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ABSTRACT

The Kansas State Board of Education awarded \$10.25 million to local education agencies through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. A work group developed the System of Measures and Standards of Performance (SMSP). Programs for single parents, displaced homemakers, and single pregnant women were funded to provide education/training, employment readiness, and job placement. Seven gender equity facilitator projects and 17 projects to provide young women access to training and support services for technical and nontraditional occupations were funded. Funding provided programs for criminal offenders in corrections institutions and special populations students. To promote state leadership and professional development, funds for curriculum development, inservice training, and vocational student organizations were awarded. Community-based organizations provided transitional programs, outreach programs, and other services for economically and educationally disadvantaged youth. Consumer and homemaking funds were awarded in four categories: food science, pregnant and/or parenting teens, balancing work and family, and statewide leadership. Funding was awarded for integration of applied academics into vocational education and career guidance and counseling and to consortia for development of tech prep programs. (Appendixes include the SMSP, descriptions of exemplary programs, and strategic directions for Kansas Education.) (YLB)

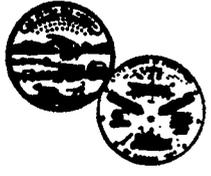
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**Kansas State Board of Education**



# KANSAS VOCATIONAL EDUCATION PERFORMANCE REPORT FOR FISCAL YEAR 1993

## Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

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## EXECUTIVE SUMMARY

The Carl D. Perkins Vocational Education Act has provided Federal funds for vocational education in Kansas since July 1, 1985. In September 1990, President Bush signed the revised Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. This act is directed specifically toward the integration of academic and vocational education, with an increased emphasis on industry involvement and support. In an effort to assure that the United States remain competitive in the world economy, these amendments provided approximately \$8.9 million for continued funding to support the development and improvement of vocational programs in Kansas for FY 1993.

This KANSAS VOCATIONAL EDUCATION PERFORMANCE REPORT FOR FISCAL YEAR 1993 has been developed for several reasons. First, it fulfills the requirements of the Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40 and Rules and Regulations, Section 400.10, Vol. 57, No. 158, and will be used to assess the impact of the funded programs on youth and adults. Second, this report will provide information to interested citizens, as well as to employers and the corporate sector, about the projects made possible with the use of these funds. Third, it will facilitate communication, coordination, and cooperation both within Kansas and with other states. Finally, in conjunction with similar reports submitted from other states, this performance report will assist the United States Office of Vocational and Adult Education (OVAE) in establishing databases, in setting future directions for vocational-technical education, and in keeping the vocational-technical education community informed about national trends, issues, and other courses of action, as needed.

There are six subdivisions of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990:

I. Title II, Part A

These projects include professional development; the development, dissemination and field testing of curricula; assessment of programs and development of performance standards and measures for program improvement and accountability; promotion of partnerships among business, education, industry, labor and community-based organizations; support of tech-prep education; support of vocational student organizations; leadership and instructional programs in technology education; and data collection. This group receives 8.5 percent of the funds. There were 9,542 persons served with these funds.

2. Title II, Part B

These projects were designed to provide training in marketable skills for single parents, displaced homemakers, and single pregnant women; to promote the elimination of sex bias and stereotyping in secondary and postsecondary schools; and to provide vocational education programs in correctional facilities for criminal offenders. The equity programs (single parents, displaced homemakers, single pregnant women, and the elimination of sex bias) receive 10.5 percent of the funds and the correctional facilities receive 1 percent of the funding. There were 5,433 persons served with these funds.

3. Title II, Part C

These projects were intended to assist secondary, postsecondary, and adult vocational education programs in program improvement, with the full participation of special

populations. Funding was allocated according to the following criteria:

- \* selected sites must serve the largest concentration of special populations.
- \* funded programs must be of sufficient size, scope and quality to be effective.
- \* vocational and academic competencies must be integrated.
- \* equitable participation for special populations must be guaranteed.

There were 48,237 persons served with these funds.

4. Title III, Part A

These projects assisted community-based organizations and local education agencies in providing a variety of transitional programs, youth outreach programs, prevocational educational preparation and basic skills development, career intern programs, vocational assessment, and guidance and counseling services for youth and adults. Special consideration was given to programs which served the needs of severely economically and educationally disadvantaged youth ages 16 through 21. Approximately 338 persons were served with these funds.

5. Title III, Part B

These projects were funded in an effort to provide instructional programs, services and activities to prepare youth and adults for the occupation of homemaking, especially in the areas of food and nutrition, individual and family health, consumer education, family living and parenthood education, child development and guidance, housing, home management, and clothing and textiles. Grants were awarded for program development and improvement of instruction and curricula, as well as for support services and activities, innovative and exemplary projects, community outreach, teacher education and upgrading of equipment. There were 16,026 persons served with these funds.

6. Title III, Part E

The Tech-Prep Education program was established to assure a comprehensive interaction between secondary schools and postsecondary educational institutions. Funding was awarded to consortia of local education agencies and postsecondary education institutions for the development and operation of four-year programs incorporating tech-prep education leading to a two-year certificate or associate degree. During fiscal year 1993, the second year for this project, 326 persons were served under this project.

The KSBE has been able to award approximately \$10.25 million to local education agencies through the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. A total of 79,902 Kansans were served with these funds in FY 1993, and many of these grants were also matched with local moneys. By providing a variety of vocational education opportunities for citizens of all ages, these funds have made an enormous economic impact on Kansas. Together, the State agency, the federal government, local education agencies, business, industry, and Kansas citizens are working to create a more productive workforce. Through the guidance and leadership of the Kansas State Board of Education, vocational education is becoming more responsive to the needs of our new technological environment and students are being better prepared to enter the workforce with the skills necessary to succeed.

## TABLE OF CONTENTS

Introduction .....	i
1. Performance Standards and Measures .....	1
2. Secondary, Postsecondary/Adult Occupational Programs, Services and Activities .....	3
3. Single Parents, Displaced Homemakers, and Single Pregnant Women.....	5
4. Sex Equity programs.....	6
5. Criminal Offenders .....	8
6. Special Populations.....	11
7. State Leadership and Professional Development.....	13
8. Community Based Organizations.....	15
9. Consumer and Homemaking Education .....	18
10. Tech Prep.....	21
11. Integrating Applied Academics into Vocational Education.....	23
12. Career Guidance and Counseling.....	25
Appendix A	
Enrollment Tables .....	29
Appendix B	
System of Standards and Measures of Performance .....	35
Appendix C	
Secondary, Postsecondary/Adult Programs.....	49
Single Parents, Displaced Homemakers, and Single Pregnant Women.....	49
Sex Equity .....	50
Criminal Offenders .....	51
Special Populations.....	51
State Leadership .....	52
Community Based Organizations.....	53
Consumer and Homemaking Education .....	54
Tech Prep.....	55
Integrating Applied Academics into Vocational Education.....	55
Career Guidance and Counseling.....	56
Appendix D	
Strategic Directions for Kansas Education.....	61

## INTRODUCTION

Profound changes are taking place in the economy and labor market of the United States, developments which, in turn, have far-reaching effects on the skills needed in the workplace. The Kansas State Board of Education (KSBE) is aware of these changes and assumes its role in assuring individual opportunity, in promoting growth and prosperity in the economy as a whole, and in strengthening the ability to compete in an increasingly global economy.

In an effort to better prepare students for adult life and to meet the current demands of the workforce, members of the KSBE adopted a mission statement and six new strategic directions for Kansas educators. (Refer to Appendix C of this publication for a complete listing of the mission and strategic directions.) The vision and three directions which specifically drive vocational education in Kansas are:

**MISSION:** To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

**STRATEGIC DIRECTION 1:** Create Learning Communities

**STRATEGIC DIRECTION 3:** Expand Learner-Outcome Curriculum and Learner-Focused Instruction

**STRATEGIC DIRECTION 5:** Strengthen Involvement of Business and Industry in Education

As part of the state's reform, the KSBE adopted the Quality Performance Accreditation system to address school improvement, accountability, and individual student performance at the building level. Together, this system and the strategic directions are assisting Kansas educators in developing high performance schools that produce super learners who can live, learn, and work in the competitive international society of the twenty-first century.

The Carl D. Perkins Vocational Education Act of 1984 and the revised Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 have provided Federal funds for vocational education in Kansas over the past years. In FY 93, Perkins funding, in conjunction with the new direction for education in the state, has supported many exceptional vocational programs that might otherwise not have been available. Such programs include the provision of support services to allow teen parents and pregnant teens to succeed in vocational education; the provision of basic skills training, career assessment, and school-to-work transition assistance for single parents and displaced homemakers; the promotion of awareness of vocational career opportunities, with an emphasis on the elimination of sex bias through explorations of nontraditional occupations; and vocational assessment, guidance, and training for both juvenile and adult criminal offenders in corrections institutions. The following **KANSAS VOCATIONAL EDUCATION PERFORMANCE REPORT FOR FISCAL YEAR 1993** provides information on programs, numbers of persons served, and financial figures as they relate to the Perkins Act.

## **1. Performance Standards and Core Measures**

**In May 1991, the Kansas State Board of Education appointed a Performance Measures and Standards System work group, comprised of representatives from one community college, one area vocational-technical school, one USD, the state legislature and the KSBE, to develop a proposed System of Measures and Standards of Performance (SMSP) in accordance with the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.**

**In December 1991 the work group presented a progress report to the Board, eliciting feedback and suggestions for revision. Since December, the work group met several times to consider the suggested revisions, to begin to develop a format for collecting and reporting data, and to plan for pilot testing of the data collection and reporting.**

**In February 1992, the revised SMSP was presented to the Committee of Practitioners who approved the revised document, with minor changes. A three-year phase-in period was included to ensure that no undue burden was placed on schools during the initial years and competency profiles were developed by the Kansas Competency-Based Curriculum Center on the campus of Washburn University in Topeka.**

**Members of the KSBE staff and the work group then developed instructions and working forms to be used by high school buildings and postsecondary schools in collecting and reporting the data required by the SMSP. The instructions, working forms, and reporting forms were piloted by selected schools during the spring for revisions, to allow for the complete implementation of the SMSP during the 1992-93 academic year. The K-VED report forms were modified to accommodate the required data collection and additional forms have been developed for some of the measures and standards.**

**Finally, the work group developed software for both Macintosh and IBM-compatible computers for recording and reporting data, which will permit electronic reporting of the data to the KSBE and computer aggregation and manipulation of the data. As all USDs, AVTS' and community colleges were required to begin implementation of the SMSP during the 1992-93 academic year, statewide meetings were scheduled at both the secondary and postsecondary levels to explain the implementation of the SMSP and to instruct staff on the data collection and reporting procedures required by the SMSP.**

**The SMSP was approved by the KSBE in June 1992. The Committee of Practitioners, the work group, and selected members of the KSBE staff are extremely pleased with the quality of the SMSP that have been developed and believe that the Kansas system can serve as a model for other states to follow.**

**In September and October of 1993 additional workshops were held across the state to preview the data collection software and prepare Kansas USDs, AVTS', and community colleges to report on the SMSP. These workshops focused on the implementation of the SMSP within each institution. The data collection software was also demonstrated. The data collection software for secondary and postsecondary vocational programs in MS-DOS and Macintosh format were mailed in August and September 1993. In October of 1993 the first data collection for the SMSP began. Currently, all of the USDs, AVTS', and community colleges offering approved vocational programs are in the process of reporting on their progress in terms of the SMSP.**

The individual reports from each institution will be aggregated by the data collection software and a number of reports will be generated from the data. The SMSP and the data collection software will allow each institution to evaluate measures two, four and six on an institutional basis. Measures one and three can be grouped by institution or can be evaluated on a program level. Each CIP program area can be evaluated by geographic region, size, level, and special population. An overall state report can also be generated by program and region, size, or level.

See Appendix B for a copy of the System of Measures and Standards of Performance.

