KANSAS STATE BOARD OF EDUCATION

900 S.W. Jackson Street, Suite 600
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www.ksde.org

Danny Zeck District 1 | Melanie Haas District 2 | Michelle Dombrosky District 3 | Ann E. Mah District 4 | Cathy Hopkins District 5
Dr. Deena Horst District 6 | Dennis Hershberger District 7 | Betty J. Arnold District 8 | Jim Porter District 9 | Jim McNiece District 10

# Meeting Agenda Tuesday, July 9, 2024

| TIME | ITEM | | PRESENTER |
|---|---|---|---|
| 10:00 a.m. | 1. Call to order and Roll Call<br>2. Mission Statement, moment of silence, pledge of allegiance<br>3. Approval of agenda<br>4. Approval of minutes for June 9 & 10, 2024 | | Melanie Haas, Chair |
| 10:05 a.m. (IO) | 5. Commissioner's Report | 25 min | Dr. Randy Watson |
| 10:30 a.m. (IO) | 6 Citizen's Open Forum | 15 min | |
| 10:45 a.m. (IO) | 7. Instructional Materials Report | 45 min | Dr. Ben Proctor, Deputy Commissioner, Learning Services |
| 11:30 a.m. (RI) | 8. Receive Narcan Policy at the Kansas State Schools for the Deaf and Blind | 15 min | Superintendents Luanne Barron and Jon Harding |
| 11:45 A.M. (RI) | 9. Receive redetermination recommendations on conditionally accredited systems | 15 min | Jay Scott, Director, Accreditation and Design |
| 12 NOON | Lunch (Policy Committee meets) | 1.5 hour | |
| 1:30 p.m. (IO) | 10. Presentation on Behavior Issues in Schools | 60 min | Jim Porter, board member<br><br>Rocky Nichols, Disability Center of Kansas<br>Lesli Girard, Families Together<br>Tonia Wade, Parent<br><br>Lee Stickel and Linda Wilkerson,<br>TASN and MTSS<br><br>Bert Moore and Trish Backman ,<br>Special Ed KSDE |
| | Break (10 min) | | |

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|---|---|---|---|
| 2:40 p.m. (AI) | 11. Act on FY 2025 Budget recommendations | 45 min | Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services<br>Dr. John Hess, Fiscal Services and Operations |
| 3:25 p.m. | Break (10 min) | | |
| 3:35 p.m. (AI) | 12. Act on Appointments to Professional Standards Advisory Board | 30 min | Shane Carter, Director Teacher Licensure |
| 4:05 p.m. (RI) | 13. Receive recommendations of the Evaluation Review Committee for higher education accreditation and program approvals | 15 min | Dr. Catherine Chmidling, Teacher Licensure |
| 4:20 p.m. | Break (10 min) | | |
| 4:30 p.m. (IO) | 14. Screentime and Social Media in Schools | 45 min | Dr. Jake Steel, KSDE Special Projects<br>Payton Lynn, Intern<br>Gabrielle Hull, Fiscal and Administration |
| 5:15 p.m. | Recess until Wednesday | | |

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# Meeting Agenda Wednesday, July 10, 2024

| TIME | ITEM | PRESENTER |
|---|---|---|
| 9:00 a.m. | Call to Order | Melanie Haas, Chair |
| 9:05 a.m. (DI/AI) | 1. Discussion and Possible Action on proposed amendment to accreditation regulation 91-31-35 (minimum high school graduation requirements) regarding FAFSA 20 min | Dr. Ben Proctor, Deputy Commissioner, Learning Services<br>Scott Gordon, General Counsel |
| 9:20 a.m. (RI) | 2. Receive CTE 2023-24 Cluster Reviews 45 min | Natalie Clark, Career and Technical Education<br>Shannon Bohm, KACCTE Chair<br>Kevin Bronson, EPC, CSAS<br>Eryn Knecht, EPC, CSAS<br>Taylor Spangler, EPC, CSAS<br>Kathy Camerena, EPC, CSAS |
| 10:10 a.m. (IO) | Break 10 min | |
| 10:20 a.m. ( AI) | 3. Act on School Improvement and KESA 2.0 30 min | Dr. Ben Proctor, Deputy Commissioner of Learning Services |
| 10:50 a.m. (AI) | 4. Consent Agenda 15 min | |
| | a. Receive monthly personnel report and personnel appointments to unclassified positions | Wendy Fritz, Director, HR |
| | b. SEAC member continuation and new members approval | Bert Moore, Director, Special Education |
| | c. Act to authorize the funding of a contract necessary for the ongoing maintenance and development of the Kansas Integrated Accountability System (KIAS) suite of applications | H. Dean Zajic<br>Special Ed and Title Services |

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|---|---|---|
| | d. Act on local professional development plans | Shane Carter, Teacher Licensure |
| | e. Act on recommendations of the Licensure Review Committee | Shane Carter |
| | f. Act on recommendations for visiting scholar licenses | Shane Carter |
| | g. Act on request from USD 355 Ellinwood, Barton County, to hold a bond election | Dr. Frank Harwood, Fiscal and Administrative Services |
| | h. Act on request from USD 255 Ellinwood, Barton County, to receive capital improvement (bond and interest) state aid | Dr. Frank Harwood |
| | i. Act on safe and secure school grant for school year 2024-2025 | Dale Brungardt, School Finance |
| | j. Act on request to contract with Sprout Creative for web page and digital resource design to update CTE content and resources up to $60,000 through October 31, 2024. | Natalie Clark, Career and Technical Education |
| | k. Act to approve the Kansas School for the Deaf general and IDEA grant assurances form to receive Part B (federal) funds. The Part VI-B funds will be used to cover the salary of a curriculum and assessment coordinator. | Superintendent Luanne Barron, KSD |
| | l. Act to approve contract for Kansas Youth Transition Network, 2023 Disability Innovation Funds | H. Dean Zajic |
| 11:05 a.m.<br><br>(AI) | 5. Chair Report 20 min<br>a. Remarks from the Chair<br>b. Remarks from the Board Attorney<br>c. Act on board travel requests<br>d. Committee reports<br>e. Requests for future agenda items | |
| 11:25 p.m. | Adjourn | |

*MINUTES*

Kansas State Board of Education
Tuesday, June 11, 2024

## Call to Order

Start (00:03:20)

Chair Melanie Haas called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, June 11, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

## Roll Call

The following board members were present:
Mrs. Michelle Dombrosky
Mrs. Melanie Haas, Chair
Mr. Dennis Hershberger
Mrs. Cathy Hopkins
Dr. Deena Horst
Mrs. Ann Mah
Mr. Jim McNiece
Mr. Jim Porter, Vice Chair
Mr. Danny Zeck

Mrs. Betty Arnold was not present. She was attending the Whole Child conference in Washington, DC.
The Board Attorney, Mark Ferguson and Commissioner Randy Watson were both in attendance at the board table.

## Kansas State Board mission statement, Kansans Can Vision statement, moment of silence, Pledge of Allegiance

Chair Haas read both the board's mission statement and Kansans Can Vision statement. She asked for a moment of silence after which the Pledge of Allegiance was recited by all.

## Approval of the Agenda

Chair Haas asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky requested the removal of items b, e, f, g, h, l and n, be removed from the consent agenda and voted on separately (but as one group).

Mr. Porter made a motion to approval the agenda for Tuesday and Wednesday with b, e, f, g, l, and n, being removed from consent. Dr. Horst seconded the motion. Motion carried 9-0.

Motion (00:05:30)

## Approval of the May 14 and 15, 2024 minutes

The Chair asked for a motion to approve the minutes of May 14 and 15, 2024.

Mr. Porter moved to accept the minutes of May 14 and 15, 2024 as written. Mr. Hershberger seconded the motion. Motion carried 8-0-1. Mr. McNiece abstained because he was not present at the meeting.

Motion (00:06:15)

## Commissioner's Report: Focused on Literacy

Watson (00:06:45)

Dr. Watson stated literacy has been a priority to Kansas Schools for many years. To counter criticism that claims Kansas students have low literacy rates and that nothing is being done to correct it, he reviewed the history of literacy in our schools and how the literacy standards, which is akin to setting a bar for a high jump competition, affected reading scores.

The 2009 EdNext report graded standards and gave Kansas a D in terms of how high or low the standards for reading were. Kansas had low standards; the bar was set low. By 2016, after Kansas raised their standards, that grade by EdNext had risen to an A, reflecting that Kansas standards in reading are now set extremely high. It was important to raise the bar and so reading assessment is lower because Kansas, as rated in 2017, was the highest reading standard in the United States.

Reviewing what Kansas educators have done to raise scores, he reviewed ACT scores for college readiness, the dyslexia task force, structured literacy (recommended in 2019), and the document "Evidence-based Reading Instruction Guide" was produced in 2019. In 2021, $15 million was allocated for the training of all teachers in the structured literacy technique for teaching reading. In February 2024, the board adopted the position statement which said all schools must use structured literacy.

He then went into the description of performance level descriptors:
Level One, limited
Level Two, basic
Level Three, effective
Level Four, excellent.
All the levels are at grade level, they indicate performance within grade level standards.

Dr. Watson summarized: Kansas has the highest cut scores and highest standards in the nation. To prepare students for all options, we want to aim high. 32% of students at level one, Dr. Watson noted, must be focused on. It is not the goal, but every school district is working hard to raise students to the highest standard possible.

Citizen's Forum

Forum
(00:31:07)

Chair Haas opened the Citizen's Forum at 10:28.

Ross Mosteller, resident of Bern. Mr. Mosteller thanked the board for offering the chance to be heard. He addressed the issue of the land transfer and how the community changed when the local school was closed. The grade school was demolished, and the high school is almost unusable. He is at peace with that, but there was a change and that cannot be ignored. There was a *change of circumstance* and that affects the petition for land transfer.

Brent Lortscher lives two miles east of Bern, was a school board member in Bern and now lives in USD 113. Mr. Lortscher explained the consolidation process and said that the issue is not *if the land should* be transferred, but *where*. He feels O road should be the dividing line.

Karen Mosteller, resident of Bern. Mrs. Mosteller represents her family and the vast majority of USD 113 patrons who live west of Bern. She stated this land dispute is not about money, a sports rivalry, or the fear about opening Pandora's box. She believes the primary issue is representation. If there is taxation without representation, that must be changed.

Amy Sudbeck, President of the USD 115 school board. She referred to the petition and the passionate feelings about it. She asked the board to ignore the feelings and look at the fact. The facts overwhelmingly support the land transfer. USD 113 has never disputed the facts. The spirit of the law is to right a wrong. The facts are where the board should focus.

Mark Sudbeck, resident of Bern. Mr. Sudbeck thanked the board for listening. He is a landowner in Bern; about to build a new home. He wants the transfer of the land so that he has a voice and his children, who will be attending USD 115, will have some say in their school. He believes the state board needs to be involved in all these situation, or large schools will continue to close smaller schools.

Kristin Meyer, resident of Bern. Mrs. Meyer appreciates this chance to speak. She lives two miles south of Bern, directly in the middle of the disputed territory. She raised four children, two in each district. She wants her land to stay in 113 and she stated that she represents many residents in the disputed area. The 115 land transfer petition is an overreach and should be denied. Educating our students is the priority.

Leslie Scoby, resident of Sabetha and President of USD 113 board of education in her third term. Mrs. Scoby, a former teacher, thanked the board members at the state level. Both districts, she said, have excellent history in educating students. She felt Scott Gordon was the utmost professional at the hearing. When the hearing was over, most residents let out a relief that a lengthy process was over. She encouraged the board to end this petition. This dispute costs local schools so much in legal fees and takes the focus away from educating students.

Todd Evans, Superintendent of USD 113, Sabetha. Mr. Evans explained there are good people on both sides of the land transfer situation. He urged the board to look at policies. Policy is the guideline. To justify taking land by petition, a material change of circumstance must have taken place. He stated the facts do not support this when looking at the USD 113 and 115 situation. He implored the state board to keep this decision simple and ethical and deny this land transfer petition.

Kristina Sudbeck, resident of Bern. Mrs. Sudbeck supports the transfer of land. She is a landowner in rural Bern in the disputed area. Her children go to Nemaha. Both districts are good, but there is more to an education than classroom teaching; there is an emotional social experience to school. She feels her children will thrive in Nemaha. Becoming full members of USD 115 would give her children more sense of community. There has been a lengthy process of local attempts to solve this problem, but they have not been able to do so.

Denise Schmidt, resident of Claflin. Mrs. Schmidt stated she is not from the area of this land transfer dispute. She lives in Central Plains, studies rural education, and has personal experience in school transfers. School closings and consolidations are emotionally difficult, and taxing on all. Locally made decisions should be made by local school boards. If the petition is granted, she believes it will open up a Pandora's box, because there is not a material change of circumstance and other districts will use this as precedent. Western and Central Kansas have endured the most consolidations.

Chair Haas thanked everyone who took the time to come and speak in person to the board. She closed the forum at 10:59 a.m.

### Legislative Matters from Frank Harwood

Legislation
(01:02:24)

Dr. Harwood went over the legislative session. $300 million additional dollars go to PreK-12 from the State General Fund. There is also $75,500,302 in increased special education funding. The BASE has risen 5.7% to $5,378 and the LOB base if $5,452. SB 387 was passed almost unanimously in both the House and Senate.

There will be a special legislative session focused on tax cuts.

He went over the legislative compensation plan that is being put into place starting in 2025. Legislators will now get $43,000 per year plus subsistence allowance. Previously the state board salaries were tied to legislative salaries, but the statue was not changed to include the state board. Any change in compensation for state school board members will require separate legislation.

Dr. Watson shared that for the first time since the state board was established in the late 1960s, the board is now separated from legislative pay levels.

Dr. Harwood and Dr. Hess put together options for moving forward:

1. State board members could be supported at the same level as legislators with an equal salary and mileage. (adds $396,000)
2. Increase State board daily rate to the new daily per diem rate for legislators ($286.67 per day) (adds $170,000)
3. Convert to biweekly salary based on $286.67 per day with a total $22,360 annual salary plus subsistence (adds $170,000)

Distribution
(01:19:40)

## Act on Distribution of Special Ed Distribution Formula

Dr. Harwood shared the local contribution model, which starts with total SPED expenditures and then subtracts revenue received by the district (SPED state aid, federal SPED Aid, and Medicaid reimbursement). He shared some examples and answered questions about how the formula would work in practice.

Motion
(01:24:30)

Mrs. Mah moved that the Kansas State Board of Education adopt the local contribution model as presented for the equitable distribution of special education services aid to districts in 2024-2025, pursuant to House Sub for Senate Bill 387. Dr. Horst seconded the motion. 9-0 motion carried.

Budget
(01:25:17)

## Receive Budget Recommendations for 2026

Dr. Harwood introduced the FY 2026 budget. The department will not be asking for supplemental aid in base aid but will be simply following the law that has been set. The estimate for 2025-2026 the base $5,518.

The same is true for the local option budget and supplemental state aid. Fiscal Year (FY) 2025-2026. $625,000,000 would be the supplemental state aid. The estimate for capital improvement state aid (bond and interest state aid) is estimated at $207,500,000. Capital

outlay state aid comes to $105,000,000. Dr. Harwood continued through the various areas of the budget which were included in the budget handout. Special education came to $601,018,818 which is 70.6% of excess costs.

The budget will be up for a vote (a recommendation of the board) in July.

Act on ESSER III Change Requests for use of Federal Covid 19 relief funds — ESSER III (02:05:44)

Tate Toedman, Assistant Director, Special Ed and Title Services, presented the ESSER changes which total $131 million. There are forty-six districts that are asking for an ESSER change. He went through all the requests and explained what each district requested. The districts are using the remainer of their funds as the ESSER funding is ending. August should be the last month that any money will be requested.

Mrs. Mah moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III change requests as presented for use of federal COVID-19 relief funds. Mr. Porter seconded the motion. Motion carried 7-1-1. Mr. Zeck voted no, and Mrs. Dombrosky abstained. — Motion (02:12:10)

Act on ERC Recommendations for higher education approvals — ERC (02:14:45)

Dr. Chmidling, Assistant Director, Teacher Licensure, went through all the recommendations for the six colleges and their various programs.

Dr. Horst moved that the Kansas State Board of Education accept the recommendations of the Evaluation Review Committee for educator preparation program approvals for Bethel College, Friends University, MidAmerica Nazarene University, Pittsburg State University, University of Saint Mary, and Wichita State University. Mr. McNiece seconded the motion. Motion carried 9-0. — Motion (02:17:39)

LUNCH

Receive Hearing Officer's recommendations regarding USD 115 petition for land transfer — Hearing Officer (03:33:18)

KSDE General Counsel Scott Gordon described his visit to Bern, finding O road, and looking at the areas that are under consideration in the petition. He also drove through Sabetha. Mr. Gordon shared he wanted to have an idea of where these towns and schools were. What he learned during the public hearing was that although these may be small towns, these are people with big hearts, and they have big desires and big concerns. Everyone was courteous and respectful. Everyone applauded for everyone, even if they didn't agree with the position expressed. (He also apologized for misspelling Sebetha/Sabetha.)

Mr. Gordon explained the two methods to transfer territory between school districts:

1. Upon written agreement of any two school boards.
2. Unilateral petition filed by one school board.

The unilateral petition requires the state board to (1) conduct a public hearing, which must be publicized by placing a notice in a publication for two full weeks prior to the hearing, (2) put a notice in the newspaper of the "giving" district and (3) share a final notice between three and ten days prior to hearing. All these steps were completed.

The state board shall issue its order within 90 days of the public hearing which in this case would be June 20th. The three options are: (1) the state board can approve as written, (2) approve after amendment, or (3) deny. He noted that if denied, no petition considered within two years can be made asking for substantially the same territory. Since 1987, statewide, there have been twenty-four agreements between school districts to transfer territory. Twenty-three unilateral petitions filed: four were withdrawn, eight were approved by the school boards and eleven were denied.

After describing the procedure for the public hearing and his own process of working through the facts, materials, and issues, Mr. Gordon turned his attention towards how he evaluated the merits of the petition, and in turn what the state board should consider when deciding how to vote.

Factors which the state board should consider:

1. City boundaries
2. District capacities
3. Buildings
4. Busing
5. Food service
6. Staffing
7. Commerce
8. Areas of Interest
9. Enrollment
10. Effect on students

Mr. Gordon went over four primary factors:

- Effect on students
- School Improvement

- Equalization
- Material change in circumstance

Mr. Gordon went through all the factors and explained how he evaluated them; the fine details are explained in his Hearing Officer report.

He evaluated the factors as:

Boundaries: the petition does not to divide any city. If approved all of Bern and everything within three miles would transfer to USD 115.

Capacity: both schools provide testimony of having capacity.

Buildings: USD 115 spoke about mobile classrooms.

Food service: no evidence of significance.

Administration and teachers: both schools are quality schools.

Busing: USD 115 does not receive transportation funding for the non-resident students which they current are busing. Granting the petition would allow USD 115 to get funding for these busing costs.

Commerce: no substantial changes.

Declining enrollment: USD 113 total enrollment has declined 14% since 2021. USD 113's nonresident enrollment increased by 12%. USD 115 residents attending USD 113 has increased by 11%. USD 115 increased by 4%, nonresident increased by 15.56%, and nonresident from USD 113 increased by 9.4%. USD 115 enrollment is going up and USD 113 is going down.

Long term effect of students will have negligible effect in USD 115. 115 would receive tax revenue, approx. $300,000. Also, within 113, for the students there is not much of an effect. There would be a loss of tax revenue, but $300,000 is not a large amount of money in a school budget.

Would the transfer add to the general improvement of the public schools in the state? System wide, Mr. Gordon feels there is no change in terms of general improvement.

Equalization of benefits/burdens: If the needle moves at all, the proposed transfer makes the communities further apart.

Material change in circumstance: There has been a school closing in the area, but it was 12 years ago.

Based on these factors it was his decision that the petition should be denied. Mr. Gordon expressed his decision to deny the petition was not easy. He based it on the facts and the factors approved by the school board. He did not mediate because that is not the job of a hearing officer. He has no amendment to bring to the board because there was never a pleading asked for that. There was a brief discussion with the board members.

## Oral Arguments by Legal Counsel for USD 115 and USD 113

Oral Arguments USD 115 (04:15:35)

Josh Ney, representing USD 115, Nemaha Central, greeted the board and asked that he have 20 minutes to present his oral argument and 10 minutes for rebuttal.

Mr. Ney presented his packet of documents, which he referred to as the summation by USD 115 of the voluminous records. He explained the packet:

1. Alternative One (Map of petition area)
2. Alternative Twp (proposal for redrawn map)
3. USD 115 oral presentation slides
4. USD 115 written supplemental testimony from 4/15/2024 (Abilene case)
5. USD 115 proposed findings of fact and conclusion of law
6. USD 115 projected capacity for 2024-2025

Procedural next steps are that the board can approve the transfer or redraw the map.

Mr. Ney focused on alternative amended land transfer descriptions, additional key points in favor of transfer, compared to the Abilene transfer order in 2000, and arguments addressing public policy issues raised by USD 113. The Pandora's box argument does not belong in this case as he believes the USD 115 and 113 situation is an outlier. Mediation, informal discussion, petitions, and landowner preferences have all been performed. 80% of the residents prefer to move to USD 115.

He described the mediation process. In June there was an offer to swap land; USD 113 asked for high value land. USD 115 responded not with a valuation swap, but an equitable middle. He showed how alternative two would mean 95% of the students in that transferred area already attend USD 115. Mr. Ney encouraged the board to approve the petition, or to continue this process and engage in drawing a new map that would be acceptable to USD 115.

Ultimately, he stated, USD 115 is here to determine whether the land transfer is in the best interests of the students in the region. They are looking for an equitable solution for region. Mr. Ney ended by saying, “Losing the forest of chronic inequity through the trees of technicalities would do a great disservice to the students and families in this area.”

USD 113
(04:37:36)

David Cooper, attorney for USD 113, Prairie Hills, stated the petition should be denied because there is no material change of circumstances, it does not improve public schools or the interests of children in both districts, and the proposed transfer negatively affects equalization. The transfer would not change or improve education for anyone. These factors are based on the factors given by the state board. The factors are objective. The question is, should land be taken from one school district and given to another school district?

The KSBE is acting in a quasi-judicial capacity. It involves land, families, neighbors, and it evokes passion, emotion, sentiment, zeal and perhaps resentment. Because of those emotions – we have law, which is neutral and based on policy. The road has been long to get to this point. It started with a request for an appointment of a mediator in October 2023, mediation happened in December, the USD 115 petition was filed, there was a hearing in March 2024, there were proposed findings and conclusions, and last week the recommendation came and today, Mr. Cooper expressed, we are here. It has been exhausting and expensive process, probably costing up to a quarter of a million dollars to reach this point today.

Mr. Cooper focused on the role of the board and asked whether they want to spend their time making these kinds of decisions; refereeing decades old cross-county rivalries. Mediation succeeded between USD 113 with USD 380 Vermillion/USD 335 Jackson Heights. They found agreement. 113 is willing to compromise. Meditation was attempted with USD 115 but it failed. The proposal by 115 is unreasonable. There has been no material change in circumstance. He noted that USD 113 surrounds USD 115. It includes the Axtell schools. The communities could not agree.

There are potential unintended consequences if the petition is approved, for instance out-of-district students can ask for the chance through open enrollment to attend a different school. If accepted, will that school then petition to transfer the territory of those open enrollment attendees? For instance, in 2023 USD 113 had 123 out-of-district students, so should USD 113 now seek the transfer of the land where those students live?

A transfer of territory is different from redistricting legislative districts. He addressed the change of strategy of USD 115 asking to use alternative maps. He noted that this strategy is not fair, as the rules cannot change in the middle of the game.

What is the long term effect a transfer would have on students living in the petitioned area, the receiving district, and the giving district? Would the transfer add to the general improvement of the public schools in the state and the equalization of the benefits and burdens of education throughout the affected communities?

The Bern closure is not a material change in circumstance. Mr. Cooper went through the history of this area and how school districts were developed and then how the consolidations in 2009 and 2010 and 2011 affected the area. There were further land transfers in 2023 with Vermillion and Jackson Heights. He noted that there is some territory that has already been given to USD 280 Vermillion, so it cannot now be given to USD 115.

Mr. Cooper addressed the supplemental written testimony, which he noted was not shared with USD 113, which asks for alternative maps. He stated this strategy is clearly unfair and should not be part of this process; redrawing maps could have been part of mediation, but it was not introduced until late in this long and contentious process.

The petition does not affect instruction for either district, city boundaries are not a consideration, USD 113 has the capacity to take all the students, transportation costs are not a consideration, but USD 113 does bus out-of-state students, and staffing is not a consideration. Without a material change of circumstances, a land transfer would negatively affect equalization. Mr. Cooper ended by concluding the petition should simply be denied.

Dr. Horst asked, “Why didn’t mediation work?”

Mr. Cooper noted that to answer that, it is important to go back to 2009 when promises were made, that residents could take land with the students. That premise that “we were promised” is not a basis of this situation. School boards change and promises are not always kept. In the other two cases, there was a material change of circumstance because Wetmore had recently changed. He described the problems of mediation with USD 115. Valuation neutral land swaps were offered but not accepted.

