Design  
*Career Cluster:* *Information Technology*  
*Pathways:* Information Support and Services; Network Systems; Programming & Software Development; and Web & Digital Communications

- **Career Field**                                 **Public Services**
- Career Cluster:*                             *Education and Training*
- Pathways:*                                    *Teaching/Training*
- Career Cluster:*                             *Government and Public Administration*
- Pathways:*                                    *Government & Public Administration*
- Career Cluster:*                             *Law, Public Safety, Corrections and Security*
- Pathways:*                                    *Corrections, Security, Law & Law Enforcement Services;  
Emergency and Fire Management Services*

Key elements in the development, support, and improvement of Pathways in Kansas are the active work of the statewide Kansas Advisory Committee for Career and Technical Education (KACCTE), with representation from business and industry, education and state agencies; and collaboration between KSDE and KBOR to develop a seamless system to assist students’ transition from secondary to postsecondary institutions. Secondary and postsecondary program expectations, content and effectiveness are based on the results of local needs assessments, and are aligned to ensure student success and employment.

Each approved Pathway in Kansas contains three levels of courses designed to lead students progressively through its educational sequence toward competence in that identified career field. The introductory level courses include broad topics, foundational competencies, and career exploration. Technical level courses focus on specific knowledge and skills. Application level courses give each student an opportunity to build on his or her skill set and apply those skills via work-related experiences. Students can enroll in application level courses at the high school for concurrent enrollment credit or, in many cases, for dual credit at a postsecondary campus. Pathways are made available for adoption by Local Education Agencies (LEAs).

Where available, each approved Pathway in Kansas includes the opportunity for students to achieve an industry-recognized credential. The Kansas Pathway Assessments and Credentials (K-PAC) list contains the end of Pathway assessments and certifications that schools can utilize to determine the successful completion of Pathways by students. The attainment of a professional certification, or credential along with a passing score on an end-of-Pathway assessment, will best prepare students for entering the workforce or military, and/or continuing their educational training at a postsecondary institution.

While Kansas postsecondary programs are developed at the local level, KBOR provides necessary tools for colleges to establish high-quality effective CTE programs. KBOR supports the development of career technical education programs in accordance with the State’s statutory definition (K.S.A. 71-1802). To coordinate the postsecondary technical education system, the Kansas Postsecondary Technical Education Authority (TEA) was established by the 2007 Kansas Legislature. The TEA mission includes planning, development, implementation, and evaluation of CTE programs. The TEA consists of nine appointed members and three ex officio

members. Members represent business and industry, the general public, community colleges, technical colleges, the Board of Regents, and state agencies as depicted below.

<u>Appointing Entity</u>	<u>Constituency Representative</u>
Governor (3)	2-general public, 1 business and industry
President of the Senate (1)	1-business and industry
Speaker of the House (1)	1-business and industry
Kansas Board of Regents (4)	2-Regent member/designee, 1-community colleges, 1-technical colleges
Ex officio members (3)	Commissioner of Education, Secretary of Commerce, Secretary of Labor

The TEA has delegated authority from KBOR to coordinate statewide planning for postsecondary technical education including:

- reviewing existing and proposed postsecondary technical education programs and program locations
- making recommendations regarding approval or disapproval of such programs for state funding purposes
- developing benchmarks and accountability indicators for technical education programs
- conducting studies to maximize utilization of resources, to develop strategies and programs for meeting the needs of business and industry
- coordinating development of a seamless system for the delivery of technical education between secondary and postsecondary program levels

Program alignment, an initiative of the TEA, is driven by the needs of business and industry in the state and is used as a tool for program development, ensuring that core courses are standard across like programs statewide. With participation by program advisory committee members from colleges, business leaders are convened by the Kansas Department of Commerce and KBOR to define and map preferred outcomes for occupational categories.

The alignment process has four primary objectives:

- Allow business and industry to identify value-added exit points within programs
- Support student acquisition of nationally recognized third-party industry credentials
- Identify common courses that can serve as a bridge for articulation opportunities with secondary education
- Decrease the variability in program length

Currently, Kansas has twenty-five (25) aligned programs:

- Associate Degree Nurse
- Automation Engineer Technology
- Automotive Collision & Repair
- Automotive Technology
- Carpentry/Construction
- Computer Support Specialist



- Corrections
- Dental Assistant
- Dental Hygiene
- Diesel Technology
- Electrical Technology
- Healthcare Documentation & Transcription Specialist
- HVAC
- Industrial Machine Mechanic
- Machine Technology
- Medical Assistant
- Medical Coding
- Medical Laboratory Technology
- Physical Therapist Assistant
- Police Science
- Practical Nursing
- Radiologic Technology
- Respiratory Therapy
- Surgical Technology
- Welding

The aligned programs will be periodically re-evaluated to stay current with labor market projections, job demand, and any changes in certification or licensure. Depending on the re-evaluation, a program may be selected to go through the alignment process again to ensure it is current. KBOR will identify additional programs for alignment, and conduct annual alignment checks to ensure each program's transferability and how it meets the industry demand and standards. In addition, KBOR will now adapt the program alignment process to fit short term programs, as defined in Perkins V. Local eligible recipients will be required to align their programs if state alignment for that field is in place.

