Postsecondary Readiness Digital Reference Guide

Encompassing:

- Individual Plan of Study
- Work-Based Learning
- Career and Technical Education

KANSAS STATE DEPARTMENT OF EDUCATION

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Jan. 29, 2025

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SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

MISSION

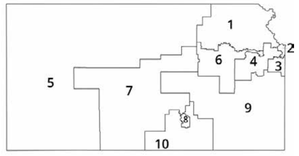
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can



Kansans CAN

CTE OVERVIEW
CARL D. PERKINS FEDERAL ACCOUNTABILITY
FISCAL AUDITING
SCHOOL FINANCE
LICENSURE
IPS OVERVIEW
WBL OVERVIEW

Career and Technical Education (CTE) Overview

Contents

- CTE Overview
- Classification of Instructional Programs (CIP) Codes
- Standard Occupational Classification (SOC) Codes
- CIP-SOC Crosswalk
- High Demand Occupations
- Career Cluster Guidance Handbook
- Kansas Career Cluster Pathways
- Pathways
- CTE Information
- CTE Partners
- Career and Technical Student Organizations (CTSOs)
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- Advance CTE
- O*NET
- Technical Resources
- Communications
- Pathway and CPPSA Instruction and Resources
- CTE Dual Credit Resources
- CTE Achievements and Recognition

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What is CTE?

The term "**career and technical education**" means organized educational activities that:

- Offer a sequence of courses that:
  - Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging state academic standards;
  - Provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
  - May include prerequisite courses (other than a remedial course);
- Include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
- To the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
- May include career exploration at the high school level or as early as the middle grades.



Learning that works for Kansas CTE®

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CTE OVERVIEW

CTE Today

For several decades, CTE has been evolving. No longer offering only traditional vocational education, CTE now offers a diverse range of subjects and career fields, including a number of science, technology, engineering, and mathematics (STEM) subjects. In addition, the distinction between CTE and academic programs is slowly disintegrating as integrating academic content into CTE has become a national education priority.

CTE has become an indispensable lever for improving students' postsecondary or college and career readiness. CTE plays a powerful role in preventing students from dropping out and provides a variety of opportunities for postsecondary success and employment, including pathways to a bachelor's degree.

CTE is a crucial change agent for the success of improving outcomes for all students.

Kansas utilizes the National Career Clusters® Framework[1]. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require additional knowledge, improved skills and highly flexible workers who continually update their knowledge and skills. Career Clusters link what students learn in school to the knowledge and skills they need for success in postsecondary education and careers. In Kansas secondary schools, **32 Career Pathways** are offered, spanning across all **15 Career Clusters**.

For specific illustrations check out the Kansas Career Clusters and Pathways Model (PDF), which outlines the various Kansas Career fields, clusters, and pathways in visual format.

For specific illustrations check out the Kansas Career Clusters and Pathways Model (PDF)[2], which outlines the various Kansas Career fields, clusters, and pathways in visual format.



Kansas Career Fields, Clusters and Pathways Infographics, Elementary School, Middle School and Secondary School

Long-Term Goals

1. Providing quality professional development.
2. Developing and sustaining partnerships.
3. Keeping pathway standards relevant, rigorous and reflective of current business/ industry standards or practices.
4. Providing valid, reliable CTE data to schools in a timely manner.

CTE OVERVIEW

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CTE OVERVIEW | CTE TODAY



NEW CTE Information

[Kansas State Department of Education (KSDE) Career and Technical Education (CTE)][3]

See the [KSDE CTE webpage][3] for a summary of how CTE has evolved, as well as how Kansas uses the National Careers Clusters Framework to prepare for tomorrow's jobs.

Additional Resources

Online documents:

- [CTE Works Fact Sheet][4] (acteonline.org)

  This brief document shows how CTE engages students. It also prepares them with the skills they need for fulfilling careers in vital, in-demand industries and occupations.

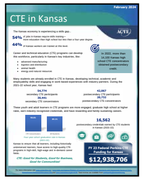
- [Message Triangle][5]

  This document provides core messages for introducing learners to CTE. "The triangle" covers how CTE learners gain skills, explore careers, and have options for success.



- [Kansas CTE Fact Sheet][6] (acteonline.org)

  Learn CTE-related data that is specific to the current economic state of Kansas. Data covers topics such as the skills gap and workforce needs in Kansas



- [ACTE Quality CTE][7]

  This is an overview of the ACTE high quality program of study framework. The framework is designed to apply to individual, local CTE programs of study spanning secondary and postsecondary education. The project identifies a comprehensive, research-based quality CTE program of study framework.

- [High-Quality Framework Infographic][8] - ACTE (acteonline.org)

  This document serves as a tool for program improvement. It includes ways to use the framework, and impact by the numbers.

- [Contribution to Society][9] (careertech.org)

  This document explores purpose-driven framing for career pathways. Learn how exploration of a learner's overarching purpose in connection with their academic and technical coursework prepares them to be passionate and excited about their future work.



- [Nontraditional Learner Participation in Postsecondary Career Technical Education Programs][10] (careertech.org)

  This brief identifies strategies that states can implement to increase enrollment and retention of learners preparing to enter non-traditional fields. Through these efforts, every learner will have the opportunity to engage with and develop skills to lead more choice-filled lives.



- [What is a Credential - ACTE][11] (acteonline.org)

  This document reviews how the word "credential" encompasses educational certificates and degrees, industry certifications, government-issued licenses, and more. Learn how these credentials verify an individual's qualifications or competence.

- [Kansas Pathway Assessments and Credentials (K-PAC)][12]

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CTE OVERVIEW | CTE TODAY

Websites:

- **20 USC CH. 44: Career and Technical Education**[13] (House.gov)

  This website provides a comprehensive overview of the purpose of CTE. It also provides definitions, and information on CTE provisions, privacy, limitations, rules, prohibitions, appropriations, and more.

- **What We Know About the Impact of Career and Technical Education: A Systematic Review of the Research**[14]

  Despite decades of research on CTE, until recently little has been known about the causal effects of CTE on student outcomes. Does CTE benefit students? If so, which students does it benefit, and in which settings? These questions are at the heart of the CTE Research Network's mission. To address them, the Network conducted a systematic review of the research literature spanning the past 20 years.

- **What Is CTE?**[15]- ACTE (acteonline.org)

  Today's cutting-edge, rigorous and relevant CTE prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Learn more with Basic Facts, Policy and Advocacy Publications and State Fact Sheets.

  YouTube videos to learn how CTE includes classes that focus on the **skills and knowledge**[16] and how **CTE is cool**[17].

  The one-page infographic provides a quick CTE overview. It includes types of occupations related to CTE and includes helpful CTE statistics.

- **The Shift from Vocational Education to CTE**[18]- Advance CTE (careertech.org)

  This **infographic**[19] (below) and this **YouTube video**[18] review technical jobs, then versus now. Compare how CTE has evolved from vocational education.



- **Shifting the Skills Conversation**[20]

  Employer Attitudes and Outcomes of Career Technical Education provides tangible data points on employer attitudes toward Career Technical Education (CTE) and the positive return on investment CTE experiences provide for business and economic growth.

- **Career Cluster Sector Sheets**[21] (acteonline.org)

  ACTE provides one-page documents for career clusters. These sector sheets provide data on specific workforce needs for each topic. The graphic below is an example of a sector sheet.

  The topics with sector sheets include:

  - Energy
  - Construction
  - Information Technology
  - Health Care
  - Manufacturing
  - Education and Training



Video:

- **CTE 101** [22]

  This video from CTE Works explains how CTE prepares students for the real world. From academic foundation to finding their passion, learn how CTE works for America.

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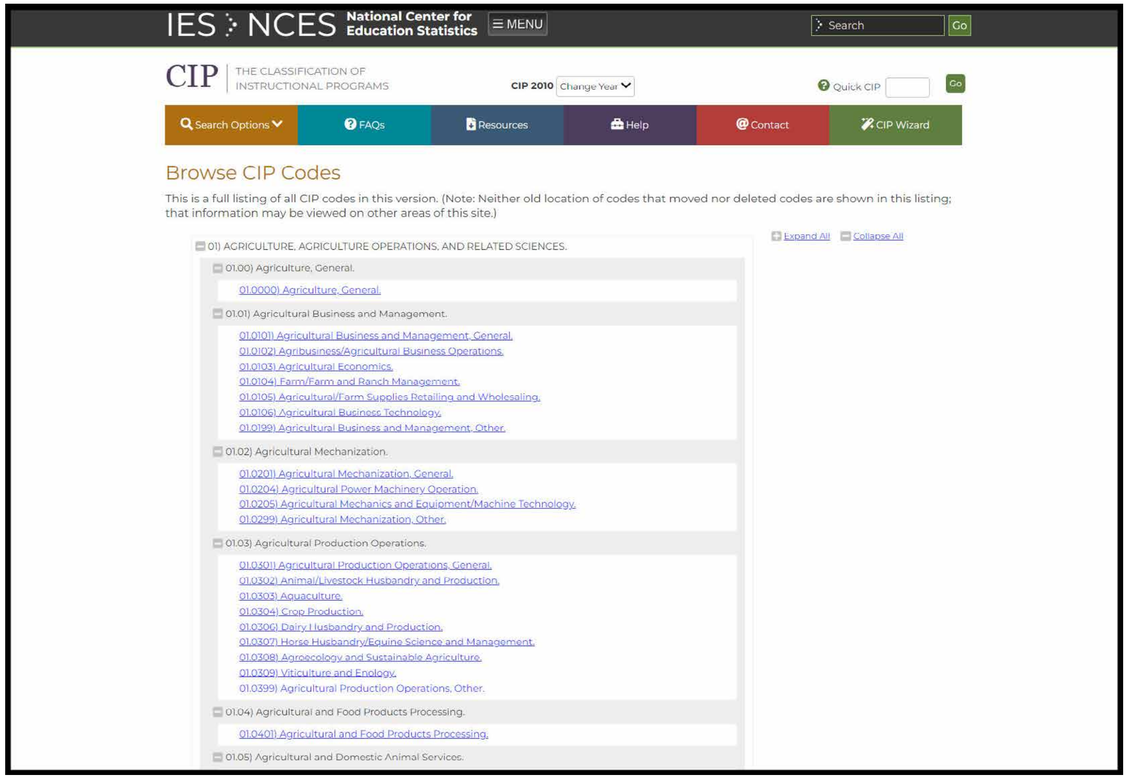
Classification of Instructional Programs (CIP) Codes

The **Classification of Instructional Programs** (**CIP**) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) in the U.S. Department of Education, with revisions occurring in 1985, 1990, 2000, and 2010. The 2020 edition of the CIP (CIP-2020) is the sixth version of the CIP and presents an updated taxonomy of instructional program classifications and descriptions.

CIP User Site[23] (ed.gov) browse CIP Codes

NCES provides online information regarding CIP codes. View this site for various resources and help with CIP codes.

The Title and Definition Column CIP Title is listed and links to the CIP detail page for that CIP code. The definition is listed. If provided, cross reference codes are listed as "See also" followed by the CIP code number and title. These are linked to the CIP detail pages of those CIP codes and should be reviewed to see if they better describe your program. Any illustrative examples specified for the CIP code are also listed. If search terms were provided, they will be shown in bold wherever found within the CIP title, definition, "See also" codes, or examples. Also available on the CIP website and CIP Wizard (ed.gov):



Online documents:

- Help Documentation[24]
- Frequently Asked Questions [25]

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CTE OVERVIEW

Standard Occupational Classification (SOC) Codes

The SOC [26]system is a federal statistical standard[27] used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

All workers are classified into one of **867 detailed occupations** according to their occupational definition. To facilitate classification, detailed occupations are combined to form **459 broad occupations**, **98 minor groups** and **23 major groups**. Detailed occupations in the SOC with similar job duties, and in some cases skills, education, and/or training, are grouped together.

Online documents:

- See the Standard Occupational Classification and Coding Structure[28] document for more details.
- The SOC definitions[29] document provides additional information on SOC definitions and occupational examples.

SOC Code Number Breakdown

Each item in the SOC is designated by a six-digit code. The hyphen between the second and third digit is used only for clarity. Here is an example:

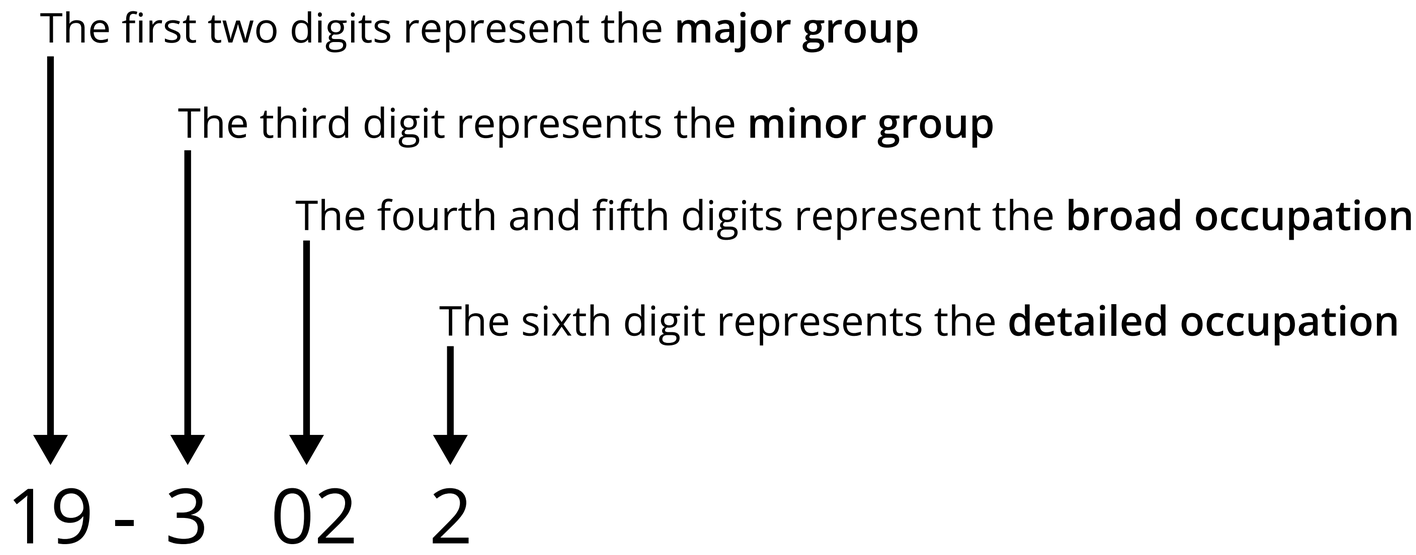


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CIP-SOC Crosswalk

What is the CIP-SOC Crosswalk and how is it used?

In 2010, the Bureau of Labor Statistics (BLS) in the US Department of Labor and NCES worked together to create the CIP-SOC Crosswalk and updated it in 2020 to reflect updates to the CIP and SOC.

CIP-SOC Crosswalk [30]

The CIP-SOC Crosswalk matches 6-digit CIP Codes with 6-digit SOC Codes based on their descriptions. The underlying principle between matching CIP Codes with SOC Codes is that the academic program needs to provide the skills and knowledge required to perform an occupation.

The Bureau of Labor Statistics (BLS) in the Department of Labor (DOL) uses the CIP to build a crosswalk between the Classification of Instructional Programs (CIP) and the Standard Occupation Classification (SOC). The CIP-SOC crosswalk is used to identify educational programs that prepare students for different careers. Once the crosswalk is mapped to income data from BLS, the crosswalk can provide an estimate of annual income students might expect throughout their career, assuming that students pursue a career for which their education prepared them. The National Science Foundation (NSF) uses the CIP to define STEM fields of study for purposes of its data collection. Finally, the SEVIS Office in the Department of Homeland Security uses the CIP to determine programs of study that are eligible for Optional Practical Training (OPT). Optional Practical Training enables students to extend their Visa for up to an additional three years. In addition to the three examples discussed, many other state and federal agencies use the CIP for reasons beyond its initial intention.

Other Helpful Resources

Online documents:

- **Archived: 2022 DHS STEM Designated Degree Program List**[31] (ice.gov)

  This document is for archival purposes. Stakeholders should refer to the most up-to-date version of the last at **ICE.gov/SEVIS/Schools**, under the DHS STEM Designated Degree Program List and CIP Code Nomination Process header.

Websites:

- **Introduce the Classification of Instructional Programs**[32] (nces.ed.gov)

  The National Center for Education Statistics (NCES) offers an overview of program classification. Training is available via its Integrated Postsecondary Education Data System.

- **Guidelines for Using the CIP-SOC Crosswalk**[33] (ed.gov)

  The CIP to SOC Crosswalk provides data users with a resource for relating CIP and SOC. This document reviews how the CIP-SOC relationship prepares individuals directly for jobs classified in the SOC category.

- **Standard Occupational Classification System: U.S. Bureau of Labor Statistics**[34] (bls.gov)

  Each occupation in the SOC is placed within one of 23 major groups. This website lists occupations by SOC code and includes related occupation descriptions.

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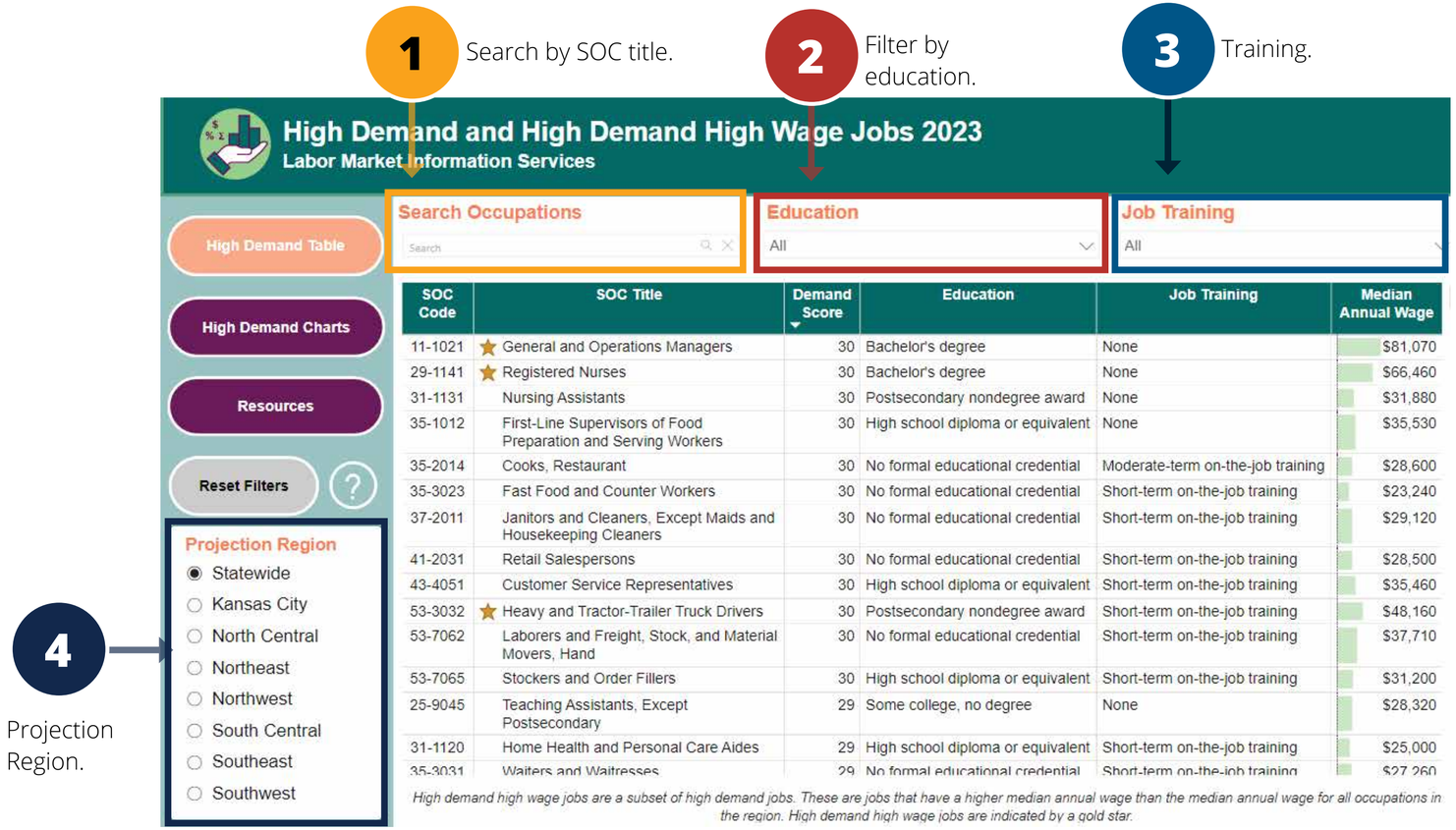
CTE OVERVIEW

High Demand Occupations

Kansas Labor Information Center's (KLIC) **High Demand Occupations**[35] (ks.gov) website considers three measures of labor demand: current job openings, projected job openings over the next two years, and projected job openings over the next ten years. The high demand list[1] also includes an indicator for occupations with high wages. High Demand data is also available by the Career Clusters designated by KSDE.

The website is divided into **three sections**:

- **Downloadable Excel Files** lists high demand occupations by career cluster. Both statewide and Kansas regional lists are available. Each list provides **SOC Code**, **Occupation Title**, **Median Wages**, projected openings, and additional information.
- The **High Demand and High Demand High Wage Jobs** section provides an occupation search functionality. Users can:
  1. Search by SOC title
  2. Filter by Education
  3. Training
  4. Projection Region.
- **Additional Resources** provide information on employment outlook, career posters, education and training and career clusters.

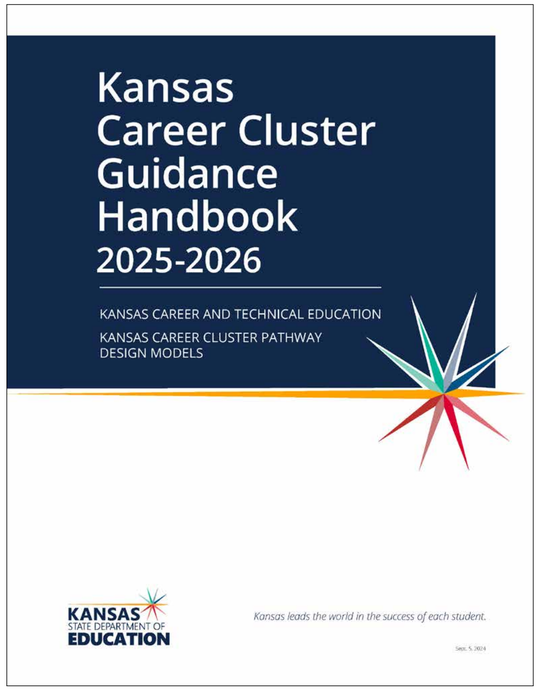


1 Perkins V: (26) IN-DEMAND INDUSTRY SECTOR OR OCCUPATION - The term "in-demand industry sector or occupation" has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102). KLIC currently uses "high demand" instead of "in-demand" per Perkins V (26).

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Career Cluster Guidance Handbook



The Kansas Career Cluster Guidance Handbook[36] reviews organized educational activities that offer a sequence of courses that provide individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage or in-demand industry sectors or occupations. The handbook contains:

- Course Design Sheets for all Kansas Career Cluster Pathways
- The Kansas Career Clusters and Pathways Chart
- The Pathway CIP Codes
- The chart of Pathway Crossover Courses
- Kansas Career Clusters Terminology
- Information on creating Program Improvement Plans with SMART Goals

Kansas CTE Career Pathways Infographics

The following three pages contain the Kansas Career and Technical Education (CTE) Career pathways infographics[5].



Elementary Version

- Seven industries.



Middle School Version

- Seven industries.
- Fifteen Career Clusters.



Secondary Version

- Seven industries.
- Fifteen Career Clusters.
- Thirty-two pathways of study.

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Kansas Career Cluster Pathways

Pathway Classification of Instructional Program (CIP) Codes

Nontraditional female pathway. Nontraditional male pathway.

AGRICULTURE

Agriculture, Food and Natural Resources Career Cluster Design

- Agricultural Technology and Mechanical Systems Pathway — 01.0201
- Animal Science, Health and Related Industries Pathway — 01.0901
- Diversified Agricultural Science Pathway — 01.0000
- Food Products and Processing Systems Pathway — 01.0401
- Natural Resources and Environmental Sustainability Pathway — 03.0101
- Plant Science and Industry Operations Pathway — 01.1101

BUSINESS

Business Management and Administration Career Cluster Design

- Business Management and Entrepreneurship Pathway — 52.0799

Finance Career Cluster Design

- Business Finance Pathway — 52.0801

Marketing Career Cluster Design

- Marketing Pathway — 52.1402

DESIGN, PRODUCTION AND REPAIR

Architecture and Construction Career Cluster Design

- Construction and Design Pathway — 46.0000

Engineering Career Cluster Design

- Automation Engineering Pathway — 15.0406
- Aviation Production Pathway — 15.0000
- Energy Pathway — 14.4801
- Engineering and Applied Mathematics Pathway — 14.0101

Manufacturing Career Cluster Design

- Manufacturing Pathway — 48.0000

Transportation Career Cluster Design

- Aviation Maintenance Pathway — 47.0608
- Mobile Equipment Maintenance Pathway — 47.9999

FAMILY AND CONSUMER SCIENCES

Hospitality and Tourism Career Cluster Design

- Restaurant and Event Management Pathway — 12.0504
- Travel and Tourism Pathway — 52.0901

Human Services Career Cluster Design

- Early Childhood Development and Services Pathway — 19.0709
- Family, Community and Consumer Services Pathway — 19.0799
- Fashion, Apparel, Interior Design(FAID) Pathway — 19.0999

HEALTH

Health and Biosciences Career Cluster Design

- Biotechnology Pathway — 26.1201
- Health Science Pathway — 51.3901

MEDIA AND TECHNOLOGY

Information Technology Career Cluster Design

- Information Support and Services Pathway — 11.0301
- Media Design and Communications Pathway — 11.0801
- Networking and Telecommunications Pathway — 11.0901
- Programming and Software Development Pathway — 11.0201

PUBLIC SERVICES

Education and Training Career Cluster Design

- Teaching/Training Pathway — 13.0101

Government and Public Administration Career Cluster Design

- Government and Public Administration Pathway — 44.0401

Law, Public Safety, Corrections and Security Career Cluster Design

- Corrections, Security, Law and Law Enforcement Services Pathway — 43.0199
- Emergency and Fire Management Services Pathway — 43.0299



AGRICULTURE

Agriculture, Food and Natural Resources

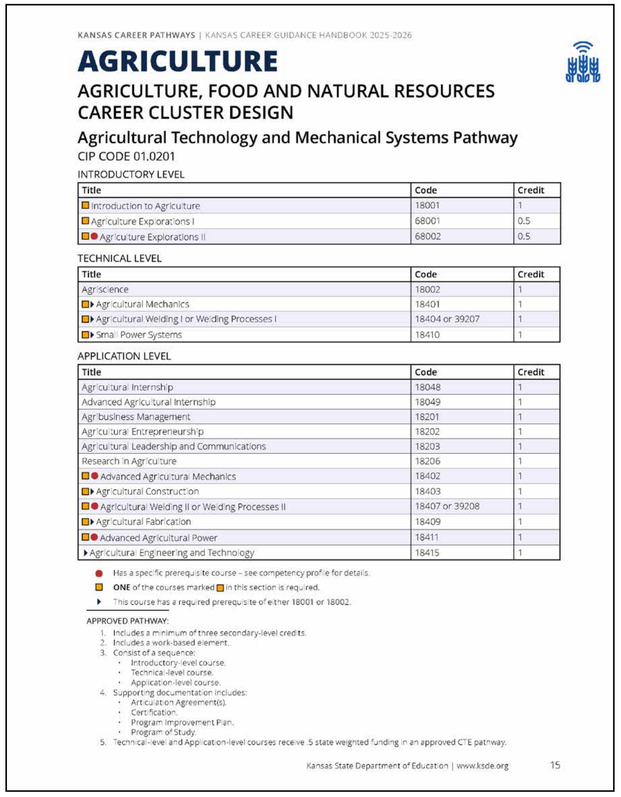
(ksde.gov)[272]

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AGRICULTURE | AGRICULTURE AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Agricultural Technology and Mechanical Systems Pathway: CIP CODE 01.0201[37]

Agricultural Mechanization, General: A program that generally prepares individuals to sell, select, and service agricultural or agribusiness technical equipment and facilities, including computers, specialized software, power units, machinery, equipment structures, and utilities. Includes instruction in agricultural power systems, planning and selecting materials for the construction of support facilities, mechanical practices associated with irrigation and water conservation, erosion control, and agricultural data processing systems.



KANSAS CAREER PATHWAYS | KANSAS CAREER GUIDANCE HANDBOOK 2025-2026

AGRICULTURE

AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Agricultural Technology and Mechanical Systems Pathway

CIP CODE 01.0201

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Agriculture	18001	1
Agriculture Explorations I	68001	0.5
Agriculture Explorations II	68002	0.5

TECHNICAL LEVEL

Title	Code	Credit
Agriscience	18002	1
▸ Agricultural Mechanics	18401	1
▸ Agricultural Welding I or Welding Processes I	18404 or 39207	1
▸ Small Power Systems	18410	1

APPLICATION LEVEL

Title	Code	Credit
Agricultural Internship	18048	1
Advanced Agricultural Internship	18049	1
Agribusiness Management	18201	1
Agricultural Entrepreneurship	18202	1
Agricultural Leadership and Communications	18203	1
Research in Agriculture	18206	1
● Advanced Agricultural Mechanics	18402	1
▸ Agricultural Construction	18403	1
● Agricultural Welding II or Welding Processes II	18407 or 39208	1
▸ Agricultural Fabrication	18409	1
● Advanced Agricultural Power	18411	1
▸ Agricultural Engineering and Technology	18415	1

● Has a specific prerequisite course – see competency profile for details.
■ **ONE** of the courses marked ■ in this section is required.
▸ This course has a required prerequisite of either 18001 or 18002.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 25-1041: Agricultural Sciences Teachers, Postsecondary[38] (bls.gov)
  Teach courses in the agricultural sciences. Includes teachers of agronomy, dairy sciences, fisheries management, horticultural sciences, poultry sciences, range management, and agricultural soil conservation. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
- SOC Code 11-9013: Farmers, Ranchers, and Other Agricultural Managers[39] (bls.gov)
  Plan, direct, or coordinate the management or operation of farms, ranches, greenhouses, aquacultural operations, nurseries, timber tracts, or other agricultural establishments. May hire, train, and supervise farm workers or contract for services to carry out the day-to-day activities of the managed operation. May engage in or supervise planting, cultivating, harvesting, and financial and marketing activities.
- SOC Code 49-3041: Farm Equipment Mechanics and Service Technicians[40] (bls.gov)
  Diagnose, adjust, repair, or overhaul farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems.

CTE OVERVIEW

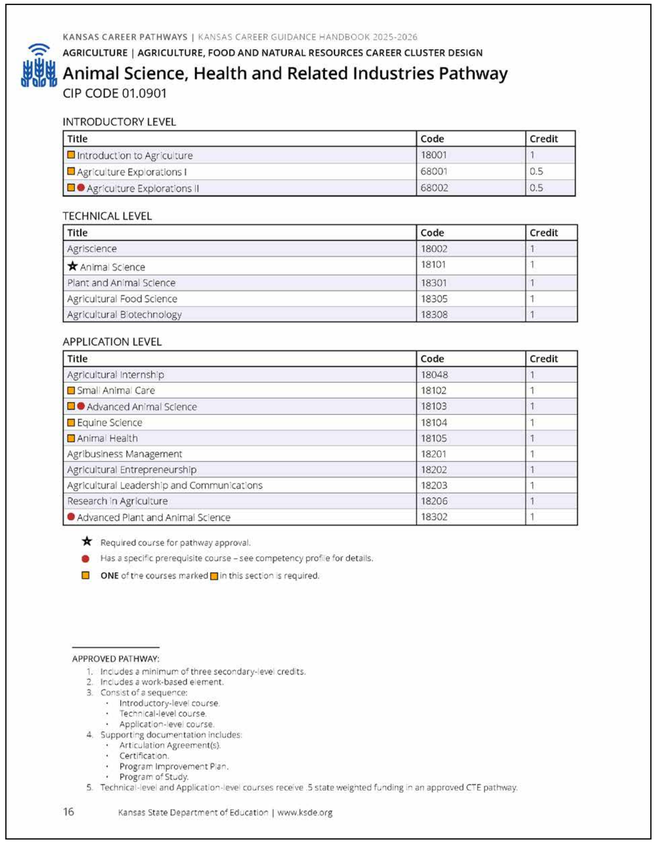
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AGRICULTURE | AGRICULTURE AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Animal Science, Health and Related Industries Pathway: CIP CODE 01.0901[41]

CIP user site (ed.gov)

Animal Sciences, General: A general program that focuses on the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Includes instruction in the animal sciences, animal husbandry and production, and agricultural and food products processing.



KANSAS CAREER PATHWAYS | KANSAS CAREER GUIDANCE HANDBOOK 2025-2026

AGRICULTURE | AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Animal Science, Health and Related Industries Pathway

CIP CODE 01.0901

INTRODUCTORY LEVEL

Title	Code	Credit
■ Introduction to Agriculture	18001	1
■ Agriculture Explorations I	68001	0.5
■ ● Agriculture Explorations II	68002	0.5

TECHNICAL LEVEL

Title	Code	Credit
Agriscience	18002	1
★ Animal Science	18101	1
Plant and Animal Science	18301	1
Agricultural Food Science	18305	1
Agricultural Biotechnology	18308	1

APPLICATION LEVEL

Title	Code	Credit
Agricultural Internship	18048	1
■ Small Animal Care	18102	1
■ ● Advanced Animal Science	18103	1
■ Equine Science	18104	1
■ Animal Health	18105	1
Agribusiness Management	18201	1
Agricultural Entrepreneurship	18202	1
Agricultural Leadership and Communications	18203	1
Research in Agriculture	18206	1
● Advanced Plant and Animal Science	18302	1

★ Required course for pathway approval.

● Has a specific prerequisite course – see competency profile for details.

■ **ONE** of the courses marked ■ in this section is required.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 11-9013: Farmers, Ranchers, and Other Agricultural Managers[38] (bls.gov)
  Plan, direct, or coordinate the management or operation of farms, ranches, greenhouses, aquacultural operations, nurseries, timber tracts, or other agricultural establishments. May hire, train, and supervise farm workers or contract for services to carry out the day-to-day activities of the managed operation. May engage in or supervise planting, cultivating, harvesting, and financial and marketing activities.
- Soc Code 19-1011: Animal Scientists:42 (bls.gov)
  Conduct research in the genetics, nutrition, reproduction, growth, and development of domestic farm animals.
- SOC Code 19-4012: Agricultural Technicians[49] (bls.gov)
  Work with agricultural scientists in plant, fiber, and animal research, or assist with animal breeding and nutrition. Set up or maintain laboratory equipment and collect samples from crops or animals. Prepare specimens or record data to assist scientists in biology or related life science experiments. Conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects.
- SOC Code 25-1041: Agricultural Sciences Teachers, Postsecondary[44] (bls.gov)
  Teach courses in the agricultural sciences. Includes teachers of agronomy, dairy sciences, fisheries management, horticultural sciences, poultry sciences, range management, and agricultural soil conservation. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
- SOC Code 25-9021: Farm and Home Management Educators[44] (bls.gov)
  Instruct and advise individuals and families engaged in agriculture, agricultural-related processes, or home management activities. Demonstrate procedures and apply research findings to advance agricultural and home management activities. May develop educational outreach programs. May instruct on either agricultural issues such as agricultural processes and techniques, pest management, and food safety, or on home management issues such as budgeting, nutrition, and child development.
- SOC Code 45-1011: First-Line Supervisors of Farming, Fishing, and Forestry Workers[46] (bls.gov)
  Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers.

CTE OVERVIEW

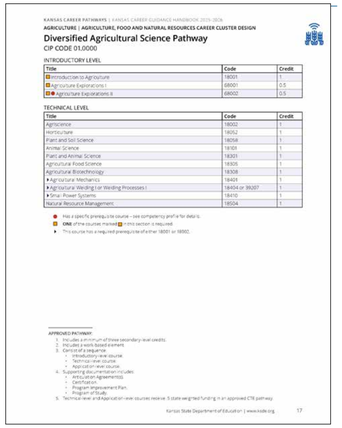
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AGRICULTURE | AGRICULTURE AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Diversified Agricultural Science Pathway: CIP CODE 01.0000[43]

CIP user site (ed.gov)

Agriculture, General: A program that focuses on the general principles and practice of agricultural research and production and that may prepare individuals to apply this knowledge to the solution of practical agricultural problems. Includes instruction in basic animal, plant, and soil science; animal husbandry and plant cultivation; soil conservation; and agricultural operations such as farming, ranching, and agricultural business.



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AGRICULTURE | AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Diversified Agricultural Science Pathway

CIP CODE 01.0000

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Agriculture	18001	1
Agriculture Explorations I	68001	0.5
Agriculture Explorations II	68002	0.5

TECHNICAL LEVEL

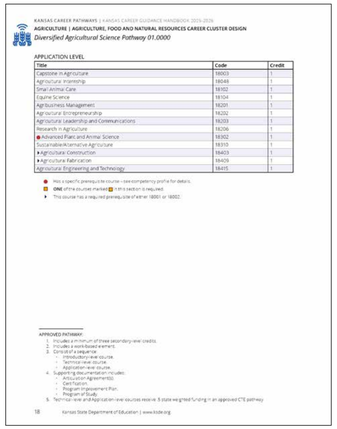
Title	Code	Credit
Agriscience	18002	1
Horticulture	18052	1
Plant and Soil Science	18058	1
Animal Science	18101	1
Plant and Animal Science	18301	1
Agricultural Food Science	18305	1
Agricultural Biotechnology	18308	1
▸ Agricultural Mechanics	18401	1
▸ Agricultural Welding I or Welding Processes I	18404 or 39207	1
▸ Small Power Systems	18410	1
Natural Resource Management	18504	1

● Has a specific prerequisite course – see competency profile for details.
■ ONE of the courses marked ■ in this section is required.
▸ This course has a required prerequisite of either 18001 or 18002.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of the following:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation agreement(s).
   - Certification.
   - Program improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

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AGRICULTURE | AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Diversified Agricultural Science Pathway 01.0000

APPLICATION LEVEL

Title	Code	Credit
Capstone in Agriscience	18003	1
Agricultural Internship	18048	1
Small Animal Care	18102	1
Equine Science	18104	1
Agribusiness Management	18201	1
Agricultural Entrepreneurship	18202	1
Agricultural Leadership and Communications	18203	1
Research in Agriculture	18206	1
● Advanced Plant and Animal Science	18302	1
Sustainable/Alternative Agriculture	18310	1
▸ Agricultural Construction	18403	1
▸ Agriculture Fabrication	18405	1
Agricultural Engineering and Technology	18415	1

● Has a specific prerequisite course – see competency profile for details.
■ ONE of the courses marked ■ in this section is required.
▸ This course has a required prerequisite of either 18001 or 18002.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of the following:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation agreement(s).
   - Certification.
   - Program improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 19-1011: Animal Scientists**[40](bls.gov)
  Conduct research in the genetics, nutrition, reproduction, growth, and development of domestic farm animals.
- **SOC Code 19-1012: Food Scientists and Technologists**[44] (bls.gov)
  Use chemistry, microbiology, engineering, and other sciences to study the principles underlying the processing and deterioration of foods; analyze food content to determine levels of vitamins, fat, sugar, and protein; discover new food sources; research ways to make processed foods safe, palatable, and healthful; and apply food science knowledge to determine best ways to process, package, preserve, store, and distribute food.
- **SOC Code 19-1013: Soil and Plant Scientists**[49] (bls.gov)
  Conduct research in breeding, physiology, production, yield, and management of crops and agricultural plants or trees, shrubs, and nursery stock, their growth in soils, and control of pests; or study the chemical, physical, biological, and mineralogical composition of soils as they relate to plant or crop growth. May classify and map soils and investigate effects of alternative practices on soil and crop productivity.
- **SOC Code 19-4012: Agricultural Technicians**[49] (bls.gov)
  Work with agricultural scientists in plant, fiber, and animal research, or assist with animal breeding and nutrition. Set up or maintain laboratory equipment and collect samples from crops or animals. Prepare specimens or record data to assist scientists in biology or related life science experiments. Conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects.
- **SOC Code 25-1041: Agricultural Sciences Teachers, Postsecondary**[44] (bls.gov)
  Teach courses in the agricultural sciences. Includes teachers of agronomy, dairy sciences, fisheries management, horticultural sciences, poultry sciences, range management, and agricultural soil conservation. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

CTE OVERVIEW

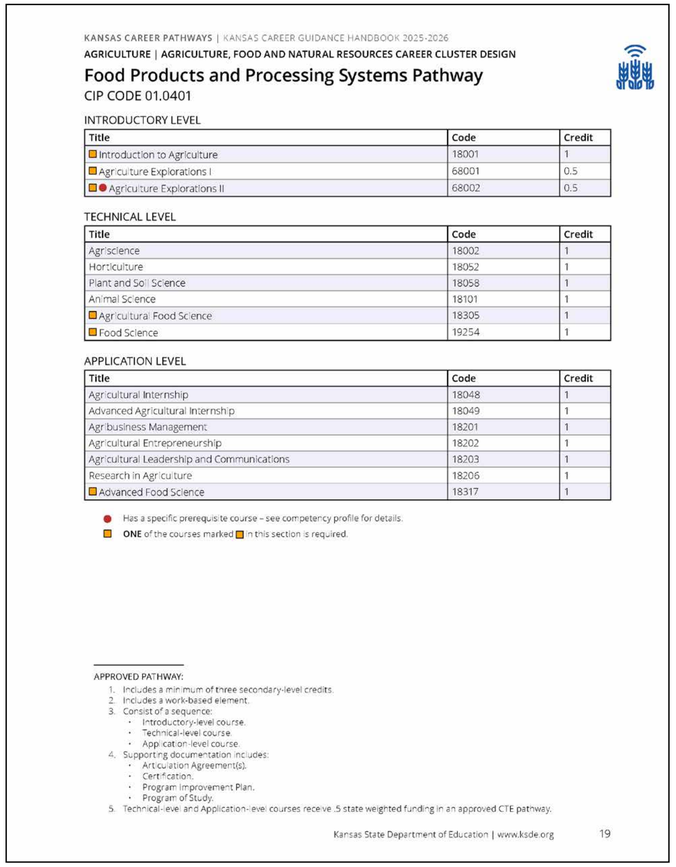
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AGRICULTURE | AGRICULTURE AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Food Products and Processing Systems Pathway: CIP Code 01.0401[45]

CIP user site (ed.gov)

Agricultural and Food Products Processing: A program that prepares individuals to receive, inspect, store, process, and package agricultural products in the form of human food consumables, animal or plant food, or other industrial products. Includes instruction in the nutrient and industrial properties of various agricultural products; logistics and storage procedures; chemical and mechanical processing operations; packaging; safety and health requirements; and related technical and business principles.



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AGRICULTURE | AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Food Products and Processing Systems Pathway

CIP CODE 01.0401

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Agriculture	18001	1
Agriculture Explorations I	68001	0.5
Agriculture Explorations II	68002	0.5

TECHNICAL LEVEL

Title	Code	Credit
Agriscience	18002	1
Horticulture	18052	1
Plant and Soil Science	18058	1
Animal Science	18101	1
Agricultural Food Science	18305	1
Food Science	19254	1

APPLICATION LEVEL

Title	Code	Credit
Agricultural Internship	18048	1
Advanced Agricultural Internship	18049	1
Agribusiness Management	18201	1
Agricultural Entrepreneurship	18202	1
Agricultural Leadership and Communications	18203	1
Research in Agriculture	18206	1
Advanced Food Science	18317	1

● Has a specific prerequisite course – see competency profile for details.

■ **ONE** of the courses marked ■ in this section is required.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 45-2011: Agricultural Inspectors**[46] (bls.gov)
  Inspect agricultural commodities, processing equipment, and facilities, and fish and logging operations, to ensure compliance with regulations and laws governing health, quality, and safety.
- **SOC Code 25-1041: Agricultural Sciences Teachers, Postsecondary**[44] (bls.gov)
  Teach courses in the agricultural sciences. Includes teachers of agronomy, dairy sciences, fisheries management, horticultural sciences, poultry sciences, range management, and agricultural soil conservation. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
- **SOC Code 45-1011: First-Line Supervisors of Farming, Fishing, and Forestry Workers**[46] (bls.gov)
  Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers.
- **SOC Code 19-4013: Food Science Technicians**[46] (bls.gov)
  Work with food scientists or technologists to perform standardized qualitative and quantitative tests to determine physical or chemical properties of food or beverage products. Includes technicians who assist in research and development of production technology, quality control, packaging, processing, and use of foods.

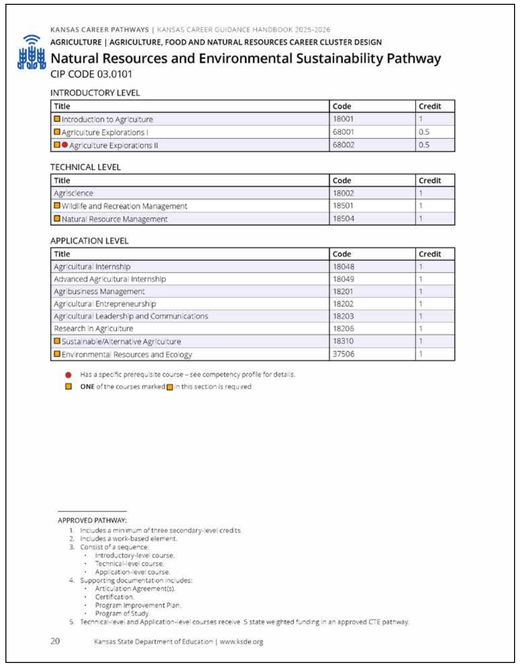
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AGRICULTURE | AGRICULTURE AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Natural Resources and Environmental Sustainability Pathway: CIP Code 03.0101

CIP user site (ed.gov)[47]

Natural Resources/Conservation, General: A general program that focuses on the studies and activities relating to the natural environment and its conservation, use, and improvement. Includes instruction in subjects such as climate, air, soil, water, land, fish and wildlife, and plant resources; in the basic principles of environmental science and natural resources management; and the recreational and economic uses of renewable and nonrenewable natural resources.



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AGRICULTURE | AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Natural Resources and Environmental Sustainability Pathway

CIP CODE 03.0101

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Agriculture	18001	1
Agriculture Explorations I	68001	0.5
Agriculture Explorations II	68002	0.5

TECHNICAL LEVEL

Title	Code	Credit
Agriscience	18002	1
Wildlife and Recreation Management	18501	1
Natural Resource Management	18504	1

APPLICATION LEVEL

Title	Code	Credit
Agricultural Internship	18048	1
Advanced Agricultural Internship	18049	1
Agribusiness Management	18201	1
Agricultural Entrepreneurship	18202	1
Agricultural Leadership and Communications	18203	1
Research in Agriculture	18206	1
Sustainable/Alternative Agriculture	18310	1
Environmental Resources and Ecology	37506	1

Has a specific prerequisite course – see competency profile for details.
ONE of the courses marked in this section is required

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course;
   - Technical-level course;
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 19-1031: Conservation Scientists[49] (bls.gov)
  Manage, improve, and protect natural resources to maximize their use without damaging the environment. May conduct soil surveys and develop plans to eliminate soil erosion or to protect rangelands. May instruct farmers, agricultural production managers, or ranchers in best ways to use crop rotation, contour plowing, or terracing to conserve soil and water; in the number and kind of livestock and forage plants best suited to particular ranges; and in range and farm improvements, such as fencing and reservoirs for stock watering.

- SOC Code 19-4071: Forest and Conservation Technicians[49] (bls.gov)
  Provide technical assistance regarding the conservation of soil, water, forests, or related natural resources. May compile data pertaining to size, content, condition, and other characteristics of forest tracts under the direction of foresters, or train and lead forest workers in forest propagation and fire prevention and suppression. May assist conservation scientists in managing, improving, and protecting rangelands and wildlife habitats.

- SOC Code 19-1032: Foresters[49] (bls.gov)
  Manage public and private forested lands for economic, recreational, and conservation purposes. May inventory the type, amount, and location of standing timber, appraise the timber's worth, negotiate the purchase, and draw up contracts for procurement. May determine how to conserve wildlife habitats, creek beds, water quality, and soil stability, and how best to comply with environmental regulations. May devise plans for planting and growing new trees, monitor trees for healthy growth, and determine optimal harvesting schedules.

- SOC Code 25-1043: Forestry and Conservation Science Teacher, Postsecondary[44] (bls.gov)
  Teach courses in forestry and conservation science. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

CTE OVERVIEW

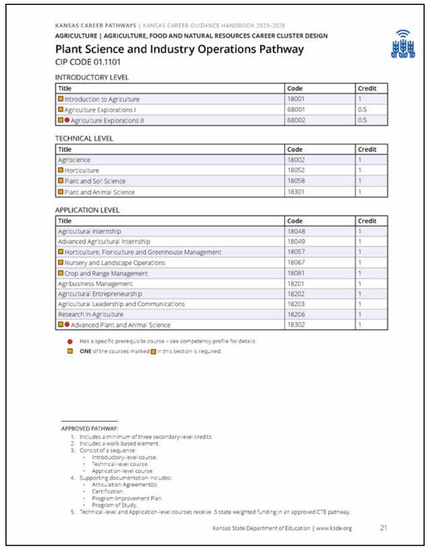
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AGRICULTURE | AGRICULTURE AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Plant System Pathway: CIP Code 01.1101[48]

CIP user site (ed.gov)

Plant Sciences, General: A general program that focuses on the scientific principles that underlie the breeding, cultivation, and production of agricultural plants, and the production, processing, and distribution of agricultural plant products. Includes instruction in the plant sciences, crop cultivation and production, and agricultural and food products processing.



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AGRICULTURE | AGRICULTURE, FOOD AND NATURAL RESOURCES CAREER CLUSTER DESIGN

Plant Science and Industry Operations Pathway

CIP CODE 01.1101

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Agriculture	18001	1
Agriculture Explorations I	68001	0.5
Agriculture Explorations II	68002	0.5

TECHNICAL LEVEL

Title	Code	Credit
Agriscience	18002	1
Horticulture	18052	1
Plant and Soil Science	18058	1
Plant and Animal Science	18301	1

APPLICATION LEVEL

Title	Code	Credit
Agricultural Internship	18048	1
Advanced Agricultural Internship	18049	1
Horticulture, Floriculture and Greenhouse Management	18057	1
Nursery and Landscape Operations	18067	1
Crop and Range Management	18081	1
Agribusiness Management	18201	1
Agricultural Entrepreneurship	18202	1
Agricultural Leadership and Communications	18203	1
Research in Agriculture	18206	1
Advanced Plant and Animal Science	18362	1

● Has a specific prerequisite course – see competency profile for details.
■ **ONE** of the courses marked ■ in this section is required.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 25-1041: Agricultural Sciences Teachers, Postsecondary**[44] (bls.gov)
  Teach courses in the agricultural sciences. Includes teachers of agronomy, dairy sciences, fisheries management, horticultural sciences, poultry sciences, range management, and agricultural soil conservation. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
- **SOC Code 19-4012: Agricultural Technicians**[49] (bls.gov)
  Work with agricultural scientists in plant, fiber, and animal research, or assist with animal breeding and nutrition. Set up or maintain laboratory equipment and collect samples from crops or animals. Prepare specimens or record data to assist scientists in biology or related life science experiments. Conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants and animals to disease or insects.
- **SOC Code 25-9021: Farm and Home Management Educators**[44] (bls.gov)
  Instruct and advise individuals and families engaged in agriculture, agricultural-related processes, or home management activities. Demonstrate procedures and apply research findings to advance agricultural and home management activities. May develop educational outreach programs. May instruct on either agricultural issues such as agricultural processes and techniques, pest management, and food safety, or on home management issues such as budgeting, nutrition, and child development.
- **SOC Code 11-9013: Farmers, Ranchers, and Other Agricultural Managers**[38] (bls.gov)
  Plan, direct, or coordinate the management or operation of farms, ranches, greenhouses, aquacultural operations, nurseries, timber tracts, or other agricultural establishments. May hire, train, and supervise farm workers or contract for services to carry out the day-to-day activities of the managed operation. May engage in or supervise planting, cultivating, harvesting, and financial and marketing activities.
- **SOC Code 45-1011: First-Line Supervisors and Farming, Fishing, and Forestry Workers**[46] (bls.gov)
  Directly supervise and coordinate the activities of agricultural, forestry, aquacultural, and related workers.
- **SOC Code 19-1013: Soil and Plant Scientists**[49] (bls.gov)
  Conduct research in breeding, physiology, production, yield, and management of crops and agricultural plants or trees, shrubs, and nursery stock, their growth in soils, and control of pests; or study the chemical, physical, biological, and mineralogical composition of soils as they relate to plant or crop growth. May classify and map soils and investigate effects of alternative practices on soil and crop productivity.

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Additional Resources

Websites:

- CTE Course Competencies and Indicators[49] (ksde.gov)
- Agriculture, Food and Natural Resources[50] (onetonline.org)
- Careers in Agriculture, Food and Natural Resources[51] (MyNextMove.org)
- Agriculture, Food and Natural Resources[52] - Advance CTE (careertech.org)
- Agriculture, Food and Natural Resources[53] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

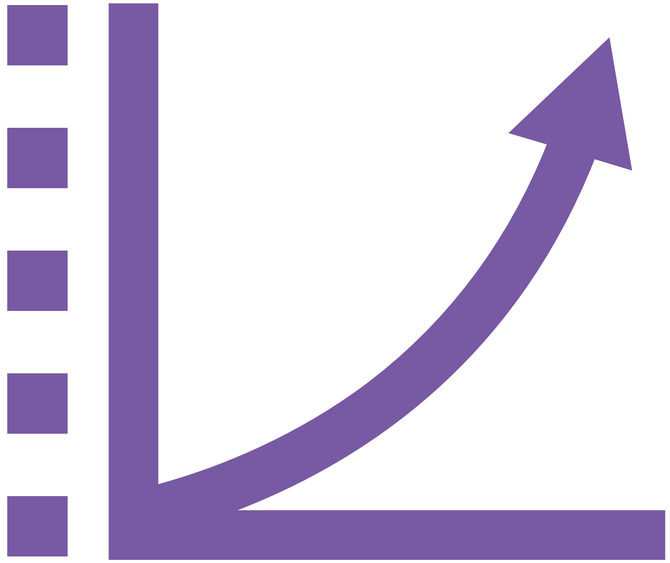
- Kansas FFA[54]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

- Excel in CTE Initiative (SB155)[55] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Agriculture Page 1.
- Tiered Technical Courses[56] (ksde.gov).



BUSINESS

- Business Management and Administration Career Cluster[273]
  (ksde.gov)
- Finance Career Cluster[274]
  (ksde.gov)
- Marketing Career Cluster[275]
  (ksde.gov)

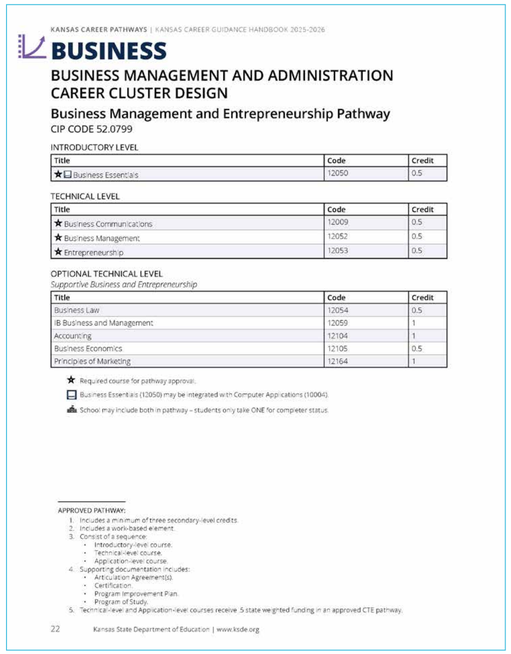
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BUSINESS | BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER DESIGN

Business Management and Entrepreneurship Pathway: CIP Code 52.0799[57]

CIP user site (ed.gov)

Entrepreneurial and Small Business Operations, Other: Any instructional program in enterprise management and entrepreneurship.



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BUSINESS

BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER DESIGN

Business Management and Entrepreneurship Pathway

CIP CODE 52.0799

INTRODUCTORY LEVEL

Title	Code	Credit
★ Business Essentials	12050	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Business Communications	12009	0.5
★ Business Management	12052	0.5
★ Entrepreneurship	12053	0.5

OPTIONAL TECHNICAL LEVEL

Supportive Business and Entrepreneurship

Title	Code	Credit
Business Law	12054	0.5
IB Business and Management	12055	1
Accounting	12104	1
Business Economics	12105	0.5
Principles of Marketing	12164	1

★ Required course for pathway approval.

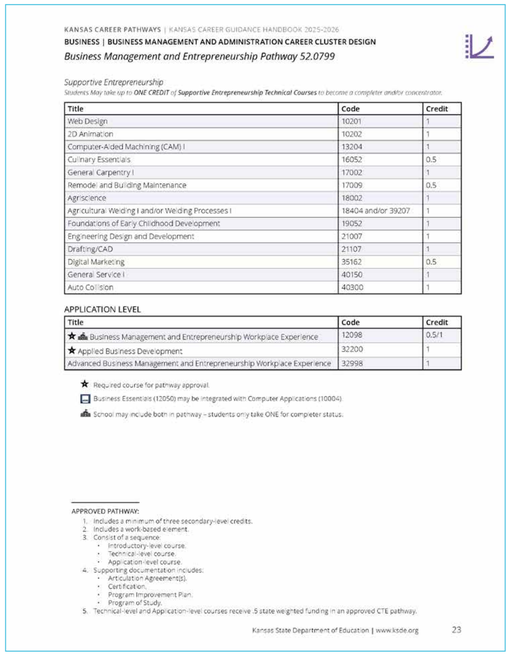
Business Essentials (12050) may be integrated with Computer Applications (10004).

School may include both in pathway – students only take ONE for completer status.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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BUSINESS | BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER DESIGN

Business Management and Entrepreneurship Pathway 52.0799

Supportive Entrepreneurship

*Students May take up to **ONE CREDIT** of **Supportive Entrepreneurship Technical Courses** to become a completer and/or concentrator.*

Title	Code	Credit
Web Design	10201	1
2D Animation	10202	1
Computer-Aided Machining (CAM) I	13204	1
Culinary Essentials	16052	0.5
General Carpentry I	17002	1
Remodel and Building Maintenance	17009	0.5
Agriscience	18002	1
Agricultural Welding I and/or Welding Processes I	18404 and/or 39207	1
Foundations of Early Childhood Development	19052	1
Engineering Design and Development	21007	1
Drafting/CAD	21107	1
Digital Marketing	35162	0.5
General Service I	40150	1
Auto Collision	40300	1

APPLICATION LEVEL

Title	Code	Credit
★ Business Management and Entrepreneurship Workplace Experience	12098	0.5/1
★ Applied Business Development	32200	1
Advanced Business Management and Entrepreneurship Workplace Experience	32998	1

★ Required course for pathway approval.

Business Essentials (12050) may be integrated with Computer Applications (10004).

School may include both in pathway – students only take ONE for completer status.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- CIP SOC Crosswalk[58]
- SOC Code 13-1198: Project Management Specialists and Business Operations Specialists[59] (bls.gov)
  Project management specialists coordinate the budget, schedule, and other details of a project. They lead and guide the work of technical staff.
- SOC Code 13-1111: Management Analysts[60] (bls.gov)
  Conduct organizational studies and evaluations, design systems and procedures, conduct work simplification and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively. Includes program analysts and management consultants.
- SOC Code 11-1021: General and Operations Managers[232] (bls.gov)
  Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors. Excludes First-Line Supervisors.
- SOC Code 11-3010: Administrative Services and Facilities Managers[61](bls.gov)
  Plan, direct, or coordinate accounting, investing, banking, insurance, securities, and other financial activities of a branch, office, or department of an establishment.
- SOC Code 11-3121: Human Resources Managers[62] (bls.gov)
  Plan, direct, or coordinate human resources activities and staff of an organization.
- SOC Code 11-1011: Chief Executives[63] (bls.gov)
  Determine and formulate policies and provide overall direction of companies or private and public sector organizations within guidelines set up by a board of directors or similar governing body. Plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.

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BUSINESS | BUSINESS MANAGEMENT AND ADMINISTRATION CAREER CLUSTER DESIGN

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Business Management and Administration Career Cluster[64] (onetonline.org)
- Careers in Business Management and Administration[65] (MyNextMove.org)
- Business Management and Administration [66]- Advance CTE (careertech.org)
- Business Management[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas BPA[67]
- Kansas DECA[68]
- Kansas FBLA[79]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

- Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Business and Administration Page 7
- Tiered Technical Courses[55] (ksde.gov)

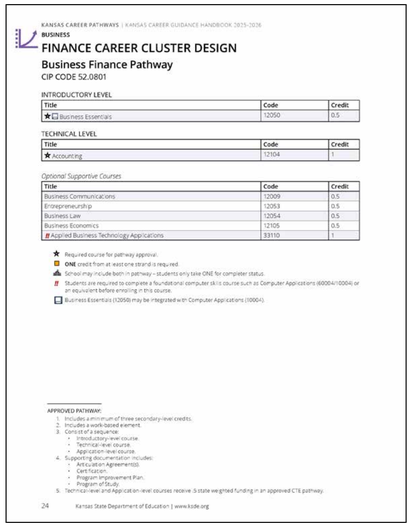
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BUSINESS | FINANCE CAREER CLUSTER DESIGN

Business Finance Pathway: CIP Code 52.0801[69]

CIP user site (ed.gov)

Finance, General: A program that generally prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.



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BUSINESS

FINANCE CAREER CLUSTER DESIGN

Business Finance Pathway

CIP CODE 52.0801

INTRODUCTORY LEVEL

Title	Code	Credit
★ Business Essentials	12050	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Accounting	12104	1

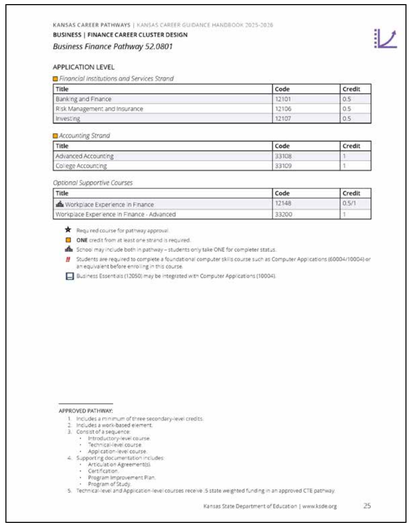
Optional Supportive Courses

Title	Code	Credit
Business Communications	12009	0.5
Entrepreneurship	12053	0.5
Business Law	12054	0.5
Business Economics	12105	0.5
# Applied Business Technology Applications	33110	1

★ Required course for pathway approval.
■ **ONE** credit from at each one strand is required.
▲ School may include both in pathway – students only take ONE for completer status.
Students are required to complete a foundational computer skills course such as Computer Applications (60004/10004) or an equivalent before enrolling in this course.
Business Essentials (12050) may be integrated with Computer Applications (10004).

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certificate.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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BUSINESS | FINANCE CAREER CLUSTER DESIGN

Business Finance Pathway 52.0801

APPLICATION LEVEL

Financial Institutions and Services Strand

Title	Code	Credit
Banking and Finance	12101	0.5
Risk Management and Insurance	12106	0.5
Investing	12107	0.5

Accounting Strand

Title	Code	Credit
Advanced Accounting	33108	1
College Accounting	33109	1

Optional Supportive Courses

Title	Code	Credit
▲ Workplace Experience in Finance	12148	0.5/1
Workplace Experience in Finance - Advanced	33200	1

★ Required course for pathway approval.
■ **ONE** credit from at least one strand is required.
▲ School may include both in pathway – students only take ONE for completer status.
Students are required to complete a foundational computer skills course such as Computer Applications (60004/10004) or an equivalent before enrolling in this course.
Business Essentials (12050) may be integrated with Computer Applications (10004).