Mr. Nye stated the alternatives were offered in December. Valuation neutral was never an issue, 113 offered land that they had. The second day they came to the table and there was a new standard, that 115 must give equal land. He said 113 wanted the oil land and

were willing to give the students. He said these alternatives were not snuck in; they did talk about them during mediation in December. He believes what the board is doing today is akin to zoning. He believes 113 cares about the money, and they don't want to negotiate. To stand on technicalities ignores all the work that 115 has done, as they paid for all the mediation. 115 wants to negotiate and there was no chance to do that. He argues that an exodus of students from a school district, a bond to help welcome the new students from 113, and many other factors are part of a totality of circumstances. 113 continues to work on where the line shall be drawn. He believes the facts and the data is on the side of 115. The technicalities are made up. This is about the area that wants to be transferred, the students are already in 115, and it makes sense to transfer the area to 115.

Security Plans Exec Session Motion (05:33:23)

### Physical security district action plans

John Calvert, Safe and Secure Schools KSDE coordinator, was present to share some district action plans.

Vice Chair Porter moved that the Kansas State Board of Education recess into executive session to discuss the subject of security measures that protect a public body or agency and public buildings or facilities, which is justified pursuant to the exception for discussion matters related to such security measures under KOMA, because the discussion of which would jeopardize such measures. We need to invite John Calvert and Mark Ferguson for 30 minutes. Dr. Horst seconded the motion. Motion carried 9-0.

The board went into executive session.

PPC Nominations (06:06:39)

### Act on recommendations for new appointments for the Professional Practices Commission

Shane Carter, Director, Licensure, gave a review of the Professional Practices Commission (PPC) and explained new appointments needed for the commission. The open positions will be public high school principal (1), elementary school teacher (1), and teacher-at-large (2).

Motions (06:12:28)

Mr. Hershberger moved that the Kansas State Board of Education act to appoint Erica Shook to serve on the Professional Practices Commission representing a public high school principal position. The appointed nominee would serve a full-term effective July 1, 2024, through June 30, 2027. Mr. Porter seconded the motion. Motion carried 9-0.

Mrs. Hopkins moved Kori Lopez be appointed for the elementary school teacher. The appointed nominee would serve a full-term effective July 1, 2024, through June 30, 2027. Mr. Porter seconded the motion. Motion carried 9-0.

Dr. Horst moved that the Kansas State Board of Education act to appoint Carla Breckenridge and Anita White for the at-large public school teacher. The appointed nominee would serve a full-term effective July 1, 2024, through June 30, 2027. Mrs. Mah seconded the motion. Motion carried 7-2. Mrs. Hopkins and Mrs. Dombrosky voted no.

(Note: Mrs. Mah nominated Angie Powers, but it was discovered that she is not going to be in the classroom in future, so Mrs. Mah rescinded that nomination.)

## Act on teacher licensure literacy requirements

Teacher Licensure Literacy (06:39:40)

(Mrs. Arnold, who is attending a Whole Child conference in Washington D.C., joined the meeting via phone.)

Shane Carter gave a review of actions the board has approved up to this point. He explained what the options are to verify teacher knowledge of new literacy teaching practices, how veteran teachers will be tracked in terms of their training and knowledge and what the next recommended action is at this point in the process.

Chair Haas noted that this vote is similar to the graduation requirements. If this vote is positive, then the policy will be created and brought back to the board and there will be a final vote on this official change to a regulation update.

Motion (07:20:00)

Mr. Porter moved that the Kansas State Board of Education require elementary English language arts teachers, elementary history, government and social studies teachers, special education teachers who provide services to elementary students, reading specialists who provide services to elementary students, school psychologists who provide services to elementary students, and administrators assigned to elementary schools if actively employed to demonstrate knowledge of the science of reading by either completing a literacy training approved by the State Board of Education or by passing a State Board of Education approved assessment to be eligible to renew a professional license beginning July 1, 2028. Mrs. Mah seconded the motion. Motion carried 7-2-1. Mrs. Hopkins and Mrs. Dombrosky voted no. Mr. Zeck abstained.

## Executive Session: Land Transfer Issues

Executive Session (07:22:00) Motion

Mr. Porter moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the attorney-client relationship under KOMA, in order to protect the privilege and the board's communications with an attorney on legal matters. Commissioner Watson and board attorney Mark Ferguson should stay. The session will be 30 minutes starting at 5:20. Mrs. Hopkins seconded the motion. Motion carried 9-0.

The board went into executive session and adjourned immediately after. The meeting was recessed at 6:00.

Kansas State Board of Education
Wednesday, June 12, 2024

(00:04:39)

Chair Haas called the meeting to order at 9:00 a.m. All members were present except for Mrs. Arnold who was attending a conference in Washington D.C.

## Act on USD 115 land transfer petition

Act on Land Transfer
(00:05:32)

Scott Gordon, KSDE legal counsel and the hearing officer for this petition, was present for any questions. He addressed the issues of due process, amended land planning, letters and emails. Some did not want their letters to be public, and so he redacted all the personal contact information, and they needed to be public because they had been submitted and given to the board. Mr. Gordon also noted that often he addresses the board as an advocate or guide. As a hearing officer, he is not taking sides or giving legal advice, he is summarizing and answering based on the facts he gathered. He is not the decision maker.

Mr. Hershberger asked for Mr. Gordon's guidance on "also must include whether the transfer must improve the education throughout the state…" Mr. Gordon answered that there are inequalities between school districts financially, and equalization from the state is to try and equalize the districts. He believes the board needs to look at the students as a whole, not just the students who might move.

Mrs. Hopkins questioned that when transfers come to the board through the agreement process, does the board look at the equalization process? For instance, for the other two agreements in this same area, was equalization an issue?

Mr. Gordon asked about the other two recent agreements did include a transfer of land. If the school districts agree that decision is generally accepted, unless there are inequities. Mrs. Hopkins asked about the Abilene/Chapman case and why it came to the state board. Mr. Gordon described that situation from 1999-2000. A school was closed in Chapman and Abilene made a petition for land transfer. The hearing officer found that closure was not a material change in circumstance. The hearing officer recommended not to transfer the land. The state board made their own boundaries, and it went to the district court.

Mr. Zeck shared his experience of being in both towns and noted that both towns are great places, and the schools are both excellent.

Mr. Zeck moved that the USD 115 petition be denied, Mrs. Mah seconded the motion. Motion made (00:15:16)

There was discussion.

Mrs. Mah pointed out the eleven items in the law and the four factors. She stated approving will not improve education across the state. Citizen's paying taxes where they live and not in the school their children attend, happens across the state. The promise that the land would follow the kids was made and that was not fair. We do not let people move their land from one district to another. That is why the responsibility falls on the board because they need to look at what happens statewide.

Mr. Porter asked for the date this must be decided (90 days). Mr. Gordon answered it is June 20, 2024. Mr. Porter stated that he has not been to this area. He has no knowledge or the skills to bring out the red pen. He asked is there any possibility that they can get together and solve the problem where there is not "someone who loses and someone who wins." He recommends further mediation. At this point he would support the motion, but he believes people ought to be able to come together and find some solution.

Mr. Hershberger stated this is the toughest thing they have faced as a board. He always tries to think about decisions from a philosophical standpoint of freedom. Policies decided on today can change the course of history. He would rather go the route that Mr. Porter has suggested, but when it comes to freedom, there are areas like property rights, ownership, and parental choice which must be protected. He will vote against this motion for that reason. He hopes that whatever the vote is today, he wants the two districts to come together because that is the best answer. His overarching value is to look at everything through the lens of freedom.

Dr. Horst referenced that she previously represented this district, so this is extremely hard because, as Mr. Zeck has found out, both the schools are quality. As one of the patrons mentioned in the hearing, Nemaha County feels very strongly that education is important, and their actions show it. The way they teach their students shows it. They have high expectations. She stated that they need to be proud of that. However, she is concerned that there is a rivalry. She watched Wetmore be divided between school districts, without very much fanfare. She cannot help but wonder if Bern were in a different location, would it have been quite as challenging? Both Wetmore and Bern were separate school districts and as far as she knows even though some of their students might have gone different directions, there wasn't the same kind of connection or rivalry. She is hoping that there is a recognition by 113 that there are people who had voted at

one time because they thought they might be able to save their school. There was a bond issue that gave them hope that they might be able to keep their school. Having visited with some of the district 113 people, true or untrue, that is the way some of them feel. They feel like their land was grabbed. It behooves both 115 and 113 to work to find a way to ensure that the folks in Bern feel like they are a part of what they are funding. It will be difficult for her to agree to reject or accept the petition, because of this rivalry situation. The petition itself has some flaws, and so legally it is difficult to approve, but it is difficult to disagree because of all the history. She will join Mr. Hershberger in his thought that there needs to be a recognition that freedom is important, taxation without representation is not our way. That needs to be worked on. She agrees it is unlikely is that there will be six votes to reject. She pleaded for them to work together.

Jim McNiece noted this is an awful situation and there will not be any clear winner. He believes there will be more of these situations. As an outgoing member of the board, he encourages the board to look at the rules which may be outdated, because Western Kansas is not growing in terms of population but is the same geographic size. It is going to be a challenge. It behooves the board to look at this issue, and ask, how could we have done better. To both communities, he apologizes for this happening. Any decision the board makes will be the wrong decision for someone. He believes the lawyers need to fix this, but the board needs to provide leadership, to offer better steppingstones to find a solution so that these situations do not need to resort to this method.

Mrs. Mah appreciates the thoughts of the board, and she agrees that the districts could work this out next week. She also noted freedom works, and we have it because we are a nation of laws. This board is an elected body, and we must follow the law. That is how we protect freedom. She supports Mr. Zeck's motion.

Chair Haas noted that when she looks at the effects of the students in this area, they may not even know this is happening. She disagrees that this is taxation without representation, because when you send your children to another district, you know you will not be able to vote for the school board. She feels the red pen belongs to the people in the area, not to the board. She agrees that Mr. McNiece is right, that there will be more of these. She referred to the statutes.

Back on the motion, Mr. Zeck moved that the USD 115 petition be denied. Mrs. Mah seconded the motion. The motion carried 6-3. Mr. Hershberger, Dr. Horst and Mrs. Hopkins voted no.

Vote on Motion (00:45:30)

Board Attorney Mark Ferguson stated he will prepare a final order and have the board chair sign the order no later than June 20th.

Consent

## Consent Agenda

Mr. McNiece moved that the consent agenda be approved. Mrs. Hopkins seconded the motion. Motion passed 9-0.

(00:47:26)

Motions

Mrs. Mah moved that the items removed from the consent agenda: b, e, f, g, h, I, j, and n, be approved. Mr. McNiece seconded the motion. Motion carried 7-2. Mrs. Dombrosky and Mr. Zeck voted no.

CTE

## Overview of Career and Tech Ed Pathways

(00:59:07)

Natalie Clark, Assistant Director, Career Standards and Assessments, presented on Career and Technical Education, and she shared the opportunities that today's Kansas students are given. She started with history, as it was 1917 when vocational education, as it was called, first began. It has shifted in the 1960s into Career and Tech Ed (CTE). In the past, this type of education was for a few students and limited skills were taught, and now it is for all students and all careers. When done correctly the CTE pathways should reflect the present jobs in Kansas. There are thirty-six pathways and students are aligned for post-secondary success. They follow the national model, but it is adjusted for the job needs of Kansas.

These are the twelve elements that are needed for a pathway:

1. Standards aligned and integrated curriculum
2. Sequencing and articulation
3. Student assessment, certificates, certifications, and degrees
4. Prepared and effective program staff
5. Engaging Instruction
6. Access and equity
7. Facilities, equipment, technology, and materials
8. Business and community partnerships
9. Student career development
10. Career and technical student organization
11. Work based learning
12. Data and Program Improvement

Mrs. Clark explained each element and shared examples, videos and explanations.

FAFSA

## Receive proposed amendment to accreditation regulation 91-31-31 (minimum high school graduation requirements regarding FAFSA

(01:56:00)

Dr. Watson introduced Dr. Cynthia Lane, the new chair of the Literacy Blueprint Commission and a former member of the Kansas Board of Regents (KBOR).

Dr. Lane stated that two years ago the KSBE board leadership came to KBOR and asked for strong collaboration in: expanding opportunities for high school students to access post-secondary education, and literacy. She shared the collaboration that the two boards have been involved in, and introduced the Blueprint for Literacy Advisory Committee, which she will be leading, beginning later this month.

Dr. Watson introduced the conversation on FAFSA. Today will be a discussion, and a receive item, if the board wishes to take some action.

The Vice-Chair of KBOR, Carl Ice, spoke to the board about what KBOR was trying to achieve when they recommended that completing the FAFSA application be a graduation requirement. The regents are here because they think education is important. Higher education leads people to better lives, it is good for our state and our region. To make progress one needs a strategic plan. They came up with three pillars, (1) helping Kansas families, (2) supporting Kansas businesses, and (3) and advancing economic prosperity. He believes FAFSA helps Kansas families. One of the best practices is to use FAFSA. Kansas is 39$^{th}$ in completion of FAFSA nationally. Filling out the form helps students see what is possible. It is a vehicle for grants, scholarships, and other forms of financial aid. Therefore, KBOR recommended that FAFSA be added as a graduation recommendation.

Mr. Hershberger shared he has a privacy issue with families. He is concerned about families sharing economic information to the government. He read an email from a superintendent who is not supportive of FAFSA, in terms of privacy and the idea that KBOR is recruiting through high schools.

Mr. Ice noted that FAFSA is not a recruiting tool for KBOR. He simply wants to help students know that there can be a future for them in higher education.

Mr. McNiece shared the experience of being on the graduation requirement task force. They wanted to put the burden on schools to help students look at the possibility of continuing with their education. If someone does not want to do it – this was a "softball" requirement. It does not keep a student from graduating, but it was pressure on the school to make sure the student had multiple opportunities to file the FAFSA. To get financial assistance, the FAFSA needs to be filled out. He shared that some students just fell through the cracks, for instance guidance counselors might oversee 1000 students. Students need to know this is a possibility, that there is financial aid available if they want to continue into higher education. That was the intent, he explained.

Mr. Gordon introduced a way to take FAFSA out of the graduation completions. The proposed amendment would be to strike all of 91-31-31- (a) 12 and 91-31-25 (f). This month it is a receive item, and if the board wishes, could be voted on in July.

Dr. Proctor offered an idea to move FAFSA from graduation requirements to KESA compliance. The superintendent could make sure the students have all the necessary information to be informed of what the FAFSA is and the potential benefit of the FAFSA application to the student and parent/guardian.

Teacher of the Year Team 2024 — KTOY Team (02:37:35)

Denise Kahler, Director, Communications, introduced the team. The teachers present are highlighted in bold.

- Teacher of the Year: Mr. Taylor Bussinger, teaches social Studies at Prairie Trail Middle School in Olathe.
- Ms. Cherryl Delacruz, high school mathematics teacher at Topeka Center for Advanced Learning & Careers, Topeka USD 501.
- Ms. Gretchen Elliott teaches high school art at Smoky Valley High School, Smoky Valley USD 400.
- Ms. Joanna Farmer teaches high school agricultural at Southeast High School, Wichita USD 259.
- Ms. Melissa Haney, Kindergarten through second-grade teacher at Explorer Elementary School, Goddard USD 265.
- Ms. Erin Pittenger, Kindergarten through fourth-grade teacher at St. George Elementary School, Rock Creek USD 323.
- Ms. Michelle Tapko teaches sixth-grade social studies at Roseland Elementary School, Shawnee Mission USD 512.
- Ms. Fonda Telthorst teaches second-grade music at Piper Prairie Elementary School, Piper USD 203.

Ms. Delacruz spoke about joy in teaching. The team has focused on sharing joy and fostering joy in future teachers. They presented at twenty colleges and teaching institutions. Joy is an essential part of a teaching career.

Mr. Bussinger shared what a close team and family the group has become. They showed a PowerPoint showing many events of the year.

Ms. Tapko shared some of the district visits and her discovery that the schools are so different and yet connected.

Ms. Telthorst focused relationships among the teachers and decision makers. She showed slides of the many visits, colleges, zoo, team eating together, leadership conference, and problem solving with other teachers.

Receive KESA school improvement and accreditation model

KESA
(04:16:53)

Jay Scott, Director, Accreditation and Design and Dr. Ben Proctor, Deputy Commissioner, Direct Learning Services, presented the entire KESA model as a receive item, to be voted on in July. The KESA 2.0 model will ensure that districts will be accredited based on the four fundamentals, five state board outcomes, student outcomes and compliance. The four fundamentals are: structured literacy, standards alignment, balanced assessment, and quality instruction.

Each accreditation area has a set standard to meet, a measure to evaluate a school system's performance and supports to assist systems in meeting the standards. Within the accreditation process is the vision that every school system will improve through engaging in this process.

The process begins with the KESA check in; the regional executive meets with the District Leadership Team (DLT) to implement guided reflection and to prepare for the school improvement day. The school improvement day is a facilitated collaboration focused on improvement. The DLT establishes a plan to engage the school community in the school improvement process leading to the submission of the action plan.

In terms of outcomes, there are several areas to consider: graduation rate, postsecondary effectiveness, and English language arts (ELA) and math.

There are three levels of accreditation: accredited, accredited with conditions and not accredited.

A three year timeline was presented that included compliance and school improvement evaluations in the first two years with outcomes added to the accreditation evaluation in year three. The roles of the school districts, the Kansas State Department of Education (KSDE), the Accreditation Review Council (ARC) and the Kansas State Board of Education (KSBE) were outlined. School districts are responsible to report information each year, and KSDE will analyze that information while providing feedback to the school districts. The ARC will be responsible to review analysis from KSDE for school districts not meeting a standard. The ARC will also conduct on-site visits to the districts when deemed necessary and make recommendations on the district's accreditation status to KSBE. KSBE will determine each district's accreditation status.

SEAC
(05:14:24)

Special Education Advisory Council (SEAC) Quarterly Report

Marvin Miller, Lindsey Graf and Lena Kisner (Zoom) were present to give a quarterly report on the activities of SEAC.

The Special Education Advisory Council is a required Council under the Code of Federal Regulations 300.167. SEAC consists of 21 members and 7 non-voting Ex-Officio members which includes: the State Board of Education, the Disabilities Rights Center, Families Together, the Kansas Association of Special Education Administrators, the Kansas National Education Association, the Kansas State School for the Blind/Visually Impaired, and the Kansas School for the Deaf/Hard of Hearing. SEAC must have at least 51% of the members as persons with disabilities or have a child with a disability. Kansas also has representation for the parent of a student with an exceptionality (gifted). Members are selected by the leadership committee consisting of the Chair, Chair-Elect, and Past Chair. The membership committee also considers the Kansas State Board of Education regions when making membership selection.

Mr. Miller, Chair of SEAC, represents districts 8 and 10 in the Wichita area. The new Chair will be Lindsey Graf, starting in the July meeting. She is the special ed director in Coffey County. Dr. Lena Kisner, Chair-elect for next year introduced herself. She is a special ed administrator.

Mr. Miller stated that SEAC advises Bert Moore, director of special ed at KSDE, the team of special ed at KSDE, and the state board. He described the membership changes and the meeting dates for 2024-2025 were shared. They heard reports on the state performance plan/annual performance report, virtual programs and students with disabilities, licensure updates and legislative updates.

Chair Report
(05:30:11)

Chair Report

The Chair shared that the artwork placed in the front of each board member's folder is an original, created by students in the third grade art class, taught by Mrs. Ana Diaz's at Quincy Signature Visual Arts Elementary. She thanked Mrs. Diaz and the children in the class.

Board Travel

Chair Haas asked that if there are any travel additions, to send them to the board secretary.

Motion
(05:31:47)

Mr. Porter moved to accept the board travel report and approve all the travel as presented. Mrs. Hopkins seconded the motion. Motion carried 9-0.

Requests for future agenda items

Mrs. Hopkins: Asked for a list of the districts receiving equalization dollars and what percent it is of the total. This will be added to the Friday Notes.

Mrs. Dombrosky: Asked for more conversation on high quality instruction.

Adjourned

Adjourn
(05:34:55)

_____ _____

Melanie Haas, Chair Deborah Bremer, Board Secretary

**Agenda Number: TUES 7**

**Meeting Date: July 9, 2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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**Item Title:** Instructional Materials Report

**From:** Ben Proctor

KSDE staff will provide a report to the Kansas State Board of Education detailing current instructional materials utilized in Kansas schools in the areas of mathematics, English language arts, science, and Pre-K programs. This report is a collaboration between KSDE and TNTP and was conducted during the spring of 2024. Additional information will be provided on the instructional materials that include the three-cueing approach, as requested by the Kansas legislature.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: TUES 8**

**Superintendents Initiating:**
Luanne Barron and Jon Harding

**Commissioner:**
Randy Watson

**Meeting Date: July 9, 2024**

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**Item Title:**

Receive Item: Approve a Narcan/Naloxone policy for the Kansas Schools for the Blind and the Deaf

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the joint Narcan/Naloxone policy for the Kansas Schools for the Blind and the Deaf as presented.

**Explanation of Situation Requiring Action:**

1. The Kansas School for the Deaf (KSD) requests approval of a Naloxone/Narcan policy. KSD wishes to prevent opioid related overdoses by making Naloxone readily available in secondary school buildings.

Requested Policy: It is the policy of KSD/KSB to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort to include the use of Naloxone, combined with rescue breaths, to revive the victim of any apparent drug overdose.

2. The Kansas State School for the Blind wishes to adopt a Naloxone policy that is similar to KSD's policy but with adaptations that align with our school's unique needs.

**KANSAS SCHOOL FOR THE DEAF**
**KANSAS SCHOOL FOR THE BLIND**
**NALOXONE ADMINISTRATION FOR OPIOID OVERDOSE**
**POLICY**
6/20/24

## PURPOSE:

KSD and KSSB wish to prevent opioid related overdoses by making Naloxone readily available in school buildings.

## DEFINITION:

Opioid overdose occurs when the opioid levels in an individual's body are so high that they become unresponsive and their breathing becomes inadequate. Lack of oxygen affects vital organs which leads to unconsciousness, coma, and even death. It only takes 3-5 minutes without oxygen for brain damage to occur.

Naloxone (Narcan) is indicated for the reversal of an opioid overdose with signs of respiratory depression or unresponsiveness and acts by displacing the opiates from the receptor sites that control breathing. If the individual has not overdosed on an opioid, the naloxone will have no effect on the body.

Opioids are illegal drugs, like heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

## POLICY:

**It is the policy of KSD and KSSB to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of the school district. Staff members trained in accordance with the policy shall make every reasonable effort, to include the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.**

This policy is to be used as an adjunct to *K.S.A. 65-16,127 (Emergency opioid antagonists; dispensing, storing and administering; duties of the state board of pharmacy and first responder agencies; rules and regulations) and in conjunction with the State of Kansas's "Naloxone Access Law" to provide treatment to unresponsive individuals in the school setting.(*see attached)

**TRAINING:**

- Before administering Naloxone, designated staff must go through training provided by a Pharmacist, Medical Director, or trained RN. This will allow them to be able to recognize an opioid related overdose, respond with proper judgment, administer Naloxone successfully, and to promptly seek further medical attention.
- Upon completion of Naloxone Administration training, a form signed by the designated staff will be placed in their file.
- A list of trained employees will be added to the emergency file folder and maintained.

**STAFF THAT MAY BE DESIGNATED**

- □ Nurses
- □ Coaches
- □ SRO + Police Officers
- □ Security staff

After appropriate training, designated individuals will use the four R's: Recognize, Respond, Reverse and Refer.

**Signs and Symptoms of an opioid overdose include:**

- **Small, constricted "pinpoint" pupils**
- **Falling asleep or loss of consciousness**
- **Slow, shallow breathing**
- **Choking or gurgling sounds**
- **Limp body**
- **Pale, blue, or cold skin**
- **Slowed pulse/heart beat**
- **Speech infrequent/signs incomprehensible**

**EQUIPMENT:**

NARCAN Nasal Spray

- Needle-Free and easy to use with no inhalation required.
- Narcan Nasal Spray is safe and effective in children for known/suspected opioid overdose.
- First FDA approved Nasal formulation of Naloxone.

**STORAGE OF NALOXONE:**

- Naloxone will be stored in a secure compartment in accordance with the manufacturer's instructions. Designated, trained staff will be made aware of its location and will be able to access it as needed. Naloxone will only be administered on the premises of KSD or KSSB.