To encourage collaboration between secondary and postsecondary institutions, approved postsecondary career and technical education programs leading to a technical certificate and/or an associate degree will be required to develop, submit for review, and implement a program of study that includes the following elements:

1. alignment and/or articulation of secondary and postsecondary courses
2. coherent, coordinated and non-duplicative sequence of courses with rigorous academic and relevant technical content
3. concurrent and/or dual enrollment courses to allow secondary students the opportunity to earn postsecondary credits
4. opportunities for students to obtain an industry-recognized certificate, postsecondary technical certificate, or an associate degree. Programs of study may also include potential baccalaureate degrees and identify transferability where applicable.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—*
- i. promote continuous improvement in academic achievement and technical skill attainment;*
  - ii. expand access to career and technical education for special populations; and*
  - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)*

KSDE and KBOR will develop local applications for secondary and postsecondary institutions that ensure continuous improvement in academic and technical skills, warrant access to career and technical education for special populations, and include employability skills in programs of study and career pathways.

In the transition year, each LEA will develop, submit for review, and implement a Pathway application for KSDE approval that will include the following elements:

1. alignment and/or articulation of secondary and postsecondary courses
2. coherent, coordinated and non-duplicative sequence of courses with rigorous and relevant academic and technical content
3. concurrent enrollment courses that allow secondary students the opportunity to earn postsecondary credits, where applicable
4. training that leads to an industry-recognized credential, postsecondary technical certificate, or an associate degree
5. appropriately licensed educators, according to the KSDE Licensed Personnel Guide, teaching courses in the approved Pathway

KSDE will convene a Pathway Review Committee of business and industry, secondary and postsecondary instructors and other stakeholders to review and revise each Pathway every five years in order to align with industry best practices, labor market demand, and postsecondary offerings. LEAs work within the Pathways models to meet the needs of individual students.

In the application for program improvement funds, postsecondary institutions will describe programs, services and/or activities designated to support students in the special population categories that will be carried out by the institution. A review of institutional and program performance on the core indicators, disaggregated based on the special populations categories, is a part of the program review process and will be incorporated into performance negotiation process. In addition, postsecondary leadership funds are designated to support innovative projects focused on the recruitment and retention of nontraditional students in career and technical education programs. Leadership funds will also be used to continue support for services to adults in State correctional facilities.

All postsecondary CTE programs in Kansas are developed at the local level and undergo a rigorous review process before they are approved for funding. The KBOR program approval

application process includes, but is not limited to, the following: program description, state and local demand for the program and occupation, information on duplication of existing programs statewide, faculty qualifications, costs associated with the proposed programs, funding required to implement and sustain the program for three years, and program approval at the institution level. The proposed career technical education program is subject to Board staff review, a 10-day public comment period and review and approval by the TEA and KBOR prior to program launch. Existing programs are periodically reviewed to ensure that they comply with the federal and state requirements and meet workforce demand.

Kansas is devoted to the integration of technical skills and embedded academics, especially reading, writing, mathematics and science. Local recipients will be encouraged to show a sequence of courses that complies with the Kansas Board of Regents Qualified Admissions Requirements as well as the CTE knowledge and skills appropriate for a seamless pathway from secondary to postsecondary education. Programs will be held accountable for core indicator performance. Postsecondary programs will build upon the cluster/pathway models to provide occupationally specific programs that will include both the academic and technical knowledge and skills necessary for success.

KBOR will offer competitive grant opportunities to postsecondary institutions in order to support integrating academics with CTE and tailoring academic lessons to fit the needs of technical professions. CTE and academic faculty will work closely together to develop contextualized curricula and address academic needs specific to the CTE content areas. In addition, academic faculty members will assist in the instruction of CTE courses, thereby not only assisting the student in the content area, but also providing professional development in methods of instruction to the technical faculty members. Some examples of effective programs from past grant cycles are implementation of writing and math labs, providing tutoring services, and encouraging faculty to participate in specialized professional development. A number of colleges in Kansas employ integration specialists and counselors to help their students succeed in both their academic and technical coursework. Several colleges in Kansas are developing technical math and technical writing curricula, tutorials, and online tools for CTE students, which will be implemented during and after the transition year.

The secondary and postsecondary Perkins Reserve Fund will be used to foster innovation through the identification and promotion of promising and proven career and technical education programs to nontraditional students. Local institutions are given the opportunity to develop and implement programs aligned with Kansas' high-skill, high-wage, high-demand occupations and industries.

Furthermore, employability skills are integrated into CTE Pathways through:

- Family and consumer science programs (Section 135 (b) (5)(L) of Perkins V)
- Career and Technical Student Organization (CTSO) experiences. This may include curriculum development, professional development and a focus on personalized learning and inclusion.
- Kansans Can Initiative outcomes which include Social-Emotional Growth. In their local

applications, LEAs will address Character Development, Social Skills Development and Personal Skills Development across all grade levels from pre-K through grade 12. KSDE has created a crosswalk between these skills and employability skills in order to streamline the introduction and reinforcement of these skills throughout the entire school as well as Pathways.

- Common Career Technical Core Career Ready Practices, which increase in complexity across the sequence of CTE courses in the Pathway
- Work-based learning component of the application level course in the Pathway, which utilizes an employability skills rubric

Local program advisory committees, comprised of representatives from business and industry and professional/industry associations, are a requirement for approval of secondary and postsecondary CTE programs. These committees are a key component in ensuring employability of Kansas' CTE students. Advisory committees provide advice and make recommendations regarding program planning, program accreditation, facilities and program equipment, instruction and training experiences, program and course content, and evaluation of program performance at the local level. As part of their final report, local recipients submit advisory committee meeting dates and minutes from committee meetings. Each board is required to meet twice a year and work toward improving employability opportunities for students. In addition, the approval process for new postsecondary CTE program requires the requesting institution to include multiple stakeholders in the planning and development of the proposed new program and to submit appropriate documentation of both student and business and industry demand, minutes of the program advisory committee highlighting the recommendation for the new program, and the minutes of the institutions curriculum committee and governing board approving the new program.

