



KANSAS STATE DEPARTMENT OF EDUCATION

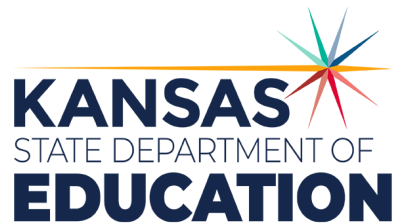
KANSANS CAN STAR RECOGNITION PROGRAM

Individual Plan of Study Rubric

Overview:

Leading the world in the success of each student depends upon the empowerment of student capacity in the pursuit of the high school diploma. Continuous development throughout a student's learning experiences, coupled with collaborative exploration involving school staff members, family and community, are the platform for the successful launch into postsecondary success.

The Kansans Can Individual Plan of Study Star Recognition program recognizes school districts that offer quality and inclusive opportunities for each student to experience connected learning which develops academic knowledge, as well as technical and employability skills.



Kansas leads the world in the success of each student.

JAN. 21, 2025

Qualifiers:

A district must be in compliance with all state and federal Individual Plan of Study (IPS) requirements and the qualifiers below to be eligible for recognition.

1. In accordance with Kansas Administrative Regulation (KAR) 91-31-32(g)(3), each education system seeking accreditation shall meet the following requirement: have in place a state board-approved individual plan of study program for each student. The program shall begin for all students by grade eight and continue through high school graduation. Affirm that every middle and high school student in your district has an Individual Plan of Study (IPS). **Required Evidence:** Submit a local report that includes the number of students that have an IPS in each grade and building in your district and the number of students in each grade and building in your district. For example, numerator - 8th grade students with an IPS / denominator 8th grade student enrollment. This data point is reported annually by districts through KIDS EOYA Report (D88) and may be referenced by the Kansas State Department of Education (KSDE) staff for the review.

☐ TRUE

☐ FALSE

2. IPS Scope and Sequence (District process) Affirm that the district has an IPS Scope and Sequence in place for at least grades 8-12.

☐ TRUE

☐ FALSE

Does the district meet the qualifier(s)?

☐ YES

☐ NO

Description of Rubric

A total rubric score must fall into one of the point ranges in the Scoring Criteria to warrant submission and be eligible for Star Recognition consideration.

The final performance rating and a Star Recognition System Designation will be determined by KSDE.

IPS Recognition Scoring Criteria

STAR RECOGNITION LEVEL	GOLD	SILVER	BRONZE	COPPER
Available Point Range:	19-20	16-18	13-15	10-12

A district must be in compliance with the qualifiers listed above and in compliance with all state and federal requirements to be eligible for recognition. The IPS Rubric must address the following elements:

1. Scope of IPS (possible score of 4 points).
2. Curriculum Integration (possible 8 points, divided by two items, equals average score).
3. Documentation of Student Career Development (possible score of 4 points).
4. Family Engagement (possible 8 points, divided by two items, equals average score).
5. Administration and Policy (possible score of 4 points).
6. Star Level Recognition score is determined by adding the average category item scores.

IPS: Star Recognition Rubric

ELEMENT 1:

Scope of Individual Plan of Study

ELEMENT 1	0	1	2	3	4
1.1 Student Program of Study and Postsecondary Planning ¹	<input type="checkbox"/>	<input type="checkbox"/> The Program of Study includes minimum elements of courses aligned with student interest for 8th-12th grade. It also includes a postsecondary plan for two years postsecondary.	<input type="checkbox"/> The Program of Study includes the minimum elements as well as 2 of the 4 components below: <div><div>A.</div>Participation in CTSO or student leadership organizations aligned with student interest.<div>B.</div>Students engage in career exploration in middle school.<div>C.</div>Financial planning for postsecondary goals.<div>D.</div>Participation in community service and/or work-based learning aligned with student interest. It also includes a postsecondary plan for two years postsecondary.</div>	<input type="checkbox"/> The Program of Study includes the minimum elements as well as 3 of the 4 components below: <div><div>A.</div>Participation in CTSO or student leadership organizations aligned with student interest.<div>B.</div>Students engage in career exploration in middle school.<div>C.</div>Financial planning for postsecondary goals.<div>D.</div>Participation in community service and/or work-based learning aligned with student interest. It also includes a postsecondary plan for two years postsecondary.</div>	<input type="checkbox"/> The Program of Study includes the minimum elements as well as all 4 components below: <div><div>A.</div>Participation in CTSO or student leadership organizations aligned with student interest.<div>B.</div>Students engage in career exploration in middle school.<div>C.</div>Financial planning for postsecondary goals.<div>D.</div>Participation in community service and/or work-based learning aligned with student interest. It also includes a postsecondary plan for two years postsecondary.</div>