# NARCAN ADMINISTRATION

## 1. RECOGNIZE

**Observe for signs of overdose:**

- Pale, clammy skin
- Signs Incomprehensible
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

## 2. RESPOND

**Immediately call for help:**

- Call for help- Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

## 3. REVERSE

**Administer Intra-Nasal Narcan:**

- Tilt head back and give spray (4 mg) into one nostril
- If additional doses are needed, give in the other nostril




Graphic credit: (ADAPT Pharma, 2015)

- Place person in recovery position (lying on their side)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary

- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

## 4. REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

# Report of Naloxone Administration

## Student Demographics and Health History

School District: _____ Name of School: _____

Age:_____ Type of Person: ☐ Student ☐ Staff ☐ Visitor Gender: ☐ M ☐ F ☐ Transgender

Ethnicity: Spanish/Hispanic/Latino: ☐ Yes ☐ No

Race: ☐ American Indian/Alaskan Native ☐ African American ☐ Asian

☐ Native Hawaiian/other Pacific Islander ☐ White ☐ Other

## Signs of Overdose Present

☐ Blue lips ☐ Breathing slowly ☐ Shallow breathing ☐ Slow pulse ☐ Unresponsive

☐ Weak pulse ☐ Other (specify) _____

## Suspected Overdose on What Drugs?

☐ Heroin ☐ Benzos/Barbituates ☐ Cocaine/Crack ☐ Alcohol

☐ Methadone ☐ Suboxone ☐ Don't Know ☐ Other (specify)_____

## Naloxone Administration Incident Reporting

Date of occurrence: _____ Time of occurrence: _____

Vital signs: BP_____/_____ Temp _____ Pulse _____ Respiration _____

Location where student was found:

☐ Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other (specify): _____

How was the naloxone given: ☐ Injected into muscle ☐ Sprayed into nose

Naloxone lot #: _____ Expiration date: _____

Naloxone administered by: (Name) _____

Was this person formally trained? ☐ Yes ☐ No ☐ Don't know

Parent notified of naloxone administration: (time) _____

Was a second dose of naloxone required? ☐ Yes ☐ No ☐ Unknown

If yes, was that dose administered at the school prior to arrival of EMS? ☐ Yes ☐ No ☐ Unknown

Approximate time between the first and second dose _____

Naloxone lot #: _____ Expiration date: _____



***Please complete all pages.***

## Person's Response to Naloxone

☐ Combative ☐ Responsive/Angry ☐ Responsive but sedated ☐ Responsive and Alert ☐ No response to naloxone

## Post-Naloxone Observations (Check all that apply)

☐ None ☐ Seizure ☐ Vomiting ☐ Difficulty breathing ☐ Other (specify): _____

## Other Actions Taken

☐ Sternal rub ☐ Recovery position ☐ Rescue breathing ☐ Chest compressions ☐ Automatic defibrillator

☐ Yelled ☐ Shook the person ☐ Oxygen ☐ Other (specify): _____

## Disposition

EMS notified at: (time) _____

Transferred to ER: ☐ Yes ☐ No ☐ Unknown

If yes, transferred via: ☐ Ambulance ☐ Parent/Guardian ☐ Other

Parent: ☐ At school ☐ Will come to school ☐ Will meet student at hospital ☐ Other: _____

Hospitalized: ☐ Yes ☐ If yes, discharged after _____days ☐ No

Name of hospital: _____

Student/Staff/Visitor outcome:

_____

## School Follow-up

Did a debriefing meeting occur? ☐ Yes ☐ No

Recommendation for changes: ☐ Protocol change ☐ Policy change ☐ Educational change ☐ Information sharing ☐ None

Comments (include names of school staff, parent, others who attend debriefing):

_____

_____

_____

_____

Form completed by: _____ Date: _____

Title: _____

Phone number: (_____) _____- _____Ext.: _____

School District: _____

School address: _____



***Please complete all pages.***

**Agenda Number: TUES 9**

**Meeting Date: July 9, 2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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Topeka, Kansas 66612-1212
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**Item Title:** Receive ARC Redetermination Recommendations for Conditionally Accredited Systems-

**From:** Jay Scott, Director, Accreditation and Design

This school year, 2023-2024, twenty-nine systems that were previously conditionally accredited are up for a redetermination of their status. Of these 29 systems, two were conditionally accredited during the 2021-2022 school year, while the remaining twenty-seven were conditionally accredited during the 2022-2023 school year.

Beginning in March 2024 and through September 2024, it is expected that the State Board will receive the Accreditation Review Council's (ARC) redetermination recommendations for the 29 systems currently conditionally accredited. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the redetermination recommendation.

In June, the ARC met and took its action on the accreditation redetermination for 5 systems. These five systems are:

USD 214 Ulysses

USD 245 LeRoy-Gridley

USD 269 Burrton

USD 347 Kinsley-Offerle

USD 480 Liberal

**Attachments:**

ARC Redetermination Reports

# Redetermination of System Accreditation Status

**System**: _USD 480 - Liberal Public School_____

**Review Date**: __4/12/2024_____

The above system has been conditionally accredited. They may or may have not appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

USD 480, Liberal, was conditionally accredited in the 21-22 school year. A redetermination conducted in the 22-23 school year continued their conditional accreditation based on the fact that they had made minimal success on their AFI.

AFI number one was based on State assessment scores being well below the state average and showing little growth.

AFI number two was based on their chronic absenteeism rate being well above the state average.

## ARC Consideration

In 2023 USD 480, Liberal, launched a five year strategic plan. Their stakeholder input included over 800 parents, teachers, staff, students, community organizers, and Board of Education members. They identified two main goals: By June 2027, at least 70% of USD 480 students will be performing at levels 2, 3, and 4 in math and reading on the Kansas State Assessment and By June 2027, we will reduce the percentage of chronic absenteeism from 41% to 20%. Both of these goals had multiple action steps and measure associated with them.

For Goal 1, Liberal has done an extensive needs assessment and has a much better understanding of their student data. They have identified the root cause of low performance ot be teachers meeting students where they are at in the standards, rather than having each student access grade-level standards. To combat that they have implemented a new instructional framework called Gradual Release of Responsibility. In addition, they have adopted new curriculum, formative assessment tools, and data protocols. This has resulted in a cultural shift in how teachers approach instruction and how willing they are to openly discuss student data. While their lag data has not improved substantially yet, their lead indicator data is showing improvement. They are utilizing DIBELS, FastBridge and NWEA MAP to work with students.

For Goal 2, they increased communication with parents and students about the importance of regular attendance. They created a common attendance process and coding system between schools and they implemented attendance interventions and reward systems at the school level. Here they have had much more immediate success. In 2023 their chronic absenteeism dropped to 22% and at this point of the year, their current chronic absenteeism is 19%.

# Accreditation Review Council Response

AFI #1:

___USD 480 has meet this AFI by identifying the root causes of the low test scores, creating a detailed plan to address these root causes, and showing some growth in lead measures.

_____

_____

AFI #2

___USD 480 has meet this AFI by implementing mutliple procedures and new programs that already substantially decreased their Chronic Absenteeism Rate_____

_____

AFI #3

_____

_____

AFI #4

_____

_____

**Accreditation Redetermination Recommendation**:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 480 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

# Redetermination of System Accreditation Status

**System**: USD 245 Leroy-Gridley

**Review Date**: 16 May 2024

The above system has been conditionally accredited. They may or may have not appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

## ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

# Accreditation Review Council Response

## AFI #1:

**AFI - Goal 1:  USD 245 will show a 1% overall district growth annually in K-10 MAP assessment  RTI scores (Math, Reading, Science) using spring scores.**

The system has fully implemented MTSS to provide targeted support in math and reading at all grade levels. Additionally, they have analyzed curricular materials for standard alignment and vertical sequencing with other grade levels to ensure that gaps do not exist.
Based on these changes, the system is analyzing growth on the K-10 MAP assessment, specifically looking at student performance in low socio-economic areas.

## AFI #2

**AFI Goal 2: Using the bi-annual, social emotional (SE) local evaluation in all USD 245 buildings, 75% of 245 staff will identify an annual classroom SE & utilize 1 specific intervention tool annually.**

The system has implemented SEL Curriculum and the Universal Framework for Tier 1 SEL instruction through 7 Mindset Lessons (30 minute weekly at K-5 and 1 hour biweekly grades 6-12).

## AFI #3

**AFI - Goal 3: USD 245 district will increase district student attendance by 2% annually with a 7%  student increase over 5 years.**

The system has identified strategies to improve student attendance. Based on the data, attendance rates increased from 92% in 2022 to 93.2% in 2023.

### Accreditation Redetermination Recommendation:

- The ARC recommends, based on the evidence submitted, that USD 245 be accredited.

Please email this completed form to accreditation@ksde.org

**Redetermination of System Accreditation Status**

**System**: USD 347 – Kinsley-Offerle

**Review Date**: April 18, 2024

The above system has been conditionally accredited. They may or may have not appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

**ARC Consideration**

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

## Accreditation Review Council Response

AFI #1: **Develop a plan to align math and ELA curricular resources to Kansas standards. Also, develop a plan to create curriculum guides to ensure effective implementation.**

The system completed secondary Math and ELA adoptions in July 2023 that are aligned with the Kansas state standards. Adoptions were supported with professional development in the form of implementation training provided by the resource companies. The classroom walk-through tool was revised to analyze fidelity of implementation. Data was used to make recommendations to the staff.

The system has begun vertical alignment of instructed standards to eliminate gaps in instruction and grading expectations were revised to provide consistency.

Going forward, the system should monitor implementation, continue providing program implementation support through on-going professional training, and evaluate the MTSS process to ensure correlation and support between core and tiered instructional practices.

The system has met the requests of the AFI's and should be recommended for Accreditation.

**Accreditation Redetermination Recommendation**:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD __347__ be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

# Redetermination of System Accreditation Status

**System**: Burrton USD 369

**Review Date**: June 6, 2024

The above system has been conditionally accredited. They may or may have not appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

## ARC Consideration

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

## Accreditation Review Council Response

AFI #1: The evidence submitted to the Accreditation Review Council indicates the system does **not** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

The information submitted by Burrton USD 369 is sufficient to make a clear determination regarding the appeal for accreditation.

Burrton USD 369 has initiated a significant number of changes within the school system to address needs identified by a system wide Needs Assessment and feedback from the Accreditation Review Committee. The system has reorganized the district's Strategic Plan, identifying specific, measurable goals in the area of instructional practices and MTSS, as the system strives to graduate students who are academically prepared for postsecondary success.

Regarding instructional practices, the system noted by the end of the academic year, each grade level team will regularly use data from common assessments to refine instructional practices, aiming to boost teaching effectiveness through an evidence-based curriculum, with progress measured by consistent data usage. Specific action steps include providing training, establishing a regular data review schedule, allocating necessary resources, identifying areas for improvement, implementing evidence-based strategies, and monitoring progress to ensure effective implementation and outcomes.

Regarding MTSS, the system is assessing current MTSS implementation, developing a detailed plan for implementation, providing training, communicating progress, monitoring student scores, and gathering feedback from stakeholders. Although the process will not be fully implemented by the end of the 23-24 school year, the system does expect to have the majority of the system implemented.

The most recent Accountability Report form the 2022-2023 school year shows KAP scores increased from 2022 to 2023 in Math, ELA, and Science, including subgroups. USD 369 is performing beyond the state average in Science (district 45%, state 31.13%) and Math (district

37.65%, state 31.29%), but they are still below the state average in ELA (district 28.37%, state 33.17%). ACT scores dropped in 2023 from 17.6 to 14.9. This is an area USD 369 stated they are striving for improvement. It should be noted that given their small size, there is potential for significant fluctuation in ACT scores from year to year.

Implementation of State Board Outcomes is another area USD 369 is addressing.

Social Emotional Learning: District-wide, students take the SAEBRS and mySAEBRS assessments to identify at-risk students in social, emotional, and behavioral domains, with data evaluated quarterly to create intervention plans, form small counseling groups, and provide mental health resources as needed.

Kindergarten Readiness: Kindergarten readiness initiatives include an emphasis on play-based learning and social-emotional development to foster early educational engagement. Programs feature universal preschool screenings and partnerships to streamline transitions, alongside comprehensive reviews of preschool to kindergarten data. Additionally, the initiation of a Parents as Teachers (PAT) program aims to enhance preparatory efforts by directly involving parents in early educational activities.

Individual Plans of Study: A comprehensive framework for 6th-12th grade students has been refined and covers transition, self-awareness, career exploration, decision-making, KS Can competencies, financial literacy, work-based learning, family engagement, digital portfolio, civic engagement, and career development, with grade-specific checklists that all students are expected to complete.

Graduation Rate: Due to the small number of students, the graduation rate can fluctuate each year. The system began with a 66.6% graduation rate in 2016 and has increased over the past five years, achieving rates of 100%, 81%, and 93%. Given the small cohort sizes, the graduation rate percentage is highly sensitive to individual student outcomes.

> ACT: To address specific student weaknesses, targeted instruction and remediation will be provided, integrating a dedicated semester of ACT preparation and collaborating with community partners for ACT prep courses. Professional development will incorporate ACT skills into MTSS time, enhancing critical thinking and analytical abilities. They also plan to engage parents through workshops highlighting the ACT's importance, fostering a culture of academic excellence and support to boost student achievement.
>
> Chronic absenteeism is a concern within the school system. USD 369 is actively working to address this need by refining attendance policies, implementing early intervention for at-risk students, fostering a positive school climate, offering attendance incentives, and providing comprehensive support services. Collaboration with other schools and the county attorney's office aims to address truancy, with a pilot program targeting 13 to 14-year-olds. Transparent communication with parents will continue to underscore the importance of attendance for student success.

Postsecondary Success: Several initiatives have been implemented to enhance post-secondary success rates, including a student survey to tailor course offerings, a new Individual Plans of Study (IPS) process during MTSS time for personalized academic and career guidance, a comprehensive spreadsheet system for tracking certifications and pathways, and the introduction of internship opportunities along with Workplace Experience CTE courses. These measures are designed to improve student engagement, preparation, and readiness for success beyond secondary education.

After review of Burrton USD 369's detailed action plan, accreditation is recommended.

**Accreditation Redetermination Recommendation**:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD ___X___ be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

**Redetermination of System Accreditation Status**

**System**: USD 214 - Ulysses

**Review Date**: June 4, 2024

The above system has been conditionally accredited. They may or may have not appealed their initial recommended status. Regardless of that, the system is now ready to be reviewed for the purpose of identifying whether or not they have successfully completed the AFI's identified in their ARC Report to the State Board (Executive Summary).

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address in their next cycle of improvement. These are not to be addressed as part of the appeal process. The system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

**ARC Consideration**

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?

- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need for clarity of information provided?

## Accreditation Review Council Response

AFI #1: Create a measurable goal going into cycle 2.

As suggested, the district completed a root cause analysis. With their admin team and district/building leadership teams, they analyzed data and determined potential obstacles impeding their progress. They capitalized upon their Title I Schoolwide involvement in the Kansas Star (indistar) program to streamline their goals and use the same basis for data and improvement. Using the Kansas Star process, they identified four areas of emphasis: Data Systems, Resource Allocation, School Autonomy, and Professional Development.

As a result, the district created the following goals connected to the Four Fundamentals within KESA 2.0:

> *Goal 1: By the 2027-2028 school year, we will decrease the number of free and reduced students in level 1 on the state ELA assessment by 3%, from 51.58% in 2023 to 48.58% in 2028.*
>
> *Goal 2: By the 2027-2028 school year, the number of students performing at a level 1 on the math state assessments will decrease. By 3% from 43.3% in 2023 to 40.3% in 2028.*

AFI #2: Create a measurable goal going into cycle 2.

The district used the same process of root cause analysis to develop intentional goals with connected resources and professional development focused on postsecondary achievement as well.

As a result, the district created the following goals connect to the Four Fundamentals within KESA 2.0.

> ***Goal 3:*** *By the 2027-2028 school year, we aim to increase the graduation rate by 3% compared to the 2022 graduation rate of 83.8%.*
>
> ***Goal 4:*** *By the 2027-2028 school year, we aim to increase the post-secondary success rate by 3% compared to the 20221 post-secondary success rate of 36.1%.*

The system has completed the request of completing a comprehensive needs assess with supporting data, demonstrated in there data dashboard and complimenting documents from the root-cause analysis, to demonstrate commitment to the process moving in to the next cycle.

**Accreditation Redetermination Recommendation**:

- The ARC recommends, based on the evidence submitted that USD _____ continue to be conditionally accredited.
- The ARC recommends, based on the evidence submitted that USD 214 be accredited.
- The ARC recommends, based on the evidence submitted that USD _____ be not accredited.

Please email this completed form to accreditation@ksde.org

**Agenda Number: TUES 10**

**Meeting Date: July 9, 2024**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Presentation on Behavior Issues in Schools

**From:** Jim Porter, Bert Moore, Trish Backman, Lee Stickel, Linda Wilkerson, Rocky Nichols and Leslie Girard

Jim Porter gathered together a group around the issue of behavior issues, especially Emergency Safety Interventions (ESI). There were major changes in seclusion and restraint policies that Jim Porter and many others were involved in, but that knowledge needs to be passed onto present board members and other school leaders.

The presentation will offer a historical perspective, training and support that is presently available to all schools through TASN and MTSS, a perspective state wide, and a discussion on Least Restrictive Environment (LRE).

Those presenting will be:

Introduction: Jim Porter, Vice Chair Kansas State Board of Education

History and background: Rocky Nichols, Disability Center of Kansas and Leslie Girard, Families Together

Support and Training: Lee Stickel, TASN and Linda Wilkerson, MTSS

KSDE state wide perspective: Bert Moore and Trish Backman of the Special Education KSDE team

There will be time for discussion.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: TUES 10**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 9, 2024 |
|---|---|---|---|
| Sherry Root | Dr. Frank Harwood | Randy Watson | |

## Item Title:

Discuss options and approve Budget Recommendations for FY 2026 to the Governor (Dr. Frank Harwood - 45 minutes)

## Recommended Motion:

Each budget line item will be discussed and a separate motion made for the board to approve each line item. Example: It is moved that the Kansas State Board of Education approve the base state aid per pupil as presented for 2025-26 at $5,618.

## Explanation of Situation Requiring Action:

There will be a power point submitted

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: TUES 11**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 9, 2024 |
|---|---|---|---|
| Shane Carter | Shane Carter | Randy Watson | |

**Item Title:**

Act on New Appointments to the Professional Standards Board

**Recommended Motion:**

It is moved that the Kansas State Board of Education act on the following recommended new appointments to the Professional Standards Board, effective upon appointment through June 30, 2027:

Kelli Feldman to her first term representing Higher Education (Public University).

Michelle Smotherman to her first term representing Administrator, Special Education.

Kristin Schmitz to her first term representing Administrator, Nonpublic School.

**Explanation of Situation Requiring Action:**

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

Recommended nominees to fill category vacancies are:

Kelli Feldman, Associate Dean, Teacher Education and Undergraduate Degree Programs, University of Kansas (SBOE District 4)

Michelle Smotherman, Special Education Administrator, De Soto USD 232 (SBOE District 4)·

Kristin Schmitz, Assistant Superintendent, Wichita Catholic Diocese, (SBOE District 7, 8, 9, 10).

Nomination forms, candidate resumes and the PSB roster attached.

# Kansas State Board of Education

## Professional Standards Advisory Board

### Executive Committee

**Structure**- The Executive Committee shall consist of the chairperson, vice-chairperson and three at-large members, all of whom shall be elected from the voting membership of the professional standards board. The vice-chairperson shall preside in the absence of the chairperson. A quorum for the Executive Committee shall be a simple majority of the membership.

Responsibilities:
(a) Determine orientation procedures for new members of Professional Standards Board.
(b) Review attendance of members of the Professional Standards Board when consideration is given for reappointing of members by the State Board of Education.
(c) Review all committees on an annual basis in regard to:
(1) Membership attendance
(2 )Progress
(3) Need for the committee
(d) Review and recommend agenda to the Professional Standards Board.
(e) Call additional meetings as needed.

### Evaluation Review Committee

Structure- The Evaluation Review Committee shall be composed of thirteen members. Members shall be appointed by the Professional Standards Board with four members representing higher education, four members representing administrators, four members representing teachers, and one member serving at-large.

Responsibilities:
(a) Reviews and evaluates all appropriate documents in order to make recommendations to the State Board of Education concerning the approval or disapproval of unit accreditation and program approval of teacher education programs.
(b) Responsibilities also include the training of on-site team members and the scheduling of on-site team visits to each institution.

### Policies and Procedures Committee

Structure- The Policies and Procedures Committee shall be composed of seven members appointed by the Professional Standards Board, two each from representatives of higher education, school administrators, and teachers and one at large.

Responsibilities:
(a) Develops and reviews all policies and procedures which relate to the accreditation and program approval of Kansas institutions. Recommendations on any changes in policies or procedures are made to the Professional Standards Board.

### Regulations Committee

**Structure**- The Regulations Committee shall be composed of ten members, three each from classroom teachers, school administrators, higher education, and one career and technical education educator.Members shall be appointed by the Professional Standards Board.

Responsibilities:
(a) Receives input from the field and reviews, evaluates and presents recommendations on certification and teacher education regulations to the Standards Board.

### Teacher Vacancy & Supply Committee

**Structure**- The Teacher Vacancy and Supply Committee shall be compsed of ten members, two classroom teachers, two district administrators, two building administrators, two higher education, and two community members.
Members shall be appointed by the Professional Standards Board.

Responsibilities:
(a) Monitor teacher vacancy and supply data and annually report on the status of recruitment and retention efforts across the state

KANSAS STATE DEPARTMENT OF EDUCATION

The Kansas State Board 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 any group officially affiliated with the Boy Scouts of America 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.

Kansans CAN
Kansas leads the world in the success of each student.

As of 8/3/2023

# Professional Standards Board

**KSBE Liaison**

Ann Mah
KSBE District 4
DEC 31, 2024

Cathy Hopkins
KSBE District 5
2026

**Higher Ed (1 KBOR, 1 Private)**

Amy Hogan
Ottawa U.
2027
KSBE District 4

Vacant
USD ###
20##
KSBE District #

**Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)**

John Wyrick
USD 506
2025
KSBE District 9
Admin-District

Stacey Green
USD 271
2027
KSBE District 5
Admin-Middle

Vacant
USD ###
20## (1)
KSBE District #
Admin-Elem

Vacant
USD ###
20## (2)
KSBE District #
Admin-SPED

Vacant
USD ###
20## (3)
KSBE District #
Admin-Private

Vacant
USD ###
20## (4)
KSBE District #
Admin-HS

Vacant
USD ###
20## (5)
KSBE District #
Admin-CTE

**KS PTA Member (1)**

Patty Jurich
2026

**Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)**

Karen Wilson
USD 489
2026
KSBE District 5
Teacher

Elizabeth "Libby" Schmitz
Private
2025
KSBE District #
Private

Jill Bergerhofer
USD 229
2027
KSBE District 2,3
Secondary

Jori Nelson
USD 512
2027
KSBE District 2,3,4
Elementary

Kim Raeazin
USD 101
2026
KSBE District 9
Teacher

Michael Reed
USD 361
2027
KSBE District 7,10
CTE

Phillip Wrigley
USD 501
2026
KSBE District 1,4,6
Secondary

Vacant
USD ###
20## (6)
KSBE District #
Secondary

Roy Freeman
USD 308
2025
KSBE District 7
Middle

Sara McCarter
USD 320
2025
KSBE District 1,6
SPED

**Board of Education of a School District**

Emily Riner
USD 343
2025
KSBE District 1,6
School Board

KANSAS STATE DEPARTMENT OF EDUCATION

Individuals second term is up or they are stepping down after June 2025

Individuals first term is up and will start second term July 2025

Individuals that have 2025 as an end date are finishing their partial term and start first full term July 2026

As of 6/4/2023

| Nominee's Full Name: | The KSBE district | The school district in which you work. | What Private School- District | What Private School- Building | Name of Board/Committee you would like to serve on. | Nominee represents school district or post-secondary institution size of: |
|---|---|---|---|---|---|---|
| Kelli Feldman | District 4 | N/A | N/A | N/A | Professional Standards Board | 5001 and over |

| Nominated by (organization) | If other was selected, please list which organization nominated you below. | Please select which KSBE Board Member nominated you. |
|---|---|---|
| COED | N/A | N/A |

| Rep HE PK12 - Do you represent Higher Education or PreK-12? | PreK12 - Please select which of the following you represent. | Level you Teach - Please select which level you teach. | Position title - Which position do you hold for your institution? | Admin Level - Please select which level you represent. | Admin Building Level - Please select your building level. | SPED/VOC/none - Which of the following do you teach? |
|---|---|---|---|---|---|---|
| Higher Education | N/A | N/A | Associate Dean for Teacher Education and Undergraduate Programs | N/A | N/A | N/A |

**Please state briefly, your qualifications for this appointment as set forth...**

I have served as a member of the faculty at the University of Kansas since 2002.

**Work experience - Please state, briefly, your working and educational experience which might...**

I have worked in the field of education for over 30 years in various roles including: classroom teacher, education faculty member, and associate dean. In my associate dean role I oversee teacher education programs, including continuous improvement and accreditation activities. I lead the offices of field experiences and educator licensure at the University of Kansas.