Since employability often depends on access and training with industry-standard equipment, Kansas will continue to provide the appropriate technology and equipment to local postsecondary institutions through both state and federal funding sources. State funding sources such as Capital Outlay, Technical Education Technology and Equipment and Innovative Technology grant dollars are appropriated by the legislature. These state funds are distributed either by a formula or a competitive grant process. Federal Perkins funding will also be available to postsecondary institutions to ensure that CTE programs utilize the most current technology. Postsecondary institutions and LEA's will be permitted to commit up to 50% of the institution's program improvement allocation for new technology/equipment purchases. Postsecondary reserve funds will be made available to eligible local recipients on a competitive basis to support special projects focused on development and/or expansion of CTE programs to address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector-based approach.

One of the most productive ways for the State to assess the efficacy and deficiencies of CTE programs is monitoring. Secondary and postsecondary CTE programs are assessed by KSDE and KBOR staff as part of the ongoing quality assurance process. The Perkins Monitoring Review process is designed to:

- Ensure that equal education opportunities are provided to all students, including special populations with full opportunity to participate in programs, activities, job opportunities and services
- Monitor the use of federal and state funds, thereby assuring compliance with legislation
- Review and verify accurate data collection and reporting which will result in consistent state-wide data to be used for Core Indicators of Performance
- Provide technical assistance in the development, implementation and improvement of CTE programs and related activities
- Identify exemplary practices and share this information state-wide
- Analyze, identify, and change policies and activities that impede the achievement of the above goals

The Perkins monitoring review process at the secondary level will be conducted in one of two methods: Desk Audit Only or Desk Audit and On-site Visit. A risk assessment will be made of all the grantees based on outcomes, student data, progress reports, final reports, need, core indicators of performance and connection to pathways to identify those who may need assistance and support from KSDE.

At the postsecondary level, local recipients will be monitored for quality assurance utilizing a rubric which identifies factors that may place an institution/program at risk. Throughout the year, the document will be updated to reflect various changes at an institution (e.g. programmatic issues, financial considerations, staff changes, etc.) This assessment will be subsequently used to determine monitoring for the following year. The KBOR team will discuss and determine the optimal path to assist the institution in correcting any programmatic, fiscal or data related issues.

During a postsecondary on-site Program Review the institution will complete a self-evaluation for the institution, and for every program. The self-evaluation process ties the Core Indicator performance to the program for an analysis and an in-depth study of how the program is achieving or not achieving an acceptable level of performance. If the institution is found lacking, they self-describe recommended improvement strategies. The evaluation is usually completed by the primary program faculty and then reviewed by the Vice President of Academic Affairs, Dean of Academics, or Dean of Workforce or Technical Programs at the institution. The self-evaluation documents are then provided to the State CTE staff for review. After the State CTE staff reviews the self-evaluation documents, an on-site review is scheduled with the institution. During the on-site review, State CTE staff visit with program faculty about their self-evaluations, conduct a meeting with the institution's president and officers, as well as a meeting with all faculty and staff, and review each program site while checking for state-issued equipment tags. A Program Review allows state CTE staff to achieve a first-hand understanding of Perkins CTE programs and facilitates the institution in conducting an in-depth review of their programs.

*c. Describe how the eligible agency will—*

- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and*

*guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;*

Information on secondary and postsecondary education programs will be disseminated through a variety of means. The main sources of information about programs, guidance and advisement for students, including special populations, parents, representatives of secondary and postsecondary education, and community stakeholders are KSDE and KBOR websites.

The KSDE website contains pertinent CTE program information including, but not limited to:

- Career Clusters and Pathways
- Articulation Agreements
- Advisory Committees
- Business/Industry Partnerships
- Career & Technical Student Organizations (CTSO's)
- Career Cluster Guidance Handbook
- Carl D. Perkins Resources
- CTE Achievements & Recognition
- CTE Assessments/ Skill Validation
- CTE Fact Sheets
- CTE Policies
- Guidelines and Resources
- Pathway guidance
- Postsecondary Partnerships
- Work Based Learning Resources
- Excel in CTE Initiative
- IPS Resources
- Employment Outlook Chart
- Dual and Concurrent Enrollment

The KBOR website provides information on:

- Programs
- Program Alignment
- Strategic Plans for Education and CTE
- K-TIP Report
- Innovative Technology Initiatives
- Adult Education Opportunities
- Course Transfer
- Articulation Information for military credit, transferability, etc.
- TEA Information
- Perkins Guidance Handbook

- Perkins Local Application and Reporting Forms
- Non-traditional Student Participation Grant Information and Application
- Integrating Academics Grant Information and Application
- Other pertinent CTE Resources

KSDE and KBOR will also utilize additional means for dissemination of information. For instance, KSDE will provide technical assistance to LEAs regarding the implementation of CTE Pathways and the Individual Plan of Study (IPS). The IPS platform provides all resources in English, French and Spanish at the user's discretion. This facilitates a better understanding of the materials for those students and parents with language barriers. KSDE will utilize CTE Listservs, and stakeholders will be able to register for updates. KBOR will promote programs of study at KBOR conferences and during update calls and conference sessions. Eligible recipients will be asked to share their ideas and best practices. This method of peer-learning has been widely implemented in the recent years among postsecondary institutions and has received vast approval and requests for more such opportunities.