¹ Kansans Can Star Recognition Program IPS Artifacts: [https://www.ksde.org/Portals/0/Communications/Rubrics/IPS Artifacts.pdf?ver=2021-04-01-091026-957](https://www.ksde.org/Portals/0/Communications/Rubrics/IPS%20Artifacts.pdf?ver=2021-04-01-091026-957)

ELEMENT 1	0	1	2	3	4
		<p>Required Evidence: Upload an example of a student Program of Study.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment.• KIDS KCAN F25: Enrollment for work-based learning course.• KIDS KCAN F26: Dual Credit course enrollment.• KIDS KCAN F27: Certifications earned.	<p>Required Evidence: Upload an example of a student Program of Study.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment.• KIDS KCAN F25: Enrollment for work-based learning course.• KIDS KCAN F26: Dual Credit course enrollment.• KIDS KCAN F27: Certifications earned.	<p>Required Evidence: Upload an example of a student Program of Study.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned	<p>Required Evidence: Upload an example of a student Program of Study.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment.• KIDS KCAN F25: Enrollment for work-based learning course.• KIDS KCAN F26: Dual Credit course enrollment.• KIDS KCAN F27: Certifications earned.

ELEMENT 2:
Curriculum Integration

ELEMENT 2	0	1	2	3	4
2.1 Career Curriculum and Career Counseling Program ¹	<div><input type="checkbox"/></div>	<div><div><input type="checkbox"/> A scope and sequence for implementation in grades 8-12 is evident. Required Evidence: Upload IPS scope and sequence for as many grade levels as is available.</div><div>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.<ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment.• KIDS KCAN F25: Enrollment for work-based learning course.• KIDS KCAN F26: Dual Credit course enrollment.• KIDS KCAN F27: Certifications earned.</div></div>	<div><div><input type="checkbox"/> A scope and sequence for implementation in grades 8-12 is evident. This scope and sequence include instruction and practice in each of the four domains listed:<ul style="list-style-type: none">• Individual discovery• Career discovery• Goal setting and academic planning• Competency and skill development.</div><div>Required Evidence: Upload IPS scope and sequence for as many grade levels as is available. Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.<ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment.• KIDS KCAN F25: Enrollment for work-based learning course.• KIDS KCAN F26: Dual Credit course enrollment.• KIDS KCAN F27: Certifications earned.</div></div>	<div><div><input type="checkbox"/> A scope and sequence for implementation in grades 5-12 is evident. This scope and sequence include instruction and practice in each of the four domains for grades 8-12:<ul style="list-style-type: none">• Individual discovery• Career discovery• Goal setting and academic planning• Competency and skill development.• AND Instruction and practice in each of three domains for grades 5-7:<ul style="list-style-type: none">• Individual discovery• Career discovery• Goal setting and academic planning.</div><div>Required Evidence: Upload IPS scope and sequence for as many grade levels as is available. Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.<ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned</div></div>	<div><div><input type="checkbox"/> A scope and sequence for implementation in grades PreK-12 is evident. This scope and sequence include instruction and practice in each of the four domains for grades 8-12:<ul style="list-style-type: none">• Individual discovery• Career discovery• Goal setting and academic planning• Competency and skill development.• AND Instruction and practice in each of three domains for grades 5-7:<ul style="list-style-type: none">• Individual discovery• Career discovery• Goal setting and academic planning.• AND Instruction and practice in each of two domains for grades PreK-4:<ul style="list-style-type: none">• Individual discovery• Career discovery.<div>*If Pre-K is provided in your district.</div></div><div>Required Evidence: Upload IPS scope and sequence for as many grade levels as is available. Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.<ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned</div></div>