**2. Secondary, Postsecondary, and Adult Occupational Programs, Services, and Activities**

Program improvement funding for vocational and occupational programs was awarded throughout the state. Proposals were required to address the needs of special population students enrolled in vocational programs as their first priority. The six goals listed below directed the RFP process. Every grant was required to address GOAL 5 as its first priority, GOAL 4 as its second, and as many of the four remaining goals as appropriate and possible.

**GOAL 1: INCREASE LINKAGES BETWEEN SECONDARY AND POSTSECONDARY INSTITUTIONS.**

Objective 1a: To establish/update articulation agreements between and among secondary and postsecondary institutions.

Objective 1b: To support tech prep programs.

Objective 1c: Other \_\_\_\_\_

**GOAL 2: SUPPORT INSTRUCTION AND EXPERIENCE IN THE INDUSTRY STUDENTS ARE PREPARING TO ENTER.**

Objective 2a: To develop and implement a two-year plan to replace technically obsolete vocational instructional equipment.

Objective 2b: To support the retraining needs of business and industry.

Objective 2c: To support internship programs for vocational teachers.

Objective 2d: Other \_\_\_\_\_

**GOAL 3: PROMOTE THE TEACHING OF HIGHER ORDER CURRENT AND FUTURE WORKPLACE COMPETENCIES WITHIN THE CLASSROOM**

Objective 3a: To support curriculum development to incorporate higher order thinking skills and future workplace competencies.

Objective 3b: To support curriculum activities to incorporate the skills identified in the SCANS report.

Objective 3c: Other \_\_\_\_\_

**GOAL 4: INTEGRATE ACADEMIC AND VOCATIONAL LEARNING.**

Objective 4a: To design and implement an integrated curriculum.

Objective 4b: To support the implementation of applied academics.

Objective 4c: Other \_\_\_\_\_

**GOAL 5: PROVIDE SUPPORT SERVICES FOR SPECIAL POPULATION STUDENTS ENROLLED IN VOCATIONAL PROGRAMS.**

- Objective 5a: To employ a special populations coordinator to ensure that individuals who are members of special populations are receiving adequate services and job skill training. NOTE: The coordinator must be a qualified counselor or teacher.
- Objective 5b: To provide developmental courses which meet the needs of the vocational student population.
- Objective 5c: To provide instructional equipment which is adapted for disabled students enrolled in vocational education programs.
- Objective 5d: Other \_\_\_\_\_

**GOAL 6: GUIDANCE AND COUNSELING**

- Objective 6a: To provide guidance and counseling services to vocational students in support of recruitment, career planning, and placement activities.
- Objective 6b: To support pre/post assessment and evaluation activities of vocational students.
- Objective 6c: To provide state, local, and national vocational education inservice opportunities for counselors.
- Objective 6d: Other \_\_\_\_\_

Funding was allocated on two levels. Secondary funding was determined according to a formula based on the three factors required in the Perkins legislation. The minimum amount for funding in this category was \$15,000. If the funding formula did not generate at least \$15,000, the local education agency was able to enter into a consortium with other LEA's in order to meet the minimum.

Fifty-five awards were made on the secondary level in this category, for a total of \$3,482,780.50. Individual awards ranged from \$15,000 to \$ 469,171.

Program improvement funding for postsecondary institutions was determined by a formula based on the number of Pell grant recipients enrolled in vocational programs who have demonstrated the intent to complete a vocational certificate or an associate degree program. In order to qualify for funds, the formula needed to generate a minimum of \$50,000.

Twenty-nine postsecondary institutions (eleven AVTS' and eighteen community colleges) received a total of \$3,482,780.50 in this category. A grand total of \$6,965,561 was awarded to Kansas educational institutions in FY 1993 for program improvement.

See Appendix C for exemplary programs.

### 3. Single Parents, Displaced Homemakers and Single Pregnant Women.

This funding category provided services to single parents/displaced homemakers and single pregnant women through programs within local education agencies and subcontracts with community-based organizations. In FY 1993 research was begun to identify a data collection system that would standardize the type of information collected on program participants, as previous methods did not provide the depth of information needed to determine how well the displaced homemakers, single parents, and single pregnant women across the state have been served. In an effort to acquire a system that would address our information needs, Kansas contracted with the National Displaced Homemakers Network (NDHN) for a survey instrument to determine what types of hardware programs were being used and to generate a standardized format for referring to program services. The Carl Perkins funds for displaced homemaker program activities were used in part to:

- a. provide inservice training on the use of the system once the software had been made Kansas-specific;
- b. provide a set of software for each program; and
- c. provide technical assistance for individual programs.

The comprehensive programs available to this population are designed to provide education/training and employment readiness, and subsequent job placement. Program components involve outreach to potential participants, career planning, job development, pre-employment training, vocational education and training referrals. This program serves the targeted population as well as women referred by the Women's Alcoholic Treatment Centers across the state. Most of those served are placed in employment, with the remainder placed in education or additional training. Program participants are assisted with employment goals through a pre-test assessment system. This assessment uses both the Career Occupational Preference System (COPS) and the Career Ability Placement Survey (CAPS), both of which assist participants with decision-making for immediate employment, education or training. In some instances, programs within community-based organizations are able to offer on-site training. Participants needing training may choose areas such as industrial math, courses designed as preparation for apprenticeship programs, or technical and nontraditional occupations. Other on-site offerings are clerical training, certified nurse's aide, and home health aid. Education and training referrals are available for participants interested in other occupations. The displaced homemaker, single parent, and single pregnant women programs are the only comprehensive employment and support service programs for this population in the state. These programs address the specific issues of single parents and homemakers who have been unsuccessful in traditional employment searches and education/training programs. In addition to the twenty-four grants for specific programs for single parents, displaced homemakers, and single pregnant women, four statewide grants were also awarded in this funding category for the production and dissemination of informational newsletters and tabloids. A newsletter entitled KANSAS WOMEN, which was distributed throughout the Social and Rehabilitation Services network, through Job Corps and other similar entities, included a listing of the different services and programs available in Kansas and featured some success stories from these programs. EXAMINE YOUR OPTIONS, a tabloid distributed primarily in high schools and throughout the displaced homemaker network, included job search tips, information about fast growth occupations, and types and locations of job training in Kansas. A total of \$738,658 was awarded in this funding category.

See Appendix C for exemplary programs.

#### 4. Sex Equity

This category provided two grant opportunities. First, area technical schools and community colleges were eligible for funds to assist them both in promoting the awareness of vocational opportunities available both to women and men, and in increasing interest in training for non-traditional occupations, including the elimination of sex bias and stereotyping in education and training programs. As implemented in FY 1992 to provide a cost-effective means of meeting the equity inservice and resource needs of both urban and small rural schools, this grant allowed for the employment of a full-time gender equity facilitator in each of the seven regions in Kansas. This facilitator is responsible for:

- a. acting as the resource person for LEAs within the region;
- b. establishing a local gender equity advisory committee composed of individuals from the LEA staff and community;
- c. convening a minimum of two meetings of the local advisory committee during the fiscal year;
- d. participating in all statewide gender equity inservice activities sponsored by KSBE;
- e. providing students at the K-12 grade levels an opportunity to explore non-traditional careers; and
- f. convening an annual gender equity conference for students in their region, to focus specifically on non-traditional areas of study for women and men.

Each gender equity facilitator is housed within either an area vocational-technical school or a community college, and is responsible for working within the boundaries of the particular region. The activity of each facilitator focuses on non-traditional career options for middle school through high school students.

During FY 1993 one pilot site was coordinated to ensure gender equity in Tech Prep programs. This pilot site provided a half-time gender equity facilitator who also served half-time as the Tech Prep coordinator. In addition, a half-time paraprofessional was also employed to respond to inquiries by school districts within that region. Consequently, gender equity is very much an agenda for Tech Prep at the pilot site and some form of this activity will be implemented through the other gender equity facilitators as well.

An extensive loan library of resource materials continues to provide items including print, video and computer software to assist educators across the state with incorporating gender equity into their curriculum. In addition, workshops and conferences dealing with gender equity and nontraditional careers are convened annually. The workshops are designed to allow educators to assess their level of participation in gender equity in the classroom. Other activities convened for students focus on women in technology and workforce 2000 predictions relative to the employment outlook. Gender equity programs continue to be unique in rural schools and are still a vague concept in need of attention at all levels of education. These programs are a viable resource in rural Kansas and provide educators and students with an understanding of how sex-role stereotyping, sex bias, and sex discrimination limits the educational choices, opportunities, and achievements of both female and male students. Nearly 70,000 secondary students were served statewide during FY 1993.

Allowable costs for this project were limited to the salary for the facilitator, staff travel and per diem, communication, clerical support, supplies and materials, inservice activities, consultant services, and travel for the advisory committees. Seven gender equity facilitator projects were funded across the state, for a total of \$230,995.

The second type of grant in this category was designed to offer unified school districts, area technical schools, community colleges and universities the opportunity to provide young women ages 14-25 access to training and support services needed to succeed in technical and/or nontraditional occupations. As a means of reaching the target population of girls and women ages 14 to 18 who are still in school, summer institutes were convened to offer pre-vocational experiences to students as a method of introducing them to nontraditional skill training opportunities. Several summer pre-vocational programs focused on building skills and interests in math and science. Area businesses were involved by offering field trips and shadowing for technical occupations. One vocational school provided special classes to expose students to their entire curriculum. The most unique feature of this type of program was the hands-on experience in math, science, and technology. The idea of introducing students at an early age to nontraditional training serves to address an ongoing concern for rural communities. Many rural communities continue to be in great need based on the rate of poverty and the lack of skilled labor, particularly among the female population. This category of funds allows local education agencies to provide vocational and basic skills assessment, career counseling, vocational training and job placement assistance to underserved or under-employed females. Carl Perkins funds are used to provide supportive services, child care, and transportation assistance to program participants. In order to maximize training opportunities, the programs coordinate with community agencies. This coordination is designed to handle agency referrals and act as a clearinghouse for information on nontraditional careers. The impact made by this activity is assessed through the use of several pre- and post-test instruments. The vocational aptitude and interests of program participants are assessed by both the Test of Adult Basic Skills (TAB) and the Comprehensive Adult Student Assessment System (CASAS). Based on the appraisal of skills, remediation segments are provided as a separate course or a tutorial program for participants who are training-ready. All basic skill levels have been raised. This program has established one of the most comprehensive vocational training networks for women and girls in the state. Community organizations and agencies are an integral part of this network, along with the local education agencies. Seventeen LEAs received funding in the category of skill training.

The seventeen funded projects were required to:

- a. identify young women ages 14-25 who had an interest in preparing for technical and/or nontraditional occupations;
- b. provide the identified young women with self-assessment and career planning targeting technical and/or nontraditional occupations;
- c. incorporate information to increase student awareness of employment trends and skills needed for entry into technical and/or nontraditional occupations;
- d. provide access to appropriate training and/or support services based upon student interest and needs; and
- e. develop procedures to provide tuition, child care, and transportation assistance during training.

Allowable costs for these projects were limited to instruction/training and awareness materials, child care and student transportation assistance during training, keeping facilities open evenings and/or weekends for training, tuition assistance for short-term training based on student needs, and summer institutes for prevocational preparation. Seventeen projects were funded (six USD's, four AVTS', six community colleges, and one university), with a total of \$68,660 awarded in this category.

See Appendix C for exemplary programs.

## 5. Criminal Offenders in Corrections Institutions

This funding category was designed to support the Department of Corrections and the Department of Social and Rehabilitative Services, Division of Mental Health and Retardation Services in providing vocational education programs and services to meet the special needs of criminal offenders. Allowable costs under this grant included new or additional staff, staff travel to conduct the project, and equipment and instructional materials.