KSDE, KBOR, the Kansas Department of Commerce and the Kansas Department of Labor created a website called [kscareernav.gov](http://kscareernav.gov) (Kansas Career Navigator) that connects the labor needs of the state to the secondary and postsecondary CTE programs and pathways in Kansas. This interactive website provides wage, employment and educational resources to any end user by region, county or school district. This invaluable tool will be made available to the public through the agencies' websites.

Additionally, KBOR developed [KSDegreeStats.org](http://KSDegreeStats.org), an interactive online tool which reviews comprehensive cost and earnings data from actual graduates for each postsecondary degree program offered at a public university or college in Kansas. By using this website, parents, business & industry partners and other stakeholders can also find wage information and see calculated 'loan repayment' and 'total degree investment' estimates for graduates of the selected degree program. This online tool links directly to the Individual Plans of Study that all K-12 students develop to assist them in their education and career pathway.

The state agencies will make all of the aforementioned resources available for use and further promotion by the eligible recipients. Because of their closer ties to the local communities, local recipients will even more effectively utilize their websites and other social media to reach the stakeholders in the state, including special populations. Local recipients are encouraged to tailor these resources in the most effective manner and language for their demographics.

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)***

Secondary students can take advantage of statewide or local articulated credit options. Local and statewide articulation agreements established between a university, community college, or

technical college, and KSDE or the local secondary education agency, provide credit-earning opportunities, and, in some cases, free tuition and/or scholarships. The agreement delineates the benefits available to secondary students who complete the specified requirements within the secondary CTE program. Articulation agreements are cooperatively developed and serve as a contract between the secondary school and an appropriate postsecondary educational institution. The agreement clearly delineates the benefits available to secondary students who complete a specific course or courses or who complete the secondary CTE program. This document must be reviewed and signed annually by the lead administrators of both the secondary and postsecondary institutions. Workshops are conducted for CTE personnel at both secondary and postsecondary institutions to provide training on the process of developing articulation agreements.

KSDE supports eligible recipients in the development and implementation of articulation agreements in the following ways:

- Identification of essential elements and criteria for articulation agreements to be used locally and statewide
  - Providing a universal course identification system in order to identify the courses in the articulation agreement by course code
  - Providing technical assistance to schools in establishing local articulation agreements
  - Providing resources for the development of articulation agreements. The KSDE website houses materials developed to assist institutions in developing local articulation agreements
  - Working with postsecondary schools to create statewide articulation agreements between any Kansas high school student who meets the requirements of the agreement and the postsecondary educational institution
- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135 (b) of Perkins V.*

**Size:**

As Kansas transitions to the new State Plan, program size will be defined to reflect an appropriate number of students in order to be effective and meet local business and industry demand as determined by the local needs assessment. The program size will account for physical parameters and limitations of the program.

**Scope:**

As specified in K.S.A. 71-1802, CTE programs must:

- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree



- lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
- be delivered by an eligible institution

In addition, CTE State approved programs of study relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the State or region by:

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

### **Quality:**

Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study.

KSDE has established the following secondary quality measures for CTE programs:

- Eligible recipients reach local targets based on State and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via IPS implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

KBOR has established the following postsecondary quality measures for CTE programs:

- Eligible recipients negotiate local targets based on State and federal Core Indicators of Performance.
- Local recipients demonstrate the need for CTE programs by presenting labor market data and economic development projections that indicate current or projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE programs.

- CTE programs of study are systematically reviewed based on advisory council’s input and local business and industry projections.
- CTE programs participate in program alignment and provide industry credentialing.
- All students are provided with equitable access to CTE programs of study.

### 3. Meeting the Needs of Special Populations

- a. *Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*
  - i. *will be provided with equal access to activities assisted under this Act;*

Kansas has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs. Meeting the needs of special populations will continue to be a focus during and beyond the transition year. KSDE, KBOR and key stakeholders will identify and recommend how best to further support strategies and activities to adequately address the needs of special populations by:

- Facilitating the examination of data to determine status of program access
- Discussion and identification of strategies that will ensure equitable access and participation to all persons, including special populations
- Reviewing policies regarding transitions for special populations from secondary to postsecondary education
- Offering professional development opportunities to faculty and staff who provide services to special populations
- Continuing to provide funding for all students to take the ACT Work Keys and ACT free of charge. This encourages students to explore postsecondary opportunities related to their interest areas and could inspire a student in a special population toward an opportunity previously not considered.
- Development of appropriate linkages and partnerships with social service, workforce development agencies, and community-based organizations to provide appropriate services for special populations

To effectively serve special populations in Kansas, prior to the beginning of each school year, secondary and postsecondary eligible recipients will continue to advise students, parents, employees and the general public that all CTE opportunities will be offered regardless of race, color, national origin, sex, disability, or member of a special population category. This notice will be publicly available and posted on the recipients’ websites and public materials. The following information is required to be publicly available: a brief summary of program offerings and admission criteria and the name and/or title, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504. The notice also will be disseminated in the language of any national origin minority community in the service area. Annual notice lists coordinators of Section 504/ADA and Title IX with their name and/or title, address, and phone number. To ensure compliance, KBOR staff will check postsecondary

recipients' websites and catalogues against programs and courses reported by the institutions in the Kansas Higher Education Data System (KHEDS).