# Kelli (Thomas) Feldman, Ph.D.

University of Kansas
214B Joseph R. Pearson Hall
1122 West Campus Road, Lawrence, KS 66045
(785) 864-9681
kfeldman@ku.edu

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## ACADEMIC DEGREES

**Ph.D.** 2001 **University of Kansas**, Lawrence, KS.
Major: Curriculum & Instruction - Mathematics Education
Minor: Research and Statistics

**M.S.A.** 1996 **Central Michigan University**, Mount Pleasant, MI.
Major: Administration

**B.S.E.** 1990 **University of Central Missouri**, Warrensburg, MO.
Major: Elementary Education
Minor: Mathematics

## HIGHER EDUCATION LEADERSHIP EXPERIENCE

**Associate Dean for Teacher Education and Undergraduate Programs,**
**School of Education and Human Sciences, University of Kansas 2015-present**
The University of Kansas (KU) is a comprehensive public research and teaching university, and a member of the Association of American Universities (AAU). The KU School of Education and Human Sciences (SOEHS) is comprised of five departments and over 100 faculty: Curriculum and Teaching; Educational Leadership and Policy Studies; Special Education; Educational Psychology; and Health, Sport, and Exercise Sciences. The SOEHS has an operating budget of approximately $22 million and approximately $40 million in research grants. The SOEHS enrolls approximately 900 undergraduate students and 1,200 graduate students. The SOEHS is ranked in the top 10 public schools of education in the country by *US News and World Report.*

- Advise and assist the Dean on academic, outreach, and budget matters as a contributor on the Dean's Team and the School Administrative Council
- Represent the University of Kansas and the School of Education and Human Sciences Dean as the Unit Head representative to the Kansas State Department of Education
- Engage directly with Dean's team to coordinate all Diversity, Equity, Inclusion, and Belonging (DEIB) activities, which include recruitment of students, faculty and staff, professional development for all constituents, and curriculum revisions related to DEIB
- Coordinate strategic planning initiatives and accreditation planning with Dean's team
- Cultivate alumni and donor prospects alongside the Dean and Endowment Association
- Engage in all School-related budgetary matters alongside the Dean and Administrative Council

- Provide leadership to the Dean's Alumni Advisory Board – including organizing fundraising activities such as Golf Tournament, Bowling Tournament, Scholarship Luncheon, Football Alumni events, etc.
- Oversee, facilitate, and coordinate all aspects of educator preparation (undergraduate/graduate programs) and undergraduate education in the School of Education and Human Sciences
- Oversee, facilitate, and coordinate the implementation of the assessment program for all licensure programs in the School of Education and Human Sciences
- Responsible for the preparation and submission of undergraduate and licensure reports (Title II, CAEP, Kansas State Department of Education), reviews (e.g., state program reviews) and other program documents
- Coordinate preparation and submission of the Undergraduate Catalog copy
- Serve/chair SOEHS committees and task forces working with faculty, students, staff, and alumni on initiatives, policy, and program development: e.g., Committee on Academic Programs and Curriculum (CAPC), Educator Preparation Program Advisory Council (EPPAC), KU Professional Development Schools Program Executive Council (KUPDS), Teacher Education Committee (TEC), Alumni Advisory Board, and Faculty Awards Committee
- Serve on university committees (e.g. - Associate Deans Advisory Council, Transfer and Articulation Policy Council, Academic Program Coordinating Committee, AIRE Service Experience Council, Community Engagement Consortium)
- Work with department chairs and scheduling officers on instructional planning
- Oversee undergraduate advising, the field placement office, the licensure office, the assessment office, and undergraduate records office
- Represent the School at state and national agencies and organizations
- Provide support for all undergraduate students in the School – approximately 900 students (on-ground and online, major, minor, certificate, transition to post-secondary education)
- Manage, create, and enforce all policies relevant to undergraduate education in the School including admissions, curriculum, graduation requirements, etc.
- Coordinate the undergraduate student application process
- Communicate with key constituents on a regular basis through electronic and face to face means
- Supervise several staff members and work with Human Resources to support their needs

**KU Competency-Based Education Initiative Team Leader: Curriculum, Development, & Learning Strand**
**University of Kansas, 2023-present**

**STEM Teach KU Administrative Leader (formerly UKanTeach)**
**University of Kansas, 2015-present**
UKanTeach was a partnership between the College of Liberal Arts and Science (CLAS) and the School of Education and Human Sciences to develop and implement a collaborative program that prepares mathematics and science teachers. The UKanTeach programs were restructured in 2019 into the STEM Teach KU programs with improved collaboration between the CLAS and the School.

**Director of Graduate Studies**
**Department of Curriculum and Teaching, University of Kansas, 2010-2011**
The C&T Department offers undergraduate and graduate programs in educator preparation. Master's and doctoral level graduate studies in curriculum and instruction prepare master teachers, researchers, specialists, professors, and leaders for all levels of education.

**Elementary Teacher Education Program Coordinator**
**School of Education and Human Sciences, University of Kansas, 2008-2010**
The Elementary Teacher Education program prepares undergraduate students to become kindergarten through sixth grade teachers. The program combines general and professional education coursework with multiple field experiences in elementary school classrooms.

**Diversity Scholar**
**University of Kansas, 2018-2019**
The Diversity Scholars Program is a selective program designed to promote broader faculty adoption of teaching methods, strategies, and course materials that enhance inclusivity and respect for diversity. Diversity Scholars work together for a year through monthly seminars to discuss readings and develop ideas that foster inclusion and diversity.

**Senior Administrative Fellow**
**University of Kansas, 2013**
The Senior Administrative Fellows Program is a selective program for designed developing administrative leadership skills. Fellows work together for a year, exploring senior administration at the university (the work, the challenges, major units of the university, budget, governance, governmental relations, leadership, future of higher education, and public policy). Fellows engage in a range of projects related to strategic planning, accreditation, policy creation and implementation, and donor relations, etc.

**University Core Curriculum Committee, Chair**
**University of Kansas, 2013-2014**
The UCCC is a university-wide standing committee that governs the KU Core by developing, sustaining, and overseeing the KU Core curriculum.

**Mathematics Learning Map Team Leader**
***Dynamic Learning Maps Alternate Assessment System Consortium*, 2011-2013**
U.S. Department of Education, Office of Special Education Programs, 2011-2013, $22,000,000.

**University Organization and Administration Committee, Chair**
**University Senate, University of Kansas, 2009-2010 & 2012-2013**
The O&A Committee considers and develops proposals concerning the structure and operation of university governance, reviews proposals for amendment to the University Senate Code and other documents to ensure consistency of language and format, and addresses issues relating to the structure and operation of governance as they arise.

## PROFESSIONAL EXPERIENCE

***University of Kansas, School of Education and Human Sciences, Lawrence, KS***

**Associate Dean for Teacher Education and Undergraduate Programs,** 2015-present
School of Education and Human Sciences

**Professor of Mathematics Education,** 2023-present
Department of Curriculum & Teaching

**Associate Professor of Mathematics Education,** 2008-2023
Department of Curriculum & Teaching

**Assistant Professor of Mathematics Education,** 2002-2008
Department of Curriculum & Teaching

***University of Central Missouri, College of Education, Warrensburg, MO***

**Assistant Professor of Elementary Education,** 2001-2002
Department of Curriculum & Instruction

***University of Kansas, School of Education, Lawrence, KS***

**Graduate Teaching Assistant,** 1999-2001

***University of Dayton, School of Education and Allied Professions, Dayton, OH***

**Graduate Research and Teaching Assistant,** 1997-1999

***Department of Defense Dependent Schools, Germany***

**Würzburg Elementary School**, Würzburg, Germany
1993-1994 Elementary Teacher and District Mathematics Task Force Chair

**Würzburg Elementary School, Wertheim Annex**, Wertheim, Germany
1992-1993 Elementary Teacher

**Würzburg American Middle School**, Würzburg, Germany
1991-1992 Middle School Teacher

## DISCIPLINED INQUIRY

### JOURNAL ARTICLES, BOOKS, BOOK CHAPTERS AND WHITE PAPERS

Thomas, K. & Ginsberg, R. (accepted) Time it was and what a time it was: Education during the pandemic in the U.S. *International Journal on Lifelong Education and Leadership*.

Raley, S. K., Shogren, K. A., Brunson, L., Gragoudas, S., Thomas, K. R., & Pace, J. R. (2022). Examining the impact of implementation supports on goals set by students in inclusive, secondary classes. *Exceptionality 30(5),* 324-339.

Ng, J., Portillo, S., & Thomas, K. (2021). The rationalized myth of faculty mentoring: A critical examination of faculty experiences and institutional change. In V. L. Baker & A.L. Terosky (Eds.) *Bridging the Research-Practice Nexus: Resources, Tools, and Strategies to Navigate Mid-Career in the Academy. Hanover, PA: New Directions for Higher Education no. 193-194, Wiley and Sons.*

Huffman, D., Thomas, K., & Basham, J. D. (2020). The transdisciplinary nature of STEAM education: Integrating STEAM in pre-service teacher education. In K. Thomas & D. Huffman (Eds.) *Challenges and Opportunities for Transforming from STEM to STEAM Education.* Hershey, PA: IGI Global.

Jackson, H. A., Basham, J. D., Thomas, K., & Hunt, C. L. (2020). Designing STEAM learning environments. In K. Thomas & D. Huffman (Eds.) *Challenges and Opportunities for Transforming from STEM to STEAM Education.* Hershey, PA: IGI Global.

Raley, S. K., Shogren, K. A., Rifenbark, G. G., Thomas, K., McDonald, A. F., & Burke, K. M. (2020). Enhancing secondary students' goal attainment and self-determination in general education mathematics classes using Self-determined Learning Model of Instruction. *Advances in Neurodevelopmental Disorders*, *4*, 155-167.

Thomas, K. & Huffman, D. (2020). *Challenges and Opportunities for Transforming from STEM to STEAM Education.* Hershey, PA: IGI Global.

Thomas, K. & Huffman, D. (2020). Becoming STEAM: Perspectives from school leaders. In K. Thomas & D. Huffman (Eds.) *Challenges and Opportunities for Transforming from STEM to STEAM Education.* Hershey, PA: IGI Global.

Thomas, K., Wolf-Wendel, L., Rothrock, K. (2020) Family-academic-work integration for STEM students. In A. Rockinson-Szapkiw, J. Wendt, & K. Wade-Jaimes (Eds.), *The STEM peer mentoring relationship: A culturally responsive guide for women and underrepresented minority women*. Dubuque, IA: Kendall Hunt.

Bradley, B.A., Thomas, K., & Bradley, A. A. (2019). A home for three little pigs. *Science & Children, 57*(3), pp.40-48.

Thomas, K., Huffman, D., & Flake, M. (2019). Critical thinking and mathematics teaching and learning. In S. Robinson & V. Knight (Eds.), *Handbook of Research on Critical Thinking and Teacher Education Pedagogy*. Hershey, PA: IGI Global.

Thomas, K., Huffman, D., & Flake, M. (2016). Pre-service elementary teacher dispositions and responsive pedagogical patterns in mathematics. In A. G. Welsh & S. Areepattamannil

(Eds.), *Dispositions in Teacher Education: A Global Perspective*. Boston, MA: Sense Publishers.

Thomas, K. & Mark, C. (2014). *Learning Maps: Expanding the Concept of Cognitive Models*. White Paper for the Dynamic Learning Maps Alternate Assessment project.

Thomas, K. (2013). Changing mathematics teaching practices and improving student outcomes through collaborative evaluation. *Teacher Education and Practice, 26*(4), pp. 779-796.

Bechard, S., Hess, K., Camacho, C., Russell, M., & Thomas, K. (2012). *Why should cognitive learning models be used as the foundation for designing next generation assessment systems?* Topic 1 Monograph released at the Colloquium on Learning Models (Learning Maps/Progressions, etc.), Instruction, and Next Generation Assessments that Include Special Populations: Washington, D.C., October 2012

Thomas, K. & Huffman, D. (2011) Navigating the challenges of helping teachers use data to inform educational decisions, *Administrative Issues Journal, 1*(2), 94-102.

Peter, L., Ng, J., & Thomas, K. (2011). How career changers make sense of teaching through professional metaphor. *Action in Teacher Education, 33,* 232-245.

Thomas, K. & Hart, J. (2010). Pre-Service teachers' perceptions of model eliciting activities. In R. Lesh, et al. (eds.), *Modeling Students' Mathematical Modeling Competencies.* New York: Springer Science+Business Media, LLC

Huffman, D. & Thomas, K. (2009). Collaborative inquiry and data-based decision making. In T. Kowalski & T. Lasley (Eds.) *Handbook on Data-based Decision Making in Education* (pp. 344-362). Mahwah, NJ: Lawrence Erlbaum.

Huffman, D. Lawrenz, F., & Thomas, K. (2008). A collaborative immersion approach to evaluation capacity building. *American Journal of Evaluation, 29*(3), 358-368.

Huffman, D., Thomas, K., & Lawrenz, F. (2008). Science and mathematics instruction in a reform-based teacher preparation program. *School Science and Mathematics, 108*(4), 137-145.

Huffman, D., Thomas, K., Lombardi, K., Lundy, A. & Atwood-Blaine, D. (2008). Reforming elementary science through collaborative evaluation communities. *CESI Science, 40*(1), 12-22.

Lawrenz, F., Thomas, K., Huffman, D., and Clarkson, L. (2008). Evaluation capacity building in the schools: Administrator-led and teacher-led perspectives, *Canadian Journal of Program Evaluation,* 23(3).

Ng, J. & Thomas, K. (2007). Cream of the crop: A dual case study of outstanding urban teachers from an alternative route mathematics and science program. *Action in Teacher Education, 21*(9), 3-19.

Thomas, K. R. (2006). Students THINK: A framework for improving problem solving. *Teaching Children Mathematics, 13* (2), 86-95.

Thomas, K. (2006). Authentic assessments in an elementary mathematics methods course. *The Advocate, 14*(1), 26-31.

Huffman, D. Lawrenz, F., Thomas, K., & Clarkson, L. (2006). Collaborative evaluation communities in urban schools: A model of evaluation capacity building for STEM education. In D. Huffman & F. Lawrenz (Eds.) Critical issues in STEM evaluation. *New Directions for Evaluation, 109,* 73-85.

Huffman, D. Lawrenz, F., & Thomas, K. (2006). Synthesis of STEM education evaluation ideas. In D. Huffman & F. Lawrenz (Eds.) Critical issues in STEM evaluation. *New Directions for Evaluation, 109,* 105-108.

Aldrich, J. E. & Thomas, K. R. (2005). Evaluating constructivist beliefs of teacher candidates. *Journal of Early Childhood Teacher Education, 25,* 339-347.

Thomas, K. R. & Hohn, R. L. (2005). A dozen ways to make a difference: How teachers can foster students' mathematical thinking. *ENC Focus Online.* (available on-line at http://www.enc.org/features/focus/archive/ideaseslmath/?ls=ho)

Thomas, K. R., Friedman-Nimz, R., Mahlios, M., O'Brien, B. (2005) Where are they coming from? Beyond demographics of individuals seeking an alternative route to mathematics and science teacher licensure. *Action in Teacher Education,* 27 (1), 10-15.

Huffman, D., Thomas, K., & Lawrenz, F. (2003). Relationship between professional development, teachers' instructional practices, and the achievement of students in science and mathematics. *School Science and Mathematics,* 103(8), 378-387.

Weimer, J., Ridenour, C., Thomas, K., Place, W. (2001) Higher-order teacher questioning of boys and girls in elementary mathematics classrooms. *The Journal of Educational Research,* 95, 84-92.

**CONFERENCE PROCEEDINGS and ERIC Documents**

Lamson, S. L., Aldrich, J. E., Thomas, K. R. (2003). Using social inquiry strategies to enhance teacher candidate dispositions. (ERIC Document Reproduction Service No. ED 474176).

Thomas, K., Thomas, M. Hofmeister, D, King, A. (2002). *Using web-based software in teacher education courses.* Proceedings of the Association for the Advancement of Computing in

Education World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education: Montreal, Canada, October, 2002.

Thomas, K. R. & Aldrich, J. E. (2002). *Evaluating the diverse constructivist beliefs of early childhood, elementary, and middle school education majors.* (ERIC Document Reproduction Service No. ED 346082).

Lamson, S., Thomas, K., Aldrich, J. & King, A. (2001). *Assessing pre-service candidates' web-based electronic portfolios.* (ERIC Document Reproduction Service No. ED 458202).

Thomas, K., Lamson, S., & King, A. (2001). *Training teacher candidates to create web-based electronic professional portfolios*. (ERIC Document Reproduction Service No. ED 458191).

## EVALUATION / TECHNICAL REPORTS

Ginsberg, R., DeBacker, D., Mann, B., Kamatuka, N., Bessolo, J., Huffman, D., Perbeck, D., Robinson, S., Thomas, K., Bright, K. E., Brown, S., Hammouda, D. (2022). *Kansas City Kansas Schools Environment Scan.*

Thomas, K. (2021). *Southern Illinois Teacher Education Programs Review Evaluation Report*.

Dynamic Learning Maps Alternative Assessment Consortium & Edvantia, Inc. (2012). *Common Core Essential Elements and Alternative Achievement Descriptors for Mathematics*. Essential elements of academic standards for the Dynamic Learning Maps Alternative Assessment project.

Walsh, T. J., Mark, C., Ferster, A., Wang, W., Zhao, F., Jia, Y., Thomas, K., Sheinker, A., Kingston, N. (2012). *Educational Assessment with a Dynamic Learning Map.* Technical working paper of Quantitative Assessment Portions of the Dynamic Learning Maps project.

Thomas, K. (2005, 2006, 2007, 2008). *University of Kansas Freshman Institute Evaluation Report.*

Huffman, D. & Thomas, K. (2005, 2006, 2007). *Collaborative Evaluation Communities in Urban Schools: Annual Report to The National Science Foundation.*

Thomas, K. R. with Capps, L., Poggio, J. C., & Glasnapp, D. R. (2002). *An analysis of the content, completeness, and substance of the revised Kansas mathematics standards.* A technical report prepared for the Kansas State Department of Education.

## REFEREED PRESENTATIONS AT PROFESSIONAL MEETINGS

Pavlovich, M., Thomas, K. & LaVoy, C. (2020). Becoming Mathematical: The Power of Teachers to Productively Shape Students' Identities. Presented at the National Council of Teachers of Mathematics Annual Meeting: Atlanta, GA April 2, 2020.

Thomas, K., Poggio, J., & Ginsberg, R. (2019). *Assessing Metacognitive and Noncognitive Skills.* Roundtable Paper presented at the American Educational Research Association Annual Meeting: Toronto, CA April 9, 2019.

Thomas, K., Huffman, D., & McManus, J. (2019). *Virtual Communities of Practice: Building Collaborations and Partnerships.* Future Castings Session presented at the American Association of Colleges for Teacher Education Annual Meeting: Louisville, KY February 22, 2019.

Thomas, K., Ginsberg, R., Huffman, D., & Ellis, J. (2018). *Capturing and Using Evidence of Dispositions and Affective Attributes as a Component of Pre-Service Teachers' Professional Identity and for Program Improvement.* Future Castings Session presented at the American Association of Colleges for Teacher Education Annual Meeting: Baltimore, MD March 2, 2018.

Thomas, K., Ginsberg, R., Poggio, J., White, S., Ellis, J., & Davidson, B. (2017). *Development of an Instrument to Measure Prospective Teachers' Non-cognitive Skills.* Poster presented at the American Educational Research Association Annual Meeting: San Antonio: TX April 27, 2017.

Thomas, K., Ginsberg, R., Davidson, B., Ellis, J., Poggio, J., White, S., & Pelkey, L. (2017). *Developing and Using Measures of Non-cognitive Variables for Admissions and Program Decisions.* Perspectives Session presented at the American Association of Colleges for Teacher Education Annual Meeting: Tampa Bay, FL March 3, 2017.

Thomas, K. & Flake, M. (2015) *Using Student Interview Videos to Analyze Mathematical Thinking and Development.* Presented at the National Council of Teachers of Mathematics Annual Meeting: Boston: MA April 16, 2015.

Thomas, K., Sheinker, A., Sood, P., & Flake, M. (2013). *Mapping the Way: Using a Learning Map to Analyze Assessment Data and Guide Mathematics Instruction.* Presented at the National Council of Supervisors of Mathematics Annual Meeting: Denver, CO April 17, 2013.

Thomas, K., & Sood, P. (2012). *Navigating the Places to go When Learning Mathematics: Using Common Core State Standards as a Map for Instruction.* Presented at the Kansas State Department of Education Annual Meeting: Wichita, KS Nov. 7, 2012.

Thomas, K., Mark, C., & Crawford, J. (2012). *Dynamic Learning Maps Alternate Assessment: Process and Progress*. Presented at the National Conference on Student Assessment: Minneapolis, MN June 28, 2012.

Thomas, K., Sheinker, A., Broaddus, A., & Sood, P. (2012). *Constructing a Street Level View of the Common Core State Standards: A Map for How All Students Learn Mathematics*. Presented at the National Council of Supervisors of Mathematics Annual Meeting: Philadelphia, PA April 23, 2012.

Thomas, K., Sheinker, A., & Joannou, K. (2012). *The Road Less Traveled for Alternate Assessment: Mapping Multiple Learning Pathways*. Presented at the Council of Exceptional Children Annual Meeting: Denver, CO April 13, 2012.

Thomas, K. (2011). *Changing Teaching Practices and Students' Outcomes Through Collaborative Evaluation*. Paper presented at the National Council of Teachers of Mathematics Research Pre-session: Indianapolis, IN April 12, 2011.

Thomas, K. & Huffman, D. (2010). *Elementary Mathematics and Science Teachers Confronting the Challenges of Data-Based Decision Making.* Paper presented at the American Educational Research Association Annual Meeting: Denver, CO May, 2010.

Ng, J., Peter, L., & Thomas, K. (2010). *Professional Metaphors: How Career Changers Make Sense of Teaching.* Paper presented at the American Educational Research Association Annual Meeting: Denver, CO May, 2010.

Thomas, K. & Huffman, D. (2009). *Connecting a Model for Collaborative Evaluation with Data-Based Decision Making in Elementary School Mathematics*. Paper presented at the Mid-Western Educational Research Association Annual Meeting: St. Louis, MO October, 2009.

Thomas, K., Huffman, D. & Lombardi, K. (2009). *Saying what I do, doing what I say: Teachers using collaborative evaluation*. Research poster presented at the Research Pre-Session of the National Council of Teachers of Mathematics Annual Meeting: Baltimore, MD April, 2009.

Thomas, K., Huffman, D., Lombardi, K., Atwood-Blaine, D., & Klotz, B. (2008). *The product of our differences: Enhancing elementary mathematics teaching through collaborative evaluation communities*. Paper presented at the annual meeting of the American Evaluation Association: Denver, CO. November, 2008.

Huffman, D., Thomas, K., Atwood-Blaine, D., Lombardi, K., & Klotz, B. (2008). *Evaluating the impact of science fair participation on student understanding of scientific process using the CEC approach*. Paper presented at the annual meeting of the American Evaluation Association: Denver, CO. November, 2008.

Thomas, K., Lombardi, K., & Huffman, D. (2008). *Investigating the impact of accountability on mathematics programs through collaborative evaluation communities in urban schools*. Paper presented at the annual meeting of the American Educational Research Association: New York, NY April, 2008.

Huffman, D., Thomas, K., Lombardi, K., & Hohl, C. (2007). *Immersion in school-based evaluation communities.* Poster presented at the annual meeting of the American Evaluation Association: Baltimore, MD, November, 2007.

Thomas, K. (2007). *Data unplugged: Think outside the book.* Presented at the National Council of Teachers of Mathematics Regional Conference: Kansas City, MO, October, 2007.

Thomas, K. and Stowe, R. (2007). *Bombarded with data: Using an inquiry process to guide teaching practice.* Presented at the National Council of Teachers of Mathematics Regional Conference: Kansas City, MO, October, 2007.

Thomas, K. & Hart, J. (2007). *Integrating a models and modeling perspective in mathematics teacher education: How can it be accomplished and what does it look like?* Paper presented at the ICTMA13 Conference: Bloomington, IL, July, 2007.

Hart, J. & Thomas, K. (2007). *Integrating a models and modeling perspective in primary school mathematics: How can it be accomplished and what does it look like?* Paper presented at the ICTMA13 Conference: Bloomington, IL, July, 2007.

Thomas, K. & Poggio, A. (2007). *The implications of implementing a standards-based mathematics curriculum: An assessment of the long-term impact*. Poster presented at the annual meeting of the American Educational Research Association: Chicago, IL, April, 2007.

Thomas, K. & Wolkowitz, A. (2007). *Gender influences on mathematical problem solving: The impact of an interaction framework on problem solving abilities of 6th grade boys and girls in an urban school.* Poster presented at the annual meeting of the American Educational Research Association: Chicago, IL, April, 2007.

Ng, J. & Thomas, K. (2007). *Pursuing educational quality through an alternative route to certification: The stories of two exemplary urban first-year teachers.* Paper presented at the annual meeting of the American Educational Research Association: Chicago, IL, April, 2007.

Thomas, K. (2007). *A collaborative approach to program evaluation: Impact on teachers*. Paper presented at the research pre-session of the National Council of Teachers of Mathematics Annual Meeting: Atlanta, GA, March, 2007.

Thomas, K. & Ng, J. (2007). *A successful pathway to urban teaching excellence: A glimmer of hope.* Paper presented at the Association of Teacher Educators Annual Meeting: San Diego, CA, February, 2007.

Thomas, K., Huffman, D., Lawrenz, F., & Clarkson, L. (2006). *New Perspectives on Evaluation Capacity Building: A model for developing collaborative evaluation communities in public schools.* Paper presented at the annual meeting of the American Evaluation Association: Portland, OR, October, 2006.

Lawrenz, F., Huffman, D., Thomas, K., & Clarkson, L. (2006). *PI/Advisor perspectives on the graduate student portion of the CEC project.* Paper presented at the annual meeting of the American Evaluation Association: Portland, OR, October, 2006.