ELEMENT 2	0	1	2	3	4
2.2 Inclusion (Special Populations and Subgroups) ¹	<div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <p>All publicly funded services are available to every student on an equitable basis.</p> <p>Recommended Evidence: Upload related reports such as Strategic Plan, Student Status Minority Gender Report, Opportunity Gap Analysis Goals (Perkins application)</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS EOYA D33-D40; D47; D55-58: Special Populations Indicators• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned	<div><input type="checkbox"/></div> <p>The minimum requirement of inclusion is met as well as one of three components listed:</p> <p>Special populations students participate in pathways or other high-skill career training; Special populations students participate in work-based learning experiences or life skills training; Scope and sequence is adapted to meet the needs of special populations students.</p> <p>Recommended Evidence: Upload related reports such as Strategic Plan, Student Status Minority Gender Report, Opportunity Gap Analysis Goals (Perkins application)</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS EOYA D33-D40; D47; D55-58: Special Populations Indicators• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned	<div><input type="checkbox"/></div> <p>The minimum requirement of inclusion is met as well as two of three components listed: Special populations students participate in pathways or other high-skill career training; Special populations students participate in work-based learning experiences or life skills training; Scope and sequence is adapted to meet the needs of special populations students.</p> <ul style="list-style-type: none">• <p>Recommended Evidence: Upload related reports such as Strategic Plan, Student Status Minority Gender Report, Opportunity Gap Analysis Goals (Perkins application)</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS EOYA D33-D40; D47; D55-58: Special Populations Indicators• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned	<div><input type="checkbox"/></div> <p>The minimum requirement of inclusion is met as well as all three components listed: Special populations students participate in pathways or other high-skill career training; Special populations students participate in work-based learning experiences or life skills training; Scope and sequence is adapted to meet the needs of special populations students.</p> <p>Recommended Evidence: Upload related reports such as Strategic Plan, Student Status Minority Gender Report, Opportunity Gap Analysis Goals (Perkins application)</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS EOYA D33-D40; D47; D55-58: Special Populations Indicators• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment

ELEMENT 3:
Documentation of Student Career Development

ELEMENT 3	0	1	2	3	4
3.1 IPS Electronic Portfolio Project ¹	<input type="checkbox"/>	<input type="checkbox"/> Electronic portfolios documented by districts show that students develop IPS portfolios beginning in the middle grades with the following elements to demonstrate career readiness: <div><div>A.</div><div>IPS components - strength finder, career-interest inventory, courses aligned to interest inventory, and postsecondary plan.</div></div> <div><div>B.</div><div>WBL samples - Business/Mentor Evaluation, WorkKeys Assessment, Industry Certification, Coordinator Evaluation, Letter(s) of recommendation.</div></div> <div><div>C.</div><div>Writing samples - Resume, cover letter, and/or other evidence demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).</div></div> <div><div>D.</div><div>Portfolio project that culminates in a presentation to families and/or business/industry, or community partners.</div></div>	<input type="checkbox"/> IPS coordinator, student family advocate, or counselor meets with students once per year (1x/year) to review the electronic portfolio. Electronic portfolios documented by districts show that students develop IPS portfolios beginning in the middle grades with the following elements to demonstrate career readiness: <div><div>A.</div><div>IPS components - strength finder, career-interest inventory, courses aligned to interest inventory, and postsecondary plan.</div></div> <div><div>B.</div><div>WBL samples - Business/Mentor Evaluation, WorkKeys Assessment, Industry Certification, Coordinator Evaluation, Letter(s) of recommendation.</div></div> <div><div>C.</div><div>Writing samples - Resume, cover letter, and/or other evidence demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).</div></div> <div><div>D.</div><div>Portfolio project that culminates in a presentation to families and/or business/industry, or community partners.</div></div>	<input type="checkbox"/> IPS coordinator, student family advocate, or counselor meets with students twice per year (2x/year) to review the electronic portfolio. Electronic portfolios documented by districts show that students develop IPS portfolios beginning in the middle grades with the following elements to demonstrate career readiness: <div><div>A.</div><div>IPS components - strength finder, career-interest inventory, courses aligned to interest inventory, and postsecondary plan.</div></div> <div><div>B.</div><div>WBL samples - Business/Mentor Evaluation, WorkKeys Assessment, Industry Certification, Coordinator Evaluation, Letter(s) of recommendation.</div></div> <div><div>C.</div><div>Writing samples - Resume, cover letter, and/or other evidence demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).</div></div> <div><div>D.</div><div>Portfolio project that culminates in a presentation to families and/or business/industry, or community partners.</div></div>	<input type="checkbox"/> IPS coordinator, student family advocate, or counselor meets with students quarterly (1x/quarter) to review the electronic portfolio. Electronic portfolios documented by districts show that students develop IPS portfolios beginning in the middle grades with the following elements to demonstrate career readiness: <div><div>A.</div><div>IPS components - strength finder, career-interest inventory, courses aligned to interest inventory, and postsecondary plan.</div></div> <div><div>B.</div><div>WBL samples - Business/Mentor Evaluation, WorkKeys Assessment, Industry Certification, Coordinator Evaluation, Letter(s) of recommendation.</div></div> <div><div>C.</div><div>Writing samples - Resume, cover letter, and/or other evidence demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).</div></div> <div><div>D.</div><div>Portfolio project that culminates in a presentation to families and/or business/industry, or community partners.</div></div>