Kansas is a national leader in an initiative called Accelerating Opportunity: Kansas (AO-K) which was originally funded by Jobs for the Future. AO-K is a career pathways program model that assists students in obtaining a high school equivalency credential, preparing them to succeed in transferable college-level courses and earning an industry-recognized credential. Career pathways must be a minimum of 12 college credit hours, 25 percent of which must include co-taught basic skills instruction contextualized to the career pathway content. Tuition funds for students enrolled in AO-K pathways is currently supported by the Kansas Legislature. As a part of the AO-K model, students are provided a host of support services including career navigation, advising, academic support, etc. To maintain tuition benefits, students must be co-enrolled in a postsecondary CTE program, and a Kansas adult education program thus receiving academic instruction and support. Through this initiative, many special population students are able to realize success in the form of a high school equivalency credential, CTE college coursework, and an industry-recognized credential.

In 2012, the Kansas Legislature funded Excel in CTE, which pays the tuition for secondary students to earn college credit in CTE courses and students in the AO-K program. Also included are funds for transportation when needed, and up to a \$1000 incentive to the school district when a student earns a credential that leads to a high-skill, high-wage, in-demand career. In 2018, the Kansas Legislature appropriated over \$27 million to fund this initiative, and in 2019 that amount goes to over \$28 million dollars.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Participating Headcount	3,870	6,101	8,440	10,275	10,023	10,600	11,690
College Credit Hours Generated	28,161	44,087	62,195	76,756	79,488	85,150	92,092
Credentials Earned	548	711	1,419	1,682	1,224	1,459	1,420

This support breaks down the barriers of cost and transportation in securing access to learning advanced technical skills. The nature of CTE coursework provides personalized, hands-on learning opportunities for all students and this allows for significant adjustment for special populations based on identified needs.

***ii. will not be discriminated against on the basis of status as a member of a special population;***

To ensure nondiscrimination on the basis of status as a member of a special population, during and after the transition year, KSDE and KBOR will collaborate and facilitate stakeholder efforts to adequately address the needs of special populations by:

- Providing oversight for schools and colleges, deliver technical assistance, and continue to monitor institutions to ensure compliance with Title VI, Title IX and section 504-ADA and Perkins V
- Working closely with special populations staff at the schools and colleges to provide professional development related to the findings of the comprehensive Local Needs Assessment and best practices in implementation of nondiscrimination strategies.
- Ensuring that policies and procedures are in place to ensure nondiscrimination in all programs, services and activities offered
- Conducting desk audits and on-site reviews to ensure nondiscrimination in recruitment and retention strategies

*iv. will be provided with appropriate accommodations.*

The State will also identify and recommend how to further support strategies and activities that adequately address accommodations for special populations by:

- Providing professional development opportunities for faculty, counselors, and administrators to improve instruction for special populations
- Providing technical assistance in designing and implementing programs that will enable special population students to meet or exceed state core indicators of performance
- Disseminating research-based instructional materials
- Collaborating with other state agencies to provide appropriate support services

### **C. Fiscal Responsibility**

**1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**

- each eligible recipient will promote academic achievement;***
- each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and***

Eligible secondary recipients will submit an annual electronic application that includes information gathered from the previous year's Pathways system. In the secondary Local Application for Program Improvement Funds, recipients will describe the activities that will occur during the appropriate fiscal year and funding requested to improve CTE programs. Activities must address the required uses of local funds as specified in Perkins V. A team of reviewers will assess the applications using a rubric of established criteria. Kansas State Department of Education (KSDE) Career and Technical Education (CTE) Technical Assistance staff will conduct a final review and request any necessary revisions to the application. This process is in place to ensure that requests in the application promote continuous improvement of academic achievement and technical skill attainment and includes a focus on emerging occupational opportunities discovered through the local needs assessment. The application must be aligned with the Pathway Improvement Plans developed by the Pathway advisory committees.

Additional activities that support the established criteria will include, but not be restricted to:

- Development and dissemination of policies and procedures for eligible recipients to reference as they plan
- Providing progressive technical assistance to all eligible recipients
- Providing training to eligible recipients concerning the procedures for auditing, monitoring and assessing the eligible recipients

During the FY 2019 transition year, KSDE & KBOR will update and enhance their respective applications for Perkins funds which will directly correlate with the institutional needs assessment and be used to allocate funds on July 1, 2020. Eligible recipients will complete and submit for review the application being cognizant of the information gathered through the needs assessment. State staff will assess the applications using a rubric of established criteria, and request revisions to the application as needed. The overall purpose of this process is to ensure that requests found in the application promote continuous improvement of academic achievement and technical skill attainment, ensure equal access for special populations and focus on emerging occupational opportunities. Additional activities that will support the established criteria will include, but not be restricted to:

- Disseminate Perkins V policies and procedures and provide technical assistance for eligible recipients to reference as they plan
- Provide training to State staff and the eligible recipients as to the procedures for auditing, monitoring and assessing the eligible recipients

Eligible postsecondary institutions must deliver approved career and technical education programs, offer appropriate courses for at least one career technical education program of study, meet or exceed the minimum allocation threshold based on the proportion of career and technical education students receiving Pell Grants and BIA assistance, and submit and receive approval for a Local Application for Program Improvement Funds. In addition, eligible recipients must provide the required assurances and submit required data elements to determine performance levels for each of the core indicators. Staff from the KBOR Workforce Development unit will review the institutional plans and application for program improvement funds, while determining correlation to the needs assessment.