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certificate.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- [SOC Code 13-2011: Accountants and Auditors][70] (bls.gov)
  Examine, analyze, and interpret accounting records to prepare financial statements, give advice, or audit and evaluate statements prepared by others. Install or advise on systems of recording costs or other financial and budgetary data.
- [SOC Code 11-3031: Financial Managers][71] (bls.gov)
  Plan, direct, or coordinate accounting, investing, banking, insurance, securities, and other financial activities of a branch, office, or department of an establishment.
- [SOC Code 13-1141: Compensation, Benefits, and Job Analysis Specialists][72] (bls.gov)
  Conduct programs of compensation and benefits and job analysis for employer. May specialize in specific areas, such as position classification and pension programs.
- [SOC Code 13-2022: Appraisers of Personal and Business Property][101] (bls.gov)
  Appraise and estimate the fair value of tangible personal or business property, such as jewelry, art, antiques, collectibles, and equipment. Includes workers who appraise both personal and business property as well as real estate. May also appraise land.
- [SOC Code 13-2031: Budget Analysts][73] (bls.gov)
  Examine budget estimates for completeness, accuracy, and conformance with procedures and regulations. Analyze budgeting and accounting reports.
- [SOC Code 13-2041: Credit Analysts][74] (bls.gov)
  Analyze credit data and financial statements of individuals or firms to determine the degree of risk involved in extending credit or lending money. Prepare reports with credit information for use in decision making.
- [SOC Code 13-2051: Financial and Investment Analysts][75] (bls.gov)
  Conduct quantitative analyses of information involving investment programs or financial data of public or private institutions, including valuation of businesses.

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BUSINESS | FINANCE CAREER CLUSTER DESIGN

Business Finance Pathway: CIP Code 52.0801[68] (continued)

CIP user site (ed.gov)

CTE OVERVIEW

Websites:

- SOC Code 13-2052: Personal Financial Advisors[101] (bls.gov)
  Advise clients on financial plans using knowledge of tax and investment strategies, securities, insurance, pension plans, and real estate. Duties include assessing clients' assets, liabilities, cash flow, insurance coverage, tax status, and financial objectives. May also buy and sell financial assets for clients.

- SOC Code 13-2054: Financial Risk Specialists[101] (bls.gov)
  Analyze and measure exposure to credit and market risk threatening the assets, earning capacity, or economic state of an organization. May make recommendations to limit risk.

- SOC Code 13-2072: Loan Officers[76] (bls.gov)
  Evaluate, authorize, or recommend approval of commercial, real estate, or credit loans. Advise borrowers on financial status and payment methods. Includes mortgage loan officers and agents, collection analysts, loan servicing officers, loan underwriters, and payday loan officers.

- SOC Code 13-2099: Financial Specialists, All Other[77] (bls.gov)
  All financial specialists not listed separately.

- SOC Code 25-1011: Business Teachers, Postsecondary[44] (bls.gov)
  Teach courses in business administration and management, such as accounting, finance, human resources, labor and industrial relations, marketing, and operations research. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

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BUSINESS | FINANCE CAREER CLUSTER DESIGN

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Finance Career Cluster[78] (onetonline.org)
- Careers in Finance[79] (MyNextMove.org)
- Finance[80]- Advance CTE (careertech.org)
- Finance[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas BPA[66]
- Kansas DECA[67]
- Kansas FBLA[79]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Finance Page 9
- Tiered Technical Courses (ksde.gov)

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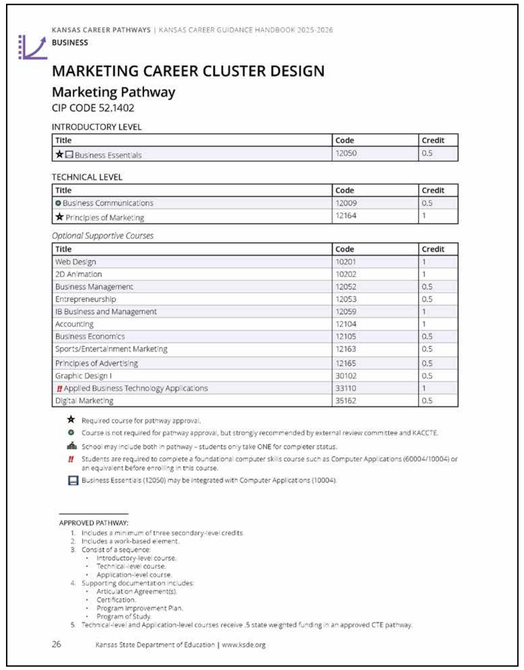
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BUSINESS | FINANCE CAREER CLUSTER DESIGN

Marketing Pathway: CIP Code 52.1402[81]

CIP user site (ed.gov)

Marketing Research: A program that prepares individuals to provide analytical descriptions of consumer behavior patterns and market environments to marketing managers and other business decision-makers. Includes instruction in survey research methods, research design, new product test marketing, exploratory marketing, consumer needs and preferences analysis, geographic analysis, and applications to specific products and markets.



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BUSINESS

MARKETING CAREER CLUSTER DESIGN

Marketing Pathway

CIP CODE 52.1402

INTRODUCTORY LEVEL

Title	Code	Credit
★ Business Essentials	12050	0.5

TECHNICAL LEVEL

Title	Code	Credit
● Business Communications	12009	0.5
★ Principles of Marketing	12164	1

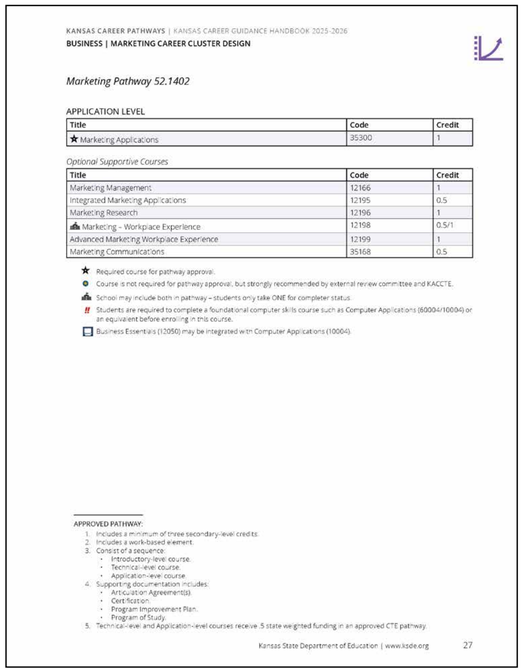
Optional Supportive Courses

Title	Code	Credit
Web Design	10201	1
2D Animation	10202	1
Business Management	12052	0.5
Entrepreneurship	12053	0.5
IB Business and Management	12059	1
Accounting	12104	1
Business Economics	12105	0.5
Sports/Entertainment Marketing	12163	0.5
Principles of Advertising	12165	0.5
Graphic Design I	30102	0.5
‼ Applied Business Technology Applications	33110	1
Digital Marketing	35162	0.5

★ Required course for pathway approval.
● Course is not required for pathway approval, but strongly recommended by external review committee and KACCTE.
⛰ School may include both in pathway – students only take ONE for completer status.
‼ Students are required to complete a foundational computer skills course such as Computer Applications (60004/10004) or an equivalent before enrolling in this course.
▣ Business Essentials (12050) may be integrated with Computer Applications (10004).

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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BUSINESS | MARKETING CAREER CLUSTER DESIGN

Marketing Pathway 52.1402

APPLICATION LEVEL

Title	Code	Credit
★ Marketing Applications	35300	1

Optional Supportive Courses

Title	Code	Credit
Marketing Management	12166	1
Integrated Marketing Applications	12195	0.5
Marketing Research	12196	1
⛰ Marketing – Workplace Experience	12198	0.5/1
Advanced Marketing Workplace Experience	12199	1
Marketing Communications	35168	0.5

★ Required course for pathway approval.
● Course is not required for pathway approval, but strongly recommended by external review committee and KACCTE.
⛰ School may include both in pathway – students only take ONE for completer status.
‼ Students are required to complete a foundational computer skills course such as Computer Applications (60004/10004) or an equivalent before enrolling in this course.
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   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 11-2021: Marketing Managers**[45] (bls.gov)
  Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.

- **SOC Code 13-1161: Market Research Analysts and Marketing Specialists**[101] (bls.gov)
  Research conditions in local, regional, national, or online markets. Gather information to determine potential sales of a product or service or plan a marketing or advertising campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution. May employ search marketing tactics, analyze web metrics, and develop recommendations to increase search engine ranking and visibility to target markets.

- **SOC Code 19-3022: Survey Researchers**[49] (bls.gov)
  Plan, develop, or conduct surveys. May analyze and interpret the meaning of survey data, determine survey objectives, or suggest or test question wording. Includes social scientists who primarily design questionnaires or supervise survey teams.

- **SOC Code 25-1011: Business Teachers, Postsecondary**[44] (bls.gov)
  Teach courses in business administration and management, such as accounting, finance, human resources, labor and industrial relations, marketing, and operations research. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

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BUSINESS | FINANCE CAREER CLUSTER DESIGN

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Marketing Career Cluster[82] (onetonline.org)
- Careers in Marketing[83] (MyNextMove.org)
- Marketing [84] - Advance CTE (careertech.org)
- Marketing[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas BPA[66]
- Kansas DECA[67]
- Kansas FBLA[79]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Marketing Page 19.
- Tiered Technical Courses[55] (ksde.gov)

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DESIGN, PRODUCTION & REPAIR

- Architecture and Construction Career Cluster[85]
  (ksde.gov)
- Engineering Career Cluster[86]
  (ksde.gov)
- Manufacturing Career Cluster[87]
  (ksde.gov)
- Transportation Career Cluster[88]
  (ksde.gov)

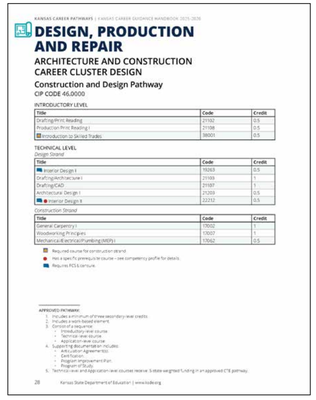
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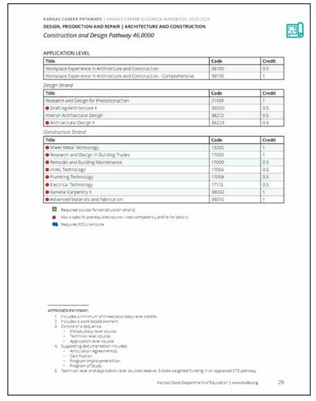
DESIGN, PRODUCTION AND REPAIR| ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER

Construction and Design Pathway: CIP Code 46.0000[89]

CIP user site (ed.gov)

Construction Trades, General: A program that generally prepares individuals to apply technical knowledge and skills in the building, inspecting, and maintaining of structures and related properties. May include instruction in masonry, carpentry, electrical and power transmission installation, building/construction finishing, management, inspection and other construction-related applications.


DESIGN, PRODUCTION AND REPAIR
ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER DESIGN
Construction and Design Pathway
CIP CODE 46.0000


DESIGN, PRODUCTION AND REPAIR | ARCHITECTURE AND CONSTRUCTION
Construction and Design Pathway 46.0000

Website:

- SOC Code 47-1011: First-Line Supervisors of Construction Trades and Extraction Workers[90] (bls.gov)
  Directly supervise and coordinate activities of construction or extraction workers.
- SOC Code 11-9041: Architectural and Engineering Managers[91] (bls.gov)
  Plan, direct, or coordinate activities in such fields as architecture and engineering or research and development in these fields. Excludes “Natural Sciences Managers” (11-9121).
- SOC Code 11-9021: Construction Managers[92] (bls.gov)
  Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.
- SOC Code 17-2051: Civil Engineers[93] (bls.gov)
  Perform engineering duties in planning, designing, and overseeing construction and maintenance of building structures and facilities, such as roads, railroads, airports, bridges, harbors, channels, dams, irrigation projects, pipelines, power plants, and water and sewage systems. Includes architectural, structural, traffic, and geotechnical engineers.
- SOC Code 47-2111: Electricians[94] (bls.gov)
  Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service streetlights, intercom systems, or electrical control systems.
- SOC Code 47-2152: Plumbers, Pipefitters, and Steamfitters[95] (bls.gov)
  Assemble, install, alter, and repair pipelines or pipe systems that carry water, steam, air, or other liquids or gases. May install heating and cooling equipment and mechanical control systems. Includes sprinkler fitters.
- SOC Code 49-9021: Heating, Air Conditioning, and Refrigeration Mechanics and Installers[96] (bls.gov)
  Install or repair heating, central air conditioning, HVAC, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.
- SOC Code 47-2031: Carpenters[97] (bls.gov)
  Construct, erect, install, or repair structures and fixtures made of wood and comparable materials, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall, and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.
- SOC Code 47-2051: Cement Masons and Concrete Workers[98] (bls.gov)
  Smooth and finish surfaces of poured concrete, such as floors, walks, sidewalks, roads, or curbs using a variety of hand and power tools. Align forms for sidewalks, curbs, or gutters; patch voids; and use saws to cut expansion joints.
- SOC Code 47-4010: Construction and Building Inspectors[99] (bls.gov)
  Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing.

CTE OVERVIEW

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DESIGN, PRODUCTION AND REPAIR| ARCHITECTURE AND CONSTRUCTION CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Architecture and Construction Career Cluster[100] (onetonline.org)
- Careers in Architecture and Construction[101] (MyNextMove.org)
- Architecture and Construction[102] - Advance CTE (careertech.org)
- Architecture and Construction[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas SkillsUSA[103]
- Kansas TSA[104]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

- Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12] List Architecture and Construction Page 5.
- Tiered Technical Courses[55] (ksde.gov)

CTE OVERVIEW

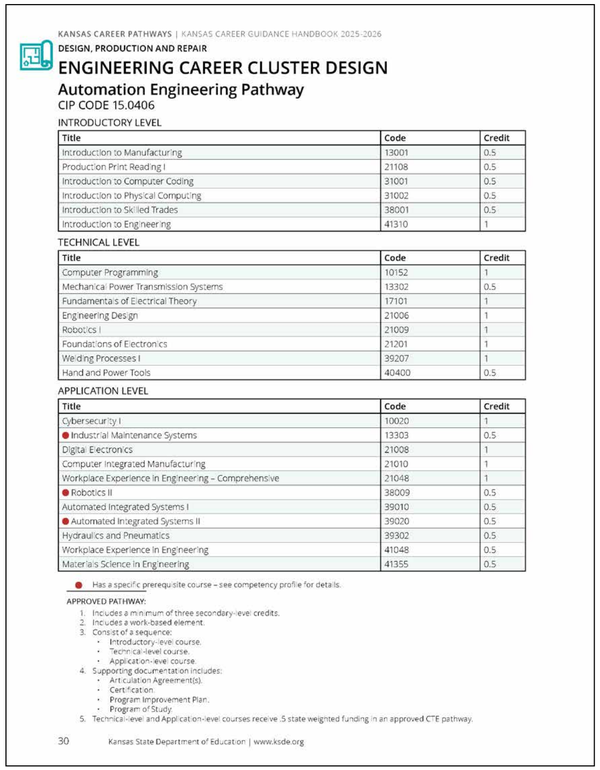
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DESIGN, PRODUCTION AND REPAIR| ENGINEERING CAREER CLUSTER

Automation Engineering Pathway: CIP CODE 15.0406[105]

CIP user site (ed.gov)

Automation Engineer Technology/Technician: A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, installing, calibrating, modifying and maintaining automated systems. Includes instruction in computer systems; electronics and instrumentation; programmable logic controllers (PLCs); electric, hydraulic and pneumatic control systems; actuator and sensor systems; process control; robotics; applications to specific industrial tasks; and report preparation.



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DESIGN, PRODUCTION AND REPAIR

ENGINEERING CAREER CLUSTER DESIGN

Automation Engineering Pathway

CIP CODE 15.0406

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Manufacturing	13001	0.5
Production Print Reading I	21108	0.5
Introduction to Computer Coding	31001	0.5
Introduction to Physical Computing	31002	0.5
Introduction to Skilled Trades	38001	0.5
Introduction to Engineering	41310	1

TECHNICAL LEVEL

Title	Code	Credit
Computer Programming	10152	1
Mechanical Power Transmission Systems	13302	0.5
Fundamentals of Electrical Theory	17101	1
Engineering Design	21006	1
Robotics I	21009	1
Foundations of Electronics	21201	1
Welding Processes I	39207	1
Hand and Power Tools	40400	0.5

APPLICATION LEVEL

Title	Code	Credit
Cybersecurity I	10020	1
● Industrial Maintenance Systems	13303	0.5
Digital Electronics	21008	1
Computer Integrated Manufacturing	21010	1
Workplace Experience in Engineering – Comprehensive	21048	1
● Robotics II	38009	0.5
Automated Integrated Systems I	39010	0.5
● Automated Integrated Systems II	39020	0.5
Hydraulics and Pneumatics	39302	0.5
Workplace Experience in Engineering	41048	0.5
Materials Science in Engineering	41355	0.5

● Has a specific prerequisite course – see competency profile for details.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Website:

- SOC Code 17-3023: Electrical and Electronic Engineering Technologists and Technicians[93] (bls.gov)
  Apply electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, adjust, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions.

- SOC Code 17-3024: Electro-Mechanical and Mechatronics Technologists and Technicians[106] (bls.gov)
  Operate, test, maintain, or adjust unmanned, automated, servomechanical, or electromechanical equipment. May operate unmanned submarines, aircraft, or other equipment to observe or record visual information at sites such as oil rigs, crop fields, buildings, or for similar infrastructure, deep ocean exploration, or hazardous waste removal. May assist engineers in testing and designing robotics equipment.

- SOC Code 17-3027: Mechanical Engineering Technologists and Technicians[107] (bls.org)
  Apply theory and principles of mechanical engineering to modify, develop, test, or adjust machinery and equipment under direction of engineering staff or physical scientists.

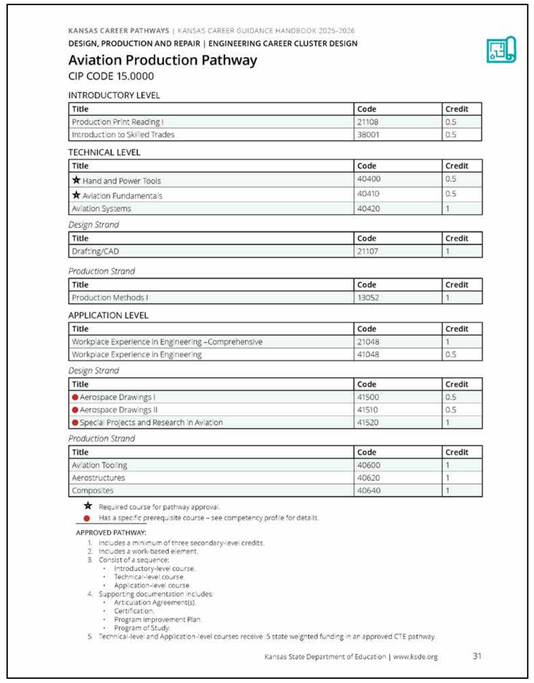
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DESIGN, PRODUCTION AND REPAIR| ENGINEERING CAREER CLUSTER

Aviation Production Pathway: CIP Code 15.0000[108]

CIP user site (ed.gov)

Engineering Technologies/Technicians: Instructional programs that prepare individuals to apply basic engineering principles and technical skills in support of engineering and related projects or to prepare for engineering-related fields.



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DESIGN, PRODUCTION AND REPAIR | ENGINEERING CAREER CLUSTER DESIGN

Aviation Production Pathway

CIP CODE 15.0000

INTRODUCTORY LEVEL

Title	Code	Credit
Production Print Reading I	21108	0.5
Introduction to Skilled Trades	38001	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Hand and Power Tools	40400	0.5
★ Aviation Fundamentals	40410	0.5
Aviation Systems	40420	1

Design Strand

Title	Code	Credit
Drafting/CAD	21107	1

Production Strand

Title	Code	Credit
Production Methods I	13052	1

APPLICATION LEVEL

Title	Code	Credit
Workplace Experience in Engineering–Comprehensive	21048	1
Workplace Experience in Engineering	41048	0.5

Design Strand

Title	Code	Credit
● Aerospace Drawings I	41500	0.5
● Aerospace Drawings II	41510	0.5
● Special Projects and Research in Aviation	41520	1

Production Strand

Title	Code	Credit
Aviation Tooling	40600	1
Aerostructures	40620	1
Composites	40640	1

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 17-3021: Aerospace Engineering and Operations Technologists and Technicians[109] (bls.gov)
  Operate, install, adjust, and maintain integrated computer/communications systems, consoles, simulators, and other data acquisition, test, and measurement instruments and equipment, which are used to launch, track, position, and evaluate air and space vehicles. May record and interpret test data.

- SOC Code 17-3022: Civil Engineering Technologists and Technicians[110] (bls.gov)
  Apply theory and principles of civil engineering in planning, designing, and overseeing construction and maintenance of structures and facilities under the direction of engineering staff or physical scientists.

- SOC Code 17-3023: Electrical and Electronic Engineering Technologists and Technicians[111] (bls.gov)
  Apply electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, adjust, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions.

- SOC Code 17-3024: Electro-Mechanical and Mechatronics Technologists and Technicians[100] (bls.gov)
  Operate, test, maintain, or adjust unmanned, automated, servomechanical, or electromechanical equipment. May operate unmanned submarines, aircraft, or other equipment to observe or record visual information at sites such as oil rigs, crop fields, buildings, or for similar infrastructure, deep ocean exploration, or hazardous waste removal. May assist engineers in testing and designing robotics equipment.

CTE OVERVIEW

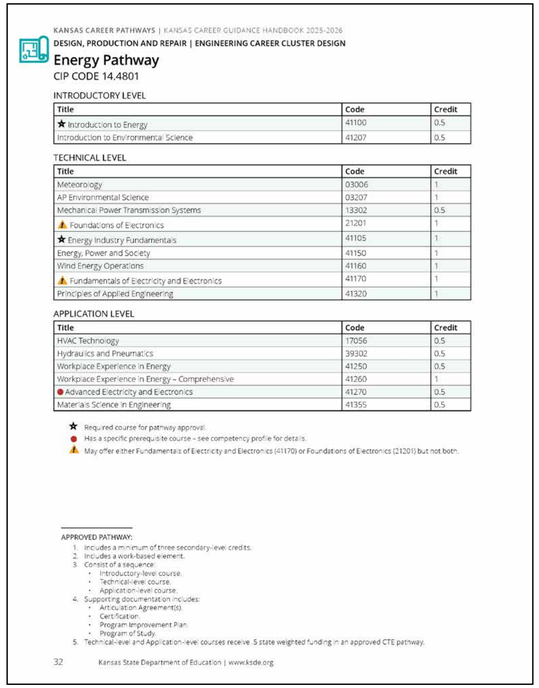
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DESIGN, PRODUCTION AND REPAIR| ENGINEERING CAREER CLUSTER

Energy Pathway: CIP Code 14.4801[112]

CIP user site (ed.gov)

Energy Systems Engineering, General: A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of energy generation, storage, conversion, and distribution systems. Includes instruction in conventional and alternative/renewable energy systems, electrical power systems, and electrical system design.



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DESIGN, PRODUCTION AND REPAIR | ENGINEERING CAREER CLUSTER DESIGN

Energy Pathway

CIP CODE 14.4801

INTRODUCTORY LEVEL

Title	Code	Credit
★ Introduction to Energy	41100	0.5
Introduction to Environmental Science	41207	0.5

TECHNICAL LEVEL

Title	Code	Credit
Meteorology	03006	1
AP Environmental Science	03207	1
Mechanical Power Transmission Systems	13302	0.5
⚠ Foundations of Electronics	21201	1
★ Energy Industry Fundamentals	41105	1
Energy, Power and Society	41150	1
Wind Energy Operations	41160	1
⚠ Fundamentals of Electricity and Electronics	41170	1
Principles of Applied Engineering	41320	1

APPLICATION LEVEL

Title	Code	Credit
HVAC Technology	17056	0.5
Hydraulics and Pneumatics	39302	0.5
Workplace Experience in Energy	41250	0.5
Workplace Experience in Energy – Comprehensive	41260	1
● Advanced Electricity and Electronics	41270	0.5
Materials Science in Engineering	41355	0.5

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
⚠ May offer either Fundamentals of Electricity and Electronics (41170) or Foundations of Electronics (21201) but not both.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Website:

- [SOC Code 17-2071: Electrical Engineers][93] (bls.gov)
  Research, design, develop, test, or supervise the manufacturing and installation of electrical equipment, components, or systems for commercial, industrial, military, or scientific use.

CTE OVERVIEW

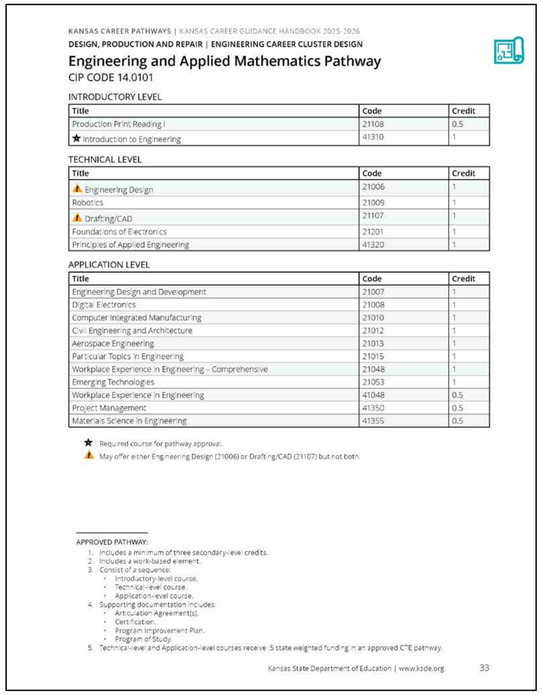
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DESIGN, PRODUCTION AND REPAIR| ENGINEERING CAREER CLUSTER

Engineering and Applied Mathematics Pathway: CIP Code 14.0101[113]

CIP user site (ed.gov)

Engineering, General: A program that generally prepares individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works, and commerce. Includes instruction in undifferentiated and individualized programs in engineering.



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DESIGN, PRODUCTION AND REPAIR | ENGINEERING CAREER CLUSTER DESIGN

Engineering and Applied Mathematics Pathway

CIP CODE 14.0101

INTRODUCTORY LEVEL

Title	Code	Credit
Production Print Reading I	21108	0.5
★ Introduction to Engineering	41310	1

TECHNICAL LEVEL

Title	Code	Credit
⚠ Engineering Design	21006	1
Robotics	21009	1
⚠ Drafting/CAD	21107	1
Foundations of Electronics	21201	1
Principles of Applied Engineering	41320	1

APPLICATION LEVEL

Title	Code	Credit
Engineering Design and Development	21007	1
Digital Electronics	21008	1
Computer Integrated Manufacturing	21010	1
Civil Engineering and Architecture	21012	1
Aerospace Engineering	21013	1
Particular Topics in Engineering	21015	1
Workplace Experience in Engineering – Comprehensive	21048	1
Emerging Technologies	21053	1
Workplace Experience in Engineering	41048	0.5
Project Management	41350	0.5
Materials Science in Engineering	41355	0.5

★ Required course for pathway approval.
⚠ May offer either Engineering Design (21006) or Drafting/CAD (21107) but not both.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 11-9041: Architectural and Engineering Managers**[114] (bls.gov)
  Plan, direct, or coordinate activities in such fields as architecture and engineering or research and development in these fields. Excludes "Natural Sciences Managers" (11-9121).

- **SOC Code 25-1032: Engineering Teachers, Postsecondary**[115] (bls.gov)
  Teach courses pertaining to the application of physical laws and principles of engineering for the development of machines, materials, instruments, processes, and services. Includes teachers of subjects such as chemical, civil, electrical, industrial, mechanical, mineral, and petroleum engineering. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

- **SOC Code 17-2199: Engineers, All Other**[116] (bls.gov)
  All engineers not listed separately.

CTE OVERVIEW

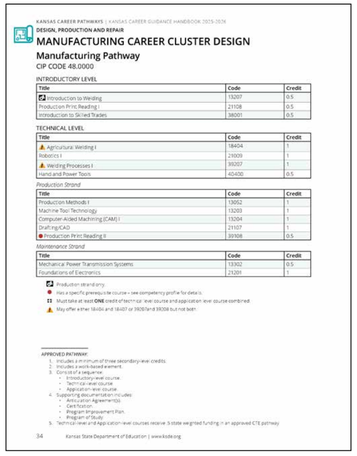
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DESIGN, PRODUCTION AND REPAIR| MANUFACTURNING CAREER CLUSTER

Manufacturing Pathway: CIP Code 48.0000[117]

CIP user site (ed.gov)

Precision Production Trades, General: A program that generally prepares individuals to apply technical knowledge and skills in creating products using precision crafting and technical illustration.



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DESIGN, PRODUCTION AND REPAIR

MANUFACTURING CAREER CLUSTER DESIGN

Manufacturing Pathway

CIP CODE 48.0000

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Welding	13207	0.5
Production Print Reading I	21108	0.5
Introduction to Skilled Trades	36001	0.5

TECHNICAL LEVEL

Title	Code	Credit
Agricultural Welding I	18404	1
Robotics I	21009	1
Welding Processes I	39207	1
Hand and Power Tools	45400	0.5

Production Strand

Title	Code	Credit
Production Methods I	13052	1
Machine Tool Technology	13203	1
Computer-Aided Machining (CAM) I	13204	1
Drafting/CAD	21107	1
Production Print Reading II	39308	0.5

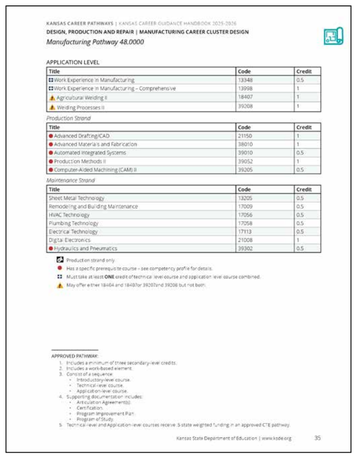
Maintenance Strand

Title	Code	Credit
Mechanical Power Transmission Systems	13302	0.5
Foundations of Electronics	21201	1

Graduation strand only.
Has a specific prerequisite course – see competency profile for details.
Must take at least **ONE** credit of technical level course and application level course combined.
May offer either 18406 and 18407 or 39208 and 39308 but not both.

APPROVED PATHWAY

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s)
   - Certification
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.



DESIGN, PRODUCTION AND REPAIR | MANUFACTURING CAREER CLUSTER DESIGN

Manufacturing Pathway 48.0000

APPLICATION LEVEL

Title	Code	Credit
Work Experience in Manufacturing	13348	0.5
Work Experience in Manufacturing – Comprehensive	13998	1
Agricultural Welding II	18407	1
Welding Processes II	39208	1

Production Strand

Title	Code	Credit
Advanced Drafting/CAD	21150	1
Advanced Materials and Fabrication	36010	1
Automated Integrated Systems	39010	0.5
Production Methods II	39052	1
Computer-Aided Machining (CAM) II	39205	0.5

Maintenance Strand

Title	Code	Credit
Sheet Metal Technology	13205	0.5
Remodeling and Building Maintenance	17009	0.5
HVAC Technology	17056	0.5
Plumbing Technology	17058	0.5
Electrical Technology	17513	0.5
Digital Electronics	21008	1
Hydraulics and Pneumatics	39302	0.5

Graduation strand only.
Has a specific prerequisite course – see competency profile for details.
Must take at least **ONE** credit of technical level course and application level course combined.
May offer either 18406 and 18407or 39207and 39208 but not both.

APPROVED PATHWAY

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s)
   - Certification
   - Program Improvement Plan
   - Program of Study
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

Websites:

- CIP SOC Crosswalk[57]
- SOC Code 51-9161: Computer Numerically Controlled Tool Operators[118] (bls.gov)
  Operate computer-controlled tools, machines, or robots to machine or process parts, tools, or other work pieces made of metal, plastic, wood, stone, or other materials. May also set up and maintain equipment.
- SOC Code 51-4041: Machinists[119] (bls.gov)
  Set up and operate a variety of machine tools to produce precision parts and instruments out of metal. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures.
- SOC Code 51-4121: Welders, Cutters, Solderers, and Brazers[120] (bls.gov)
  Use hand-welding, flame-cutting, hand-soldering, or brazing equipment to weld or join metal components or to fill holes, indentations, or seams of fabricated metal products.
- SOC Code 47-2211: Sheet Metal Workers[121] (bls.gov)
  Fabricate, assemble, install, and repair sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings. Work may involve any of the following: setting up and operating fabricating machines to cut, bend, and straighten sheet metal; shaping metal over anvils, blocks, or forms using hammer; operating soldering and welding equipment to join sheet metal parts; or inspecting, assembling, and smoothing seams and joints of burred surfaces. Includes sheet metal duct installers who install prefabricated sheet metal ducts used for heating, air conditioning, or other purposes.
- SOC Code 49-9041: Industry Machine Mechanics[122] (bls.gov)
  Repair, install, adjust, or maintain industrial production and processing machinery or refinery and pipeline distribution systems. May also install, dismantle, or move machinery and heavy equipment according to plans.
- SOC Code17-3023: Electrical and Electronic Engineering Technologist and Technicians[123] (bls.gov)
  Apply electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, adjust, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions.
- SOC Code 51-1011: First Line Supervisors of Production and Operating Workers[124] (bls.gov)
  Directly supervise and coordinate the activities of production and operating workers, such as inspectors, precision workers, machine setters and operators, assemblers, fabricators, and plant and system operators. Excludes team or work leaders.
- SOC Code 11-3051: Industrial Production Managers[125] (bls.gov)
  Plan, direct, or coordinate the work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.

CTE OVERVIEW

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DESIGN, PRODUCTION AND REPAIR| MANUFACTURNING CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Manufacturing Career Cluster[126] (onetonline.org)
- Careers in Manufacturing[127] (MyNextMove.org)
- Manufacturing[128] - Advance CTE (careertech.org)
- Manufacturing and Engineering[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas SkillsUSA[102]
- Kansas TSA[86]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

- Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Manufacturing Page 17.
- Tiered Technical Courses[55] (ksde.gov)

CTE OVERVIEW

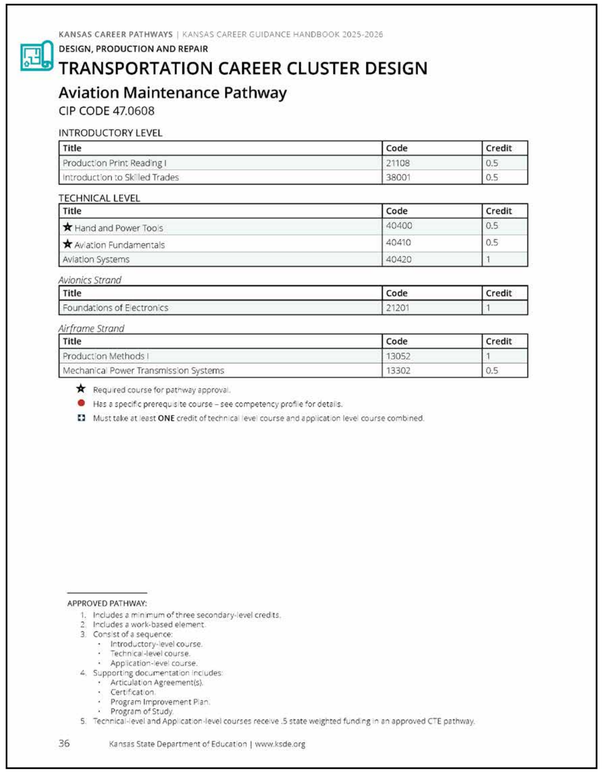
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DESIGN, PRODUCTION AND REPAIR| TRANSPORTATION CAREER CLUSTER

Aviation Maintenance Pathway: CIP Code 47.0608[129]

CIP user site (ed.gov)

Aircraft Powerplant Technology/Technician: A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of aircraft powerplant and related systems. Instruction includes engine inspection and maintenance, lubrication and cooling, electrical and ignition systems, carburetion, fuels and fuel systems, propeller and fan assemblies.



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DESIGN, PRODUCTION AND REPAIR

TRANSPORTATION CAREER CLUSTER DESIGN

Aviation Maintenance Pathway

CIP CODE 47.0608

INTRODUCTORY LEVEL

Title	Code	Credit
Production Print Reading I	21108	0.5
Introduction to Skilled Trades	38001	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Hand and Power Tools	40400	0.5
★ Aviation Fundamentals	40410	0.5
Aviation Systems	40420	1

Avionics Strand

Title	Code	Credit
Foundations of Electronics	21201	1

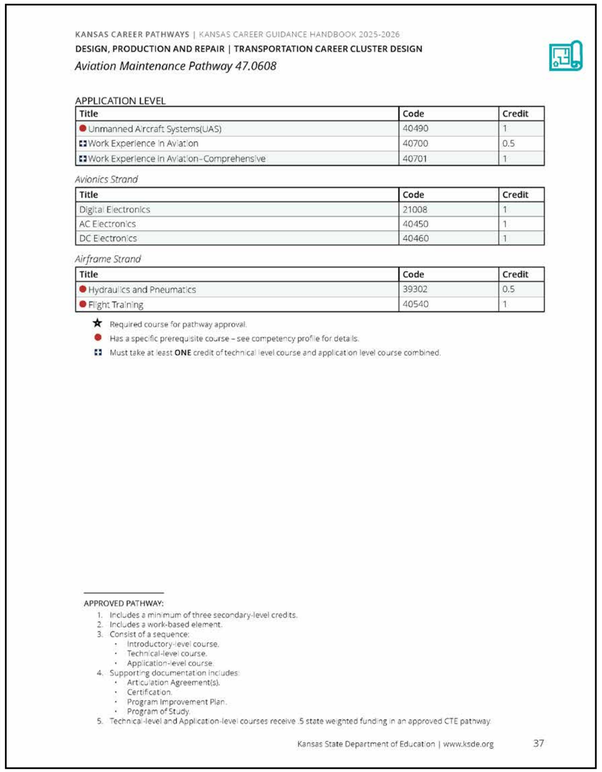
Airframe Strand

Title	Code	Credit
Production Methods I	13052	1
Mechanical Power Transmission Systems	13302	0.5

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
⠿ Must take at least **ONE** credit of technical level course and application level course combined.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certificate.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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DESIGN, PRODUCTION AND REPAIR | TRANSPORTATION CAREER CLUSTER DESIGN

Aviation Maintenance Pathway 47.0608

APPLICATION LEVEL

Title	Code	Credit
● Unmanned Aircraft Systems(UAS)	40490	1
⠿ Work Experience in Aviation	40700	0.5
⠿ Work Experience in Aviation–Comprehensive	40701	1

Avionics Strand

Title	Code	Credit
Digital Electronics	21008	1
AC Electronics	40450	1
DC Electronics	40460	1

Airframe Strand

Title	Code	Credit
● Hydraulics and Pneumatics	39302	0.5
● Flight Training	40540	1

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
⠿ Must take at least **ONE** credit of technical level course and application level course combined.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certificate.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 49-3011: Aircraft Mechanics and Service Technicians**[130] (bls.gov)
  Diagnose, adjust, repair, or overhaul aircraft engines and assemblies, such as hydraulic and pneumatic systems.
- **SOC Code 51-2011: Aircraft Structure, Surfaces, Rigging, and Systems Assemblers**[131] (bls.gov)
  Assemble, fit, fasten, and install parts of airplanes, space vehicles, or missiles, such as tails, wings, fuselage, bulkheads, stabilizers, landing gear, rigging and control equipment, or heating and ventilating systems.

CTE OVERVIEW

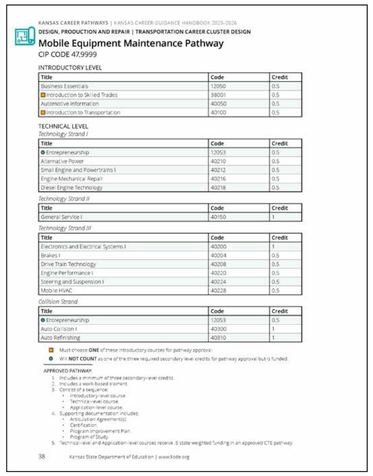
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DESIGN, PRODUCTION AND REPAIR| TRANSPORTATION CAREER CLUSTER

Mobile Equipment Maintenance Pathway: CIP Code 47.9999[132]

CIP user site (ed.gov)

Mechanic and Repair Technologies/Technicians, Other: Any instructional program in mechanic and repair technologies.



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DESIGN, PRODUCTION AND REPAIR | TRANSPORTATION CAREER CLUSTER DESIGN

Mobile Equipment Maintenance Pathway

CIP CODE 47.9999

INTRODUCTORY LEVEL

Title	Code	Credit
Business Essentials	13050	0.5
Introduction to Skilled Trades	38001	0.5
Automotive Information	40050	0.5
Introduction to Transportation	40100	0.5

TECHNICAL LEVEL

Technology Strand I

Title	Code	Credit
Entrepreneurship	13053	0.5
Alternative Power	40210	0.5
Small Engine and Powertrains I	40212	0.5
Engine Mechanical Repair	40216	0.5
Diesel Engine Technology	40218	0.5

Technology Strand II

Title	Code	Credit
General Service I	40150	1

Technology Strand III

Title	Code	Credit
Electronics and Electrical Systems I	40200	1
Brakes I	40204	0.5
Drive Train Technology	40208	0.5
Engine Performance I	40220	0.5
Steering and Suspension I	40224	0.5
Mobile HVAC	40228	0.5

Collision Strand

Title	Code	Credit
Entrepreneurship	13053	0.5
Auto Collision I	40300	1
Auto Refinishing	40310	1

- Must choose **ONE** of these introductory courses for pathway approval.
- Will **NOT COUNT** as one of the three required secondary-level credits for pathway approval but is funded.

APPROVED PATHWAY:

1. Consists of a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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DESIGN, PRODUCTION AND REPAIR | TRANSPORTATION CAREER CLUSTER DESIGN

Mobile Equipment Maintenance Pathway

CIP CODE 47.9999

INTRODUCTORY LEVEL

Title	Code	Credit
Business Essentials	13050	0.5
Introduction to Skilled Trades	38001	0.5
Automotive Information	40050	0.5
Introduction to Transportation	40100	0.5

TECHNICAL LEVEL

Technology Strand I

Title	Code	Credit
Entrepreneurship	13053	0.5
Alternative Power	40210	0.5
Small Engine and Powertrains I	40212	0.5
Engine Mechanical Repair	40216	0.5
Diesel Engine Technology	40218	0.5

Technology Strand II

Title	Code	Credit
General Service I	40150	1

Technology Strand III

Title	Code	Credit
Electronics and Electrical Systems I	40200	1
Brakes I	40204	0.5
Drive Train Technology	40208	0.5
Engine Performance I	40220	0.5
Steering and Suspension I	40224	0.5
Mobile HVAC	40228	0.5

Collision Strand

Title	Code	Credit
Entrepreneurship	13053	0.5
Auto Collision I	40300	1
Auto Refinishing	40310	1

- Must choose **ONE** of these introductory courses for pathway approval.
- Will **NOT COUNT** as one of the three required secondary-level credits for pathway approval but is funded.

APPROVED PATHWAY:

1. Consists of a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
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   - Articulation agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 49-3023: Automotive Service Technicians and Mechanics**[133] (bls.gov)
  Diagnose, adjust, repair, or overhaul automotive vehicles.
- **SOC Code 49-3021: Automotive Body and Related Repairers**[134] (bls.gov)
  Repair and refinish automotive vehicle bodies and straighten vehicle frames.
- **SOC Code 49-3031: Bus and Truck Mechanics and Diesel Engine Specialists**[135] (bls.gov)
  Diagnose, adjust, repair, or overhaul buses and trucks, or maintain and repair any type of diesel engines. Includes mechanics working primarily with automobile or marine diesel engines.
- **SOC Code 49-3042: Mobile Heavy Equipment Mechanics, Except Engines**[136] (bls.gov)
  Diagnose, adjust, repair, or overhaul mobile mechanical, hydraulic, and pneumatic equipment, such as cranes, bulldozers, graders, and conveyors, used in construction, logging, and mining.
- **SOC Code 49-1011: First-Line Supervisors of Mechanics, Installers, and Repairs**[137] (bls.gov)
  Directly supervise and coordinate the activities of mechanics, installers, and repairers. May also advise customers on recommended services. Excludes team or work leaders.
- **SOC Code 11-3071: Transportation, Storage, and Distribution Managers**[138] (bls.gov)
  Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

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DESIGN, PRODUCTION AND REPAIR| TRANSPORTATION CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Transportation, Distribution and Logistics Career Cluster[139] (onetonline.org)
- Careers in Transportation, Distribution and Logistics[140] (MyNextMove.org)
- Transportation, Distribution and Logistics[141] - Advance CTE (careertech.org)
- Transportation[60]- Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas SkillsUSA[102]
- Kansas TSA[86]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Transportation Page 19.
- Tiered Technical Courses[55] (ksde.gov)

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FAMILY & CONSUMER SCIENCES

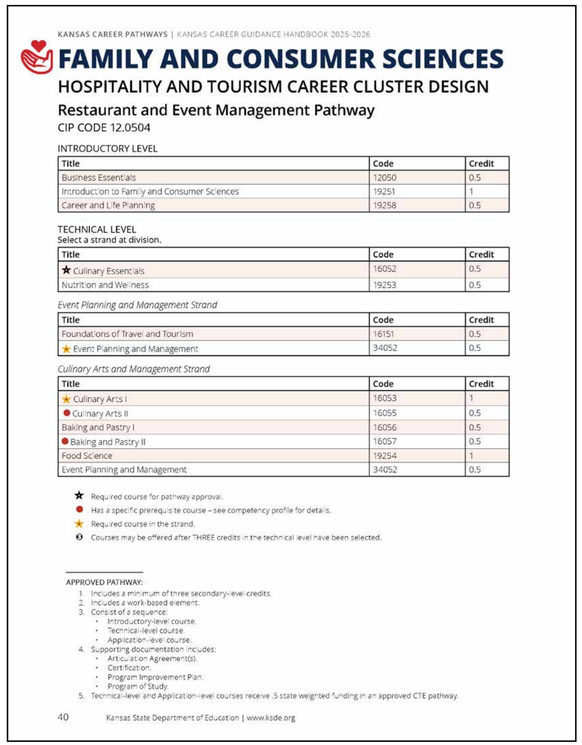
- Hospitality and Tourism Career Cluster[276]
  (ksde.gov)
- Human Services Career Cluster[277]
  (ksde.gov)

FAMILY AND CONSUMER SCIENCES | HOSPITALITY AND TOURISM CAREER CLUSTER

Restaurant and Event Management Pathway: CIP Code 12.0504[142]

CIP user site (ed.gov)

Restaurant, Culinary and Catering Management/Manager: A program that prepares individuals to plan, supervise, and manage food and beverage preparation and service operations, restaurant facilities, and catering services. Includes instruction in food/beverage industry operations, cost control, purchasing and storage, business administration, logistics, personnel management, culinary arts, restaurant and menu planning, executive chef functions, event planning and management, health and safety, insurance, and applicable law and regulations.



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FAMILY AND CONSUMER SCIENCES

HOSPITALITY AND TOURISM CAREER CLUSTER DESIGN

Restaurant and Event Management Pathway

CIP CODE 12.0504

INTRODUCTORY LEVEL

Title	Code	Credit
Business Essentials	12050	0.5
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL
Select a strand at division.

Title	Code	Credit
★ Culinary Essentials	16052	0.5
Nutrition and Wellness	19253	0.5

Event Planning and Management Strand

Title	Code	Credit
Foundations of Travel and Tourism	16151	0.5
★ Event Planning and Management	34052	0.5

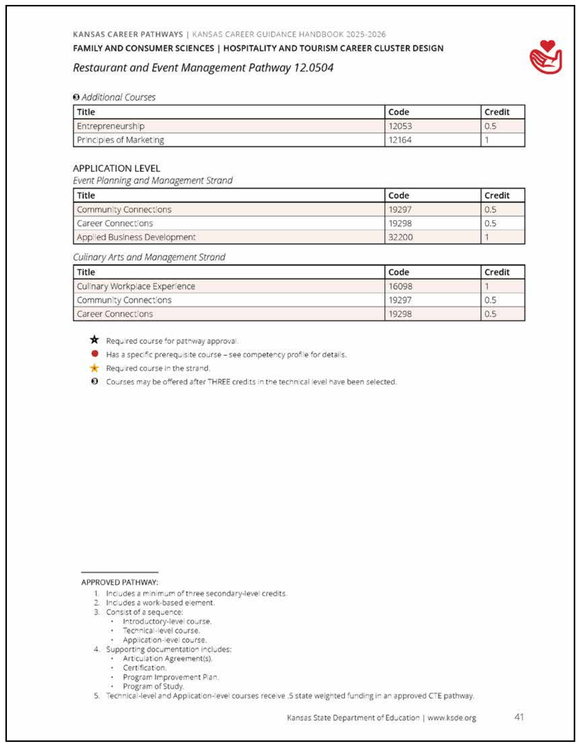
Culinary Arts and Management Strand

Title	Code	Credit
★ Culinary Arts I	16053	1
● Culinary Arts II	16055	0.5
Baking and Pastry I	16056	0.5
● Baking and Pastry II	16057	0.5
Food Science	19254	1
Event Planning and Management	34052	0.5

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
★ Required course in the strand.
❶ Courses may be offered after THREE credits in the technical level have been selected.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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FAMILY AND CONSUMER SCIENCES | HOSPITALITY AND TOURISM CAREER CLUSTER DESIGN

Restaurant and Event Management Pathway 12.0504

❶ *Additional Courses*

Title	Code	Credit
Entrepreneurship	12053	0.5
Principles of Marketing	12164	1

APPLICATION LEVEL
Event Planning and Management Strand

Title	Code	Credit
Community Connections	19297	0.5
Career Connections	19298	0.5
Applied Business Development	32200	1

Culinary Arts and Management Strand

Title	Code	Credit
Culinary Workplace Experience	16098	1
Community Connections	19297	0.5
Career Connections	19298	0.5

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
★ Required course in the strand.
❶ Courses may be offered after THREE credits in the technical level have been selected.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 35-1011: Chefs and Head Cooks[143] (bls.gov)
  Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts.

- SOC Code 35-2013: Cook, Private Household[144] (bls.gov)
  Prepare meals in private homes. Includes personal chefs.

- SOC Code 35-1012: First-Line Supervisors of Food Preparation and Serving Workers[145] (bls.gov)
  Directly supervise and coordinate activities of workers engaged in preparing and serving food.

- SOC Code 11-9051: Food Service Managers[146] (bls.gov)
  Plan, direct, or coordinate activities of an organization or department that serves food and beverages.

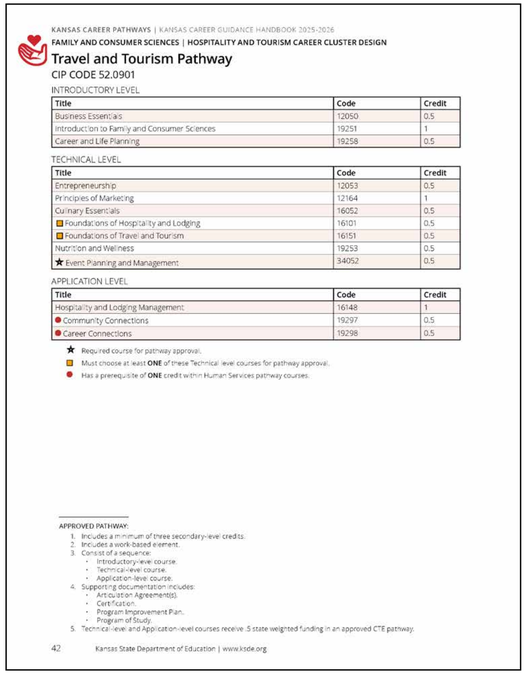
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FAMILY AND CONSUMER SCIENCES | HOSPITALITY AND TOURISM CAREER CLUSTER

Travel and Tourism Pathway: CIP Code 52.0901[147]

CIP user site (ed.gov)

Hospitality Administration/Management, General: A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations.



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FAMILY AND CONSUMER SCIENCES | HOSPITALITY AND TOURISM CAREER CLUSTER DESIGN

Travel and Tourism Pathway

CIP CODE 52.0901

INTRODUCTORY LEVEL

Title	Code	Credit
Business Essentials	12050	0.5
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Title	Code	Credit
Entrepreneurship	12053	0.5
Principles of Marketing	12164	1
Culinary Essentials	16052	0.5
■ Foundations of Hospitality and Lodging	16101	0.5
■ Foundations of Travel and Tourism	16151	0.5
Nutrition and Wellness	19253	0.5
★ Event Planning and Management	34052	0.5

APPLICATION LEVEL

Title	Code	Credit
Hospitality and Lodging Management	16148	1
● Community Connections	19297	0.5
● Career Connections	19298	0.5

★ Required course for pathway approval.
■ Must choose at least **ONE** of these Technical-level courses for pathway approval.
● Has a prerequisite of **ONE** credit within Human Services pathway courses.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 11-9072: Entertainment and Recreation Managers, Except Gambling[148] (bls.gov)
  Plan, direct, or coordinate entertainment and recreational activities and operations of a recreational facility, including cruise ships and parks.
- SOC Code 11-9081: Lodging Managers[149] (bls.gov)
  Plan, direct, or coordinate activities of an organization or department that provides lodging and other accommodations.
- SOC Code 11-9051: Food Service Managers[150] (bls.gov)
  Plan, direct, or coordinate activities of an organization or department that serves food and beverages.
- SOC Code 11-9179: Personal Service Managers, All Other[151] (bls.gov)
  All personal service managers not listed separately.

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FAMILY AND CONSUMER SCIENCES | HOSPITALITY AND TOURISM CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Hospitality and Tourism Career Cluster[152] (onetonline.org)
- Careers in Hospitality and Tourism[153] (MyNextMove.org)
- Hospitality and Tourism[154] - Advance CTE (careertech.org)
- Hospitality and Tourism[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas DECA[67]
- Kansas FCCLA[155]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Hospitality and Tourism Page 11.
- Tiered Technical Courses[55] (ksde.gov)

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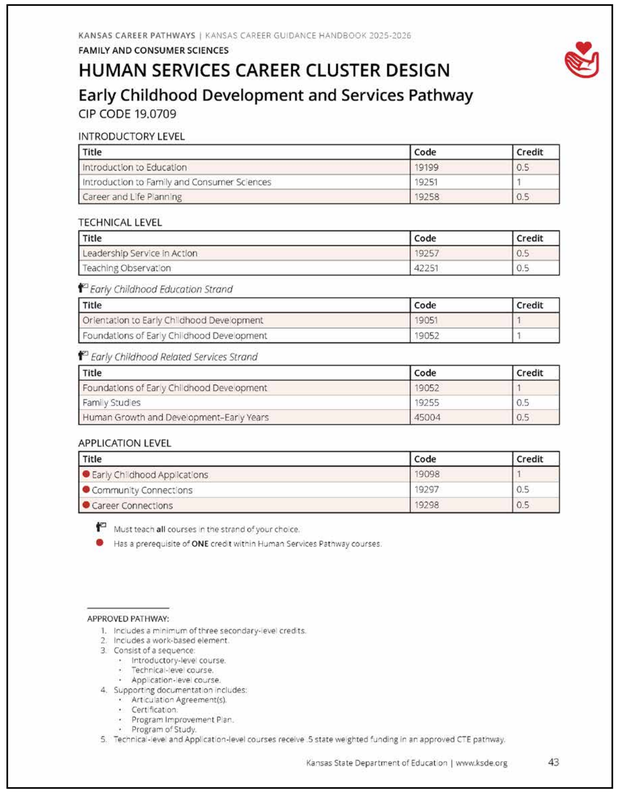
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FAMILY AND CONSUMER SCIENCES | HUMAN SERVICES CAREER CLUSTER

Early Childhood Development and Services Pathway: CIP Code 19.0709[156]

CIP user site (ed.gov)

Child Care Provider/Assistant: A program that prepares individuals to be primary providers of home, family, residential, or institutional-based childcare services. Includes instruction in child growth and development, nutrition, recreation, planning and supervision of play and learning activities, child abuse and neglect prevention, parent-child relationships, and applicable legal and administrative requirements.



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FAMILY AND CONSUMER SCIENCES

HUMAN SERVICES CAREER CLUSTER DESIGN

Early Childhood Development and Services Pathway

CIP CODE 19.0709

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Education	19199	0.5
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Title	Code	Credit
Leadership Service In Action	19257	0.5
Teaching Observation	42251	0.5

Early Childhood Education Strand

Title	Code	Credit
Orientation to Early Childhood Development	19051	1
Foundations of Early Childhood Development	19052	1

Early Childhood Related Services Strand

Title	Code	Credit
Foundations of Early Childhood Development	19052	1
Family Studies	19255	0.5
Human Growth and Development–Early Years	45004	0.5

APPLICATION LEVEL

Title	Code	Credit
● Early Childhood Applications	19098	1
● Community Connections	19297	0.5
● Career Connections	19298	0.5

Must teach **all** courses in the strand of your choice.

● Has a prerequisite of **ONE** credit within Human Services Pathway courses.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 39-9011: Childcare Workers[157] (bls.gov)
  Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.
- SOC Code 11-9031: Education and Childcare Administrators, Preschool and Daycare[158] (bls.gov)
  Plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care.
- SOC Code 11-9032: Education Administrators, Kindergarten through Secondary[159] (bls.gov)
  Plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care.
- SOC Code 25-2011: Preschool Teachers, Except Special Education[160] (bls.gov)
  Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.
- SOC Code 21-1093: Social and Human Service Assistants[161] (bls.gov)
  Assist other social and human service providers in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care.
- SOC Code 21-1099: Community and Social Service Specialists, All Other[162] (bls.gov)
  All community and social service specialists not listed separately.

CTE OVERVIEW

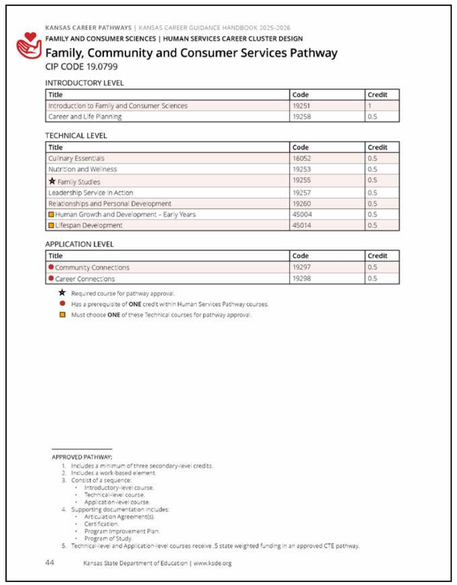
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FAMILY AND CONSUMER SCIENCES | HUMAN SERVICES CAREER CLUSTER

Family, Community and Consumer Services Pathway: CIP Code 19.0799[163]

CIP user site (ed.gov)

Human Development, Family Studies, and Related Services, Other: Any instructional program in human development, family studies, and related services.



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FAMILY AND CONSUMER SCIENCES | HUMAN SERVICES CAREER CLUSTER DESIGN

Family, Community and Consumer Services Pathway

CIP CODE 19.0799

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Title	Code	Credit
Culinary Essentials	16052	0.5
Nutrition and Wellness	19253	0.5
★ Family Studies	19255	0.5
Leadership Service in Action	19257	0.5
Relationships and Personal Development	19260	0.5
■ Human Growth and Development – Early Years	45004	0.5
■ Lifespan Development	45014	0.5

APPLICATION LEVEL

Title	Code	Credit
● Community Connections	19297	0.5
● Career Connections	19298	0.5

★ Required course for pathway approval.
● Has a prerequisite of **ONE** credit within Human Services Pathway courses.
■ Must choose **ONE** of these Technical courses for pathway approval.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certificate.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

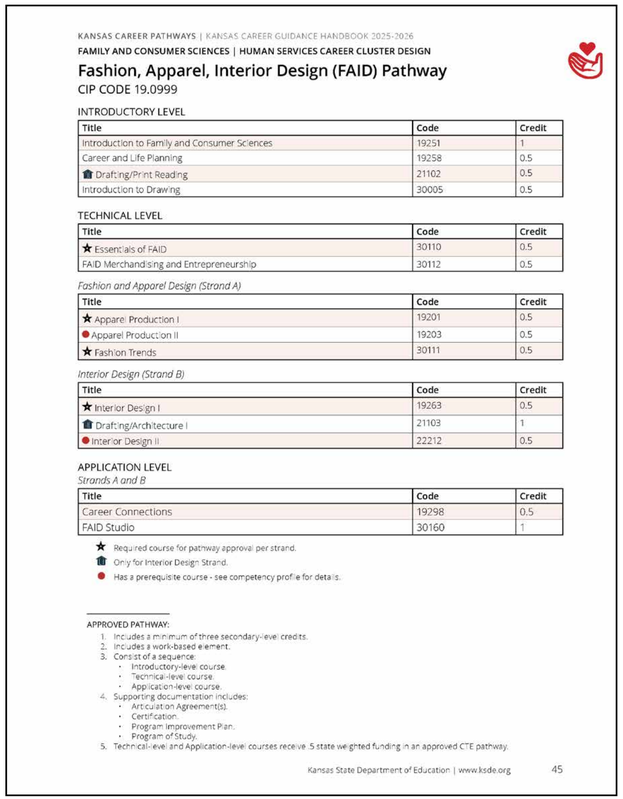
- CIP SOC Crosswalk[57]
- SOC Code 11-9151: Social and Community Service Managers[164] (bls.gov)
  Plan, direct, or coordinate the activities of a social service program or community outreach organization. Oversee the program or organization's budget and policies regarding participant involvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation officers.
- SOC Code 19-3099: Social Scientists and Related Workers, All Other[165] (bls.gov)
  All social scientists and related workers not listed separately.
- SOC Code 21-1013: Marriage and Family Therapists[166] (bls.gov)
  Diagnose and treat mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of marriage and family systems. Apply psychotherapeutic and family systems theories and techniques in the delivery of services to individuals, couples, and families for the purpose of treating such diagnosed nervous and mental disorders.
- SOC Code 21-1019: Counselors, All Other[167] (bls.gov)
  All counselors not listed separately.
- SOC Code 21-1021: Child, Family, and School Social Workers[168] (bls.gov)
  Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of children. May assist parents, arrange adoptions, and find foster homes for abandoned or abused children. In schools, they address such problems as teenage pregnancy, misbehavior, and truancy. May also advise teachers.
- SOC Code 21-1022: Healthcare Social Workers[169] (bls.gov)
  Provide individuals, families, and groups with the psychosocial support needed to cope with chronic, acute, or terminal illnesses. Services include advising family caregivers. Provide patients with information and counseling and make referrals for other services. May also provide case and care management or interventions designed to promote health, prevent disease, and address barriers to access to healthcare.
- SOC Code 21-1023: Mental Health and Substance Abuse Social Workers[170] (bls.gov)
  Assess and treat individuals with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education.
- SOC Code 21-1029: Social Workers, All Other[171] (bls.gov)
  All social workers not listed separately.
- SOC Code 21-1099: Community and Social Service Specialists, All Other[172] (bls.gov)
  All community and social service specialists not listed separately.
- SOC Code 39-9011: Childcare Workers[173] (bls.gov)
  Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.

FAMILY AND CONSUMER SCIENCES | HUMAN SERVICES CAREER CLUSTER

Fashion, Apparel, Interior Design (FAID) Pathway: CIP Code 19.0999[174]

CIP user site (ed.gov)

Apparel and Textiles, Other: Any instructional program in apparel and textiles.



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FAMILY AND CONSUMER SCIENCES | HUMAN SERVICES CAREER CLUSTER DESIGN

Fashion, Apparel, Interior Design (FAID) Pathway

CIP CODE 19.0999

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5
🏛 Drafting/Print Reading	21102	0.5
Introduction to Drawing	30005	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Essentials of FAID	30110	0.5
FAID Merchandising and Entrepreneurship	30112	0.5

Fashion and Apparel Design (Strand A)

Title	Code	Credit
★ Apparel Production I	19201	0.5
● Apparel Production II	19203	0.5
★ Fashion Trends	30111	0.5

Interior Design (Strand B)

Title	Code	Credit
★ Interior Design I	19263	0.5
🏛 Drafting/Architecture I	21103	1
● Interior Design II	22212	0.5

APPLICATION LEVEL

Strands A and B

Title	Code	Credit
Career Connections	19298	0.5
FAID Studio	30160	1

★ Required course for pathway approval per strand.
🏛 Only for Interior Design Strand.
● Has a prerequisite course - see competency profile for details.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- CIP SOC Crosswalk[57]
- SOC Code 27-1022: Fashion Designers[175] (bls.gov)
  Design clothing and accessories. Create original designs or adapt fashion trends.
- SOC Code 27-1025: Interior Designers[176] (bls.gov)
  Plan, design, and furnish the internal space of rooms or buildings. Design interior environments or create physical layouts that are practical, aesthetic, and conducive to the intended purposes. May specialize in a particular field, style, or phase of interior design.
- SOC Code 51-6092: Fabric and Apparel Patternmakers[177] (bls.gov)
  Draw and construct sets of precision master fabric patterns or layouts. May also mark and cut fabrics and apparel.