Achievements in providing services to criminal offenders included:

- a. assessing the interests, abilities, and special needs of the inmates and developing an individual vocational education plan;
- b. providing vocational counseling services;
- c. offering basic skills/developmental education as needed;
- d. providing vocational education programs to prepare inmates to return to the world of work;
- e. assisting with the placement of inmates who have successfully completed a vocational education program and are ready to be released; and
- f. evaluating the success of the program.

SO521 Department of Corrections	\$39,550
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SO628 Social and Rehabilitation Services Division of Mental Health and Retardation Services (juvenile services)	\$49,873
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TOTAL \$89,423

During FY 1993, the following institutions were awarded Carl Perkins funding to provide services to criminal offenders.

ADULT OFFENDERS--Hutchinson Correctional Facility  
(part of the Department of Corrections)

JUVENILE OFFENDERS--Youth Center at Atchison  
Youth Center at Beloit  
Youth Center at Larned  
Youth Center at Topeka

These facilities are administered as part of the Department of Social and Rehabilitative Services, Division of Mental Health and Retardation Services.

### SERVICES PROVIDED TO ADULT OFFENDERS

The program at Hutchinson Correctional Facility employed a placement counselor who interviewed 533 inmates so that they could receive services. Fifty-nine trips were made to allow inmates to interview for jobs prior to release. Two hundred sixty-three clients were placed, with 195 having completed one of the vocational training programs. The average rate of pay was \$5.26.

Clients who used the counseling/placement services were tracked for one year at three months, six months, and twelve months. During that period, only thirty-three clients (that is, 6 percent) returned to incarceration.

The following program services were provided for criminal offenders:

**CAREER COUNSELING** provided the clients with needed assistance about the types of jobs available to them, based on their experience and training (job market, salary ranges, demand for specific jobs, and advancement opportunities).

**JOB-SEEKING SKILLS** educated clients on how to obtain employment, deal with tricky interview questions, handle difficult application questions, and develop an effective job search.

**EMPLOYMENT REFERRALS** provided clients with company applications, addresses, telephone numbers, job bank listings of employers, job service listings and job service center locations both in Kansas and in other states, and the placement of calls to potential employers and companies.

**JOB CONFIRMATION** confirmed jobs with previous and potential employers and sent letters regarding a confirmed job or an update on the job search progress to the client's unit counselor.

**JOB FURLOUGH**--The job placement counselor escorted clients to designated cities and attempted to obtain a suitable job offer the day of the interview.

**IDENTIFICATION**--The job placement office worked to obtain the necessary paperwork for any client preparing to enter the workforce.

**FOLLOW-UP**--As job leads exist, they are passed on to the clients, and employment progress is tracked from point of employment until the one-year anniversary on the job.

**ACHIEVEMENT/SUCCESS**--Edward B. is an inspiring example of the benefit of the counseling services available to the inmates and parolees at the Hutchinson Correctional Facility. Incarcerated at the age of seventeen, Edward B. had been in the prison system for more than twelve years. During that time, he received vocational training in building maintenance, training which aided him in obtaining employment at the time of his release. Currently working two jobs and recently married, Edward B. has changed his life in many positive ways and appears to be doing very well.

#### **SERVICES PROVIDED FOR JUVENILE OFFENDERS**

All 1,011 students in the youth centers served by this funding source are members of special populations. They are provided with the opportunities to develop vocational skills that will help prepare them for the workforce.

Student outcomes at one school in all vocational areas are measured by mastery on written competency tests and demonstrated proficiency on required skills in the shop area itself. Students are required to master all written and performance competencies before a certificate or completion is awarded. This year, 524 students earned 821 certificates of completion in vocational classes.

Integration of academic and vocational skills has been an ongoing effort for a number of years at the youth centers. Academic and vocational teachers communicate with each other about what skills are needed to be successful in each vocational area. Consequently, academic skills are stressed in vocational classes to reinforce learning in an applied setting. Math skills are integrated through measurements and sizing in various shop projects. Food preparation requires correct measurements in recipe preparation. More math skills come into

use as students figure meal costs and count change to customers using the food service meals. Communication skills are constantly being developed as students communicate with their teachers and their peers. Functioning as a unit (rather than just as an individual) is developed through cooperative projects.

**ACHIEVEMENT/SUCCESS**--The youth centers provide either a work placement coordinator or a vocational counselor to work closely with each qualified student to provide a meaningful employment experience. For full-time employment, each student applicant must earn a GED or high school diploma and successfully complete a minimum of one vocational class.

In addition, one of the schools implemented a new program entitled "Juvenile Industries" this year. The program is designed to collaborate with private industry to provide job training and jobs for students.

In working with the Job Training Partnership Act (JTPA) service delivery areas, a work study training program is offered for students to enroll in the work study slots. Coordination is accomplished when the youth is ready to leave the youth center and return to her/his home community. The vocational counselor communicates with the local JTPA office to assist the student in finding appropriate employment in the home community.

See Appendix C for exemplary programs.

## 6. Special Populations

The special populations students--disabled, limited English proficiency (LEP) and disadvantaged--were served on both the secondary and postsecondary levels through the Carl D. Perkins Title II, Part C program improvement funds.

The following services are provided to our special population students:

- a. One-on-one and/or small group tutoring is available.
- b. Tests are read aloud to students, when necessary.
- c. ESL materials are provided both to students and instructors.
- d. Special equipment is provided, such as a Language Master Machine. With this machine, for example, the student can see a picture of the item as well as hear a recording of the correct pronunciation, use, or meaning. Computer-aided instruction is also used in this way.
- e. Students who are unable to write because of physical limitations give their answers orally and a staff tutor records the response.
- f. Job readiness materials and assistance are available both to teachers and students to use in the classroom or the learning skills center.
- g. Job placement services are provided.
- h. Special materials are prepared for the students to simplify a concept, when necessary.
- i. Materials are reproduced for students to take home for additional study.
- j. Charts, graphs, etc. are laminated so the special populations students can have ready access to normally more fragile materials.
- k. Current magazines and newspapers are available to keep students reading up-to-date information about their community, state, and world.

To assure equal access to vocational-technical programs and services, all middle school students--disabled or otherwise--received information about the vocational programs available at the high school level and the requirements for eligibility. In addition to presentations and visits by vocational professionals, school job fairs and bulletin board displays provided information on vocational-technical education opportunities and day-long open houses at the various area vocational schools. Middle school students were allowed to visit some area vocational schools and actually sample some of the available vocational-technical offerings.

In terms of recruitment, individual students who would benefit from vocational education were contacted directly about the available services. Special education teachers were also contacted.

There have been strong coordination efforts between vocational education and special education on the secondary level, and between vocational education and the Vocational Rehabilitation division of SRS and other agencies on the postsecondary level. On the secondary level, many schools have developed interagency agreements between vocational education, special education, and vocational rehabilitation to define clearly their individual roles and responsibilities, while cross-training inservices have been conducted to assist vocational educators, special educators, and counselors in understanding their individual roles in the education of disabled students. Three districts also have vocational resource educators who serve as liaisons between special education and the vocational schools. Vocational training and placement of disabled students at the various area vocational schools occur in cooperation with Vocational Rehabilitation of SRS and various other community agencies. In many areas, Vocational Rehabilitation will evaluate students during their junior or senior year so that appropriate programming is available when the students complete their high school program.

All special education students complete a vocational assessment, with the testing institution determining the actual instrument used (e.g., Apticom, CAPS, VAMPAR, Stanford Diagnostic Math Test, Nelson-Denny Reading Test, the GATB). Some schools also include learning styles inventories in the assessment process. Student interviews, observation in class, vocational program and job tryouts, situational assessment, and work samples are used to provide further assessment information.

All schools have counselors, with certain counselors assigned to special students. To aid career planning and development, most secondary schools use Kansas Careers and the Career Planning Program. Career development activities, which are conducted by the vocational coordinator or the counselor on a regular basis, included guest speakers, employer interviews, and work-site visits. Many schools require participation in a career planning class, and some of the larger districts maintain career centers for student use.

Coordination between the vocational counselors and Vocational Rehabilitation facilitates the school-to-work transition process. Several communities have developed teams comprised of representatives from special and vocational education, Vocational Rehabilitation, developmental disabilities, and parents specifically to assist students in making a successful transition from the secondary school program to the postsecondary world of work. In some areas, a vocational council involving the school, Vocational Rehabilitation, JTPA, the local employment and training council, and other direct service providers has been developed to ensure a smooth transition to post-school employment. Other transition efforts include letters sent to parents concerning post-school options; field trips for students and parents; work experience programs while in school; job seeking and daily living classes; and referral, as needed.

See Appendix C for exemplary programs.

## **7. State Leadership and Professional Development**

To promote State leadership and professional development in vocational-technical education, Kansas awarded two grants for a total of \$232,300 to two postsecondary educational institutions for curriculum development and inservice training. Funding in the amount of \$111,873 was also awarded statewide for professional development through inservice and personnel training in various areas--health occupations, entrepreneurial leadership, journeyman and apprentice, integration of academic and vocational education, explorations in technology, and applied math--as well as for the annual statewide conference for vocational educators.

State leadership funds were utilized to complete the development of Chapters 23-31 of the supplemental materials for the CORD Applied Mathematics II. More than forty applied math teachers received actual training in the newly developed supplemental materials and the others will receive copies of the materials.

Kansas currently has 173 schools teaching the CORD applied mathematics, with approximately 4,652 students enrolled in Applied Math I and 643 students in Applied Math II. A statewide conference for teachers of applied mathematics was conducted and one applied mathematics newsletter was published and distributed to all Applied Math teachers. This program does count toward meeting the state's minimum credits for high school graduation.

Vocational Students Organizations (VSOs) serve approximately 15,000 students in Kansas by providing leadership skills and development of personal, professional, and citizenship goals. Kansas currently has state affiliated chapters in the following VSO's: Business Professionals of America, Distributive Education Clubs of America, Future Business Leaders of America--Phi Beta Lambda, Future Farmers of America, Health Occupations Students of America, National Postsecondary Agricultural Students of America, National Young Farmer Educational Association, and Vocational Industrial Clubs of America.

VSOs currently combine leadership and citizenship training on three separate occasions. Organizations meet together in both the fall and the spring to combine state officer leadership training seminars. In these seminars, students learn how to improve their leadership abilities, team management, time and money management. In addition, by bringing the Vocational Student Organizations together for their leadership training, students also develop networking skills and an understanding of the role that each vocational organization holds, both on the educational and the professional levels.

In February of each year, VSOs combine activities for VSO Citizenship Day. Officers from all the Kansas VSOs are invited to the State Capitol to meet with members of the State Board of Education, legislators, and state staff. They are invited to presentations on government and how vocational education fits into the system. The student officers meet one-on-one with legislators during the current legislative session and have the opportunity to address a session of the State Board of Education.

The Kansas Competency-Based Curriculum Center (the Center) is funded through a Carl Perkins grant and is administered by the School of Applied Studies at Washburn University of Topeka. Since its inception in 1987, the Center has provided support to various technical education occupational areas and to state initiatives such as performance standards, tech prep, and outcomes-based education. During FY 1993 the Center distributed approximately 31,000 occupational profiles, as well as approximately 4,000 competency indices related to workplace skills. Its lending library processed approximately 525 requests for curriculum materials and filled 231 requests for preview copies and duplication of materials for Applied

**Biology/Chemistry, Applied Communication, Applied Math, Explorations of Technology, Investigations of Technology, and Principles of Technology. The Center developed and/or formatted 312 customized profiles for courses/programs at area technical schools, as well as secondary and postsecondary institutions. In addition, the Center sponsored two statewide conferences (553 participants) and conducted 35 inservices related to competency-based education, academic/vocational integration, tech prep, and workplace skills. Major curriculum projects completed by the Center include a 550-page supplement for Applied Communication, instructional guides for workplace skills, practitioner guides for integration, and a profile development handbook. The Center also developed two state evaluation instruments for tech prep, and developed and disseminated three competency-based newsletters, two tech prep newsletters, and one applied math newsletter. In addition, the Center had exhibits at the annual KVA summer conference, the Kansas Business Educators Conference, the Kansas Correctional Association Conference, the Kansas Aeronautical Society Conference, and the Mid-Winter Teacher Conference in Emporia.**

See Appendix C for exemplary programs.