Barker, D., Hohl, C., Lombardi, K, Huffman, D., & Thomas, K. (2006). *Reforming elementary science through collaborative evaluation communities.* Paper presented at the annual meeting of the American Evaluation Association: Portland, OR, October, 2006.

Thomas, K. & Clarkson, L. (2006). *Engaging teachers in the collaborative evaluation of mathematics programs.* Poster presented at the research pre-session of the National Council of Teachers of Mathematics Annual Meeting: St. Louis, MO, April, 2006.

Thomas, K., Friedman-Nimz, R., Mahlios, M. & Ng, J. (2006). *A collaborative model for the alternative preparation of mathematics and science teachers: One year later*. Paper presented at the Association of Teacher Educators Annual Meeting: Atlanta, GA, February, 2006.

Mahlios, M., Friedman-Nimz, R., Thomas, K., Rice, S., & O'Brien, B. (2006). *Development and field-testing of an instrument designed to measure teacher's curricular beliefs.* Paper presented at the Association of Teacher Educators Annual Meeting: Atlanta, GA, February, 2006.

Huffman, D., Thomas, K., Lawrenz, F., & Clarkson, L. (2005). *Collaborative evaluation communities in urban schools (CEC*). Poster presented at the annual meeting of the American Evaluation Association: Toronto, Canada, October, 2005.

Thomas, K. R. (2005). *Just T-H-I-N-K: Enhancing students' problem solving.* Paper presented at the National Council of Teachers of Mathematics Annual Meeting: Anaheim, CA, April, 2005.

Thomas, K. R. (2005). *Lighting the fire: Engaging teacher candidates in purposeful inquiry to enhance student mathematics learning.* Paper presented at the Association of Teacher Educators Annual Meeting: Chicago, IL, February, 2005.

Thomas, K. R., Friedman-Nimz, R., & Mahlios, M. (2004). *From the outside looking in: perceptions of curriculum from mathematics and science alternative route teacher candidates.* Paper presented at the American Educational Studies Association Annual Conference: Kansas City, MO, November, 2004.

Thomas, K. R. (2004). *THINK: Through a school-wide journey of metacognitive proportions.* Paper presented at the Kansas Association of Teachers of Mathematics Annual Meeting: Topeka, KS, October, 2004.

Thomas, K. R. (2004). *Moving beyond review-teach-practice: active learning for all.* Paper presented at the National Council of Teachers of Mathematics Annual Meeting: Philadelphia, PA, April, 2004.

Thomas, K. R. (2004). *Authentic assessment in mathematics education: modeling professionalism*. Paper presented at the Association of Teacher Educators Annual Meeting: Dallas, TX, February, 2004.

Thomas, K. R. (2003). *Making mathematics meaningful in multiple ways*. Session presented at the Kansas Association of Teachers of Mathematics Annual Meeting: Fort Hays, KS, October, 2003.

Thomas, K. R. (2003). *Mind the gap: connecting the heart and mind through alternative teacher candidate assessment of understanding*. Paper presented at the Association of Childhood Education International Annual Conference: Phoenix, AZ, April, 2003.

Thomas, K. R. (2003). *Meeting the challenge: Regional teacher collaboration for excellence in middle school mathematics education.* Paper presented at the Association of Teacher Educators Annual Meeting: Jacksonville, FL, February, 2003.

Thomas, K. R. & Aldrich, J. E. (2003). *Meeting the challenge: Innovative student-centered strategies in teacher education for academic excellence.* Paper presented at the Association of Teacher Educators Annual Meeting: Jacksonville, FL, February, 2003.

Lamson, S. L., Thomas, K. R. & Aldrich, J. E. (2003). *Using social inquiry strategies to enhance teacher candidate dispositions.* Paper presented at the Association of Teacher Educators Annual Meeting: Jacksonville, FL, February, 2003.

Thomas, K., Thomas, M. Hofmeister, D, King, A. (2002). *Using web-based software in teacher education courses.* Paper presented at the Association for the Advancement of Computing in Education World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education: Montreal, Canada, October, 2002.

Thomas, K. R. (2002). *Standards-based curriculum versus traditional curriculum: A comparison of middle school mathematics achievement.* Paper presented at the Mid-Western Educational Research Association Annual Conference: Columbus, Ohio, October, 2002.

Thomas, K. R. & Aldrich, J. E. (2002). *Evaluating the diverse constructivist beliefs of early childhood, elementary, and middle school education majors.* Roundtable discussion at the Mid-Western Educational Research Association Annual Conference: Columbus, Ohio, October, 2002.

Thomas, K. (2002). *Preparing candidates for the challenges of teaching mathematics: Teacher candidate reflections of learning at the completion of a mathematics methods course.*

Paper presented at the Association of Teacher Educators Annual Conference: Denver, CO, February 2002.

Lamson, S., King, A., Thomas, K., Aldrich, J. (2002). *Reinventing the wheel: Revisions of web-based portfolios and the implementation chaos.* Paper presented at the Association of Teacher Educators Annual Conference: Denver, CO, February 2002.

Lamson, S., Aldrich, J., Thomas, K., King, A. (2001). *Follow-up data from preparing candidates to create a web-based electronic professional portfolio.* Paper presented at the Missouri Unit Association of Teacher Educators Conference: Fulton, MO, October 2001.

Lamson, S., Thomas, K., Aldrich, J. & King, A. (2001). *Assessing pre-service candidates' web-based electronic portfolios.* Paper presented at the Association of Teacher Educators Summer Conference: Portland, OR, August, 2001.

Thomas, K., Lamson, S., & King, A. (2001). *Training teacher candidates to create web-based electronic professional portfolios*. Paper presented at the Association of Teacher Educators Annual Conference: New Orleans, LA, February, 2001.

Lamson, S. Thomas, K., & King, A. (2000). *Teacher candidates' professional portfolios utilizing an electronic web-based format.* Paper presented at the Missouri Unit Association of Teacher Educators Conference: Columbia, MO, October 2000.

**INVITED PRESENTATIONS**

Thomas, K. & Huffman, D. (2021). *How to become a STEAM school.* Webinar presented as part of the STEAM Talks webinar series hosted by CIDTFF-Research Centre in Didactics and Technology in Education of Trainers, University of Aveiro, Portugal.

Thomas, K. (March, 2017). *Thinking Beyond: Bringing Out the Beauty in Mathematics*. Budig Professorship Lecture to the University of Kansas, School of Education.

Thomas, K. (December, 2012). *Dynamic Learning Maps Alternate Assessment: Overview of the Mathematics Learning Map.* Presented at the Quarterly Meeting of Kansas Mathematics Education Leaders at Kanas City, Kansas Public School District.

Huffman, D. & Thomas, K. (June, 2007). *Collaborative Evaluation Communities in Urban Schools (CEC): Project Update and Case Study Report.* Brownbag presentation at The National Science Foundation, Washington, D.C.

Thomas, K. (2006). Mathematics Instructional Strategies for Language Acquisition. Session presented to the teachers at Cordley Elementary School, Lawrence, KS.

Huffman, D. & Thomas, K. (2006). *Collaborative Evaluation Communities in Urban Schools (CEC).* Presentation for the Center for Science Education, the University of Kansas.

Thomas, K. (2003, 2004, 2005, 2006). *Understanding the Intellectual Development of Undergraduate Students.* Session presented to graduate teaching assistants for the University of Kansas, Center for Teaching Excellence, GTA Summit. Also presented a modified version of the session for a faculty development series.

Huffman, D., Thomas, K., Lawrenz, F., & Clarkson, L. (Dec., 2005). *Collaborative Evaluation Communities in Urban Schools (CEC).* Poster presented at the EREC PI meeting hosted by The National Science Foundation. Washington, DC.

## FUNDED GRANTS & CONTRACTS

Advisory Board, *Corgi 2020: Scaling Models for the Classrooms of Tomorrow*, U.S. Department of Education, Office of Special Education Programs, 2020-2025, $2,500,000.

Mathematics Team Lead, *Dynamic Learning Maps Alternate Assessment System Consortium*, U.S. Department of Education, Office of Special Education Programs, 2011-2013, $22,000,000.

Research and Development Senior Consultant, SBIR Phase I: ENGAGE: An Online Multiplayer Game for Math Proficiency, The National Science Foundation, 2009-2010, $149,890

Evaluation Consultant, *The Kansas Partnership for Graduate Fellows in K-12 Education*, The National Science Foundation, 2008-2013, $2,922,000.

Co- Principal Investigator, *Collaborative Evaluation Communities in Urban Schools (CEC)*, The National Science Foundation, Washington, DC, 2005-2008, $636,900.

Co-Principal Investigator, *Kauffman Mathematics and Science Planning Grant*, USD 232, DeSoto School District, DeSoto, KS, 2005-2006, $19,972.

Principal Investigator, *The Nature of Mathematics Instruction in Urban Elementary Schools*, The University of Kansas, 2004-2006, $8,000.

Consultant, *Cordley Elementary Comprehensive School Reform Grant*, Lawrence Public Schools, Lawrence, KS, 2005-2006. External consultant to provide evaluation tools.

## HONORS & AWARDS

**2016-2017 Budig Teaching Professorship** 2016
University of Kansas, School of Education
Nominated by colleagues.

**Faculty Achievement Award for Service** 2014
University of Kansas, School of Education

Nominated by colleagues.

**Geiger-Gould Teaching Award** 2007
University of Kansas, School of Education
Nominated by students in the School of Education

**Faculty Achievement Award for Teaching** 2006
University of Kansas, School of Education
Nominated by colleagues.

**Summer Research Support Award** 2006
University of Kansas, School of Education

**Teaching Excellence Award** 2004
Center for Teaching Excellence, University of Kansas
Nominated by undergraduate students in the School of Education.

**Outstanding Faculty Award** 2002
University of Central Missouri
Nominated by undergraduate students.

## INSTRUCTION

### SAMPLE COURSES TAUGHT

C&T 351; Mathematics in the Elementary Classroom
T&L 348; Teaching Mathematics in Elementary and Middle School
C&T 495; Developing the Kansas Performance Teaching Portfolio
C&T 750; Connecting Research to Practice in Elementary Mathematics and Science
C&T 852; Instruction in Mathematics & Science
C&T 854; Assessment and Evaluation in Science and Mathematics
C&T 998; Introduction to Graduate Studies in Curriculum & Teaching
T&L 733; Mathematics in the Elementary School
T&L 734; Integration of Instruction in the Elementary School
T&L 833; Diagnosis and Remediation in Elementary Mathematics
T&L 998; Research in Teaching and Leadership

## SAMPLE SERVICE

Educator Recruitment and Retention Task Force, Kansas State Department of Education, (2022)

External Evaluator—Office of Teacher Education, Southern Illinois University, Carbondale (2021)

Kansas State Department of Education, Kansas Professional Learning Team, (2021-present)

Council for the Accreditation of Educator Preparation, Accreditation Reviewer (2017-present)

Olathe 21st Century Future Educators Academy Advisory Board (2017-Present)

Kansas State Department of Education, Educator Preparation Program Accreditation Reviewer, (2015-present)

Council of Academic Deans from Research Education Institutions Nomination and Selection Committee (2018)

Portrait of a Graduate Task Force, Olathe School District (2018-2019)

University of Kansas, Academic Program Coordinating Committee, (2021-present)

University of Kansas, AIRE Service Experience Council, (2021-present)

University of Kansas, Community Engagement Consortium, (2019-present)

University of Kansas, Transfer and Articulation Policy Council, (2016-present)

University of Kansas, Faculty Senate, (2008-2011)
Served as a member of the university and faculty senate.

University of Kansas, University Core Curriculum Committee, (2012-2014; Chair 2013-2014), School of Education Representative

University of Kansas, Organization and Administration Committee [Chair, 2009-2010 and 2012-2013], (member 2006-2010; 2011-2014)

University of Kansas, Higher Learning Commission 3C Subcommittee, (2013-2014)

University of Kansas, Faculty Senate Research Committee, (2010-2011)

University of Kansas, University Senate Judicial Board, (2011-2015)

University of Kansas, General Education Goal 5 Satellite Committee, (Fall, 2011)

| Nominee's Full Name: | The KSBE district | The school district in which you work. | What Private School- District | What Private School- Building | Name of Board/Committee you would like to serve on. | Nominee represents school district or post-secondary institution size of: |
|---|---|---|---|---|---|---|
| Michelle Smotherman | District 4 | 232 De Soto | N/A | N/A | Professional Standards Board | 5001 and over |

| Nominated by (organization) | If other was selected, please list which organization nominated you below. | Please select which KSBE Board Member nominated you. |
|---|---|---|
| KASEA | N/A | N/A |

| Rep HE PK12 - Do you represent Higher Education or PreK-12? | PreK12 - Please select which of the following you represent. | Level you Teach - Please select which level you teach. | Position title - Which position do you hold for your institution? | Admin Level - Please select which level you represent. | Admin Building Level - Please select your building level. | SPED/VOC/none - Which of the following do you teach? |
|---|---|---|---|---|---|---|
| PreK-12 | Administator | N/A | Special Services Administrator | SPED | N/A | N/A |

**Please state briefly, your qualifications for this appointment as set forth...**

I am currently employed by USD232 School District. I hold a valid KS teacher license.

**Work experience - Please state, briefly, your working and educational experience which might...**

I have worked in education since 1996. During that time, I have worked at the Elementary, Middle and HS levels, as as a special education teacher. The last 5 years, I have served as a Special Education Administrator. My work in special education has included working with students with learning and behavioral disabilities as well as students with significant cognitive deficits. As an Administrator, I support special education staff as well as collaborate with general education staff regarding students needs. I act as a liaison between building and district level administration and mediate difficult situations between schools and families.

# Michelle L. Smotherman

## Professional Statement

As a professional leader, my mission is to provide all students and adults an opportunity to learn through various disciplines in a growth mindset environment.

## Leadership Skills and Experience

**Leadership Experience**

- Special Services Coordinator |De Soto School District |2021-Present
- Special Services Coordinator |Gardner Edgerton School District |2019-2021
- Supervise, train, and evaluate Special Education Staff | Present
- Crisis Prevention Institute Nonviolent Crisis Intervention Certified Trainer |2011-2021
- Completed the Jim Knight Instructional Coaching Workshop | 2018

**Leadership Skills**

- Expertise in project management
- Strong Team Leadership Skill using multidisciplinary training methods with an emphasis on interpersonal and group dynamics
- Initiating & Building Relationships
- Ability to with multiple Organizational Visions & Missions
- Superior Strategic and Organizational Skills Enable Mastery of Ever-Changing Workloads
- Ability to Facilitate Understanding of Complex Concepts
- Ability to Deliver Optimum Performance & Achieve Results with Diverse Groups

**Instruction**

- Curriculum Development and Implementation for Center-based Programs
- Program & Educational Development
- Assist in planning and implementing behavioral and academic interventions for students
- Collaborate with teams in supporting all learners in the general education setting
- Plan and present professional development for teachers and other educational staff

## Special Recognition

| | |
|---|---|
| Nominated for Teacher of the Year | 2009 |
| Recipient of Social Thinking Grant | 2010 |

## Education

**M.S. Building Leadership** | Baker University, Overland Park, KS | 2016
**M.S. Education** | University of Kansas, Edwards Campus, Overland Park, KS | 2011
**B.S. Education** | University of Central Missouri, Warrensburg, MO | 1996

## Licensure

**Professional Educator License**
K-12 Building Leadership | Kansas & Missouri | Current
Emotional Disabilities & Cognitive Disabilities | Kansas & Missouri | Current

## Professional Experience

**Special Services Coordinator | De Soto School District | 2021 to Current**

***Programming and Procedure***

- Collaborate with District Level and Building Administrators on student programming and discipline
- Collaborate with Building Administrators to develop and execute professional development for building level staff
- Supervision and evaluation of staff members
- Provide guidance to principals and school-based staff on all matters relating to special education
- Supervise Related Services Providers (Instructional Specialists, Transition Specialist)
- Hire and support service providers and paraprofessionals
- Monitor evaluation reports & IEPs administered by psychologists & special educators to ensure all state and federal requirements are met
- Supervise staff, ensuring all legal guidelines and mandates are implemented
- Co-lead, evaluate, and revise transition processes for students transitioning between school levels
- Consult with administration, teachers, and parents on special education law and procedures
- Collaborate with school teams in the development of curriculum/ instructional planning for students with academic deficits and/or proactively address behavioral needs
- Develop and maintain strong working relationships with staff in buildings

**Special Services Coordinator | Gardner Edgerton School District | 2019 to 2021**

***Special Education Programming and Procedure***

- Maintain effective communication with community agencies and out of district schools
- Supervision and evaluation of staff members using the KEEP 2 system
- Provide guidance to principals and school-based staff on all matters relating to special education
- Supervise Related Services Providers (SLP, OT, PT, MT)
- Hire and support service providers and paraprofessionals
- Collect and report pertinent information regarding Medicaid
- Coordinate all aspects of ESY for Early Childhood through Secondary students (Plan, recruit, hire staff)
- Monitor all evaluation reports & IEPs administered by psychologists, special educators, & related service providers to ensure all state and federal requirements are met
- Train staff in Nonviolent Physical Crisis Prevention Intervention techniques

***Progress Monitoring and Assessment Consultation***

- Assist with progress monitoring assessment systems for primary special education
- Develop and deliver professional learning related to the effective use of formal and informal assessment data to drive instructional decisions
- Develop and implement high quality professional learning that is aligned with district and school goals
- Provide leadership and technical assistance to schools regarding assessment practices and procedures
- Train and support teachers administering the Dynamic Learning Maps alternate state assessment

**Student Services Consultant | Blue Valley School District, Overland Park, KS | 2013 to 2019**

***Special Education Programming and Procedure Consultation***

- Provide consultation to and oversee 14 special education programs for students with autism, social/emotional/behavioral needs, academic disabilities, and other disabilities or needs requiring specialized programming and coordination of services
- Liaise between building staff and district administration to support the needs of individual schools

## Additional Teaching Experience

*Interrelated Resource Teacher*
Blue Valley School District, Overland Park, KS | 2007 to 2013
Olathe Public School District**,** Olathe, Kansas | 1997 to 2002

## Additional Training/ Experiences

Certified Group Exercise/ Personal Trainer
CPR/ AED Certified
Middle School Dance Team Sponsor
Middle School Assistant Track Coach

| Nominee's Full Name: | The KSBE district | The school district in which you work. | What Private School- District | What Private School- Building | Name of Board/Committee you would like to serve on. | Nominee represents school district or post-secondary institution size of: |
|---|---|---|---|---|---|---|
| Kristin Schmitz | District 7,District 8,District 9,District 10 | N/A | Z0031 Wichita Catholic Diocese | Wichita Catholic Dist Sedgwick Co | Professional Standards Board | 5001 and over |

| Nominated by (organization) | If other was selected, please list which organization nominated you below. | Please select which KSBE Board Member nominated you. |
|---|---|---|
| KAIRS | N/A | N/A |

| Rep HE PK12 - Do you represent Higher Education or PreK-12? | PreK12 - Please select which of the following you represent. | Level you Teach - Please select which level you teach. | Position title - Which position do you hold for your institution? | Admin Level - Please select which level you represent. | Admin Building Level - Please select your building level. | SPED/VOC/none - Which of the following do you teach? |
|---|---|---|---|---|---|---|
| PreK-12 | Administator | N/A | Assistant Superintendent | District | N/A | N/A |

**Please state briefly, your qualifications for this appointment as set forth...**

In the last 3 years, I have served as a principal of a PS-8 building with 500 students and 60 faculty and staff, and I am now one of two assistant superintendents for the Diocese of Wichita, which serves close to 10,000 children and approximately 750 educators across 38 schools.

**Work experience - Please state, briefly, your working and educational experience which might...**

I have 29 years of experience in a variety of educational settings including public and private schools, rural and suburban settings, teacher and principal in grades PS - 8th grade, and now in the district office of a large private school district. I have served on numerous district councils as well. In my current position, I actively work with curriculum and instruction, district accreditation, and help to support 38 schools across the district.

## Personal Summary

After twenty-eight years of teaching and administrative positions in both public and Diocese of Wichita Catholic schools, I seek to use the broad spectrum of education and professional experiences acquired to take the next step in my career—the opportunity to become an Assistant Superintendent with the Diocese of Wichita Catholic Schools.

## Education

- Master of Education - Education Administration, Wichita State University, 1994-1997
- Bachelor of Science - Secondary Education, University of Kansas, 1987-1992
    - English and History endorsement on teacher licensure
    - Includes 15 hours toward Master of Education – Curriculum and Instruction

## Experience

- Principal – Magdalen Catholic School PS-8, Wichita Catholic Diocese, 2013-present
- Teacher – Language Arts, Magdalen Catholic School, 2008-2013
- Principal – St. Patrick Catholic School K-8 Kingman, Wichita Catholic Diocese, 1999-2005
- Teacher – Language Arts, USD 265, Goddard, Kansas, 1992-1999

## Administration Achievements and Leadership

- 2018 National Blue Ribbon School, Magdalen Catholic School, announced October 2018
- Wichita Diocese Banner School Principal, Magdalen Catholic School, 2014 and 2018
- Wichita Diocese Banner School Principal, St. Patrick Catholic School, Kingman, 2001
- Curriculum and Instruction Accountability, PS-8 Building, St. Patrick and Magdalen Catholic School
- Accreditation Models: QPA, AdvancEd, KESA – member of multiple accreditation teams for peer schools
- Assessments: State of Kansas, NWEA MAP, STAR, STAR Early Literacy, Aspen Math, Dibels Reading, AIMSWeb, use of data to drive instruction
- Materials and Resources: acquisitions and implementation for PS-8
- Facility: maintenance, schedules, rentals, utilities, technology
- Technology: infrastructure, Google Classroom, student response clickers, Promethean boards and software, effective use of e-mail and Microsoft Office, Power School
- Student Special Needs Services: Individual Education Plans, Individual Learning Plans, English Second Language Services, Student Improvement Teams, Tiered accommodations
- Strategic Planning: Resource Room Implementation for Special Needs, Early Childhood Program, Alumni database, Marketing Plan for enrollment, implementation of new instructional programs
- Safe Environment: VIRTUS Training and compliance, student discipline, parent handbook

- Crisis Management: Development of crisis plan, completion of Stop the Bleed, Red Cross CPR and First Aid, Active Shooter training, installation of security cameras on campus
- Kansas State Department of Education: all required state reports
- Early Childhood: Began a new program at St. Patrick, Kingman, and an all day Pre Kindergarten at Magdalen Catholic School
- Mentoring: New Diocesan principals as assigned by Catholic School Office administration
- Superintendent Council Membership: Both at St. Patrick, Kingman and Magdalen Catholic School
- Additional responsibilities: Athletics, Extracurricular Activities, Latch Key, School Lunch Program

**Spiritual Formation and Leadership**

- Spiritual Accompaniment Leadership Team (SALT): Created to plan and implement a variety of formation opportunities for the faculty and staff, including oversight of SALT's finances, plans, and outreach
- Principal Pastor Collaboration: Weekly meetings and discussions for spiritual formation of students including classroom visits, Adoration, Confession, prayer challenges, and attendance at various school activities
- Faculty Formation Opportunities: Daily in prayer time, weekly in Calendar Items email, and monthly in team meetings
- Speaking Opportunities:
    - With the Diocese of Wichita: Presentation on Discipleship, Evangelization, and Stewardship to Diocesan New Teachers at annual orientation meeting in August
    - Outside the Diocese of Wichita: Presentations for Diocese of Springfield IL on stewardship in schools, including a talk to a group of representatives from the Diocese, keynote speaker to the principals of the Diocese in Springfield at an annual conference, and a breakout session speaker at the Diocese of Springfield DAEC held every three years
- Membership of Leadership Teams: Bishop Kemme's Pastoral Council; former member of Fr. Jirak's Parish Leadership Team including trainings related to Patrick Lencioni's PLT model (stepped off PLT during COVID management)
- Personal Formation: Called and Gifted Program including interview processes, Christ Life, NCEA New Orleans, SEEK Indianapolis, Principal and Faculty retreats, Catechesis of the Good Shepherd Levels I, II, Magdalen Rescued and Responding presentations, Magdalen Parish Missions
- Immaculate Heart of Mary Sisters: Collaboration with Mother Mary Magdalene to include the hiring of a Sister to serve in a 2nd grade elementary classroom at Magdalen Catholic School
- Regan Institute: Member of the Regan Remake Team and host of the 2022 Regan Institute

## Personnel Management

- Supervision, evaluation, and development of 62 licensed faculty and non-licensed staff
- Hiring of staff and faculty: posting positions, selecting candidates, interviewing, hiring checklist, completing background checks and references, monitoring timesheets, distributing letters of intent
- Evaluations: informal and formal, coaching of teachers, creating plans of action based on evaluations, oversee mentoring programs
- Faculty teams: weekly team meetings, Building Leadership Team, Core Student Intervention Team
- Professional development: weekly and monthly professional development programs
- State Licensure of certified faculty: submit reports, paperwork for faculty through My Learning Plan
- Annually update staff and faculty handbooks
- Orientation of new faculty each summer with monthly meetings held during the school year

## Finances and Budget Management

- Creation and Tracking to Annual Budget: cost projections, monthly reports to Finance Council, monthly monitoring of profit/loss statements, transition to new chart of accounts
- Annual Report of School Operations submitted annually
- Daily Finances: responsible to approve all purchases, sign all checks
- Teaching contracts and staff work agreements: accurate paperwork, merit raises, salary guidelines, competitive wages
- Title Funds: professional development funds for teacher continuing education

## External Relations and Leadership

- Parent Teacher Organization: represent school to parents
- Magdalen School Council: represent school to select group
- Magdalen Pastoral Council: represent school to select group of Church Leadership
- Magdalen Finance Council: represent school to Finance leaders of Church
- Social Media: responsible for social media for school on Facebook and Instagram
- Diocesan Level Communications: Kapaun Mt. Carmel Catholic High School and all feeder schools
- Alumni Communications: creation of database, mailers, booth at Parish Festival

## Teaching Achievements and Leadership

- Develop and Implement Honors Curriculum for Grades 6, 7, 8, Magdalen Catholic School
- Principal's Advisory Council, Goddard Middle School
- Quality Performance Accreditation (QPA) team Co-Chair, Goddard Middle School
- English Department Chair, Goddard Middle School

**Agenda Number: TUES 13**

**Meeting Date: July 9, 2024**

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** ERC recommendations for higher education accreditation and program approvals

**From:** Catherine Chmidling

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation accreditations for Baker University and Friends University, and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, and Washburn University.