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FAMILY AND CONSUMER SCIENCES | HUMAN SERVICES CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Human Services Cluster (onetonline.org)
- Careers in Human Services (MyNextMove.org)
- Human Services - Advance CTE (careertech.org)
- Human Services[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Kansas FCCLA[149]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Human Services Page 12.
- Tiered Technical Courses[55] (ksde.gov)

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HEALTH

Health and Biosciences Career Cluster[178]

(ksde.gov)

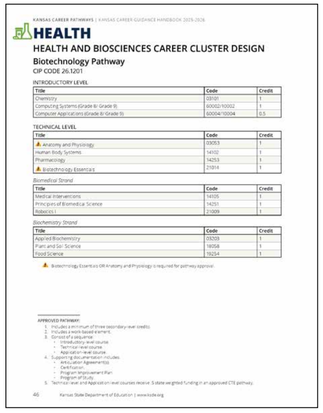
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HEALTH | HEALTH AND BIOSCIENCES CAREER CLUSTER

Biotechnology Pathway: CIP CODE 26.1201[179]

CIP user site (ed.gov)

Biotechnology: A program that focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products. Includes instruction in bioinformatics, gene identification, phylogenetics and comparative genomics, bioinorganic chemistry, immunoassaying, DNA sequencing, xenotransplantation, genetic engineering, industrial microbiology, drug and biologic development, enzyme-based production processes, patent law, biotechnology management and marketing, applicable regulations, and biotechnology ethics.



HEALTH

HEALTH AND BIOSCIENCES CAREER CLUSTER DESIGN

Biotechnology Pathway

CIP CODE 26.1201

INTRODUCTORY LEVEL

Title	Code	Credit
Chemistry	03101	1
Computing Systems (Grade 8/ Grade 9)	60002/10002	1
Computer Applications (Grade 8/ Grade 9)	60004/10004	0.5

TECHNICAL LEVEL

Title	Code	Credit
⚠ Anatomy and Physiology	03053	1
Human Body Systems	14102	1
Pharmacology	14253	1
⚠ Biotechnology Essentials	21014	1

Biomedical Strand

Title	Code	Credit
Medical Interventions	14105	1
Principles of Biomedical Science	14251	1
Robotics I	21009	1

Biochemistry Strand

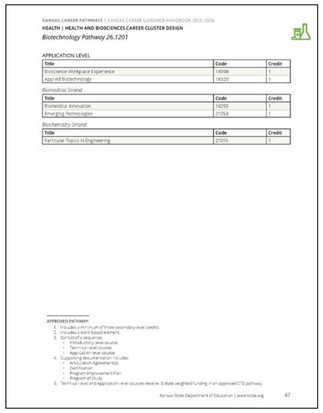
Title	Code	Credit
Applied Biochemistry	03203	1
Plant and Soil Science	19058	1
Food Science	19254	1

⚠ Biotechnology Essentials OR Anatomy and Physiology is required for pathway approval.

APPROVED PATHWAY

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

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HEALTH | HEALTH AND BIOSCIENCES CAREER CLUSTER DESIGN

Biotechnology Pathway: 26.1201

APPLICATION LEVEL

Title	Code	Credit
Bioscience Workplace Experience	18098	1
Applied Biotechnology	19220	1

Biomedical Strand

Title	Code	Credit
Biomedical Innovation	14203	1
Emerging Technologies	21253	1

Biochemistry Strand

Title	Code	Credit
Particular Topics in Engineering	21015	1

APPROVED PATHWAY

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 19-1029: Biological Scientists, All Other**[180] (bls.org)
  All biological scientists not listed separately.
- **SOC Code 25-1042: Biological Science Teachers, Postsecondary**[181] (bls.org)
  Teach courses in biological sciences. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
- **SOC Code 11-9121: Natural Science Managers**[182] (bls.org)
  Plan, direct, or coordinate activities in such fields as life sciences, physical sciences, mathematics, statistics, and research and development in these fields. Excludes “Computer and Information Systems Managers” (11-3021) and “Architecture and Engineering Managers” (11-9041).

CTE OVERVIEW

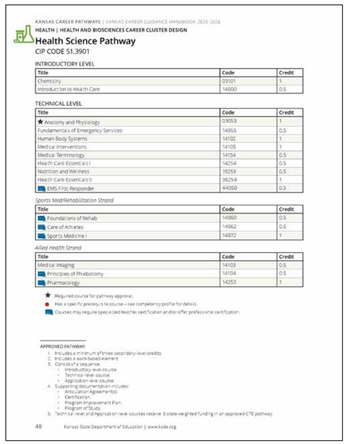
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HEALTH | HEALTH AND BIOSCIENCES CAREER CLUSTER

Health Science Pathway: CIP CODE 51.3901[183]

CIP user site (ed.gov)

Licensed Practical/Vocational Nurse Training: A program that prepares individuals to assist in providing general nursing care under the direction of a registered nurse, physician or dentist. Includes instruction in taking patient vital signs, applying sterile dressings, patient health education, and assistance with examinations and treatment.



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HEALTH | HEALTH AND BIOSCIENCES CAREER CLUSTER DESIGN

Health Science Pathway

CIP CODE 51.3901

INTRODUCTORY LEVEL

Title	Code	Credit
Chemistry	03101	1
Introduction to Health Care	14000	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Anatomy and Physiology	03053	1
Fundamentals of Emergency Services	14055	0.5
Human Body Systems	14102	1
Medical Interventions	14105	1
Medical Terminology	14154	0.5
Health Care Essentials I	14254	0.5
Nutrition and Wellness	38253	0.5
Health Care Essentials II	38254	1
EMS First Responder	44060	0.5

Sports Med/Rehabilitation Strand

Title	Code	Credit
Foundations of Rehab	14060	0.5
Care of Athletes	14062	0.5
Sports Medicine I	14072	1

Allied Health Strand

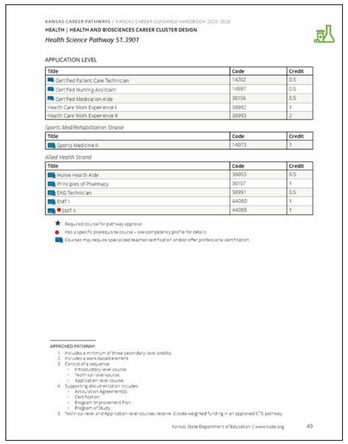
Title	Code	Credit
Medical Imaging	14103	0.5
Principles of Phlebotomy	14104	0.5
Pharmacology	14253	1

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
Courses may require specialized teacher certification and/or offer professional certification.

APPROVED PATHWAY

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence
   - Introductory-level course.
   - Technical-level courses.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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HEALTH | HEALTH AND BIOSCIENCES CAREER CLUSTER DESIGN

Health Science Pathway 51.3901

APPLICATION LEVEL

Title	Code	Credit
Certified Patient Care Technician	14202	0.5
Certified Nursing Assistant	14097	0.5
Certified Medication Aide	36156	0.5
Health Care Work Experience I	36992	1
Health Care Work Experience II	36993	2

Sports Med/Rehabilitation Strand

Title	Code	Credit
Sports Medicine II	14073	1

Allied Health Strand

Title	Code	Credit
Home Health Aide	36953	0.5
Principles of Pharmacy	36157	1
EKG Technician	36991	0.5
EMT I	44060	1
● EMT II	44065	1

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
Courses may require specialized teacher certification and/or offer professional certification.

APPROVED PATHWAY

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence
   - Introductory-level course.
   - Technical-level courses.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 29-2061: Licensed Practical and Licensed Vocational Nurses**[184] (bls.org)
  Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.
- **SOC Code 29-2055: Surgical Technologists**[185] (bls.org)
  Assist in operations, under the supervision of surgeons, registered nurses, or other surgical personnel. May help set up operating room, prepare and transport patients for surgery, adjust lights and equipment, pass instruments and other supplies to surgeons and surgeons' assistants, hold retractors, cut sutures, and help count sponges, needles, supplies, and instruments. Excludes "Surgical Assistants" (29-9093).
- **SOC Code 29-2034: Radiologic Technologists and Technicians**[186] (bls.org)
  Take x-rays and CAT scans or administer nonradioactive materials into patient's bloodstream for diagnostic or research purposes. Includes radiologic technologists and technicians who specialize in other scanning modalities. Excludes "Diagnostic Medical Sonographers" (29-2032) and "Magnetic Resonance Imaging Technologists" (29-2035).
- **SOC Code 31-2021: Physical Therapist Assistant**[187] (bls.org)
  Assist physical therapists in providing physical therapy treatments and procedures. May, in accordance with state laws, assist in the development of treatment plans, carry out routine functions, document the progress of treatment, and modify specific treatments in accordance with patient status and within the scope of treatment plans established by a physical therapist. Generally requires formal training.
- **SOC Code 29-1126: Respiratory Therapists**[188] (bls.org)
  Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment.
- **SOC Code 29-2032: Diagnostic Medical Sonographers**[189] (bls.org)
  Produce ultrasonic recordings of internal organs for use by physicians. Includes vascular technologists. Excludes "Cardiovascular Technologists and Technicians" (29-2031).
- **SOC Code 31-2011: Occupational Therapy Assistants**[190] (bls.org)
  Assist occupational therapists in providing occupational therapy treatments and procedures. May, in accordance with state laws, assist in development of treatment plans, carry out routine functions, direct activity programs, and document the progress of treatments. Generally requires formal training.

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HEALTH | HEALTH AND BIOSCIENCES CAREER CLUSTER



Health Science Pathway: CIP CODE 51.3901[137] (continued)

CIP user site (ed.gov)

- SOC Code 29-1141: Registered Nurses[191] (bls.org)
  Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes “Nurse Anesthetists” (29-1151), “Nurse Midwives” (29-1161), and “Nurse Practitioners” (29-1171).
- SOC Code 29-2011: Medical and Clinical Laboratory Technologists[192] (bls.org)
  Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff.
- SOC Code 29-2012: Medical Clinical laboratory Technicians[193] (bls.org)
  Perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease. May work under the supervision of a medical technologist.
- SOC Code 29-1171: Nurse Practitioners[194] (bls.org)
  Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x rays. May prescribe medication. Must be registered nurses who have specialized graduate education.
- SOC Code 29-1122: Occupational Therapists[195] (bls.org)
  Assess, plan, and organize rehabilitative programs that help build or restore vocational, homemaking, and daily living skills, as well as general independence, to persons with disabilities or developmental delays. Use therapeutic techniques, adapt the individual’s environment, teach skills, and modify specific tasks that present barriers to the individual. Excludes “Rehabilitation Counselors” (21-1015).
- SOC Code 29-1071: Physician Assistants[196] (bls.org)
  Provide healthcare services typically performed by a physician, under the supervision of a physician. Conduct complete physicals, provide treatment, and counsel patients. May, in some cases, prescribe medication. Must graduate from an accredited educational program for physician assistants. Excludes “Registered Nurses” (29-1141), “Nurse Anesthetists” (29-1151), “Nurse Midwives” (29-1161), “Nurse Practitioners” (29-1171), “Emergency Medical Technicians” (29-2042), “Paramedics” (29-2043), “Surgical Assistants” (29-9093), and “Medical Assistants” (31-9092).
- SOC Code 29-1123: Physical Therapists[197] (bls.org)
  Assess, plan, organize, and participate in rehabilitative programs that improve mobility, relieve pain, increase strength, and improve or correct disabling conditions resulting from disease or injury.
- SOC Code 29-1051: Pharmacists[198] (bls.org)
  Dispense drugs prescribed by physicians and other health practitioners and provide information to patients about medications and their use. May advise physicians and other health practitioners on the selection, dosage, interactions, and side effects of medications.
- SOC Code 19-1042: Medical Scientists, Except Epidemiologists[199] (bls.org)
  Conduct research dealing with the understanding of human diseases and the improvement of human health. Engage in clinical investigation, research and development, or other related activities. Includes physicians, dentists, pharmacologists, and medical pathologists who primarily conduct research. Practitioners who primarily provide medical or dental care or dispense drugs are included in “Healthcare Diagnosing or Treating Practitioners” (29-1000).

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Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Health Science Career Cluster[200] (onetonline.org)
- Careers in Health Science[201] (MyNextMove.org)
- Health Science[202] - Advance CTE (careertech.org)
- Health and Bio Sciences[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40]
  - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Kansas HOSA[203]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Health Science Page 9.
- Tiered Technical Courses[55] (ksde.gov)

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MEDIA & TECHNOLOGY

Information Technology Career Cluster[204]

(ksde.gov)

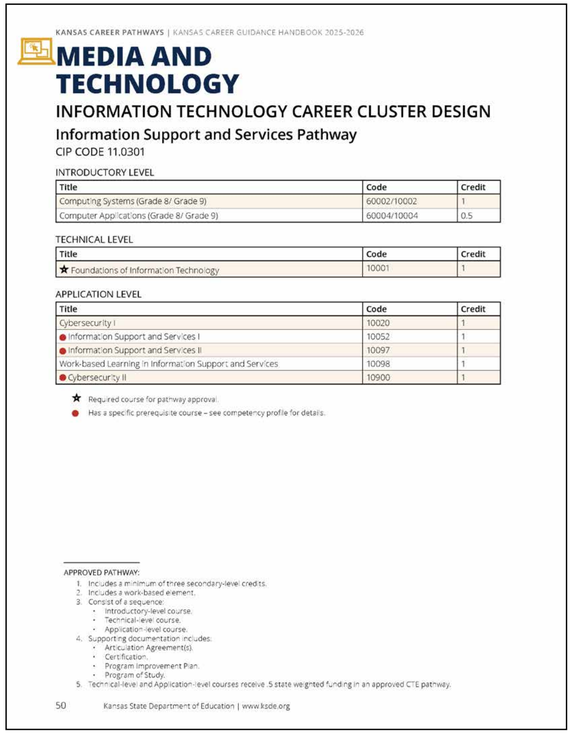
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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER

Information Support and Services Pathway: CIP Code 11.0301

CIP user site (ed.gov)

Data Processing and Data Processing Technology/Technician: A program that prepares individuals to master and use computer software programs and applications for inputting, verifying, organizing, storing, retrieving, transforming (changing, updating, and deleting), and extracting information. Includes instruction in using various operating system configurations and in types of data entry such as word processing, spreadsheets, calculators, management programs, design programs, database programs, and research programs.



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MEDIA AND TECHNOLOGY

INFORMATION TECHNOLOGY CAREER CLUSTER DESIGN

Information Support and Services Pathway

CIP CODE 11.0301

INTRODUCTORY LEVEL

Title	Code	Credit
Computing Systems (Grade 8/ Grade 9)	60002/10002	1
Computer Applications (Grade 8/ Grade 9)	60004/10004	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Foundations of Information Technology	10001	1

APPLICATION LEVEL

Title	Code	Credit
Cybersecurity I	10020	1
● Information Support and Services I	10052	1
● Information Support and Services II	10097	1
Work-based Learning in Information Support and Services	10098	1
● Cybersecurity II	10900	1

★ Required course for pathway approval.

● Has a specific prerequisite course – see competency profile for details.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Website:

- SOC Code 15-1299: Computer Occupations, All Other[205] (bls.gov)
  All computer occupations are not listed separately.

CTE OVERVIEW

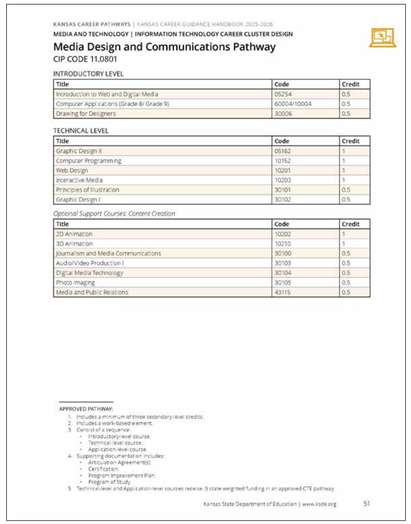
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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER

Media Design and Communications Pathway: CIP Code 11.0801[206]

CIP user site (ed.gov

Web Page, Digital/Multimedia and Information Resources Design: A program that prepares individuals to apply HTML, XML, Javascript, graphics applications, and other authoring tools to the design, editing, and publishing (launching) of documents, images, graphics, sound, and multimedia products on the World Wide Web. Includes instruction in Internet theory, web page standards and policies, elements of web page design, user interfaces, vector tools, special effects, interactive and multimedia components, search engines, navigation, morphing, e-commerce tools, and emerging web technologies.



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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER DESIGN

Media Design and Communications Pathway

CIP CODE 11.0801

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Web and Digital Media	05254	0.5
Computer Applications (Grade 8/ Grade 9)	60004/10004	0.5
Drawing for Designers	30006	0.5

TECHNICAL LEVEL

Title	Code	Credit
Graphic Design II	05162	1
Computer Programming	10152	1
Web Design	10201	1
Interactive Media	10203	1
Principles of Illustration	30101	0.5
Graphic Design I	30102	0.5

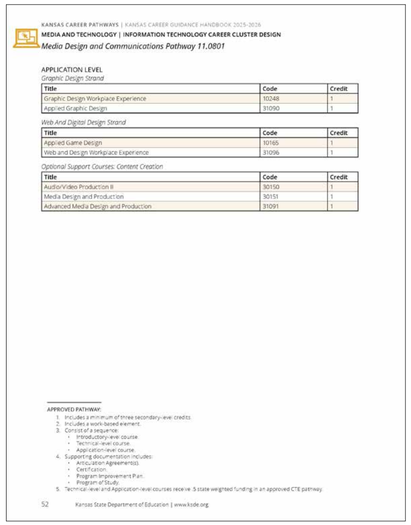
Optional Support Courses: Content Creation

Title	Code	Credit
2D Animation	10202	1
3D Animation	10210	1
Journalism and Media Communications	30100	0.5
Audio/Video Production I	30103	0.5
Digital Media Technology	30104	0.5
Photo Imaging	30105	0.5
Media and Public Relations	43115	0.5

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Media Design and Communications Pathway 11.0801

APPLICATION LEVEL

Graphic Design Strand

Title	Code	Credit
Graphic Design Workplace Experience	10248	1
Applied Graphic Design	31090	1

Web And Digital Design Strand

Title	Code	Credit
Applied Game Design	10165	1
Web and Design Workplace Experience	31096	1

Optional Support Courses: Content Creation

Title	Code	Credit
Audio/Video Production II	30150	1
Media Design and Production	30151	1
Advanced Media Design and Production	31091	1

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
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   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Website:

- SOC Code: 15-1254 Web Developers[207] (bls.org)
  Develop and implement websites, web applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications.
- SOC Code: 15-1255 Web and Digital Interface Designers [208] (bls.org)
  Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. May use web framework applications as well as client-side code and processes. May evaluate web design following web and accessibility standards and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links.
- SOC Code: 25-1194 Career/Technical Education Teachers, Postsecondary[209] (bls.org)
- SOC Code: 27-1014 Special Effects Artists and Animators[210] (bls.org)
- SOC Code: 27-1024 Graphic Designers[211] (bls.org)

CTE OVERVIEW

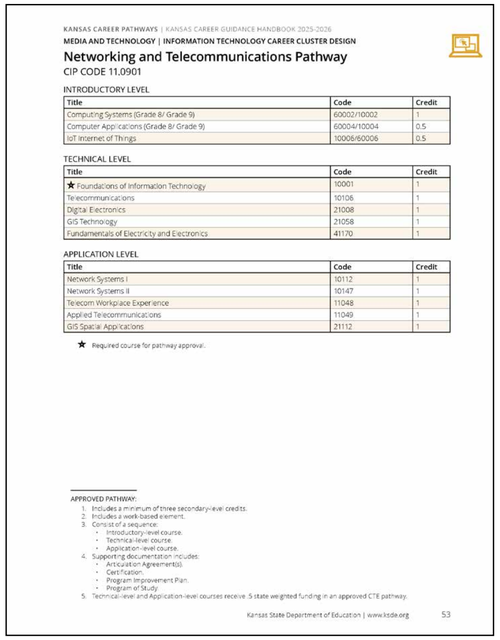
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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER

Networking and Telecommunications Pathway: CIP Code 11.0901

CIP user site (ed.gov)

Computer Systems Networking and Telecommunications: A program that focuses on the design, implementation, and management of linked systems of computers, peripherals, and associated software to maximize efficiency and productivity, and that prepares individuals to function as network specialists and managers at various levels. Includes instruction in operating systems and applications; systems design and analysis; networking theory and solutions; types of networks; network management and control; network and flow optimization; security; configuring; and troubleshooting.



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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER DESIGN

Networking and Telecommunications Pathway

CIP CODE 11.0901

INTRODUCTORY LEVEL

Title	Code	Credit
Computing Systems (Grade 8/ Grade 9)	60002/10002	1
Computer Applications (Grade 8/ Grade 9)	60004/10004	0.5
IoT Internet of Things	10008/60008	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Foundations of Information Technology	10001	1
Telecommunications	10106	1
Digital Electronics	21008	1
GIS Technology	21058	1
Fundamentals of Electricity and Electronics	41170	1

APPLICATION LEVEL

Title	Code	Credit
Network Systems I	10112	1
Network Systems II	10147	1
Telecom Workplace Experience	11048	1
Applied Telecommunications	11049	1
GIS Spacial Applications	21112	1

★ Required course for pathway approval.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 11-3021: Computer and Information Systems Managers**[212] (bls.gov)
  Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.
- **SOC Code 15-1241: Computer Network Architects**[213] (bls.gov)
  Design and implement computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. Perform network modeling, analysis, and planning, including analysis of capacity needs for network infrastructures. May also design network and computer security measures. May research and recommend network and data communications hardware and software.
- **SOC Code 15-1231: Computer Network Support Specialists**[214] (bls.gov)
  Analyze, test, troubleshoot, and evaluate existing network systems, such as local area networks (LAN), wide area networks (WAN), cloud networks, servers, and other data communications networks. Perform network maintenance to ensure networks operate correctly with minimal interruption.
- **SOC Code 25-1021: Computer Science Teachers, Postsecondary**[215] (bls.gov)
  Teach courses in computer science. May specialize in a field of computer science, such as the design and function of computers or operations and research analysis. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
- **SOC Code 15-1211: Computer Systems Analysts** [216](bls.gov)
  Analyze science, engineering, business, and other data processing problems to develop and implement solutions to complex applications problems, system administration issues, or network concerns. Perform systems management and integration functions, improve existing computer systems, and review computer system capabilities, workflow, and schedule limitations. May analyze or recommend commercially available software.
- **SOC Code 15-1212: Information Security Analysts**[217] (bls.gov)
  Plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. Assess system vulnerabilities for security risks and propose and implement risk mitigation strategies. May ensure appropriate security controls are in place that will safeguard digital files and vital electronic infrastructure. May respond to computer security breaches and viruses.

CTE OVERVIEW

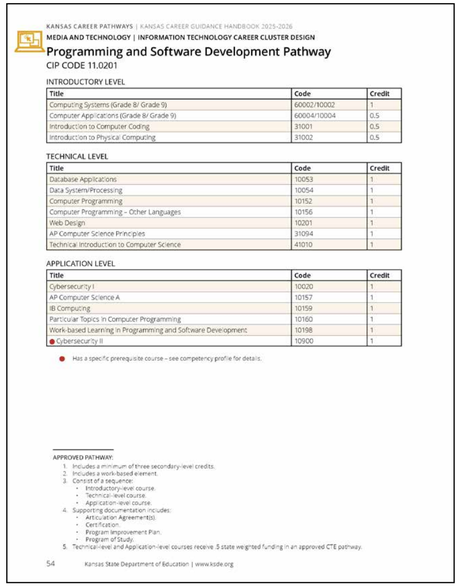
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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER

Programming and Software Development Pathway: CIP Code 11.0201[218]

CIP user site (ed.gov)

Computer Programming/Programmer, General: A program that focuses on the general writing and implementation of generic and customized programs to drive operating systems and that generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. Includes instruction in software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks.



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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER DESIGN

Programming and Software Development Pathway

CIP CODE 11.0201

INTRODUCTORY LEVEL

Title	Code	Credit
Computing Systems (Grade 8/ Grade 9)	60002/10002	1
Computer Applications (Grade 8/ Grade 9)	60004/10004	0.5
Introduction to Computer Coding	31001	0.5
Introduction to Physical Computing	31002	0.5

TECHNICAL LEVEL

Title	Code	Credit
Database Applications	10053	1
Data System/Processing	10054	1
Computer Programming	10152	1
Computer Programming – Other Languages	10156	1
Web Design	10201	1
AP Computer Science Principles	31094	1
Technical Introduction to Computer Science	41010	1

APPLICATION LEVEL

Title	Code	Credit
Cybersecurity I	10020	1
AP Computer Science A	10157	1
IB Computing	10159	1
Particular Topics in Computer Programming	10160	1
Work-based Learning in Programming and Software Development	10198	1
● Cybersecurity II	10900	1

● Has a specific prerequisite course – see competency profile for details.

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s)
   - Certification
   - Program Improvement Plan
   - Program of Study
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 15-1231: Computer Network Support Specialists**[165] (bls.gov)
  Analyze, test, troubleshoot, and evaluate existing network systems, such as local area networks (LAN), wide area networks (WAN), cloud networks, servers, and other data communications networks. Perform network maintenance to ensure networks operate correctly with minimal interruption.

- **SOC Code 15-1251: Computer Programmers**[219] (bls.gov)
  Create, modify, and test the code and scripts that allow computer applications to run. Work from specifications drawn up by software and web developers or other individuals. May develop and write computer programs to store, locate, and retrieve specific documents, data, and information.

- **SOC Code 25-1021: Computer Science Teachers, Postsecondary**[214] (bls.gov)
  Teach courses in computer science. May specialize in a field of computer science, such as the design and function of computers or operations and research analysis. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

- **SOC Code 15-1252: Software Developers**[220] (bls.gov)
  Research, design, and develop computer and network software or specialized utility programs. Analyze user needs and develop software solutions, applying principles and techniques of computer science, engineering, and mathematical analysis. Update software or enhance existing software capabilities. May work with computer hardware engineers to integrate hardware and software systems and develop specifications and performance requirements. May maintain databases within an application area, working individually or coordinating database development as part of a team.

- **SOC Code 15-1253: Software Quality Assurance Analysts and Testers**[221] (bls.gov)
  Develop and execute software tests to identify software problems and their causes. Test system modifications to prepare for implementation. Document software and application defects using a bug tracking system and report defects to software or web developers. Create and maintain databases of known defects. May participate in software design reviews to provide input on functional requirements, operational characteristics, product designs, and schedules.

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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER

Programming and Software Development Pathway: CIP Code 11.0201[217] (continued)

CIP user site (ed.gov)

Websites:

- SOC Code 15-1254: Web Developers[155] (bls.gov)
  Develop and implement websites, web applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications.

- SOC Code 15-1255: Web and Digital Interface Designers[156] (bls.gov)
  Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. May use web framework applications as well as client-side code and processes. May evaluate web design following web and accessibility standards and may analyze web use metrics and optimize websites for marketability and search engine ranking. May design and test interfaces that facilitate the human-computer interaction and maximize the usability of digital devices, websites, and software with a focus on aesthetics and design. May create graphics used in websites and manage website content and links.

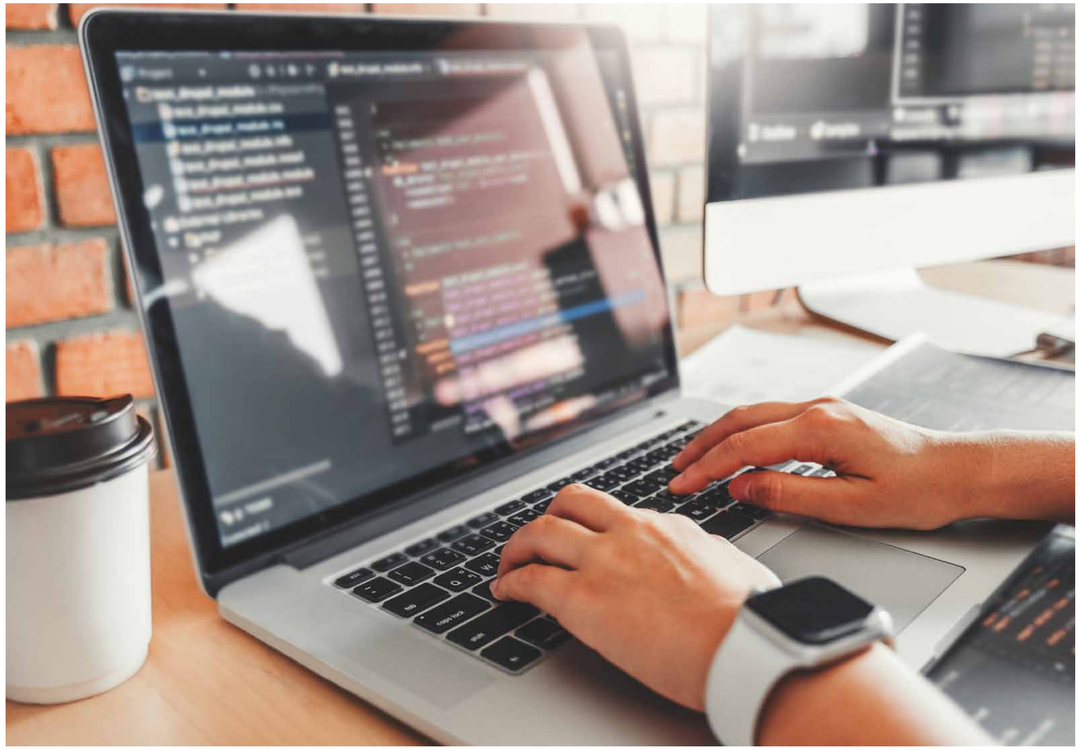


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MEDIA AND TECHNOLOGY | INFORMATION TECHNOLOGY CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Information Technology Cluster[222] (onetonline.org)
- Careers in Information Technology[223] (MyNextMove.org)
- Information Technology[224] - Advance CTE (careertech.org)
- Information Technology[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40]
  - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Websites:

- Kansas BPA[66]
- Kansas FBLA[79]
- Kansas SkillsUSA[102]
- Kansas TSA[86]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

- Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Information Technology Page 14.
- Tiered Technical Courses[55] (ksde.gov)

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PUBLIC SERVICES

- Education and Training Career Cluster
  (ksde.gov)[225]
- Government and Public Administration Career Cluster
  (ksde.gov)[226]
- Law, Public Safety, Corrections and Security Career Cluster
  (ksde.gov)[227]

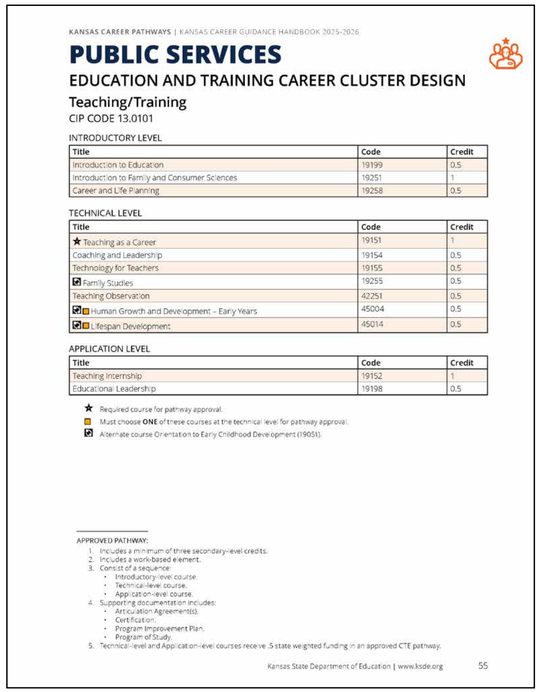
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PUBLIC SERVICES | EDUCATION AND TRAINING CAREER CLUSTER

Teaching/Training Pathway: CIP Code 13.0101

CIP user site (ed.gov)[228]

Education, General: A program that focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.



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PUBLIC SERVICES

EDUCATION AND TRAINING CAREER CLUSTER DESIGN

Teaching/Training

CIP CODE 13.0101

INTRODUCTORY LEVEL

Title	Code	Credit
Introduction to Education	19199	0.5
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Teaching as a Career	19151	1
Coaching and Leadership	19154	0.5
Technology for Teachers	19155	0.5
☑ Family Studies	19255	0.5
Teaching Observation	42251	0.5
☑ ■ Human Growth and Development: – Early Years	45004	0.5
☑ ■ Lifespan Development	45014	0.5

APPLICATION LEVEL

Title	Code	Credit
Teaching Internship	19152	1
Educational Leadership	19198	0.5

★ Required course for pathway approval.
■ Must choose **ONE** of these courses at the technical level for pathway approval.
☑ Alternate course Orientation to Early Childhood Development (19051).

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 25-1081: Education Teachers, Postsecondary**[44] (bls.gov)
  Teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

- **SOC Code 25-9042: Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education**[44] (bls.gov)
  Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

- **SOC Code 25-9043: Teaching Assistants, Special Education**[44] (bls.gov)
  Assist a preschool, elementary, middle, or secondary school teacher to provide academic, social, or life skills to students who have learning, emotional, or physical disabilities. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

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PUBLIC SERVICES | EDUCATION AND TRAINING CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Education and Training Career Cluster[229] (onetonline.org)
- Careers in Education and Training[230] (MyNextMove.org)
- Education and Training[231]- Advance CTE (careertech.org)
- Education and Training[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40]
  - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Kansas FCCLA[149]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Education and Training Page 7
- Tiered Technical Courses[55] (ksde.gov)

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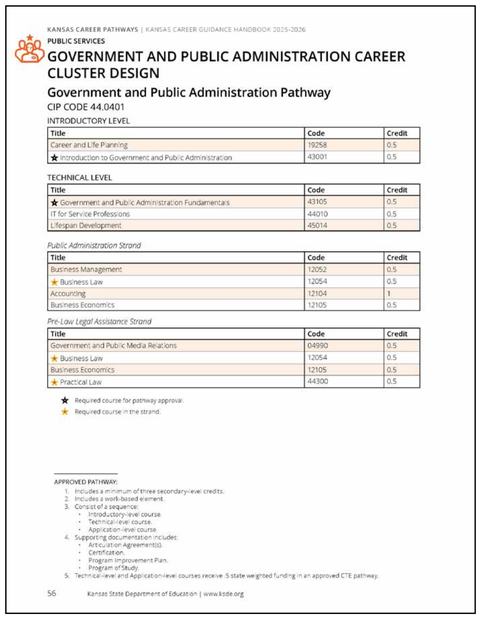
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PUBLIC SERVICES | GOVERNMENT AND PUBLIC ADMINISTRATION CAREER CLUSTER

Government and Public Administration Pathway: CIP Code 44.0401[232]

CIP user site (ed.gov)

Public Administration: A program that prepares individuals to serve as managers in the executive arm of local, state, and federal government and that focuses on the systematic study of executive organization and management. Includes instruction in the roles, development, and principles of public administration; the management of public policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.



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PUBLIC SERVICES

GOVERNMENT AND PUBLIC ADMINISTRATION CAREER CLUSTER DESIGN

Government and Public Administration Pathway

CIP CODE 44.0401

INTRODUCTORY LEVEL

Title	Code	Credit
Career and Life Planning	19258	0.5
★ Introduction to Government and Public Administration	43001	0.5

TECHNICAL LEVEL

Title	Code	Credit
★ Government and Public Administration Fundamentals	43105	0.5
IT for Service Professions	44010	0.5
Lifespan Development	45014	0.5

Public Administration Strand

Title	Code	Credit
Business Management	12052	0.5
★ Business Law	12054	0.5
Accounting	12104	1
Business Economics	12105	0.5

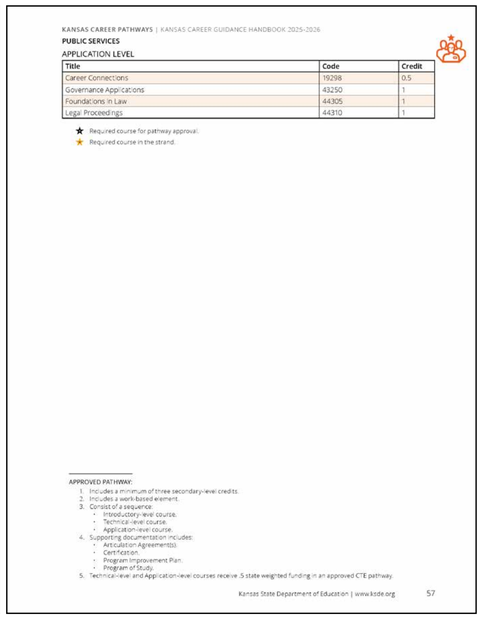
Pre-Law Legal Assistance Strand

Title	Code	Credit
Government and Public Media Relations	04990	0.5
★ Business Law	12054	0.5
Business Economics	12105	0.5
★ Practical Law	44300	0.5

★ Required course for pathway approval.
★ Required course in the strand.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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PUBLIC SERVICES

APPLICATION LEVEL

Title	Code	Credit
Career Connections	19298	0.5
Governance Applications	43250	1
Foundations in Law	44305	1
Legal Proceedings	44310	1

★ Required course for pathway approval.
★ Required course in the strand.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- SOC Code 19-5011: Occupational Health and Safety Specialists[233] (bls.org)
  Review, evaluate, and analyze work environments and design programs and procedures to control, eliminate, and prevent disease or injury caused by chemical, physical, and biological agents or ergonomic factors. May conduct inspections and enforce adherence to laws and regulations governing the health and safety of individuals. May be employed in the public or private sector.
- SOC Code 11-1021: General and Operations Managers[234] (bls.gov)
  Plan, direct, or coordinate the operations of public or private sector organizations, overseeing multiple departments or locations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services. Usually manage through subordinate supervisors. Excludes First-Line Supervisors.
- SOC Code 11-1031: Legislators[235] (bls.gov)
  Develop, introduce, or enact laws and statutes at the local, tribal, state, or federal level. Includes only workers in elected positions.
- SOC Code 11-3071: Transportation, Storage, and Distribution Managers[137] (bls.gov)
  Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.
- SOC Code 11-9131: Postmasters and Mail Superintendents[236] (bls.gov)
  Plan, direct, or coordinate operational, administrative, management, and support services of a U.S. post office; or coordinate activities of workers engaged in postal and related work in assigned post office.
- SOC Code 11-9151: Social and Community Service Managers[163] (bls.gov)
  Plan, direct, or coordinate the activities of a social service program or community outreach organization. Oversee the program or organization's budget and policies regarding participant involvement, program requirements, and benefits. Work may involve directing social workers, counselors, or probation officers.
- SOC Code 11-9199: Managers, All Other[237] (bls.gov)
  All managers not listed separately.

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Websites:

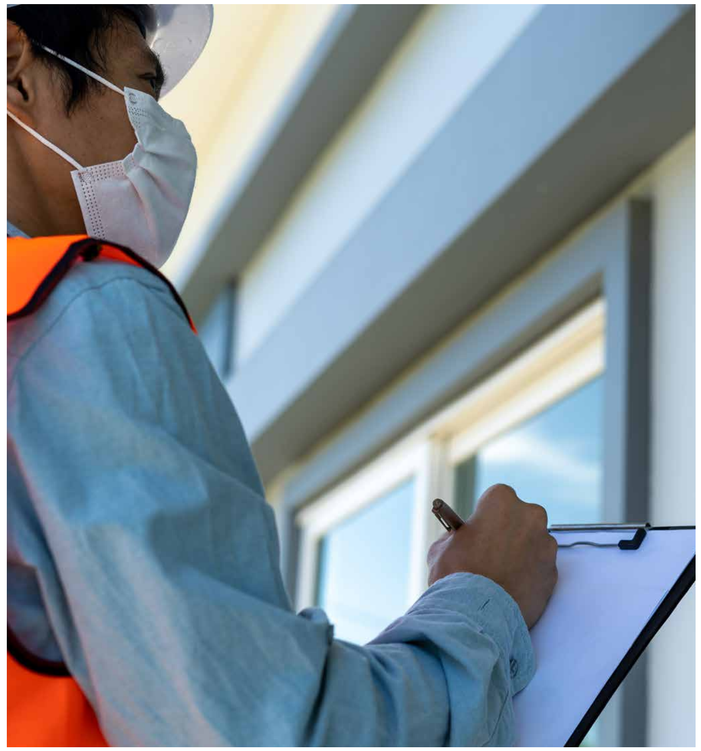
- CTE Course Competencies and Indicators[56] (ksde.gov)
- Government and Public Administration Career Cluster[238] (onetonline.org)
- Careers in Government and Public Administration[239] (MyNextMove.org)
- Government and Public Administration[240] - Advance CTE (careertech.org)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

- Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Government and Public Administration Page 9
- Tiered Technical Courses[55] (ksde.gov)



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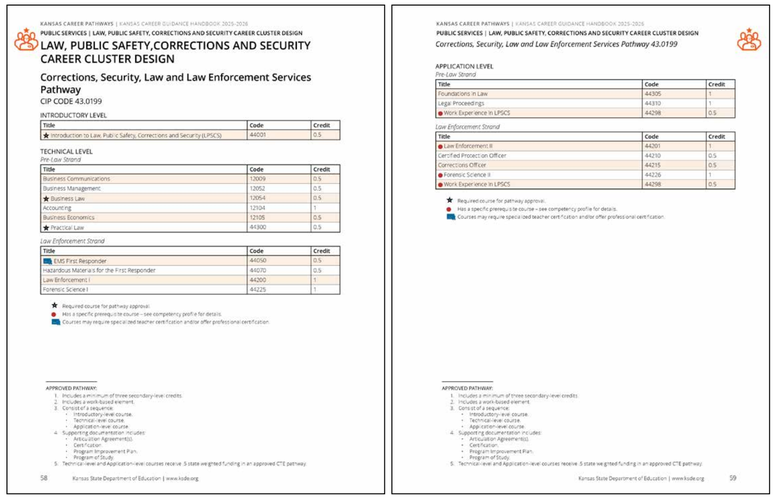
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PUBLIC SERVICES | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER

Corrections, Security, Law and Law Enforcement Services Pathway: CIP Code 43.0199[241]

CIP user site (ed.gov)

Corrections and Criminal Justice, Other: Any instructional program in corrections and criminal justice.



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PUBLIC SERVICES | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER DESIGN

LAW, PUBLIC SAFETY,CORRECTIONS AND SECURITY CAREER CLUSTER DESIGN

Corrections, Security, Law and Law Enforcement Services Pathway

CIP CODE 43.0199

INTRODUCTORY LEVEL

Title	Code	Credit
★ Introduction to Law, Public Safety, Corrections and Security (LPSCS)	44001	0.5

TECHNICAL LEVEL

Pre-Law Strand

Title	Code	Credit
Business Communications	12009	0.5
Business Management	12052	0.5
★ Business Law	12054	0.5
Accounting	12104	1
Business Economics	12105	0.5
★ Practical Law	44300	0.5

Law Enforcement Strand

Title	Code	Credit
EMS First Responder	44050	0.5
Hazardous Materials for the First Responder	44070	0.5
Law Enforcement I	44200	1
Forensic Science I	44225	1

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
Courses may require specialized teacher certification and/or offer professional certification.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

APPLICATION LEVEL

Pre-Law Strand

Title	Code	Credit
Foundations in Law	44305	1
Legal Proceedings	44310	1
● Work Experience in LPSCS	44298	0.5

Law Enforcement Strand

Title	Code	Credit
● Law Enforcement II	44201	1
Certified Prosecution Officer	44210	0.5
Corrections Officer	44215	0.5
● Forensic Science II	44226	1
● Work Experience in LPSCS	44298	0.5

★ Required course for pathway approval.
● Has a specific prerequisite course – see competency profile for details.
Courses may require specialized teacher certification and/or offer professional certification.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

Websites:

- **SOC Code 33-3012: Correctional Officers and Jailers**[242] (bls.gov)
  Guard inmates in penal or rehabilitative institutions in accordance with established regulations and procedures. May guard prisoners in transit between jail, courtroom, prison, or other point. Includes deputy sheriffs and police who spend the majority of their time guarding prisoners in correctional institutions.

- **SOC Code 25-1111: Criminal Justice and Law Enforcement Teachers, Postsecondary**[243] (bls.gov)
  Teach courses in criminal justice, corrections, and law enforcement administration. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

- **SOC Code 33-3051: Police and Sheriff's Patrol Officers**[244] (bls.gov)
  Maintain order and protect life and property by enforcing local, tribal, state, or federal laws and ordinances. Perform a combination of the following duties: patrol a specific area; direct traffic; issue traffic summonses; investigate accidents; apprehend and arrest suspects or serve legal processes of courts. Includes police officers working at educational institutions.

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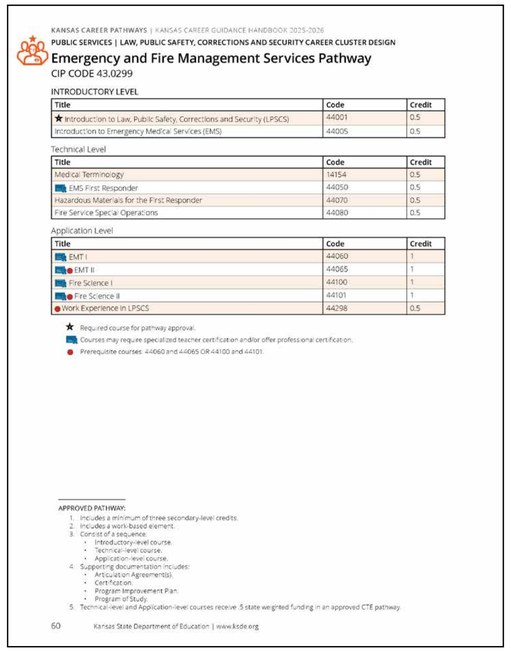
PUBLIC SERVICES | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER

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Emergency and Fire Management Services Pathway: CIP Code 43.0299[245]

CIP user site (ed.gov)

Fire Protection, Other: Any instructional program in fire protection.



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PUBLIC SERVICES | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER DESIGN

Emergency and Fire Management Services Pathway

CIP CODE 43.0299

INTRODUCTORY LEVEL

Title	Code	Credit
★ Introduction to Law, Public Safety, Corrections and Security (LPSCS)	44001	0.5
Introduction to Emergency Medical Services (EMS)	44005	0.5

Technical Level

Title	Code	Credit
Medical Terminology	14154	0.5
EMS First Responder	44050	0.5
Hazardous Materials for the First Responder	44070	0.5
Fire Service Special Operations	44080	0.5

Application Level

Title	Code	Credit
EMT I	44060	1
EMT II	44065	1
Fire Science I	44100	1
Fire Science II	44101	1
Work Experience in LPSCS	44298	0.5

★ Required course for pathway approval.
Courses may require specialized teacher certification and/or offer professional certification.
Prerequisite courses: 44060 and 44065 OR 44100 and 44101.

APPROVED PATHWAY:
1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
   - Introductory-level course.
   - Technical-level course.
   - Application-level course.
4. Supporting documentation includes:
   - Articulation Agreement(s).
   - Certification.
   - Program Improvement Plan.
   - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

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Websites:

- **SOC Code 33-1021: First Line Supervisors of Firefighting and Prevention Workers**[246] (bls.gov)
  Directly supervise and coordinate activities of workers engaged in firefighting and fire prevention and control.
- **SOC Code 33-2011: Firefighters**[247] (bls.gov)
  Control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include fire prevention, emergency medical service, hazardous material response, search and rescue, and disaster assistance.
- **SOC Code 29-2042: Emergency Medical Technicians**[248] (bls.gov)
  Assess injuries and illnesses and administer basic emergency medical care. May transport injured or sick persons to medical facilities.
- **SOC Code 29-2043: Paramedics**[249] (bls.gov)
  Administer basic or advanced emergency medical care and assess injuries and illnesses. May administer medication intravenously, use equipment such as EKGs, or administer advanced life support to sick or injured individuals.

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PUBLIC SERVICES | LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CAREER CLUSTER

Additional Resources

Websites:

- CTE Course Competencies and Indicators[56] (ksde.gov)
- Law, Public Safety, Corrections and Security Career Cluster[250] (onetonline.org)
- Careers in Law, Public Safety, Corrections and Security[251] (MyNextMove.org)
- Law, Public Safety, Corrections and Security[252] - Advance CTE (careertech.org)
- Law, Public Safety, Corrections and Security[60] - Career Posters (ks.gov)
- Kansas Labor Information Center (KLIC)[40] - High Demand Occupations (ks.gov)



Career and Technical Student Organizations (CTSO)

Kansas SkillsUSA[102]

Kansas Pathway Assessments, Credentials and Certifications (KPAC)

Excel in CTE Initiative (SB155)[54] (kansasregents.org)

Online documents:

- 2024-2025 Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)[12]. List Law, Public Safety, Corrections and Security Cluster Page 16.
- Tiered Technical Courses[55] (ksde.gov)

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Pathways

Career Clusters and Pathways

Websites:

- A **Career Cluster** is a grouping of occupations and broad industries based on commonalities. The 16 Career Clusters organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

Pathways are available in KSDE-provided spreadsheets. These list all state-approved pathways, CIP Codes, Building Names District Names, and District Numbers. The lists are sorted by **District Number**[253] or **Pathway Name**[254].

Online documents:

- Pathway changes are found in the **2025-2026 Career Cluster Guidance Handbook**[36].
- **CTE Cluster Reviews**[255] is a quick one-page reference that lists Cluster and Pathway dates. Specifically, the sheet outlines dates Clusters and Pathways were created and reviewed, as well as projected dates of next review.

See the previous section for a visual representation of pathways via the Kansas Career Fields Clusters and Pathways Infographic.

Career Cluster Pathway Program of Study Application (CPPSA)

Career Pathway Program of Study Application **CPPSA Training** slides includes tips and FAQs from the Pathways Help Desk, along with Help Desk contact information. Tips are broken down by CPPSA season.

July	August	September	October	November	December	January	February	March	April	May	June
				November 15 - March 1 Pathways application open for new pathway applications or CPPSA maintenance for upcoming school year.							
		Sept. 1 - Oct. 31 Pathways System Updates. Note: May be subject to change.		November 15 - March 1 Career Pathway Program of Study Application (CPPSA) Submission and KSDE Processing				March 1 - June 15 KSDE Processing Window (after due date)			
				November 15 - June 15 Revisions to declined pathways made by districts (initially submitted by 3/1 but not yet approved by KSDE)							
May 15 - Aug. 15 Assign & Update students after passing KCAN records are submitted in KIDS							February 1 - April 15 Concentrator Follow-up Data Entry for Concentrators Who Exited Last Year			May 15 - Aug. 15 Assign & Update students after passing KCAN records are submitted in KIDS	
Pathways Help Desk available for assistance: PathwaysHelpdesk@ksde.org											

If your district no longer wants to maintain a pathway or receive the funding associated with this pathway, fill out the **Pathway Deletion Form**[256]. A separate form must be used for each pathway submitted for deletion. Please postmark by March 1 for cancellation of the pathway for the following school year.

Submit the completed form to the **Pathways Help Desk**[257].

Pathways **Student Data Management Training**[258] provides instruction on how to assign and update students in Pathways. This is a required process when receiving Perkins' funds. The presentation includes a student data overview and details.

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Career and Technical Education Information

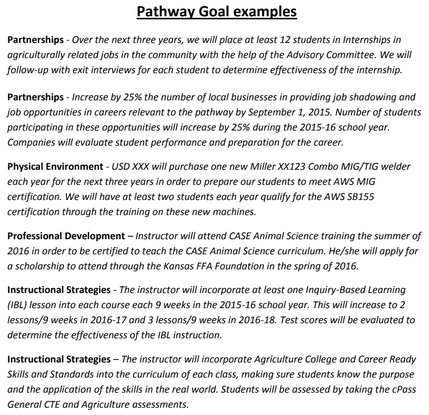
Website:

- Use the **Authenticated Application**[259] link to access the Kansas State Department of Education authenticated website. Contact **helpdesk@ksde.gov**[257] for general assistance with the site. Contacts for KN-CLAIM, KCCMS, KESA, and KEEP also are included.

Online documents:

Online Video: A CPPSA training workshop, **CPPSA Workday for New Staff**[260], is available for new CTE Staff and Pathways. The presentation provided by KSDE provides an overview of CTE Pathways, contacts, resources, timetables, and more.

- The **CTE Documentation Reference Sheet**[261] explains what items need to be retained locally and what needs to be submitted to KSDE. Items are reviewed annually by the local district. Some items are kept on file locally and others are submitted to KSDE through various reports and Authenticated Applications.
- The **Pathway SMART Goal Examples**[262] document lists SMART goal examples from Ag Pathways. Examples include partnerships, physical environment, professional development, and instructional strategies.



Pathway Goal examples

Partnerships - *Over the next three years, we will place at least 12 students in Internships in agriculturally related jobs in the community with the help of the Advisory Committee. We will follow-up with exit interviews for each student to determine effectiveness of the internship.*

Partnerships - *Increase by 25% the number of local businesses in providing job shadowing and job opportunities in careers relevant to the pathway by September 1, 2015. Number of students participating in these opportunities will increase by 25% during the 2015-16 school year. Companies will evaluate student performance and preparation for the career.*

Physical Environment - *USD XXX will purchase one new Miller XX123 Combo MIG/TIG welder each year for the next three years in order to prepare our students to meet AWS MIG certification. We will have at least two students each year qualify for the AWS SB155 certification through the training on these new machines.*

Professional Development – *Instructor will attend CASE Animal Science training the summer of 2016 in order to be certified to teach the CASE Animal Science curriculum. He/she will apply for a scholarship to attend through the Kansas FFA Foundation in the spring of 2016.*

Instructional Strategies - *The instructor will incorporate at least one Inquiry-Based Learning (IBL) lesson into each course each 9 weeks in the 2015-16 school year. This will increase to 2 lessons/9 weeks in 2016-17 and 3 lessons/9 weeks in 2016-18. Test scores will be evaluated to determine the effectiveness of the IBL instruction.*

Instructional Strategies – *The instructor will incorporate Agriculture College and Career Ready Skills and Standards into the curriculum of each class, making sure students know the purpose and the application of the skills in the real world. Students will be assessed by taking the cPass General CTE and Agriculture assessments.*

The **Pathways Student Data Management Presentation**[263] covers end-to-end student data flow. Topics covered include what data is collected and why, data management and reports, status definitions, data specifications and tips, and more.

- The **SMART Goals for Pathway Improvement Plans**[264] document provides guidance for developing SMART goals for pathway improvement plan. When creating a three-year Improvement Plan for your pathway, it is recommended to use the Pathway Assessment Rubric with your advisory committee to identify areas of success and improvement. This document will help the team to look at key parts and actions within the pathway, while also identifying what resources and support are needed.



SMART Goals for Pathway Improvement Plans

S Specific — You goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?

M Measurable — **How** will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.

A Attainable — Goals should push you, but it is important that they are **achievable.** Are your goals attainable?

R Realistic — Is your **goal and timeframe realistic** for the goal you have established?

T Timely — Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation.**

When creating a 3 year Improvement Plan for your pathway, it is recommended to use the Pathway Assessment Rubric with your advisory committee to identify areas of success and improvement. This document will help the team to look at key parts and actions within the pathway, while also identifying what resources and support are needed. By completing the review of the pathway as a group, needs and improvement areas can be selected and SMART goals developed for the 3 year Improvement Plan and the KSDE Pathways application.

The Pathway Assessment Rubric can be downloaded from the KSDE website and duplicated for district and teacher use as a resource tool.

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CTE Partners

Postsecondary Partnerships Statewide Articulation Agreements

Postsecondary Partnerships

Included in this site is information about partnerships between postsecondary institutions and KSDE. It contains links to all Statewide Articulation Agreements and a link to the guide for Creating an Articulation Agreement.

Statewide Articulation Agreements

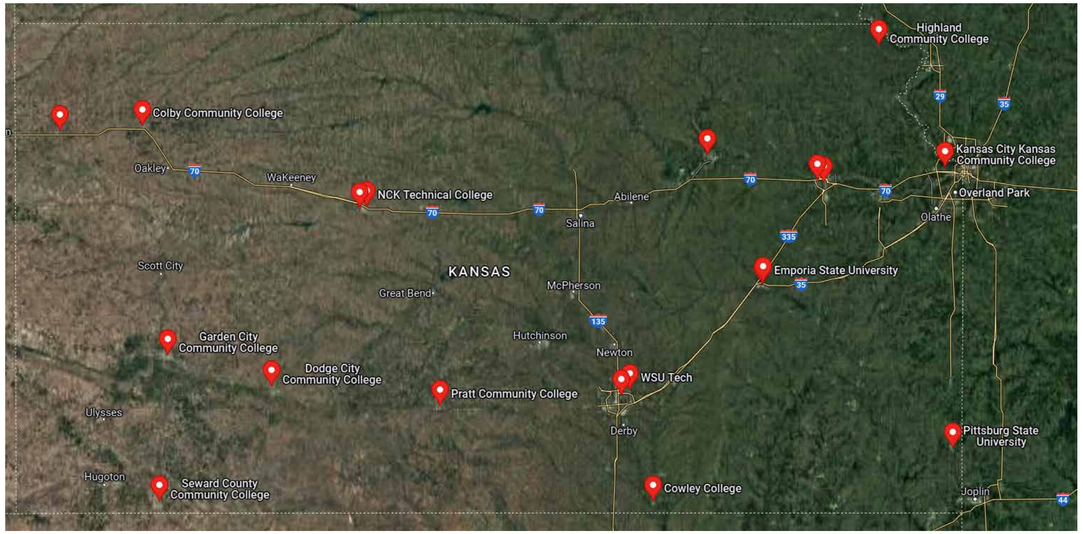
Statewide Articulation Agreements are created to enable Kansas High School Graduates to have a smooth transition from their high school Career and Technical Education Pathway to the corresponding Occupational Program at the postsecondary level.

Any Kansas high school graduate who meets the requirements of an articulation agreement may utilize the agreement to obtain college credit, scholarships, tuition waivers, or other benefits as stated in each agreement.

Statewide Articulation Agreements are created to enable Kansas High School Graduates to have a smooth transition from their high school Career and Technical Education Pathway to the corresponding Occupational Program at the postsecondary level. Visit our Statewide Articulation Agreements[265] page for a complete listing of all the current agreements within the state.

Please view the latest chart listing all current agreements at KSDE Statewide Articulation Agreements for CTE Pathways[265]. It includes a matrix of 22 Kansas postsecondary institutions that are statewide articulation agreement partners, along with the pathways in which they participate. Those partners include:

- Barton Community College
- Butler Community College
- Cloud County Community College
- Colby Community College
- Cowley College
- Dodge City Community College
- Emporia State University
- Flint Hills Technical College
- Fort Hays State University
- Garden City Community College
- Highland Community College
- Kansas City Kansas Community College
- Manhattan Area Technical College
- North Central Kansas Technical College
- Northwest Kansas Technical College
- Pittsburg State University
- Pratt Community College
- Seward County Community College
- Washburn Institute of Technology
- Washburn University
- Wichita State University (WSU)
- WSU Tech



Website:

- Postsecondary Partnerships Statewide Articulation Agreements[266] (ksde.gov)

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CTE PARTNERS | POSTSECONDARY PARTNERSHIPS STATEWIDE ARTICULATION AGREEMENTS

Online documents:

- Kansas Postsecondary Exploration Guide

  Kansas Postsecondary Exploration Guide resources to help Kansas high school graduates make postsecondary decisions. **This is a collaborative tool from Kansas Board of Regents and Kansas State Department of Education Content includes:**

  - General information.
  - Information for Kansas public universities.
  - Information for Kansas public community and technical colleges.
  - Information for Kansas Independent Colleges
  - Exploratory resources to consider postsecondary options.
  - Transfer credit and credit for prior learning resources.
  - Financial aid and scholarships resources.

  General Kansas Information:

  - Qualified Admissions.
  - Kansas Scholars Curriculum.
  - Public Institutions – comprehensive list.
  - Financial Aid Offices – comprehensive list.
  - Independent Colleges – comprehensive list

- Articulation Agreement Booklet

  The Creating an Articulation Agreement booklet includes helpful information on creating agreements with higher education institutions, as well as current State Articulation Agreements. The booklet has been developed as a "How-To-Guide" for schools and consortia to establish local articulation agreements between secondary education systems and colleges.

  School districts may choose to create an articulation agreement with a postsecondary institution directly and not utilize a statewide articulation agreement. The local articulation agreement is uploaded as a step in the CPPSA.

- KBOR Maps of Service Areas: Maps of Service Areas kansasregents.org)

Websites:

- Kansas DegreeStats - Kansas Board of Regents (ksdegreestats.org)

  This interactive online tool reviews cost and earnings data from real graduates for each undergraduate degree program offered at a public university or college in Kansas. With hundreds of degree programs available, there are many factors to consider when selecting the institution and the degree program that are the best match. Explore this site to learn more about the specific costs of each undergraduate degree program offered in Kansas, and the earnings those graduates are making today.

- Seamless Systemwide Transfer - Transfer and Articulation (kansasregents.org)

  The Transfer Kansas portal houses all Systemwide Transfer (SWT) courses approved by the Kansas Board of Regents, for which faculty develop and update learning outcomes. SWT courses transfer to any Kansas public institution offering an equivalent course. The decision of lower division courses to count toward upper division credit hours is at the discretion of the receiving institution. For transfer information at a specific institution, visit: University and College Transfer Information[267] webpage (kansasregents.org).

- K-TIP Report[268] (kansasregents.org)

  The Kansas Training Information Program[268] (K-TIP) reports employment and wage data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, and Washburn Institute of Technology.

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Business/Industry Partnerships Advisory Committee Resources

Business and Industry/Advisory Committee

To maintain Career and Technical Education (CTE) programs that meet current occupational needs, CTE educators rely heavily on advice from business and industry. An important step in establishing, maintaining, or upgrading an existing CTE cluster/pathway is the organization of a local Advisory Committee.

Advisory Committee

An Advisory Committee is a group of persons outside the education profession, comprised of representative lay people, recognized and respected in their own fields of work who advise CTE educators, administrators, and local board of education members regarding clusters/pathways, based on the employment needs of the community, state, regional, national, and international marketplace.

The general functions are to act in an advisory capacity for the development and operation of the CTE cluster/pathway.

- An Advisory Committee can assist in answering:
- Are students being prepared for the future job market?
- What should the training include?
- Is curriculum addressing industry needs?
- How can instructors verify competencies to industry standards?
- What industry validated credentials (includes certificates or licenses) are available within the cluster/pathway?

Advisory Committees offer many services:

- They assist with the cluster/pathway development.
- They provide advice that is not easily obtainable elsewhere.
- They assist in public relations activities.
- They offer different points of view.
- They can actively aid in the placement of graduates.
- They assist in keeping educational programs up to date.
- They assist in transition to postsecondary education and training.
- They can offer training sites for internships or “live” work for In-House Training (IHT).

The membership of a Career Cluster/Pathway Advisory Committee includes:

1. A minimum of three (3) representatives from business/industry with the optional addition of a postsecondary representative and/or current student from its respective cluster/pathway.
2. Business/Industry members need to make their living in areas related to the pathway.
3. Advisory Committee members generally serve a three-year term and hold leadership positions of Committee Chair, Vice Chair and Secretary.
4. Advisory Committee should meet a minimum of twice a year.

Website:

- Business/Industry Partnerships Advisory Committee Resources[269]

Online document:

- The Advisory Committee Guidance Handbook[270] is an Information Guidebook developed to assist Local Education Agencies comply with Cluster/Pathway approval.

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CTE PARTNERS | BUSINESS/INDUSTRY PARTNERSHIPS ADVISORY COMMITTEE RESOURCES

Kansas Advisory Committee for Career and Technical Education (KACCTE)

CTE OVERVIEW

The purpose of the Kansas Advisory Committee for Career and Technical Education (KACCTE) is to provide business and industry a unified voice to advocate and provide recommendations for continuous improvement for Career and Technical Education to, including but not limited to, the Kansas State Department of Education, the Kansas Postsecondary Technical Education Authority, the State Workforce Board and the Kansas Board of Regents.