## 8. Community-Based Organizations

This funding category was designed to strengthen the coordination between secondary or postsecondary educational institutions and community-based organizations, those private nonprofit organizations of demonstrated effectiveness which are representative of communities or significant segments of communities and which provide job training services, or organizations of demonstrated effectiveness serving nonreservation Indians, as well as tribal governments and native Alaskan groups. The objective of grants in this category was to provide special vocational education services and activities for economically and educationally disadvantaged citizens served by community-based organizations. Special consideration was given to serving the needs of severely economically and educationally disadvantaged youth ages 16 through 21.

Grant recipients were required to submit a written agreement, cosigned by the local education agency and the community-based organization, specifying the intent and activities of the project. An advisory committee comprised of representatives from community-based organizations, vocational education, business and/or industry, and other related employment and training service providers developed all the grant activities, beginning with the identification of labor market needs of the area and the subsequent identification and enrollment in occupational training of severely economically and educationally disadvantaged youth ages 16-21.

The following services were allowable with these funds:

- a. outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;
- b. transitional services such as attitudinal and motivational prevocational training programs;
- c. prevocational educational preparation and basic skills development conducted in cooperation with business concerns;
- d. special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
- e. career intern programs;
- f. model programs for school dropouts;
- g. assessment of student's needs in relation to vocational education and jobs; and
- h. guidance and counseling to assist students with occupational choices and with the selection of a vocational educational program.

Allowable costs included staff salaries directly related to the project and instructional materials. Equipment was not an eligible expenditure.

Five community-based organizations received approval and participated in this category of funding during FY 1993.

### URBAN SITES

Associated Youth Services, in cooperation with USD 500, Kansas City, Kansas	\$ 36,645
Focus on the Future, Inc. in cooperation with Salina Area Vocational-Technical School	\$ 15,638
Topeka Youth Project, in cooperation with Washburn University	\$ 34,575

Beacon, Inc. in cooperation with Fort Scott Community College	\$ 14,164
Teen Oasis, in cooperation with Southeast Kansas School of Technology	\$ 13,080
<b>TOTAL</b>	<b>\$114,102</b>

#### **PROGRAMS, SERVICES AND SUCCESSES OF CBOs**

Fifteen high school dropouts or at-risk students who had not been attending public school classes continued their education by enrolling in the Associated Youth Services program. Vocational education services focused primarily on classroom instruction in basic skills applied to labor market needs through the Kansas Basic Skills for Employment curriculum. Pre- and post-testing provided the basis for instruction. Whenever possible, students were also provided with learning opportunities in area businesses and organizations. Younger students were able to participate in a Kansas City As School placement, which offered hands-on application of classroom curriculum in settings such as a public library or community center restaurant. Older students received assistance in locating, obtaining, and keeping a job.

Classroom instruction was designed to meet the academic needs of regular and special needs students. Support services were provided to meet the needs of dropouts, economically disadvantaged students, and at-risk students with a wide range of social and educational problems. Through the use of these funds, students had access to a complete educational program which integrated their academic and vocational education. Students learned to apply basic academic skills to vocational tasks.

Focus on the Future provided each of the eighteen students with the opportunity to identify interests, abilities, and special needs regarding vocational training, and to gain occupational, employability and workplace skills, and work experience related to the occupational area of choice. Students had the opportunity to be placed in four trade areas and to be evaluated by the instructor in each of the areas. They were also given a pre- and post-test assessing their employability/workplace skill competency. Job Club experiences were offered between the pre- and post-testing.

Each student was provided hands-on training in each tryout section selected. The necessary equipment and tools were available to enhance their learning experiences. There were field trips to business and industry and counseling services provided as needed. All eighteen students chose non-traditional careers. Eleven male students were enrolled in nurse aide and clerical procedures, and seven female students were enrolled in the areas of auto body, welding, air conditioning, and building trades classes.

Sponsored by the Topeka Youth Project, the Jobs for Young Adults (JYA) program boasted 227 successful workshop completers out of 257 participants. Of the 227 completers who also met the Employers Advisory Council's certification standards for job and life skills, 97 percent received employment in part-time or full-time entry level positions with an average wage of \$4.67 per hour.

The JYA program also designed and implemented **Employers for Education** this year, to support the young person's education as well as the needs of the employers. Employers have made a commitment to help their workers balance the demands from school and their jobs without forcing them to choose between the two. If working affects their grades, student workers experience shortened hours until their grades improve. In return, JYA provided employee assistance with work-related problems through a monthly follow-up.

The Teen Oasis provided fifty youth with after-school prevocational education programming. These students participated in a wide range of activities to help them in planning their future careers and vocations. They were introduced to the importance of goal setting and developing good study and time management skills. They explored four types of schools beyond high school, and the requirements for attendance, the time needed to complete the program and the cost to attend.

Volunteers worked one-on-one with students in a tutoring situation. They read materials with them, asked questions, and reviewed them to make sure the students were comprehending the written text. Role playing and oral discussions were used to monitor progress when writing was difficult. The business community provided volunteer tutors to help with the after-school tutoring program. These tutors provided assistance to the students and also discussed their jobs--what they did and what training and work attitudes were necessary for success. This method, which combined academics with vocational skills, seemed to teach the participating students that a good education provides the means for getting a good job and a good future.

See Appendix C for exemplary programs.

## 9. Consumer and Homemaking Education Accomplishments

The Consumer and Homemaking funds were awarded in four categories.

### a. FOOD SCIENCE

The intent of the food science category was to offer an alternative means of providing science concepts through the integration of academic and vocational education to at-risk students. Minimum activities include (1) developing and teaching a one or two semester food science course utilizing the home economics laboratories and taught by a home economics instructor and (2) participating in a summer inservice course addressing food science concepts and methods of teaching food science in the food laboratory. A maximum award of \$2,000 was available to eligible senior high attendance centers.

Funds were provided through competitive grants to local education agencies in depressed areas to provide food science, an applied course which integrated academic science and vocational home economics. Support services were provided for home economics instructors through two weeks of intensive university level inservice training. Administrators and science instructors from project schools were joint participants in a portion of the inservice.

Students used the scientific method to study the biological and chemical basis of nutrition and food preparation, preservation and processing. Through studying the complexity of food and its many changes, students developed laboratory, writing and reasoning skills by measuring, recording and graphing data and predicting and evaluating laboratory reports. Students also learned about career possibilities in the food science field. Student outcomes were measured by observation, test scores, guided practice sheets, project development and written reports.

The food science program utilizes the chemistry and biology backgrounds of home economics teachers, as well as their knowledge of foods and nutrition. As a result of completing the food science course, more students chose to take chemistry courses, enhancing their background in science and experiencing practical applications of science concepts. In addition, individual course selections for the following school year showed an increased percent of students enrolled in science based classes. All participating schools indicated plans to continue food science following the completion of the one year funded project, and schools which initially offered food science for one semester plan to expand the offering to one full year.

The science equipment purchased enabled the students in food science classes to perform science experiments and to apply the concepts learned in textbooks to a laboratory situation in home economics and consequently to problems encountered in daily life. A great deal of chemistry can be learned in a more relevant way as concepts are applied to food, its preparation, and nutrition information. Twenty attendance centers adopted the food science curriculum this year.

Funds were provided through competitive grants to local education agencies also in nondepressed areas for the food science program, with the same support services provided for home economics instructors and administrators as in the depressed areas. Funds were used to purchase instructional equipment for labs designed to help students meet outcomes in the fully integrated science/vocational home economics food science course. The laboratory experiments serve to reinforce the competencies learned in the program units.

## **b. PREGNANT AND/OR PARENTING TEENS**

The second category was to help at-risk pregnant and/or parenting teens remain in school while providing consumer and homemaking education to develop life management and parenting education skills. The activities included identifying and recruiting potential secondary level program participants, coordinating programming with ongoing services within the school and community, providing life management instruction for students to develop independent living skills, providing parenting education to strengthen child development knowledge and parenting techniques, assisting in locating and/or providing child care services while students are in school, and providing coordination for students to receive career guidance and counseling services to prevent dropping out. The funds were allocated at a maximum of \$10,000 per education agency.

The services provided by these funds resulted in decreased rates of tardiness and significant improvements in student attendance, grades, attitudes, reduced stress levels, and participation in school activities. Students also developed peer education programs on teen pregnancy and its effect on their lives. Strong support groups were formed for pregnant teens and for parenting teens. Additional health and support services were provided, as well as career assessment and guidance to enable students to set realistic goals for their futures. Parenting skills were frequently developed through the Parents As Teachers programs.

Funds were used to purchase curriculum, audio-visual materials, and additional program resources. In several programs, however, the curriculum was developed locally to specifically meet student needs. Several schools developed independent study programs. All participating programs plan to continue current activities and support services for the pregnant and parenting teens and to develop additional individualized instructional programs and additional opportunities for student leadership.

Lending libraries were established for economically disadvantaged students. Community and school services were coordinated through school teams comprised of the home economics teacher, the school nurse and the guidance counselors. A community volunteer component--leadership development activities that stressed decision-making, goal-setting, and evaluation--were included. Child care was provided on an emergency basis, and emergency funds for transportation were utilized to allow students to attend school and/or to access community services. Staff provided special services for LEP students in the programs.

## **c. BALANCING WORK AND FAMILY**

The third category was to assist business and industry in responding to employee needs for parent and family education programs. The minimum activities were to

1. utilize the Kansas model for providing "Work and Family" seminars,
2. utilize the Balancing Work and Family (BWF) materials for promotion and implementation of instruction,
3. provide state-sponsored Balancing Work and Family inservice training to all new instruction and marketing staff prior to delivery of instruction or marketing,
4. provide instructional staff who hold at least one degree in home economics,
5. provide marketing staff whose salary shall be based upon the number of seminars sold,
6. designate a home economist as a project director/coordinator, and
7. collect evaluation and follow-up information to assess the effectiveness of the Balancing Work and Family seminars in meeting the needs of business and industry.

Funds were allocated at \$10,000 per region of the state.

Curriculum was continually developed by local sites to customize the training for each local business or industry. Seminar participant evaluation, employer evaluation, and requests for repeated seminars serve to support the success of this program. Six of the seven LEAs plan to continue the instruction in Balancing Work and Family, with expansion planned in five of the six sites.

In the spring of 1993, Bank IV, a major Kansas financial institution, booked four seminar hours in Time Management with the Balancing Work and Family program. Despite the fact that many of the middle management had already received training in this area, the employees indicated that this was a major area of interest. The first program was so well received that additional training was provided to supplement Bank IV's wellness training program and reinforce the concept of an employee-friendly workplace.

#### 4. STATEWIDE LEADERSHIP

Inservice training workshops were provided to educators marketing and delivering Balancing Work and Family seminars. Quarterly newsletters were provided and advisory board meetings assisted in setting the direction for adult Balancing Work and Family instruction. A policy handbook was developed for State and local use. Data collected from regional centers showed the total seminars presented, length, and gender of participants for each center. The local site outcomes were measured based on total number of seminars and total populations by each site. A total of 1,334 seminar hours was presented, with reportedly 15,628 seminar participants. The Kansas Balancing Work and Family Handbook was distributed to local sites.

See Appendix C for exemplary programs.

## 10. Tech Prep

During FY 1993, the Kansas State Board of Education awarded \$778,580 to the following institutions to implement Tech Prep programs in their consortia.