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The program review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were gathered.

submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations are planned to be submitted to the August 2024 State Board agenda as an Action item.

Receive item: ERC recommendation for higher education accreditation and program approval

Item Title:
Receive recommendations of the Evaluation Review Committee for higher education accreditations and program approvals

Board Goals:
Provide an effective educator in every classroom

Explanation:
The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation accreditations for Baker University and Friends University, and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, and Washburn University.

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KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Baker University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Baker University School of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2031.

Standards RA1-RA3
Areas for Improvement
None

Standard R1

AFI R1.1 The EPP provided limited evidence and interpretation of data that candidates are able to apply critical concepts and principles of learner development, learning differences, and creating safe and supportive learning environments to work effectively with diverse P-12 students and their families (component R1.1).

Rationale R1.1 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

AFI R1.2 The EPP provided limited evidence and interpretation of data that candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students (component R1.2).

Rationale R1.2 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

AFI R1.3 The EPP provided limited evidence and interpretation of data that candidates are able to assess, plan instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students (component R1.3).

Rationale R1.3 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

AFI R1.4 The EPP provided limited evidence and interpretation of data that candidates engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others to work effectively with diverse P-12 students and their families (component R1.4).

Rationale R1.4 No disaggregated race/ethnicity data by preparation program to show any disparities or to explain disparities. Analysis of data across key assessments is limited.

Standard R2

AFI R2.1 The EPP provided limited evidence that P-12 partners are engaged in an ongoing collaborative process. (component R2.1)

Rationale R2.1 The evidence provided does not document systematic partner engagement in decision making or collaborative development, review, or revision of instruments (other than peer review for content validity), evaluations, or placement processes. Partner relationships are one-one one and ad-hoc rather than systematic.

AFI R2.2 The EPP provided limited evidence that partners co-select, prepare, evaluate, and support high quality clinical educators. (component R2.2)

Rationale R2.2 The evidence provided does not include sufficient data supporting the quality of clinical educators. No evidence of systematic training or support for clinical educators is provided. Insufficient evidence is provided to support systematic collaborative engagement in the review and analysis of data about clinical educators.

AFI R2.3 The EPP provided limited evidence that the EPP works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure candidates demonstrate their developing effectiveness. (component R2.3)

Rationale R2.3 Evidence of systematic partner involvement in the design and implementation of clinical experiences is insufficient.

Standard R3

AFI R3.2 The EPP provided limited evidence as to how the EPP advised and supported candidates who are not progressing at transition points, including determining if the cohort average meets or exceeds 3.0 at a transition point (component R3.2).

Rationale R3.2 There was no clear evidence that the process for how the EPP advises and supports candidates who are not progressing is systematized. The EPP has not determined a point at which the cohort GPA average of 3.0 is verified.

AFI R3.3 The EPP provided limited evidence as to how the EPP triangulates multiple sources of evidence to verify that candidates are prepared for certification at completion (component R3.3).

Rationale R3.3 Some individual analyses of key assessments are provided (e.g., K-CAT, journal reflections); however, there is little evidence to suggest how the data are reviewed comprehensively to determine whether candidates are prepared for certification at completion (R3.3).

Standard R4 and RA4

AFI R4.2 The EPP provided limited evidence of employer satisfaction with completers. (component R4.2)

Rationale R4.2 Three cycles of data are not presented. Only one cycle of data is submitted.

AFI R4.3 The EPP provided limited evidence of completer satisfaction with preparation. (component R4.3)

Rationale R4.3 Data are not disaggregated by program or other demographics. Subsequent analyses of the survey results are not completed nor submitted.

AFI RA4.1 The EPP provided limited evidence of employer satisfaction with completers. (component RA4.1)

Rationale RA4.1 Three cycles of data are not presented and data are not representative of completer employers, there are no data for employers of district leaders and one response for special education. Subsequent analyses of the survey results are not submitted.

AFI RA4.2 The EPP provided limited evidence of completer satisfaction with preparation.(component RA4.2)

Rationale RA4.2 Three cycles of data are not presented and data are not disaggregated by program or other demographics. Subsequent analyses of the survey results are not submitted. Means are present but no analysis.

Standard R5 and RA5

AFI R5.2 The EPP provided limited evidence that the QAS had drawn on verifiable, representative, and actionable measures to ensure interpretation of data are valid.(component R5.2)

Rationale R5.2 At the time of the visit, the Quality Assurance System had not generated data from EPP-created rubrics that meet CAEP criteria for assessments. The criteria for determining validity have not met the CAEP Criteria for Evaluation of EPP-Created Assessments & Surveys that relate to the content of the assessment and the scoring and have resulted in assessments that do not meet all of these criteria. Not all rubrics were aligned or analyzed by standards. Therefore, data presented for EPP-created assessments cannot result in valid interpretation of candidate performance including candidates' preparation for certification at completion.

AFI R5.3 The EPP provided limited evidence of how external stakeholders are involved in program design and evaluation. (component R5.3)

Rationale R5.3: Interviews with external stakeholders did not confirm that they were involved in program design and evaluation.

AFI R5.4 The EPP provided limited evidence how the EPP regularly, systematically and continuously assessed performance against the goals and relevant standards, tracked results over time, documented modifications and/innovations and their effects on EPP outcomes. (component R5.4)

Rationale R5.4 Data from EPP-created assessments were not aligned with relevant standards and discussion of the performance of demographic groups was surface level. There was limited evidence of the use of data for program modifications and analysis.

AFI RA5.2 The EPP provided limited evidence that the QAS had drawn on relevant, verifiable, representative, and actionable measures to ensure interpretation of data are valid. (component RA5.2)

Rationale RA5.2 The criteria for determining validity had not met the specific CAEP Criteria for Evaluation of EPP-Created Assessments & Surveys. Not all rubric components were tagged to or analyzed.

Therefore, data presented for EPP-created assessments cannot result in valid interpretation of candidate performance.

AFI RA5.3 The EPP provided limited evidence that external stakeholders are involved in program design, evaluation, and the continuous improvement process. (component RA5.3)

Rationale RA5.3 Interviews with the Education Advisory Council indicated that they had not been involved in data analysis, program design and the continuous improvement process. There were no other systems or mechanism to involve external stakeholders in program design, evaluation, and the continuous improvement process.

AFI RA5.4 The EPP provided limited evidence how the EPP regularly, systematically and continuously assessed performance against the goals and relevant standards, tracked results over time, documented modifications and/innovations and their effects on EPP outcomes. (component RA5.4)

Rationale RA5.4 In interviews the faculty did not confirm that they analyzed and acted upon data on a systematic basis.

Standard R1-R5, RA1-RA5

Stipulations

None

| Standards | Initial | Advanced |
|---|---|---|
| R1/A1: Content and Pedagogical Knowledge | Met | Met |
| R2/A2: Clinical Partnerships and Practice | Met | Met |
| R3/A3: Candidate Quality, Recruitment, and Selectivity | Met | Met |
| R4/A4: Program Impact | Met | Met |
| R5/A5: Provider Quality Assurance and Continuous Improvement | Met | Met |

Next visit: Fall 2030.

Previous Areas for Improvement (AFI)

March 13, 2018 KSBE Decision

Areas for Improvement (AFIs)

Standards 1-5

None

Stipulations

Standards 1-5

None

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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Friends University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Friends University Education Division.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through December 31, 2031.

Standard R1, RA1-2, RA4
Areas for Improvement
None

Standard 2
AFI R2.2 The EPP provided limited evidence of systematic evaluation of clinical educators (component R2.2).
Rationale R2.2 The EPP submitted evidence of the use of one assessment instrument (Student Teacher Rating of Mentor Teacher/University Supervisor form) without evidence of data analysis or a process for data usage.

Standard 3, A3
AFI R3.1 The EPP provided limited evidence of how they routinely monitored local, state, regional, or national needs for hard-to-staff schools and shortage fields (component R3.1).
Rationale R3.1 The EPP provided minutes and presentations associated with the shortage. However, state, regional, and local aggregate data were not available for the Site Visit.

AFI RA3.1 The EPP provided limited evidence of how they routinely monitored local, state, regional, or national needs for hard-to-staff schools and shortage fields (component RA3.1).
Rationale RA3.1 The EPP provided minutes and presentations associated with the shortage. However, state, regional, and local aggregate data were not available for the Site Visit.

Standard 4

AFI R4.1 The EPP provided limited evidence of completer effectiveness. (component R4.1)

Rationale R4.1 The EPP provided reading results as evidence for effectiveness of completers without regard to the program or certification even though reading may not be the focus of the instruction for teachers for which it was reported. Observation data was provided but it was not broken by the program or other demographic characteristics.

AFI R4.3 The EPP provided limited disaggregated data for the satisfaction of completers by program/certification/demographics. (component R4.3).

Rationale R4.3 The EPP provided data for completer satisfaction and for more than three cycles but there was a several year break in the evidence. It was not disaggregated by demographics. The EPP needs to collect demographic information and consistently use the data for programmatic decision making.

Standard 5, A5

AFI R5.2 The EPP provided limited evidence of reliability indices for key evaluation measures. Component R5.2)

Rationale R5.2 EPP created key assessments do not have formal evidence of interrater reliability to be used in supporting programmatic decisions.

AFI RA5.2 The EPP provided limited evidence of establishing reliability for key evaluation measures. (component RA5.2)

Rationale RA5.2 EPP created key assessments do not have formal evidence of interrater reliability to be used in supporting programmatic decisions.

Standard R1-R5, RA1-RA5

Stipulations

None

| Standards | Initial | Advanced |
|---|---|---|
| R1/A1: Content and Pedagogical Knowledge | Met | Met |
| R2/A2: Clinical Partnerships and Practice | Met | Met |
| R3/A3: Candidate Quality, Recruitment, and Selectivity | Met | Met |
| R4/A4: Program Impact | Met | Met |
| R5/A5: Provider Quality Assurance and Continuous Improvement | Met | Met |

Next visit: Fall 2030.

Previous Areas for Improvement (AFI)

June 12, 2018 KSBE Decision

Areas for Improvement (AFIs)

Standards 1-5

None

Stipulations (AFIs)

Standards 1-5
None

# ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

## ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Bethel College

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approvals for Bethel College.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Bethel College programs through December 31, 2030.

Art PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Health PreK-12, I, continuing
- Areas for Improvement
- Standards 1-5
- None

Physical Education PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for MidAmerica Nazarene University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approvals for MidAmerica Nazarene University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved-with Stipulation" status for the following MidAmerica Nazarene University program through December 31, 2026.

Innovative Elementary Education Unified Plus, I, K-6, New Program

Areas for Improvement

Standards 1-11, Science of Reading

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend removing the new-program stipulation and extending program approval through December 31, 2030.
(Next continuing programs' review: Fall 2030)

Restricted, I, PreK-12, progress report

Areas for Improvement:

Standards 3-10

None

Standard 1 (Met)

AFI 1.2: Assessment 5a course EDUC 6445 does not align with the grade range of the program.

Rationale 1.2: Course EDUC 6445 is specific to Elementary grades but the program is for grades 6-12. The syllabus references the Master's of Elementary Unified and the course content standards table quotes the Elementary Unified K-6 standards. Post-rejoinder: EDUC 6445 course description removed reference to elementary grades, however, the course objectives are only aligned to standard 4 and standard 5 – there is no alignment of the course to standard 1.

AFI 1.3: Assessment 5a is not aligned to standard 1.

Rationale 1.3: With course syllabus revisions, assessment 5a no longer meets standard 1 – course objectives in the course syllabus uploaded as appendix H are now aligned to standard 4 & 5 (see page 3). There is no alignment of this course syllabus to Standard 1. The objective 1, 2,& 4 info listed in the rejoinder are learning outcomes listed on page 5 of the syllabus. These learning outcomes do not meet standard 1 focused on learner development.

Standard 2 (Met)

AFI 2.2: Assessment 5a course EDUC 6445 is not aligned to standard 2.

Rationale 2.2: Appendix H is course syllabus for EDUC 6445 – the goals/objectives of this course are aligned to standard 4 & 5 as presented on page 3 of the course syllabus. The course description does have one statement that alludes to language used in standard 1 & 2 "discover strategies and methodologies used plan, instruct and assess the learning of exceptional students;" however, the course goals/objectives are aligned to standard 4 & 5. The objectives 5, 6, & 7 info listed in the rejoinder are learning outcomes listed on page 5 of the syllabus. These learning outcomes do not meet standard 2 focused on learner differences.

Recommend "Approved" status for the following MidAmerica Nazarene University programs through December 31, 2030.

Elementary Education Unified K-6, I, continuing

Areas for Improvement
Standards 1-11, Science of Reading
None

English Language Arts 6-12, I, continuing

Areas for Improvement
Standards 1-7, Science of Reading
None

School Counselor PreK-12, A, continuing

Areas for Improvement
Standards 1-8
None

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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University continuing programs through December 31, 2030.

Art PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Elementary Education Unified K-6, I, continuing
- Areas for Improvement
- Standards 1-11, Science of Reading
- None

Library Media Specialist PreK-12, A, continuing
- Areas for Improvement
- Standards 1-6
- None

Mathematics 5-8, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Restricted 6-12, PreK-12, I, continuing
- Areas for Improvement
- Standards 1-10, ELA Science of Reading
- None

Speech/Theatre 6-12, I, continuing

Areas for Improvement

Standards 1-6

None

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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Tabor College

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approval for Tabor College.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Tabor College programs through December 31, 2030.

Biology 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

Chemistry 6-12, I, dormant
- Areas for Improvement
- Standards 1-8
- None

Elementary PreK-6, I, continuing
- Areas for Improvement
- Standards 1-7, Science of Reading
- None

Music PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Vocal Music PreK-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

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June 20, 2024

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Washburn University

Introductory Statement:

On June 03, 2024, the Evaluation Review Committee reviewed an application for program approval for Washburn University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Washburn University programs through December 31, 2030.

Elementary PreK-6, I, continuing
Areas for Improvement
Standards 1-7, Science of Reading
None

English Language Arts 5-8, I, continuing
Areas for Improvement
Standards 1-7
None

English Language Arts 6-12, I, continuing
Areas for Improvement
Standards 1-7, Science of Reading
None

Mathematics 5-8, I, continuing
Areas for Improvement
Standards 1-7
None

Music PreK-12, I, continuing
Areas for Improvement
Standards 1-7
None

## PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

## PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

### 91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.
(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
(B) at least 12 weeks of student teaching; and
(C) a validated preservice candidate work sample.
(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be

forwarded by the commissioner to an appropriate representative designated by the teacher education institution.
(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

## 91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.
(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.
(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.
(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).
(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.
(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

**Agenda Number:TUES 14**

**Meeting Date: July 9, 2024**

KANSAS STATE DEPARTMENT OF EDUCATION

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**Item Title:** Screen Time and Digital Devices in Schools

**From:** Jake Steel

There are growing concerns about the impact of prolonged screen use on mental health, with studies indicating a correlation between excessive screen time and anxiety, depression, and social isolation. With screen time on the rise, many states have taken action to mitigate the effects on students through cell phone policies, screen-time limits for early childhood, and guidance regarding digital devices both at home and in school. This presentation will focus specifically on states' guidance, impacts of excessive screen time, cell phone policies, and parental oversight of children's digital device use.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: WED 1

Meeting Date: July 10, 2024

| Staff Initiating: | Director: | Commissioner: |
|---|---|---|
| Scott Gordon | Scott Gordon | Randy Watson |

## Item Title:

Act on proposed amendment to high school minimum graduation requirement regulation K.A.R. 91-31-35

## Recommended Motion:

It is moved that the Kansas State Board of Education approve the submission of an amendment to K.A.R. 91-31-35 through the formal regulatory adoption process.

## Explanation of Situation Requiring Action:

During its June meeting, the Kansas State Board of Education received a proposed amendment to K.A.R. 91-31-35. The purpose of the amendment is to remove completion of the Free Application for Federal Student Aid (FAFSA) from the list of minimum high school graduation requirements. KSDE intends this amendment to go into effect for all students immediately upon final adoption by the State Board. Language to be struck from the regulation is underlined in the draft shown in the following pages.

**91-31-35. Graduation requirements**. (a) Each governing body shall adopt a written policy specifying that pupils are eligible for graduation only after completion of at least the following graduation requirements as established by the state board:

(1) Four units of English language arts, which shall include reading, writing, literature, grammar and at least one-half unit of communication. The chief administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil will benefit more by taking another subject;

(2) 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; and, except as otherwise provided in K.A.R. 91-31-35 (e), a course of instruction in Kansas history and government;

(3) 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;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one-half unit of physical education. This requirement shall be waived if the school district is provided with a statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program;

(6) one-half unit of health education which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(7) one-half unit of financial literacy;

(8) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by the governing body;

(9) one unit of advanced science, technology, engineering, advanced math or other similar studies selected by the governing body;

(10) four and one-half units of elective courses;

(11) two or more accomplishments approved by the State Board that demonstrate the pupil will be a successful Kansas high school graduate;

~~(12) One of the following filings, unless exempted by the chief administrative officer;~~

~~(A) A free application for federal student aid with the United States department of education, or;~~

~~(B) On a form created by the state board, file a waiver with the governing body indicating that a parent or guardian or, if the pupil is at least 18 years of age or legally emancipated, the pupil understands what the free application for federal student aid is and has chosen not to file an application.~~

(b) At least 21 units of credit shall be required for graduation.

(c) A unit may only satisfy one graduation requirement at a time.

(d) Any governing body may increase the number of units of credit required for graduation. Any additional requirements of the governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(e) The governing body shall waive the requirement for a course of instruction in Kansas history and government required in K.A.R. 91-31-35(a)(2) for any student who transfers into the district at a grade level above that in which the course is taught.

~~(f) Unless more stringent requirements are specified by existing local policy, the graduation requirements specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.~~

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and K.S.A. 2023 Supp. 72-5170; effective July 1, 2005; amended October 8, 2021; P-_____.)

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: WED 2**

| **Staff Initiating:** | **Director:** | **Commissioner:** | **Meeting Date: Jul;y 10, 2024** |
|---|---|---|---|
| Natalie Clark | Beth Fultz | Randy Watson | |

**Item Title:**

Receive CTE 2023-2024 Cluster Reviews (Action)

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Career and Technical Education (CTE) 2023-2024 Cluster and Pathway Review recommendations approved by the Kansas Advisory Committee for Career and Technical Education.

**Explanation of Situation Requiring Action:**

The Kansas Advisory Committee for Career and Technical Education approved the CTE 2023-2024 Cluster Reviews. Cluster review committees began work in the fall of 2023 and were made up of Secondary Educators representing different sizes of school districts and different geographic locations across the State of Kansas, Post-Secondary Educators representing two and four-year colleges and business/industry representatives reflective of the Cluster/Pathways under review. The Kansas Advisory Committee for Career and Technical Education respective business/industry committee member representing the reviewed Cluster served as chair and the committee was facilitated by a KSDE Education Program Consultant. Once final approval is received, changes will begin with the 2025-2026 school year.

Career and Technical Education (CTE) 2023-2024 Cluster Reviews:

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, A/V Technology and Communications
Education and Training
Engineering
Finance

- Health and Bio Sciences

Additional Pathways included in the review included:

- Web and Digital Communications Pathway
- Network Systems Pathway
- Early Childhood and Development Services Pathway

Cluster Review Timeline:

March 1, 2024
Pathway Must Be Posted for Public Comment for Thirty Days and sent on the CTE Listservs

April 17, 2024

Kansas Advisory Council for Career and Technical Education
Receive Item

June 18, 2024
Kansas Advisory Council for Career and Technical Education
Action Item

July 10, 2024
Kansas State Board of Education
Receive Item

August 13 or 14, 2024
Kansas State Board of Education
Action Item

The following information was reviewed by the Cluster Review Committees:

Labor Market Information, Kansas Labor Information Center (KLIC) - LMI Home Page (ks.gov)

Business/Industry Feedback regarding Trends and Skills

Kansas Chamber Competitiveness Analysis

Kansas Commerce Report

Kansas Career and Technical Education Comparison Report

Kansas Board of Regents Program Alignment, Program Alignment (kansasregents.org)

National Career Clusters® Framework

• Pathway Course Competencies and Indicators, CTE Course Competencies and Indicators (ksde.org)

• Reviewed Industry Standards and Certifications

• Reviewed the Industry Recognized Certifications (IRC) and Assessments, Kansas Pathway Assessments, Credentials, and Certifications (K-PAC) List - 2023-2024 (ksde.org)

• Pathway Inclusion of Work-Based Learning (WBL) Elements
Kansas Work-Based Digital Reference Guide (ksde.org)
Kansas Work-Based Learning: Personalized Learning Plan Guidance Document (ksde.org)

The linked documents and resources below were shared during the Cluster Review process in addition to presentations given by the Kansas Department of Commerce and Kansas Chamber during the January 31, 2024 KACCTE meeting.

- Kansas Career Cluster Guidance Handbook 2024-2025 (ksde.org)
- CTE Course Competencies and Indicators (ksde.org)
- Nadira Hazim-Patrick, Assistant Secretary for Department of Commerce, presented to the KACCTE January 31, 2024,Kansas Department of Commerce Key Industries (kansascommerce.gov)
- Sector Development | Kansas Office of Innovation (kansascommerce.gov)

- Framework for Growth Report by Kansas Department of Commerce - Issuu

- Building a More Economically Competitive Kansas (kansaschamber.org) was shared by Alan Cobb, President, Kansas Chamber, at the January 31, 2024 KACTE Meeting.

The Kansas Department of Labor presented labor market information to each Cluster Review Committee. The Kansas Board of Regents was invited to each meeting to share Program Alignment information.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

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| Staff Initiating: | Director: | Commissioner: | Meeting Date: | 1/1/0001 |
|---|---|---|---|---|
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# Labor Market Information

Agriculture, Food & Natural Resources Career Cluster Review

*Nathan Kessler, Labor Economist*

Kansas Department of Labor

# Labor Market Information Services (LMIS)

- Statistical branch of KDOL
  - Collect, analyze, and report data to enhance economic well-being of Kansans
- Serve federal government, state agencies, educational institutions, employers, students, job-seekers, legislators, etc.