KACCTE Members:

Jill Gonzalez-Bravo, Chair
Education
Mid-America Nazarene University

Vacant
Architecture

Sharon Thielen
Agriculture
Kansas Corn Growers Association

Cloys L. Bayless
Trade and Industry
AGC of Kansas

Tiffany Stovall
Manufacturing
Mid-America Manufacturing Technology Center

Sydney Bergeron
Engineering
Garmin International

Jenny Niblock
Health Science
Citizen's Health - CMCI

Kristin Brighton
Marketing
New Boston Creative Group

Joe Steffen
Finance
BOK Financial

Lisa Graham
Hospitality
Kansas Restaurant and Hospitality Association

Karin Juarez
Human Services
TDC Learning Center, Inc.

Lisa Brady Ketteler
AV Communications
GEHA

Sam Zupko and Cait Gregory
Business Management
Textron Aviation

Matt Caton
Transportation, Distribution and Logistics
Don Hattan Dealerships

Deputy Chief Brad Crisp
Law, Public Safety
Sedgwick County Fire District #1

Ann Mah
District 4
Kansas State Board of Education

Advisory Members

Mike Beene
Department of Commerce

Angela White
Kansas Board of Regents

Joni Clark-Leiker
CTE Coordinator

Barbra Gonzalez
KLCTE

Natalie Clark
Assistant Director, Career, Standards and Assessment Services, KSDE

Vacant (Oct. 2023)
Technical Education Authority

View documents related to KACCTE meetings and organizational structure. Documents include Kansas Workforce Summit Award of Merit Nomination Form, KACCTE Membership List, KACCTE Membership Application Form, and KACCTE meeting minutes.

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CTE PARTNERS

Career and Technical Student Organizations (CTSOs)

Websites:

- Career and Technical Student Organizations (CTSO)

With more than two million student members combined, Career and Technical Student Organizations (CTSO) integrate into Career and Technical Education programs and courses across the country. CTSOs extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state, and national levels.

CTSOs are a powerful avenue for helping our nation address key challenges such as workforce development, student achievement, economic vitality, and global competitiveness.

CTSOs are authorized by the U.S. Congress in the Carl D. Perkins Career and Technical Education Improvement Act.

Kansas CTSO Memberships provides a quick overview of Kansas Career and Technical Student Organizations, including eight organizations that provide more than 23,000 memberships.

To learn more about each of the organizations, click on the links below.

Kansas Business Professionals of America (BPA)[85]

BPA is the leading CTSO for students pursuing careers in business management, office administration, information technology, and other related career fields.

- This CTSO is a helpful resource for these Career Clusters:
  - Business Management and Administration
  - Finance
  - Information Technology (Web and Digital Communications Pathway)
  - Marketing

Kansas DECA

- DECA prepares emerging leaders and entrepreneurs for careers around the world in marketing, finance, hospitality, and management.
- This CTSO is a helpful resource for these Career Clusters:
  - Business Management and Administration
  - Finance
  - Hospitality and Tourism
  - Marketing.

Kansas FFA[53]

- FFA makes a positive difference in the lives of students. It helps develop their potential for premier leadership, personal growth, and career success through agricultural education.
- This CTSO is a helpful resource for all Pathways that belong to the Agriculture, Food and Natural Resources Career Cluster.

Kansas FBLA[79]

- FBLA is a nonprofit 501(c)(3) education association with a quarter million students preparing for careers in business and business-related fields.
- This CTSO is a helpful resource for these Career Clusters:
  - Arts, A/V Technology and Communications (Digital Media Pathway)
  - Business Management and Administration
  - Finance
  - Information Technology
  - Marketing

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

Kansas FCCLA[149]

- FCCLA promotes personal growth and leadership development through Family and Consumer Sciences education.
- This CTSO is a helpful resource for these Career Clusters:
  - Education and Training
  - Hospitality and Tourism
  - Human Services

Kansas HOSA[117]

- HOSA develops leadership and technical skill competencies through a program of motivation, awareness, and recognition, which is an integral part of the Health Science Education instructional program.
- This CTSO is a helpful resource for all Pathways that belong to the Health and Bio Science Career Cluster.

Kansas SkillsUSA[102]

- SkillsUSA improves the quality of America's workforce through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA helps each student excel.
- This CTSO is a helpful resource for these Career Clusters:
  - Architecture and Construction
  - Arts, A/V Technology and Communications
  - Engineering
  - Information Technology (Web and Digital Communications Pathway)
  - Law, Public Safety, Corrections and Security
  - Manufacturing
  - Transportation, Distribution, and Logistics

Kansas TSA[86]

- TSA is the only student organization devoted exclusively to the needs of students interested in technology.
- This CTSO is a helpful resource for these Career Clusters:
  - Architecture and Construction
  - Arts, A/V Technology and Communications
  - Engineering
  - Information Technology (Programming and Software Development and Web and Digital Communications Pathways)
  - Manufacturing
  - Transportation, Distribution, and Logistics (Aviation Maintenance Pathway)

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Kansas Department of Labor Information and Resources

Website:

- The **Kansas Department of Labor**[271] is a valuable resource for data on current and future Kansas workforce needs, wages, requirements, and more. Resources include monthly labor information, occupational information, industry information, labor force and unemployment rates, publications, employment outlook, and high demand occupations, as well as tools, help, and other resources.

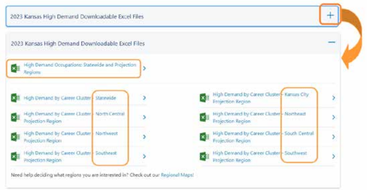
The **Labor Market Information PowerPoint** contains resources for Individual Plans of Study (IPS).

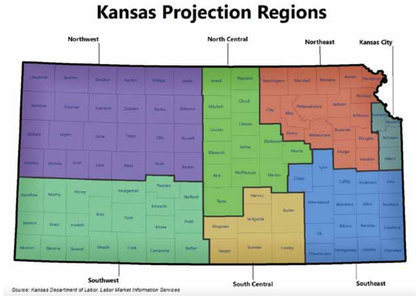
Below are links that may be of particular interest to students wanting to determine which career path they wish to pursue.

High Demand Occupations

This website outlines current and projected job openings, as well as occupations with high wages. The high demand list considers three measures of labor demand: current job openings, projected job openings over the next two years, and projected job openings over the next ten years. The high demand list also includes an indicator for occupations with high wages.

Downloadable Excel files are available to show High Demand jobs by state and region:





Kansas Career Posters[60] - Career Posters (ks.gov)

This page highlights career paths across various career clusters. Each poster provides examples of occupations students can obtain immediately after high school, as well as future jobs they can work toward with more education, training, or work experience.

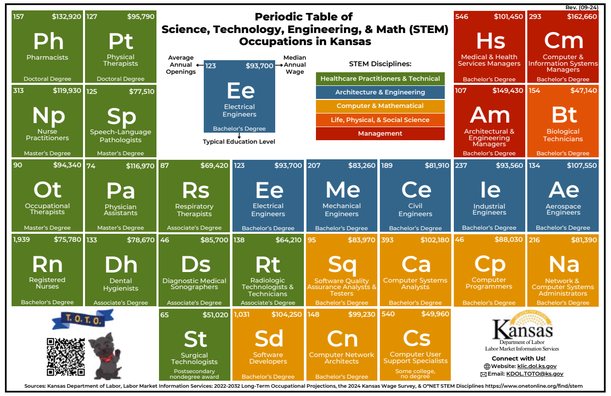


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Advance CTE

Advance CTE is the longest-standing nonprofit that represents state leaders across the U.S. who are responsible for secondary, postsecondary and adult CTE. Their mission is to support state CTE leadership to advance high-quality and equitable CTE policies, programs and pathways that ensure career and college success for each learner. This is the National Career Clusters Framework.

At careertech.org, learn how Advance CTE supports state CTE leadership to advance high-quality and equitable CTE policies, programs and pathways. These initiatives ensure career and college success for each learner.

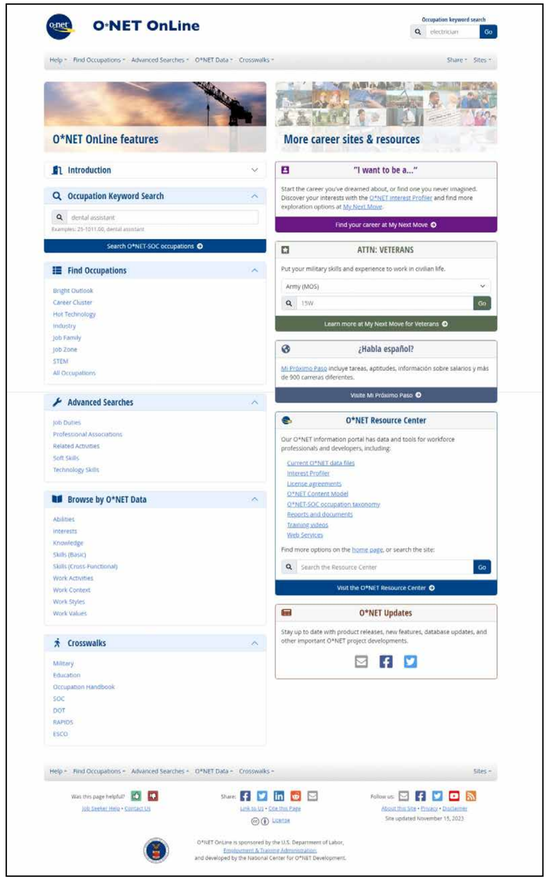


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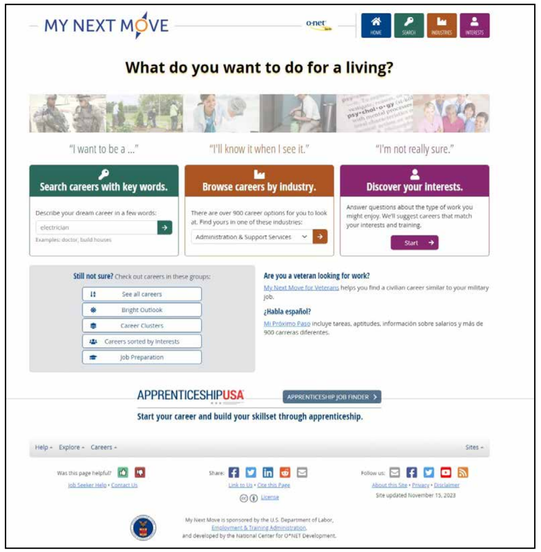
National Occupation Information Resources (O*NET)

O*NET OnLine is a helpful resource for students wanting to learn more about particular jobs. The website:

- Offers detailed job descriptions for more than 900 occupations.
- Can help students learn about jobs that may be a good fit for their individual goals and needs.
- Provides comprehensive reports that include requirements, characteristics, and available opportunities for each occupation.



My Next Move is a resource for middle school and high school students to search by careers, industries, and interests.



Technical Resources

Skill Validation

A full list of CTE skill validation requirements is available via the **Kansas Pathway Assessments, Credentials, and Certifications (K-PAC)**. The document is organized by Pathway. Assessments, credentials, and certifications are listed by name and CTE certification code number. The following details also are included in the document:

- Excel in CTE (SB155) Qualifying Recognized Credential Incentive List
- **Excel in CTE Initiative (SB155)** (kansasregents.org)
- **2024-2025 Excel in CTE (SB155) Qualifying Credentials** (kansasregents.org)
- Postsecondary Success Approved High School Credentials
- End of Pathway Assessment/Certification for Completer Status
- Certifications Counting for Completer Status
- Minimum Professional Certification Requirement for Pathway Approval

CTE Assessments, Credentials, Certifications, and Skill Validation (ksde.gov)

Kansas Pathway Assessments, Credentials, or Certifications (K-PAC)

The K-PAC includes Assessments, Credentials and Certifications organized by Pathway.

The K-PAC, Kansas Pathway Assessments, Credentials, and Certifications document is organized by Pathway. The assessments, credentials and certifications are listed by name and CTE certification code number. In addition, the assessments and credentials are organized by: 1. 2023-2024 Excel in CTE (SB155) Qualifying Recognized Credential Incentive List 2. Postsecondary Success Approved High School Credentials 3. End of Pathway Assessment/Certification for Completer Status 4. Certifications Counting for Completer Status and 5. Minimum Professional Certification Requirement for Pathway Approval.

Color Coding for Career Fields/Clusters

Media & Technology Field	**Public Services Field**	**Health Field**
ARTS, A/V COMMUNICATION CLUSTER	EDUCATON & TRAINING CLUSTER	HEALTH SCIENCE CLUSTER
INFORMATION TECHNOLOGY CLUSTER	GOVERNMENT & PUBLIC ADMINISTRATION	**Agriculture Field**
Design, Production & Repair Field	LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY CLUSTER	AGRICULTURE CLUSTER
TRANSPORTATION CLUSTER	**Business Field**	**Family & Consumer Sciences Field**
ARCHITECTURE & CONSTRUCTION CLUSTER	BUSINESS MANAGEMENT & ADMINISTRATION CLUSTER	HOSPITALITY & TOURISM CLUSTER
ENGINEERING CLUSTER	FINANCE CLUSTER	HUMAN SERVICES CLUSTER
MANUFACTURING CLUSTER	MARKETING CLUSTER	

Pathway	Assessments, Credentials or Certifications	CTE Certification Code	SB123 Industry Sought Credentials	Excel in CTE (SB155) Qualifying Recognized Credential Incentive List	KPAC	Postsecondary Success Approved High School Credentials	End of Pathway Assessment/ Certification for Completer Status	Certifications Counting for Completer Status	Minimum Professional Certification Requirement for Pathway Approval
AGRICULTURE CLUSTER									
Agribusiness Systems									
	KS Dept. of Agriculture: KS Agriculture Skills & Competencies	1071	X	2023-2024	X	2016-2024		X	X
	CareerSafe: OSHA Safety Certification (10 Hour)	1098			X				X
	cPass: Comprehensive Agriculture Assessment	1114			X	2016-2017	X		
	NC3: Data Analytics/Harnessing the Power of Data	1147			X				X
Animal Science									
	KS Dept. of Agriculture: KS Agriculture Skills & Competencies	1071	X	2023-2024	X	2016-2024		X	X
	CareerSafe: OSHA Safety Certification (10 Hour)	1098			X				X
	cPass: Comprehensive Agriculture Assessment	1114			X	2016-2017	X		
	cPass: Animal Science Assessment	1116			X		X		
	Youth for the Quality Care of Animals: YQCA	1136			X				X

Updated 7/25/2023

1/21

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TECHNICAL RESOURCES

CTE Pathway Credential Recommendation

Per Senate Bill 123 (New Section 10), schools must submit credential recommendations via the **CTE Pathway Credential Recommendation**. This online form allows districts, colleges, and other organizations to recommend credentials, assessments, and certifications for any pathway. Additional guidance is available here. This Guidance for CTE Pathway Credential Recommendation training walks through the recommendation form page by page. It also provides contact information for questions.

New Section 10. (a) This section shall be known and may be cited as the career technical education credential and transition incentive for employment success act.

(b) Each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment SENATE BILL No. 123 - page 6 or other examination that is required for such student to obtain an approved industry-sought career technical education credential.

(c) (1) On or before July 1, 2023, and each July 1 thereafter, the state board of education and state board of regents shall jointly conduct a survey of school districts and colleges on which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential" under subsection

(d) (2) On or before July 31, 2023, and each July 31 thereafter, the state board of education and state board of regents, after consultation with the secretary of labor, the secretary of commerce and representatives of industries that recognize career technical education credentials, shall jointly approve a list of industry-sought credentials.

(d) As used in this section:

(1) "College" means any community college, technical college or the Washburn institute of technology; and

(2) "industry-sought credential" means a career technical education credential that is:

(A) Repeatedly referenced in job postings; and

(B) frequently referred to by employers in communications with school districts as a career technical education credential that is in demand.

Excel in CTE Initiative (SB155) (kansasregents.org)

2024-2025 SB123 Credential List (kansasregents.org)

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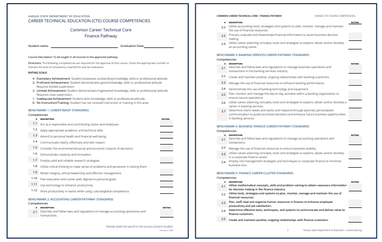
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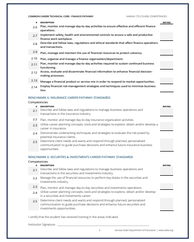
TECHNICAL RESOURCES

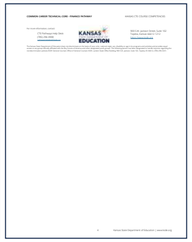
CTE Course Competencies and Indicators

The [CTE Course Competencies and Indicators](#)[56] page provides Competencies for all State CTE Courses, Course Indicators (if available) and Common Career Technical Cores standards for each pathway. Examples of each type of document for the Finance Pathway are shown.

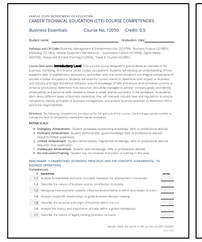
Common Career Technical Core

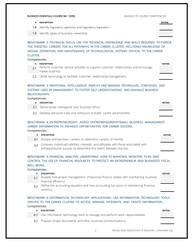


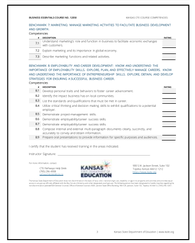




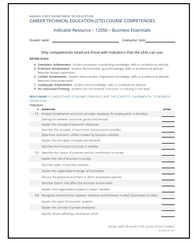
Course Competencies







Core Indicators









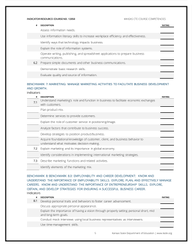






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TECHNICAL RESOURCES

CTE Fact Sheets and Resources

CTE OVERVIEW

CTE Fact Sheets and Resources (ksde.gov)

Below are links to references that CTE coordinators and instructors may find helpful. Resources include CTE fact sheets and resources, Work-Based Learning resources, infographics and logos, and instructor guides and handbooks.

Fact Sheets

Online documents:

- Enrollment Handbook (ksde.gov)
- Checklist for School Districts' Annual KSDE Audit - Final for posting (ksde.gov)
- The Policy on Combining CTE Courses provides guidance regarding the best practices for combining funding eligible CTE courses. This guidance is provided to help schools both in planning and reporting student count. The instructor must be licensed to teach all courses, or the courses should be team taught to meet licensure requirements.
- The Guidelines for Facilities for CTE Classrooms/Labs resource outlines requirements and recommendations for classrooms, lab storage, and other facilities. These guidelines ensure all facilities are accessible to all populations, clean, attractive, safe, healthy, adequate, and appropriate for the instructional program being offered.
- The Guidance for Awarding Proficiency Credit resource outlines credit requirements and guidelines. Those include course selection, design process, proficiency award methods of delivery, and annual follow-up and maintenance activities.
- The CTE Documentation Reference Sheet explains what items need to be retained locally and what needs to be submitted to KSDE. Items are reviewed annually by the local district. Some items are kept on file locally and others are submitted to KSDE through various reports and Authenticated Applications.

Fiscal Auditing (ksde.gov)

Work-Based Learning Resources

KSDE'S Work-Based Learning Resources page provides links to resources on work-based learning topics. These include the learning continuum, personalized learning plans, measuring student learning, simulated work-based leaning, and digital reference guides.

Logos

Kansas CTE Sunflower Infographic: See previous section for details.

CTE Kansas Logo: Download the "Learning that works for Kansas CTE TM" logo. It is available in horizontal and vertical (stacked) formats.

CTE®

Learning that works for Kansas

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Communication

KSDE Secondary-Level CTE Contacts

View KSDE Secondary-Level CTE Contacts for a list of individuals in various postsecondary readiness areas, including:

- CTE Administration
- Career Clusters and Pathways
- Career and Technical Student Organizations (CTSOs)
- Carl D. Perkins
- Pathway Authenticated Application Assistance
- Career Development
- Course Code Management
- Teacher Licensure

KSDE Career and Technical Education Listserv

KSDE - CTE emailing lists (Listservs) are available to teachers, administrators, counselors, and CTE Coordinators. Information provided through each mailing list may include, but is not limited to, cluster/pathway updates, notice of workshops/conferences relative to their content area, links to various resources, notice of guidance changes, and innovative classroom strategies.

Please email the contact listed on the CTE Listserv page to request the addition or deletion of your email address to the Listserv(s).

KSDEweekly

KSDEweekly is the weekly external email newsletter distributed to subscribed parties. Sections include:

- Feature Story
- Accountability, Accreditation and Assessments
- Reporting and Operations
- Standards and Instruction
- Student Health and Nutrition
- Upcoming Events, Trainings, and Recognition

Archived editions of KSDEweekly are available **here**. To subscribe or for more information, email **ksdeweekly@ksde.gov**.


KSDEweekly

Thursday, Feb. 1, 2024 | Issue 75

CELEBRATING BLACK HISTORY MONTH FEBRUARY

In This Week's Edition

Feature Stories
- School mental health professionals gather for Advocacy Day at the Kansas Statehouse
- February is Career and Technical Education Month
- New HirePaths Cool Careers video now available

2024 Kansas Legislative Update
- Week 4 of Kansas Legislative Session

Reporting and Operations
- Applications for Increasing Equitable Access to CTE Grant now available
- School Bus Safety Poster Contest now open; deadline is April 12

Standards and Instruction (cont.)
- Reminder: Early Childhood team to distribute copies of updated Kansas Early Learning Standards
- Reminder: KSDE staff members are here to help with early literacy or dyslexia questions

Upcoming Events, Trainings and Recognition
- PD session on balanced assessment system, structured literacy slated for tomorrow, Feb. 2
- KSDE-sponsored professional development trainings scheduled for February
- KSDE holding Nita M. Lowey 21st CCLC Grant competition

CTE OVERVIEW

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Pathway and CPPSA Information and Resources

Pathways Career Pathway Program of Study Application (CPPSA) Checklist

The CPPSA System is for Pathway Application Updates and New CPPSAs

1ST SUBMISSION: NOV. 15 - MARCH 1

Staff - Review district staff and their Pathways Access Level

- Any staff to delete - email helpdesk@ksde.gov
- Any **new** staff – register at KSDE Authenticated Applications
- Access Levels for Pathways Updates
  - Video Tutorial: Selecting the Most Appropriate Access Level
  - School Level – School Update (CPPSA only) or School Approve (student data entry only) - Switch between the two using Manage My Account
  - District Level – District/Org Update - Select “All Buildings” for the Building field for Access to CPPSA update screens and Student Data screens without switching access levels
- Log in information
  PLEASE NOTE: Due to a previous security audit, any KSDE helpdesk can no longer give Pathways IDs over the phone.
  - If you have forgotten your Pathway ID, please email **helpdesk@ksde.gov**.
  - Also, the Forgot My Password link on the **Authenticated Applications** log in page may be used to reset your password.
  - School Update or District/Org. Update access levels only may be used to update or create a Pathway application.

Kansas Course Code Management System (KCCMS)

- Review Course Records
- Please enter/upload only new course records or those that require a change. Active records do not need to be uploaded/entered each year.
- Remember that each course record must be approved at KSDE before it is available for selection in the pathway application. Please allow time for this approval to take place.
- Each course selected in an approved pathway should be offered at least once every three years.
- Records in the Kansas Course Code Management System (KCCMS) should match exactly with your Student Information System

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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Pathway Application

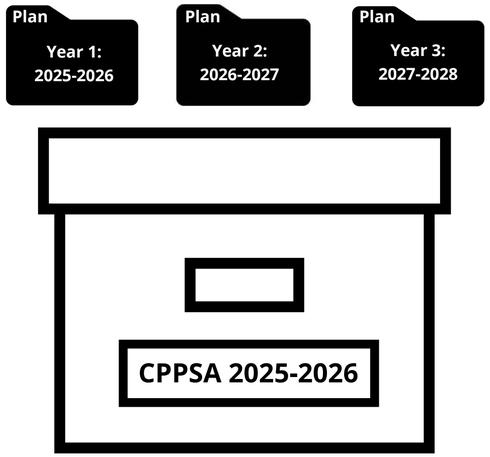
THE DUE DATE FOR ALL PATHWAY APPLICATIONS IS MARCH 1ST. THIS DEADLINE IS FIRM.

If an application is returned with corrections or updates requested, there is a two-week time frame to make requested corrections.

- Review Pathway Content – View/Print: The document is a pop-up window once selected. Make sure the Pop-up Blocker is off.
  - Please remember to review consultant notes from the prior year's pathway application. These may be found at the bottom of the View/Print document for each pathway or in the approval emails.
    - Any corrections indicated must be made for the current pathway application in order to receive approval.
    - Contact pathway consultants if you have any questions.
- Advisory Committee Assurances:
  - Schedule meetings if needed – These must be complete prior to the submission of the pathway application.
  - Quality Pathway Rubric document is available to use with your committee to audit your pathway.
  - Keep documentation on file locally.
- Improvement Plans
  - Save in a separate document. Pathways times out after about 20 minutes on the same screen due to data security concerns.
  - These should be written with the assistance of the advisory committee.
  - Four components:
    - Partnerships
    - Physical Environment
    - Professional Development
    - Instructional Strategies
- Plans should be written in a SMART goal timeline format
  - Example:
    - New pathways: 1 year per area (2024-2025)
    - Existing pathways (Maintenance): Three years per area (2024-2025, 2025-2026, 2026-2027)

Career Pathway Program of Study Application (CPPSA)

Section IIB: Improvement Plans: Advisory Committee develops plans for the three-year pathway improvement plan.



- Make sure to review and use the Pathways Application checklist link below. There is a wealth of information.
- After submission, watch for emails regarding the pathway application. Check the status of your pathway applications often:
  - View the status of your pathway applications by following these steps:
    - Log into your Authenticated Applications account that has Pathways access.
    - Select Pathways.
    - Click on My CPPSAs on the left-side menu.
    - Select the check box that says "Select/Unselect All" to select all of the check boxes.
    - Click "View/Filter CPPSAs."

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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Status Definitions

PPSAs: 71 record(s) found Create New CPPSA

Actions	USD	Bldg	Linked	Pathway	CIP Code	School Year	Status	Duration (days)	RR	Previously Approved (Maintenance Application)
49497	[redacted]	[redacted]	No	Fashion, Apparel, Interior Design Pathway	19.0999	2023	In Progress (1/27/2023 3:26:23 PM)	27		Yes
49500	[redacted]	[redacted]	No	Business Finance	52.0801	2023	Approved by KSDE (1/27/2023 4:04:09 PM)	27		Yes
49499	[redacted]	[redacted]	Yes	Business Finance	52.0801	2023	Approved by KSDE (1/27/2023 3:31:17 PM)	27		Yes
49498	[redacted]	[redacted]	Yes	Business Finance	52.0801	2023	Approved by KSDE (1/27/2023 3:31:17 PM)	27		Yes
49496	[redacted]	[redacted]	No	Fashion, Apparel, Interior Design Pathway	19.0999	2023	In Progress (1/27/2023 3:26:23 PM)	27		Yes
49495	[redacted]	[redacted]	No	Fashion, Apparel, Interior Design Pathway	19.0999	2023	In Progress (1/27/2023 3:26:23 PM)	27		Yes
49494	[redacted]	[redacted]	No	Fashion, Apparel, Interior Design Pathway	19.0999	2023	In Progress (1/27/2023 3:23:48 PM)	27		Yes
49493	[redacted]	[redacted]	No	Fashion, Apparel, Interior Design Pathway	19.0999	2023	In Progress (1/27/2023 3:23:48 PM)	27		Yes

- In Progress: The pathway has either not been submitted or was submitted, declined, and has been viewed by someone in your district with editing access for the pathway application.
  - These applications should be carefully reviewed.
  - The View/Print option will allow you to view the history of the pathway by scrolling down to the “Approvals” section.
  - If there is a disapproval note, please review the notes and make necessary corrections.
- Released: The pathway is awaiting approval by your superintendent. They should have received an email with instructions to do so. This is the final step to ensure that the pathway is in the proper status for review at KSDE.
  - If the status of the application has been in “Released” status for more than a few days, it is advisable to reach out to your superintendent to let them know that it is awaiting their approval.
- Declined by District: Your superintendent has declined the pathway.
  - Look for notes in the “Approvals” section of the View/Print Document.
  - Make the requested corrections and release again for district-level approval
- Declined by KSDE: A KSDE consultant has declined the pathway application and requested changes or corrections.
  - Notes from the consultant may be found in the “Approvals” section of the “View/Print” document in Pathways and in the notification email that was generated when the application was declined.
  - Please make requested changes within the two-week timeframe as indicated in the notification email.
- Approved by District: This status indicates that the pathway application is awaiting review by a KSDE consultant.
- Approved by KSDE: Congratulations! This pathway has been approved by KSDE for the 2023-2024 school year.

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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Tips, Tricks and Important Information

- Review previous years' notes from consultants.
- Have, available to you, a list of all courses, with course codes and local identifiers, as you work on the application.
  - You must include all courses that you wish to be included in the pathway in the application.
  - Applications will not be returned for course additions after final approval by KSDE.
- Pathways that will not be renewed should be set to "Cancel/Delete" in the Actions column.
  - Complete the Pathway Deletion Form.
    - This may be submitted to the Pathways Helpdesk (pathwayshelpdesk@ksde.gov).
  - Pathway applications that are inadvertently canceled/deleted cannot be recovered.
- The Consumer and Personal Finance Course 22210 for .5 credit will not be available within the Business Management and Entrepreneurship, Business Finance, and Family, Community and Consumer Services Pathways. The Consumer and Personal Finance Course 22210 will not continue to be a funded course in Pathways beyond the 2023-2024 school year due to the new Graduation Requirement. This change will be reflected with the handbook that aligns with the school year of the Pathway Application.
- Pathways Resources:
  - Log in Page - Authenticated Applications
  - Kansas Career Cluster Guidance Handbook 2024-2025 (ksde.gov)
  - Pathways Application Checklist (Best resource for step-by-step instruction)
  - Advisory Committee Handbook and Quality Pathway Rubric II
- Need additional assistance?
  - Pathway-specific questions, advisory committees, improvement plans – CTE Pathway Consultants
  - Technical Assistance with Pathways – Pathways Helpdesk – pathwayshelpdesk@ksde.gov
  - Login Assistance – IT Helpdesk – **helpdesk@ksde.gov**
  - KCCMS Assistance – KCCMS Helpdesk – **kccms@ksde.gov**

A **Pathways Application Checklist is available for November 15 - March 1** submissions. The checklist contains steps necessary to create a Career Pathway Program of Study Application or complete the maintenance of an existing pathway, including details regarding:

- Pathway selection and contacts
- Advisory Committee
- Improvement plans
- CTE courses
- Programs of study
- Application submission



KANSAS STATE DEPARTMENT OF EDUCATION

Pathways Application Checklist

November 15th to March 1st Submission

This document contains the steps to create a Career Pathway Program of Study Application and/or to complete the maintenance of an existing pathway.

For assistance, contact pathwayshelpdesk@ksde.org or call 785-296-4908

Gaining Access

1. Visit https://apps.ksde.org/authentication/login.aspx.
2. First time users should register and choose an access level of "School Update" or "District/Org Update." Then, your request will need approval from your superintendent. District level pathways require District/Org Update.
   OR if you need to change your access level from "School Approve" to "School Update," select **Manage My Account** before clicking on Pathways. This access change will need approval from your superintendent as well.
3. On the KSDE Web Applications Page, select "**Accept**" to agree to the Legal Notice and then select the link "**Pathways**".

Starting a New Application

4. Select Pathways. Click on **"My CPPSA's"** and then on View/Filter CPPSAs.
5. Click on "**Create New CPPSA**". Go to step 10.

Opening an Existing Application

6. Click on **"My CPPSA's"**.
7. Select **"In Progress"** as the status (or **Select ALL**), and the School Year is populated (for the next school year).
8. Click on **"View/Filter CPPSA's"**.
9. Under the Actions column, click on **"Edit"** next to the pathway that will be opened for review.

Section I: Pathway Selection & Contacts

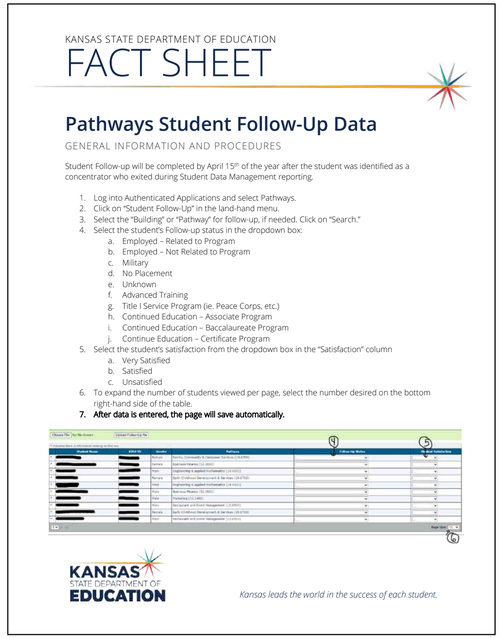
10. For new pathways, select the Pathway title in the dropdown box. (If this will be a district level pathway for multiple buildings, select the district office building number. Then, all the other district buildings will display for selection.)
11. Select the **"Responsible Form Completer"** for the application. (If the correct name is not available, that person must register for an account in the authenticated applications system. Go to Step 1.)
12. Click "**Save**".

Section II-A: Advisory Committee Information

13. Click **Section II-A** in the left-hand menu to move to the next section.

Fact Sheet – Pathway Student Follow-Up Data

A student follow-up will be completed by April 15 of the year after the student was identified as a concentrator who exited during Student Data Management reporting. **Click here** to access follow-up information and procedures.



KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

Pathways Student Follow-Up Data

GENERAL INFORMATION AND PROCEDURES

Student Follow-up will be completed by April 15th of the year after the student was identified as a concentrator who exited during Student Data Management reporting.

1. Log into Authenticated Applications and select Pathways.
2. Click on "Student Follow-Up" in the land-hand menu.
3. Select the "Building" or "Pathway" for follow-up, if needed. Click on "Search."
4. Select the student's Follow-up status in the dropdown box:
   a. Employed – Related to Program
   b. Employed – Not Related to Program
   c. Military
   d. No Placement
   e. Unknown
   f. Advanced Training
   g. Title I Service Program (ie. Peace Corps, etc.)
   h. Continued Education – Associate Program
   i. Continued Education – Baccalaureate Program
   j. Continue Education – Certificate Program
5. Select the student's satisfaction from the dropdown box in the "Satisfaction" column
   a. Very Satisfied
   b. Satisfied
   c. Unsatisfied
6. To expand the number of students viewed per page, select the number desired on the bottom right-hand side of the table.
7. **After data is entered, the page will save automatically.**

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

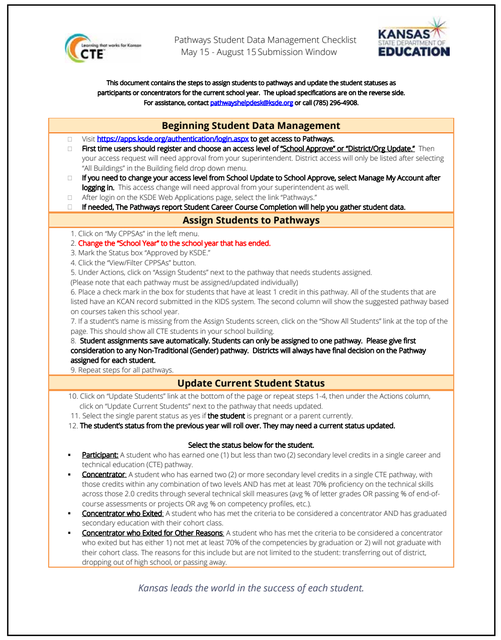
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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Pathways Student Data Management Checklist

The checklist is available for use during the May 15 - August 15 submission window. The checklist contains the steps necessary to assign students to pathways and update the student statuses as participants or concentrators for the current school year, including specifications on uploading students to pathways.



Pathways Student Data Management Checklist
May 15 - August 15 Submission Window

This document contains the steps to assign students to pathways and update the student statuses as participants or concentrators for the current school year. The upload specifications are on the reverse side.
For assistance, contact pathwayshelpdesk@ksde.org or call (785) 296-4908.

Beginning Student Data Management

- ☐ Visit https://apps.ksde.org/authentication/login.aspx to get access to Pathways.
- ☐ First time users should register and choose an access level of "School Approve" or "District/Org Update." Then your access request will need approval from your superintendent. District access will only be listed after selecting "All Buildings" in the Building field drop down menu.
- ☐ If you need to change your access level from School Update to School Approve, select Manage My Account after logging in. This access change will need approval from your superintendent as well.
- ☐ After login on the KSDE Web Applications page, select the link "Pathways."
- ☐ If needed, The Pathways report Student Career Course Completion will help you gather student data.

Assign Students to Pathways

1. Click on "My CPPSAs" in the left menu.
2. Change the "School Year" to the school year that has ended.
3. Mark the Status box "Approved by KSDE."
4. Click the "View/Filter CPPSAs" button.
5. Under Actions, click on "Assign Students" next to the pathway that needs students assigned.
(Please note that each pathway must be assigned/updated individually)
6. Place a check mark in the box for students that have at least 1 credit in this pathway. All of the students that are listed have an KCAN record submitted in the KIDS system. The second column will show the suggested pathway based on courses taken this school year.
7. If a student's name is missing from the Assign Students screen, click on the "Show All Students" link at the top of the page. This should show all CTE students in your school building.
8. Student assignments save automatically. Students can only be assigned to one pathway. Please give first consideration to any Non-Traditional (Gender) pathway. Districts will always have final decision on the Pathway assigned for each student.
9. Repeat steps for all pathways.

Update Current Student Status

10. Click on "Update Students" link at the bottom of the page or repeat steps 1-4, then under the Actions column, click on "Update Current Students" next to the pathway that needs updated.
11. Select the single parent status as yes if the student is pregnant or a parent currently.
12. The student's status from the previous year will roll over. They may need a current status updated.

Select the status below for the student.

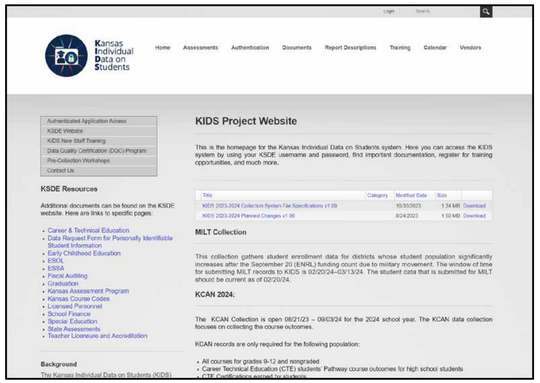
- Participant: A student who has earned one (1) but less than two (2) secondary level credits in a single career and technical education (CTE) pathway.
- Concentrator: A student who has earned two (2) or more secondary level credits in a single CTE pathway, with those credits within any combination of two levels AND has met at least 70% proficiency on the technical skills across those 2.0 credits through several technical skill measures (avg % of letter grades OR passing % of end-of-course assessments, or projects OR avg % on competency profiles, etc.).
- Concentrator who Exited: A student who has met the criteria to be considered a concentrator AND has graduated secondary education with their cohort class.
- Concentrator who Exited for Other Reasons: A student who has met the criteria to be considered a concentrator who exited but has either 1) not met at least 70% of the competencies by graduation or 2) will not graduate with their cohort class. The reasons for this include but are not limited to the student: transferring out of district, dropping out of high school, or passing away.

Kansas leads the world in the success of each student.

KIDS KCAN

The KIDS Project Website collects course information to support the Kansas State Board of Education Kansans Can initiatives for the following student populations only:

- Course enrollments and outcomes for Migrant Students to populate the Migrant application.
- Migrant Services provided during summer term.
- Course outcomes for CTE students to populate the Pathways application.
- CTE Certifications earned by students (formerly collected in the K-PAC application).
- Course outcomes for virtual students 20 and over to verify funding amounts.
- Course outcomes for students receiving dual credit on high school courses.



Kansas Individual Data on Students

Home | Assessments | Authentication | Documents | Report Descriptions | Training | Calendar | Vendors

Authenticated Application Access
KSDE Website
KIDS New Staff Training
Data Quality Certification (DQC) Program
Pre-Collection Workshops
Contact Us

KSDE Resources

Additional documents can be found on the KSDE website. Here are links to specific pages:

- Career & Technical Education
- Data Request Form for Personally Identifiable Student Information
- Early Childhood Education
- ESOL
- ESSA
- Fiscal Auditing
- Graduation
- Kansas Assessment Program
- Kansas Course Codes
- Licensed Personnel
- School Finance
- Special Education
- State Assessments
- Teacher Licensure and Accreditation

Background

The Kansas Individual Data on Students (KIDS)

KIDS Project Website

This is the homepage for the Kansas Individual Data on Students system. Here you can access the KIDS system by using your KSDE username and password, find important documentation, register for training opportunities, and much more.

Title	Category	Modified Date	Size	
KIDS 2023-2024 Collections System File Specifications v1.09		10/30/2023	1.34 MB	Download
KIDS 2023-2024 Planned Changes v1.00		8/24/2023	1.50 MB	Download

MILT Collection

This collection gathers student enrollment data for districts whose student population significantly increases after the September 20 (ENRL) funding count due to military movement. The window of time for submitting MILT records to KIDS is 02/20/24–03/13/24. The student data that is submitted for MILT should be current as of 02/20/24.

KCAN 2024:

The KCAN Collection is open 08/21/23 – 09/03/24 for the 2024 school year. The KCAN data collection focuses on collecting the course outcomes.

KCAN records are only required for the following population:

- All courses for grades 9-12 and nongraded
- Career Technical Education (CTE) students' Pathway course outcomes for high school students
- CTE Certifications earned by students

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Student Status

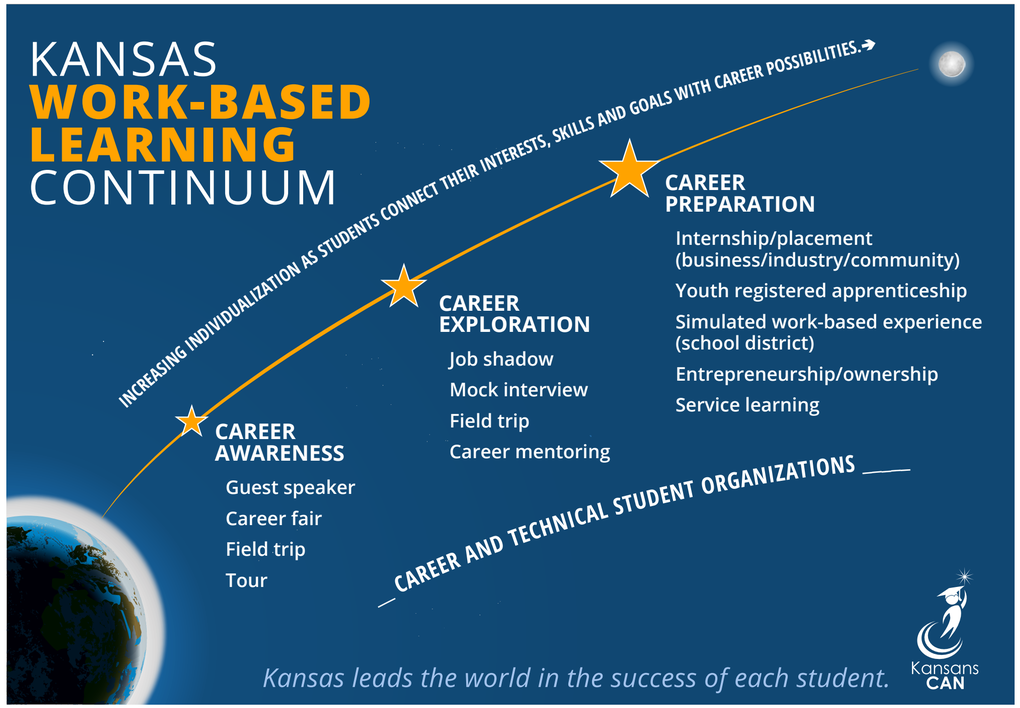
Participant: A student who has earned one (1) but less than two (2) secondary level credits in a single career and technical education (CTE) pathway.

Concentrator: A student who has earned two (2) or more secondary level credits in a single CTE pathway, with those credits within any combination of two levels AND has met at least 70% proficiency on the technical skills across those 2.0 credits through several technical skill measures (avg % of letter grades OR passing % of end-of-course assessments or projects OR avg % on competency profiles, etc.).

Completer: Select the check box only for a student who has completed a minimum of three (3) secondary level credits in a single CTE pathway, with at least two (2) of those credits being a combination of technical and application-level courses, and qualifies for one of the following:

- Earning a comprehensive, industry-recognized certification (IRC) recorded on the K-PAC (Kansas Pathway Assessments, Credentials or Certifications) columns eight (8) and nine (9)
- A passing score on a third-party, end-of-pathway assessment recorded on the K-PAC (Kansas Pathway Assessments, Credentials or Certifications) columns eight (8) and nine (9)
- Earn an Excel in CTE Qualifying Recognized Credential aligned to the Pathway
- Earn nine (9) + college hours leading to completion of a certificate or postsecondary program aligned to the Pathway's Program of Study
- Complete a high-quality work-based learning Career Preparation experience, Kansas Work-Based Learning Continuum, in the Pathway defined in Kansas Work-Based Learning: Personalized Learning Plan Guidance Document (ksde.gov)

Place artifacts that demonstrate completion in the electronic portfolio section of the Individual Plan of Study (IPS).



Kansas Work-Based Learning: Personalized Learning Plan Guidance Document (ksde.gov)

CTE OVERVIEW

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Kansas Course Codes Management System (KCCMS)

In June of 2007, the National Center for Education Statistics (NCES) published a common secondary school course classification system for high school courses. The purposes of the [Secondary School Course Classification System: School Codes for Exchange of Data (SCED)] are to make it easier for school districts and states to:

- Maintain longitudinal student records electronically;
- Transmit course taking information from one student information system to another;
- Meet reporting requirements;
- Reduce the cost and burden of transcript studies; and
- Use course taking information in research and evaluation of student outcomes.

In Kansas, a committee was brought together to work on developing Kansas Course codes that would be standard across all schools in Kansas. The purpose for developing the Standard Course Codes was so that they could be used on educator licenses and employment reports; and, if Kansas makes optimum use of the codes, they can become the codes used by most or all districts on student transcripts. The standard course codes developed are a system of numerical codes that are used to describe the courses taught by licensed teachers or completed by elementary and secondary students.

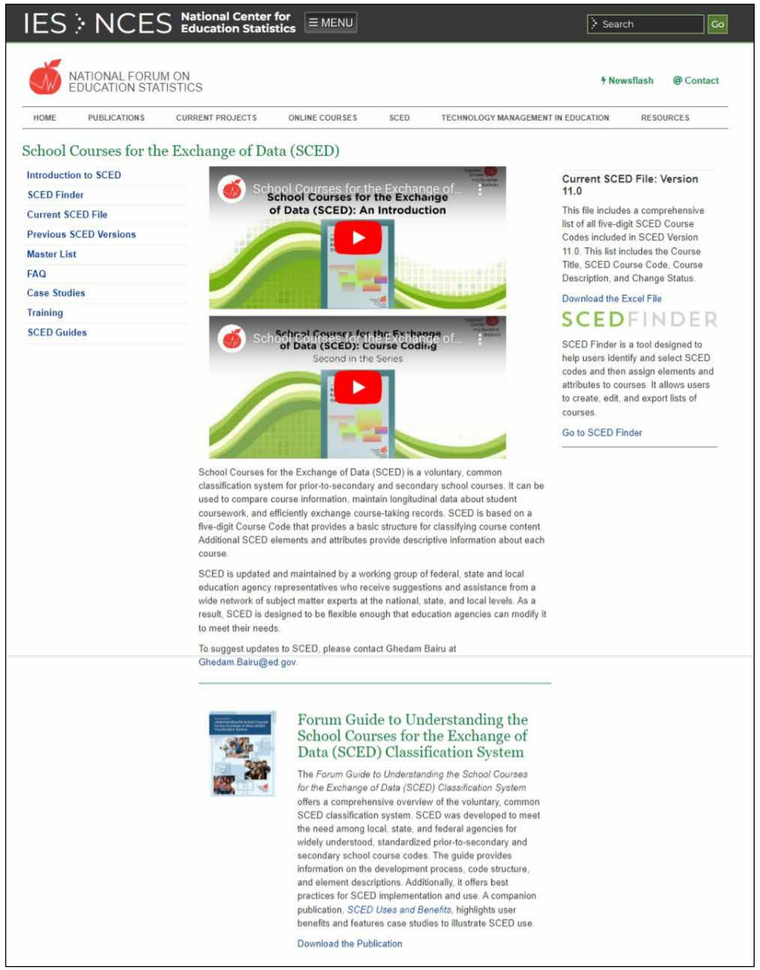


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PATHWAY AND CPPSA INFORMATION AND RESOURCES

The Kansas Course Codes Management System (KCCMS) is the online tool whereby schools enter their courses which are then utilized in CTE/Pathways applications; KCAN reporting for virtual school students over 19, migrant students, CTE/ Pathways students, and dual credit course. Users must apply for an account.

Newer Features

- The import/export file has been changed from bar delimited to tab.
- Allow for mapping introductory CTE courses to 8th grade.
- Added ability to filter by and download "future effective only" courses.
- CTE Course Status column has been added.

Inter-System Changes

EDCS: EDCS will no longer utilize the local course information in KCCMS but instead will use the state course codes, however schools will still need to enter their local course information into KCCMS and "map"/connect it to a state course.

Mapping Basics

02052G0.501214GGN

(State) Subject Area	(State) Course Identifier	Course Level (Rigor)	Credits	Sequence	Sequence Total	Grade Level (Course)	Targeted Program	Delivery Type	College/ Career
02	052	G	0.50	1	2	09	G	G	N

The KCC Identifier is the unique identifier given to each course that a district has mapped in KCCMS.

It includes all of the course attributes indicated for the individual course during the mapping process.

KIDS K-CAN collects course information to support the Kansas State Board of Education Kansans Can initiatives for the following student populations only:

- Course enrollments and outcomes for Migrant Students to populate the Migrant application.
- Migrant Services provided during summer term.
- Course outcomes for Career and Technical Education (CTE) students to populate the Pathways application.
- CTE Certifications earned by students (formerly collected in the K-PAC application).
- Course outcomes for virtual students 20 and over to verify funding amounts.
- Course outcomes for students receiving dual credit on high school courses.

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Kansas Course Code Management System (KCCMS) Resources

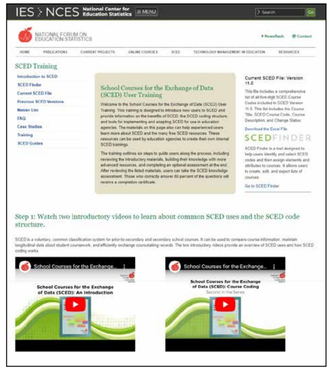
SCED Finder | Fast Access to School Codes

The SCED Finder helps users select all elements to prepare 12-character SCED identifiers for courses.



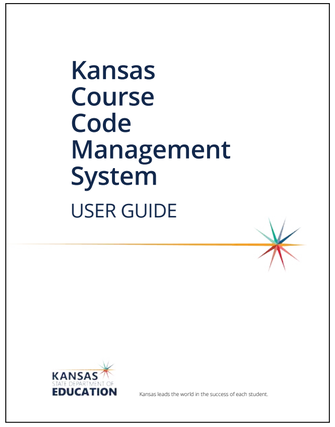
National Forum on Education Statistics - SCED Training

This training is designed to introduce new users to SCED and provide information on the benefits of SCED, the SCED coding structure, and tools for implementing and adapting SCED for use in education agencies. The materials on this page also can help experienced users learn more about SCED and the many free SCED resources that can be used by education agencies.



Kansas Course Code Management System User Guide (ksde.gov)

This comprehensive guide covers all areas of the Course Code Management System, from access and approval to adding and removing courses. Troubleshooting tips also are provided.



KCCMS State Course Codes (ksde.gov)

This is a complete list of course codes available in the Kansas Course Code Management System (KCCMS). Courses are listed by High School, Middle School/Jr. High, and Elementary School.

KCCMS CTE Course Mapping (ksde.gov)

This is a description of Kansas Course Code Management System college and career field designations for CTE courses. Courses are listed according to weighted CTE funding and college credit eligibility, as well as whether the course is approved in the pathway. See section below for more details.

KCCMS Vendor Specifications

KCCMS Vendor *Export* Specifications: Detailed record layout of export file specifications.

KCCMS Vendor *Import* Specifications: Detailed record layout of import file.

CTE OVERVIEW

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PATHWAY AND CPPSA INFORMATION AND RESOURCES

KCCMS Training Videos*

***** Please do not use Firefox with these videos. Send additional topic requests to kccms@ksde.gov.

- **KSDE Account Set Up**

  Used for authenticated web applications. This video reviews how to access KCCMS with a new user account.

- **Adding KCCMS Access to an Existing KSDE Account**

  Existing KSDE users can access KCCMS. This video reviews how to add right to an existing user account.

- **Manually Creating a Course in KCCMS**

  How to manually enter local district courses into KCCMS and map/connect them with pre-existing state courses.

- **Unique Course Identifiers in KCCMS**

  In this video, a list of unique course identifiers is provided. Learn more about the combination of data that comprise all the unique course identifiers in KCCMS.

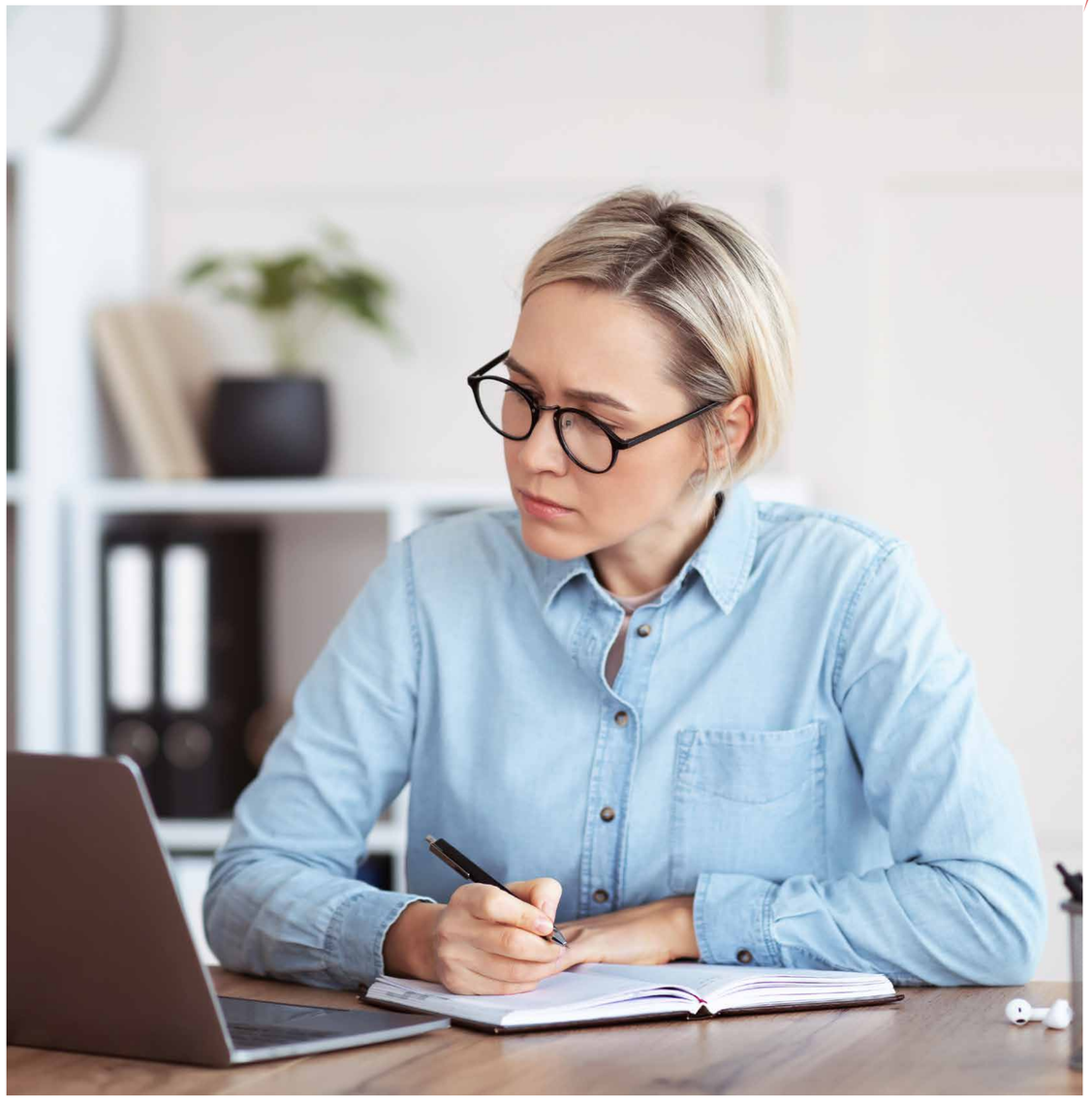
- **Example of How to Manually Create a Course in KCCMS**

  This video provides an example of how to create a local district course. Training also outlines how to map and connect a local course to a state course.

Duplicating Courses

- This training video is available to **Manually Duplicating a Course in KCCMS**. This video outlines the step-by-step process for how to duplicate a course and save it within the KCCMS system.
- **Duplicate and Expire Course Simultaneously**

  If you wish to simultaneously expire an existing course and duplicate.



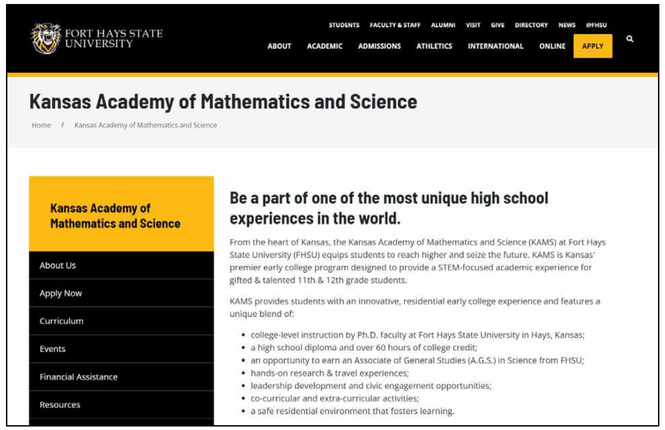
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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Kansas Academy of Mathematics and Science (KAMS)

An initiative through the Kansas Board of Regents, the Kansas Academy of Mathematics and Science (KAMS) is a two-year residential academy for 11th and 12th grade students talented in mathematics and science. KAMS students enroll in college courses taught by the faculty of a postsecondary educational institution. Over the course of their time in the Academy, students earn a high school diploma and college credits that meet the requirements for an associate of arts or associate of science degree.



The **KAMS-KCCMS Table** (ksde.gov) provides a complete listing of KAMS Course Titles and Codes, and KCCMS Course Titles and Codes.

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PATHWAY AND CPPSA INFORMATION AND RESOURCES

KCCMS CTE Course Mapping

[KCCMS CTE Course Mapping](#) (ksde.gov)

The Kansas Course Code Management System provides CTE Course Mapping Designations for college and career fields. Reference this document to see which courses are eligible (or not) for FTE Weighted CTE funding, state aid, and/or college credit.

Mapping Basics

02052G0.501214GGN

(State) Subject Area	(State) Course Identifier	Course Level (Rigor)	Credits	Sequence	Sequence Total	Grade Level (Course)	Targeted Program	Delivery Type	College/ Career
02	052	G	0.50	1	2	09	G	G	N

The KCC Identifier is the unique identifier given to each course that a district has mapped in KCCMS.

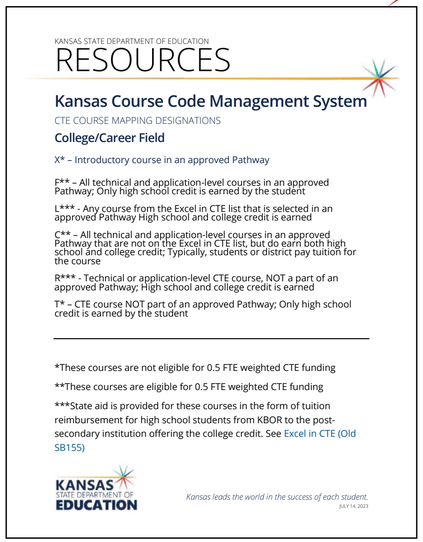
It includes all of the course attributes indicated for the individual course during the mapping process.

Weighted Funding for Virtual Courses

Please keep the following in mind as courses are mapped into the KCCMS:

- Students attending virtually are not eligible for any weighted funding.
- Therefore, career and technical education courses are not eligible for CTE weighting.
- These courses should be mapped into a local pathway rather than a state approved pathway. When mapping these courses to a local pathway, use a "V" (delivery method) and a "T" (college/career field) in the KCCMS.

At the bottom of page 47 of the 2023-2024 Enrollment handbook, it states that *"Virtual students aged 19 and younger are funded based on the number of minutes enrolled and are not eligible for any weightings."*



KANSAS STATE DEPARTMENT OF EDUCATION

RESOURCES

Kansas Course Code Management System

CTE COURSE MAPPING DESIGNATIONS

College/Career Field

X* – Introductory course in an approved Pathway

F** – All technical and application-level courses in an approved Pathway; Only high school credit is earned by the student

L*** - Any course from the Excel in CTE list that is selected in an approved Pathway High school and college credit is earned

C** – All technical and application-level courses in an approved Pathway that are not on the Excel in CTE list, but do earn both high school and college credit; Typically, students or district pay tuition for the course

R*** - Technical or application-level CTE course, NOT a part of an approved Pathway; High school and college credit is earned

T* – CTE course NOT part of an approved Pathway; Only high school credit is earned by the student

*These courses are not eligible for 0.5 FTE weighted CTE funding

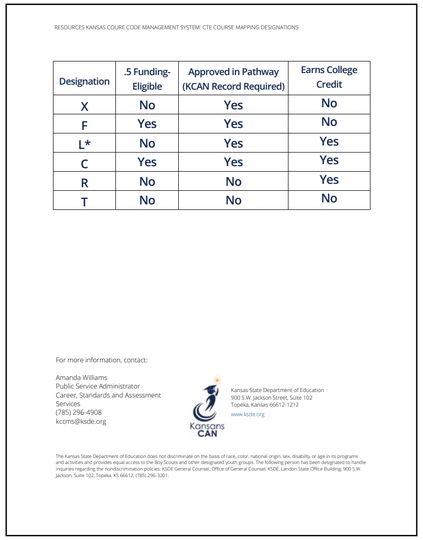
**These courses are eligible for 0.5 FTE weighted CTE funding

***State aid is provided for these courses in the form of tuition reimbursement for high school students from KBOR to the post-secondary institution offering the college credit. See Excel in CTE (Old SB155)

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JULY 14, 2023



RESOURCES KANSAS COURE CODE MANAGEMENT SYSTEM: CTE COURSE MAPPING DESIGNATIONS

Designation	.5 Funding-Eligible	Approved in Pathway (KCAN Record Required)	Earns College Credit
X	No	Yes	No
F	Yes	Yes	No
L*	No	Yes	Yes
C	Yes	Yes	Yes
R	No	No	Yes
T	No	No	No

For more information, contact:

Amanda Williams
Public Service Administrator
Career, Standards and Assessment Services
(785) 296-4908
kccms@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Advisory Committee Guidance Handbook (ksde.gov)

To maintain Career and Technical Education (CTE) programs that meet current occupational needs, CTE educators rely heavily on advice from business and industry. An important step in establishing, maintaining, or upgrading an existing CTE cluster/pathway is the organization of a local Advisory Committee.

An Advisory Committee is a group of persons outside the education profession, comprised of representative laypeople, recognized and respected in their own fields of work who advise CTE educators, administrators, and local board of education members regarding clusters/pathways, based on the employment needs of the community, state, regional, national, and international marketplace.

Before an Advisory Committee is established, the CTE instructor should obtain approval from the local school board and/or the Local Education Agency (LEA) Administration. This approval will help establish the credibility of the advisory committee.

See the **Advisory Committee Guidance Handbook** (ksde.gov) for more information.