Barton County Community College, Great Bend	\$100,000
Cowley County Community College, Arkansas City	100,000
Johnson County Community College, Overland Park	140,000
Pratt Community College, Pratt	55,000
Seward County Community College, Liberal	150,000
Southeast Kansas AVTS, Coffeyville and SE Ks Education Service Center, Girard	233,580**

\*\* Includes two issues of the American Careers magazine for all Kansas 10th graders.

Each of the grant recipients formed a consortium with other educational institutions in their area. Barton County Community College and six unified school districts signed executive agreements to articulate in the four vocational-technical areas. Each district selected from one to four cluster areas in which to develop articulation agreements. Based on a needs assessment of Central Kansas labor market training needs, the program clusters chosen for initial Tech Prep articulation include power mechanics, agriculture business management, drafting technology, and computer business applications.

The South Central Kansas TPAD consortium affiliated fourteen school districts with Cowley County Community College. These schools are developing sequential 2 + 2 curriculum in industrial technology and business technology.

The Tech Prep Associate Degree Consortium of Johnson/Douglas Counties is composed of eight secondary school districts, representing sixteen high schools, one area vocational school, and one community college. The purpose of the consortium is to develop instructional pathways which lead to mid-level technical careers. They are creating articulated programs in the following career clusters: engineering and industrial technology, business and information technology, and health and human services.

Located in the southwestern part of the state, Seward County Community College joined with Liberal AVTS and USD 480 to establish their consortium. They developed a sequence of courses for the clusters of health, business, and technology.

Pratt Community College/Area Vocational School has worked with seven school districts in their area. The areas of business technology and industrial technology are the cluster areas of focus for this central Kansas institution.

In southeast Kansas, the Tech Prep consortium effort is coordinated out of the Southeast Kansas Education Service Center at Greenbush. Consortium membership includes forty-five school districts, six community colleges, one vocational-technical school, and one university. They have a mission of "preparing students with technically-oriented skills needed for employment in the twenty-first century."

Each consortium has business and industry representatives involved by serving on various committees, reviewing the course sequence, asking numerous questions about the content of each course, and verifying the competencies.

The guidance counselors are the key to having students enrolled in Tech Prep. To assist them, counselor handbooks have been developed and CERES (Career Education Responsive to Every Student) Training was offered for counselors from each consortium. Thirty-two individuals participated in the training offered and will be implementing the philosophy during FY 1994.

Two issues of the American Careers magazine (fall and spring) were distributed to all 10th grade students in Kansas. The issues focused on business careers for the 90's and learning for a high tech world. A portion of each magazine emphasized the Tech Prep initiative in Kansas.

Each tech prep site received two evaluation visits from a team of professionals. The first visit reviewed the self-assessment on planning and development of their program. The second visit was to monitor the progress relative to the implementation of the program. While each had many positive comments, each also received some suggestions to strengthen their program.

Six coordinator meetings were held to provide the grant recipients with an opportunity for an exchange of ideas and information about identification of students, sequencing of courses, articulation agreements, business and industry involvement, and inservice ideas. The network of contacts has allowed the programs to share ideas and gain ideas that have made for a better quality program at each site.

A Tech Prep strand was included in one of the statewide inservice programs, providing teachers, counselors and administrators with information to help them learn more about Tech Prep and its value for their school as they work to restructure education.

Twice during the year the Tech Prep Chronicle was published and distributed to the educational institutions throughout Kansas. The first issue presented information about the concept of Tech Prep, who to involve, planning strategies, the responsibilities of key groups, and information about the grant recipients' programs. In the second issue, the focus was the national evaluation, integrating special populations in Tech Prep, and the counselor's role in the process.

Kansas has provided strong leadership in order to assure the future success of the tech prep programs that have been established throughout the state.

See Appendix C for exemplary programs.

## **11. Integrating Applied Academics into Vocational Education Programs**

Kansas has made considerable progress in integrating academics into vocational-technical programs since joining the Southern Regional Education Board (SREB)--High Schools That Work program in the fall of 1991. Joining with superintendents, principals, teachers, and counselors in the nineteen state network, Kansas educators have adopted and implemented three key practices to facilitate the acceleration of student achievement:

1. establishment of higher expectations for students in both academic and vocational classes;
2. revision of vocational courses or development of new ones to expand significantly the emphasis on advancing the communication, mathematics, and science competencies and the cognitive, intellectual, and problem-solving skills of students; and
3. revision of academic courses or development of new ones to teach concepts from the college preparatory curriculum, together with the use of functional and applied strategies that enable students to see the relationship between course content and the future they envision for themselves.

Two pilot sites were selected during FY 1992 to adopt and implement the SREB Consortium goals of joining academic and vocational teachers to design courses and programs that both link academic learning to practical vocational applications and that meet academic requirements. During FY 1993 both sites--Coffeyville, USD 445 and Topeka West High School together with Topeka's Kaw Area Technical School--participated in a stringent assessment process that included:

- \* student and faculty surveys
- \* using the National Assessment of Educational Progress (NAEP) exam to measure the reading, mathematics, and science competencies of students who completed a vocational major
- \* personnel survey
- \* transcript analysis of those students taking the NAEP assessment
- \* site demographic report.

In addition, one site--Topeka West High School together with the Kaw Area Technical School--participated in the first on-site technical review conducted and coordinated by SREB in Kansas. The written report of strengths and recommendations provided strategies for site improvement in the integration of academic and vocational education.

Kansas is currently working with other schools to help them become a part of the High Schools That Work (HSTW) program. Seventy local vocational teachers and administrators attended the national conference in Atlanta in July 1992 to learn in more detail what makes this program so successful, so that they could develop a plan to better prepare Kansas teachers using the actual HSTW strategies. State leadership funds also supported the participation of three Kansas teachers at this conference, where they made presentations on the integration of science and home economics in a food science class, and the integration of agriscience and biology. In addition, a team of twelve educators from the Coffeyville USD 445 pilot site attended the same conference.

Kansas schools are also using several applied academic programs to facilitate the integration of academics into vocational education. The development of supplemental materials to enhance units 23 through 31 of the CORD Applied Mathematics II program was completed. More than forty applied math teachers actually received training on the new supplemental materials and the remaining instructors received copies of the new materials. Kansas currently has 173 schools teaching the CORD Applied Mathematics, with 4,652 students enrolled in Applied Math I and 643 in Applied Math II. A statewide conference for teachers using the applied mathematics curriculum was conducted in April 1993 and one Applied Mathematics newsletter was published and distributed to all applied math teachers. This program does count toward meeting the state minimum credits for high school graduation.

The applied communications program was used in 150 Kansas schools. Some of the schools included the program units in the general English curriculum, while others integrated applied communications into their business classes.

The applied bio-chemistry (ABC) program is a more recent addition to the Kansas curriculum. During FY 1993, twenty schools incorporated modules from ABC I and/or II into some of their regular science classes for grades 9-12. Garden City High School has been using all the ABC modules for three years and has had more than 300 students participate since the program's implementation. The two ABC instructors have used business and industry consultants as part of the program in an effort to promote the integration of school and the community. Dodge City High School has also incorporated the entire program into its science department, boasting approximately 250 students since the program's introduction to the school. Several other schools adopted various individual modules during FY 1993, with the intent to include additional ABC modules and to develop articulation arrangements with higher education and/or business in the near future.

It is the policy in Kansas schools that all students, special populations or otherwise, be fully integrated in all educational programs.

See Appendix C for exemplary programs.

## 12. Career Guidance and Counseling

Career guidance and counseling activities were included in the majority of the Carl Perkins programs funded throughout the state. Institutions at both the secondary and postsecondary levels incorporated into various programs and Perkins projects career development information and training opportunities. On the secondary level, the emphasis was on improving student awareness and understanding of the future world of work. Training included self-assessment, career planning and decision-making, and a variety of employability skills activities, all of which were designed to increase students' knowledge about employment trends and the skills required for entry into the job market. At the postsecondary level, the emphasis was on career guidance and counseling specifically to meet the needs of vocational education students. Activities included dissemination of information regarding labor market trends and needs, self-assessment and career planning, and mid-career transition assistance for re-entry adult students.

More than 150 sites--including middle and high schools and various private organizations--subscribed to **Kansas Careers**, a computerized career information system with Kansas-specific occupational information. This program provided career exploration opportunities, specific detailed information on all the occupations in its database, a cross-match of occupations and interests, postsecondary training opportunities in Kansas, and information on financial assistance. In addition, **Kansas Careers** provided inservice training at four sites throughout the state for the professional staff--the counselors, teachers, and administrators--using this software, which is in close alignment with the National Career Development Guidelines (NCDG) and which consequently aided schools in integrating the NCDG. In January, **Career Directions**, a publication including general and Kansas-specific career information, was distributed to all Kansas high schools.

Two special Kansas editions of the **American Careers** magazine--fall 1992 and spring 1993--were published and distributed to all tenth grade students in Kansas. In addition to general articles about the high tech work skills of the future and total quality management, the fall 1992 issue included a detailed article on how the courses in a Tech Prep program are designed to build a strong foundation in basic subjects while grouping other courses together--in career clusters--for preparation for specific job opportunities. The Kansas-specific inserts actually defined the tech program process and explained how a student can become a part of it. The spring 1993 issue includes a letter from Dr. Lee Droegemueller, the Commissioner of Education in Kansas, encouraging students to explore the value of a tech prep education and a listing of the current tech prep programs in Kansas. Consequently the **American Careers** magazine serves as an invaluable career development tool for secondary counselors.

See Appendix C for exemplary programs.

# APPENDIX A

**SECONDARY ENROLLMENT**

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER	
		MALE	FEMALE										
AGRICULTURE	5,482	4,349	1,133	5,482	(1,266)	(46)	(424)		(76)	(1,133)	NA	1,515	
MARKETING	2,469	1,320	1,149	2,469	(759)	(38)	(118)		(13)	0	NA	625	
TECHNICAL	35	29	6	35	(6)	0	(3)		0	0	NA	17	
CONS/HMKNG	18,711	5,543	13,168	18,711	(4,540)	(210)	(1,261)		(273)	0	NA	NA	
OCC HOME EC	3,497	749	2,748	3,497	(1,209)	(35)	(314)		(16)	0	NA	717	
TRADE & INDUSTRY	8,738	7,572	1,166	8,738	(2,475)	(63)	(849)		(76)	(1,166)	NA	2,270	
HEALTH	398	89	309	398	(36)	(1)	(29)		(8)	(89)	NA	185	
BUSINESS	24,453	10,551	13,902	24,453	(5,594)	(418)	(670)		(466)	0	NA	5,652	
TECHNOLOGY ED/ND. ARTS	11,514	10,109	1,405	11,514	(2,207)	(64)	(809)		(177)	(1,405)	NA	2,850	
<b>GRAND TOTAL</b>	<b>75,297</b>	<b>40,311</b>	<b>34,986</b>	<b>75,297</b>	<b>(18,092)</b>	<b>(875)</b>	<b>(4,477)</b>	<b>* 1,011</b>	<b>** (1,105)</b>	<b>(3,793)</b>	<b>NA</b>	<b>13,831</b>	

\* Breakdown by occupational area is not available for these categories.  
 \*\* In addition, 679 students were served specifically through Carl Perkins grants.