ELEMENT 3	0	1	2	3	4
		<p>Required Evidence: Scope and sequence of electronic portfolio projects completed by students with a narrative that states how often portfolios are reviewed by students, families, and school personnel.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for Work-based Learning courses• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned• Course Completion Records: Application-level courses that include WBL.	<p>Required Evidence: Scope and sequence of electronic portfolio projects completed by students with a narrative that states how often portfolios are reviewed by students, families, and school personnel.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for Work-based Learning courses• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned• Course Completion Records: Application-level courses that include WBL.	<p>Required Evidence: Scope and sequence of electronic portfolio projects completed by students with a narrative that states how often portfolios are reviewed by students, families, and school personnel.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for Work-based Learning courses• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned• Course Completion Records: Application-level courses that include WBL.	<p>Required Evidence: Scope and sequence of electronic portfolio projects completed by students with a narrative that states how often portfolios are reviewed by students, families, and school personnel.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review.</p> <ul style="list-style-type: none">• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for Work-based Learning courses• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned• Course Completion Records: Application-level courses that include WBL.

ELEMENT 4:
Family Engagement

ELEMENT 4	0	1	2	3	4
4.1 Family Communication and Participation ¹	<div><input type="checkbox"/></div>	<div><input type="checkbox"/> Enrollment, grade, and assessment information is provided to the family at least quarterly. Family-teacher conference days, where students IPS is reviewed and updated, are regularly scheduled, a minimum of once per semester.</div> <div>Evidence: School Calendar (showing conference days, when grades are posted/available, when assessment information is available, and when enrollment information is updated)</div>	<div><input type="checkbox"/> The family meets with students and school staff to develop IPS. School leads the IPS process with little input from the student and family. Family members' access to students IPS is recorded at least once per semester.</div> <div>Evidence: School Calendar (showing conference days, when grades are posted/available, when assessment information is available, and when enrollment information is updated), Sign in sheet for conferences, Teacher conference schedules (completed), and/or IPS system reports showing logins into parent IPS account.</div>	<div><input type="checkbox"/> Families are actively part of the IPS process for their students and take part in discussing life-career goals, course options, and preferences in the IPS. Family members' access to the student's IPS is recorded at least quarterly.</div> <div>Evidence: Upload related reports such as School Calendar (showing conference days, when grades are posted/available, when assessment information is available, and when enrollment information is updated), Conference Sign in sheet, and/or IPS system report showing logins into parent IPS account at least once per quarter.</div>	<div><input type="checkbox"/> Families are actively part of the IPS process for their students and take part in discussing life-career goals, course options, and preferences in the IPS. Family members' access to the student's IPS is recorded more than once each quarterly.</div> <div>Evidence: Upload related reports such as School Calendar (showing conference days, when grades are posted/available, when assessment information is available, and when enrollment information is updated), Conference Sign in sheet, and/or IPS system report showing logins into parent IPS account multiple times per quarter.</div>