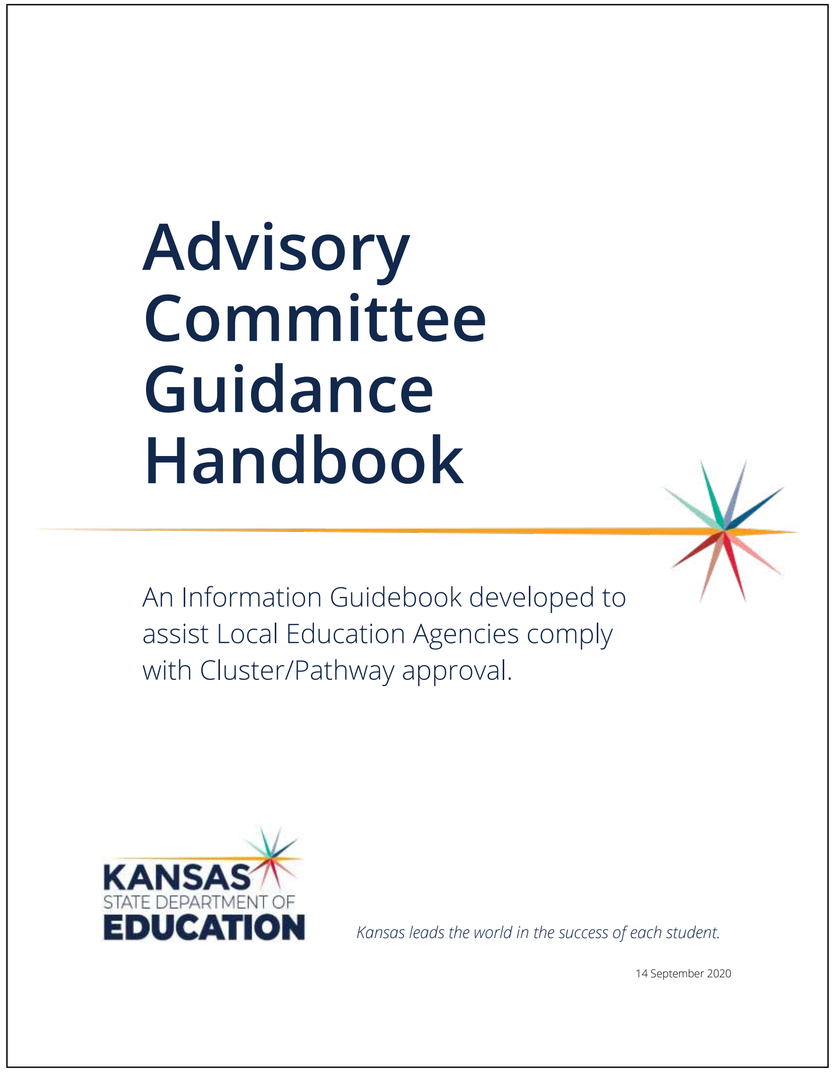
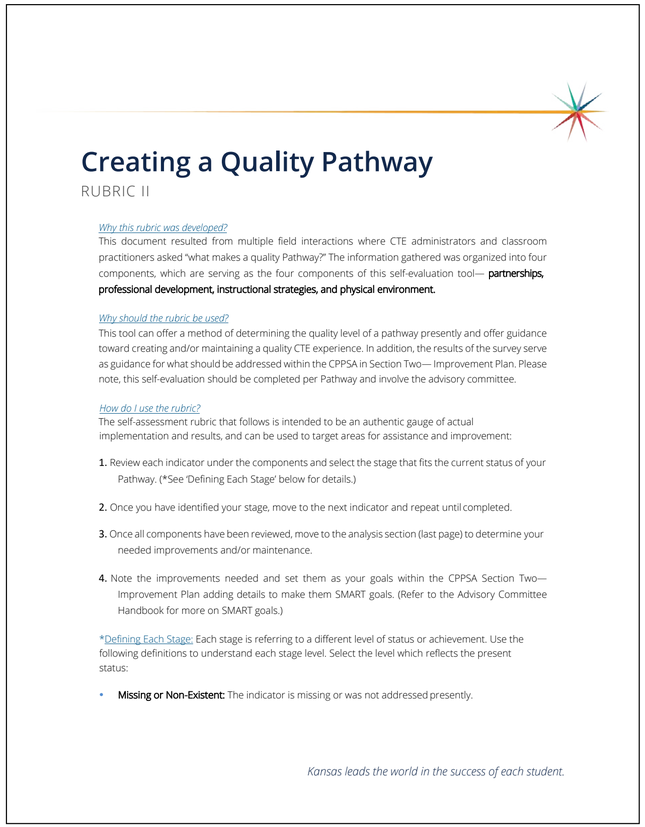


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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Creating a Quality Pathway Rubric II

What makes a quality Pathway? Use the **Creating a Quality Pathway Rubric II** as a self-evaluation tool that covers Pathway topics such as partnerships, professional development, instructional strategies, and physical environment.



Creating a Quality Pathway

RUBRIC II

Why this rubric was developed?

This document resulted from multiple field interactions where CTE administrators and classroom practitioners asked "what makes a quality Pathway?" The information gathered was organized into four components, which are serving as the four components of this self-evaluation tool— **partnerships, professional development, instructional strategies, and physical environment.**

Why should the rubric be used?

This tool can offer a method of determining the quality level of a pathway presently and offer guidance toward creating and/or maintaining a quality CTE experience. In addition, the results of the survey serve as guidance for what should be addressed within the CPPSA in Section Two— Improvement Plan. Please note, this self-evaluation should be completed per Pathway and involve the advisory committee.

How do I use the rubric?

The self-assessment rubric that follows is intended to be an authentic gauge of actual implementation and results, and can be used to target areas for assistance and improvement:

1. Review each indicator under the components and select the stage that fits the current status of your Pathway. (*See 'Defining Each Stage' below for details.)
2. Once you have identified your stage, move to the next indicator and repeat until completed.
3. Once all components have been reviewed, move to the analysis section (last page) to determine your needed improvements and/or maintenance.
4. Note the improvements needed and set them as your goals within the CPPSA Section Two— Improvement Plan adding details to make them SMART goals. (Refer to the Advisory Committee Handbook for more on SMART goals.)

*Defining Each Stage: Each stage is referring to a different level of status or achievement. Use the following definitions to understand each stage level. Select the level which reflects the present status:

- **Missing or Non-Existent:** The indicator is missing or was not addressed presently.

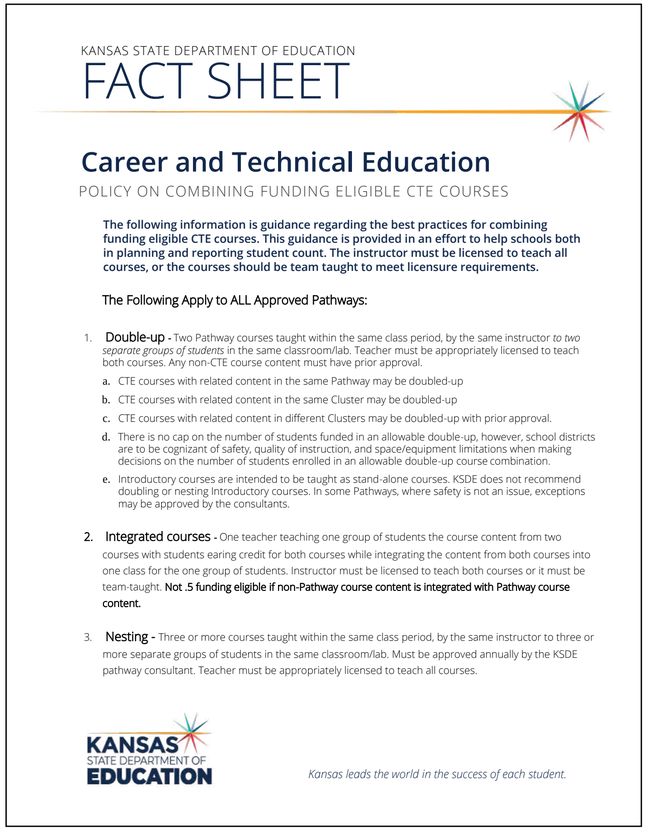
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PATHWAY AND CPPSA INFORMATION AND RESOURCES

Fact Sheet Policy on Combining Courses

Schools that are considering combining funding eligible CTE courses may reference the CTE Fact Sheet. It provides best practices guidance to help schools both in planning and reporting student count.



KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

Career and Technical Education

POLICY ON COMBINING FUNDING ELIGIBLE CTE COURSES

The following information is guidance regarding the best practices for combining funding eligible CTE courses. This guidance is provided in an effort to help schools both in planning and reporting student count. The instructor must be licensed to teach all courses, or the courses should be team taught to meet licensure requirements.

The Following Apply to ALL Approved Pathways:

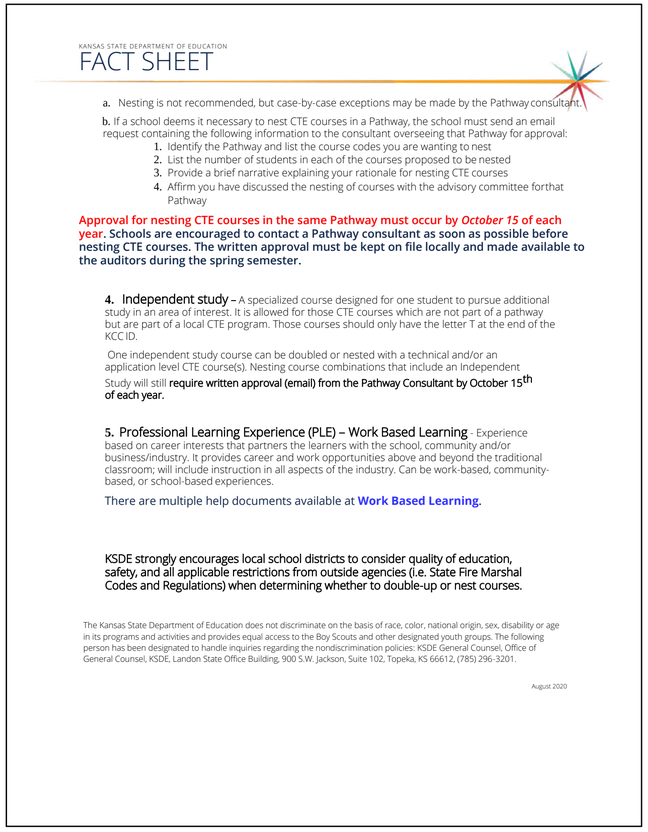
1. Double-up - Two Pathway courses taught within the same class period, by the same instructor *to two separate groups of students* in the same classroom/lab. Teacher must be appropriately licensed to teach both courses. Any non-CTE course content must have prior approval.
   a. CTE courses with related content in the same Pathway may be doubled-up
   b. CTE courses with related content in the same Cluster may be doubled-up
   c. CTE courses with related content in different Clusters may be doubled-up with prior approval.
   d. There is no cap on the number of students funded in an allowable double-up, however, school districts are to be cognizant of safety, quality of instruction, and space/equipment limitations when making decisions on the number of students enrolled in an allowable double-up course combination.
   e. Introductory courses are intended to be taught as stand-alone courses. KSDE does not recommend doubling or nesting Introductory courses. In some Pathways, where safety is not an issue, exceptions may be approved by the consultants.

2. Integrated courses - One teacher teaching one group of students the course content from two courses with students earing credit for both courses while integrating the content from both courses into one class for the one group of students. Instructor must be licensed to teach both courses or it must be team-taught. Not .5 funding eligible if non-Pathway course content is integrated with Pathway course content.

3. Nesting - Three or more courses taught within the same class period, by the same instructor to three or more separate groups of students in the same classroom/lab. Must be approved annually by the KSDE pathway consultant. Teacher must be appropriately licensed to teach all courses.

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KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

a. Nesting is not recommended, but case-by-case exceptions may be made by the Pathway consultant.

b. If a school deems it necessary to nest CTE courses in a Pathway, the school must send an email request containing the following information to the consultant overseeing that Pathway for approval:
   1. Identify the Pathway and list the course codes you are wanting to nest
   2. List the number of students in each of the courses proposed to be nested
   3. Provide a brief narrative explaining your rationale for nesting CTE courses
   4. Affirm you have discussed the nesting of courses with the advisory committee forthat Pathway

Approval for nesting CTE courses in the same Pathway must occur by *October 15* of each year. Schools are encouraged to contact a Pathway consultant as soon as possible before nesting CTE courses. The written approval must be kept on file locally and made available to the auditors during the spring semester.

4. Independent study – A specialized course designed for one student to pursue additional study in an area of interest. It is allowed for those CTE courses which are not part of a pathway but are part of a local CTE program. Those courses should only have the letter T at the end of the KCC ID.

One independent study course can be doubled or nested with a technical and/or an application level CTE course(s). Nesting course combinations that include an Independent Study will still require written approval (email) from the Pathway Consultant by October 15th of each year.

5. Professional Learning Experience (PLE) – Work Based Learning - Experience based on career interests that partners the learners with the school, community and/or business/industry. It provides career and work opportunities above and beyond the traditional classroom; will include instruction in all aspects of the industry. Can be work-based, community-based, or school-based experiences.

There are multiple help documents available at **Work Based Learning**.

KSDE strongly encourages local school districts to consider quality of education, safety, and all applicable restrictions from outside agencies (i.e. State Fire Marshal Codes and Regulations) when determining whether to double-up or nest courses.

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

August 2020

CTE OVERVIEW

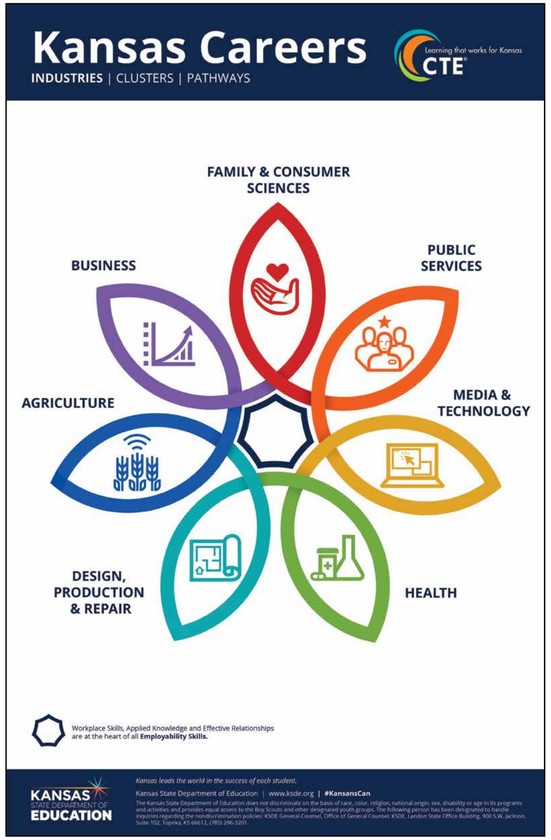
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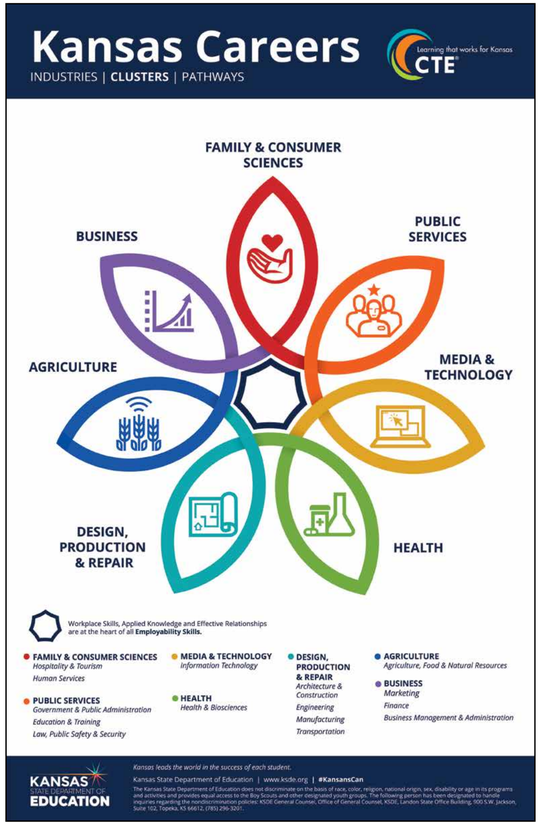
Kansas CTE Sunflower Infographic

The images on this page provide visual overviews of CTE pathways and clusters in various levels of detail, as appropriate by grade level.

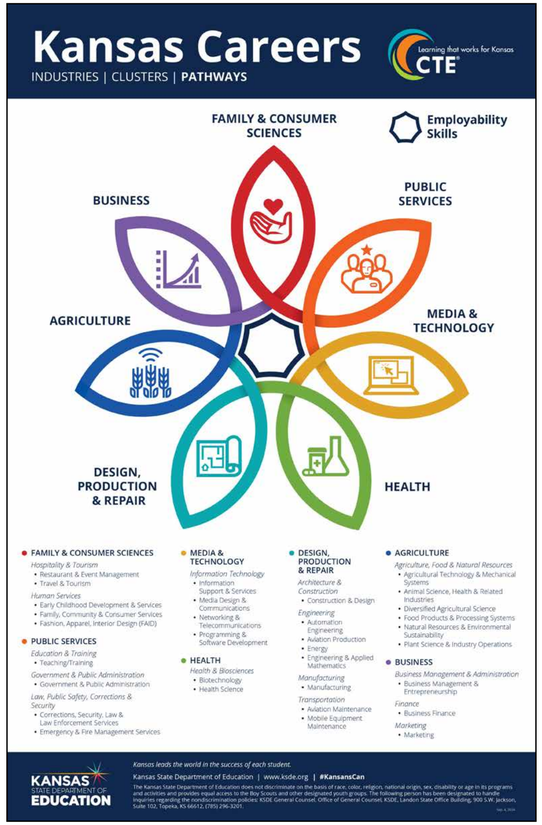
Elementary School Level Graphic



Middle School Level Graphic



Secondary School Level Graphic



CTE OVERVIEW

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CTE Dual Credit Resources

Excel in CTE (Old SB155)

Excel in CTE Initiative (SB155) (ksde.gov)

Senate Bill 155, or the Governor's CTE Bill, was passed into law on July 1, 2012. The main purpose of the bill is to stimulate growth in Career and Technical Education at both the secondary and postsecondary level in Kansas. The Kansas workforce will increasingly demand a more highly technical and highly skilled worker and Senate Bill 155 is aimed at meeting those future demands. There are several parts to Senate Bill 155. The four financial aspects of Senate Bill 155 are:

- Tuition reimbursement for high school students enrolled in college-level CTE courses,
- CTE Marketing campaign to promote the positive impact of CTE on education and the workforce

Excel in CTE Documents

The documents below are essential in understanding and utilizing the Senate Bill 155 initiative in your schools. Click on the title to access information.

Excel in CTE (SB155) Qualifying Credential Incentive List

A list of 2010 Standard Occupational Codes (SOC) is provided in table format, along with Classification of Instructional Program (CIP) Code, Occupation, Credentials/Certifications Qualifying for Incentive Payment, and Average Annual Wages.

Determination Process for SB155 Credential Incentive List for High Demand Occupations

The high demand list of occupations is produced by the Kansas Department of Labor. It uses criteria such as industry credential (certification or license), high school availability, and wages.

Kansas Pathway Assessments, Credentials, and Certifications (K-PAC).

See K-PAC section for details.

CTE OVERVIEW

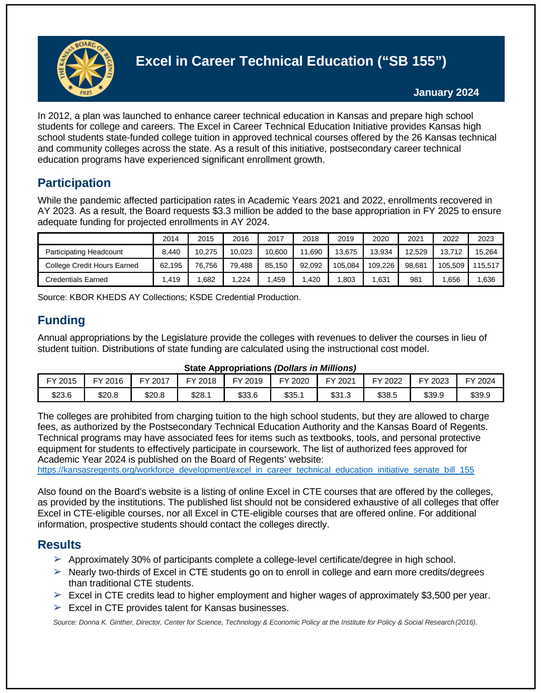
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CTE DUAL CREDIT RESOURCES

Excel in CTE Initiative (SB155) and Tiered Technical Courses

Excel in CTE (kansasregents.org)

In 2012, legislation (Senate Bill 155) was enacted to enhance career technical education in Kansas and better prepare high school students for college and careers. **Excel in CTE** allows Kansas high school students to qualify for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.



Excel in Career Technical Education ("SB 155")

January 2024

In 2012, a plan was launched to enhance career technical education in Kansas and prepare high school students for college and careers. The Excel in Career Technical Education Initiative provides Kansas high school students state-funded college tuition in approved technical courses offered by the 26 Kansas technical and community colleges across the state. As a result of this initiative, postsecondary career technical education programs have experienced significant enrollment growth.

Participation

While the pandemic affected participation rates in Academic Years 2021 and 2022, enrollments recovered in AY 2023. As a result, the Board requests $3.3 million be added to the base appropriation in FY 2025 to ensure adequate funding for projected enrollments in AY 2024.

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Participating Headcount	8,440	10,275	10,023	10,600	11,690	13,675	13,934	12,529	13,712	15,264
College Credit Hours Earned	62,195	76,756	79,488	85,150	92,092	105,084	109,226	98,681	105,509	115,517
Credentials Earned	1,419	1,682	1,224	1,459	1,420	1,803	1,631	981	1,656	1,636

Source: KBOR KHEDS AY Collections; KSDE Credential Production.

Funding

Annual appropriations by the Legislature provide the colleges with revenues to deliver the courses in lieu of student tuition. Distributions of state funding are calculated using the instructional cost model.

State Appropriations *(Dollars in Millions)*

FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
$23.6	$20.8	$20.8	$28.1	$33.6	$35.1	$31.3	$38.5	$39.9	$39.9

The colleges are prohibited from charging tuition to the high school students, but they are allowed to charge fees, as authorized by the Postsecondary Technical Education Authority and the Kansas Board of Regents. Technical programs may have associated fees for items such as textbooks, tools, and personal protective equipment for students to effectively participate in coursework. The list of authorized fees approved for Academic Year 2024 is published on the Board of Regents' website:
https://kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155

Also found on the Board's website is a listing of online Excel in CTE courses that are offered by the colleges, as provided by the institutions. The published list should not be considered exhaustive of all colleges that offer Excel in CTE-eligible courses, nor all Excel in CTE-eligible courses that are offered online. For additional information, prospective students should contact the colleges directly.

Results

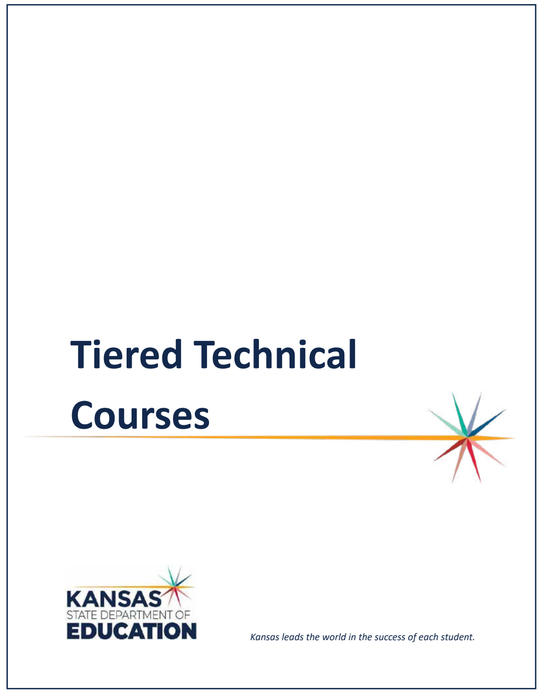
- Approximately 30% of participants complete a college-level certificate/degree in high school.
- Nearly two-thirds of Excel in CTE students go on to enroll in college and earn more credits/degrees than traditional CTE students.
- Excel in CTE credits lead to higher employment and higher wages of approximately $3,500 per year.
- Excel in CTE provides talent for Kansas businesses.

Source: Donna K. Ginther, Director, Center for Science, Technology & Economic Policy at the Institute for Policy & Social Research(2016).

Tiered Technical Courses (ksde.gov)

Postsecondary credits provide free tuition or tuition reimbursement for high school students taking designated CTE courses from postsecondary institutions while in high school. The goal is to create a Kansas workforce that is highly skilled and ready for employment. Students may be financially responsible for fees outside of tuition including technology fees, tools, and textbooks.

See **Tiered Technical Courses** (ksde.gov) for a list of colleges that qualify for and participate in Excel in CTE courses.



Tiered Technical Courses

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

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CTE Achievements and Recognition

The Kansas State Department of Education (KSDE) strongly values CTE excellence and recognizes students for earning CTE Awards.

Kansas CTE Scholar (ksde.gov)

The Kansas CTE Scholar recognition was awarded for the first time in 2017. This annual award recognizes students who have indicated a well-rounded demonstration of knowledge and skill according to their experiences within career and technical education. Achievement by senior students indicates academic achievement, CTE knowledge with excellence, community engagement through leadership demonstration, documentation of skill attainment and ability to verbalize their career vision.

Presidential CTE Scholar (ksde.gov)

Beginning in 1964, the U.S. President recognizes students demonstrating exceptional academic achievement. In 1979, this was expanded to include the visual, creative and performing arts, and again in 2015 to recognize 20 outstanding students with demonstrated ability and accomplishment in career and technical education fields. This includes academic rigor, technical competence, employability skills, ingenuity, creativity, and problem solving.

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Carl D. Perkins Federal Accountability

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 was designed to improve and expand services for students enrolled in career and technical education (CTE) programs. Courses in these programs are intended to prepare students for further education and careers in current or emerging employment sectors of high-skill, high-wage or in-demand occupations. The courses include competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of students.

Kansas receives **approximately $13 million annually**, split evenly to support secondary and postsecondary education. **Twenty-four community and technical colleges** and **275 school districts** benefit Perkins grant funding for eligible career technical education programs. Kansas has identified a focus on career exploration and guidance, and a set of goals for its CTE programming, including integration of academics and CTE, support for special populations, work-based learning, secondary and postsecondary alignment and professional development.

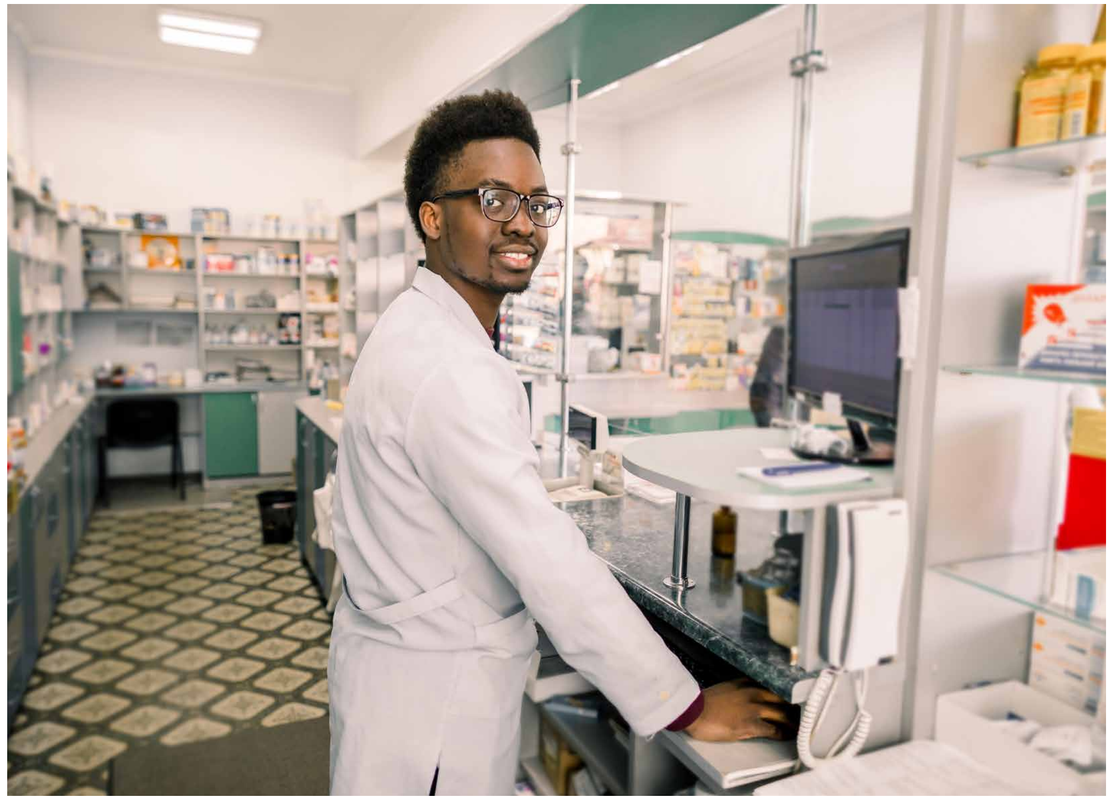


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CARL D. PERKINS FEDERAL ACCOUNTABILITY

Carl D. Perkins Federal Accountability[1] (ksde.gov)

The KSDE Carl D. Perkins Federal Accountability webpage includes:

- Comprehensive local needs assessments, which include data regarding Special Populations performance, total concentrators by pathway, and concentrator performance by region.
- Perkins process and fiscal monitoring documents.
- Current and prior Perkins allocations and reserve funds.
- Kansas Education Reports KSDE Data Central includes a dashboard with Perkins Report details.

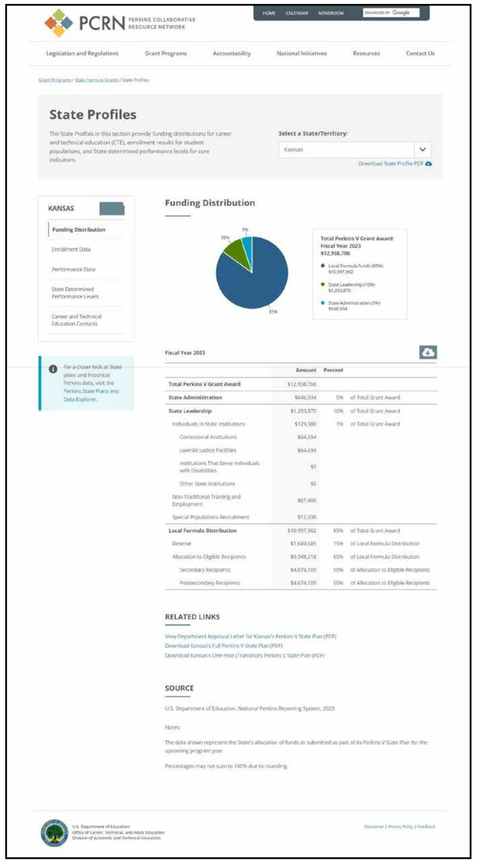
Kansas Board of Regents (KBOR) Perkins Grants[2] (kansasregents.org)

The Kansas Board of Regents (KBOR) Perkins Grants page includes links to:

- The state's approved Perkins V plan.
- The Perkins V local grant and advisory committee handbooks.
- Statewide student performance reports.
- Perkins V grant programs, including the Integrating Academics and CTE Initiative, the Kansas Industry and Labor Force Expansion grant, the Alignment Between KSDE and KBOR grant, and the Special Populations Support grant.
-
- State Accountability Performance

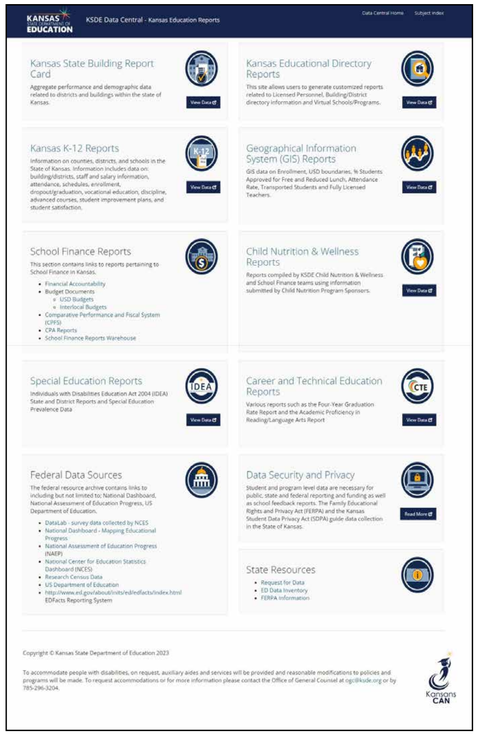
Kansas Perkins Profile[3] (cte.ed.gov)

The State Profiles provide funding distributions for career and technical education (CTE), enrollment results for student populations, and State determined performance levels for core indicators.



Kansas Education Reports[4] (datacentral.ksde.gov)

The Kansas State Department of Education (KSDE) Data Central[4] includes a dashboard with Perkins Report details.



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Kansas Civil Rights

The Kansas Civil Rights page includes documents for civil rights on-site visits in CTE programs, voluntary compliance plan creation, and Kansas civil rights in CTE programs.

The Kansas State Department of Education is responsible for selecting and conducting annual Civil Rights on-site reviews for civil rights compliance in career and technical education programs. The Unified School Districts (USDs) are identified as the Kansas Secondary Universe. The large secondary universe of USDs is divided into five (5) sub-universes with each having representation of combined 6A/5A, 4A, 3A, 2A, 1A districts.

As USDs transition through the process, the analysis of career and technical education enrollment data in relation to total institution enrollment data is used as a basis for selection with primary focus on the following:

- Underrepresented gender by enrollment;
- Disproportionate enrollment by race/ethnicity/national origin;
- Disproportionate enrollment by disability, limited English proficiency, and economic disadvantaged; and
- Date of the last on-site review;

Six (6) secondary sub-recipients are selected annually for comprehensive on-site reviews. Secondary site selection procedures are as follows:

- The secondary sub-recipients will be ranked in the four categories as described above within the five subsets.
- The USDs with the highest score within each of the five (5) subsets will be selected for an on-site review.
- A sixth secondary sub-recipient is selected based on the highest score among all secondary sub-recipients not previously selected.
- Should two USDs within a single subset have equal scores, the USD with the highest Special Populations score will be the determining factor for the on-site review site within that subset.
- If a sub-recipient, which has been selected for a comprehensive on-site review, cannot be visited in the year for which it has been selected it will be added to the sub-universe of the following year.
- The secondary sub-recipient with the next highest score within the subset will be visited as an alternative.

The information provided has been developed as a targeting plan for Kansas and approved in cooperation with the federal Office of Civil Rights. A Biennial Report is submitted to the federal Office of Civil Rights to demonstrate compliance in addressing all federal requirements regarding Civil Rights by and through our education system in Kansas.

The Reserve Fund

The approved Kansas State Plan for CTE includes a Perkins Secondary Reserve Fund, established to provide support for innovative CTE programs, program delivery and/or CTE program expansion to meet critical workforce development needs. Reserve funds are distributed through a competitive grant process.

ELIGIBLE RECIPIENTS

Applicants eligible for a Perkins Secondary grant award:

1. Must currently offer approved CTE pathways; **AND**
2. Must meet **at least <u>one</u>** of the following criteria:
   A. Applicants must be in a rural area:
      1. "**Rural**" is defined as a nonurban area (*urban areas are defined as those Kansas counties with a population of 150 or more persons per square mile*).
      2. In Kansas, **Douglas**, **Johnson**, **Leavenworth**, **Sedgwick**, **Shawnee** and **Wyandotte** counties are **urban**.
3. All other Kansas counties are considered rural for the purposes of the Perkins Grant. **OR**
   A. Applicants must have a high number of CTE students (concentrators or participants enrolled in approved pathways and/or pathway courses). **OR**
   B. Applicants must have a high percentage of CTE students (***60%*** *or more of the district's overall student population in approved pathways courses*).

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Perkins V and UGG Book

The Carl D. Perkins Career and Technical Education Act is the legal framework for Perkins funding to the states for CTE programming.

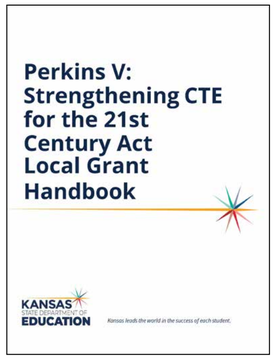
20 USC Ch. 44: Career and Technical Education[5]

Carl D. Perkins Career and Technical Education Act Of 2006[6]

The Education Department General Administrative Regulations (EDGAR)[7] outlines the requirements and guidelines for US Department of Education awards.

The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards[8] page provides the legal framework for Federal awards to non-Federal entities.

The Perkins V Local Grant Handbook[9] was designed to be a guide to develop, submit, and administer the Strengthening Career Technical Education for the 21st Century Act (Perkins V) grant. It provides information on program topics such as Definitions, Eligibility, Allocation, Needs Assessment, Grant Application, Reporting, Expenditures, Accountability, and more. Key excerpts from the handbook are included below.



Overview of Funding Opportunity

The Strengthening CTE for the 21st Century Act (Perkins V) reauthorizes the Carl D. Perkins CTE Act of 2006 (Perkins IV). Perkins V is dedicated to increasing learner access to high-quality CTE Career Pathways. Perkins funding supports a variety of efforts, including but not limited to:

- Professional development
- Technical assistance
- Creation of innovative Career Pathways
- Support for continuous improvement of existing Career Pathways
- Career exploration
- Guidance and advisement
- Data collection and analysis
- Program evaluation and monitoring

Local Grant Application Process

The Local Application Packet consists of a 4-Year Local Application and Local Grant Forms including the Budget. The 4-Year Local Application is submitted once every four years and can be updated once per fiscal year at the time of application submission. A new set of Local Grant Appendices and Budget must be submitted to KSDE annually. Revisions to the Local Grant Forms and Budget can be submitted to KSDE any time throughout the fiscal year utilizing a Change Request Form.

4-Year Application

Each eligible recipient must complete the 4-Year Local Application to receive Perkins funding. Eligible recipients must answer questions from the Perkins V law to locally address the LCNA and create an action plan for the next four years. Eligible recipients will have the opportunity to update the application once per fiscal year by submitting updates with the annual Local Grant Appendices and Budget. Additional detailed information may be found in Section 134 of the Strengthening CTE for the 21st Century Act.

CARL D. PERKINS FEDERAL ACCOUNTABILITY

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PERKINS V AND UGG BOOK

Local Grant Forms and Budget

The updated application forms including the Cover Page along with the signatures of the Authorized Administrator and the Preparer (Application Signature Page, Appendices H, I, J, K, and M) are required. Required Application documents that all eligible recipients must submit include:

- Updated Narrative with Signature Page (signed)
- Pathways, Course Projects and Professional Development
- Student Performance Data and Special Population Performance Analysis
- Student Performance Action Plan
- Expenditures
  - Supplies costing at or below $4,999
  - Software and Subscriptions costing at or below $4,999
  - Computing Devices costing at or below $4,999
  - Optional List of supplies, software and subscriptions and or computing Devices
- Itemized Equipment costing at or above $5,000 with 3 bids for each piece of equipment
- Professional Development
- Time and Effort Certification with position description (if applicable)
- Program Income (if applicable)
- Expenditure Worksheet
- Budget Summary
- Contractual Provisions
- Local Assurance

The completed Updated Narrative, Local Grant Forms and Budget, with all signatures, dates, and addresses, should be emailed to the eligible recipient's Regional Perkins liaison at KSDE. No hard copy of the grant application will be required. No funds shall be expended until the LEA receives an approval from KSDE. Failure to follow instructions when submitting the application may delay its approval.

Application Review Process

The 4-Year Local Application, the Local Grant Forms, and Budget are thoroughly reviewed by the KSDE Perkins staff for allowability and compliance. The KSDE Perkins Coordinator may request additional information, clarification, or revision of the submitted application before the application is approved.

After the application review and approval process, the KSDE Perkins Coordinator will send an award letter. No obligation of funds is allowed until the application is approved.

CARL D. PERKINS FEDERAL ACCOUNTABILITY

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Endnotes

1 KSDE [ksde.gov]. (n.d). *Carl D. Perkins Federal Accountability*. https://www.ksde.gov/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Perkins-Federal-Accountability

2 KBOR [kansasregents.org]. (n.d.). *Perkins Grant information*. https://www.kansasregents.org/workforce_development/perkins_grants

3 Perkins Collaborative Resource Network [PCRN]. (n.d.). *Kansas Perkins Profile*. https://cte.ed.gov/profiles/kansas

4 KSDE [ksde.gov]. *KSDE Data Central*. https://datacentral.ksde.gov/

5 *20 USC Ch. 44: Career and Technical Education.* (n.d). https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title20-chapter44-front&num=0&edition=prelim

6 United States Congress. (1963). *Carl D. Perkins Career and Technical Education Act of 2006.* In Public Law 88–210 [Report]. https://www.govinfo.gov/content/pkg/COMPS-3096/pdf/COMPS-3096.pdf

7 *Education Department General Administrative Regulations (EDGAR) and other applicable grant regulations.* (n.d.). https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

8 *2 CFR Part 200 -- Uniform administrative requirements, cost principles, and audit requirements for federal awards.* (n.d.). https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1

9 KSDE [ksde.gov]. (2024). *Perkins V: Strengthening CTE for the 21st Century Act Local Grant Handbook.* (word). https://view.officeapps.live.com/op/filenotfound.htm?llcc=en-US&hid=9a77cce0-5c45-45a3-8be4-32ce6af59054

CARL D. PERKINS FEDERAL ACCOUNTABILITY

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Fiscal Auditing

- Enrollment Handbook

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Fiscal Auditing

The **KSDE Fiscal Auditing page**[1] includes information regarding Counting KIDS Workshops, audit guides and calculators for a variety of programs, and claim support forms and documentation. Links are also included for annual federal and state aid funding reports, file specifications for the Kansas Individual Data on Students (KIDS) Collection System, a school district map boundary lookup tool, and KSDE guidance for Work-Based Learning (WBL) Personalized Learning Plans.

The **Preparing for your KSDE Audit**[2] document provides an overview of documentation needed for your school district's annual KSDE audit.



Kansas State Department of Education | https://www.ksde.gov

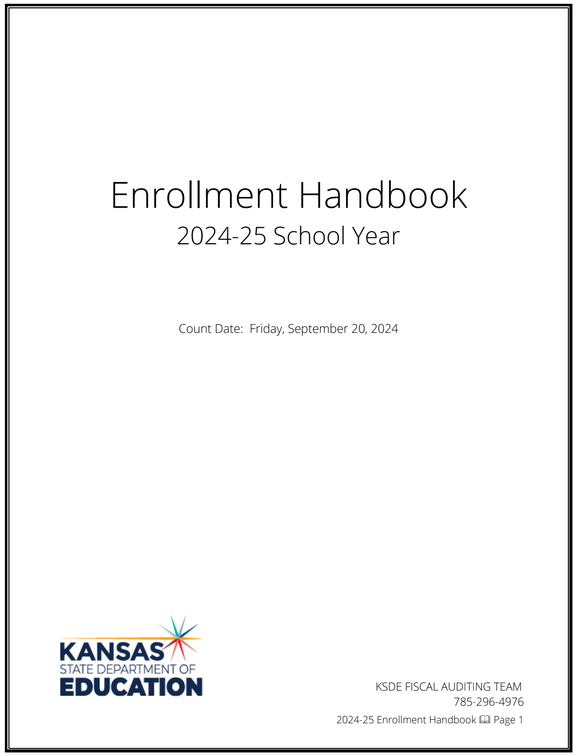
FISCAL AUDITING

Enrollment Handbook

The **Enrollment Handbook**[3] provides an overview for capturing yearly student counts using the Kansas Individual Data on Students (KIDS) system for funding purposes and includes information regarding yearly updates. Contents include:

- Audit Preparation
- Enrollment
- FTE Calculations
- Age Requirements
- Alternative Schools and Programs
- Student Types (Adult, Military, Out-of-State, etc.)
- Transportation
- Virtual Schools and Programs
- Homebound Instruction
- Concurrent High School Enrollment
- Kansas Academy of Math and Science (KAMS)
- Juvenile Detention Centers
- Psychiatric Residential Treatment Facilities
- Learning Types (Work-Based, Professional, Remote, etc.)
- Enrollment Weightings

Districts report student-related information using the Kansas Individual Data on Students (KIDS) system. These data are collected at various dates throughout the school year. To count a student for enrollment funding, a district must include the student in KIDS Enrollment (ENRL) data provided to KSDE. All Principal's Building Reports (PBR) and Superintendent's Organization reports (SO66) are populated from the data provided to KSDE through ENRL records uploaded to KIDS.


Enrollment Handbook
2024-25 School Year
Count Date: Friday, September 20, 2024
KANSAS STATE DEPARTMENT OF EDUCATION
KSDE FISCAL AUDITING TEAM
785-296-4976
2024-25 Enrollment Handbook Page 1

Checklist for School Districts' Annual KSDE Audit[4] (ksde.gov)

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FISCAL AUDITING

Endnotes

1 KSDE [ksde.gov]. *Fiscal Auditing*. https://www.ksde.gov/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing

2 KSDE [ksde.gov]. *Preparing for your KSDE audit: An overview of the documentation needed for your school district's annual KSDE audit.* https://www.ksde.gov/Portals/0/Auditing/Preparing%20for%20the%20KSDE%20Audit%20FY24.pdf?ver=2023-08-24-170844-490

3 KSDE [ksde.gov]. *Enrollment Handbook 2024-2025 School Year. Count Date: Wednesday, September 20, 2024.* https://www.ksde.gov/Portals/0/Auditing/Enrollment%20Handbook%20FY25.pdf?ver=2024-08-05-142026-753

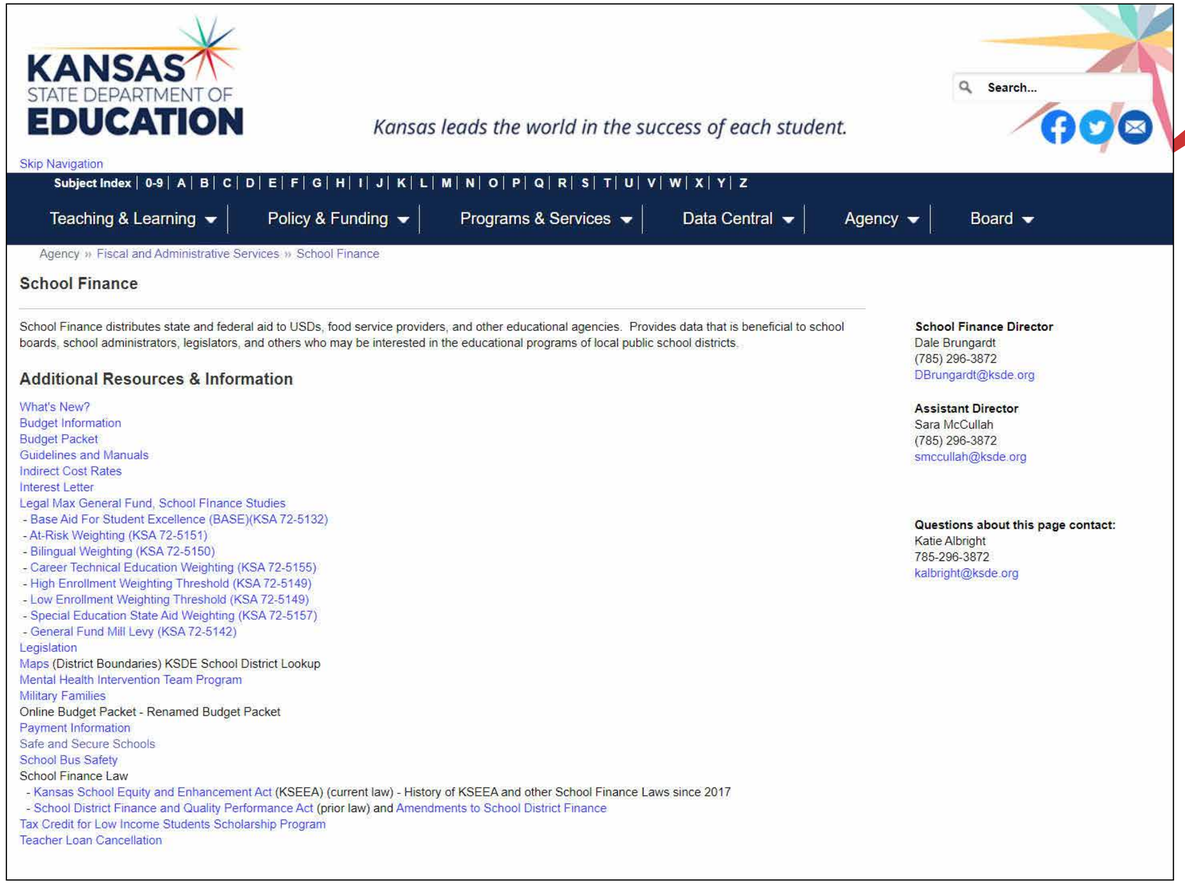
4 KSDE [ksde.gov]. *Checklist for School Districts' Annual KSDE Audit.* https://www.ksde.gov/Portals/0/Auditing/Guidelines/Checklist%20for%20School%20Districts'%20Annual%20KSDE%20Audit%20-%20Final%20for%20posting.pdf?ver=2024-08-23-090911-093

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School Finance

School Finance[1] distributes state and federal aid to USDs, food service providers, and other educational agencies. It provides data that is beneficial to school boards, school administrators, legislators, and others who may be interested in the educational programs of local public-school districts.

The **School Finance**[2] page includes links for updates to school finance, budget information and forms for school district budget packets, a variety of guidelines and manuals, indirect cost rates, weekly interest rate letters, Legal Max general fund and school finance studies, a district boundary map lookup, information for military families, information on payments, school finance laws, information on the Tax Credit for Low Income Students Scholarship Program, and teacher loan cancellation.



KANSAS STATE DEPARTMENT OF EDUCATION

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Agency » Fiscal and Administrative Services » School Finance

School Finance

School Finance distributes state and federal aid to USDs, food service providers, and other educational agencies. Provides data that is beneficial to school boards, school administrators, legislators, and others who may be interested in the educational programs of local public school districts.

Additional Resources & Information

What's New?
Budget Information
Budget Packet
Guidelines and Manuals
Indirect Cost Rates
Interest Letter
Legal Max General Fund, School FInance Studies
- Base Aid For Student Excellence (BASE)(KSA 72-5132)
- At-Risk Weighting (KSA 72-5151)
- Bilingual Weighting (KSA 72-5150)
- Career Technical Education Weighting (KSA 72-5155)
- High Enrollment Weighting Threshold (KSA 72-5149)
- Low Enrollment Weighting Threshold (KSA 72-5149)
- Special Education State Aid Weighting (KSA 72-5157)
- General Fund Mill Levy (KSA 72-5142)

Legislation
Maps (District Boundaries) KSDE School District Lookup
Mental Health Intervention Team Program
Military Families
Online Budget Packet - Renamed Budget Packet
Payment Information
Safe and Secure Schools
School Bus Safety
School Finance Law
- Kansas School Equity and Enhancement Act (KSEEA) (current law) - History of KSEEA and other School Finance Laws since 2017
- School District Finance and Quality Performance Act (prior law) and Amendments to School District Finance

Tax Credit for Low Income Students Scholarship Program
Teacher Loan Cancellation

School Finance Director
Dale Brungardt
(785) 296-3872
DBrungardt@ksde.org

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Sara McCullah
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Questions about this page contact:
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785-296-3872
kalbright@ksde.org

Career Technical Education Weighting (KSA 72-5155)[2].

KANSAS STATE DEPARTMENT OF EDUCATION

CAREER TECHNICAL EDUCATION WEIGHTING (KSA 72-5155)

The Kansas School Equity and Enhancement Act (KSEEA), as enacted, includes a career technical education (CTE) weighting. The weighting is calculated by multiplying the Full Time Equivalency (FTE) enrollment (CTE contact hours divided by 6) in approved CTE programs by a factor of 0.5. No amendments have been made to the weighting since the enactment of the KSEEA.

Year	Career Technical Education Weighting
2022-2023	0.5
2021-2022	0.5
2020-2021	0.5
2019-2020	0.5
2018-2019	0.5
2017-2018	0.5
2016-2017	Block Grant*
2015-2016	Block Grant*
2014-2015	0.5
2013-2014	0.5
2012-2013	0.5
2011-2012	0.5
2010-2011	0.5
2009-2010	0.5
2008-2009	0.5
2007-2008	0.5

Year	Career Technical Education Weighting
2006-2007	0.5
2005-2006	0.5
2004-2005	0.5
2003-2004	0.5
2002-2003	0.5
2001-2002	0.5
2000-2001	0.5
1999-2000	0.5
1998-1999	0.5
1997-1998	0.5
1996-1997	0.5
1995-1996	0.5
1994-1995	0.5
1993-1994	0.5
1992-1993	0.5

**FY 2015-2016 and 2016-2017 are Block Grant years and districts were funded the same as 2014-2015.*

For more information, contact:
Dale Brungardt
School Finance
(785) 296-3872

Frank Harwood
Deputy Commissioner
(785) 296-3871
fharwood@ksde.org

Kansans CAN

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Topeka, Kansas 66612-1212

(785) 296-3201

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T:Legal Max/School Finance Studies/Career Technical Education Weighting

Feb. 2021

SCHOOL FINANCE

Endnotes

1 KSDE [ksde.gov]. School Finance. https://www.ksde.gov/Agency/Fiscal-and-Administrative-Services/School-Finance

2 KSDE [ksde.gov]. (2021). Career Technical Education Weighting (KSA 72-5155). https://www.ksde.gov/Portals/0/School Finance/Career Technical Education Weighting.pdf?ver=2021-09-23-105130-853

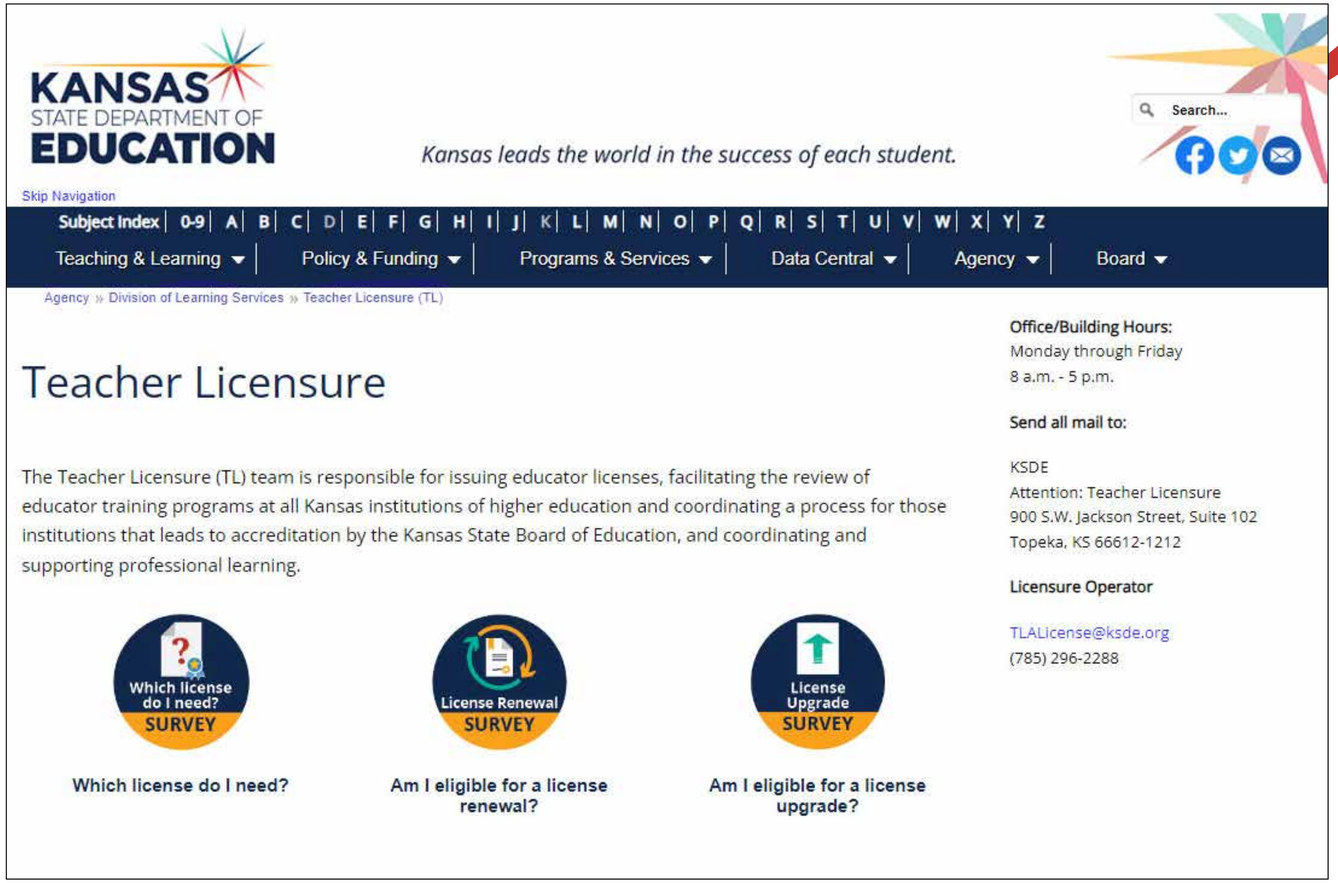
Licensure

The **Teacher Licensure (TL)**[1] team is responsible for the following:

- Issuing educator licenses.
- Facilitating the review of educator training programs at all Kansas institutions of higher education and coordinating a process for those institutions that leads to accreditation by the Kansas State Board of Education.
- Coordinating and supporting professional learning.

The **TL webpage**[1] includes several educator licensure resources, including the following:

- Licensure determination, renewal, and upgrade surveys.
- License requirements and FAQs.
- Regulations and standards.
- The Kansas Educator Code of Conduct.
- Routes to the Classroom.
- Approved licensure programs.
- Announcements regarding changes and updates to licensure.



LICENSURE

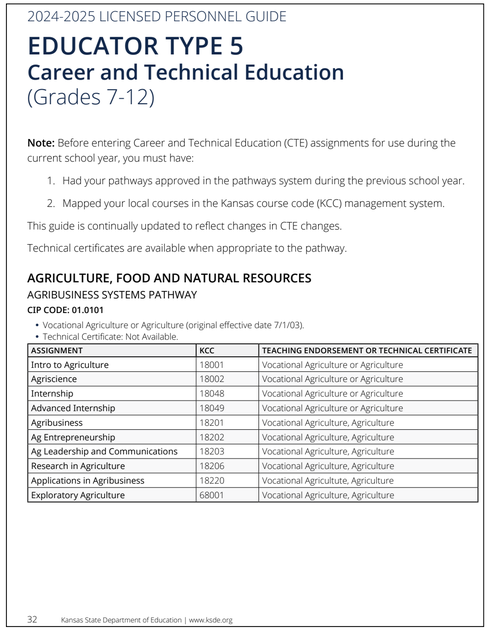
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LICENSURE

Licensed Personnel Guide

The KSDE **Licensed Personnel Guide**[2] (LPG) outlines the licensing requirements for educators and school personnel, including teaching endorsements and certificates required for all classroom types. Contents include:

- LPG vs. Licensed Personnel Report in EDCS
- Teacher Assignments
- Reporting Timeline/Statutes and Regulations
- Educator Types/Subject Areas
- Restricted Teaching License Alternative Pathway
- Out-of-State Applicants
- Use of Substitute Teachers
- Licensure Review Committee
- Provisional Endorsements
- Licensure Waivers
- Endorsement Chart



2024-2025 LICENSED PERSONNEL GUIDE

EDUCATOR TYPE 5
Career and Technical Education
(Grades 7-12)

Note: Before entering Career and Technical Education (CTE) assignments for use during the current school year, you must have:

1. Had your pathways approved in the pathways system during the previous school year.
2. Mapped your local courses in the Kansas course code (KCC) management system.

This guide is continually updated to reflect changes in CTE changes.

Technical certificates are available when appropriate to the pathway.

AGRICULTURE, FOOD AND NATURAL RESOURCES

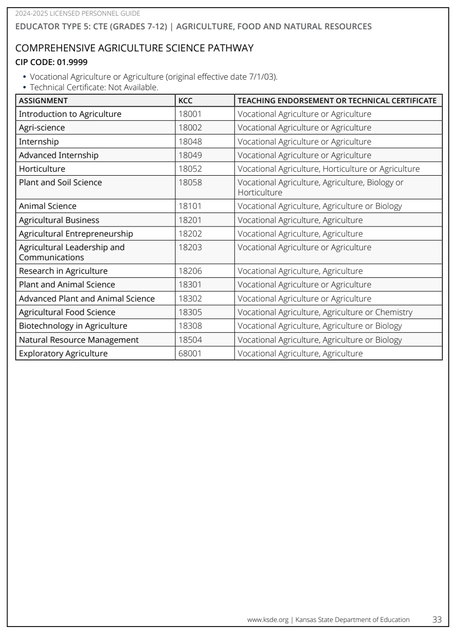
AGRIBUSINESS SYSTEMS PATHWAY

CIP CODE: 01.0101

- Vocational Agriculture or Agriculture (original effective date 7/1/03).
- Technical Certificate: Not Available.

ASSIGNMENT	KCC	TEACHING ENDORSEMENT OR TECHNICAL CERTIFICATE
Intro to Agriculture	18001	Vocational Agriculture or Agriculture
Agriscience	18002	Vocational Agriculture or Agriculture
Internship	18048	Vocational Agriculture or Agriculture
Advanced Internship	18049	Vocational Agriculture or Agriculture
Agribusiness	18201	Vocational Agriculture, Agriculture
Ag Entrepreneurship	18202	Vocational Agriculture, Agriculture
Ag Leadership and Communications	18203	Vocational Agriculture, Agriculture
Research in Agriculture	18206	Vocational Agriculture, Agriculture
Applications in Agribusiness	18220	Vocational Agriculture, Agriculture
Exploratory Agriculture	68001	Vocational Agriculture, Agriculture

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EDUCATOR TYPE 5: CTE (GRADES 7-12) | AGRICULTURE, FOOD AND NATURAL RESOURCES

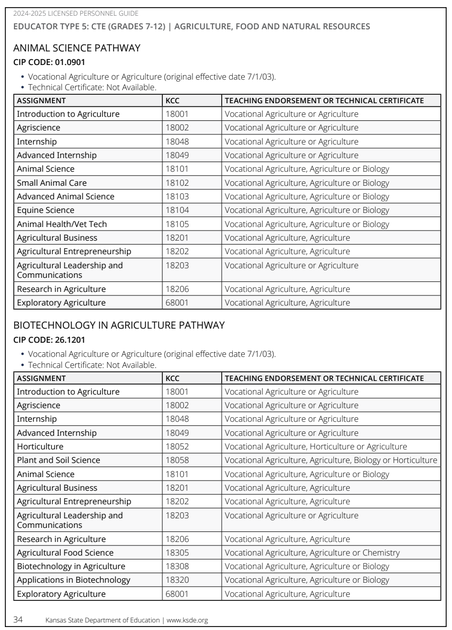
COMPREHENSIVE AGRICULTURE SCIENCE PATHWAY

CIP CODE: 01.9999

- Vocational Agriculture or Agriculture (original effective date 7/1/03).
- Technical Certificate: Not Available.

ASSIGNMENT	KCC	TEACHING ENDORSEMENT OR TECHNICAL CERTIFICATE
Introduction to Agriculture	18001	Vocational Agriculture or Agriculture
Agri-science	18002	Vocational Agriculture or Agriculture
Internship	18048	Vocational Agriculture or Agriculture
Advanced Internship	18049	Vocational Agriculture or Agriculture
Horticulture	18052	Vocational Agriculture, Horticulture or Agriculture
Plant and Soil Science	18058	Vocational Agriculture, Agriculture, Biology or Horticulture
Animal Science	18101	Vocational Agriculture, Agriculture or Biology
Agricultural Business	18201	Vocational Agriculture, Agriculture
Agricultural Entrepreneurship	18202	Vocational Agriculture, Agriculture
Agricultural Leadership and Communications	18203	Vocational Agriculture or Agriculture
Research in Agriculture	18206	Vocational Agriculture, Agriculture
Plant and Animal Science	18301	Vocational Agriculture or Agriculture
Advanced Plant and Animal Science	18302	Vocational Agriculture or Agriculture
Agricultural Food Science	18305	Vocational Agriculture, Agriculture or Chemistry
Biotechnology in Agriculture	18308	Vocational Agriculture, Agriculture or Biology
Natural Resource Management	18504	Vocational Agriculture, Agriculture or Biology
Exploratory Agriculture	68001	Vocational Agriculture, Agriculture

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EDUCATOR TYPE 5: CTE (GRADES 7-12) | AGRICULTURE, FOOD AND NATURAL RESOURCES

ANIMAL SCIENCE PATHWAY

CIP CODE: 01.0901

- Vocational Agriculture or Agriculture (original effective date 7/1/03).
- Technical Certificate: Not Available.