**SECONDARY ENROLLMENT**

OCC PROGRAM AREA	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)										CURRENT TEACHERS
	LINKAGE					PLACEMENT					
	TECH-PREP	CO-OP	APPR	WK-STUDY	CONT ID	EMPLOYED			OTHER		
					RLJD	OTHER	MIL	OTHER			
AGRICULTURE		191	0	0	47	15	7	0	8		165
MARKETING		115	0	0	292	137	21	7	30		44
TECHNICAL		5	0	0	0	0	0	0	0		3
CONS/HMKNG ED		0	0	0		Placement not collected					364
OCC HOME EC		287	0	0	367	140	38	14	61		95
TRADE & INDUSTRY		1,764	0	0	289	412	112	57	63		252
HEALTH		66	0	0	60	8	0	1	20		6
BUSINESS		142	0	0	500	170	73	12	48		616
TECHNOLOGY ED/LA		0	0	0		Placement not collected					364
<b>GRAND TOTAL</b>	<b>* 326</b>	<b>2,570</b>	<b>0</b>	<b>0</b>	<b>1,555</b>	<b>882</b>	<b>251</b>	<b>91</b>	<b>230</b>		<b>1,909</b>

\* Breakdown by occupational area is not available for these categories.

**POSTSECONDARY ENROLLMENT**

OCC PROGRAM AREA	UNDULPLICATED ONLY				UNDULPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENR	TOTAL		REG. VO-TEED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH /SPW	SEX HQ (NON-TRAD)	ADULT	COMP-LETTER		
		MALE	FEMALE											
AGRICULTURE	1,401	996	405	786	(363)	(2)	(9)		(2)	0	615	333		
MARKETING	8,876	3,829	5,047	1,235	(185)	(4)	(18)		(49)	0	7,641	399		
TECHNICAL	3,435	3,113	322	1,043	(144)	(16)	(28)		(3)	(322)	2,392	203		
CONS/HYMNIGED	0	0	0	0	0	0	0		0	0	0	0		
OCC HOME EC	1,972	391	1,581	1,420	(224)	(1)	(19)		(1)	(391)	552	256		
TRAF & INDUSTRY	19,660	16,420	3,240	8,557	(3,095)	(90)	(379)		(126)	(3,240)	11,103	2,784		
HEALTH	22,346	3,233	19,113	5,167	(1,496)	(8)	(40)		(167)	(3,233)	17,179	2,482		
BUSINESS	28,516	10,183	18,333	5,514	(1,344)	(45)	(74)		(170)	0	23,002	1,491		
TECHNOLOGY ED/ND, ARTS	0	0	0	0	0	0	0		0	0	0	0		
<b>GRAND TOTAL</b>	<b>86,206</b>	<b>38,165</b>	<b>48,041</b>	<b>23,722</b>	<b>(6,851)</b>	<b>(166)</b>	<b>(597)</b>	<b>* 533</b>	<b>** (518)</b>	<b>(7,186)</b>	<b>62,484</b>	<b>7,948</b>		

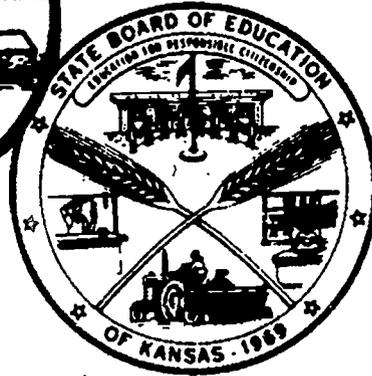
\* Breakdown by occupational area is not available for these categories.  
 \*\* In addition, 2,204 students were served specifically through Carl Perkins grants.

**POSTSECONDARY ENROLLMENT**

OCC PROGRAM AREA	UNDULCATED AND DUPLICATED (PUT DULCATED IN PARENTHESES)											
	LINKAGE				EMPLOYED				PLACEMENT			CURRENT
	TECH-PREP	CO-OP	APPR	WKSTDY	CONT BD	RLTD	OTHER	MIL	OTHER	TEACHERS		
AGRICULTURE	NA	131	0	NA	85	74	17	0	33	93		
MARKETING	NA	25	0	NA	70	58	13	0	49	80		
TECHNICAL	NA	17	0	NA	11	110	16	1	146	66		
CONS/HMKNG ED	NA	0	0	NA	0	0	0	0	0	0		
OCC HOME BC	NA	86	0	NA	53	137	19	2	69	85		
TRADE & INDUSTRY	NA	3,133	1,020	NA	215	1,079	270	9	1,104	753		
HEALTH	NA	271	0	NA	165	1,180	68	0	173	622		
BUSINESS	NA	1,621	0	NA	209	684	131	3	271	637		
TECHNOLOGY ED/ND ARTS	NA	0	0	NA	0	0	0	0	0	0		
<b>GRAND TOTAL</b>	NA	5,284	1,020	NA	808	3,322	534	15	1,845	2,336		

# APPENDIX B

**MAKING A DIFFERENCE FOR KANSAS**



## **Kansas State Board of Education**

### **Systems of Measures and Standards of Performance**

Required by the

**Carl D. Perkins Vocational and Applied Technology Act  
Amendments of 1990**

**Performance Measures and Standards Systems Workgroup**

**June 1992**

**KANSAS STATE BOARD OF EDUCATION**  
**Vocational-Technical Education**  
**System of Measures and Standards of Performance**

**SECONDARY**

**1. Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
<p>All vocational-technical students will demonstrate learning gains in</p> <p style="padding-left: 40px;">math</p> <p>as measured by The Kansas State Assessment Instruments or a norm-referenced test such as the</p> <ul style="list-style-type: none"> <li>-Iowa Test of Educational Development, or the</li> <li>-Stanford Achievement Test.</li> </ul>	<p>On longitudinal tests, the average scores achieved on each subtest by vocational-technical students will match or exceed the average scores they achieved on the previous test.</p>	<p>Different forms of the same test will be administered from year to year or in the fall and spring of the same school year.</p> <p>The first test should be administered during the school year in which vocational-technical students are first identified, but no later than the 11th grade.</p> <p>The test administered, preferably norm-referenced, will be at the discretion of the individual building.</p> <p>The cost of purchasing and administering the tests will be borne by the individual building.</p>

<b>YEAR TWO</b>
<p>add learning gains in</p> <p style="padding-left: 40px;">language arts (reading, comprehension, writing)</p>

**YEAR THREE**

add learning gains in  
science

**2. Student competency attainment.****YEAR ONE**

<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
<p>Vocational-technical program completers shall demonstrate competency in each of the following workplace skill areas:</p> <p>Managing resources: time</p> <p>Participating as a team member</p> <p>Using computers to process information</p> <p>Decision making/problem solving.</p>	<p>Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column or those competencies designated on the IEP for students identified as being disabled.</p>	<p>The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot tested, validated, tested for reliability, and revised as necessary.</p> <p>Individual schools will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.</p>

**YEAR TWO**

add

Managing resources:  
material

Interpreting/communicating information  
-listening skills  
-speaking skills

Learning strategies

### YEAR THREE

add

Managing resources:  
-money, human, facility

Exhibiting work ethics  
-demonstrating integrity/honesty

Creative thinking  
-visualizing

Using self-management skills  
-taking responsibility  
-exhibiting self-esteem

3. Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.

### YEAR ONE

Measures	Standards	Procedures
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by occupational profiles or competency checklists completed by the instructors.	Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies designated for the program or those competencies designated on the IEP for students identified as being disabled.	Occupational profiles or competency check-lists will be used for all vocational-technical students as they progress through a vocational-technical program.  Data on program completers will be reported to the state annually.  K-VED forms will be revised and used as the source of data collection.

### YEAR TWO

Program competencies are validated by the program's Advisory Committee composed of members of business, industry, and former students.	One hundred percent of the competencies are validated by a minimum of two-thirds of the Advisory Committee membership every three years.	A generic Advisory Committee form will be developed to assure program competencies have been validated.
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<b>YEAR THREE</b>		
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by employer survey forms.	Eighty percent of all program completers employed in areas related to their training will receive satisfactory ratings as reported by employer survey results.	The annual employer survey form will be revised and used for assessing occupational skills and competencies.  Employer surveys will be conducted annually for the previous year's program completers.

**Acronym**

IEP = Individualized Education Program

**4. Retention in school or completion of secondary school or its equivalent.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
Vocational-technical students will earn a high school diploma or its equivalent.	The rate of graduation from high school for vocational-technical students will equal or exceed that of the general population from that building.	K-VED forms must be revised to include graduation data.

<b>YEAR TWO</b>		
	If vocational-technical graduation rate is lower than that of the general population from the building, a plan for improvement shall be developed.	

**5. Placement into additional training or education, military service, or employment.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
Vocational-technical program completers are placed in jobs, pursuing additional education, or serving in the military as measured by an annual follow-up survey of the previous year's program completers.	<p>Seventy percent of students completing vocational-technical program will be employed, pursuing additional education, or serving in the military.</p> <p>If the rate of placement of special population vocational-technical students who are disabled, economically or educationally disadvantaged, or have limited English proficiency, varies more than ten percent below the placement rate of non-special population vocational-technical students, a plan for improvement shall be developed.</p>	<p>Vocational-technical student follow-up and K-VED reporting procedures are in place.</p> <p>K-VED forms will be revised so that placement rate comparisons can be made.</p>

**6. Incentives or adjustments that are designed to encourage service to targeted groups or special populations and developed for each student and, if appropriate, consistent with the student's individualized education program developed under section 614(a)(5) of the Individuals With Disabilities Education Act.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
Special population vocational-technical students receive needed supplementary services.	One hundred percent of all vocational-technical students from special education populations will have an IEP.	<p>IEP documents contain the supplementary services customized for each individual.</p> <p>K-VED forms will be revised to include these data.</p>

<b>YEAR TWO</b>		
	One hundred percent of the supplementary services provided to vocational-technical students from special populations will be documented.	Reporting systems need to be developed. Methods and procedures from other programs and departments will be used when appropriate.

**Vocational-Technical Education  
System of Measures and Standards of Performance**

**POSTSECONDARY**

**1. Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
Vocational-technical students enrolled in remedial courses will demonstrate learning gains by pre- and posttests.	Ninety-five percent of vocational-technical students who complete a remedial course will demonstrate gain on pre- and posttests.	Instructors will keep individualized records of student performance. A form must be developed that will aggregate data for the state.

**2. Student competency attainment.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
<p>Vocational-technical program completers shall demonstrate competency in each of the following workplace skill areas:</p> <ul style="list-style-type: none"> <li>Managing resources: time</li> <li>Participating as a team member</li> <li>Using computers to process information</li> <li>Decision making/problem solving.</li> </ul>	<p>Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies in the workplace skill areas enumerated in the measures column.</p>	<p>The Kansas Occupational Profiles developed by the Kansas Competency-Based Curriculum Center will be expanded to include the workplace skill areas enumerated in the measures column; the additions will be pilot tested, validated, tested for reliability, and revised as necessary.</p> <p>Individual institutions will develop specific testing procedures to determine competency in each of the workplace skill areas for each vocational-technical program.</p>

## YEAR TWO

add

Managing resources:  
material

Interpreting/communicating information  
-listening skills  
-speaking skills

Learning strategies

## YEAR THREE

add

Managing resources:  
money, human, facility

Exhibiting work ethics  
-demonstrating integrity/honesty

Creative thinking  
-visualizing

Using self-management skills  
-taking responsibility  
-exhibiting self-esteem

3. Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter.

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by occupational profiles or competency checklists completed by the instructors.	Eighty percent of all vocational-technical program completers will pass a minimum of eighty percent of all occupational competencies designated for the program or those competencies designated for students identified as being disabled.	Occupational profiles or competency check-lists will be used for all vocational-technical students as they progress through a vocational-technical program.  Data on program completers will be reported to the state annually.  K-VED forms will be revised and used as the source of data collection.

<b>YEAR TWO</b>		
Program competencies are validated by the program's Advisory Committee composed of members of business, industry, and former students.	One hundred percent of the competencies are validated by a minimum of two-thirds of the Advisory Committee membership every three years.	A generic Advisory Committee form will be developed to assure program competencies have been validated.

<b>YEAR THREE</b>		
The vocational-technical student has achieved competency in an identified sequence of vocational-technical education courses as reported by employer survey forms.	Eighty percent of all vocational-technical program completers employed in areas related to their training will receive satisfactory ratings as reported by employer survey results.	The annual employer survey form will be revised and used for assessing occupational skills and competencies.  Employer surveys will be conducted annually for the previous year's program completers.