ELEMENT 4	0	1	2	3	4
4.2 District Strategic Action for Family Engagement ¹	<input type="checkbox"/>	<div><input type="checkbox"/> The district identifies at least one goal addressing family engagement and supports completion of the FAFSA with at least a 40% completion rate or increase of completion rate greater than 5% from the previous year.</div> <div>Required Evidence:<ul style="list-style-type: none">• Family engagement goal• Upload at least one of the following related reports: KESA plan, Schoolwide Title 1 plan, LCP IVA goal, or any publication showing district/building goals.• FAFSA completion goalUpload report from Kansas FAFSA Tracker on the district's completion rate.</div>	<div><input type="checkbox"/> The district identifies one or more goals with strategies addressing family engagement and supports completion of the FAFSA with at least a 50% completion rate.</div> <div>Required Evidence:<ul style="list-style-type: none">• Family engagement goal• Upload at least one of the following related reports: KESA plan, Schoolwide Title 1 plan, LCP IVA goal, or any publication showing district/building goals.• FAFSA completion goalUpload report from Kansas FAFSA Tracker showing the district's completion rate of 50%.</div>	<div><input type="checkbox"/> The district identifies one or more goals with strategies and measurements addressing family engagement and supports completion of the FAFSA with at least a 60% completion rate.</div> <div>Required Evidence:<ul style="list-style-type: none">• Family engagement goal• Upload at least one of the following related reports: KESA plan, Schoolwide Title 1 plan, LCP IVA goal, or any publication showing district/building goals.• FAFSA completion goalUpload report from Kansas FAFSA Tracker showing the district's completion rate of 60%.</div>	<div><input type="checkbox"/> The district identifies multiple goals with aligned strategies and measurements of progress addressing family engagement and supports completion of the FAFSA with at least a 75% completion rate.</div> <div>Required Evidence:<ul style="list-style-type: none">• Family engagement goal• Upload related reports such as KESA plan showing strategies and measures of progress, staff responsibilities, publication showing district/building goals with strategies, measures of progress, and staff responsibilities, Schoolwide Title I plan with goals with strategies, measures of progress and staff responsibilities, and/or LCP IVA goal with strategies, measures of progress, and staff responsibilities.• FAFSA completion goalUpload report from Kansas FAFSA Tracker showing the district's completion rate of 75%.</div>

ELEMENT 5:
Administration and Policy

ELEMENT 5	0	1	2	3	4
5.1 Clearly defined assessment and reevaluation is in place for continued growth and high quality (deeper) implementation.	<input type="checkbox"/>	<input type="checkbox"/> A sequential approach to IPS implementation is in place in middle (at least grade 8) and high school and reflects development in postsecondary readiness indicators (high school college and career readiness indicators) leading to postsecondary success that may include: CTE and AP/IB enrollment, enrollment in work-based learning courses, dual credit enrollment and industry-recognized certifications earned. Students, Families, and Educators (grades 8 and high school) are engaged in the district-wide IPS scope and sequence activities and review of outcomes.	<input type="checkbox"/> A sequential approach to IPS implementation is in place in middle (grades 6-8) and high school and reflects development in postsecondary readiness indicators (high school college and career readiness indicators) leading to postsecondary success that may include: CTE and AP/IB enrollment, enrollment in work-based learning courses, dual credit enrollment and industry-recognized certifications earned. Students, Families, and Educators (grades 6-8 and high school) are engaged in the district-wide IPS Scope and Sequence activities and review of outcomes.	<input type="checkbox"/> A sequential approach to IPS implementation is in place (PreK-12) and reflects development in postsecondary readiness indicators (high school college and career readiness indicators) leading to postsecondary success that may include: CTE and AP/IB enrollment, enrollment in work-based learning courses, dual credit enrollment, and industry-recognized certifications earned. Students, Families, and Educators (PreK-12) are engaged in the district-wide IPS scope and sequence activities and review of outcomes.	<input type="checkbox"/> A sequential approach to IPS implementation is in place (PreK-12) and reflects development in postsecondary readiness indicators (high school college and career readiness indicators) leading to postsecondary success that may include: CTE and AP/IB enrollment, enrollment in work-based learning courses, dual credit enrollment, and industry-recognized certifications earned. Students, Families, Educators (PreK-12) AND Communities are engaged in the district-wide IPS scope and sequence activities and review of outcomes.