ASSIGNMENT	KCC	TEACHING ENDORSEMENT OR TECHNICAL CERTIFICATE
Introduction to Agriculture	18001	Vocational Agriculture or Agriculture
Agriscience	18002	Vocational Agriculture or Agriculture
Internship	18048	Vocational Agriculture or Agriculture
Advanced Internship	18049	Vocational Agriculture or Agriculture
Animal Science	18101	Vocational Agriculture, Agriculture or Biology
Small Animal Care	18102	Vocational Agriculture, Agriculture or Biology
Advanced Animal Science	18103	Vocational Agriculture, Agriculture or Biology
Equine Science	18104	Vocational Agriculture, Agriculture or Biology
Animal Health/Vet Tech	18105	Vocational Agriculture, Agriculture or Biology
Agricultural Business	18201	Vocational Agriculture, Agriculture
Agricultural Entrepreneurship	18202	Vocational Agriculture, Agriculture
Agricultural Leadership and Communications	18203	Vocational Agriculture or Agriculture
Research in Agriculture	18206	Vocational Agriculture, Agriculture
Exploratory Agriculture	68001	Vocational Agriculture, Agriculture

BIOTECHNOLOGY IN AGRICULTURE PATHWAY

CIP CODE: 26.1201

- Vocational Agriculture or Agriculture (original effective date 7/1/03).
- Technical Certificate: Not Available.

ASSIGNMENT	KCC	TEACHING ENDORSEMENT OR TECHNICAL CERTIFICATE
Introduction to Agriculture	18001	Vocational Agriculture or Agriculture
Agriscience	18002	Vocational Agriculture or Agriculture
Internship	18048	Vocational Agriculture or Agriculture
Advanced Internship	18049	Vocational Agriculture or Agriculture
Horticulture	18052	Vocational Agriculture, Horticulture or Agriculture
Plant and Soil Science	18058	Vocational Agriculture, Agriculture, Biology or Horticulture
Animal Science	18101	Vocational Agriculture, Agriculture or Biology
Agricultural Business	18201	Vocational Agriculture, Agriculture
Agricultural Entrepreneurship	18202	Vocational Agriculture, Agriculture
Agricultural Leadership and Communications	18203	Vocational Agriculture or Agriculture
Research in Agriculture	18206	Vocational Agriculture, Agriculture
Agricultural Food Science	18305	Vocational Agriculture, Agriculture or Chemistry
Biotechnology in Agriculture	18308	Vocational Agriculture, Agriculture or Biology
Applications in Biotechnology	18320	Vocational Agriculture, Agriculture or Biology
Exploratory Agriculture	68001	Vocational Agriculture, Agriculture

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1 KSDE. *Teacher Licensure*. https://www.ksde.gov/Agency/Division-of-Learning-Services/Teacher-Licensure-TL

2 KSDE (2024). 2024-2025 Licensed Personnel Guide. https://www.ksde.gov/Portals/0/TLA/LPR/Licensed-Personnel-Guide%20Final%209-13-2024.pdf?ver=2024-09-17-082712-007

Individual Plan of Study (IPS) Overview

- Kansas' Vision for Student Success
- IPS
- Employability Skills
- Vision for Student Success: Financial Literacy and Computer Science
- Individual Plan of Study Framework
- IPS Elements

IPS OVERVIEW

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IPS OVERVIEW

Kansas' Vision for Student Success

Mission

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

Vision

Kansas leads the world in the success of each student.

Kansans CAN

Kansas leads the world in the success of each student.

Success defined

A successful Kansas high school graduate has the

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

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

Outcomes

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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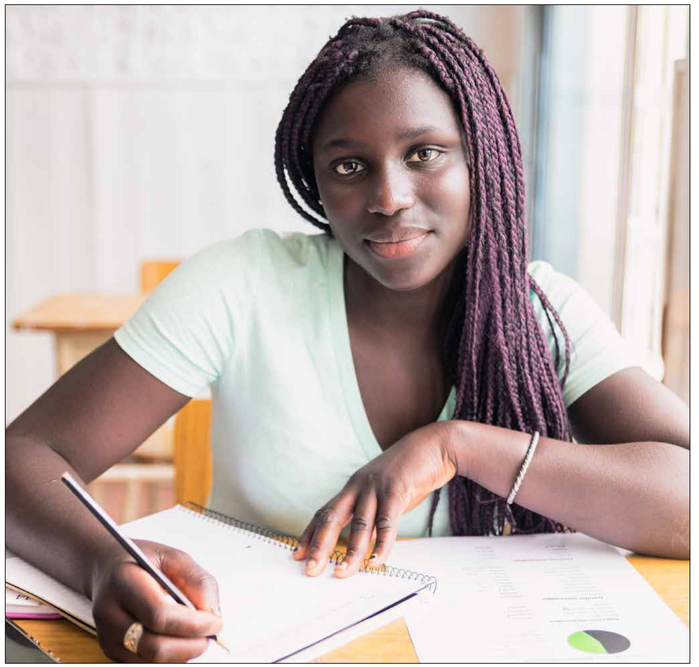
All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.

A student's IPS is developed cooperatively between the student, school staff members and family members.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.



Online document:

- Vision for Education in Kansas[1] (pdf)

Video:

- KSDE IPS Student-Led Conference[2] (YouTube)
- IPS Training Module [3](YouTube)

IPS OVERVIEW

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ACT WorkKeys

The Kansas Legislature appropriated funds for a statewide contract to provide one free ACT assessment and one free WorkKeys suite of assessments to all public high school juniors. Students are encouraged to take both assessments.

What is WorkKeys?

WorkKeys assessments in the areas of applied math, graphic literacy and workplace documents are the assessments students take in the areas employers consider important for productivity and trainability.

The skills assessed in the WorkKeys suite of assessments are what employers say are critical for on-the-job training and career success.

What type of student should take the ACT WorkKeys?

Any student that plans to have an occupation after high school.

Resources

Video:

- How ACT WorkKeys Can Be Utilized as a Tool to Inform the IPS[4] (YouTube)

Online document:

- ACT WorkKeys User Guide and Activity: The Occupational Profile Database[5] (pdf)

Website:

- ACT Occupational Profile Search[6]
  The occupational profiles combined by O*Net number (jobprofiles.act.org)

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National Career Readiness Certificate

What is the National Career Readiness Certificate (NCRC)?

- Nationally recognized certificate
- Portable certificate
- Evidence-based
- Validates work readiness skills

What is the value for the student/ examinee/instructor?

- National credential
- Validation of their skills.
- Can inform a student's career/education path/IPS.
- Students can use the ACT Occupational Profile Database[6] to research the median skill level in the areas of applied math, graphic literacy and workplace documents in the occupations the student has identified in their IPS, not as a gatekeeper, but rather to be utilized as a tool to inform their IPS.
- Sense of accomplishment.

Who else gets value from NCRC?

- Employers
- Economic development tool for the community

Online document:

- The Condition of Career Pathway Readiness in the United States: 2019 Condition of Career Pathway Readiness in the United States 2019[7] (ACT, www.act.org)
- Income Trends for ACT NCRC Earners[8]
- Benefits of WorkKeys and NCRC[9]

Website:

- Career Pathway Readiness Benchmarks[10], ACT, inc., Tableau Public

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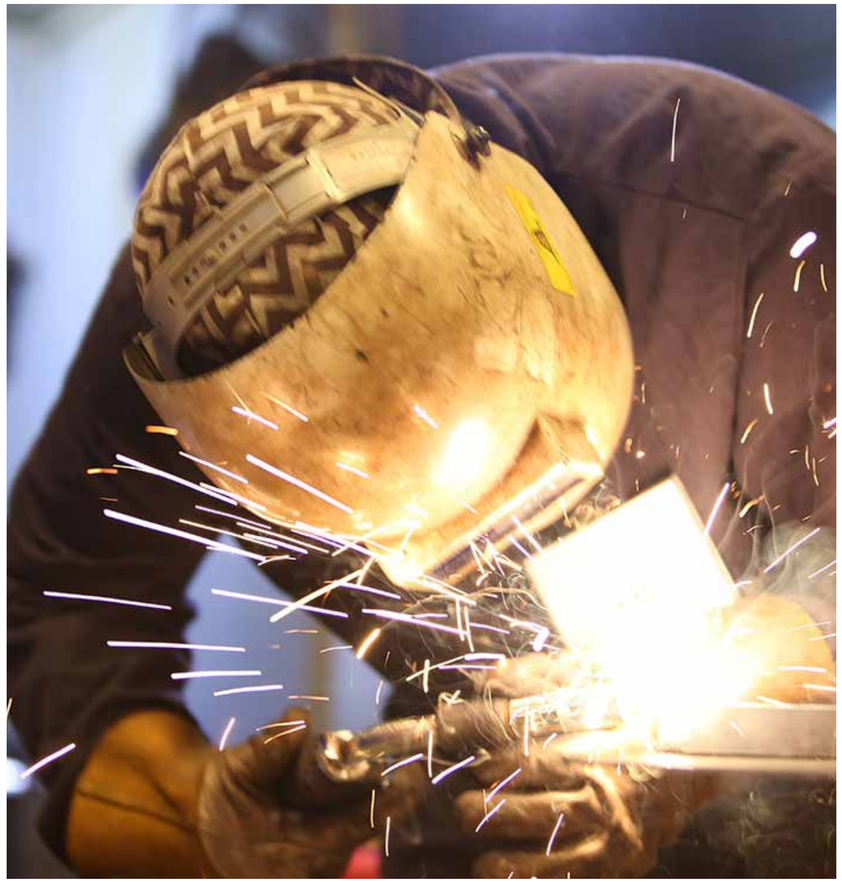
Employability Skills

It is important that schools and districts **measure the essential employability skills and knowledge that students gain from WBL experiences** and give students an opportunity to document and reflect on their learning. The assessment and reflection process help students in the following essential ways:

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

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes:

- Measuring graduating students' career readiness.
- Systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide.
- Reviewing the quality of WBL experiences across individual business and industry partners.



Online document:

- Employability Skills: Measuring and Reflecting Student Learning[11]

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Portable Electronic Portfolio

The use of a portfolio is one approach to assessing and documenting student experiences and employability skills development from a WBL experience. A portfolio is a purposeful collection of student work that demonstrates student learning across time. Portfolios promote self-reflection, give students greater ownership in assessing and articulating their learning and provide a resource that students can use for future employment. **Schools and districts can embed a portfolio to assess WBL experiences as part of a student's IPS.**

An IPS involves development of a flexible career focus and an education plan that is clearly defined to ensure a successful, efficient transition to postsecondary education and/or the workforce. At minimum, an IPS requires the following components:

- A series of strength finders and career-interest inventories to help students identify career cluster preferences.
- An eighth- through 12th-grade course-builder function with course selections based on career interests.
- A postsecondary plan (workforce, military, certification, two-year college, four-year college).
- A portable electronic portfolio.

Instead of requiring a student to create a second portfolio solely to document WBL experiences, schools and districts can embed the WBL portfolio within the IPS. The result is a single, encompassing portfolio that documents the student learner's goals, career interests, postsecondary plan and experiences (such as a WBL experience) that help the student achieve those goals. Embedding how students assess and document their learning from WBL experiences within the IPS can help streamline the process and ensure students are career ready. Schools and districts can regard the WBL portfolio as a subsection of the IPS.

Online document:

- How Individual Plans of Study Can Support Students' College and Career Readiness and Success[12] (ed.gov)
- Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study[13] (ed.gov)

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Recommended Components Of A WBL Electronic Portfolio

A portfolio that demonstrates a student's career readiness includes artifacts in each of the seven components outlined below:

1. **Table of Contents** of student's work items contained in the portfolio.
2. **Career Development Materials**:
   A. Resume.
   B. Cover letter.
   C. Letter(s) of recommendation.
   D. Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, demonstration of interviewing skills, etc.).
3. **IPS Required Components** (Included in Kansas Education Systems Accreditation - KESA):
   A. Strengths finder.
   B. Career-interest inventory.
   C. Courses aligned to interest inventory.
   D. Postsecondary plan.
4. **WBL Experience Work Samples**: WBL Experience work samples are products or materials developed throughout the WBL experience that demonstrate at least one employability skill in each of these domains: Effective Relationships, Workplace Skills and Applied Knowledge.
5. **Writing/Research Samples**: These samples demonstrate in-depth knowledge about a career area and include descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.
6. **Project**: The project involves creating work samples and preparing writing samples and it culminates in a presentation. (Note: The student may substitute for writing/research sample and other work samples, if the project already will include these.)
7. **Assessments and Certifications**:
   A. Business/mentor evaluation.
   B. WorkKeys assessment.
   C. Industry certification.
   D. Coordinator evaluation.

Online document:

- Measuring and Reflecting Student Learning – Work-Based Experience Portfolio and Employability Skills Rubric[14]

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Postsecondary Education

Kansas Board of Regents

Excel in Career and Technical Education (CTE)

In 2012, a plan was launched to enhance CTE in Kansas and better prepare high school students for college and careers. Under the Excel in CTE Initiative, **Kansas high school students qualify for state-funded college tuition in approved technical courses** offered by Kansas technical and community colleges.

Website:

- Kansas Board of Regents[15]
- Excel in CTE[16] (kansasregents.org)
- High School Counselor Resources[17] (kansasregents.org)

Online document:

- Excel in CTE Summary Sheet[18] (pdf)
- Kansas Postsecondary Exploration Guide[19] (pdf)
- Tiered Technical Courses[20] (pdf)

Video:

- Kansas Postsecondary Exploration Guide[21] (YouTube)
- Manufacturing Day 2018 - WSU Tech[22] (YouTube)
- Put Your Passion to Work: Advanced Manufacturing[23] (YouTube)
- Put Your Passion to Work: Aerospace[24] (YouTube)
- Sparks Will Fly: Welding[25] (YouTube)
- Washburn Tech National Signing Day[26] (YouTube)

Kansas DegreeStats

Kansas DegreeStats is an **interactive online tool that reviews cost and earnings data** from real graduates for each undergraduate degree program offered at a public university or college in Kansas. With hundreds of degree programs available, there are many factors to consider when selecting the institution and the degree program that are the best match for you. Explore this site to learn more about the specific costs of each undergraduate degree program offered in Kansas and the earnings those graduates are making today.

Website:

- Kansas DegreeStats[27] (ksdegreestats.org)
- Public Institutions[28] (kansasregents.org)
- Kansas Public Higher Education and Training Program Search[29] (kansasregents.org)
- Transfer KS[30] (kansasregents.org)
- Kansas Training Information Program (KTIP) Report[31] (kansasregents.org)

Online document:

- Kansas DegreeStats Lesson[32] (ksde.gov)

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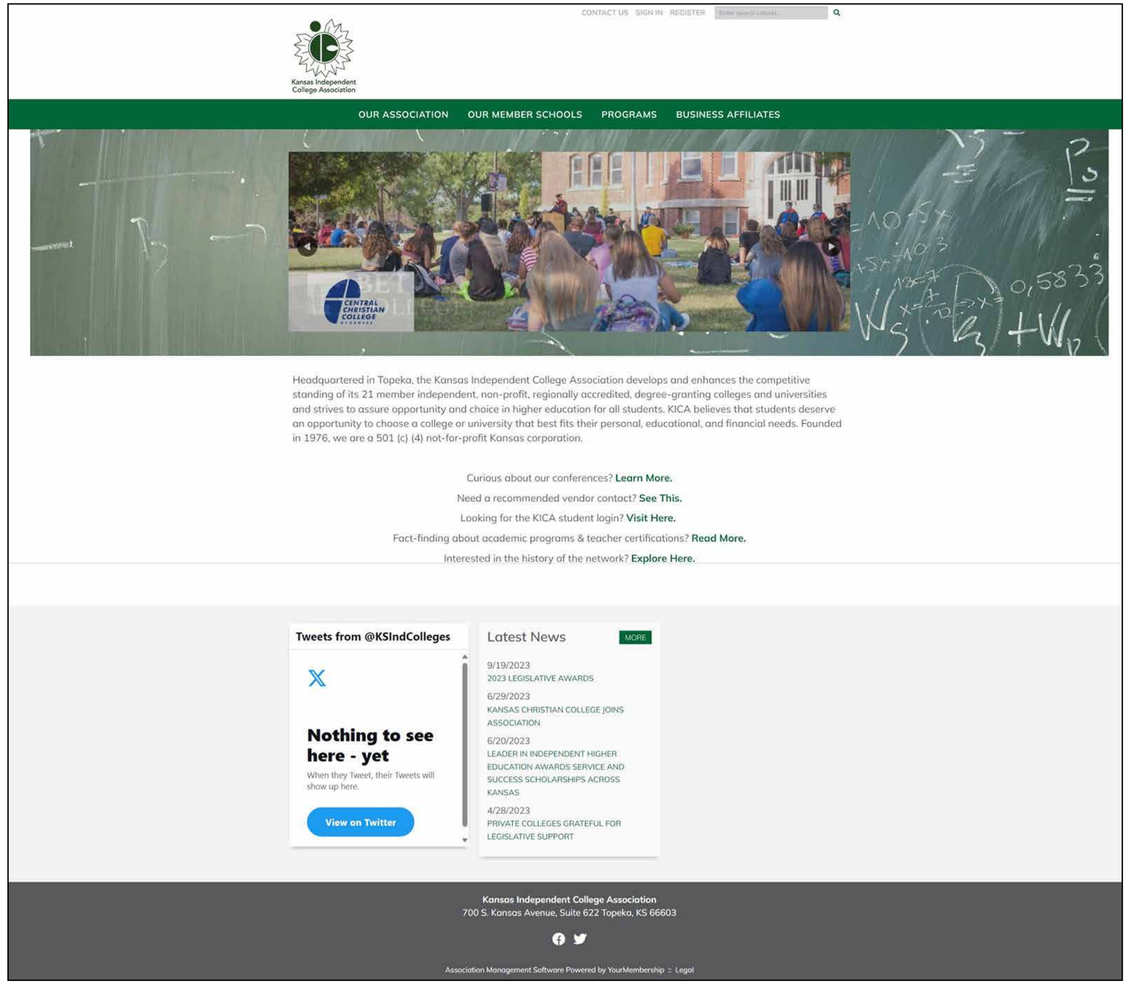
Kansas Independent College Association (KICA)

KICA collects and publishes information on the degree offerings of each of Kansas' 21 independent nonprofit colleges and universities. This can be found on the KICA[33] website.

KICA speaks for the value of Kansas' independent colleges and universities and seeks to strengthen those institutions through collaboration, governmental advocacy and public engagement aimed at supporting the ability to choose and afford an independent college education that fits their goals. These institutions include the oldest and newest nonproprietary universities in the state; enrollments as small as 300 and as large as 3,000; and campuses in urban environments, suburban settings, medium-sized towns and small communities. KICA, founded in 1976, is a 501(c)(4) not-for-profit Kansas corporation.

Website:

- KICA[32] (kscolleges.org)



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Vision for Student Success: Financial Literacy and Computer Science

Financial Literacy

The Kansas State Board of Education voted on November 10, 2022, to include financial literacy as a graduation requirement for all Kansas high school students. Beginning with students entering the 9th grade in the 2023-2024 school year and full implementation for the graduating class of 2027, all students will be required to earn a half-credit in personal finance.

Website:

- Financial Literacy in Kansas[34] (ksde.gov)

Computer Science

The Kansas Legislature passed the Promoting Advancement in Computing Knowledge (PACK) Act in 2022. Beginning in the 2023-2024 school year, all public secondary schools in the state will be required to offer a computer science course to students, and the state will offer scholarships and professional development to teachers who agree to teach computer science courses, particularly in rural districts and districts with higher percentages of students from groups underrepresented in computer-related fields.

Website:

- Computer Science[35] (ksde.gov)

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Individual Plan of Study Framework

Planning a Districtwide Program

Essential components of a districtwide Individual Plan of Study (IPS) Framework includes the following:

- Implementation Team
- IPS Framework is aligned with district reform efforts
- District Framework
- Building Level Framework
- Grade-Level Framework



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Implementation Team

Implementation Team is in place with representatives from school counseling, special education, CTE, administration and teacher educators, to facilitate the design and coordination of district/school IPS program.

IPS Framework is aligned with district reform efforts

As districts develop and implement their IPS Framework, consideration should be given to the various improvement efforts embraced by the school district. These improvement efforts may include: Kansas Education Systems Accreditation (KESA), Redesign, school/district improvement goals, etc.

This alignment reinforces the importance of the IPS Framework process and the various improvement efforts to ensure our students meet the goals set forth by the Kansas State Board of Education. A successful Kansas high school graduate has the **academic preparation**, **cognitive preparation**, **technical skills, employability skills** and **civic engagement** to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

District Framework

A district framework (mapping) helps to identify key or overarching strands that are part of your district's vision/program. Career development district mapping reflects not only your IPS program but should identify key reform efforts your district has embraced (KESA, Redesign, etc.)

Building Framework

Much like the district framework, the building IPS Framework identifies key grade-level bands and themes. The building framework would include the career development scope and sequence for each grade level, along with targeted lessons/activities around the Kansans Can Competencies, and Social, Emotional and Character Development.

Grade-Level Framework

The grade-level framework provides more specific information supporting the IPS Framework. For many, the grade-level framework might be organized around the school-year calendar showing specific lessons/activities for each career development session at the identified grade-level.

Using the IPS Framework process, the IPS Implementation Team can then check for duplication, gaps in the delivery of career development, identify and embed family engagement activities and events (i.e., student-led conferences), work-based learning opportunities, etc.

Using the identified process, career advisers, counselors and educators are provided an IPS Framework (scope and sequence) that clearly articulates grade-level career development competencies.

Online documents:

- Guide for Individual Plan of Study[36]
- IEP/IPS Crosswalk[37]
- Individual Plan of Study Scope and Sequence: Preschool - Grade 12[38]
- IPS Student Summary Form[39]
- Pre-Employment Transition Services (WBL Overview)[40]
- Transition in the IEP: What Parents and Students Need to Know[41]

Website:

- IPS - Student[42] (ksde.gov)
- Students' Right to Know Act[43] webpage (ksde.gov)

  Ensure distribution of the following resources to students 7-12 grades and their families by October 15th each year. Includes links to:
  - DegreeStats[28] (kansasregents.org)
  - K-TIP report[32] (kansasregents.org)

  Other information relevant to the students' understanding of potential earnings.
  - Kansas Labor Information Center (KLIC)[44] (ks.gov)

  The potential earnings of the branches of the armed services of the U.S. Military.
  - KBOR Military and Veteran Resources[45] (kansasregents.org)
  - CareerOneStop[46] (careeronestop.org) Includes Military Options.
  - O*NET OnLine[52] (onetonline.org) Military Crosswalk
  - Kansas Career Guidance Handbook 2025-2026[47] (ksde.gov)

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IPS Elements

Kansas School Counseling Programs

Purpose

The purpose of the Career Domain of the Kansas School Counseling Model Standards is to guide school counseling programs to help students:

1. Understand the connection between school and the world of work.
2. Plan for and make a successful transition from school to postsecondary education and/or the world of work.

The **Career Domain Standards** are:

Standard 1: The student will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard 2: The student will employ strategies to achieve future career goals with success and satisfaction.

Standard 3: The student will understand the relationship between personal qualities, education, training, and the world of work.



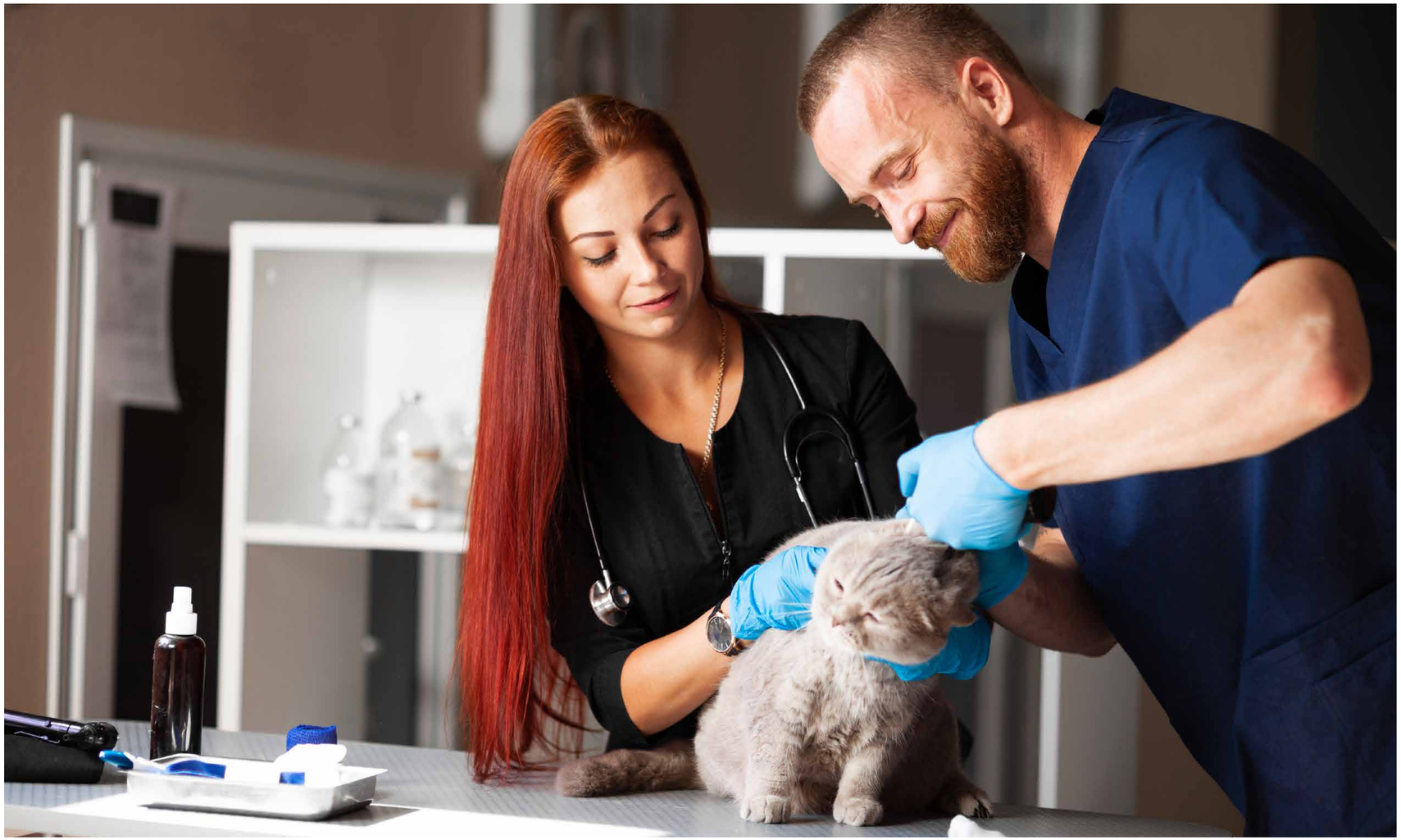
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Career Development

Career Development is the process by which individuals identify and match their talents, skills, strengths and interests to explore careers in the current labor markets and pursue career goals.

Career development programs provide instruction and learning experiences, and exploration opportunities to improve career decision-making for all students.



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Kansas Career Development Process Model

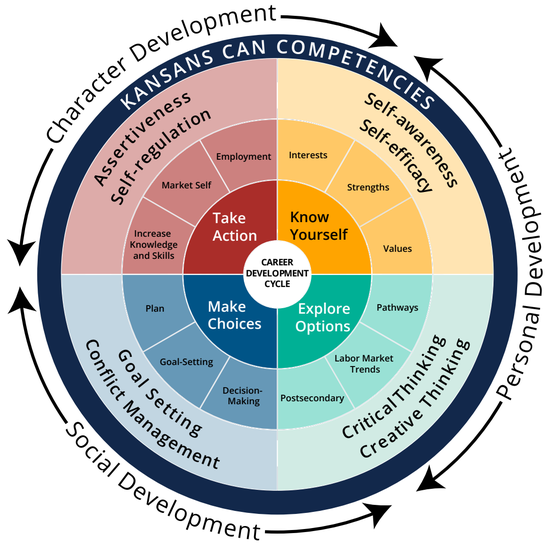
With a workforce increasingly requiring more career technical skills and specialized training for jobs the learning and labor landscape has come to a crossroads.

To assist more students to complete a postsecondary credential and be competitive in the labor market, it's critical to begin career exploration and planning earlier in a student's educational experience. In addition to beginning Career Awareness in elementary, Career Exploration in middle school, and Career Preparation in high school, it is essential for students to apply the Career Development Process that will assist them throughout their life career journey.

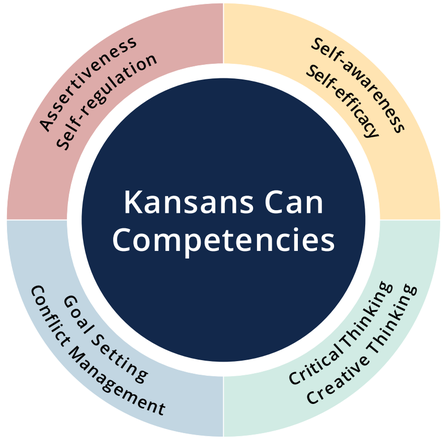
The Kansas Career Development Process Model has three key components. Students participate in the Kansas Career Development Cycle with guidance and direction from counselors, career advisors/advocates, CTE teachers and other support staff members. They are exposed to and master the Kansans Can Competencies in their academic and CTE coursework. Students build their Social Emotional and Character Development across their educational experiences.

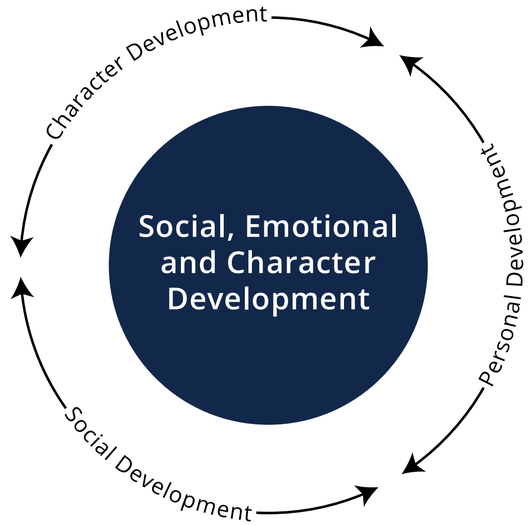
The Kansas Career Development Process Model focuses on helping students to attain necessary skills in three focused areas represented by the three rings that comprise the Kansas Career Development Process.

- Kansas Career Development Cycle
- Kansans Can Competencies
- Social, Emotional and Character Development









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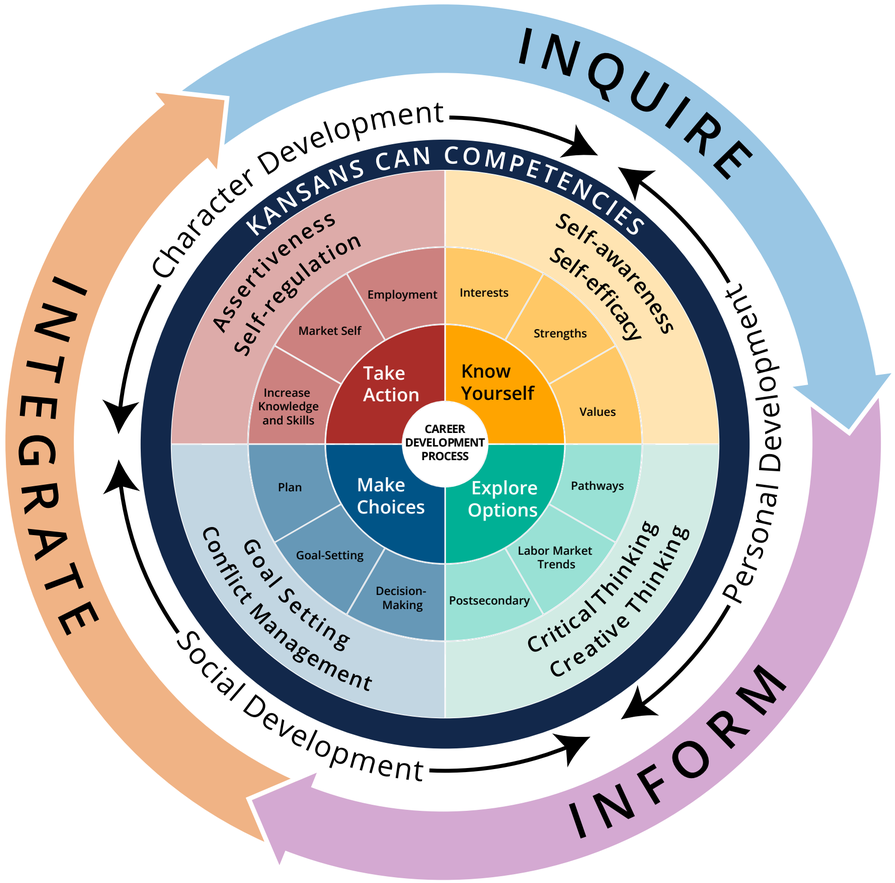
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Kansas Career Development Process Model

The Kansas Career Development Process Model is a comprehensive (K-12) model that provides structure for the IPS Framework developed by districts to deliver:

- Career development information and lessons.
- Career advisement.
- Work-based learning opportunities.
- Social-emotional learning.
- Family engagement.
- Connection to postsecondary opportunities.
- Business and industry partners.

Planning a district-wide program that supports all the elements of the Kansas Career Development Model is essential for students to successfully transition from school to work.



Resources:

- Gordon, Virginla (2006). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673 › Hughey, K. F. (2009).
- National Career Development Association—Facilitating Career Development - Chapter 6: The Role of Information in Career Planning -The Career Planning Process (Harris-Bowlsbey, Dikel & Sampson, 2002)
- The Handbook of Career Advising. San Francisco: Jossey-Bass.

Website:

- American School Counseling Association: ASCA National Standards for Students[48]
- Career Profiles: The Career Planning Process[49]

Online document:

- Kansas Social-Emotional and Character Development Model Standards[50]
- Kansas Career Advising Model - Advising Guide[51]

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Kansas Career Development Cycle

Overview

The Kansas Career Development Cycle consists of four quadrants. Each quadrant links to three related components.

- **Know Yourself:** Students increase their skills and knowledge about who they are as an individual as they begin to build their "personal success identity."
- **Explore Options:** Students explore the many career options available. Career exploration skills consists of identifying and analyzing various career options in terms of education, training experience and competencies needed.
- **Make Choices:** Students gain skills in career planning and management that focus on identifying goals with the best-fit, then creating an action plan (an Individual Plan of Study) to accomplish those goals.
- **Take Action:** With an action plan (Individual Plan of Study) students take steps to increase their knowledge and skills around their desired goal, market themselves and prepare for employment.

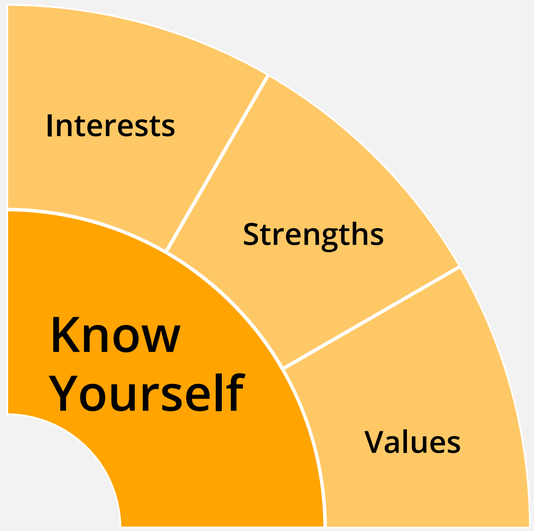
With a rapidly evolving labor market and dynamic shifts in high demand occupations in Kansas, it is essential that our youth have the skills and knowledge to navigate the career development process by translating what they know about themselves and options they have explored into an individualized plan that they can take action upon - the Individual Plan of Study.



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Know Yourself



Start with talents, skills and strengths!

- Guide students in identifying their talents, skills and strengths.
- Students examine preferred activities, games and life experiences
- Explore and document career readiness skills.
- Assess talents, skills, interests and personality.
- Explore values.
- Connecting strengths (talents and skills) to careers.

The first area of the career development process, **Know Yourself**, focuses on nurturing and guiding students in identifying and increasing their knowledge about themselves: their talents, skills, strengths, interests, and values.

One of the first steps in helping students build their individual success identity is to focus on their strengths, skills and talents. Students should identify their personal skills, strengths and talents through personal reflection and career matching activities. The goal of this stage is to heighten awareness of personal aptitudes and inclinations, as well as possible future career paths that align with those strengths.

Students learn that knowing about themselves and connecting strengths to career opportunities are part of a lifelong process.

Website:

- O*Net Online Skills Search[52]: This allows students to choose skills from six different skill groups.
- Career InfoNet Skills Profiler[53]: This allows students to choose from seven different skill groups.

Additional Resources you may wish to explore.

Website:

- California CareerZone Interest Profiler[54]: Occupational interests are identified through a series of questions about work activities that some people do on their jobs.
- Myers-Briggs Type Indicator (MBTI)[55]: This is a free version of the MBTI.

Online document:

- Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric[15]: This KSDE document provides pre/post employability skills rubric.
- Advanced CTE: The Career Ready Practices[56]
- Framework for 21st Century Learning[57]

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Explore Options



Explore tentative options through career clusters.

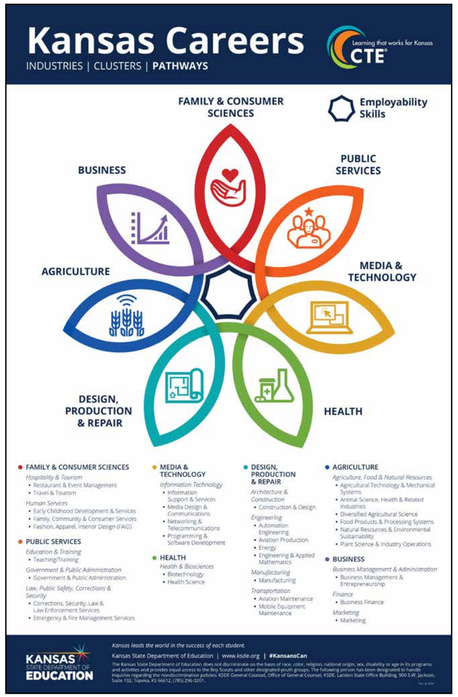
- Clusters and Pathways: Starting with Career Clusters, encourage students to identify and explore three career pathways aligned with their individual strengths and skills.
- Use the Kansas Fields, Clusters, and Pathway infographic to support career exploration activities.
- Refer to the Kansas Work-Based Learning Continuum, and the Work-Based Learning Digital Reference Guide for supporting lessons/activities around Career Awareness, Career Exploration and Career Preparation.
- Labor Market Information
- Postsecondary Options

The **Explore Options** quadrant of the Kansas Career Development Cycle focuses on enabling students to develop their career exploration skills through many activities.

Students explore career pathways and programs of study, gain information and analytical skills related to labor market needs and identify postsecondary options related to areas of career interests. In addition, students participate in Work-Based Learning activities associated with the **Work-Based Learning Continuum** that includes: Career Awareness, Career Exploration and Career Preparation.

In designing lessons/activities it is recommended that students identify three tentative career and life goals. We stress tentative, because each year students should engage in Know Yourself and Explore Options activities allowing them the opportunity to reexamine what they know about themselves and what they have learned (explored) about options as they relate to emerging career opportunities.





Online document:

- Kansas Work-Based Learning (WBL) Continuum[58]: A complete list of links of information and resources are available in the Kansas Work-Based Learning (WBL) Digital Reference Guide[39].
- **Pathways:** Kansas Career Fields, Clusters and Pathways Infographics[59]
- How Individual Plans of Study Can Support Students' College and Career Readiness and Success[13] (ed.gov)
- Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study[14] (ed.gov)

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Explore Options (continued)



High Quality Career Clusters and Pathways and Programs of Study: A Career Cluster is a grouping of occupations and broad industries based on commonalities. The 16 Career Clusters organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Students learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

Kansas' secondary **Career and Technical Education (CTE)** Division has adopted the National Career Clusters model of 16 career clusters and has developed 36 pathways within these clusters. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and highly flexible workers who continually update their knowledge and skills. Our goal is to provide students with relevant contexts for learning through pathways to postsecondary success. Career Clusters link what students learn in school to the knowledge and skills they need for success in postsecondary education and careers. Career cluster pathways and Pathway Programs of Study are designed to provide a smooth transition from high school to postsecondary education (technical colleges, community colleges and universities), apprenticeship opportunities, the military and/or the workplace. Kansas stakeholders from education, business and industry developed the courses that enable this transition. Kansas has developed 36 pathways that address the need for high-skill, high-wage, and high-demand careers in the 21st Century.

CTE Career Pathways and Programs of Study provide a structure or framework that align education and training with the needs of the labor market, provide a range of postsecondary options, result in a high school diploma with industry-recognized credential, certification and/or workplace experience. Pathway Programs of Study identify; pathway course sequence, industry- recognized credential options, dual college credit options, work-based learning experiences and CTE student status.

Labor Market Trends:

Refer to the WBL Overview[60], see Labor Laws and Market.

Postsecondary:

Refer to the WBL Overview[61] for information and resources supporting postsecondary.

Resources and Links for the Explore Options quadrant of the Kansas Career Development Cycle can be found in the Kansas WBL Digital Reference Guide[39].

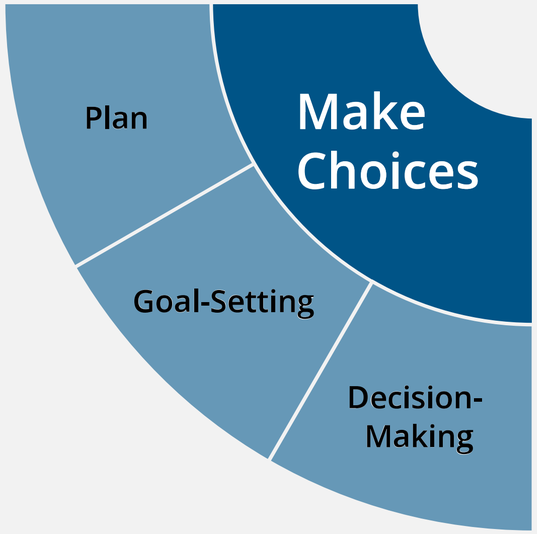
Website:

- O*Net Online Skills Search[46]: This allows students to choose skills from six different skill groups.
- **Armed Services Vocational Aptitude Battery (ASVAB):** This assessment is done through a military recruiting office, but sample tests can be found online ASVAB Practice Test[61]
- Advanced CTE, Career Clusters[62]
- Kansas Board of Regents[63]
  - Excel in CTE[64]

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Make Choices



The individualized part!

- Once students have learned about themselves, and explored options, it is now time to decide about a tentative career goal.
- Research what it will take to reach their goal … remember there are "other ways to win" (multiple paths … encourage students and their families to explore all available options which lead to their career goal).
- Students will need to translate the program of study aligned with their career goal into an Individual Plan of Study. This includes identifying specific course titles available in their school or district, graduation requirements, career pathway specific (such as CTE) course sequence, certifications, work-place experiences, dual/concurrent credit, articulated credit, etc.
- Students and their families should review their Individual Plan of Study at least twice a year. This process empowers students and their families to take charge of their individual plan.
- Career development lessons and activities should focus on career planning beginning at the middle level, no later than the eighth grade.
- The Individual Plan of Study should include a four-year course plan (high school), as well as a post-high school plan that extends two years beyond high school.

The third quadrant of the Kansas Career Development Cycle is Make Choices. The Make Choices quadrant focuses on decision-making, goal-setting and building a plan - the Individual Plan of Study (IPS).

Career guidance/advising activities should be woven into students' educational experiences. They should encourage exploration of skills outside the classroom and in the community, including work-based learning opportunities, early access to college courses, online training/course opportunities, and participation in youth development organizations. Students need exposure to careers through job shadowing, career mentorships, simulated work-based experience, mock interview and summer experiences.

Lessons and activities that support the Make Choices quadrant in high school might include:

- Investigating training and degree programs that align to career and life goals
- Comparing postsecondary institutions.
- Navigating the postsecondary application and transition process.
- Networking with business and industry partners. Conduct informational interview to learn directly from business and industry partners the type of skills and postsecondary training they are seeking.

In addition to career specific activities, lessons and activities focused on financial literacy, financial planning, funding a postsecondary plan, and understanding the costs of living independently, dangers of credit card debt and car loans should be included in this stage.

The Individual Plan of Study will serve as the blueprint that guides students in the selection of high school courses, postsecondary programs and potential advanced education/training options that align with their career interests.

Website:

- Financial Literacy in Kansas[34] (ksde.gov)
- Mindtools: Personal Goal Setting: Planning to Live Life Your Way[65]
- Kansas DegreeStats[27]

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Take Action



The Action Plan

- **Increase Knowledge and Skills:** Students increase their knowledge and skillsets as needed for their desired career plan. This may include taking taking advanced academic courses; remedial courses as needed; acquiring additional skills related to specific job tasks; securing industry certifications; and participating in work-based learning, such as internship experiences.
- **Marketing Self:** Resume writing, cover letters, interview skills, professional networking and portfolio development to name a few.
- **Employment:** Student transition to the world of work. Students continue to build upon their employability skills and career management skills.

The fourth quadrant of the Kansas Career Development Cycle focuses on implementing the Individual Plan of Study (IPS).

Students participate in work-based learning experiences to build a career portfolio, to see how academic and technical skills are applied in authentic settings, and to self-assess their employability skills and areas of improvement. Work-based learning experiences focus on career preparation. Students have the opportunity to participate in Internships, Entrepreneurship, Clinical Experiences, Service Learning, School-based Enterprises, and Apprenticeships.

The **Measuring and Reflecting Student Learning - Work-Based Experience Portfolio and Employability Skills Rubric**[15] document outlines these employability skills and provides a rubric for pre and post scoring

Additional career management skills are part of the 2nd and 3rd rings of the Kansas Career Development Process and will be covered in more detail in those sections of this guide.

Website:

- Employability Skills[66] , Perkins Collaborative Resource Network

Online document:

- Employability Skills Framework[67]
- Measuring and Reflecting Student Learning - Work-Based Experience Portfolio and Employability Skills Rubric[15]

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Career Advising and Development

Career Advising

A Framework for Practice

Advising is designed to aid students' growth and development by creating a teaching-learning relationship that helps students manage their learning and build a successful educational plan (Darling and Woodside, 2007).

Career advising focuses on the informational nature of advising and the need to help students see the connection between educational decisions and careers (Gordon, 2006).

Through the **career advising process**, students are helped to connect self-awareness, including interests, values, abilities and learning preferences, to their academic choices and future career plans.

As students meet with advisers to discuss course selection and completion of academic programs, students are helped to discover:

- Who they are.
- The plan of study that is the best fit for them.
- The courses appropriate for the plan of study.
- How these choices correlate with their future career aspirations.

All students need career advising. However, few students recognize the importance of advising, and for many students, advising is synonymous with course selection. This type of prescriptive advising often lacks working relationships and does not provide a lasting connection between advisers and advisees.

Career advising integrated into academic advising helps students see:

- Where they are (Who Am I?).
- Where they want to go in the future (Where Am I Going?).
- How to get there (How Do I Get There?).



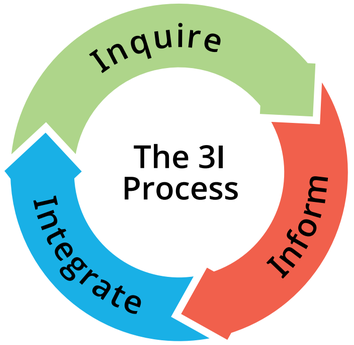
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THE CAREER ADVISING PROCESS

The 3-I Process (expanded)

The steps of career advising are presented sequentially for ease of understanding. However, advisers may find that in working with some students the steps are not sequential and may move in and out of the steps based on individual student need.



Inquire

1. Establish rapport and build a working relationship with the student.
   a. Location for session … private conversation area.
   b. Location is inviting.
   c. Share a bit about yourself … your vision board.
2. Determine the student's knowledge base and assess the student's career advising needs.
   a. Intake sheet might be helpful … what might this look like?
   b. What are the critical questions? Use open-ended questions that require the students to engage in conversation.

Inform

3. Explain and help the student understand the connections among self-awareness, educational choices, occupational information and academic and career planning.
   a. Connecting the "Know Yourself" with the "Explore Options."
   b. Assist students in seeing how self-awareness will help them explore careers that are congruent with their characteristics, thus leading to career options that are interesting and satisfying. (Gover Career Cruising MatchMaker and My Skills and Learning Styles Inventory). May want to consider a values inventory, etc.
4. Explain and help the student select interventions to assist in self, major and career exploration and career planning.
   a. Refer students to additional resources. These may be found in the Counseling Office, Career Center, etc.
   b. Advisers who are not knowledgeable regarding the interpretation of exploratory techniques may refer students to the Counseling Office or Career Center.
5. Set career advising goals with the student.
   a. Goal setting … helping students establish clear goals is critical.
   b. Goals should address both academic decisions and decisions about future career plans.
   c. Students should write their goals in the SMART goal format … Specific, Measurable, Attainable, Realistic and Timely.
   d. Self-regulation (CCC Framework) should be incorporated into the advising/monitoring session.

Integrate

6. Review and integrate gathered information (including interpretation of exploration results) and create a career plan (IPS) to achieve the student's goals.
   a. One of the most important components of the career advising process is to help students turn "data into information" (Niles and Harris-Bowlsbey, 2009) and to make sense of gathered information.
   b. When students are ready to make decisions regarding the steps they need to take to accomplish their goals, the actions decided on become part of their career plan (IPS).
   c. A career plan (IPS) can help students be intentional in how they plan for the future.
7. Evaluate plans and accomplishments, determine any short or long-term follow-up with the student and offer continuing support.
   a. If an adviser has been effective in establishing rapport and providing information, resources and career planning, students will consider additional follow-up that might be recommended.
   b. Students will evaluate the extent to which they have accomplished their goals set as part of the career advising process (Self-Regulation).

Sources

- Gordon, Virgina (2006). Career Advising An Academic Adviser's Guide, A Publication of the National Academic Advising Association, ISBN 9780787983673
- Hughey, K. F. (2009). The Handbook of Career Advising. San Francisco: Jossey-Bass.

Online document:

- Kansas Career Advising Model Advisor Guide[45]

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Meeting the Needs of Each Student

The purpose of education should be to provide every child with challenging and engaging educational opportunities in an equitable and inclusive environment so that they can achieve the knowledge and skills necessary to become successful adults. In order to ensure this, education needs to move from equality to equity, from providing the same resources and opportunities to all students to redistributing access and opportunity to them, specifically those students who are in special populations: special education, English language learners, homeless youth, youth in foster care, children of military personnel, economically disadvantaged youth and parenting youth.

If equality means giving everyone the same resources, equity means giving each student access to the resources they need to learn and thrive.

To address individual needs of these students, a "one-size-fits-all" approach does not work. There are strategies that can be used to better meet the needs of special populations:

- Facilitating equitable access rigorous content, participation, peer interaction and teacher attention.
- Respecting and encouraging cultural preferences, native languages and cultural perspectives (e.g., youth culture; the disability culture; students' community and family backgrounds).
- Providing access to and/or extending grade-level content by adjusting content, lesson processes and projects to meet the diverse academic and linguistic needs of individual students.
- Comprehensive, individualized planning and course selection should be provided to each student. CTE is one way to address equity, while giving students the skills they need for the real-world of life and careers.

Below are links to some resources to better serve students from special populations:

- Career Guide for College Students with Disabilities[68]
- Families Together Inc.[69]
- Office of Disability and Employment Policy[70]
- National Career Development Association[71]
- National Technical Assistance Center for Transition[72]

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KANSAS GRADUATION FACT SHEET

Kansas Graduation Requirements 2025-2027

What are the minimum high school graduation requirements in Kansas?

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, communication and grammar. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.
- Three units of history and government, which shall include:
  - World history
  - United States history
  - United States government, including the Constitution of the United States
  - Concepts of economics and geography
- Three units of science, which shall include physical, biological and earth and space science concepts and which shall include at least one unit as a laboratory course.
- Three units of mathematics, including algebraic and geometric concepts.
- One unit of physical education, which shall include health and which may include safety, first aid or physiology.
- One unit of fine arts, which may include art, music, dance, theatre, forensics and other similar studies selected by a local board of education.
- Six units of elective courses.

Can the local board of education increase the number of graduation requirements?

Any local board of education may increase the number of units of credit required for graduation.

Any additional requirements of the local board of education that increase the number of units of credit required for graduation apply to those students who enter the ninth grade in the school year following the effective date of the additional requirement.

Can the local board of education adopt different graduation requirements for certain students?

Districts are required to award diplomas to requesting students who have met the state minimum graduation requirements and were in custody of the Kansas Department of Corrections (KDOC) or the Kansas Department for Children and Families (KDCF) on or after their 14th birthday.

For more information about these requirements, please see the Diploma for Students in Custody of KDOC and KDCF.[73]

Local boards of education may adopt a different number of graduation requirements (not lower than the state minimum) for adult learners whose four- and five-year cohorts have graduated or for students attending an alternative school or program. Most typically, diplomas are awarded to these students for successful completion of the state minimum graduation requirements.

Local boards of education can also adopt policy giving the superintendent and/or principal the discretion to waive local graduation requirements that are in excess of the state minimum for students on a case-by-case basis. Situations that would be appropriate to receive this discretion include, but are not limited to, students who experienced high mobility, teen pregnancy and long-term illness. The Kansas State Department of Education (KSDE) does not support policies that automatically waive local graduation requirements for students with disabilities that are in excess of the state minimum.

Is a district allowed to waive the Physical Education (PE)/ Health requirement?

The PE/Health requirement shall be waived if the school district is provided with either of the following:

- A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
- A statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil.

Can a student earn high school credit for a course taken in eighth grade?

It is up to each local district whether an eighth-grade course will count as a high school credit. If high school credit is given, the eighth-grade course must be equivalent to or the same as a high school course.

Only grades for courses listed on the official high school transcript will count towards the Regent's Qualified Admission GPA requirement.

Where can I find more information about Regents' Qualified Admissions requirements?

The **Kansas Board of Regents (KBOR)** has information available on their website[74].

See Qualified Admissions

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GRADUATION REQUIREMENTS 2028 AND BEYOND

What are the minimum high school graduation requirements in Kansas?

Each local board of education must have a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:

- Four units of English language arts, which shall include reading, writing, literature, and grammar and at least one-half unit of communications. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.
- Three units of history and government, which shall include:
  - World history
  - United States history
  - United States government, including the Constitution of the United States
  - Concepts of economics and geography.
- Three units of science, which shall include physical, biological and earth and space science concepts and which shall include at least one unit as a laboratory course.
- Three units of mathematics, including algebraic and geometric concepts.
- One half unit of physical education.
- One half unit of health which may include safety, first aid or physiology.
- One unit of fine arts, which may include art, music, dance, theatre, forensics and other similar studies selected by a local board of education.
- One half unit of financial literacy.
- One unit of advanced science, technology, engineering advanced math.
- Four and one half units of elective courses.

Postsecondary Assets

Two or more accomplishments approved by the Kansas State Board of Education that demonstrates a pupil will be a successful Kansas high school graduate:

- 4-H Kansas Key Award
- ACT Composite (score of 21 or higher)
- Advanced Placement Exam (3+)
- ASVAB per requirements of military branch selected
- Client-centered projects
- College hours (nine and more hours)
- Community service hours (40 or more)
- Completing Board of Regents curriculum
- CTE Scholar
- Eagle Scout or Gold Scout
- High school athletics/activities (two or more)
- High School attendance (95%)
- Industry-recognized certifications
- International; Baccalaureate Exam (4+)
- JROTC
- SAT score (1200 or higher)
- Seal of Biliteracy
- Senior Exit Interview/Senior Projects
- State assessment scores of three or four for Math, English language arts (ELA), Science (demonstrating college readiness)
- State CTSO Officers
- WorkKeys Level (silver or higher)
- Workplace learning experience directly related to student individual plan of study (IPS)
- Youth apprenticeships

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GRADUATION REQUIREMENTS 2028 AND BEYOND (*continued*)

Can the local board of education increase the number of graduation requirements?

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Where can I find more information about Regents' Qualified Admissions requirements?

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See Qualified Admissions

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QUALIFIED ADMISSIONS

High School Graduates Academic Year 2025 and Beyond

The six state universities in Kansas - Emporia State University (ESU), Fort Hays State University (FHSU), Kansas State University (K-State), Pittsburg State University (PSU), The University of Kansas (KU), and Wichita State University (WSU) - use the standards below, set by the Kansas Board of Regents, to review applicants for undergraduate admission.

ACCREDITED HIGH SCHOOL

Freshman applicants, under the age of 21, who graduate from an accredited high school, will be guaranteed admission to six state universities by meeting the Qualified Admissions requirements designated by each university, as follows:

ESU, PSU, FHSU, WSU	K-STATE	KU
• Cumulative High School GPA 2.25+ **or** ACT 21+ (SAT 1060)***** • Cumulative GPA 2.0+ for college credit earned in high school	• Cumulative High School GPA 3.25+ **or** ACT 21+ (SAT 1060)***** • Cumulative GPA 2.0+ for college credit earned in high school	• Cumulative High School GPA 3.25+ **or** Cumulative GPA 2.0+ and ACT 21+ (SAT 1060)***** • Cumulative GPA 2.0+ for college credit earned in high school

HOMESCHOOL AND UNACCREDITED HIGH SCHOOL

Freshman applicants, under the age of 21, who are homeschooled or graduate from an unaccredited high school will be guaranteed admission to the six state universities by achieving an ACT score equivalent to those outlined above, per each university. If you enroll in college courses while in high school, it is also required that you achieve a 2.0 GPA or higher in those courses.

This document provides a summary overview of admission requirements at state universities and is not a substitute for or to be used in lieu of the actual detailed admissions requirements, which can be found at: www.kansasregents.org/qualified_admissions_rules_regulations.

***** If you do not meet the qualified admission requirements, you are still encouraged to apply. Your application will be reviewed individually. Contact the university admissions office for more information.

Resources

Website:

- KBOR Qualified Admissions Rules and Regulations[77]

Online document:

- Qualified Admissions for High School Graduates Academic Year 2022-2023[78]
- Admisión Calificados Para Graduados de Secundaria Año Académico 2022-2023 y Posteriores[79]

For more information, contact:

Mistie Knox
Associate Director for Academic Affairs
Kansas Board of Regents
mknox@ksbor.org

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KANSAS SCHOLARS CURRICULUM

Kansas Scholars Curriculum is recommended but not required: To best prepare for the rigor of college level courses, following Kansas Scholars curriculum is recommended. Completing the Kansas Scholars Curriculum is required for consideration in the Kansas State Scholarship program.

One unit is equivalent to one year or two semesters:

ENGLISH: 4 units

MATH: 4 units

1 unit of each:

- Algebra I
- Geometry
- Algebra II

1 unit:

- Advanced Math

* See Kansas Scholars page for Math course list

SOCIAL SCIENCE: 3 units

1 unit:

- U.S History

.5 unit:

- U.S. Government

.5 unit:

- World History

1 unit:

- Social Science course

* See Kansas Scholars page for Social Science course list

SCIENCE: 3 units

1 unit of each:

- Biology
- Chemistry
- Physics

WORLD LANGUAGE: 2 units

2 units of the same language.

Website:

*Kansas Scholars Program and Curriculum[80]

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FINANCIAL AID

PAYING FOR COLLEGE

The costs for attending college can be expensive, but there are many different financial programs to help everyone access a college education. Many of these financial programs are based on your income, so more money is available for those who have smaller household incomes. In fact, almost all college bound students utilize some type of financial aid, assistance or financing plan to help pay for their college education.

TYPES OF FINANCIAL AID*

- **Scholarships:** (Also called "Merit-Based" Aid). Money that is offered to students based on their grade point average, test scores or application regardless of income level. Some scholarships are offered in a one-time amount, while other scholarships are renewable for each year you attend college. Most scholarships are awarded by the college you attend based on your application, but some scholarships are also awarded from outside organizations or companies in your community. Scholarships are financial aid money that does not need to be paid back.
- **Grants:** (Also called "Need-Based" aid) Money that is offered to students who demonstrate a lack of financial resources to pay for college. To qualify for need based aid, students need to complete the Free Application for Federal Student Aid (FAFSA®) an online application. By completing this application your college will then know what grant programs they can offer you. The greater your financial need, the more grant programs are available. Grants are financial aid money that does not need to be paid back.
- **Work Study:** Campus job opportunities that are offered to students who demonstrate financial need via the FAFSA® application. Students are offered the opportunity to work on campus for a limited number of hours each week and the money earned will go directly to paying for tuition. Students are able to select which job they are most interested in when they arrive on campus. Work study is financial aid money that is earned and will not need to be paid back.
- **Loans:** Money which can be borrowed by students, parents or both to help pay for college. The amounts available to borrow will be calculated from your the FAFSA® application. Many types of student loans do not need to be paid while you are attending college, but will need to be paid back once you leave college.

* Most students use a combination of all of these financial aid options to earn their college degree.

Financial Aid Resources

Videos:

- FAFSA® Overview[81]
- How to Create an Account and Username[82] (FSA ID) for StudentAid.gov
- Start Your 2024–25 FAFSA® Form[83] (youtube.com)
- What's Changed for the 2024-25 FAFSA® Form[84] (youtube.com)

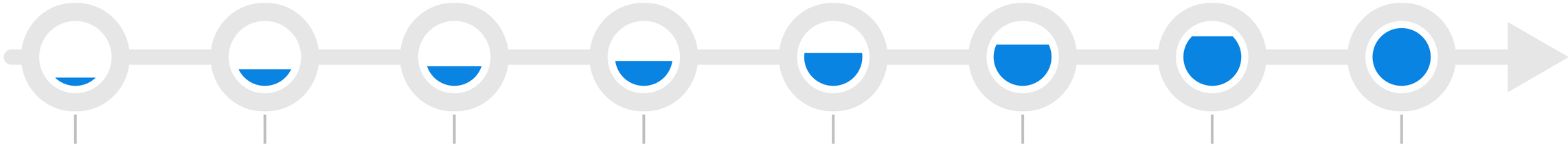
Websites:

- FAFSA® Deadlines[85]
- FSA Apply for FAFSA® Process[86]
- Apply Kansas Resources[87]
- FAFSA® Resources[88] (kansasregents.org)
- Kansas Scholarship and Grant Programs[89]
- Midwest Student Exchange Program[90] (multi-state tuition reciprocity)
- The Importance of FAFSA® and Why Your Family Should Apply[91]
- Pro-Tips for the 2024-2025 FAFSA Form[92] (studentaid.gov)

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FINANCIAL AID TIMELINE



1. Complete your college application.
2. Create your FSA ID.
3. Complete the FAFSA Application (application opens Oct. 1 each year).
4. Look for additional scholarship applications or deadlines at your chosen institutions.
5. Search for scholarship applications in your community, state or online.
6. Receive a Financial Aid packet from each institution where you have been accepted.
7. Compare the financial aid options at each institution, decide on taking out optional loans after scholarship and grant money have been distributed and send in an enrollment deposit to your chosen institution.
8. Complete the FAFSA each year you are in college.

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FINANCIAL AID TIPS

1. Do not pay for someone to complete the FAFSA for you (it is a free application).
2. Always go to https://studentaid.gov/h/apply-for-aid/fafsa[93]. **DO NOT** use anything with a ".com" or ".org" extension. Always utilize the government site.
3. Financial Aid departments at each institution are free resources for questions and assistance in filling out your FAFSA.
4. Look for the logo for NASFAA or KASFAA to know if an organization is reputable.
5. **Apply early!** FAFSA opens each year on Oct. 1. You should complete the FAFSA application as soon as you complete your college applications.
6. FAFSA Tips and Common Mistakes to Avoid.
7. Consider the public institutions in your community and state to receive a reduced resident tuition rate
8. Starting your education at a community college or technical college and then transferring to a university is a way to significantly reduce the costs of the first two years of a 4 year university bachelor degree program.