Each institution must describe, in the Institutional Plan for Career and Technical Education, their overall plan for delivering career technical education including the institution's vision for career technical education, an explanation of how career technical education fits within the institution's mission, how programs delivered fit within the Kansas career clusters and Pathways framework, how programmatic decisions are made and how the institution will address each of the required elements for local plans. In the Local Application for Program Improvement Funds, institutions will describe the activities that will occur and funding requested to improve career and technical education programs including activities addressing first the required uses of local funds and then any permissive funded activities as specified in the Perkins V, relating all to the institutional needs assessment. Eligible school districts and postsecondary institutions will identify how the activity directly correlates to the local needs assessment. Institutional and program performance

on each of the core indicators will be evaluated annually with the expectation of continuous improvement.

**2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Kansas has a continuing vision for a seamless education system whereby students of all ages are able to access higher education and/or career opportunities at any level. As a result, Kansas has elected to continue its historic 50%/50% distribution of Perkins funds between secondary and postsecondary. This distribution methodology ensures adequate support for quality secondary and postsecondary CTE programs and access to equal amounts of funding for institutions at both the secondary and postsecondary levels leading to stronger and more consistent academic and career and technical educational linkage throughout the state.

**Secondary Distribution Formula**

- Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory—
  - (A) data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965; or
  - (B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.
- Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.
- Each eligible agency, in making the allocations under paragraphs (1) and (2), shall adjust the data used to make the allocations to—

- (A) reflect any change in school district boundaries that may have occurred since the data were collected; and
- (B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

**Postsecondary Distribution Formula**

The amount distributed to each postsecondary institution is based upon the Annual Full Time Equivalent (FTE) Pell Grant count for the previous academic year. KBOR staff will identify the number of CTE Pell grant recipients using the Kansas Postsecondary Database (KSPSD). This data is designed to support the informed decision-making capabilities desired by KBOR through the collection, analysis and reporting of postsecondary education data in Kansas.

The formula for local allocation is as follows:

$$\text{Local \% of Allocation} = \text{Institutional FTE Pell Count} / \text{Total State FTE Pell Count}^*$$

\*The Institutional FTE Pell Count is determined by:

- Identifying the number of concentrators in Perkins approved programs as reported in the institution’s annual KSPSD submission.
- Determining the number of semesters in the academic year for which the concentrator received a Pell grant and totaling only the credit hours the student attempted in those semesters.
- This total number of credit hours is then divided by 30 to determine the student’s enrollment level for the year (e.g. full time, ¾ time, ½ time, ¼ time). Full time is considered 30 or more hours; ¾ time is considered at least 22 hours but less than 30 hours; ½ time is considered at least 15 hours but less than 22 hours, and ¼ time is 8 to 14 hours.

*b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)*

A secondary LEA will not receive an individual allocation unless the amount allocated is greater than \$15,000. A postsecondary institution will not receive an allocation unless the amount allocated is greater than \$50,000. Institutions not meeting the minimum allocation threshold may enter into a consortium with eligible institutions for the purposes of meeting the minimum allocation requirement.

Consortia members are required to sign a “Transfer of Funds” form. This form identifies the authorized administrator receiving the funds and the authorized administrator relinquishing the

funds to the consortia. The transfer of funds becomes a single category and no one postsecondary institution or school district receives their initial allocation in return. Funds available for consortia members are used to support activities beneficial to all members as outlined in the approved application. In Kansas, secondary school districts may consort regardless of whether they are above or below the \$15,000 minimum allocation. Each consortium agreement is reviewed and approved by State staff on a case-by-case basis to ensure equitable funding to support mutually beneficial programs and services to institutions and students within the service areas.

- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

The following chart depicts the secondary allocation distribution for 2019 based on the secondary share of the FY 2019 State allocation:

LEA #	District/ School	Allocation
101	Erie	\$12,357
102	Cimarron	\$5,800
103	Cheylin	\$3,169
105	Rawlins County	\$3,441
106	Western Plains	\$2,132
107	Rock Hills	\$5,500
108	Washington County	\$4,762
109	Republic County	\$6,481
110	Thunder Ridge	\$3,234
111	Doniphan West	\$4,364
112	Central Plains	\$6,401
113	Prairie Hills	\$12,672
114	Riverside	\$8,854
115	Nemaha Central	\$6,594
200	Greeley County	\$2,929
202	Turner-KC	\$53,507
203	Piper-KC	\$15,661



204	Bonner Springs	\$27,474
205	BlueStem	\$6,155
206	Remington/Whitewater	\$7,086
208	Wakeeny	\$4,817
210	Hugoton	\$11,981
211	Norton	\$7,764
212	Northern Valley	\$1,853
214	Ulysses	\$20,458
215	Lakin	\$6,254
216	Deerfield	\$4,090
217	Rolla	\$2,664
218	Elkhart	\$3,188
220	Ashland	\$2,862
223	Barnes	\$3,617
224	Clifton-Clyde	\$3,339
225	Fowler	\$1,578
226	Meade	\$3,761
227	Jetmore	\$2,826
229	Blue Valley-Stanley	\$127,066
230	Spring Hill	\$14,758
231	Gardner	\$38,476
232	De Soto	\$39,618
233	Olathe	\$208,378
234	Fort Scott	\$38,066
235	Uniontown	\$7,421
237	Smith Center	\$6,140
239	North Ottawa	\$5,700
240	Twin Valley	\$4,499
243	Lebo	\$4,614
244	Burlington	\$6,576
245	Leroy-Gridley	\$2,648
246	Northeast	\$12,123
247	Cherokee	\$10,863
248	Girard	\$13,880
249	Frontenac	\$6,820
250	Pittsburg	\$48,324
251	North Lyons	\$5,544
252	Southern Lyon Co	\$4,914