ELEMENT 5	0	1	2	3	4
		<p>Required Evidence: Upload the district's IPS scope and sequence. Upload the district's goals for continued improvement in IPS scope and sequence learning objectives and student improvement goals.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS KCAN Report (CTE students-students enrolled in CTE Courses)• KIDS KCAN F19: CTE and AP/IB course enrollment• KIDS KCAN F25: Enrollment for work-based learning course• KIDS KCAN F26: Dual Credit course enrollment• KIDS KCAN F27: Certifications earned• EDEN Report in Pathway Database: Pathway Status (Participant, Concentrator, Completer)• Data Central: Career and Technical Education Reports (CTE Pathway Concentrators)• Course Completion Records: Application-level courses that include WBL.	<p>Required Evidence: Upload the district's IPS scope and sequence. Upload the district's goals for continued improvement in IPS scope and sequence learning objectives and student improvement goals.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS KCAN Report (CTE students-students enrolled in CTE Courses)• KIDS F19: CTE and AP/IB course enrollment• KIDS F25: Enrollment for work-based learning course• KIDS F26: Dual Credit course enrollment• KIDS F27: Certifications earned• EDEN Report in Pathway Database: Pathway Status (Participant, Concentrator, Completer)• Data Central: Career and Technical Education Reports (CTE Pathway Concentrators)• Course Completion Records: Application-level courses that include WBL.	<p>Required Evidence: Upload the district's IPS scope and sequence. Upload the district's goals for continued improvement in IPS scope and sequence learning objectives and student improvement goals.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS KCAN Report (CTE students-students enrolled in CTE Courses)• KIDS F19: CTE and AP/IB course enrollment• KIDS F25: Enrollment for work-based learning course• KIDS F26: Dual Credit course enrollment• KIDS F27: Certifications earned• EDEN Report in Pathway Database: Pathway Status (Participant, Concentrator, Completer)• Data Central: Career and Technical Education Reports (CTE Pathway Concentrators)• Course Completion Records: Application-level courses that include WBL.	<p>Required Evidence: Upload the district's IPS scope and sequence. Upload the district's goals for continued improvement in IPS scope and sequence learning objectives and student improvement goals.</p> <p>Reference Information: These data points are reported annually by districts through KIDS KCAN and EOYA and may be referenced by KSDE staff for the review:</p> <ul style="list-style-type: none">• KIDS KCAN Report (CTE students-students enrolled in CTE Courses)• KIDS F19: CTE and AP/IB course enrollment• KIDS F25: Enrollment for work-based learning course• KIDS F26: Dual Credit course enrollment• KIDS F27: Certifications earned• EDEN Report in Pathway Database: Pathway Status (Participant, Concentrator, Completer)• Data Central: Career and Technical Education Reports (CTE Pathway Concentrators)• Course Completion Records: Application-level courses that include WBL.

Complete the online application

Districts apply for Kansans Can Star Recognition using an authenticated application located through KSDE's authenticated application site.

An authorized district representative will register for access to the Kansans Can Star Recognition application and then enter the results of the district's completed self-assessment.

Districts should upload artifacts (documentation and/or outcomes analysis) to support each subelement rating. These artifacts should NOT include hyperlinks/URLs to external websites.

The online application will automatically calculate the Star Recognition level that corresponds with the results of the district's submitted self-assessment. This result will be considered unofficial until the Kansas State Department of Education's official review of the application and any accompanying artifacts.¹

The district representative will receive a confirmation email once the application has been successfully submitted.

For more information, contact:

Email: kcanstars@ksde.gov
Phone: (785) 296-3201
Website: <https://www.ksde.gov>



Kansas State Department of Education
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