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PERSONAL FINANCIAL LITERACY

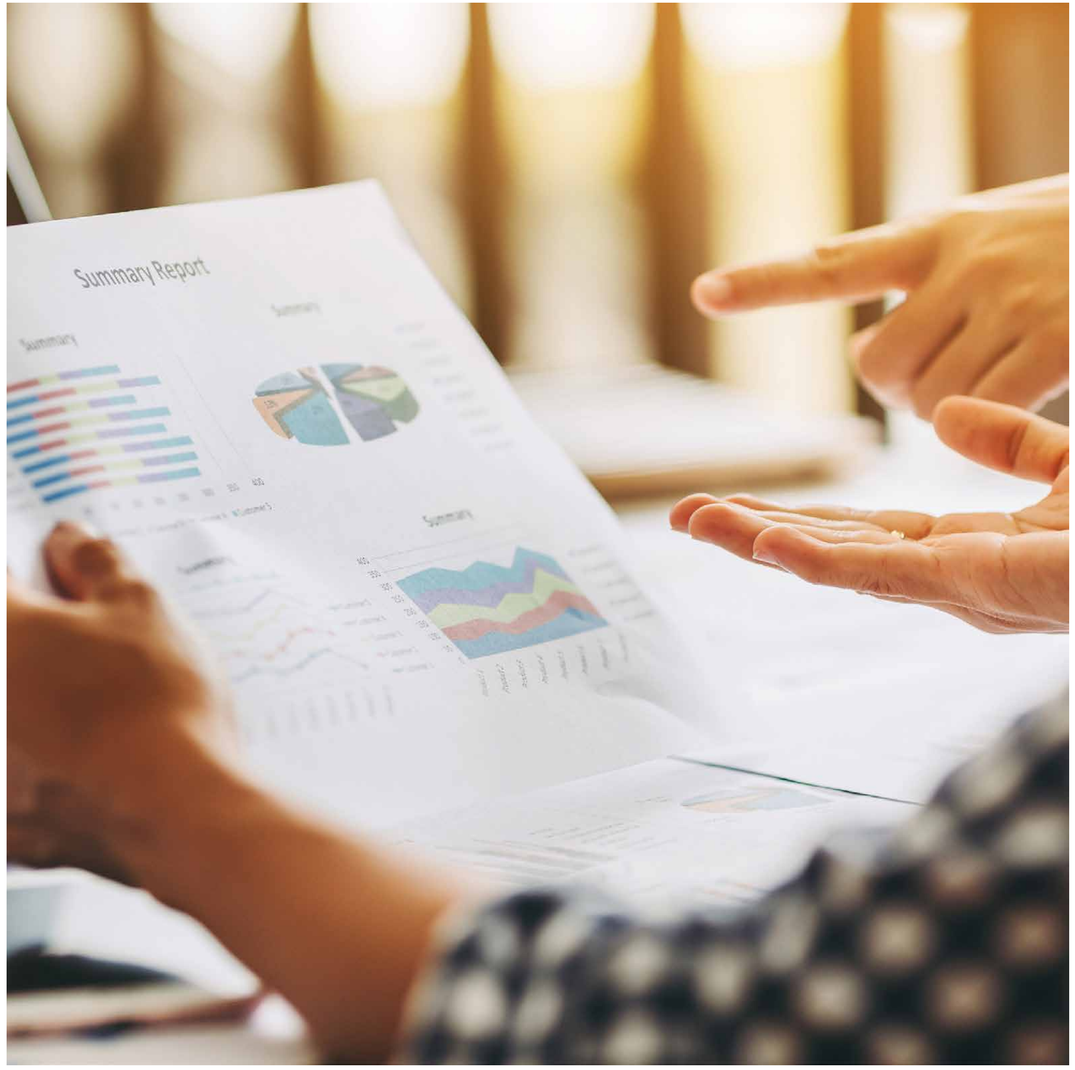
Personal Finance refers to the principles and methods that individuals use to acquire and manage income and assets, but personal financial literacy means individuals know how these skills apply to their lives now and in the future with habit change the key. Some use the term financial literacy, which means the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security, which is more inclusive of all financial aspects, not just personal finance.

KSDE has partnered with several nonprofits to offer teacher training and guidance including:

- Kansas Council for Economic Education (KCEE)[94]
- Federal Reserve Bank of Kansas City[95]
- Kansas State University Research and Extension, Family Finances[96]

Website:

- Financial Literacy in Kansas[34]



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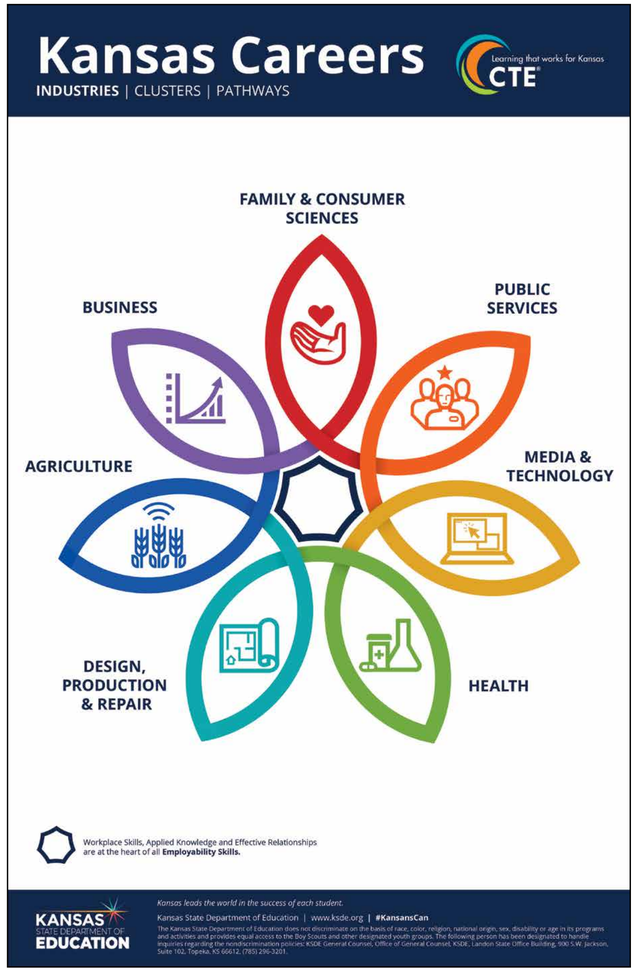
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Kansas Career Fields, Clusters and Pathways

Career Awareness

ELEMENTARY SCHOOL LEVEL CAREER DEVELOPMENT

Kansas utilizes a mapping infographic that aligns with the Work-Based Learning Continuum.



Kansas Career Fields, Clusters and Pathways Infographic, Elementary School

The Kansas Career Fields infographic shown left, identifies the seven industries arrayed around a central focus on career success skills. Each petal represents one of seven career fields:

- Family and Consumer Sciences
- Public Services
- Media and Technology
- Health
- Design, Production and Repair
- Agriculture
- Business

The career success skills are grouped into the areas of Effective Relationships, Workplace Skills and Applied Knowledge.

This infographic serves as a starting point for discussions with elementary level students and early career awareness. Early career awareness activities focus on identifying career readiness skills building basic awareness of career options, and providing a means to explore careers.

Most activities take place in the traditional classroom setting or in group settings like field trips.

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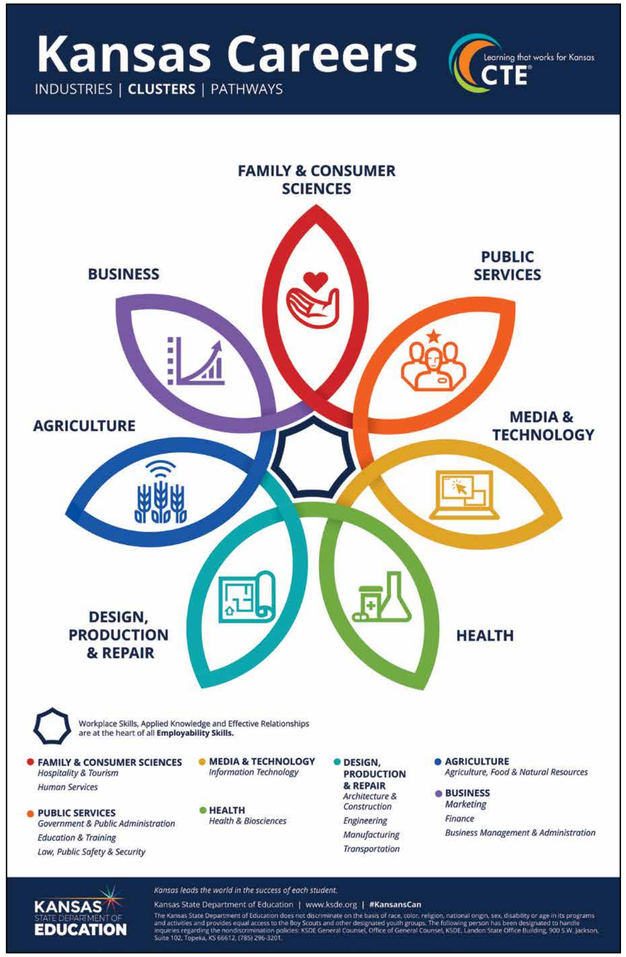
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Career Exploration

MIDDLE SCHOOL LEVEL CAREER DEVELOPMENT

The Kansas Career Fields and Clusters infographic to the right breaks the seven industries into career clusters. The 15 career clusters sit on the petals of the career fields. The center of the infographic represents employability skills: Career Success skills that include: Effective Relationships, Workplace Skills and Applied Knowledge. More information on the employability skills, along with a rubric, can be found on the KSDE website in the document titled:

Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Rubric[15].



Kansas Career Fields, Clusters and Pathways Infographic, Middle School

The Kansas Career Fields and Clusters infographic is often used at the middle school level as students begin to explore careers as they relate to the 15 career cluster areas. The 15 career clusters include:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Business Management and Administration
- Education and Training
- Engineering
- Finance
- Government and Public Administration
- Health and Biosciences
- Hospitality and Tourism
- Human Resources
- Information Technology
- Law, Public Safety and Security
- Manufacturing
- Marketing
- Transportation

It is the intent that all students at the middle level have the opportunity to explore all 15 career clusters.

Middle school career exploration focuses on developing career readiness skills, enhancing awareness of career options, providing connections with local businesses and preparing students with hands-on experiences. Examples of middle grades career exploration activities include job shadows, business tours, simulated work experiences and extracurricular activities like summer camps and career focused clubs.

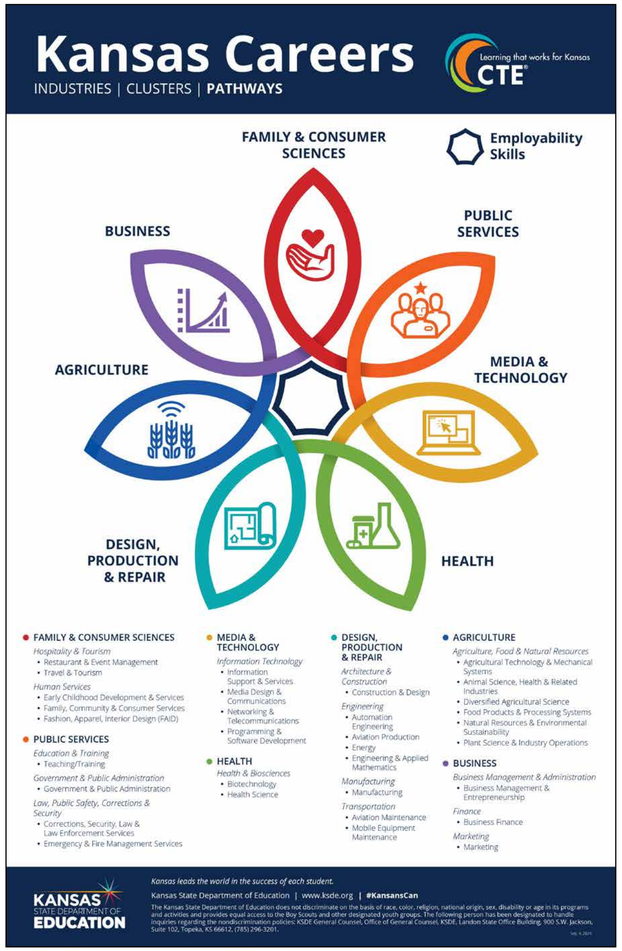
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Career Preparation

HIGH SCHOOL LEVEL CAREER DEVELOPMENT

The Kansas Pathways infographic adds another layer to the field and cluster model. Thirty-six pathways provide students with deeper exploration and career development in more focused career paths. This model is used at the high school level as students refine their career preparation and deepen their knowledge and skills for employment and postsecondary opportunities. Students gain access to structured technical and practical skill applications in their chosen pathway. Some work-based opportunities for high school students are: internships, entrepreneurship, clinical experiences, service learning projects, school-based enterprises and apprenticeships.



Kansas Career Fields, Clusters and Pathways Infographic, High School

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Social-Emotional Learning

Employability Skills

KANSANS CAN COMPETENCIES

The College and Career Competency Wheel, researched and developed by Dr. Patricia Noonan and Dr. Amy Gaumer Erickson, both associate research professors at the University of Kansas, identified 26 research-based competencies that are critical for positive in-school and post-school outcomes.

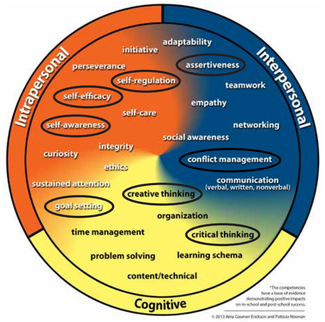
In their book: The Skills that Matter, Noonan and Gaumer Erickson share "There is a large and growing body of evidence that demonstrates how these competencies positively impact behavior and academic achievement, increase graduation rates, and promote strong post-school outcomes."

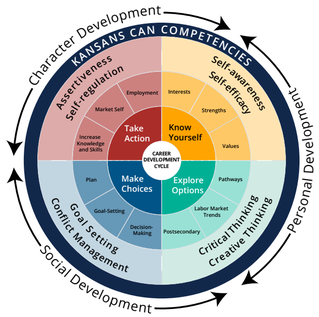
Kansas adopted the College and Career Competency Wheel as a component of the Kansas Career Development Process. The Kansans Can Competencies reflect three domains focused around intrapersonal, interpersonal and cognitive competencies. In collaboration with Dr. Noonan and Dr. Gaumer Erickson, eight of the competencies have been aligned with the Kansas Career Development Cycle.

The **Kansans Can Competency Framework**[97] is a Kansas Technical Assistance Network (TASN) project. For more information, visit the **TASN website**[98].

The eight competencies include:

- Assertiveness
- Conflict management
- Creative thinking
- Critical thinking
- Goal setting
- Self-awareness
- Self-efficacy
- Self-regulation





Sources

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- Harris-Bowlsbey, J., Suddarth, B., & Reile, D. (2008). Facilitating Career Development (Chapter 6). National Career Development Association.
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Online document:

- Kansans Can Competency Framework - Competency Alignment to the SECD Standards[99]
- Kansas Social-Emotional and Character Development Model Standards[100]

Website:

- American School Counseling Association (ASCA)
- Career Profiles - The Career Planning Process[43]
- College and Career Competency Framework[101]
- Kansans Can Competency Framework[87]

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EMPLOYABILITY SKILLS FRAMEWORK CROSSWALK

	APPLIED KNOWLEDGE		EFFECTIVE RELATIONSHIPS		WORKPLACE SKILLS				
RESOURCE	**APPLIED ACADEMIC SKILLS**	**CRITICAL THINKING**	**INTERPERSONAL SKILLS**	**PERSONAL QUALITIES**	**RESOURCE MANAGEMENT**	**INFORMATION USE**	**COMMUNICATION**	**SYSTEMS THINKING**	**TECHNOLOGY USE**
Kansans Can Competency Framework	X	X	X	X	X	X	X	X	X
Kansans Can Competency Framework	• Content/ technical • Communication • Problem-solving • Critical thinking • Creative thinking	• Critical thinking • Creative thinking • Problem-solving • Learning schema • Organization • Goal setting • Sustained attention • Assertiveness • Self-regulation	• Teamwork • Empathy • Conflict management • Networking • Social-awareness • Assertiveness • Teamwork	• Ethics • Adaptability • Self-regulation • Integrity • Initiative • Self-efficacy • Perseverance • Self-awareness • Self-care • Curiosity • Sustained attention • Teamwork • Empathy	• Time management • Self-regulation • Problem-solving • Organization • Assertiveness	• Critical thinking • Learning schema • Organization • Communication	• Communication • Assertiveness • Social-awareness	• Teamwork • Social-awareness • Self-regulation • Adaptability	• Content/ technical
Social Emotional and Character Development Standards (SECD)	• Responsible decision-making and problem-solving • Self-management	• Self-awareness • Problem-solving • Responsible decision-making and problem-solving	• Core principles • Interpersonal skills • Self-management • Social-awareness • Self-awareness	• Core principles • Self-awareness • Social-awareness • Interpersonal skills • Self-management	• Responsible decision-making and problem-solving • Self-management	• Social-awareness • Self-management • Responsible decision-making and problem-solving	• Social-awareness • Interpersonal skills • Self-awareness	• Responsible decision-making and problem-solving	• Core principles • Responsible decision-making and problem-solving

Website:

- Employability Skills[60], Perkins Collaborative Resource Network
- College and Career Competency Framework[91]

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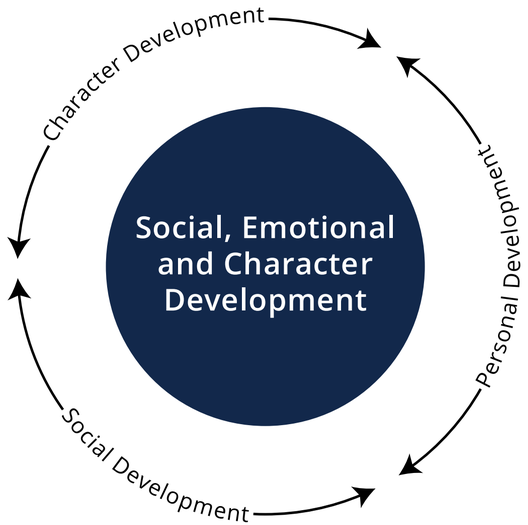
Social, Emotional and Character Development

Social, Emotional and Character Development (SECD) is teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens. It is learning with our heads, hearts and hands to be caring and civil; to make healthy decisions; to effectively problem solve; to be respectful and responsible; to be good citizens; and to be empathetic and ethical individuals. In schools, SECD takes many forms, including programs that specifically address safe and drug-free schools, service learning, emotional literacy bullying, violence prevention, the embracing of diversity and other similar initiatives.

The purpose of the Social, Emotional and Character Development Standards is to provide schools a framework for integrating social-emotional growth (SEG) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, social-emotional and postsecondary success. It is about learning to be caring and civil; to make healthy decisions; to problem solve effectively; to value excellence; to be respectful and responsible; to be good citizens; and to be empathetic and ethical individuals.

Why SECD?

- Aligns with school counseling standards.
- Aligns with Kansas Education Systems Accreditation (KESA).
- Aligns with the Rose Standards (K.S.A. 2013 Supp. 72-1127).
- Is one of the five State Board outcomes.
- Research (Duckworth, Dweck, Durlak) confirms that SECD increases student achievement.



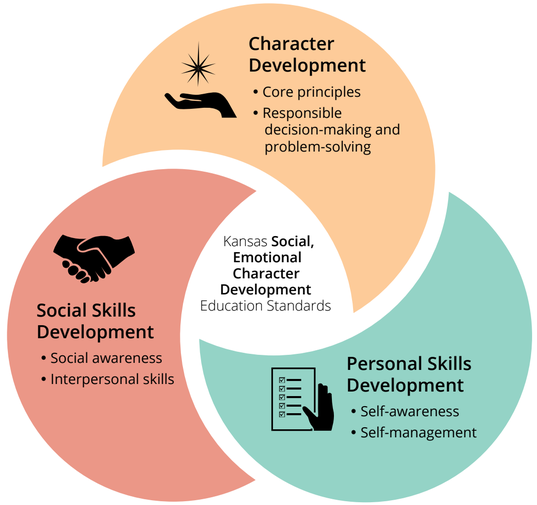
Sources

Online document:

- Kansas SECD Model Standards[90]
- SECD Standards aligned to Kansas College and Career Readiness Standards[102]
- Kansans Can Competency Framework - Competency Alignment to the SECD Standards[103]
- Measuring Social-Emotional Growth (SEG) Locally Toolkit[104]

Website:

- KSDE SECD Webpage[105]



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SEL and Workforce Preparation

Two Collaborating States Initiative (CSI)[1] recommendations based on a developmental progression for SEL and workforce preparation:



1. Continue evidence-based … and at the same time
2. Embed and connect individual career and preschool through high school, academic planning (ICAP) and SEL in all workforce preparation. Equity-focused, systemic SEL … The way this looks developmentally includes:

AGE GROUP	DEVELOPMENTAL STAGE	DESCRIPTION	WORKFORCE PREPARATION
Elementary School	Exposure and Awareness	Equity barriers (e.g., stereotypes) and facilitators (e.g., debunk myths that sustain stereotypes, promote diversity in role models).	SEL embedded in early jobs awareness (e.g., career day).
Middle School	Exploration and Engagement	Equity barriers (e.g., implicit bias) and facilitators (e.g., disaggregate and compare data to ensure equity, such as in learning plans and career pathways).	SEL and ICAP embedded in opportunities to explore careers (e.g., project-based learning, community service and service learning, field trips, job shadowing, mock interviews, career mentoring).
High School	Immersion, Participation and Preparation	Equity barriers (e.g., homophily) and facilitators (e.g., intentionally promote diversity in role models and peers).	SEL and ICAP embedded in CTE and career development courses (e.g., identifying general SEL skills that are transferrable across specific careers and jobs) leading to dual degrees and certification. SEL and ICAP embedded in work-based learning experience and project-based learning, service learning, simulated work-based experiences through school districts, internships and externships (including virtually), apprenticeships, and entrepreneurship/ownership.

1 CASEL. (2022). A developmental framework for and emotional learning (CASEL.org): https://casel.org/sel-workforce-brief-03-2022/?view=true

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In the Collaborating States Initiative (CSI), we see states taking the following actions to advance SEL and workforce preparation that include the five policy pillars:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Foundational:

- Forming a **leadership team** to advance the work.
- **Prioritizing** integrated SEL and Workforce Preparation at the state level (e.g., Ensuring integration is reflected in Perkins V plans).
- **Building partnerships and coalitions** that engage key partners in business and higher education, and leveraging existing initiatives through those partners.

For adults, at school and in the workplace:

- Developing and providing **guidance**.
- Developing and providing high-quality **professional learning** (including for counselors).
- Creating **state-district partnerships** and **communities of practice** for districts and schools.
- Promoting **culturally responsive practice** in school and in work-based learning experiences.

For Students:

- Developing **aligned standards and crosswalks** to support integration and coordination of SEL and workforce preparation in education, and clearly connecting to practice
- **Embedding SEL in academic and career advising and planning** (ILPs)
- **Embedding SEL in applied and work-based learning experiences**
- **Embedding SEL in career development technology**

Continuous Improvement:

- Using data (including disaggregated analysis) and continuous improvement to ensure equitable opportunities and outcomes for **ALL** students, to ensure desired outcomes are being achieved.

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Family Engagement

An Individual Plan of Study (IPS) is a process that leads to a product (the plan) that assists students and their families in relating what students know about themselves and what options they have explored to create tentative career plans that will help guide and direct their career journey.

In a survey conducted by Farris State University, junior and senior high school students (78%) believe parents are primarily responsible for helping plan for a career or a job. This being said, it is essential that families are an active part of the Individual Plan of Study process and are provided with as much, if not more, career development and guidance information. This goes beyond a once-a-year, student-led conference.



Online documents:

- Growing Graduates: From Cradle to Career[106]
- Individual Plans of Study: An Overview for Families[107]

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HirePaths

Our Mission

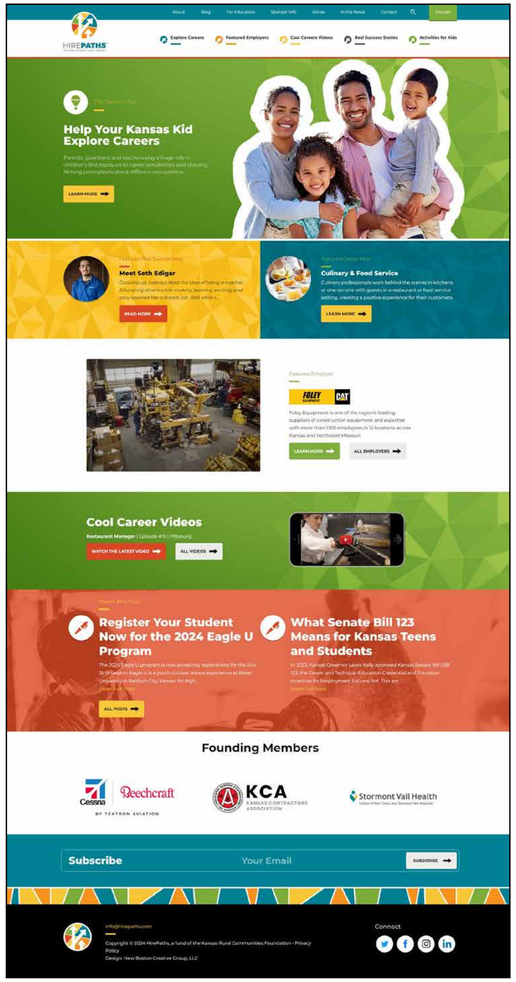
The mission of HirePaths[108] is to inform and excite parents and guardians about options their child can pursue after high school to quickly and affordably launch a successful, well-paying career. This includes on-the-job training programs, apprenticeships and technical and community college education.

This program does not duplicate efforts already being carried out in various industry sectors, but will connect and magnify the impact of each.

Goals

HirePaths has three primary goals, all focused on building a positive discussion around post high school options:

- To inform parents and guardians about the variety of educational paths available to their children for achieving successful careers.
- To broaden parents' viewpoints about their child's future by informing them about well-paying, in-demand careers that do not require a bachelor's degree.
- To reinforce that a young person going straight to work or attending a technical program is not in any way a failure – quite the contrary! Kansas needs young people pursuing all paths in order for our state to thrive, and wages for in-demand careers keep going up.



Website:

- Hirepaths[98]

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- Definition, Continuum and Benefits
- Career Awareness Experiences
- Career Exploration Experiences
- Career Preparation Experiences
- Labor Laws and Market
- Kansas Career Assistance

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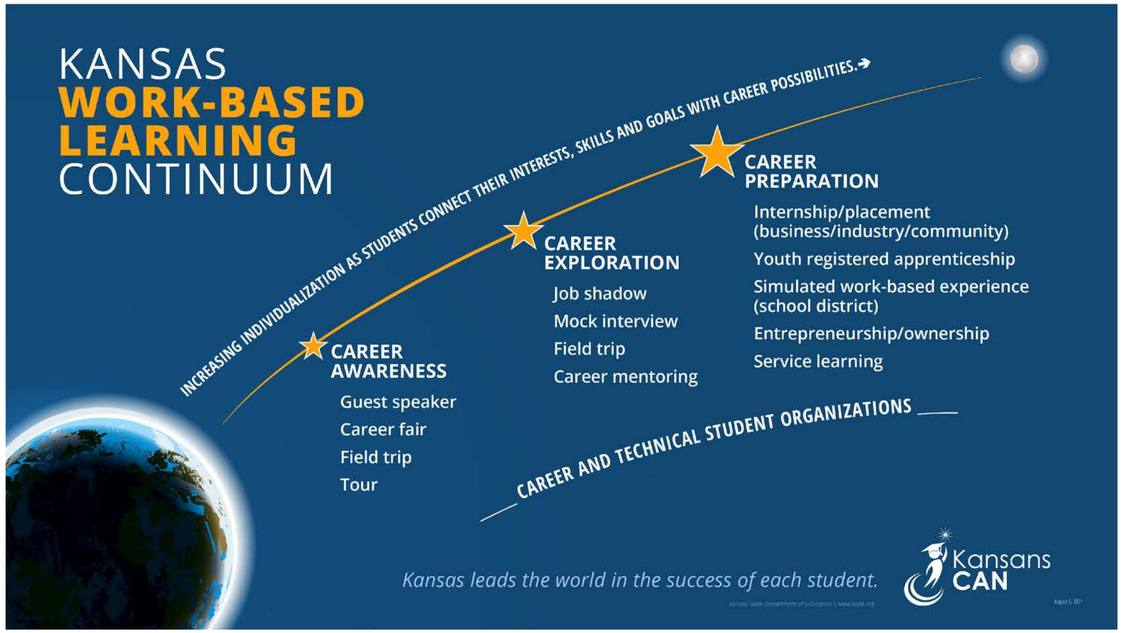
Definition, Continuum and Benefits

Definition

Work-Based Learning (WBL) includes a continuum of awareness, exploration and preparation that combines an individual's career goals, structured learning and authentic work experiences implemented through a sustained partnership with Kansas business/ industry. WBL activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills and possible employment.

WBL Continuum

WBL in Kansas is organized along a continuum of experiences that offer students varying levels of exposure to career awareness, exploration and specific preparation activities. Before completing the Kansas WBL: Personalized Learning Plan (PLP), all stakeholders should determine which WBL experience the student will have.



Online documents:

- Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)
- Kansas Career Fields, Clusters and Pathways Infographics[2] (ksde.gov)
- Kansas Career Cluster Guidance Handbook 2025-2026[3](ksde.gov)

Website:

- Advisory Committee Guidance[4] (ksde.gov)

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Career and Technical Student Organizations (CTSOs) and WBL

The fundamental purpose of WBL activities is to reinforce and expand students' classroom learning, as well as to offer social-emotional and career-related benefits. The CTSO should be integrated into the classroom to receive full benefits of a Career and Technical Education (CTE) program.

CTSOs are an **essential component** of a **strong CTE program** that supports and enhances **WBL**.

CTSOs ...

- **Considered "intracurricular" organizations** directly linked to career education coursework through a comprehensive middle/ junior high, senior high, career academy or college.
- **Provide students with skills and knowledge** to succeed in the new global economy.
- **Go beyond the usual pathways and tech-prep.**
- **Provide distinctive experiences** in leadership development, professional development, competitions, civic engagement and volunteerism, which impacts academic motivation and employability skills.
- **Reinforce and strengthen classroom learning.**
- **Prepare** students for responsibility, creative thinking, management skills and teamwork in their chosen career pathways.
- **Enable** students to achieve high academic and occupational standards.
- **Develop** meaningful business partnerships.
- **Link school-based learning to real-world applications.**

WBL ...

- **Career-Related Student Competitions** require students to demonstrate mastery of career-related skills through presentations or competitions that are juried by professionals. Presentations represent the culmination of student effort over time. Students learn teamwork, critical thinking, social-emotional skills, setting and achieving goals, decision-making and positive relationships.
- **Service Learning** is the method of teaching and learning to combine academic work with service. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or community. Service learning involves structured time for students to reflect on their service experience and may include recognition of the students' contributions. It differs from "community service" in emphasizing students' learning as much as the service. It is generally a sustained rather than a one-time activity and Includes simulated workplace experiences and enterprises.

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Kansas CTSOs ...

CTSOs have proven their ability to connect education and careers, motivate students, build education and business partnerships, participate in career guidance and counseling, encourage higher-level academics and build interpersonal and employability skills of students.

Business Professionals of America (BPA)

- Kansas BPA[5]
- National BPA[6]

DECA

- Kansas DECA[7]
- National DECA[8]

Family, Career and Community Leaders of America (FCCLA)

- Kansas FCCLA[9]
- National FCCLA[10]
- FCCLA Competitive Events[11]

FFA Organization

- Kansas FFA[12]
- National FFA[13]

Future Business Leaders of America (FBLA)

- Kansas FBLA[14]
- National FBLA[15]
- FBLA Competitive Events[16]

HOSA

- Kansas HOSA[17]
- National HOSA[18]

SkillsUSA

- Kansas SkillsUSA[19]
- National SkillsUSA[20]

Technology Student Association (TSA)

- Kansas TSA[21]
- National TSA[22]





CTSO and WBL Websites:

- Kansas State Department of Education (KSDE) CTSO
- Association for Career and Technical Education (ACTE)
- National Coordinating Council for CTSOs Definition, Mission, Purpose and Criteria for Membership

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Benefits of Work-based Learning Experiences

Benefits of Work-Based Learning (WBL) for Students, Business and Industry, Parents/Families, CTE Programs and Your School

WBL provides rich educational experiences for students, local business/industry, schools and the community to gain, provide and/or support real-world skills and expand connectivity across all levels with a common goal of supporting the next generation of the American workforce. Part of WBL is Career and Technical Education (CTE) as the strategy for providing the career preparation component of the WBL continuum.

Let's explore the benefits of WBL and CTE for each stakeholder.



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Ten Benefits for Students

Students will benefit through:

1. Making connections between classroom learning and real-world scenarios.
2. Practicing and enhancing personal employability skills.
3. Observing exceptional professionals in action.
4. Removing the fear of practicing something new.
5. Understanding the need for postsecondary education, training and/or credentialing to enhance success within a career of choice.
6. Networking with future employers and/or community leaders.

In addition, the CTE student learner will benefit through:

7. Refining authentic technical skills under the eye of a trained CTE teacher.
8. Industry aligned safety training using equipment found on the job.
9. Expanded personal growth and leadership development through CTE aligned CTSOs.
10. Arranged postsecondary articulation agreements which may provide free credit, entrance into juried programs, expansion of scholarships and recognition of CTE program completion while in high school.



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Eight Benefits for Local Business and Industry

Local business and industry will benefit through:

1. Expanding a pool of trained workers.
2. Sharing education and training needed past high school graduation to enhance success in the field.
3. Promoting the importance of employability skills that reflects the specific needs of the identified career field.
4. Embracing the desire to give back to the community through school partnerships.

In addition, local business and industry will benefit from partnerships with CTE programs by:

5. Having a voice in workforce training.
6. Providing equipment and procedure processes to CTE programs so students can advance skill training before work experiences.
7. Ensuring CTE student learners arrive with documented safety training and practices in place.
8. Lowering retraining costs by ensuring foundational technical knowledge and skill experiences are aligned to the industry.



Five Benefits for Parents and Families

Parents and families of student learners will benefit through:

1. Expanded career awareness and exploration activities to enhance interest-based career selection before high school graduation.

In addition, parents and families will benefit from student learners in CTE programs by:

2. Gained confidence the educational experiences are aligned with careers needed today and in the future.
3. Stronger engagement to offer student learner support without having to know about the selected career field personally.
4. Applied experiences with foundational career training which has little or no cost to them.
5. Enhanced skill development through CTSO experiences leading to expanded scholarship opportunities, network expansion to include adults already in the field outside of the local community and enhanced success skills through leadership and personal growth.

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Five Benefits for Your CTE Program

Since it is common WBL opportunities are found with your CTE program, your program will benefit through:

1. Additional funding (i.e. Perkins V, State weighted funding for approved CTE Pathways) to bring rigorous and relevant CTE experiences to your school and students.
2. Increased student engagement and interest due to interest surveys and alignment to workforce needs.
3. Expanded student motivation to succeed because they can see the relevance.
4. Support for individualized instruction that meets their needs and moves student learners to the level needed for their next step toward career and postsecondary success.
5. Recognized community participation and involvement through business and industry partnerships including, but not limited to classroom activities/field trips/ speaking; CTE program support through speaking highly of the value; and securing of resources (from equipment donations to additional financial donations).



Nine Benefits for Your School

Your school will benefit through:

1. Stronger community involvement.
2. Expanded student understanding of learning linked to employment.
3. Increased perception value of educational experiences.

In addition, your school will benefit from offering quality CTE programs by:

4. Stronger student engagement and workforce aligned curriculum.
5. Access to funds to support CTE not possible otherwise.
6. Having staff with strong understanding and best practice knowledge in project-based learning, personalized instruction and real-world relevance.
7. Expanded opportunities for student learner employability skill attainment, personal growth, self-esteem and leadership through CTSOs.
8. Classroom and CTSO actions and accomplishments, which can be used to build school accreditation documentation.
9. Enhanced opportunities for higher graduation rates and postsecondary success.

Resource

Benefits of Workplace Experiences - Nebraska Department of Education[23]

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Career Awareness Experiences

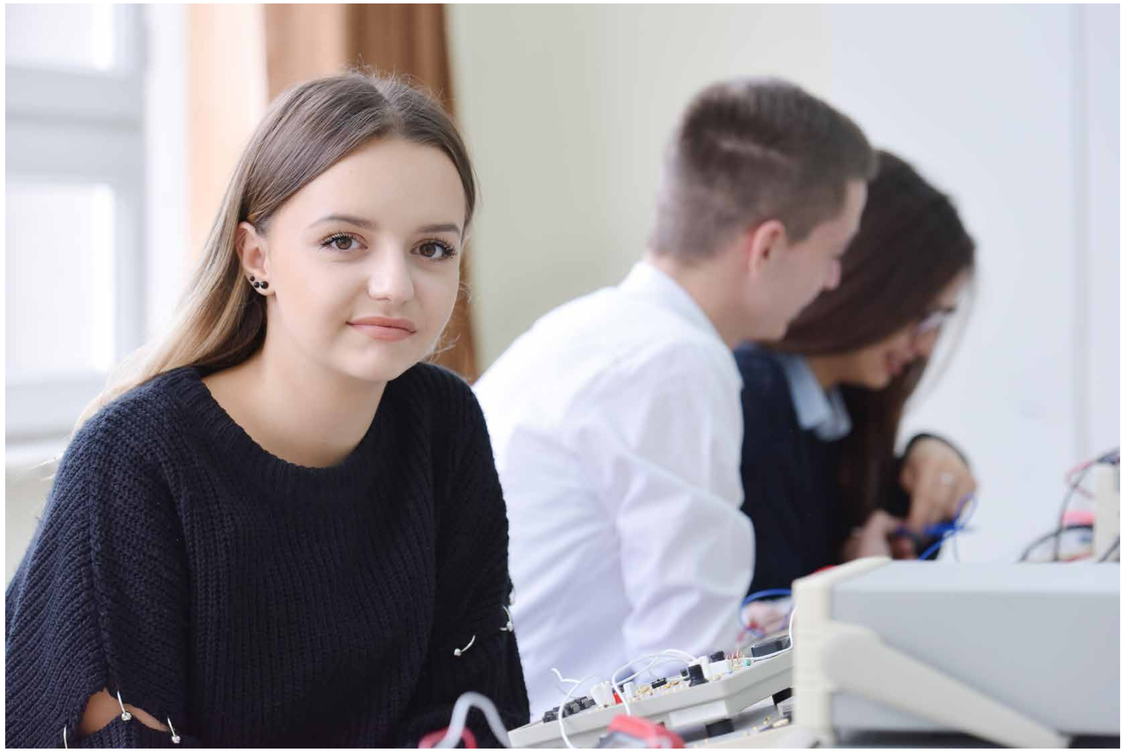
Career awareness strategies are the first and most basic level of experiences within the Kansas WBL Continuum. These strategies:

- Focus on identifying career readiness skills.
- Build basic awareness of career options.
- Provide a means to explore careers in the seven Kansas Career Fields.
- Can take place within the traditional classroom setting.

Career awareness activities prepare students for WBL experiences. These activities are designed to increase student awareness of personal interests and talents along with the education and training needed to pursue a career goal. Through career awareness activities, students gain an initial understanding of work, various industries and different career fields.

Transition visits from elementary to middle school, middle to high school and from high school to a postsecondary program can also promote career awareness. These activities can begin in elementary school and are an integral part of CTE.

Career awareness activities ideally lead to WBL experiences where students can deepen their knowledge of career clusters and pathways and begin applying skills learned in the classroom.



Online documents:

- Kansas Career Sunflower Infographics[2] (ksde.gov)
- Elementary Career Awareness Resource[24] (ksde.gov)

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Career Fairs

Career fairs are career awareness opportunities for larger groups of students that may be organized by schools and employers to introduce students to opportunities within an industry or in multiple industries.

Benefits

- Enable many students to explore a variety of career opportunities efficiently (in a concentrated time, in a single location).
- Allow students to practice the career readiness skills of communicating effectively and appropriately through speaking, writing and professional etiquette.
- Provide the opportunity to gain a deeper understanding of all aspects of a variety of their industries.
- Engage students' critical thinking and decision-making skills as they meet with various career professionals and learn more about the responsibilities and rewards of each career area they represent.
- Encourage networking by making connections with potential employers and mentors.
- Inform students of a range of job and career opportunities available in the community and area.
- Provide the opportunity for students to learn about WBL opportunities, such as internships.
- Build partnerships with the business community and get prospective business partners involved in the efforts of CTE.

Success Factors

- Design career fairs with the specific target audience age ranges in mind.
- Start preparing early, allowing the advance lead time necessary (five to six months minimum recommended) for working out the logistics of the event (date, times, location, invitation list, etc.).
- Enlist a career day planning team to organize and carry out major tasks.
- Compile a database of local employers (businesses, nonprofit organizations, government agencies).
- Invite twice as many presenters as you think you will need.
- Cover all seven Career Fields found on the Kansas Career Education Model:
  - Agriculture, Food and Natural Resources
  - Business Finance, Marketing, and Management and Administration
  - Design, Production and Repair
  - Family and Consumer Sciences
  - Health Sciences
  - Media and Technology
  - Public Services
- Intentionally focus on all post-high school career education options (certificate programs, apprenticeships, specialized training programs, two-year postsecondary, four-year postsecondary, military service).
- Provide specific, detailed information to career fair presenters on how to maximize the benefit to the participating students by sharing:
  - How and why they chose their career field/ profession.
  - Training and/or education necessary.
  - Career readiness skills essential to their success.
- Provide classroom preparation for the career fair experience.
- Develop a master schedule.
- Have students conduct preparatory research on companies that will be represented at the career fair.
- Organize a welcome session to greet career fair presenters/speakers.
- Provide opportunities for students to reflect on what they learned during the career fair interactions.
- Send thank-you notes or letters to all career fair presenters.
- Have students practice appropriate follow-up communication skills by writing thank-you notes or letters to all career fair presenters and volunteers.

Adapted from the following sources:

- 10 Tips for Career Day Success, ASCA School Counselor, Nov. 1, 2010
- Host a Career Day, Envision Blog, Oct. 13, 2015
- How to Plan a School Career Day, Career Related Education Manual, revised 2012, Georgia Department of Education, July 2012

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Lunch and Learns

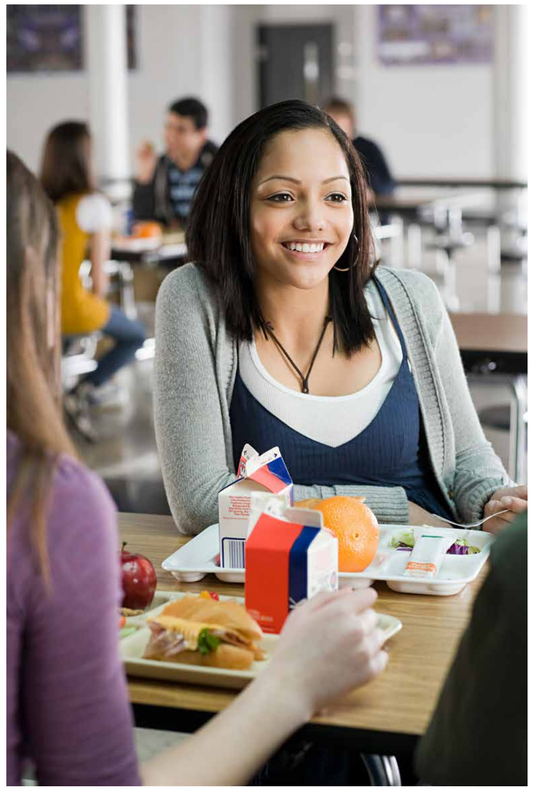
Lunch and Learns are short, focused, 30- 45-minute sessions focused around a career readiness, career exploration or workplace experience related topic. They are informal, combining presentations of information with conversations and exploration of interesting content related to the classroom and Workplace Experiences in which the students are engaged. Lunch and Learns can be led by teachers, business/industry professionals or students.

Benefits

- Lunch and Learn sessions offer a unique opportunity for students to interact with a key individual to learn more about their career, their business, and/or the path they took to become successful.
- Students can eat together and engage in conversation in a relaxed, nonthreatening environment that promotes learning.
- Students develop communication skills of questioning and listening while engaging in conversation with the presenter.
- Students learn about careers and the requirements for success from actual individuals engaged in the occupation.
- Many students can benefit from one session.

Success Factors

- Lunch and Learn sessions must be well advertised, highlighting the presenter and his/her credentials.
- Only encourage students who have an interest in the career area represented by the presenter to attend the session.
- Provide lunch where possible and keep it “kid friendly” – food that students would enjoy.
- Have a discussion with students about how to ask appropriate questions.
- Discuss appropriate behavior with the students to make a positive impression on the presenter.
- Provide information about the business the presenter represents for students to research prior to the presentation.
- Have a worksheet prepared for students to take notes during the presentation and questioning.
- Lunch and Learns can be a great precursor to job shadow experiences at the presenter’s business.



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Career Research Projects

Career Research Projects engage students in researching the educational requirements, required skills, salary ranges, job duties, types of work and benefits, as well as challenges, associated with a career field, cluster or pathway. Quality career research projects involve online research, personal interviews with individuals employed in that career, written presentation/ reflection and oral presentation of the findings.

Benefits

- Students explore a career field or pathway in which they have an interest.
- Enable many students to explore a variety of career opportunities efficiently.
- Allow students to practice the career readiness skills of communicating effectively and appropriately through speaking, writing and professional etiquette during a presentation.
- Offer opportunities to use a variety of research methods including internet research, library research, job shadowing, personal interviews, etc.
- Engage students' critical thinking and decision-making as they meet with various career professionals and learn more about the responsibilities and rewards of each career field or pathway they represent.

Success Factors

- Clearly communicate the objectives and expectations for the career research project.
- Provide a sample of key questions that should be answered in the research (salary, educational requirements, job description, occupational outlook, personal characteristics, skills and knowledge needed, career readiness skills needed, advantages/ disadvantages/rewards/challenges).
- Incorporate interviews into the research to allow the practice of verbal and written communication skills.
- Require a presentation of the information and perspectives gained from the career research project.
- Provide a clear grading criteria/rubric to guide the career research project activities and specify outcomes.



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Career Speakers

Career Speakers provide opportunities for students to learn about the:

- Skills required in various industries or career fields.
- Career paths taken by those in the field.
- Tools, materials and equipment used.
- Work environment and expectations for performance in various industries.

Benefits

- Provides an opportunity for a classroom or group of students to hear directly from a business person or career professional.
- Allows students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplements information that can be obtained through other work awareness strategies.
- Students explore career fields or pathways in which they have an interest.
- Enables many students to explore a variety of career opportunities efficiently.
- Provides the opportunity to gain an understanding of all aspects of an industry.

Success Factors

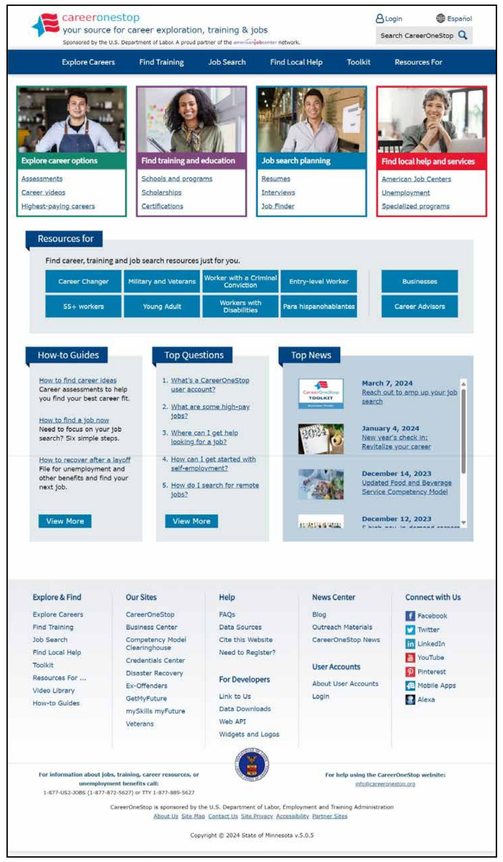
- Reach out to diverse local employers and professionals that align to student identified career interests.
- Consider a panel of two to three guest speakers rather than a single presenter to offer more depth and breadth of information and alleviate some of the pressure on a single presenter to fill a specified time.
- Request that the speaker:
  - Describe a typical work day.
  - Describe their occupation, educational requirements and specialized training required.
  - Discuss the aspect of their jobs they like best/least.
  - Discuss future employment outlook and projections for their career area.
  - Share the general wage and salary information.
  - Discuss benefits provided by the company/organization in which they are employed.
- Suggest that the guest speaker include hands-on activities for the students.
- Obtain a brief biography of the guest speaker in advance of the presentation to share with the class.
- Clearly communicate the objectives of having the guest speaker present to the class.
- Guide students to think about the importance of the career or job by posing an anticipatory set of questions.
- Have students list or discuss the career readiness skills referenced in the guest speaker's presentation.
- Allow time for a brief question-and-answer period.



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Career Videos



Websites

- CareerOneStop Career Videos [24]
- HirePaths Cool Career Videos[25]

Career videos show the types of work in which individuals employed in a variety of occupations are engaged. Discussion guides for the teacher and viewing guides for students could be developed for each career tour. These virtual industry tours provide a unique opportunity to get a glimpse inside industries without leaving the classroom. Interviews, tours of the business environment, "pop-up" information and statistics on job markets, salaries and educational requirements may be a part of each career cluster's videos.

CareerOneStop[26] videos, sponsored by the U.S. Department of Labor (USDOL)[27], offer a large video collection that allows students to learn about careers, industries, skills and abilities or work options and education levels. The Career and Cluster videos show the work that people in nearly 550 careers, organized by the 16 career clusters. The Skill and Ability videos explore the skills and abilities employers are looking for in job candidates. Work Option videos focus on nontraditional careers and work options.

Benefits

- Provides a supplement to information that can be obtained through other work awareness strategies, such as curriculum, career fairs, guest speakers, etc.
- Students explore a career field or pathway in which they have an interest.
- Enables many students to explore a variety of career opportunities efficiently.
- Provides the opportunity to gain an understanding of all aspects of an industry.

Success Factors

- Identify videos that are current, short in length and include a broad range of demographics (age, gender, ethnicity, etc.).
- Clearly communicate the objectives of viewing the career video(s) to the students.
- Provide a student viewing guide with key questions or information for students to watch for while viewing the video (salary, educational requirements, job description, occupational outlook, personal characteristics, skills and knowledge needed, career readiness skills needed, advantages/disadvantages/rewards/challenges).
- Guide students to think about the importance of the career or job by posing an anticipatory set of questions.
- Develop a set of questions related to the video to pose to the class for discussion or written communications activities.
- Have students list career readiness skills referenced or demonstrated in the career video and explain the importance of each skill to success in that career.

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Business Tours and Field Trips

A **business tour/field trip** is an excursion or planned WBL experience for a group of students allowing them to explore or observe occupations. These experiences should be carefully planned to provide a quality educational experience, protect the safety of the students and create positive relationships with the business. This experience must be supervised by a teacher or school counselor.

Purpose/Objective

The purpose of business tours/field trips is to provide students with an informative introduction to careers in various businesses.

Benefits

- The flexibility of arranging the business tour/field trip for one student, a small group of students or an entire class.
- Expands student learning beyond the walls of the classroom into the local community.
- Provides students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allows students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplements information that can be obtained through other work awareness and work exploration strategies.
- Allow more informal, personal interaction and conversation between the business tour/field trip guide than traditional classroom presentations.
- Provides an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through the career path stories their tour guides share.

Success Factors

- Reach out to diverse local employers and professionals that align to student's career interests.
- Choose business tours/field trips that allow students exposure to all aspects of the industry.
- Review examples of the business/industry's marketing materials, products or services performed in advance of the visit.
- Prepare students for the work environment. (Guidelines, restrictions, safety requirements, etc.)
- Have students generate a list of questions prior to the visit to ask the guide(s) during the visit.
- Identify the education or training required and the skills needed for the occupations found at the business/organization.
- Clearly communicate expectations/guidelines and your understanding of what the business tour/field trip will involve to the business guide(s).
- Ask the business/employer to build in demonstrations during the tour to explain why the company has been successful.
- Request that guides allow time for employees to explain their roles, responsibilities and how they were educated, trained or qualified to be employed at the worksite.
- Provides reflection opportunities after the business tour/field trip.
- Encourage business tour/field trip guides to have tangible take-aways, such as brochures, handouts, business cards, etc.
- Clearly communicate the objectives of the business tour/field trip to the guide(s) AND to the students participating.
- Have students identify and discuss the career readiness skills observed.
- Require students to write reflections and/or thank you letters following the worksite visit.
- Recognize business partners, publicly, for their involvement (e.g., thank you letters, awards, newspaper articles, framed certificate).

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BUSINESS TOURS AND FIELD TRIPS AT A GLANCE

Key Legal, Safety and Health Issues

- Relevant company safety and health rules should be reviewed with students.
- School district policies regarding transportation and liability apply.
- Students and teachers participating in business tours/ field trips should receive relevant safety instruction and protective gear (e.g., eye goggles, hard hat, gloves, etc.).

Prerequisites and Related Instruction

- None

Student Selection/ Qualifications

- Student selection for participation in business tours/ field trips is to be determined by the Local Education Agency (LEA). Students in grades K-12 can benefit from this experience.

Roles and Responsibilities

- The student is responsible for demonstrating a business-like attitude and appropriate conduct.

Credits Earned

- Credit is incorporated as a part of related tasks or assignments.

Supervision/ Coordination Requirements

- Adequate supervision as required by the (LEA) to participate in the experience.

Required Documentation and Forms

- Each student must submit all required forms and documentation required for participation by the school district and field trip site prior to the activity.

Insurance Coverage

- Each student participating in the experience should be covered by personal insurance or group coverage offered by the school or activity sponsor, if applicable.

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Career Exploration Experiences

Career Exploration strategies build on the knowledge gained through the awareness strategies conducted outside of the classroom learning environment. These strategies:

- Focus on developing career readiness skills.
- Enhance awareness of career options.
- Provide a means to connect to local and area businesses.
- Help prepare students for careers through practical hands-on experiences.
- Can take place during the school day or through summer experiences.

Resource:

Middle School Career Exploration Resource[28] (ksde.gov)



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Business Tours and Field Trips

A **business tour/field trip** is an excursion or planned WBL experience for a group of students allowing them to explore or observe occupations. These experiences should be carefully planned to provide a quality educational experience, protect the safety of the students and create positive relationships with the business. This experience must be supervised by a teacher or school counselor.

Purpose/Objective

The purpose of business tours/field trips is to provide students with an informative introduction to careers in various businesses.

Benefits

- The flexibility of arranging the business tour/field trip for one student, a small group of students or an entire class.
- Expands student learning beyond the walls of the classroom into the local community.
- Provide students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allow students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Supplement information that can be obtained through other work awareness and work exploration strategies.
- Allow more informal, personal interaction and conversation between the business tour/field trip guide than traditional classroom presentations.
- Provide an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette). personal responsibility, etc.
- Provide information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through the career path stories their tour guides share.

Success Factors

- Reach out to diverse local employers and professionals that align to student's career interests.
- Choose business tours/field trips that allow students exposure to all aspects of the industry.
- Review examples of the business/industry's marketing materials, products or services performed in advance of the visit.
- Prepare students for the work environment (Guidelines, restrictions, safety requirements, etc.).
- Have students generate a list of questions prior to the visit to ask the guide(s) during the visit.
- Identify the education or training required and the skills needed for the occupations found at the business/organization.
- Clearly communicate expectations/guidelines and your understanding of what the business tour/field trip will involve to the business guide(s).
- Ask the business/employer to build in demonstrations during the tour to explain why the company has been successful.
- Request that guides allow time for employees to explain their roles, responsibilities and how they were educated, trained or qualified to be employed at the worksite.
- Provide reflection opportunities after the business tour/field trip.
- Encourage business tour/field trip guides to have tangible take-aways, such as brochures, handouts, business cards, etc.
- Clearly communicate the objectives of the business tour/field trip to the guide(s) AND to the students participating.
- Have students identify and discuss the career readiness skills observed.
- Require students to write reflections and/or thank you letters following the worksite visit.
- Recognize business partners, publicly, for their involvement (e.g., thank you letters, awards, newspaper articles, framed certificate).

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Job Shadowing

Job shadowing is a structured component of the WBL Continuum and in the CTE curriculum that provides a supervised observational experience in an approved business/industry setting. Job Shadowing experiences are integrated within specific CTE courses related to IPS career interests that allow the student to observe technical skills learned in the classroom. This experience is directly supervised by the CTE teacher and/or WBL coordinator/ highly qualified educator.

Purpose/Objective: Career Exploration

Job Shadowing provides an opportunity for students in grades 7–12 to gain knowledge by observing previously learned theory in CTE courses. These experiences are uniquely designed to meet course content standards through supervised experiences and observations, which are coupled with related classroom instruction.

Benefits

- Designed to promote:
  - Exploration of a field of interest.
  - Exposure to careers and jobs.
  - Awareness of the academic, technical and career readiness skills required.
- Provides an exposure to careers and jobs in the actual work setting.
- Expands student learning beyond the walls of the classroom into the local community.
- Provides students with experiences and perspectives that are not possible to duplicate in the classroom.
- Allows students to gain realistic perspectives on expectations in a job and/or career field and the workplace requirements.
- Provides an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work setting.
- Students learn the importance of thinking about career development through conversations with the job shadowing mentor.

Success Factors

- Develop a plan that includes a process for selecting potential job shadowing participants and sites for quality job shadowing/work experiences linked to the student's career interests.
- Develop a process to identify employees at a business or organization who are willing to be shadowed and demonstrate the ability to:
  - Support the growth and career development efforts of the participant.
  - Help participants explore career options and job opportunities.
  - Convey a sense of caring and importance.
  - Enhance the student's feeling of self-worth.
- Develop a process for matching student's interests with related careers, businesses and industries.
- Provide a clear understanding to the job shadowing site and mentor (in writing) that explains how the student will be prepared and what is expected from the site and the mentor.
- Provide safety instruction for all job shadowing/work experiences, especially where there may be a physical risk.
- Ensure that job shadowing/work experience participants are supervised by the school and a school employee is assigned to that duty.
- Conduct orientations for the student and the job shadowing mentor(s).
- Prior to the job shadow, have the student research the occupation, develop questions and establish learning objectives and goals.
- Arrange for students to have exposure to all aspects of the industry.
- Identify the education or training required and the skills needed for various occupations.
- Provide reflection opportunities after the job shadow, such as journals, to record and reflect on the shadowing experience.
- Accommodate students of all abilities.
- Review job shadowing activities periodically and adjust accordingly.

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JOB SHADOWING AT A GLANCE

Key Legal, Safety and Health Issues

- Job shadowing experiences are usually considered to be like field trips. School district policies regarding transportation and liability apply.
- Relevant company safety and health rules should be reviewed with students.
- Students participating in job shadowing activities can participate in mock situations, shadow employees or even participate in the operations of the workplace as long as the person typically responsible for the duty is observing the students' actions. (US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act).

Prerequisites

- Prior to placement in a shadowing experience each LEA shall ensure that a:
- Job Shadowing Training Agreement, Kansas Work-Based Learning Agreement, is secured.
- Student, parent/guardian, coordinating teacher, WBL coordinator/highly qualified educator, work site supervisor/ adult mentor signatures on the Job Shadowing Training Agreement, Kansas Work-Based Learning Agreement, is required to participate in shadowing experience.

Student Participation/ Qualifications

- Students participating in job shadowing must:
- Be enrolled in grades 7-12.
- Be physically and mentally capable of observing and maintaining attention while shadowing.
- Be in good academic standing and have an acceptable discipline record as determined by the CTE teacher and/or WBL coordinator/ highly qualified educator.

Roles and Responsibilities

- Job shadowing requires time, commitment and collaboration of the following partners:
- Students must arrive at the business/industry at the appropriate time and in the appropriate dress. Students must comply with the rules and regulations of the school district, school and training facility.
- Parents/guardians should provide ongoing support to the student and assume the responsibility for the conduct of the students.
- CTE teachers and/or WBL coordinator/highly qualified educators shall identify the business industry and placement of students based on their area of interest.

Credits Earned

- Credit is earned for the specific CTE course/course for which the student is enrolled.

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ROLES FOR JOB SHADOWING

WBL Coordinator/ Highly Qualified Educator

The WBL coordinator/highly qualified educator will be responsible to see that all students participating in the job shadowing experience have met all the criteria required prior to the placement of students on the job shadowing sites.

The coordinator's responsibilities and duties include:

- Arrange job shadow time frame, student business alignment and record keeping procedures.
- Follow-up with the work sites for feedback on the job shadow.
- Monitoring completion of student assignments.
- Availability and ease of contact in emergency situations

Student

As part of the job shadowing experience, students will:

- Make phone contact with the on-site job shadow supervisor five to 10 business days before the experience begins. Verify: dress code, safety requirements, meeting location and meeting procedures.
- Dress according to the standards of the site.
- Call the site before the scheduled time if unable to attend on the appointed day.
- Call the school contact before the scheduled time if unable to attend on the appointed day.
- Arrive at the site at the agreed upon time.
- Provide the job site with an up-to-date resume.
- Follow all guidelines and policies of the site.
- Complete any school assignments related to the job shadow experience.
- Complete all required paperwork (permission, medical authorizations, etc.).
- Send the business a thank you letter within five business days of the job shadow.

Suggested list of required assignments for the job shadow:

- Written report on a specific career.
- Information about the job shadow site: media coverage and photos of work areas and projects. (Important: Verify photos are allowed!)
- Summary of employee interviews.
- A journal entry describing each day's activities.
- Classroom oral presentation, including multimedia on careers represented at the job shadowing site.

Workplace Supervisor

It is important for the supervisor to understand that job shadowing students are not present to work. They are there to observe and ask questions.

Upon agreeing to take a job shadowing student, the supervisor will:

- Be responsible as the single point of contact for daily oversight and planning.
- Meet with the students at the start and end of each job shadow day.
- Arrange for the actual job shadowing experience(s).
- Inform the student of any relevant policies or regulations at the worksite.
- Answer any relevant questions about the profession or facility.
- Direct students to the area of their career interest.
- Connect the student with professionals that support their area of interest.
- Monitor the student and contact the district supervisor should there be any problems.
- Complete the WBL PLP Packet upon completion of the job shadowing experience.

Resource

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

Classroom Teacher

The classroom teacher will be responsible to see that all students participating in the job shadowing experience have met all the criteria required prior to the placement of students on the job shadowing sites and assess the job shadow assignments. **The teacher leader should collect and review appropriate information from the students including:**

- Contact information.
- Job shadow preferences.
- Biographies.
- Parent contact information.
- Parent permission slips.
- Waivers specific to the job shadow site.
- Student resumes.
- Thank you letter drafts.
- Presentations about job shadows.
- Assess student's documentation and presentations.
- Job shadowing supervisor feedback.

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Career Mentorships

Career Mentorships are activities in which the student is matched with an adult professional in a chosen field of interest to explore careers, postsecondary education options, industry expectations and career readiness skills. The career mentor serves as a resource by sharing insights and providing guidance about the workplace, careers and education. The mentors can help the student understand the required education for a given career, as well as any requirements, such as licenses, certifications, registrations or educational degrees.

Students benefit from regular contact with a knowledgeable and supportive adult mentor outside of the classroom and school environment. A mentor may visit the classroom, conduct interviews and provide information related to the needs of the business or organization. The student may also visit the workplace and gain better understanding of the career in which the mentor is engaged and the related job duties and responsibilities. Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests. The mentor serves as a positive role model but does not serve as a counselor for the student. Students with personal issues should be referred to the school counselor.



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Purpose/Objective: Career Exploration

Students benefit from regular contact with a knowledgeable and supportive adult mentor outside of the classroom and school environment. These experiences are uniquely designed to enhance CTE course content experiences and observations with the mentor.

Benefits

- Promotes exploration of a career area of interest for the student.
- Allows students to gain realistic perspectives on expectations in a job and/or career area and the workplace requirements from an adult role model.
- Provides the flexibility to educate beyond traditional time, location and method constraints.
- Unites education and business to best meet career interests of an individual student.
- Increases self-confidence, self-worth, self-knowledge, interpersonal skills and knowledge in a career area.
- Supplements information that can be obtained through other work awareness and work exploration strategies.
- Provides an opportunity to develop students' career readiness skills, including communicating effectively and appropriately (speaking, professional etiquette), personal responsibility, etc.
- Provides information on the industry, types of careers and occupations, knowledge and skills requirements and work processes in the actual work settings.
- Engages students in thinking intentionally about the importance of career development through conversations with the career mentor.
- Empowers setting long-term, attainable goals.