253	Emporia	\$54,126
254	BarberCo.N.-MedicineLodge	\$7,715
255	South Barber	\$2,425
256	Marmaton Valley	\$3,886
257	Iola	\$21,111
258	Humboldt	\$5,963
259	Wichita	\$929,075
260	Derby	\$71,214
261	Haysville	\$54,250
262	Valley Center	\$23,280
263	Mulvane	\$17,555
264	Clearwater	\$13,270
265	Goddard	\$40,788
266	Maize	\$54,528
267	Renwick	\$16,443
268	Cheney	\$5,786
269	Palco	\$1,699
270	Plainville	\$4,177
271	Stockton	\$3,035
272	Waconda	\$5,282
273	Beloit	\$9,951
274	Oakley	\$4,849
281	Hill City	\$4,258
282	West Elk	\$4,890
283	Elk Valley	\$2,965
284	Chase County	\$4,681
286	Chautauqua	\$5,683
287	West Franklin	\$8,421
288	Central Heights	\$6,163
289	Wellsville	\$6,048
290	Ottawa	\$29,080
292	Wheatland	\$2,275
293	Quinter	\$3,225
294	Oberlin	\$6,198
297	St Francis	\$3,467
298	Lincoln	\$4,943
299	Sylvan Grove	\$3,803
300	Comanche County	\$3,694

303	Ness City	\$3,176
305	Salina	\$100,700
306	Southeast of Saline	\$5,776
307	Ell-Saline	\$2,287
308	Hutchinson	\$67,895
309	Nickerson	\$13,244
310	Fairfield	\$4,999
311	Pretty Prairie	\$3,329
312	Haven	\$13,488
313	Buhler	\$22,291
314	Brewster	\$857
315	Colby	\$9,359
316	Golden Plains	\$1,955
320	Wamego	\$16,478
321	Kaw Valley	\$19,774
322	Onaga-Havensville-Wheaton	\$3,988
323	Rock Creek	\$9,717
325	Phillipsburg	\$6,240
326	Logan	\$2,604
327	Ellsworth	\$5,943
329	Mill Creek Valley	\$5,106
330	Wabaunsee East (Mission Valley)	\$3,879
331	Kingman	\$13,956
332	Cunningham	\$1,670
333	Concordia	\$12,739
334	Southern Cloud	\$3,521
335	North Jackson	\$2,928
336	Holton	\$11,901
337	Royal Valley	\$7,627
338	Valley Falls	\$2,771
339	Jefferson Cty North	\$3,372
340	JeffersonWest	\$6,692
341	Oskaloosa	\$6,611
342	McLouth	\$5,920
343	Perry	\$9,842
344	Pleasanton	\$5,606
345	Seaman	\$33,482

346	Jayhawk	\$6,828
347	Kinsley-Offerle	\$3,710
348	Baldwin City	\$12,898
349	Stafford	\$3,952
350	St. John-Hudson	\$3,971
351	Macksville	\$3,996
352	Goodland	\$14,197
353	Wellington	\$20,735
355	Ellinwood	\$4,993
356	Conway Springs	\$7,557
357	Belle Plaine	\$4,903
358	Oxford	\$3,186
359	Argonia	\$1,752
360	Caldwell	\$3,307
361	Chaparral	\$13,457
362	Prairie View	\$12,196
363	Holcomb	\$8,537
364	Marysville	\$10,198
365	Garnett	\$15,870
366	Woodson	\$6,835
367	Osawatomie	\$14,692
368	Paola	\$17,717
369	Burrton	\$3,646
371	Montezuma	\$3,438
372	Silver Lake	\$3,967
373	Newton	\$39,233
374	Sublette	\$4,242
375	Circle	\$16,857
376	Sterling	\$5,160
377	AtchisonCo.-Effingham	\$8,171
378	Riley County	\$7,523
379	Clay Center	\$14,999
380	Vermillion	\$4,205
381	Spearville	\$1,807
382	Pratt	\$16,918
383	Manhattan	\$66,499
384	Blue Valley	\$2,226
385	Andover	\$37,973

386	Madison	\$4,617
387	Altoona-Midway	\$2,520
388	Ellis	\$5,208
389	Eureka	\$9,030
392	Osborne	\$4,426
393	Soloman	\$2,913
394	Rose Hill	\$14,751
395	LaCrosse	\$3,681
396	Douglass	\$5,959
397	Centre-LostSprings	\$3,428
398	Peabody-Burns	\$3,676
399	Paradise	\$2,062
400	Smoky Valley	\$7,942
401	Chase-Raymond	\$2,639
402	Augusta	\$24,783
403	Otis-Bison	\$3,465
404	Riverton	\$7,057
405	Lyons	\$9,025
407	Russell Co.	\$12,777
408	Marion	\$6,148
409	Atchison	\$28,656
410	Durham/Hillsboro	\$5,751
411	Goessel	\$2,324
412	Hoxie	\$5,098
413	Chanute	\$25,909
415	Hiawatha	\$13,068
416	Louisburg	\$10,329
417	Morris County	\$8,949
418	McPherson	\$20,754
419	Canton- Galva	\$3,528
420	Osage City	\$8,552
421	Lyndon	\$4,480
422	Kiowa County	\$3,100
423	Moundridge	\$3,767
426	Pike Valley	\$2,290
428	Great Bend	\$44,381
429	Troy	\$3,697
430	South Brown	\$11,275