- LMIS resources for reviewing the Education & Training Career Cluster:
  - Kansas Wage Survey
  - Employment projections
  - High demand occupations and High demand high wage occupations
  - O*NET occupation profiles

# Where Can I Find LMIS Information?

LMIS Homepage: [https://klic.dol.ks.gov/](https://klic.dol.ks.gov/)




- Monthly Labor Report
- Occupational Information
- Industry Information
- Labor Force and Unemployment Rate
- Publications
- Employment Outlook
- High Demand Occupations
- Tools, Help, and Other Resources







## Connect With Us!

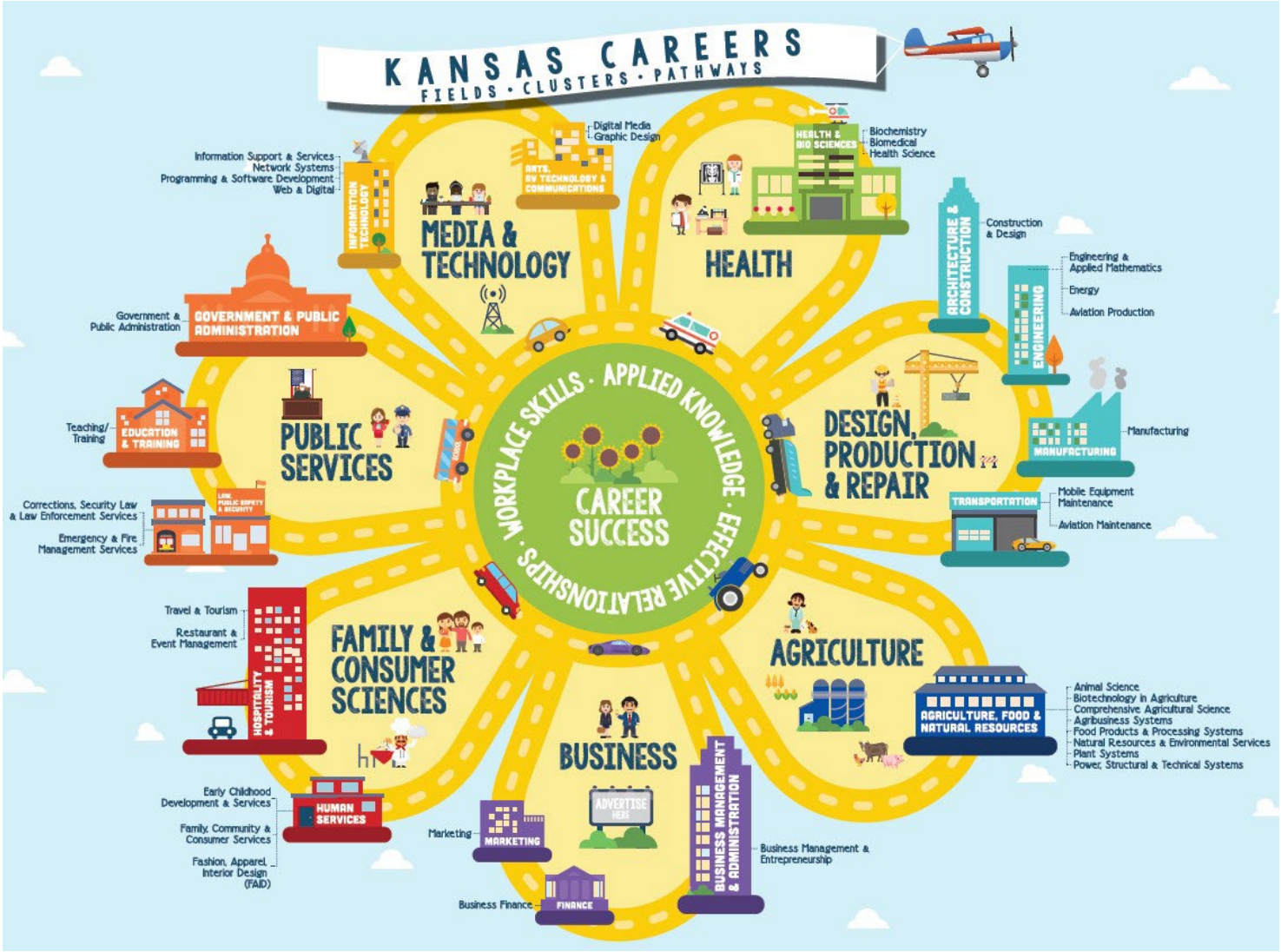
Stay up to date on the latest news and data products Labor Market Information Services has to offer.
**Sign up for Alerts!**

Have a question or a special data request? Feel free to contact us at **KDOL.Laborstats@ks.gov**.

Let us know how we are doing by filling out our short survey!
**LMIS Survey**

# How is Career Information Organized? - KSDE

- The Career Clusters and pathways framework is used by KSDE and schools throughout Kansas
  - 16 Career Clusters
  - Helps identify pathways from school to the workplace



# How is Career Information Organized? - LMIS

- The Standard Occupational Classification (SOC) system is used by LMIS and the Bureau of Labor Statistics (BLS)
  - Federal statistical standard used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data
  - Over 800 detailed occupations
  - 23 major groups – detailed occupations with similar job duties, and in some cases skills, education, and/or training, are grouped together

## 2018 SOC Structure

| Major Group | Minor Group | Broad Group | Detailed Occupation | |
|---|---|---|---|---|
| **11-0000** | | | | **Management Occupations** |
| | **11-1000** | | | **Top Executives** |
| | | 11-1010 | | Chief Executives |
| | | | 11-1011 | Chief Executives |
| | | 11-1020 | | General and Operations Managers |
| | | | 11-1021 | General and Operations Managers |
| | | 11-1030 | | Legislators |
| | | | 11-1031 | Legislators |
| | **11-2000** | | | **Advertising, Marketing, Promotions, Public Relations, and Sales Managers** |
| | | 11-2010 | | Advertising and Promotions Managers |
| | | | 11-2011 | Advertising and Promotions Managers |
| | | 11-2020 | | Marketing and Sales Managers |
| | | | 11-2021 | Marketing Managers |
| | | | 11-2022 | Sales Managers |
| | | 11-2030 | | Public Relations and Fundraising Managers |
| | | | 11-2032 | Public Relations Managers |
| | | | 11-2033 | Fundraising Managers |
| | **11-3000** | | | **Operations Specialties Managers** |
| | | 11-3010 | | Administrative Services and Facilities Managers |
| | | | 11-3012 | Administrative Services Managers |
| | | | 11-3013 | Facilities Managers |
| | | 11-3020 | | Computer and Information Systems Managers |
| | | | 11-3021 | Computer and Information Systems Managers |

*Note: The 2018 SOC codes are the current federal standard for occupational data. However, the transition from the previous structure is a multi-year process, so some LMIS data is still published using older, hybrid occupation codes. The additional materials provided with this presentation include a detailed crosswalk and notes about when to use each version of the occupation codes.*

# Agriculture, Food & Natural Resources Career Cluster

Kansas
Department of Labor

# Agriculture, Food & Natural Resources Career Cluster

## Kansas Career Cluster

- Agribusiness Systems
- Animal Science
- Biotechnology in Agriculture
- Comprehensive Agriculture Science
- Food Products & Processing Systems
- Natural Resources & Environmental Services
- Plant Systems
- Power, Structural & Technical Systems

## O*NET (National) Career Cluster

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Management Occupations | 11-9013 | Farmers, Ranchers, and Other Agricultural Managers | Agribusiness Systems | Agribusiness Systems |
| | 11-9121 | Natural Sciences Managers | Natural Resources & Environmental Services | Natural Resources Systems |
| Business and Financial Operations Occupations | 13-1020 | Buyers and Purchasing Agents | Business Finance | Agribusiness Systems |
| | 13-1074 | Farm Labor Contractors | Comprehensive Agriculture Science | Agribusiness Systems |
| Architecture and Engineering Occupations | 17-2021 | Agricultural Engineers | Power, Structural & Technical Systems | Power, Structural & Technical Systems |
| | 17-2081 | Environmental Engineers | Natural Resources & Environmental Services | Environmental Service Systems |
| | 17-3025 | Environmental Engineering Technologists and Technicians | Natural Resources & Environmental Services | Environmental Service Systems |
| Life, Physical, and Social Science Occupations | 19-1011 | Animal Scientists | Animal Science | Animal Systems |
| | 19-1012 | Food Scientists and Technologists | Food Products & Processing Systems | Food Products and Processing Systems |
| | 19-1013 | Soil and Plant Scientists | Plant Systems | Plant Systems |
| | 19-1023 | Zoologists and Wildlife Biologists | Natural Resources & Environmental Services | Natural Resources Systems |
| | 19-1031 | Conservation Scientists | Natural Resources & Environmental Services | Science and Mathematics |
| | 19-1032 | Foresters | Natural Resources & Environmental Services | Natural Resources Systems |
| | 19-2041 | Environmental Scientists and Specialists, Including Health | Natural Resources & Environmental Services | Science and Mathematics |
| | 19-2042 | Geoscientists, Except Hydrologists and Geographers | Natural Resources & Environmental Services | Science and Mathematics |
| | 19-2043 | Hydrologists | Natural Resources & Environmental Services | Science and Mathematics |
| | 19-4012* | Agricultural Technicians | Food Products & Processing Systems | Food Products and Processing Systems |
| | 19-4013* | Food Science Technicians | Food Products & Processing Systems | Food Products and Processing Systems |
| | 19-4021 | Biological Technicians | Plant Systems | Plant Systems |
| | 19-4042 | Environmental Science and Protection Technicians, Including Health | Natural Resources & Environmental Services | Environmental Service Systems |
| | 19-4043* | Geological Technicians, Except Hydrologic Technicians | Natural Resources & Environmental Services | Natural Resources Systems |
| | 19-4044* | Hydrologic Technicians | Natural Resources & Environmental Services | Natural Resources Systems; Science and Mathematics |
| | 19-4071 | Forest and Conservation Technicians | Natural Resources & Environmental Services | Natural Resources Systems |
| | 19-4099 | Life, Physical, and Social Science Technicians, All Other | Natural Resources & Environmental Services | Science and Mathematics |
| Healthcare Practitioners and Technical Occupations | 29-1131 | Veterinarians | Animal Science | Therapeutic Services |
| Healthcare Support Occupations | 31-9096 | Veterinary Assistants and Laboratory Animal Caretakers | Animal Science | Support Services |

*New code in the 2018 SOC structure:

Occupations 19-4012 and 19-4013 were previously combined and reported as 19-4010

Occupations 19-4043 and 19-4044 were previously combined and reported as 19-4045

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Building and Grounds Cleaning and Maintenance Occupations | 37-1012 | First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | Plant Systems | Maintenance/Operations |
| | 37-2021 | Pest Control Workers | Plant Systems | Environmental Service Systems |
| | 37-3011 | Landscaping and Groundskeeping Workers | Plant Systems | Maintenance/Operations |
| | 37-3012 | Pesticide Handlers, Sprayers, and Applicators, Vegetation | Plant Systems | Plant Systems |
| | 37-3013 | Tree Trimmers and Pruners | Plant Systems | Plant Systems |
| | 37-3019 | Grounds Maintenance Workers, All Other | Plant Systems | Maintenance/Operations |
| Personal Care and Service Occupations | 39-2021 | Animal Caretakers | Animal Science | Animal Systems |
| Farming, Fishing, and Forestry Occupations | 45-1011 | First-Line Supervisors of Farming, Fishing, and Forestry Workers | Food Products & Processing Systems | Food Products and Processing Systems |
| | 45-2021 | Animal Breeders | Animal Science | Animal Systems |
| | 45-2041 | Graders and Sorters, Agricultural Products | Food Products & Processing Systems | Food Products and Processing Systems |
| | 45-2091 | Agricultural Equipment Operators | Power, Structural & Technical Systems | Power, Structural & Technical Systems |
| | 45-2092 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | Plant Systems | Plant Systems |
| | 45-2093 | Farmworkers, Farm, Ranch, and Aquacultural Animals | Animal Science | Animal Systems |
| | 45-2099 | Agricultural Workers, All Other | Plant Systems | Plant Systems |
| | 45-3031 | Fishing and Hunting Workers | Comprehensive Agriculture Science | Natural Resources Systems |
| | 45-4011 | Forest and Conservation Workers | Natural Resources & Environmental Services | Natural Resources Systems |
| | 45-4021 | Fallers | Natural Resources & Environmental Services | Natural Resources Systems |
| | 45-4022 | Logging Equipment Operators | Natural Resources & Environmental Services | Natural Resources Systems |
| | 45-4023 | Log Graders and Scalers | Natural Resources & Environmental Services | Natural Resources Systems |
| | 45-4029 | Logging Workers, All Other | Comprehensive Agriculture Science | Natural Resources Systems |
| Construction and Extraction Occupations | 47-4041 | Hazardous Materials Removal Workers | | Environmental Service Systems |
| Installation, Maintenance, and Repair Occupations | 49-3041 | Farm Equipment Mechanics and Service Technicians | Power, Structural & Technical Systems | Power, Structural & Technical Systems |
| Production Occupations | 51-3021 | Butchers and Meat Cutters | Food Products & Processing Systems | Production |
| | 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | Food Products & Processing Systems | Production |
| | 51-3023 | Slaughterers and Meat Packers | Food Products & Processing Systems | Production |
| | 51-8031 | Water and Wastewater Treatment Plant and System Operators | Natural Resources & Environmental Services | Environmental Service Systems |
| Transportation and Material Moving Occupations | 53-7081 | Refuse and Recyclable Material Collectors | | Environmental Service Systems |

# Kansas Wage Survey

*Occupational Employment*

*and Wage Statistics (OEWS)*

Kansas
Department of Labor

# What is the Kansas Wage Survey?

- The Kansas Wage Survey is compiled using results from a semi-annual survey conducted by the Occupational Employment and Wage Statistics (OEWS) program
  - Sample-based survey
  - Asks employers to provide data regarding occupational employment and wages for their establishment
- Wage data includes annual and/or hourly estimates
- Estimates available for Kansas, MSAs, Local Areas, Projection Regions, and Counties

## Kansas Wage Survey, 2023 Edition
## Agriculture, Food & Natural Resources Career Cluster

| Occupation Code | Occupation Title | Employment | Median (Middle) Hourly Wage | Median (Middle) Annual Wage | Mean (Average) Hourly Wage | Mean (Average) Annual Wage |
|---|---|---|---|---|---|---|
| **00-0000** | **Total, All Occupations** | **1,380,420** | **$20.13** | **$41,870** | **$25.41** | **$52,850** |
| 37-3011 | Landscaping and Groundskeeping Workers | 8,680 | $15.94 | $33,160 | $16.15 | $33,580 |
| 13-1020 | Buyers and Purchasing Agents | 5,830 | $30.21 | $62,840 | $33.80 | $70,300 |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 5,460 | $18.89 | $39,300 | $19.91 | $41,410 |
| 39-2021 | Animal Caretakers | 3,270 | $11.38 | $23,670 | $12.91 | $26,840 |
| 51-8031 | Water and Wastewater Treatment Plant and System Operators | 1,740 | $19.20 | $39,940 | $20.31 | $42,250 |
| 51-3023 | Slaughterers and Meat Packers | 1,540 | $18.89 | $39,290 | $19.53 | $40,630 |
| 49-3041 | Farm Equipment Mechanics and Service Technicians | 1,350 | $22.80 | $47,420 | $24.08 | $50,080 |
| 45-2093 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 1,220 | $16.54 | $34,400 | $16.75 | $34,840 |
| 37-1012 | First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | 1,200 | $24.13 | $50,180 | $25.78 | $53,620 |
| 53-7081 | Refuse and Recyclable Material Collectors | 1,110 | $18.60 | $38,680 | $19.77 | $41,120 |
| 19-4021 | Biological Technicians | 1,040 | $22.53 | $46,870 | $21.28 | $44,270 |
| 31-9096 | Veterinary Assistants and Laboratory Animal Caretakers | 1,000 | $13.32 | $27,700 | $14.20 | $29,530 |
| 29-1131 | Veterinarians | 820 | $47.31 | $98,400 | $50.87 | $105,810 |
| 45-2092 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | 810 | $14.42 | $29,990 | $15.38 | $31,980 |
| 51-3021 | Butchers and Meat Cutters | 790 | $16.01 | $33,290 | $16.00 | $33,280 |
| 37-2021 | Pest Control Workers | 760 | $18.30 | $38,070 | $19.39 | $40,340 |
| 45-2091 | Agricultural Equipment Operators | 700 | $18.02 | $37,480 | $19.59 | $40,750 |
| 37-3013 | Tree Trimmers and Pruners | 560 | $17.39 | $36,170 | $18.10 | $37,640 |

*This table highlights occupations in the Agriculture, Food & Natural Resources Career Cluster with employment > 500*

*Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment and Wage Statistics (OEWS)*

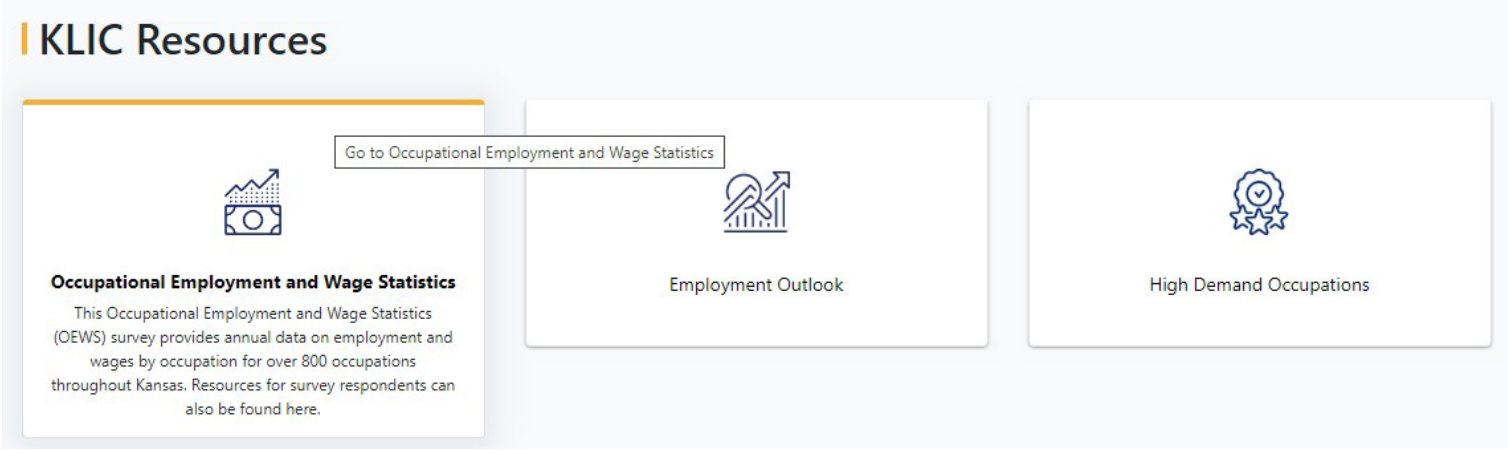
# Additional Data Available on KLIC

- Estimates for different levels of geographic detail:
  - Kansas, MSAs, Local Areas, Projection Regions, and Counties
- Annual and hourly wage estimates:
  - Mean (average) and Median (middle)
  - Entry level – mean of the lower third of the population
  - Experienced level – mean of the upper two-thirds of the population
  - 10th, 25th, 75th, and 90th percentile

# Where Can I Find the Kansas Wage Survey?




1. LMIS Homepage: [https://klic.dol.ks.gov/](https://klic.dol.ks.gov/)
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Occupational Employment and Wage Statistics"

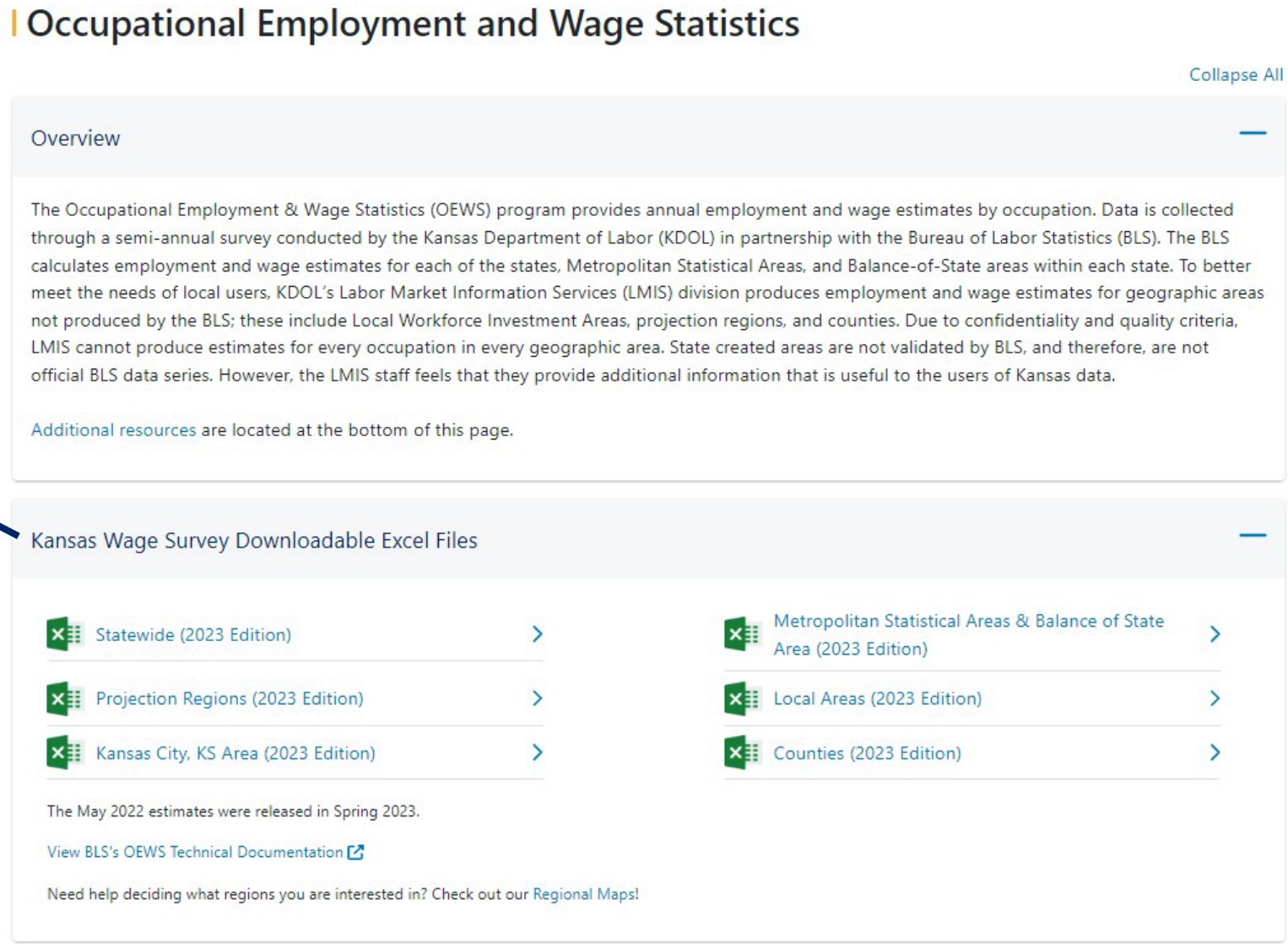


# Where Can I Find the Kansas Wage Survey?

4. Download an Excel file with employment and wage data for all occupations in the selected area

Excel files include:

- Employment
- Hourly/Annual Wage
  - Median
  - Mean
  - Entry Level
  - Experienced Level



# Employment Projections

*Short-term (2 year)*

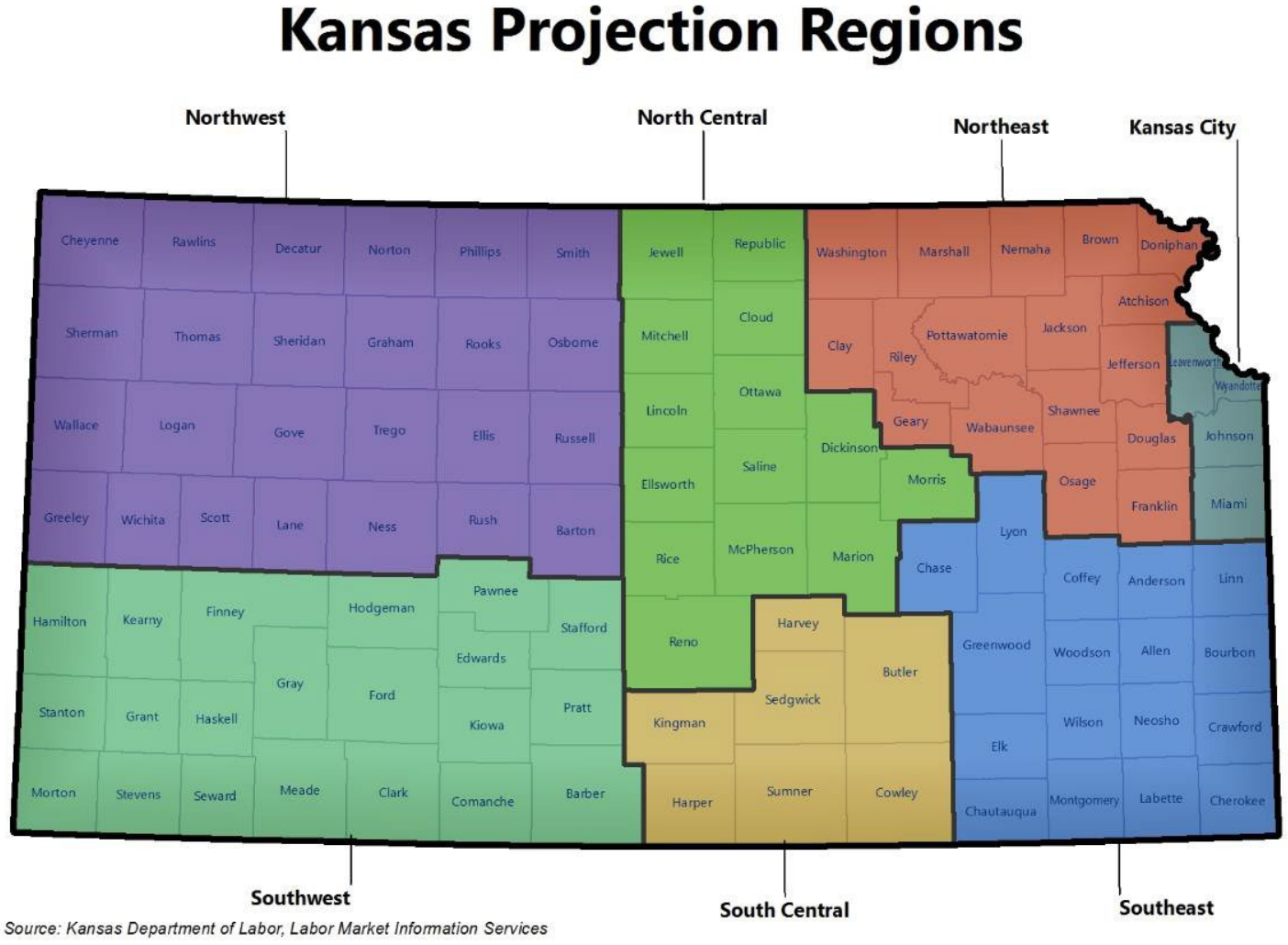
*and long-term (10 year)*

*occupational outlook*

Kansas
Department of Labor

# Occupational Employment Projections

- Employment projections are available for Kansas and 7 projection regions
- Long-term (10-year) projections are typically used for career planning and education/training initiatives
- Short-term (2-year) projections are useful for individuals looking for short-term training to enhance skills and re-enter the labor market