Success Factors

- Develop a plan that includes a clear process for selecting prospective participants.
- Match students with career mentors based on career interest and personality.
- Develop a process to identify career mentors that demonstrate the ability to:
  - Support the growth, skill and career development efforts of the student.
  - Help the student explore options, values and career alternatives.
  - Convey to the student a sense of caring and importance.
  - Contribute to the student's feeling of self-worth.
- Have a screening process policy in place at the local level for prospective career mentors.
- Work with students in the development of a portfolio that describes career interests, experiences, goals and other background information.
- Allow the mentor and student to interview and select each other.
- Have the student and mentor set and communicate expectations that are assessed on a regular basis.
- Provide orientation activities for the participant and mentor prior to the beginning of the mentorship.
- Ensure participants are supervised by the LEA/institution.
- Develop an application and interview process for prospective students to provide a means for the instructor to meet and clarify mentorship goals.
- Require a mentorship training to prepare the student for the activity.
- Require students to keep a journal to record and reflect on discussions they had with their mentor and observations made of the career and/or workplace. Journals may be graded as a part of the workplace experience program.
- Provide time for weekly meetings with classmates and instructors to share experiences and ensure student follow-through.
- Send thank-you notes to businesses and agencies for allowing their employees to participate in the program. Recognize individuals who volunteer as mentors.
- Contact local media to promote activities and to recognize businesses and agencies that participate.

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CAREER MENTORING AT A GLANCE

Key Legal, Safety and Health Issues

- Mentoring should focus on career exploration, training and related education.
- Mentoring should take place at the school, workplace or an approved alternative site or tour location.
- Mentors that participate in activities with students outside the workplace should be approved by the school administration and parents. A mentoring permission form should be used when setting up the mentoring relationship.

Prerequisites

- Prior to placement in a mentorship experience, each LEA shall ensure that a Kansas WBL Agreement is secured. A parent/guardian signature on the mentorship training agreement is required to participate in each mentoring experience.

Student Participation/ Qualifications

- Students participating in job shadowing must seek a mentor in a career area of interest.

Credits Earned

- Credit may be awarded through regular classroom and laboratory grading.

Resources

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

Kansas Volunteer Commission[29] (https://kanserve.org/)

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Summer Camps and Experiences

Summer camps and experiences are unique ways to provide in-depth workplace experiences for students. Many organizations provide camp or conference types of experiences that provide learning experiences for students.

Purpose/Objective: Career Exploration

- Provides an extended opportunity for students to explore the workplace and develop technical and career readiness skills through a focused camp or summer experience.
- Provides a focused, extended workplace experience for students.
- Promotes opportunities for students and business/industry to develop partnerships without the restrictions of the school day.

Success Factors

- Successful summer experiences have been developed in many Kansas communities. These usually involve a partnership with areas business/industry to provide an extended experience. Communities may offer a week-long event where a student can spend a week shadowing a business/industry and discover if they would like to pursue a career in that industry. Most of the successful experiences allow a student to discover all aspects of the industry rather than focusing on one job. Entrepreneurship camps are particularly popular.
- Summer experience camps can be a popular way to engage students in experiencing the work of the industry. Examples are a summer construction or manufacturing camp where students work side by side with industry professionals in work that is approvable for students less than 18 years of age. Entrepreneurship camps introduce students to the rewards and challenges of business generation and implementation.
- Summer camps and experiences are most successful when the student is engaged in trying the work rather than watching or being told about the nature of the work.

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SUMMER CAMPS AND EXPERIENCES AT A GLANCE

Key Legal, Safety and Health Issues

- Monitor the activities to make certain they are appropriate for the age of students, and do not allow students to work in any of the hazardous occupations identified by the United States Department of Labor.
- Make certain students and parents know the expectations for student behavior, dress, performance, etc.

Prerequisites

- Prior to participation, students and parents should sign appropriate forms. Students should research the business they plan to visit.

Student Participation/Qualifications

- Students in grades 9-12.

Credits Earned

- Credit may be awarded through regular classroom and laboratory grading.

Resources

Adapted from: Career and Technical Education Work-Based Learning Guide - Office of Career, Technical and Adult Education Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120

Online documents

- Taken from **Guidelines for Implementing the Nebraska Workplace Experiences Continuum**[23]
- Forms are available: **Kansas WBL: Personalized Learning Plan Guidance Document**[1] (ksde.gov)

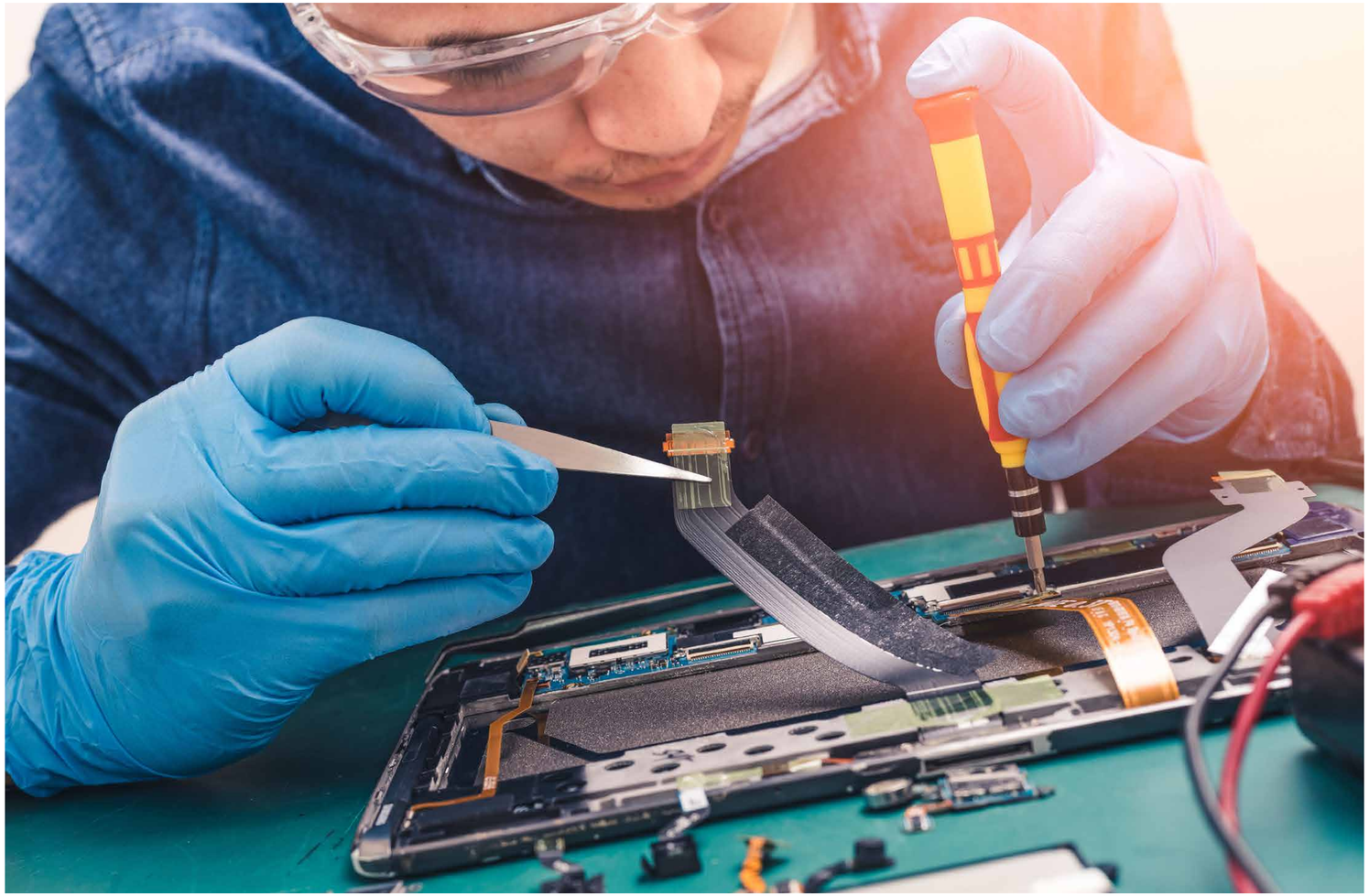
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Career Preparation Experiences

Career preparation experiences deepen student knowledge and develop skills necessary for success in employment and postsecondary education. These experiences are recommended for students who have a clear goal of entering the workforce directly after high school or of enrolling in a closely related postsecondary training program. These experiences are structured primarily to give students extensive practice in applying fundamental technical and practical knowledge and skills in their chosen careers. Career preparation experiences take place over a longer time frame and involve more responsibilities. Reflective exercises should be present in Career Preparation activities before, during, and after their occurrence. Students should reflect on their Career Preparation activities in both present and future oriented contexts.



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IMPLEMENTATION OF WBL STRATEGIES

For all Career preparation experiences, the following criteria must be met:

1. An electronic portfolio is required for all students enrolled in WBL experiences. An electronic portfolio is a summative assessment that demonstrates a student's mastery of course content. Student electronic portfolios should reflect career and technical course competencies and/or core course standards, employability and technical skills attained and the student's long-term goals. Students are required to document their learning through the compilation of artifacts into the portfolio.

   Recommended portfolio components are found in the Measuring and Reflecting Student Learning resource[30].

2. CTE experiences – The student must have been enrolled, and/or be currently enrolled, in a technical and/or application level course(s) (one credit) in the pathway related to the career experience. (Not enrolled solely in the introductory level course.) If the work experience is linked to a CTE course approved for extra funding (.5 funding) under the Pathways process, a maximum of 2.0 hours work-based experience will count toward the student's attendance but only 1.0 hour work experience will count toward CTE (.5) weighted funding.
3. Non–CTE work-based learning experiences – course enrollment and attendance: In order to count a student's non-CTE-related work-based experience toward school attendance time, the work-based experience must directly relate to a course the student is currently enrolled in or has taken. This means the work-based learning experience has academic, employability skills and occupational job performance competencies that are related to a course the student is currently taking or has taken. State funding for non-CTE work-based experience shall be based on a one to two ratio and is limited to the time in the related class with a maximum of two hours work experience per related class. For example, one hour of classroom instruction to two hours of work experience (per year). The combination of classroom and work-based experience may not exceed 1.0 FTE for state funding purposes.
4. Teacher/coordinator of record for the experience shall meet with the student weekly to verify maintenance of records.
5. The teacher/coordinator shall visit the worksite, if applicable, at least once each nine weeks and maintain documentation of visits.
6. The work experience shall be aligned with a student's career goals and IPS.
7. For any internship/placement/clinical experiences, the experience should align with approved course codes.
8. Work-Based Learning Agreement: For each work-based learning experience (regardless if it is CTE related or non-CTE), the student must have an up-to-date learning agreement in place and on file at the school (it should be included as part of the student's Individual Plan of Study file/portfolio), as well as a copy at the workplace. The agreement must be signed by the student, the student's parent/guardian, the teacher of record, the school's work-based learning coordinator (if applicable), and the work-site supervisor or adult mentor.

   A suggested WBL agreement is shown starting on page 11 of KSDE's Kansas WBL: Personalized Learning Plan Guidance Document[1]
9. Please keep in mind that the work-based learning agreement is not simply having a liability agreement on file.
10. Work log/timesheets/attendance hours: For the duration of the student's work-based learning experience, a work log or timesheet must be maintained and regularly signed by the student's work-site supervisor or, only as appropriate, by the school's work-based learning coordinator. For KSDE audit purposes, the work log/timesheet must be made available at the time of audit and must include documentation of daily time worked by the student from the beginning of the school year through October 4th. Student work logs are required to be submitted weekly throughout the duration of WBL experiences.

Successful WBL strategies include:

- Applied, contextual learning.
- Integration of worksite instruction with technical and school-based instruction.
- Alignment of academic standards with industry and national skill standards.
- Meaningful learning experiences with well-defined tasks and outcomes.
- Links to continued employment and/or further education.

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DOCUMENTATION

The school district's WBL coordinator/highly qualified educator, in collaboration with the employer, is responsible for the operation and management of a program. This includes maintaining essential written documentation on each student learner enrolled in the program. CTE .5 weighted funded courses must be taught by a highly qualified educator as noted in the most up to date KSDE Licensed Personnel Guide.

Please refer to **Licensed Personnel Guide resource webpage**[31]

Kansas WBL Agreement:

A Kansas WBL Personal Learning Plan (PLP) describes the length of the work experience, hours, starting wages (or appropriate documentation for nonpaid experience) and the responsibilities of the student learner, WBL coordinator/highly qualified educator, employer, employer/supervisor and parent/guardian. This document requires the signatures of all parties prior to the student learner beginning at the worksite.

Kansas WBL PLP:

An Individual Training Plan identifies the tasks that will be performed by the student learner under the supervision of the WBL coordinator/highly qualified educator and the employer/supervisor. This plan provides the road map for the student learner to develop essential skills and gain knowledge of the employer's business. This plan should be the foundation for performance reviews conducted by the employer/supervisor and provide a framework for the WBL coordinator/highly qualified educator to have meaningful interactions with the student learner.

Student Learner Skills Assessments:

Periodic evaluations by the WBL coordinator/highly qualified educator and employer/supervisor are required to document the student learner's progress in knowledge and skill development, as well as demonstration of the Kansas Employability Skills Standards.

Safety Training Log and Records:

Safety instruction must be completed and documented by both the school district and the employer. It is imperative that written documentation of the safety instruction provided be maintained. These records should contain:

- Date, time and length of safety instruction.
- Description of safety instruction provided, including instruction on all equipment, especially hazardous equipment.
- Signature of the student learner and WBL coordinator/highly qualified educator for safety instruction completed at the school site.
- Signature of the student learner and employer/supervisor for safety instruction completed at the worksite.

Guidelines and examples of documentation resources:

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

Adapted from **Nebraska Guidelines for Implementing the Nebraska Workplace Experiences Continuum**[23]
Email: **nde.nce@nebraska.gov**

Resource

Measuring and Reflecting Student Learning – Work-Based Experience Portfolio and Employability Skills Rubric[27]

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Internship

Internship is a WBL experience that places the student in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to the student's career interests, abilities and goals. It is connected to classroom learning and accompanied by structured reflection activities. Students participating in internships are guided by a formal, written WBL PLP that defines specific academic and workplace skills to be mastered.



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INTERNSHIPS AT A GLANCE

Duration

The internship should be a minimum of 120 hours per year (60/semester) on-site in the experience.

Non–CTE work-based experiences: The student may participate based on a one-to-two ratio and is limited to the time in the related class with a maximum of two hours of work experience per related class. For example, one hour of classroom instruction to two hours of work experience.

CTE work-based experiences: A student may participate in a WBL Internship experience for up to two hours per day and still be considered a full-time student for enrollment and state funding purposes. (A full-time student receives a minimum of 360 minutes of instruction per day.) If the internship is linked to a CTE course approved for extra funding (.5 funding) under the Pathways process, a maximum of one hour will be counted toward weighted funding (per year). CTE .5 weighted funded courses must be taught by a highly qualified educator as noted in the most up to date KSDE Licensed Personnel Guide.

Please refer to **Licensed Personnel Guide resource webpage**[30]

Pay

K.S.A. 72-3824(d)(4)[32]

Credit

Students may earn one credit toward graduation for internships for each course credit enrolled.

Related Classroom Instruction

Yes

Regulations

Internship experiences must be conducted in compliance with federal and state labor laws.

Federal legislation provides for determination as to whether interns must be paid by the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. Educators must meet the "Test for Unpaid Interns" (seven criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the **Fact Sheet #71: Internship Programs Under the FLSA**[33].

WBL Coordinator/Highly Qualified Educator Qualifications

In general, the WBL coordinator/highly qualified educator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the internship.

Please refer to **Licensed Personnel Guide resource webpage**[30]

Student Eligibility

The student must be enrolled in a CTE program at the technical or application level (CTE) or be enrolled in a course of study related to the internship (non-CTE). Consider the following prior to placement:

- Successful completion of career inventory and exploration activities
- Relevant work experience (e.g., job shadow, part-time job)
- Recommendation from classroom teacher or counselor
- Minimum attendance and/or grade point average
- Completion of application and interview process with host employer
- Completion of student registration and parent/guardian permission
- Ability to fulfill the time demands of the internship

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ESTABLISHING AN INTERNSHIP

Successful internships require collaboration, communication and preparation by many school and community stakeholders. The following recommendations should be considered when developing an internship model for the school division:

1. Convene the stakeholders needed to assist with implementing internships (e.g., employers, members of professional associations, such as chambers of commerce, school administrators, teachers, counselors, career advisers and WBL coordinator/highly qualified educators).
2. Determine the scope and structure of the internship program, including policies that will govern student selection and intern supervision.
3. Assess students' career interests and eligibility to identify potential interns and target potential employers.
4. Cultivate relationships with employers to host internships and work with them to structure internships that will benefit students, employers and workplace supervisors.
5. Facilitate employers' interviews of student candidates for internships and allow the employers to make the final selections.
6. Prepare students for their internships through student and parent/guardian orientation and the development of training agreements and plans.
7. Develop an internship WBL PLP.
8. Ensure that adequate supervision is provided during the internships through workplace visits, employer evaluations and regular communication with employers and students.
9. Ensure legal requirements are met, including identifying all safety requirements in the work environment.
10. Provide for structured student reflection, both individual and group, before, during and after internship experiences.
11. Give recognition to participating stakeholders, with emphasis on the host employers and students.
12. Promote the internship program to area business and industry partners (employers) parents/guardians, school administrators, students and advisory groups.

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INTERNSHIP PROGRAM TERMINOLOGY

Training Agreement

A WBL PLP shall be developed and followed for each student. It is a written statement of commitment to a WBL experience made by the student, parent/guardian, WBL coordinator/highly qualified educator, school administrator and employer. It is a required formal document that contains mutually agreed-upon expectations for all parties involved that spells out each party's role, as well as other considerations, such as employment terms, schedule, duration of work, compensation (if applicable) and termination. It is the most important tool providing protection to the WBL coordinator/highly qualified educator and school officials against accusations of negligence and liability claims. It establishes a basis of understanding as to what is expected from everyone involved. It is important that each student placed in a WBL workplace have on file a completed training agreement.

If the WBL coordinator/highly qualified educator supervises interns from other classes within a CTE program area, the students' classroom teacher(s) should also be involved in and sign the training agreement. All signatories should retain a copy of the agreement.

Obtaining the employer's signature provides an excellent opportunity for a visit to the employer to build relationships. The best practice is for the WBL coordinator/highly qualified educator to have these documents signed in his/her presence.

Training Plan

Internship experiences follow training plans. A training plan, Kansas WBL PLP, is a formal document identifying the classroom instruction and workplace training that will contribute to the employability and ongoing development of a student. The WBL coordinator/highly qualified educator, employer and student must jointly prepare the training plan. The plan, which provides documentation for evaluation, should include development of the technical skills required by the occupation, as well as enhancement of workplace readiness skills.

The training plan should contain items in three categories:

1. Workplace readiness skills.
2. Specific duties and tasks performed on the job.
3. Related classroom instruction (by including this component, the student is applying all competencies learned in the classroom this/her WBL experience).

Student Supervision

Adherence to the guidelines outlined below ensures the integrity of the internship experience:

- Students must be currently enrolled or have taken at least one technical level course in a state-approved pathway within CTE program areas. The student must be currently enrolled in a non-CTE course of instruction related to the internship.
- WBL coordinator/highly qualified educators must meet with the students' classroom teachers before each workplace visit and, if there is a need, after each visit.
- Meetings between WBL coordinator/highly qualified educators and the students' classroom teachers must be documented on the training plans.
- Classroom teachers' involvement in the development of the training agreements and training plans must be certified by signatures on both documents.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers, if applicable.

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INTERNSHIP PROGRAM TERMINOLOGY (continued)

Required Hours

Credit for internship experiences during a 36-week school year should be based upon the student's successful completion of the course and continuous, satisfactory employment throughout the school year. Students should achieve a minimum of 120 hours for the school year (60 hours per semester). Many students will achieve 240 hours.

School Records

Participating schools must maintain the following records for each internship student:

- Kansas WBL agreement.
- Kansas WBL PLP.
- Course competency record.
- Local wage and hour information.
- Documentation of all out-of-school coordination activities, including dates of workplace visits.

The retention and disposition schedule for internship records is as follows:

- Enrollment.
- Kansas WBL Agreement.
- Evaluation/employability skills assessment/technical skills feedback.
- Program
- Work experience forms (including Kansas WBL Agreement, training plans, measurable learning outcomes, course competency records, local wage and hour information and documentation of workplace visits).
- Record of employment.
- Employment evaluations/assessments.

Forms

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

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ROLES AND TIMELINE FOR INTERNSHIP IMPLEMENTATION

Before the Internship Experience

WBL Coordinator/Highly Qualified Educator

- Review career assessment results.
- Identify interested and qualified students.
- Cultivate community partnerships to help secure contacts for students.
- Counsel students regarding job-placement and interview techniques.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information.
- Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that the employer may be aware of student needs (e.g., health issues or dietary restrictions).
- Finalize each student internship training agreement, Kansas WBL PLP, with the student, parent/guardian and employer.

Student

- Research the industry and workplace prior to the internship.
- Identify internship opportunities of interest.
- Develop a resume.
- Complete an internship application and participate in an interview.
- Conduct interview follow up (e.g., send a thank you note, make a follow-up phone call to check status of application).
- Upon acceptance of an internship offer, complete any required federal and state tax forms.
- Participate in orientation activities required by the employer.

Employer

- Communicate expectations and confirm logistics with WBL coordinator/highly qualified educator.
- Create job description.
- Interview and select the intern.
- Work with WBL coordinator/highly qualified educator and student on training plan with specific goals and benchmarks.
- Orient intern to the workplace and position.

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ROLES AND TIMELINE FOR INTERNSHIP IMPLEMENTATION (continued)

During the Internship Experience

WBL Coordinator/Highly Qualified Educator

- Track intern's hours.
- Evaluate student progress.
- Conduct progress conferences.
- Maintain communication with employer.
- Comply with applicable local, state and federal laws.

K.S.A. 72-3824(d)(4)[31]

Student

- Participate in progress conferences.
- Maintain expected hours of work and school attendance.
- Reflect on the connection between what is learned at school and at the workplace.
- Comply with all workplace rules and exercise workplace readiness skills.
- Record observations of career and workplace.
- Document WBL hours.

Employer

- Participate in progress conferences.
- Supervise and assist student in working toward learning objectives.
- Document and assess student performance.
- Coordinate and communicate with WBL coordinator/highly qualified educator.
- Comply with applicable local, state and federal laws.

After the Internship Experience

WBL Coordinator/Highly Qualified Educator

- Evaluate the student.
- Collect documentation and submit reports as required.

Student

- Complete feedback and reflection assignments.
- Update resume based on new skills and experiences gained.
- Students are required to document their learning through the compilation of artifacts in the student's electronic portfolio.

Employer

- Complete feedback and evaluation forms.

Online forms available:

- Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

Website:

- K.S.A. 72-3824(d)(4)[31]
- USDOL, Wage and Hour Division[34]
- Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act[30]

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Entrepreneurship

During an **entrepreneurship** WBL experience, the student plans, implements, operates and assumes financial risks in a business that produces goods or delivers services. The **entrepreneurship** student keeps financial records to determine return on investments. An **entrepreneurship** experience provides students the opportunity to develop the skills necessary to become established in their own business or to gain employment.



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ENTREPRENEURSHIP AT A GLANCE

Duration

Aligned with course duration.

Pay

None, student is responsible for financially supporting the activity.

Credit

Possible (within course credit)

Related Classroom Instruction

Yes

WBL Coordinator/Highly Qualified Educator Qualifications

In general, the WBL coordinator/highly qualified educator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the entrepreneurship experience.

Please refer to **Licensed Personnel Guide resource webpage**[31]

Student Eligibility

Students who operate their own businesses must comply with all local, state and federal regulations, including acquiring all necessary licenses and permits.

While there are no specific prerequisites to an entrepreneurship experience, students who have already participated in some career awareness activities and have a genuine interest in owning their own business would benefit most from entrepreneurship. As with other WBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

Establishing an Entrepreneurship Program

Unlike other WBL experiences, the entrepreneurship experience is student-driven and managed. The WBL coordinator/highly qualified educator acts as a point of contact for the purposes of guidance and accountability as related to WBL. Effective WBL programs provide time for reflection and planning of next steps so that students may think critically about the experiences. Additionally, consider celebrating involvement in the entrepreneurship through certificates, assemblies or media coverage.

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ROLES AND TIMELINE FOR ENTREPRENEURSHIP IMPLEMENTATION

Before the Entrepreneurship Experience

WBL Coordinator/Highly Qualified Educator

- Review career assessment results.
- Identify interested and qualified students.
- Finalize each student's entrepreneurship training agreement with appropriate parties.

Student

- Submit required forms.

During the Entrepreneurship Experience

WBL Coordinator/Highly Qualified Educator

- Provide supervision to the student as needed.
- Keep track of student hours and progress.
- Conduct progress conferences and evaluate student progress.
- Support student in working toward related learning objectives, structuring learning activities to complement the entrepreneurship experience.
- Maintain ongoing communication with student and any other entrepreneurship stakeholders.

Student

- Exercise workplace readiness skills.
- Maintain ongoing communication with others involved with the entrepreneurship experience.
- Document WBL hours.

After the Entrepreneurship Experience

WBL Coordinator/Highly Qualified Educator

- Collect documentation and submit reports, as required.

Student

- Complete feedback and reflection assignments.
- Students are required to document their learning through the compilation of artifacts in the student's electronic portfolio.

Forms may be found at:

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

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Clinical Experiences

Clinical experiences allow health and medical science students to integrate knowledge acquired in the classroom with clinical practice. Students are placed in a variety of healthcare settings and observe patients at different stages of medical practice so students may better understand the scope of the healthcare profession.



Kansas State Department of Education | https://www.ksde.gov

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CLINICAL EXPERIENCES AT A GLANCE

Health and medical science teachers are in charge of supervising the clinical experience. Specific requirements for each type are as follows:

Types of Clinical Experiences

Clinical experiences vary depending on what health and medical science classes students are taking and may include:

- Dental careers
- Emergency medical technician/emergency medical responder (EMT/EMR)
- Medical assistant
- Medical laboratory technician
- Nurse aide
- Patient care technician
- Pharmacy technician
- Physical/occupational therapy
- Practical nursing
- Sports medicine
- Radiologic technology
- Sterile processing technologist
- Surgical technologist
- Vision care technician

Pay

None

Credit

Varies (within course credit)

Rules and Regulations

Rules and regulations for each type may vary, following any Kansas rules and guidelines.

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Service learning

Service learning goes beyond students participating in community service. Service learning experiences enable students to learn and apply academic, social and personal skills to improve the community, continue individual growth and develop a lifelong ethic of service.

During a service learning experience, students identify an interest and a community need and then develop and complete a project. Students complete structured activities before, during and after the experience to reflect and self-assess.

The National Youth Leadership Council (NYLC)[34] established **eight standards for service learning**:

1. **Meaningful Service:** Service learning actively engages participants in meaningful and personally relevant service activities.
2. **Link to Curriculum:** Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. **Reflection:** Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.
4. **Diversity:** Service learning promotes understanding of diversity and mutual respect among all participants.
5. **Youth Voice:** Service learning provides youth with a strong voice in planning, implementing and evaluating service learning experiences with guidance from adults.
6. **Partnerships:** Service learning partnerships are collaborative, mutually beneficial and address community needs.
7. **Progress Monitoring:** Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.
8. **Duration and Intensity:** Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Resource

NYLC[35] website

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SERVICE LEARNING AT A GLANCE

Types of Service Learning Experiences

Duration will vary according to the type of experience.

Service learning projects may be held during the summer, after school, during the school year, or in the desired format to meet student and community needs.

Pay

K.S.A. 72-3824(d)(4)[29]

Credit

Varies (within course credit)

Related Classroom Instruction

Yes

WBL Coordinator/Highly Qualified Educator Qualifications

In general, the WBL coordinator/highly qualified educator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the service learning experience.

Please refer to **Licensed Personnel Guide resource webpage**[1]

Student Eligibility

- Successful completion of career inventory and exploration activities.
- Relevant work experience (e.g., job shadow, part-time job).
- Recommendation from classroom teacher or school counselor.
- Minimum attendance and/or grade point average.
- Completion of application and interview process.
- Completion of required forms.
- Ability to fulfill the time demands of the project.

Resource

NYLC[34] website

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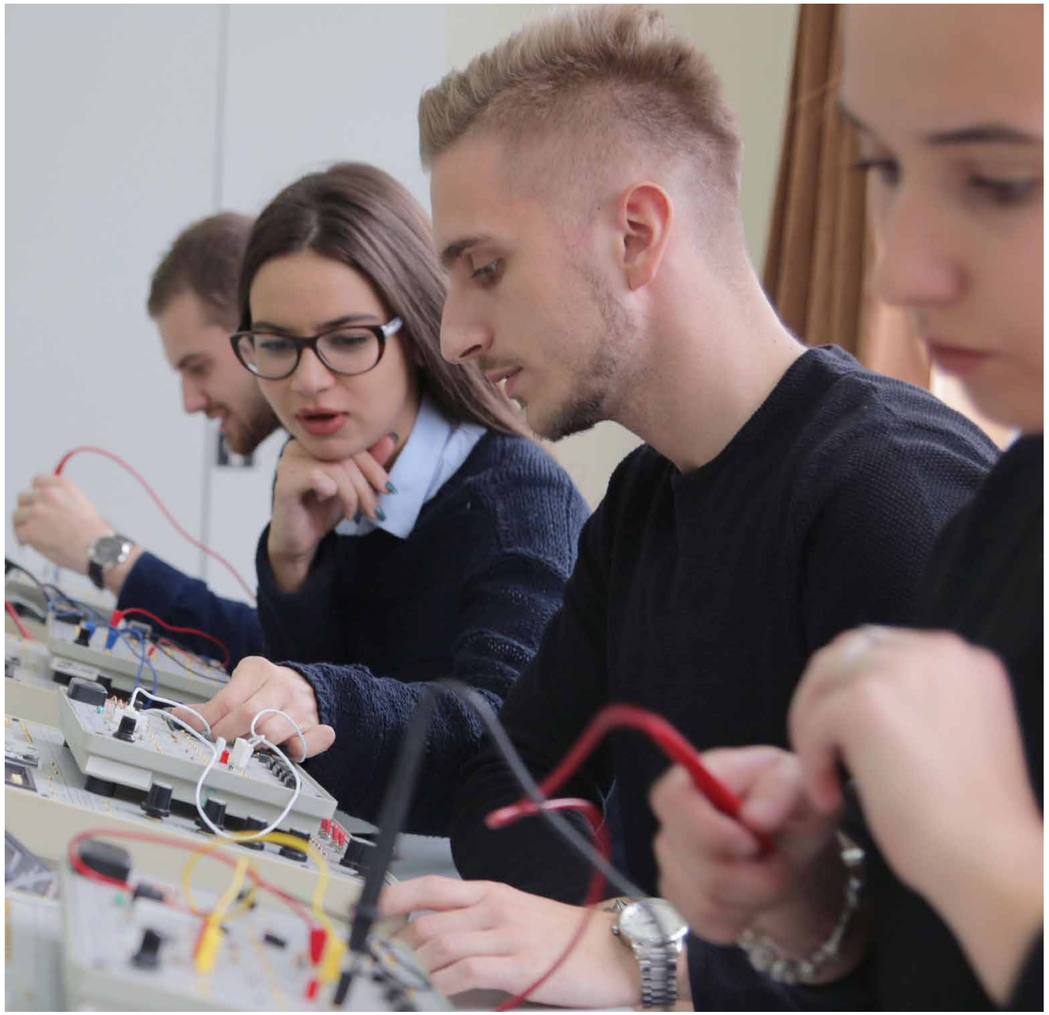
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ESTABLISHING A SERVICE LEARNING PROGRAM

To create a service learning program, the WBL coordinator/highly qualified educator and/or students can conduct initial research to determine community needs, including conducting surveys, consulting community agency representatives and coordinating with local media. Once key public issues have been identified and analyzed, expectations for program scope and rigor must be set. Expectations for the program and for the students must be based on student abilities and areas of interest, as well as community needs and the school's goals and vision. Because all WBL experiences depend on cultivating community relationships, consider collaborating with people in existing programs that may complement the new service learning program.

Once high-level decisions about the program have been made, standards, expectations and responsibilities must be drafted for all stakeholders. WBL coordinator/highly qualified educators must develop training materials and provide a WBL PLP to be signed by the WBL coordinator/highly qualified educator, the student, the parent/guardian and the project contact.

Effective service learning programs provide closure, as well as time for reflection, so that students may think critically about the service learning experiences. Additionally, consider celebrating student service through certificates, assemblies, or media coverage. Elicit feedback to improve the program and to ensure the continual involvement of students and community members.



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ROLES AND TIMELINE FOR SERVICE LEARNING IMPLEMENTATION

Before the Service Learning Implementation

WBL Coordinator/Highly Qualified Educator

- Review career assessment results.
- Identify interested and qualified students.
- Cultivate community partnerships to help secure contacts for students.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Work with students to develop a project framework.
- Confirm logistics, including transportation for students, parent/guardian permission and emergency contact information.
- Encourage students to share information regarding supports and accommodations needed to be successful in the workplace so that any community partners may be aware of student needs (e.g., health issues or dietary restrictions).
- Finalize each student's WBL PLP with the student, parent/guardian and employer.

Student

PLANNING AND IMPLEMENTATION

- Identify an area of interest.
- Define a community need.
- Establish community contacts.
- Get a preapproval of the project.

RESEARCH

- Conduct academic research.
- Identify experts in the field.
- Become familiar with relevant local, state and federal ordinances, codes and laws.
- Organize findings and data.
- Review research with WBL coordinator/highly qualified educator (and project partner, if applicable).

PROPOSAL DEVELOPMENT

- Define the project (who, what, when, where, how).
- Follow written standards and expectations.
- Define project resources.
- Create a project timeline.
- Receive approval from project partner, if applicable.

APPROVAL AND PERMISSION

- Present proposal for approval.
- Edit as needed.
- Obtain permissions or permits

Project Partner (if applicable)

- Communicate expectations and confirm logistics with WBL coordinator/highly qualified educator.
- Communicate with staff about student visit(s).

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ROLES AND TIMELINE FOR SERVICE LEARNING IMPLEMENTATION (continued)

During the Service Learning Project

WBL Coordinator/Highly Qualified Educator

- Support students in working toward project learning objectives.
- Provide supervision.
- Structure learning activities to complement the service learning experience (e.g., discussions, reading, writing, reflection, presentation).
- Evaluate student progress.
- Keep track of service learning hours.
- Maintain ongoing communication with student and project partner.

Student

- Provide updates to WBL coordinator/highly qualified educator.
- Comply with all workplace rules and exercise workplace readiness skills.
- Document WBL hours.

Project Partner (if applicable)

- May provide supervision for students.
- May evaluate student progress.
- May coordinate and communicate with WBL coordinator/highly qualified educator.

After the Service Learning Project

WBL Coordinator/Highly Qualified Educator

- Collect documentation and submit reports as required.

Student

- Complete feedback and reflection assignments.
- Students are required to document their learning through the compilation of artifacts in the student's electronic portfolio.

Project Partner (if applicable)

- Complete feedback and evaluation forms.

Resource

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

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Simulated Work-Based Experience

Simulations are a way to expose students to careers and to explore them without actually being in the workplace. Career simulations allow students to experience opening a business, manufacturing products, offering services and demonstrating career readiness skills in a nonthreatening, safe environment in the classroom. Simulations can be for individuals or for teams. Simulations can be fun and engaging and have a high degree of accuracy as it relates to the workplace. They offer the opportunity to "preview" jobs.

Purpose/Objective: Career Preparation

Simulated Workplace Experiences are beneficial when laws, travel or logistics make it difficult to experience the actual workplace. Simulations rely on current software and adequate speed and access to the internet for creating the workplace experience.

Benefits

- Provides students with a workplace experience that may not be available to them due to limiting factors of time, distance, etc.
- Allows all students to participate rather than just those with transportation or other enabling factors.
- Allows students to use technology to make decisions and evaluate the results of those decisions in real time or through an accelerated time frame.
- Permits the flexibility for students to participate in a variety of simulations to explore different career areas.

Success Factors

- Align simulations with classroom instruction for maximum impact.
- Consider having students work both as individuals and as collaborative groups during the simulation to imitate a real work environment.
- Allow the simulation to take place over an extended time period to replicate real-world work.
- Create the simulation of a workplace in the classroom or CTSO experience. Fundraising for a CTSO provides an excellent framework to create a simulated business experience.

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SIMULATED WORK-BASED EXPERIENCE AT A GLANCE

Key Legal, Safety and Health Issues

- Do not allow students to invest money in any workplace experience simulation or use any simulation that requires a financial investment to complete.
- Carefully monitor personal information provided to workplace simulation websites.

Credits Earned

- Credit may be awarded through regular classroom and laboratory grading.

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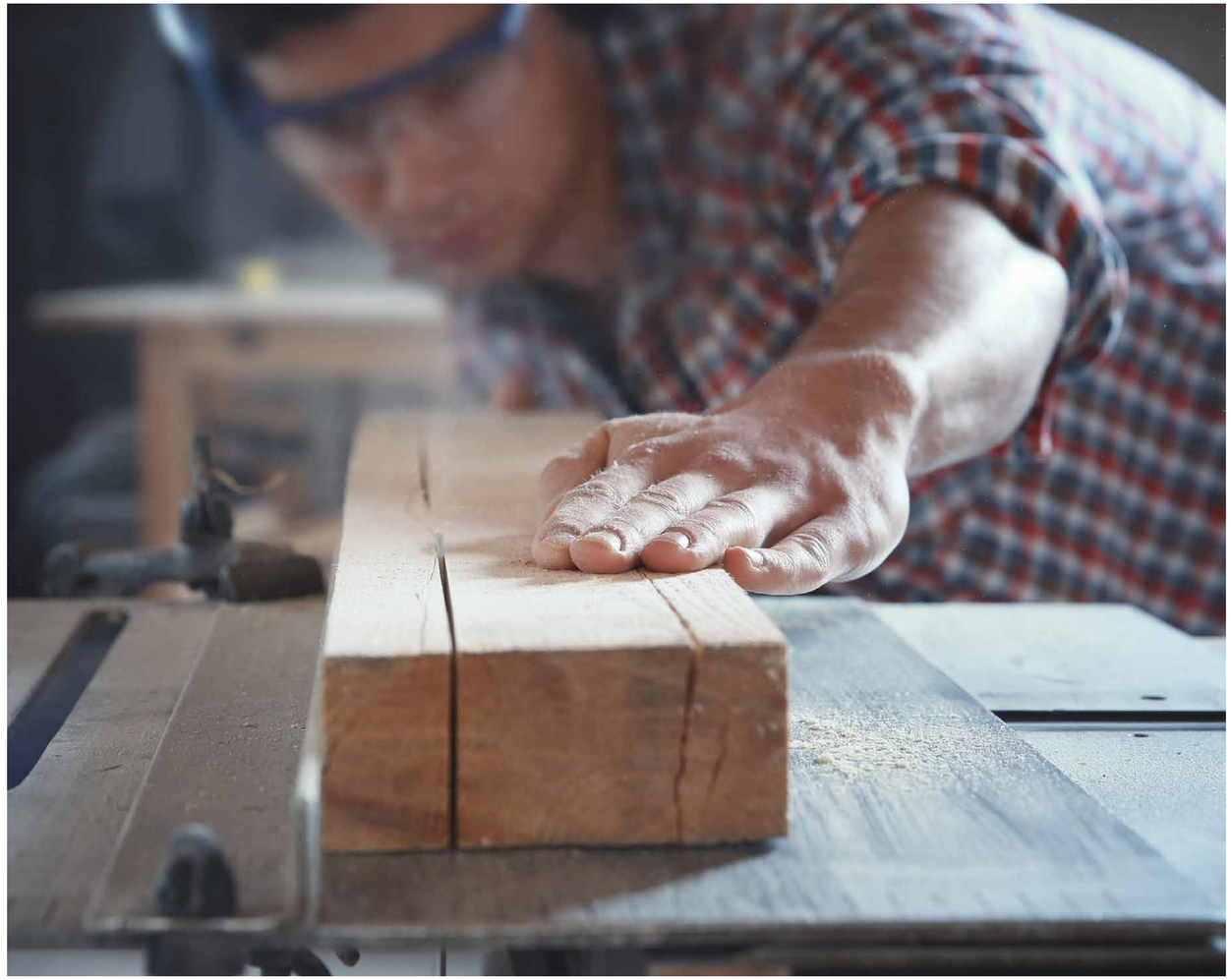
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School-Based Enterprises

A school-based enterprise is an ongoing, student-managed, entrepreneurial operation within the school setting. It provides goods or services that meet the needs of the school's target markets (i.e., students, teachers, administrators, parents/guardians, community members, community organizations/businesses). School-based enterprises replicate the workplace to provide career insights and relevant experiences for the student. School-based enterprises are cooperative, with management decisions made by students. The WBL coordinator/highly qualified educator's role involves the integration of technical content and skills. School-based enterprise may include:

- Culinary café or catering services
- Agriculture greenhouse plant sales
- Childcare programs
- Retail store
- Credit union
- Automotive services
- Carpentry services

School-based enterprises provide a great benefit to the school, the community and related program areas, and strengthen the relationships among stakeholders. Goods and services that are needed by the stakeholders are sometimes provided at a reduced cost. They provide a venue for reinforcing classroom instruction and allow students to have in-depth, real-world experience and build management and leadership skills at a level not typical in other WBL experiences.



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SCHOOL-BASED ENTERPRISES AT A GLANCE

Types of School-Based Enterprises Experiences

Aligned with course duration.

Pay

Please review school business profits – options for spending profits from a school-based business using equipment purchased with Perkins Funds.

Credit

Varies (within course credit)

Related Classroom Instruction

The school-based enterprise and related activities should relate directly to the technical competencies and benchmarks indicated for the course the student is enrolled in.

WBL Coordinator/ Highly Qualified Educator Qualifications

In general, the WBL coordinator/highly qualified educator shall be CTE certified in the career field and/or have qualified through KSDE training and have knowledge of career pathways to effectively implement the internship.

Please refer to **Licensed Personnel Guide resource webpage**[31]

Student Eligibility

While there are no specific prerequisites to a school-based enterprise experience, students who have already participated in some career awareness activities would benefit most from participating in a school-based enterprise. As with other WBL activities, the content and expectations should reflect each student's need for additional information about specific careers.

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ESTABLISHING A SCHOOL-BASED ENTERPRISE

To create a school-based enterprise, the WBL coordinator/highly qualified educator, teacher and/or students can conduct initial research to determine school-based needs and target markets, including conducting surveys and consulting groups within the school. Once needs have been identified and analyzed, expectations for program scope must be set. Expectations for the program and for the students must be based on student abilities and areas of interest, as well as school-based needs. Because all WBL experiences depend on cultivating community relationships, consider collaborating with people in existing programs that may complement the new school-based enterprise program.

Once high-level decisions about the program have been made, standards, expectations and responsibilities must be drafted for all stakeholders. These should include:

- Hours of operation.
- Goods and services to be provided.
- Prices of goods and services.
- Secure storage for merchandise and cash.

Effective WBL programs provide closure, as well as time for reflection, so that students may think critically about the experiences. Additionally, consider celebrating involvement in the school-based enterprise through certificates, assemblies or media coverage. Elicit feedback to improve the program and to ensure the continual involvement of students and the school community.Day-to-day tasks will be performed by student-employees, but the school-based enterprise should be overseen by a teacher to ensure that it complies with the school accounting system and all federal, state and local regulations. The teacher should also take care to ensure that the following tasks are performed regularly:

- Taking inventory of merchandise, including ensuring that items are sold well before expiration date.
- Preparing profit and loss statements.

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ROLES AND TIMELINE FOR SCHOOL-BASED ENTERPRISE IMPLEMENTATION

Before the School-Based Enterprise Implementation

WBL Coordinator/Highly Qualified Educator

- Review career assessment results.
- Identify interested and qualified students.
- Orient student to expectations, including safety requirements (e.g., personal protective equipment).
- Finalize each student's school-based WBL PLP with appropriate parties.

Student

- Express interest and complete any necessary application procedures for the school-based enterprise.
- Submit required forms.
- Participate in applicable orientation activities.

During the School-Based Enterprise Implementation

WBL Coordinator/Highly Qualified Educator

- Support students in working toward related learning objectives, structuring learning activities to complement the school-based enterprise.
- Maintain ongoing communication with all school-based enterprise stakeholders.
- Ensure that course quality and rigor is maintained while students work through the course competencies and operate the school-based enterprise.

Student

- Comply with all school-based enterprise rules and exercise workplace readiness skills.
- Maintain communication with others within the school-based enterprise.
- Record observations of school-based enterprise.
- Document WBL hours.

After the School-Based Enterprise Implementation

WBL Coordinator/Highly Qualified Educator

- Collect documentation and submit reports, as required.

Student

- Complete feedback and reflection assignments.
- Students are required to document their learning through the compilation of artifacts in the student's electronic portfolio.

Resource

Kansas WBL: Personalized Learning Plan Guidance Document[1] (ksde.gov)

All the previous information beginning with Internship: Adapted from Career and Technical Education Work-Based Learning Guide, Office of Career, Technical and Adult Education, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120

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Apprenticeship

Youth Registered Apprenticeship (YRA)

YRA is a WBL opportunity that provides students both academic and workplace skills that can lead to postsecondary education opportunities and careers. This apprenticeship connects knowledge and skills acquired in a KSDE-approved secondary CTE pathway, as well as Kansas Department of Commerce-approved programs, to an employer's Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits. Youth apprentices receive paid on-the-job training (OJT) along with job-related technical instruction (RTI) that also supports meeting high school graduation requirements.

If a student is in a CTE pathway during the YRA, the time in class will be the same as if a student was in a pathway course for state funding purposes. If a student is not in a CTE pathway or left the school for the YRA, the school would receive 1.0 FTE for up to two hours of YRA time.



Resource

KansasWorks YRA Fact Sheet[36]

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Supervised Agricultural Experiences (SAE)

CTE students enrolled in agricultural education courses can participate in **SAEs**. SAEs are classified as foundational or immersion. The Foundational SAE aligns with, and supports, the concepts in Career Awareness and Career Exploration. Immersion SAEs have intensive experiential and WBL experiences that reside within individual pathways of the agriculture industry. Immersion SAEs correspond with Kansas WBL experiences, as follows:

SELECTED WBL EXPERIENCE	CORRESPONDING SAE
Entrepreneurship	Ownership/Entrepreneurship
Internship	Placement/Internship
Mentorship/Internship	Research
School-Based Enterprise	School-Based Enterprise
Service Learning	Service Learning

For more information on SAE, please refer to the following websites:

- The National Council for Agricultural Education (The Council) SAE[37]
- SAE for All[38]



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Labor Laws and Market

Students over the age of 16 can engage in WBL and businesses should follow child labor laws around hours worked and hazardous occupations when designing these opportunities.



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USDOL, Wage and Hour Division

USDOL, Wage and Hour Division's (WHD) mission is to promote and achieve compliance with labor standards to protect and enhance the welfare of the nation's workforce. WHD enforces federal minimum wage, overtime pay, recordkeeping and child labor requirements of the Fair Labor Standards Act (FLSA).

USDOL, WHD Resources

Website

- USDOL, WHD[32]
  - Handy Reference Guide to the Fair Labor Standards Act (FLSA)[39]
  - Topical Fact Sheet Index[40]
    The following fact sheets may be accessed at the link referenced above:
    - Child Labor Provisions for Nonagricultural Occupations
    - Child Labor 101 Publication
    - Child Labor 102 Ag Occupations Publication
    - Fact Sheet #40: Overview of Youth Employment (Child Labor) Provisions of the Fair Labor Standards Act (FLSA) for Agricultural Occupations
    - Child Labor Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations
    - Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act
  - Workplace Posters[41]
  - Youth in Vocational Programs[42]
  - Youth Operation of Patient Lifts/Hoists[43]
  - YouthRules![44]

FLSA Child Labor Laws

Online documents

- Digital Reference Guide to FLSA[45]
- Handy Reference Guide to Fair Labor Standards Act (FLSA)[46]
- Child Labor: Motor Vehicle Driving[47]
- Youth Employment Guide (Agriculture and Non Agriculture)[48]
- Youth in Roofing[49]

Website

- Child Labor Regulations, Orders and Statements of Interpretation (includes student learning)[50]
- Student Learner[51]

Required Posters

Website

- Workplace Posters[39]
  - FLSA[52]
  - Employee Polygraph Protection Act (EPPA)[53]
  - Family and Medical Leave Act (FMLA)[54]
  - Family First Corona Virus Response Act (FFCRA)[55]

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Kansas Department of Labor (KDOL)

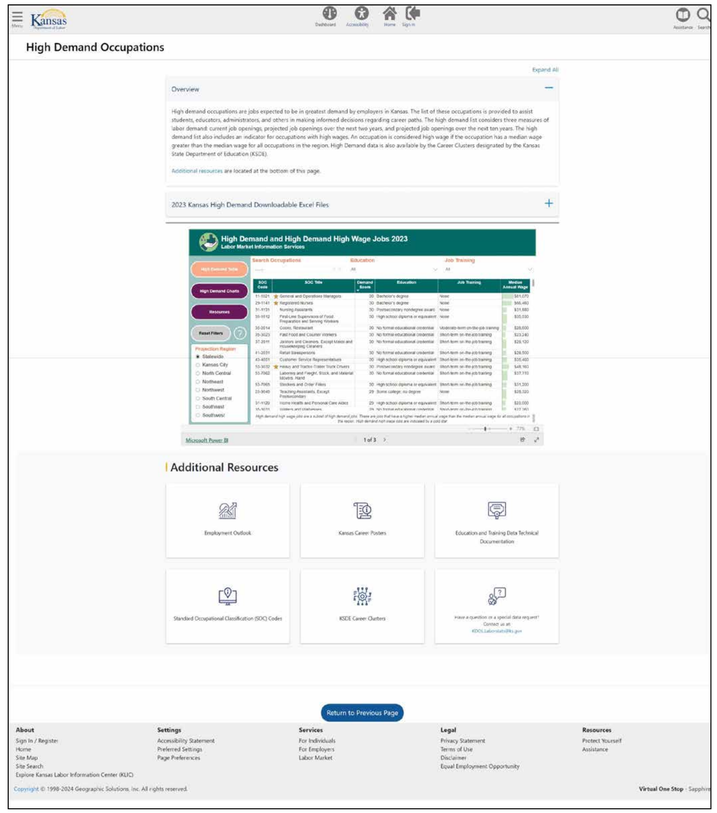
KANSAS LABOR MARKET INFORMATION

KDOL has created **high-demand occupation files by Career Cluster**. High-demand, high-wage occupations are noted (check mark). Within the files, each tab of the worksheet is a Career Cluster. The files are available statewide and for each of the seven projection regions.

The **high-demand occupations list** has been created to answer the questions:

- Which jobs have the highest number of job openings in the state right now?
- Which jobs will have the highest number of openings in the coming years?

This is a helpful resource for students and job seekers because it provides information on the amount of employment opportunity in the state for a particular occupation. The jobs on the high-demand list have shown up as being in high demand based on more than one source of labor market data. Each job is ranked based on the number of openings currently reported to us by Kansas employers, as well as the projected number of job openings two years into the future and 10 years into the future. Many students utilize the high-demand list, as well as those workers who are planning to change careers. The high-demand list uses projected data as two thirds of the measure in order to ensure the jobs will still be in demand even if job seekers need to go through job training before they can enter the labor force.



Resource

[KDOL: Kansas High Demand Occupations](#)[56]

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Kansas Career Assistance

KDOL

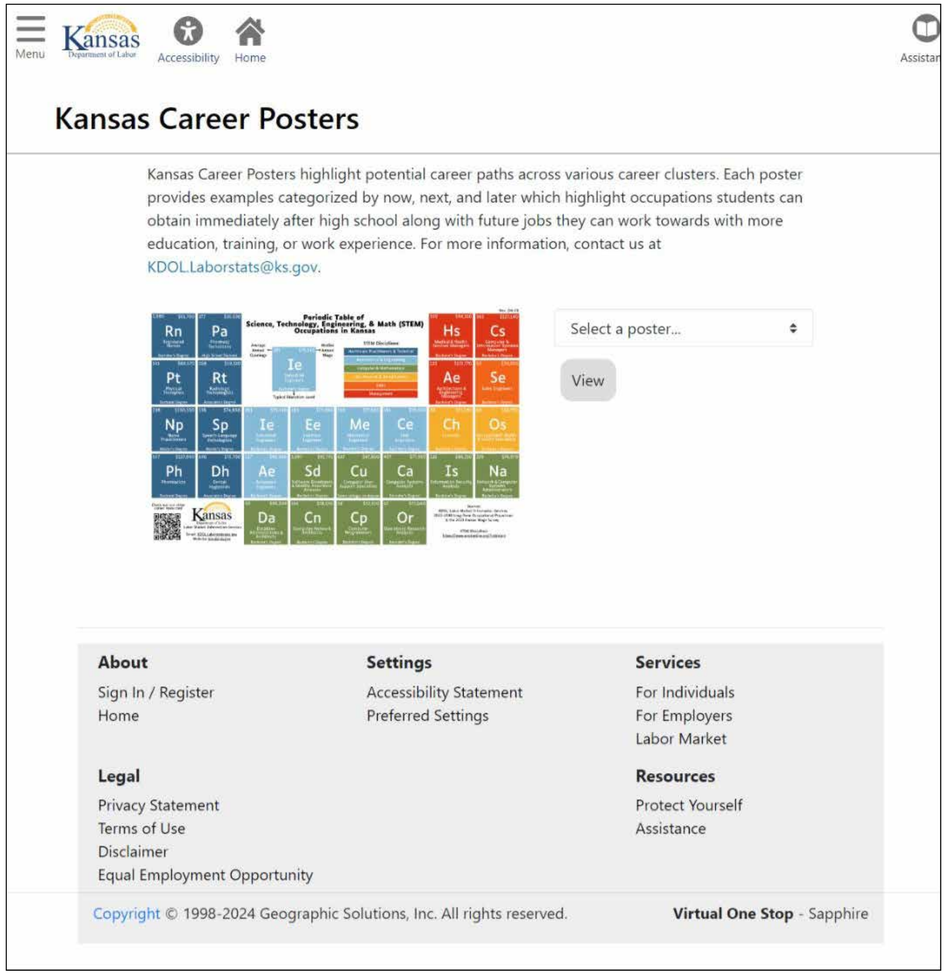
KANSAS CAREER POSTERS

Labor Market Information Services (LMIS) has published a new set of career posters based on the High Demand list and wages from the Kansas Wage Survey. There are posters for most of the Kansas career clusters as well as a poster highlighting some high demand STEM occupations.

KDOL: Kansas Career Posters[57]

For more information, contact:

KDOL: Labor Market Information Services
(785) 296-5000
KDOL.Laborstats@ks.gov



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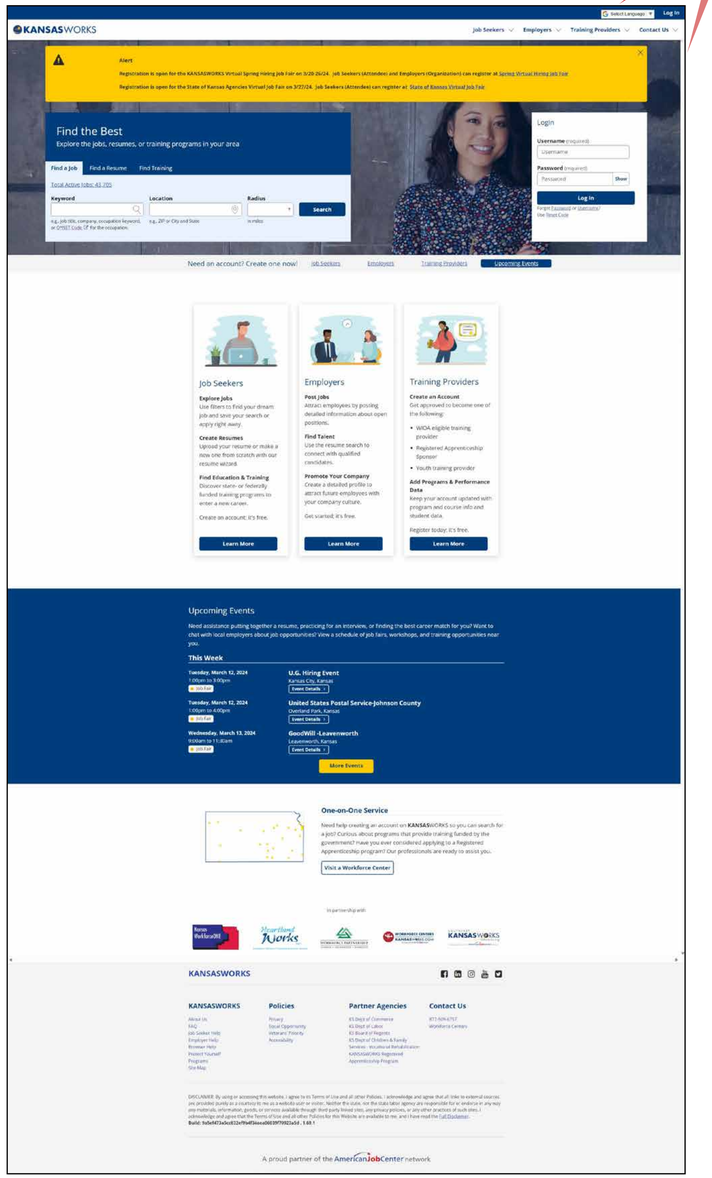
Kansas Department of Commerce

KANSASWORKS

The Kansas Department of Commerce administers the Kansas workforce system, which links businesses, job seekers and educational institutions to match Kansas employers and skilled workers. The system includes full- and part-time workforce centers. **KansasWorks connects job seekers including youth, adults, veterans and dislocated workers to a network of employment training and educational programs.**

Websites

- Kansas Department of Commerce[58]
- KansasWorks[59]
- KansasWorks State Board: Local Area Map[60]

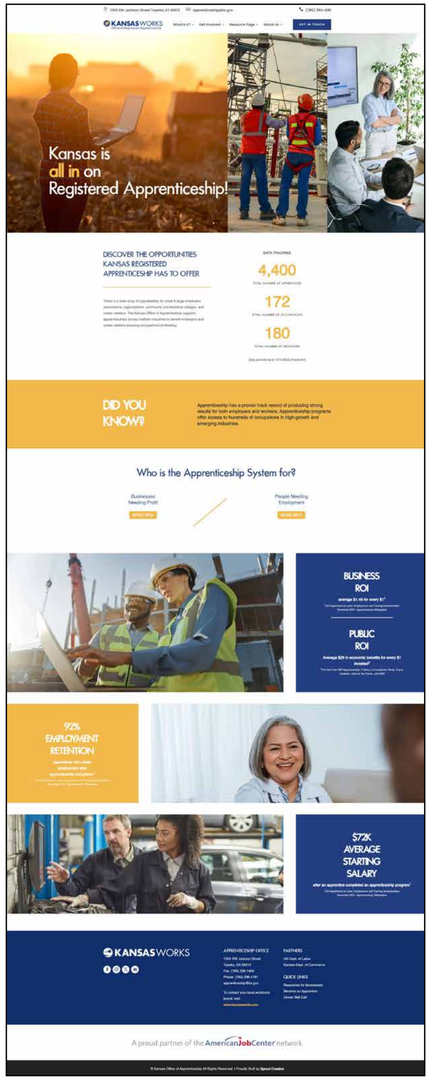


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KANSASWORKS REGISTERED APPRENTICE PROGRAM

KansasWorks Registered Apprentice Program is a work-based learning opportunity that provides students both academic and workplace skills that can lead to postsecondary education opportunities and careers. This apprenticeship connects knowledge and skills acquired in a KSDE-approved secondary CTE pathway, as well as Kansas Department of Commerce approved programs to an employer's Registered Apprenticeship (RA) training. This apprenticeship bridges high school youth and CTE learning with highly specialized, on-the-job learning and career pursuits. Youth apprentices receive paid on the-job training (OJT) along with job related technical instruction (RTI) that also supports meeting high school graduation requirements.



Resources

[KansasWorks Registered Apprentice Program](#)[61]

[KansasWorks Youth RA Fact Sheet](#)[34]

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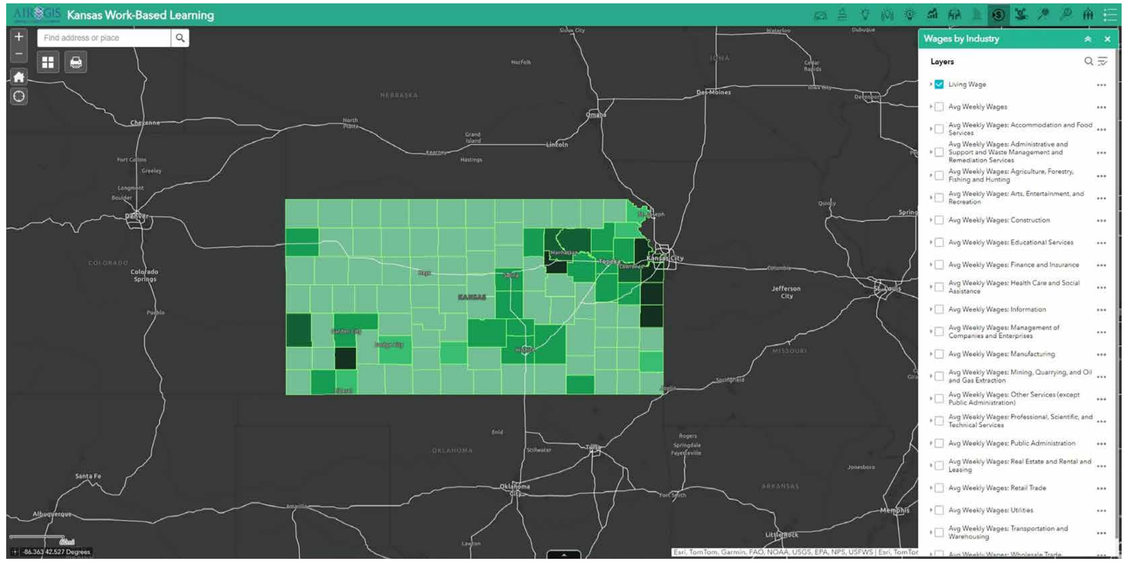
Kansas WBL Geographic Information System

Kansas WBL Geographic Information System (GIS) Goals

- Analyze school district career pathways and local, regional and state workforce needs.
- Develop high-quality WBL experiences for all students in each of the five workforce regions.
- Ensure Kansas students have equitable access to high-quality WBL experiences designed to prepare each student for postsecondary and workforce success, in high-wage, high-demand and critical need occupations of our state and regions.

GIS Layers

- Borders (census tracts, counties, local workforce development areas, metropolitan statistical areas, projection regions, school districts, USA freeway system)
- Education (libraries, public institutions – universities, public institutions – community and technical colleges, schools, students approved for free/reduced price lunch by Unified School District (USD), enrollment by USD, attendance rate by USD, transported students by USD).
- CTE Pathways
- CTSO
- Excel in CTE
- Projected employment growth by industry
- Businesses
- Wages by industry
- Wages by occupation
- Job vacancies by industry
- Job vacancies by occupation
- Social characteristics



Kansas GIS[62]

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Kansas Department for Children and Families (DCF)

PRE-EMPLOYMENT TRANSITION SERVICES (PRE-ETS)

Empowering youth with disabilities to achieve their highest employment potential is one of the major goals of Rehabilitation Services (RS). To help achieve this goal, RS is providing Pre-ETS, which were authorized by the Workforce Innovation and Opportunity Act. Pre-ETS are designed to provide job exploration, counseling and other services to help young people prepare for employment and self-reliance, rather than dependency on public benefits. In collaboration with local education agencies and qualified community partners, RS will provide or arrange for the provision of Pre-ETS for students with disabilities who are in need of such services and who meet participation criteria.

For referral to the Pre-ETS Transition Specialist serving your community, please call the Rehabilitation Services toll-free Customer Service Line: 1-866-213-9079.

Resources

Online documents

- Kansas DCF Pre-Employment Transition Flyer[63]
- Kansas DCF Servicios de Transición Pre-Empleo[64]
- Pre-ETS Contacts by Region Map[65]
- Vocational Rehabilitation Services flyer[66]

Websites

- Kansas DCF website[67]
- Vocational Rehabilitation Contact Persons Map[68]



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