**4. Retention in school or completion of secondary school or its equivalent.**

Not Applicable

**5. Placement into additional training or education, military service, or employment.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
Vocational-technical program completers are placed in jobs, pursuing additional education, or serving in the military as measured by an annual follow-up survey of the previous year's program completers.	Seventy percent of students completing a vocational-technical program will be employed, pursuing additional education, or serving in the military.	Vocational-technical student follow-up and K-VED reporting procedures are in place.

**6. Incentives or adjustments that are designed to encourage service to targeted groups or special populations and developed for each student and, if appropriate, consistent with the student's individualized education program developed under section 614(a)(5) of the Individuals With Disabilities Education Act.**

<b>YEAR ONE</b>		
<b>Measures</b>	<b>Standards</b>	<b>Procedures</b>
Vocational-technical students in need of remedial courses will be identified by appropriate assessment instruments/procedures.	<p>All vocational-technical students who score below specified criteria will be provided the opportunity to enroll in remedial courses.</p> <p>Students who meet the above criteria will be directed to outside agencies for additional help, i.e. JTPA, Rehabilitation, etc.</p>	Criteria must be established and promulgated for determining students who are recommended to enroll in remedial courses.

**YEAR TWO**

Special population vocational-technical students receive needed supplementary services.

One hundred percent of the supplementary services provided to vocational-technical students from special populations will be documented.

A generic form will be developed and data will be aggregated at the state level.

Reporting systems need to be developed. Methods and procedures from other programs and departments will be used when appropriate.

# APPENDIX C

## **2. SECONDARY, POSTSECONDARY/ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES**

During FY 1993, Fort Scott Community College used the Maximized Individual Learning Lab (MILL) program to serve 1,197 students. In an effort to increase student performance, initial assessments--utilizing a competency-based, mastery approach--were used to formulate individualized educational plans. The MILL also served local business and industry by training 725 employees and managers from a bank, hospital, business, and manufacturing firm in total quality management, job advancement skills, and communications technology. In addition, a needs assessment has been completed with local health care providers to determine how this program can serve their needs. In general, in conjunction with local businesses, the MILL has provided a means of allowing welfare dependent individuals to obtain a GED and concomitant job skills training along with a certificate of completion in a respective skill area. The MILL has also allowed employees to upgrade their skills levels, thus promoting career advancement. This program, along with the partnerships fostered with local business and industry, allows both businesses and their respective employees to maximize potentials.

\* \* \* \* \*

Secondary students at the Kansas City Ks AVTS who were identified as academically disadvantaged and in need of basic skills remediation were referred to the vocational teacher in the Learning Skills Center (LSC). The LSC provided assistance with reading and math on a voluntary basis with an open-entry, open-exit policy. The vocational teachers and the LSC teacher cooperatively selected resource materials and developed a course of study to help the student realize achievement and a sense of success. The program is competency-based, allowing students to progress at their own pace.

All AVTS programs are currently competency-based which allows flexibility in developing a student's individual career plan. When a special populations student experienced a lack of success in some area, the curriculum was adjusted to focus on the areas in which the student could succeed and be employed. The student's competency profile can tell the potential employer precisely which competencies the student has mastered.

In addition, the grant has provided academic teachers information about vocational education and the current world of work. The inservice meetings with academic supervisors and trips to conferences are beginning to provide an understanding of the need to change the current method of teaching and the options available to students. These integration efforts will be continued.

## **3. SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN**

The single parent/displaced homemaker program at Kansas State University, called **New Directions**, is administratively and logistically supported by the University. For the purpose of programs and services, it is structured as a community outreach program and is located off-campus. Clients and program participants are those who fit the legislated definition and reside within a three-county area.

**New Directions** is an open-ended program; clients enter and leave the program as services are provided and their needs are met. Program activity can best be described as adult education/human service outreach, providing information, support and assistance to the target population. The goal is to increase the personal welfare and economic self-sufficiency of the population served. This is accomplished by promoting improved self-esteem, improving social adjustment, developing basic educational competencies and facilitating the acquisition of marketable skills.

This program has successfully served and assisted approximately 1,350 individuals. It has three major components:

1. **INFORMATION AND REFERRAL**
  - training education opportunities
  - community resources
  - employment opportunities and occupational outlook
  - newsletters, publications, pamphlets
  - resource library
2. **GUIDANCE AND SUPPORTIVE SERVICES**
  - vocational assessment and advising
  - job search assistance
  - resume development and interviewing
  - financial aid
3. **EDUCATIONAL PROGRAMMING**
  - employability/job readiness
  - personal development
  - life management skills
  - workplace basic skills
  - educational and training placement

In order to identify this population and inform them of the program's existence, meetings are convened periodically with the staff of area agencies that provide welfare benefits, JTPA, and other agencies with services that could benefit displaced homemakers.

\* \* \* \* \*

In the Shawnee Mission, USD 512 school system, a variety of classroom activities and services was provided to raise the self-esteem of single parents and single pregnant teens and to increase their understanding of parenting skills. Services provided included career exploration; personal and career counseling; parenting, child development, personal development and general life skills activities; teen-parent support activities; teen-parents as teachers programs; and a parenting learning laboratory. A computerized career guidance system provided specific career planning assistance to sixty students. These students also received child care and tuition assistance which enabled them to attend Johnson County Area Vocational-Technical School or Johnson County Community College, where all sixty participants earned either GED's, certificates or college degrees. The entire Shawnee Mission program served one-hundred-forty secondary students and fifty-five postsecondary students.

#### 4. SEX EQUITY

Seven gender equity facilitators serve Kansas in a gender equity awareness program. In the north central region, which covers a sixteen county area, this program is maintained at the Cloud County Community College which has served over 20,000 secondary and postsecondary students.

The program focus in this region has been to provide young women and young men with information to increase their interest in nontraditional training and occupations. The FY 1993 priorities were math, science, and technology for young women and how to counter work/school-based sexual harassment. This included production of a video training series on sexual harassment to educate students and faculty about the issues and liabilities of this behavior.

Each month three workshops were held in different counties within the region. Topics ranged from adult females considering a career change to a discussion of nontraditional higher wage earning occupations. Three regional conferences showcasing adult women employed in nontraditional fields were also held, two of which included career fairs.

In addition to services within the north central region, this program maintains a gender equity resource library complete with a lending system for video tapes, books and bibliographies for resources across the country. The Kansas State Board of Education (KSBE) uses this resource facility to house equity materials purchased by the agency, as KSBE does not have an in-house system for lending and maintaining resources.

A major program highlight derives from the emphasis on the importance of understanding and valuing diversity. The gender equity facilitator regularly convenes at least one annual event that stresses the accomplishments of women of color in an effort to support the need for an increased ability to be more at ease within new and diverse work environments.

## 5. CRIMINAL OFFENDERS

The Hutchinson Correctional Facility employs two job placement counselors to assist inmates who have completed vocational training while incarcerated with job seeking and placement services. One of the counselors is employed with Carl Perkins funds and the other is employed with Job Training Partnership Act funds.

The placement counselors maintain a database of employment opportunities, assist clients with making contacts and completing applications, and escort parolees for interviews. The parolees are placed on the job more rapidly upon parole and are placed in an area related to the training completed while they were incarcerated. Of the 263 inmates placed, only 33 were reincarcerated or absconded parole. Thus, recidivism is reduced.

Data from this project show that a parolee's probability of becoming a recidivist is more than doubled when unemployed, compared to one who has been employed. Parolees leaving correctional facilities lack monetary and transportation resources to seek employment. With the assistance of the placement counselors, the successful employment of the inmate is much greater.

## 6. SPECIAL POPULATIONS

The Pittsburg public school system, USD 250, concentrated a significant portion of its Perkins Part C program improvement funds on increasing the quality and quantity of services for special populations students. Through the implementation of self-directed modules on current and future workplace skills, students gained considerable knowledge and skills in a variety of vocational areas, including material testing, aerospace engineering, and research and development. Average gains, as measured by pre- and post-tests, ranged from 28 percent in research and development to 65 percent in the area of computer-aided design and drafting. Special populations students remained exempt from paying fees and product raw material costs. A major emphasis was placed on integration activities, as technology teachers offered special population students vocational guidance and counseling in the "Teachers As Counselors" program. A special populations coordinator was available to assist students in completing a four-year vocational plan that would lead to future employment.

\* \* \* \* \*

The Southeast Kansas Education Service Center, a consortium comprised of 30 USD's, implemented the Career Development Management Program which involved hands-on assistance to enable special populations students to be successful in a variety of vocational programs. Initially, staff participated in a special populations leadership institute to provide information on meeting the needs of these students. Career development managers were hired to work directly with the special populations students, specifically in the areas of construction trades and consumer and home-making. They also provided individual assistance on how to assess one's marketable skills and how to interview effectively. The assistance provided to one learning disabled student enabled him to enter a competition at Careers 2000, a statewide conference in Salina, Kansas, at which the student won third place and a \$100 scholarship. The Southeast Kansas Education Service Center plans to continue and to expand the Career Development Management program during the 1993-94 school year.

\* \* \* \* \*

Garden City High School, USD 457, offers extensive services for students who are limited English proficient, inasmuch as minority populations comprise approximately 50 percent of the community. The coordinators for student services have developed a successful method for identifying these students and for disseminating to them information about vocational education services.

The district's career centers conducted the Holland's Self-Directed Search with fifty-nine ESL students; twenty-seven took the Spanish version of the instrument. In addition to paper and pencil assessments, two computer programs, Discover and APTICOM, are used to assess students. APTICOM is available for use in both Spanish and English, a very important feature for the student population in USD 457.

Special seminars and tours for students who are limited English proficient were offered throughout the school year. Through personal interviews to determine the needs of these students, appropriate support services were provided. In addition, students speaking other languages were accompanied by a bilingual paraprofessional until they felt comfortable communicating in English.

## 7. LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Outstanding programs among VSOs include the Future Farmers of America Project Partners in Active Learning Support (PALS) which was first begun in Fall 1992 in three schools--Atwood, Council Grove, and Winfield. Project PALS is a mentoring program that matches secondary agriculture students with elementary students to help get them excited about school, to explore their interests and themselves through the use of plants and animals, and to develop their interpersonal skills. Mentoring activities center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship. Project PALS requires the involvement of elementary and secondary counselors, elementary and secondary administrators, parents, elementary teachers, FFA advisors, and local coordinators.

Future Homemakers of America includes among its exemplary program Neodesha High School's Peer Helpers program. This program, which has currently trained twenty students with the help of a clinical psychologist from the Hutchinson area, provides students with training on how to listen, what to listen for, and what sources are available to help. These students are then available to provide peer assistance when needed to fellow students. With cooperation from local instructors, school counselors, administrators, and the school psychologist, the Peer Helpers program has also extended to the elementary level. The local advisor is also a part of the National FHA Peer Power Team.

\* \* \* \* \*

The Southeast Kansas Educational Service Center facilitated the training of approximately eighty-five Vocational Student Organizations (VSO) state officers which indirectly impacted over 17,500 members across the state in various service areas. By strengthening the leadership skills of the state officers, and having them share their knowledge and skills with the general membership, VSO members are better prepared for the future, whether it be continuing education or entering the workforce. Through the incorporation of issues relating to minority populations, state officers were made more aware and able to plan for ways to help the VSOs meet the needs of various populations. After training, VSO officers traveled the state, working with and serving as role models for the general membership which comprises the future workforce. VSO officers served as ambassadors for vocational/technical education to all audiences and made a joint presentation at the Kansas Vocational Association summer conference. In direct response to business and industry identification of basic leadership skills as a major missing component in the current workforce, the combined VSO leadership training process provided both training and actual practice in this critical aspect of workforce readiness.