431	Hoisington	\$8,149
432	Victoria	\$2,330
434	Santa Fe Trail	\$10,121
435	Abilene	\$15,941
436	Caney Valley	\$8,565
437	Auburn-Washburn	\$44,914
438	Skyline	\$2,595
439	Sedgwick	\$3,149
440	Halstead	\$10,265
443	Dodge City	\$85,108
444	Little River	\$2,928
445	Coffeyville	\$35,283
446	Independence	\$36,330
447	Cherryvale	\$13,477
448	Inman	\$4,680
449	Easton	\$3,710
450	Shawnee Heights	\$27,229
452	Stanton County	\$4,079
453	Leavenworth	\$59,735
454	Burlingame	\$3,824
456	Marais Des Cygnes	\$3,637
457	Garden City	\$94,920
458	Basehor-Linwood	\$11,995
459	Bucklin	\$2,776
460	Hesston	\$4,857
461	Neodesha	\$8,611
462	Central (Burden)	\$4,666
463	Udall	\$4,346
464	Tonganoxie	\$14,124
465	Winfield	\$33,518
466	Scott County	\$9,322
467	Leoti	\$5,382
469	Lansing	\$17,569
470	ArkansasCityHigh	\$46,012
473	Chapman	\$11,375
475	Geary County	\$115,508
477	Ingalls	\$1,173
479	Crest	\$2,762

480	Liberal	\$63,739
481	Rural Vista	\$5,422
482	Dighton	\$1,295
483	Kismet-Plains	\$9,988
484	Fredonia	\$11,748
487	Herington	\$6,623
489	Hays	\$40,063
490	El Dorado	\$31,508
491	Eudora	\$14,868
492	Flinthills-Rosalia	\$2,711
493	Columbus	\$15,852
494	Syracuse	\$7,533
495	Ft. Larned	\$8,872
497	Lawrence	\$122,110
498	Valley Heights	\$4,366
499	Galena	\$9,755
500	Kansas City	\$415,165
501	Topeka	\$225,385
503	Parsons	\$25,516
504	Oswego	\$4,712
505	Chetopa	\$7,663
506	Labette County	\$19,066
507	Satanta	\$5,066
508	Baxter Springs	\$13,901
509	South Haven	\$1,605
511	Attica	\$1,496
512	Shawnee Mission	\$267,813

**4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

The following chart depicts the postsecondary allocation distribution for the postsecondary share of the FY 2019 State allocation:

Allen Community College	\$ 3,115
Barton Community College	\$ 63,226
Butler Community College	\$218,957
Cloud County Community College	\$ 67,898
Coffeyville Community College	\$ 78,177
Colby Community College	\$ 87,832
Cowley Community College	\$131,436
Dodge City Community College	\$ 90,946
Flint Hills Technical College	\$161,025
Fort Scott Community College	\$112,749
Garden City Community College	\$107,765
Highland Community College	\$ 97,176
Hutchinson Community College	\$314,886
Independence Community College	\$ 22,737
Johnson County Community College	\$374,998
Kansas City Kansas Community College	\$404,898
Labette Community College	\$ 66,964
Manhattan Area Technical College	\$126,453
Neosho County Community College	\$119,912
North Central Kansas Technical College	\$264,118
Northwest Kansas Technical College	\$150,435
Pratt Community College	\$ 59,177
Salina Area Technical College	\$ 75,062
Seward County Community College	\$106,519
Washburn Institute of Technology	\$250,414
Washburn University	\$ 51,391
WSU Tech	\$564,989



5. *Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)*

The secondary allocations are adjusted to reflect changes of school district boundaries by adjusting the newly consolidated districts' allotments in proportion to the old districts' Census data. The charter school law in Kansas requires that all charter schools fall under existing unified school districts' jurisdiction. There are no BIE schools/districts in Kansas with approved CTE Pathways.

6. *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—*
  - a. *include a proposal for such an alternative formula; and*
  - b. *describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)*

*Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).*

N/A

7. *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—*
  - a. *include a proposal for such an alternative formula; and*
  - b. *describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)*

*Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).*

N/A

8. *Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)*

Federal regulations require the maintenance of effort of state expenditures toward secondary and postsecondary career technical education. The base requirement is that the State's expenditures, per student or in aggregate, from State sources for career and technical education programs for the preceding year equaled or exceeded such expenditures from State sources in the second preceding year. Historically, Kansas has calculated maintenance of effort based on aggregate expenditures of state resources which support CTE activities within a state fiscal year.

Section 211(b)(1)(D) of Perkins V allows the State to establish a baseline for the first full fiscal year following the date of enactment of Perkins V (PY2020) by either continuing the 2018 level (second preceding fiscal year), or to re-set the baseline at 95% of the current (2019) funding level. The State chooses to establish the maintenance of effort baseline at the continuing level. Based on current projections, the 2020 MOE baseline will be maintained at the level of \$120,278,298.

#### IV. BUDGET

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	11,362,299
2	State Administration	5%	568,114
3	State Leadership	10%	1,136,229
4	Individuals in State Institutions	1%	113,622
4a	- Correctional Institutions	Not required	56,811
4b	- Juvenile Justice Facilities	Not required	56,811
4c	- Institutions that Serve Individuals with Disabilities	Not required	-
5	Nontraditional Training and Employment	Not applicable	67,400
6	Special Populations Recruitment	0.10%	11,362
7	Local Formula Distribution	85%	9,657,956
8	Reserve	15%	1,448,692
9	- Secondary Recipients	50%	724,346
10	- Postsecondary Recipients	50%	724,346
11	Allocation to Eligible Recipients	85%	8,209,264
12	- Secondary Recipients	50%	4,104,632
13	- Postsecondary Recipients	50%	4,104,632
14	State Match ( <i>from non-federal funds</i> )	Not applicable	568,114