\* \* \* \* \*

The Future Farmers of America program, as sponsored by Kansas State University, has experienced a very successful year. Local programs have spent the year focusing on the development of students' scientific and information research skills through a variety of presentations and regional seminars; 1,300 students participated in personal goal-setting workshops and 32 high schools, a total of 1,076 students, participated in an enrichment program. The 65th state FFA convention boasted an attendance of 1,407 parents, members and guests from 110 FFA chapters statewide. Eleven young farmers participated in the National Institute in Mobile, Alabama.

Significant strides were made in administrative matters as well. The state officer selection process was revised and a new state officer handbook was developed. A mentoring program was implemented. Recruitment brochures were revised and updated. Continual evaluation of the actual programs and program related contests have been and are maintained to assure the quality of the leadership training that this program advocates.

\* \* \* \* \*

Through the leadership of Pittsburg State University, the Kansas Technology Education Task Force was established to develop a model technology education program. Developed in accordance with the concepts and standards of the International Technology Education Association, the Kansas Model for Technology Education provides for and encourages integration of all education, inasmuch as technology education at the lower levels leads toward vocational skills development at the upper levels in both high school and postsecondary education. It includes definitions of terms essential to understanding the field, the specific outcomes expected of students in this field, concepts and descriptions by student levels, and an historical context and rationale for technology education.

## 8. COMMUNITY-BASED ORGANIZATIONS

Jobs for Young Adults (JYA), a project of the Topeka Youth Project, is a school-to-work transition employment program, in which all young people ages 16-20 are eligible to participate. The program serves as an intermediary between schools and business in

1. preparing young workers to successfully enter the work force and
2. providing businesses with a source of "certified job ready" youth.

The program is divided into four specific components:

- a. a 28-hour job readiness/life skills workshop;
- b. job search assistance and job leads, with over 130 participating employers;
- c. a six-month follow-up with both employers and youth; and
- d. an Employee Assistance Program (EAP) for teens encountering problems on the job, with friends, or at home.

During 1992-93 the JYA program set an all-time record by serving 271 youth. The high risk population that was served included 47 percent students at or below the poverty level, 19 percent juvenile offenders, 15 percent high school dropouts, 15 percent individuals with a disability, 10 percent with substance abuse problems, and 7 percent teen parents. The JYA program boasts a successful placement rate of 95 percent for this high risk population.

## 9. CONSUMER AND HOMEMAKING

The system of inservice trainings designed in Kansas to prepare teachers to teach food science has become a national model. Kansas teachers have been and continue to be invited as guest presenters at national meetings and at inservices in other states. This program continues to fulfill the intent of the Perkins legislation by emphasizing critical thinking skills while integrating science concepts in the applied context of the home economics food laboratory.

Implementation of the actual food science program in both economically depressed and non-economically depressed areas had extremely successful results throughout Kansas. One attendance center was forced to add FOUR additional sections in its food science program during the 1993-94 academic year, based on the surge in pre-enrollment numbers inspired by the success of the 1992-1993 school year. Another attendance center reports how a young man who had been identified as a learning disabled student struggled through the first semester of his food science class. Although he had developed some skill with the laboratory experience, he continued to have difficulty in completing and turning in assignments. Through the cooperation of his food science instructor, his parent, and his special education teacher, this student was able to complete the second semester of the course successfully. The sense of accomplishment and success that this student experienced, together with the fact that he simply enjoyed the class, compelled him to re-enroll in the first semester of the class to earn passing credit.

## PREGNANT AND/OR PARENTING TEENS

Statistics for a small southwest Kansas town indicate that teen pregnancy rates decreased from a high of 11 percent to 5 percent in 1993. From 1987 to 1990 there were twenty-three pregnant and/or parenting teens. From 1990 to 1993 the number decreased to 10. The graduation rate increased by 16.6 percent.

	<u>1987-1990</u>	<u>1990-1993</u>
completed GED	0 percent	10 percent
graduated	43.4 percent	60 percent
still in school	39.1 percent	30 percent
quit school	17.3 percent	0 percent

One teen began attending a participating school in the fall of 1991. Her mother had signed over guardianship to her boyfriend when she was 15 and left her life. Her father had sexually abused her, a situation she was in the process of learning to resolve. She and her boyfriend married in December, shortly after which she became pregnant. With the support provided through this program, including the child development course in which she enrolled during her pregnancy, and through her interactions with the teacher and other teens in similar situations, this young woman

gained the knowledge and skills that helped her prepare for having a child. After the birth of her son, she returned to school, continued to enroll in home economics classes and participated in the teen parent program. This program provided her only source of assistance through her early marriage and parenting experiences. She ultimately received her diploma, is working part-time and remains active in helping middle school students address the issue of sexual abuse.

Another student participated in this program for two years. Initially she had problems with grades, attitude, and the quality of her parenting skills. She regularly attended the parenting group meetings, checked out both books and videos to improve her parenting skills, and asked questions on health care and discipline. She improved her grades dramatically through hard work and with the assistance of the "at risk" program available at her school. As her grades and her parenting skills improved, this young woman also developed a more pleasant and friendly attitude. A successful program completer, this woman has graduated from high school and plans to continue her education.

## 10. TECH PREP

The South Central Kansas TPAD Consortium, comprised of fourteen unified school districts and Cowley County Community College/Area Vocational-Technical School, targeted the areas of industrial technology and business technology in its Tech Prep program. The leadership committee of the consortium started out the year by establishing the goals for the development of the TPAD program. These goals also served as the basis for operation of the other committees: implementation, curriculum, promotion, and evaluation. The evaluation committee has reviewed the clarity and achievement of the program objectives, the appropriateness of the cluster areas, the extent to which the applied courses have been implemented, the degree of integration of academic and workplace skills, and the effectiveness of the guidance and counseling component.

The high school and college instructors involved in the program met together to develop the curriculum competencies. This cooperation both facilitated the articulation agreement process and served as the basis for coordinated, competency-based, individualized instruction. This meant that the traditional duplication of course work was eliminated and students gained an incentive for looking toward education/training at an advanced level.

Business and industry have been represented on all program committees, providing not only general input to assure that the competencies represent true workplace skills, but also apprenticeship placements, on-the-job training sites and shadowing opportunities for secondary and postsecondary students, as well as continuing education programs for instructors.

Brochures and promotional materials have been and remain available for students, parents, and the general public. Area radio and television stations, as well as newspapers, have also provided local publicity about the program.

## 11. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

In the Pittsburg public schools, USD 250, an integration team of math, science, English and vocational teachers was established to prepare plans and to modify curricula to facilitate the integration of academic and vocational education for all students in the district. After attending an integration workshop, this team developed a "vertical" integration process to infuse math and science into existing technology classes and a "horizontal" plan that would allow for class exchanges between math, science, and technology classes. A plan was also developed in which English and technology teachers worked together to help students develop academic skills while

solving practical problems in writing. In addition, student and community advisory councils were established to provide assistance in integrated curriculum development.

\* \* \* \* \*

Smoky Hill Education Service Center (SHESC), a consortium of fourteen USD's, coordinated several significant integration activities during FY 1993. SHESC's integrated curriculum coordinator worked with representatives from each participating high school on appropriate curriculum revision to support integration activities. A total of 550 teachers, administrators, and counselors attended the twenty-eight staff development workshops on the implementation of Perkins goals and initiatives. Eleven high schools received training on the onward to excellence school improvement process. The Perkins integrated curriculum coordinator assisted in these trainings and specifically in helping the school teams develop school profiles, goals, prescriptions and implementation/monitoring plans. Thirteen high school teacher-teams participated in Mastery learning study groups to increase their instructional effectiveness with all students. Twenty-eight teachers participated in cooperative learning training to increase their instructional effectiveness with all students. Eight high schools participated in the science curriculum writing week, which incorporated integrated instruction, student outcomes, and identification of CRT test items from the ASSURE data bank. Fifteen applied programs have been added to the participating high schools in the consortium. Integrated math, science, and/or technology labs have been initiated into four of the participating high schools. A Tech-Vision committee, under the direction of two professors from Kansas State University, has begun to investigate networking the consortium's districts for ITV instruction and other applications in an effort to help districts access/share higher level, expensive vocational courses.

Eleven teachers "interned" in a variety of businesses and industries, and forty vocational and academic teachers, counselors, and administrators participated in a week-long summer academy to develop integrated curriculum materials to be field-tested during the coming academic year.

## 12. GUIDANCE AND COUNSELING

Smoky Hill Education Service Center (SHESC), a consortium of fourteen USDs, coordinated a variety of significant and successful career development activities during FY 1993. SHESC's integrated curriculum coordinator participated on a task force of business and professional women to initiate and plan the Teen Women In Science and Technology (TWIST) day to encourage young women, an underrepresented group in math, science, and technology careers, to consider, prepare, and enter those careers. Three hundred 9th-12th graders attended the program in which they heard women in various careers/professions/vocations which utilize math, science and technology explain what they do, what education or training is required, and what related courses young women need to complete in high school. Of the three hundred participants, 82.4 percent indicated on program evaluations that they had increased their knowledge of an array of careers open to them, 56.8 percent responded that they planned to take more science courses and 64.5 percent asserted that they would take more math courses. Overall, 77.3 percent indicated that the TWIST Day had influenced their career plans.

Ten SHESC high schools utilized the guidance information systems software, a Careers program which offers a student interest inventory and bi-annually updated information on various career and educational opportunities as well as data on job availability, trends, wages, etc. both regionally and nationally.

SHESC's integrated curriculum coordinator enlisted over fifty local, regional and national businesses and industries as partners in sponsoring Careers 2000, a combination job fair, trade exhibit and interdisciplinary student competition in product development, problem-solving and job

search skills. Participants included 145 secondary students and 100 academic and vocational teachers, regular, and special education teachers, counselors, administrators, and representatives from business and industry.

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The guidance and counseling department of the Topeka Public Schools, USD 501, experienced a busy and successful year by sponsoring or co-sponsoring the annual College and Career Day, Hispanic Student Symposium, Black Leadership Symposium, Boy Scouts' Career Explorer Program, and the Computerized Guidance Information System. Approximately 1,935 students in grades 11-12 visited with 135 representatives from different colleges and various types of careers during the 1992-1993 college and career day. Seventy-three Topeka public schools students participated in the Eighth Annual Black Leadership Symposium and seventy-five were introduced to more than forty postsecondary education options at the Fourth Annual Black College Fair. All students in the district, grades 9-12, participated in one component of the Boy Scouts' Career Exploration Program, the curriculum of which was specifically designed to meet the students' needs as determined on an interest survey. Approximately 1,087 high school students used the computerized guidance information system during the 1992-93 school year to explore postsecondary educational options, scholarship availabilities, and career opportunities. In addition, the guidance and counseling department also developed and disseminated to all seniors and juniors, notebooks specifically designed to help them make decisions regarding postsecondary educational options.

# APPENDIX D

## STRATEGIC DIRECTIONS FOR KANSAS EDUCATION

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving global society.

<b>Direction 1</b>	<b>Create Learning Communities</b>
<b>Direction 2</b>	<b>Develop and Extend Resources for Parenting Programs and Early Childhood Education</b>
<b>Direction 3</b>	<b>Expand Learner-Outcome Curriculum and Learner-Focused Instruction</b>
<b>Direction 4</b>	<b>Provide Inclusive Learning Environments</b>
<b>Direction 5</b>	<b>Strengthen Involvement of Business and Industry in Education</b>
<b>Direction 6</b>	<b>Provide Quality Staff and Organization Development</b>

## Strategic Directions for Kansas Education

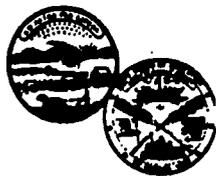
The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

**To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.**

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.



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