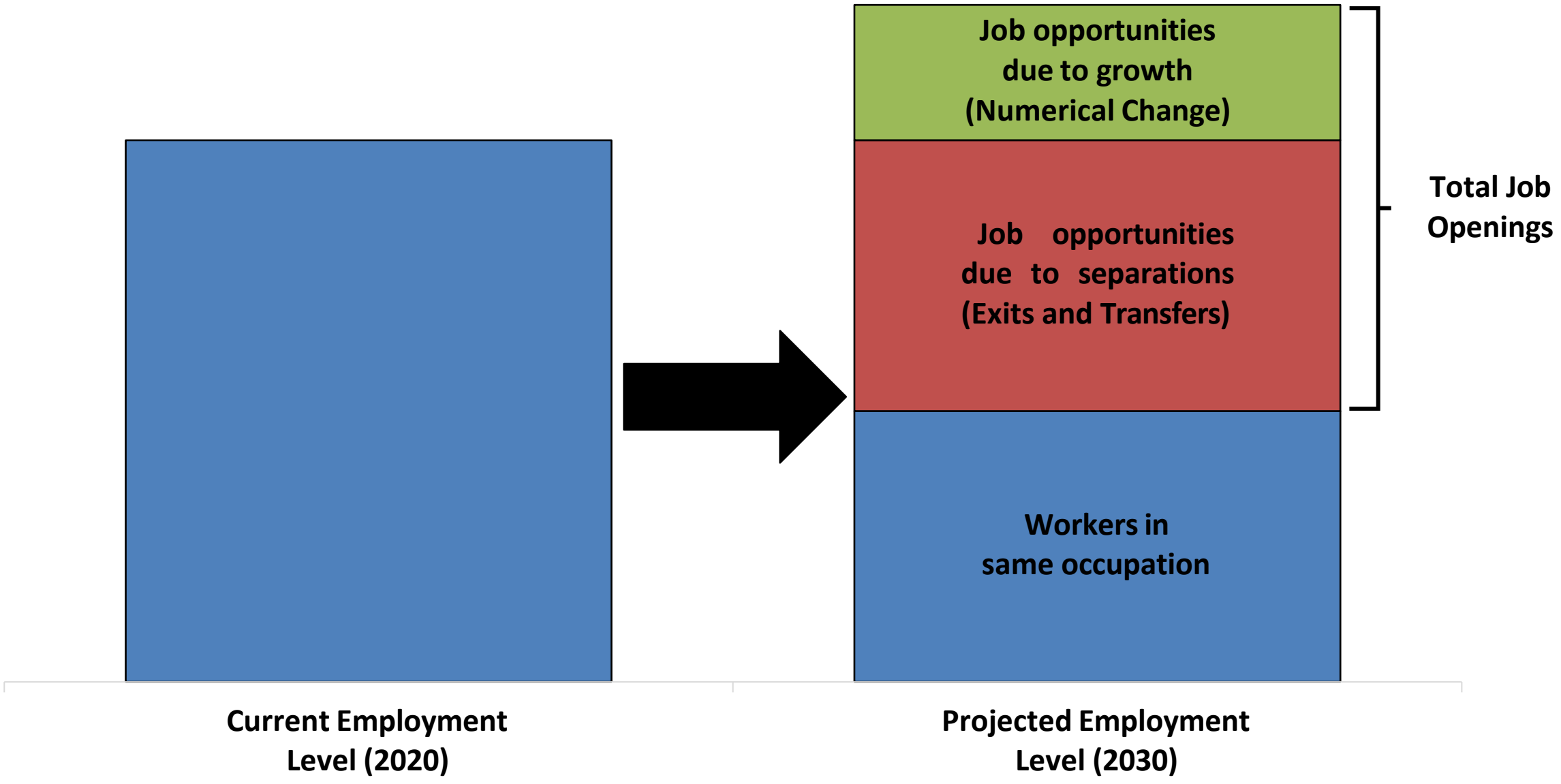


Source: Kansas Department of Labor, Labor Market Information Services

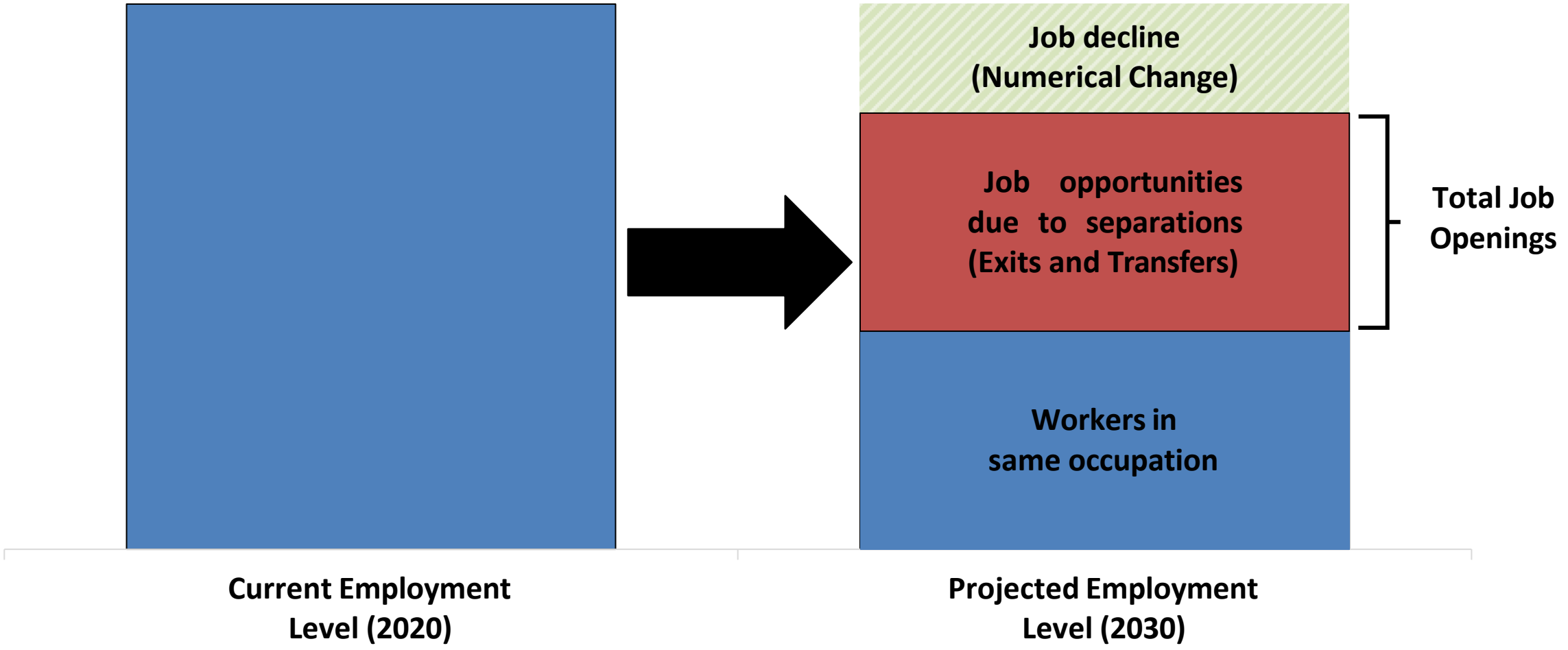
# Occupational Employment Projections

- Based on industry projections and occupational staffing patterns created using data from the Kansas Wage Survey
- Occupational projections data includes:
  - Expected openings by detailed occupation
    - Openings due to Numerical Change – growth/decline in total employment for an occupation
    - Openings due to Separations
      - Exits – openings that occur when workers leave the labor force entirely
      - Transfers – openings that occur when workers leave an occupation and find employment in a different occupation
- Typical level of education/training needed to enter an occupation

## Understanding Total Job Openings: Growth and Separations
## Growing Occupation



## Understanding Total Job Openings: Growth and Separations
## Declining Occupation



## Kansas Long-Term Occupational Projections (2020 to 2030)
## Agriculture, Food & Natural Resources Career Cluster

| Occupation Code | Occupation Title | Employment | | Projected Average Annual Growth Rate | Annual Openings due to | | | |
|---|---|---|---|---|---|---|---|---|
| | | Base Year 2020 | Projected Year 2030 | | Exits | Transfers | Numerical Change | Total Openings |
| 00-0000 | Total, All Occupations | 1,436,512 | 1,536,570 | 0.7% | 63,671 | 98,118 | 10,006 | 171,795 |
| 37-3011 | Landscaping and Groundskeeping Workers | 9,959 | 11,521 | 1.5% | 462 | 921 | 156 | 1,539 |
| 11-9013 | Farmers, Ranchers, and Other Agricultural Managers | 7,985 | 8,687 | 0.8% | 514 | 290 | 70 | 874 |
| 45-2093 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 4,746 | 5,112 | 0.7% | 209 | 563 | 37 | 809 |
| 39-2021 | Animal Caretakers | 3,816 | 4,683 | 2.1% | 273 | 353 | 87 | 713 |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 5,182 | 5,509 | 0.6% | 218 | 397 | 33 | 648 |
| 13-1020 | Buyers and Purchasing Agents | 5,129 | 5,099 | -0.1% | 174 | 328 | -3 | 499 |
| 45-2092 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | 2,816 | 3,077 | 0.9% | 125 | 337 | 26 | 488 |
| 37-1012 | First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | 2,036 | 2,314 | 1.3% | 68 | 156 | 28 | 252 |
| 31-9096 | Veterinary Assistants and Laboratory Animal Caretakers | 1,103 | 1,346 | 2.0% | 60 | 135 | 24 | 219 |
| 45-2091 | Agricultural Equipment Operators | 1,117 | 1,305 | 1.6% | 51 | 138 | 19 | 208 |
| 51-3023 | Slaughterers and Meat Packers | 1,356 | 1,462 | 0.8% | 57 | 104 | 11 | 172 |
| 53-7081 | Refuse and Recyclable Material Collectors | 1,116 | 1,212 | 0.8% | 49 | 105 | 10 | 164 |
| 49-3041 | Farm Equipment Mechanics and Service Technicians | 1,361 | 1,495 | 0.9% | 43 | 96 | 13 | 152 |
| 51-8031 | Water and Wastewater Treatment Plant and System Operators | 1,606 | 1,574 | -0.2% | 45 | 98 | -3 | 140 |
| 37-2021 | Pest Control Workers | 799 | 936 | 1.6% | 23 | 91 | 14 | 128 |
| 51-3021 | Butchers and Meat Cutters | 1,008 | 1,028 | 0.2% | 41 | 76 | 2 | 119 |
| 19-4099 | Life, Physical, and Social Science Technicians, All Other | 806 | 890 | 1.0% | 23 | 80 | 8 | 111 |
| 47-4041 | Hazardous Materials Removal Workers | 794 | 863 | 0.8% | 31 | 67 | 7 | 105 |
| 37-3012 | Pesticide Handlers, Sprayers, and Applicators, Vegetation | 677 | 764 | 1.2% | 31 | 62 | 9 | 102 |
| 45-1011 | First-Line Supervisors of Farming, Fishing, and Forestry Workers | 610 | 693 | 1.3% | 24 | 68 | 8 | 100 |

*This table highlights occupations in the Agriculture, Food & Natural Resources Career Cluster with projected total annual openings ≥ 100*

*Source: Kansas Department of Labor, Labor Market Information Services*

## Kansas Long-Term Occupational Projections (2020 to 2030)
## Agriculture, Food & Natural Resources Career Cluster

| Occupation Code | Occupation Title | Total Openings | Education and Training | | |
|---|---|---|---|---|---|
| | | | Typical Education Needed for Entry | Work Experience in a Related Occupation | Typical On-the |
| 37-3011 | Landscaping and Groundskeeping Workers | 1,539 | No formal educational credential | None | Sh |
| 11-9013 | Farmers, Ranchers, and Other Agricultural Managers | 874 | High school diploma or equivalent | 5 years or more | |
| 45-2093 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 809 | No formal educational credential | None | |
| 39-2021 | Animal Caretakers | 713 | High school diploma or equivalent | Non | |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 648 | No formal educational credentia | | |
| 13-1020 | Buyers and Purchasing Agents | 499 | Bachelor's degree | | |
| 45-2092 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | 488 | No formal educatio | | |
| 37-1012 | First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | 252 | High s | | |
| 31-9096 | Veterinary Assistants and Laboratory Animal Caretakers | 219 | | | |
| 45-2091 | Agricultural Equipment Operators | | | | |
| 51-3023 | Slaughterers and Meat Packers | | | | |
| 53-7081 | Refuse and Recyclable Material Collectors | | | | |
| 49-3041 | Farm Equipment Mechanics and Service Technicia | | | | |
| 51-8031 | Water and Wastewater Treatment Plant an | | | | |
| 37-2021 | Pest Control Workers | | | | |
| 51-3021 | Butchers and Meat Cutters | | | | |
| 19-4099 | Life, Physical, and Socia | | | | |
| 47-4041 | Hazardous Mate | | | | |
| 37-3012 | Pesticide | | | | |
| 45-1011 | Firs | | | | |

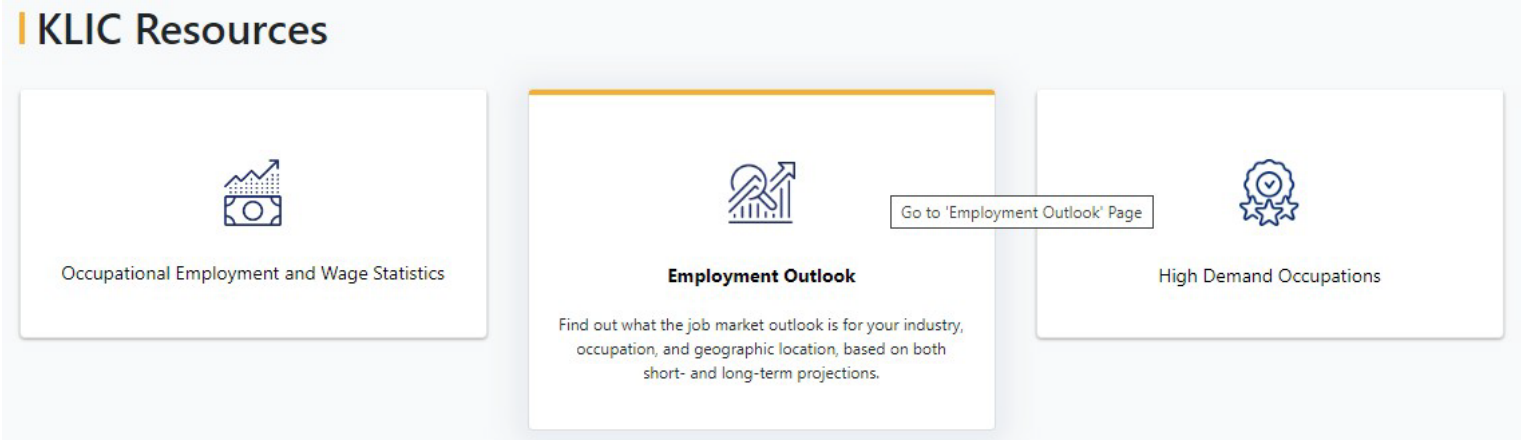
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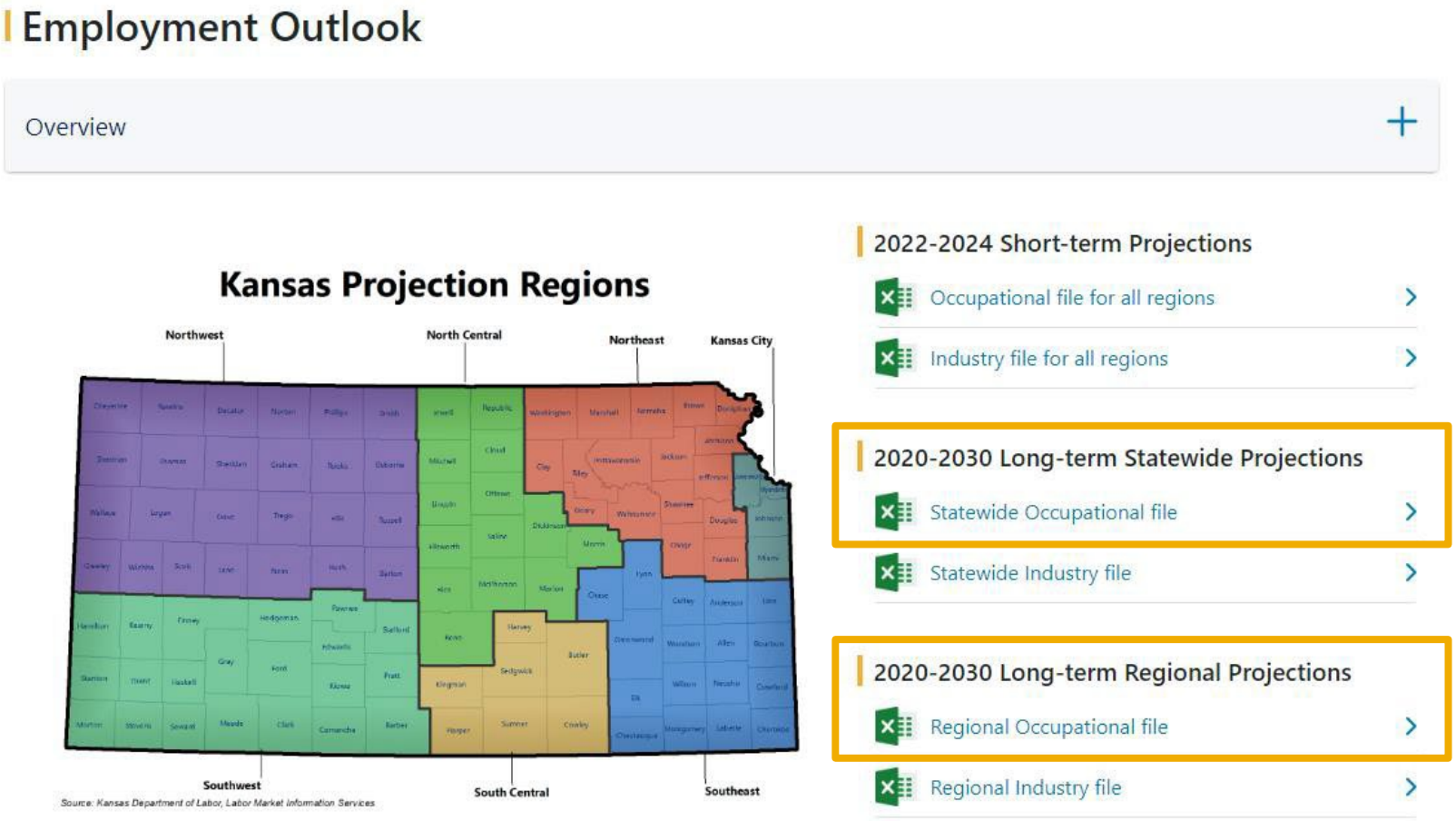
# Where Can I Find Projections Data?




1. LMIS Homepage: [https://klic.dol.ks.gov/](https://klic.dol.ks.gov/)
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Employment Outlook"



# Where Can I Find Projections Data?




4. Download the “Statewide Occupational” or “Regional Occupational” Excel file with employment projections for all occupations in the selected area

# High Demand Occupations

*Occupations in demand based on Current Job Openings, Short-term (2-year) and Long-term (10-year) Occupational Projections*

Kansas Department of Labor

# High Demand Occupations

- List of occupations in Kansas that are in high demand statewide, and by projection region
  - List only includes occupations with above average demand
- Each occupation receives a total demand score (out of 30) based on:
  - Current openings (Advertised Jobs on KLIC)
  - Projected openings in 2 years (Short-term Projections)
  - Projected openings in 10 years (Long-term Projections)
- The “High Demand High Wage” variable indicates occupations that are in high demand and have a median wage greater than the median wage for all occupations in that region

| 2023 High Demand Occupations<br>Kansas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SOC Code | Occupation Title | LT[1] | ST[2] | Current Openings[3] | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Career Pathway |
| **High Demand Occupations in Agriculture, Food & Natural Resources** | | | | | | | | |
| 37-3011 | Landscaping and Groundskeeping Workers | 9 | 9 | 7 | 25 | $33,160 | | Plant Systems |
| 39-2021 | Animal Caretakers | 7 | 8 | 6 | 21 | $23,670 | | Animal Science |
| 45-2093 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 8 | 7 | 3 | 18 | $34,400 | | Animal Science |
| 11-9013 | Farmers, Ranchers, and Other Agricultural Managers | 8 | 8 | 0 | 16 | $72,990 | ☑ | Agribusiness Systems |
| 45-2092 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | 6 | 6 | 3 | 15 | $29,990 | | Plant Systems |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 7 | 7 | 0 | 14 | $39,300 | | Food Products & Processing Systems |
| 45-2091 | Agricultural Equipment Operators | 4 | 4 | 5 | 13 | $37,480 | | Power, Structural & Technical Systems |
| 31-9096 | Veterinary Assistants and Laboratory Animal Caretakers | 5 | 5 | 2 | 12 | $27,700 | | Animal Science |
| 51-8031 | Water and Wastewater Treatment Plant and System Operators | 4 | 3 | 4 | 11 | $39,940 | | Natural Resources & Environmental Services |
| 51-3021 | Butchers and Meat Cutters | 3 | 3 | 5 | 11 | $33,290 | | Food Products & Processing Systems |
| 37-2021 | Pest Control Workers | 3 | 3 | 4 | 10 | $38,070 | | Plant Systems |
| **High Demand Occupations in Finance** | | | | | | | | |
| 13-1020 | Buyers and Purchasing Agents | 7 | 7 | 7 | 21 | $62,840 | ☑ | Business Finance |
| **High Demand Occupations with No Assigned Career Cluster** | | | | | | | | |
| 53-7081 | Refuse and Recyclable Material Collectors | 4 | 5 | 1 | 10 | $38,680 | | #N/A |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

| 2023 High Demand Occupations<br>Kansas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SOC Code | Occupation Title | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Education | Work Experience | Job Training | Career Pathway |
| **High Demand Occupations in Agriculture, Food & Natural Resources** | | | | | | | | |
| 37-3011 | Landscaping and Groundskeeping Workers | 25 | $33,160 | | No formal educational credential | None | Short-term on-the-job training | Plant Systems |
| 39-2021 | Animal Caretakers | 21 | $23,670 | | High school diploma or equivalent | None | Short-term on-the-job training | Animal Science |
| 45-2093 | Farmworkers, Farm, Ranch, and Aquacultural Animals | 18 | $34,400 | | No formal educational credential | None | Short-term on-the-job training | Animal Science |
| 11-9013 | Farmers, Ranchers, and Other Agricultural Managers | 16 | $72,990 | ☑ | High school diploma or equivalent | 5 years or more | None | Agribusiness Systems |
| 45-2092 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse | 15 | $29,990 | | No formal educational credential | None | Short-term on-the-job training | Plant Systems |
| 51-3022 | Meat, Poultry, and Fish Cutters and Trimmers | 14 | $39,300 | | No formal educational credential | None | Short-term on-the-job training | Food Products & Processing Systems |
| 45-2091 | Agricultural Equipment Operators | 13 | $37,480 | | No formal educational credential | None | Moderate-term on-the-job training | Power, Structural & Technical Systems |
| 31-9096 | Veterinary Assistants and Laboratory Animal Caretakers | 12 | $27,700 | | High school diploma or equivalent | None | Short-term on-the-job training | Animal Science |
| 51-8031 | Water and Wastewater Treatment Plant and System Operators | 11 | $39,940 | | High school diploma or equivalent | None | Long-term on-the-job training | Natural Resources & Environmental Services |
| 51-3021 | Butchers and Meat Cutters | 11 | $33,290 | | No formal educational credential | None | Long-term on-the-job training | Food Products & Processing Systems |
| 37-2021 | Pest Control Workers | 10 | $38,070 | | High school diploma or equivalent | None | Moderate-term on-the-job training | Plant Systems |
| **High Demand Occupations in Finance** | | | | | | | | |
| 13-1020 | Buyers and Purchasing Agents | 21 | $62,840 | ☑ | Bachelor's degree | None | Moderate-term on-the-job training | Business Finance |
| **High Demand Occupations with No Assigned Career Cluster** | | | | | | | | |
| 53-7081 | Refuse and Recyclable Material Collectors | 10 | $38,680 | | No formal educational credential | None | Short-term on-the-job training | #N/A |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

# Where Can I Find the High Demand Occupations lists?

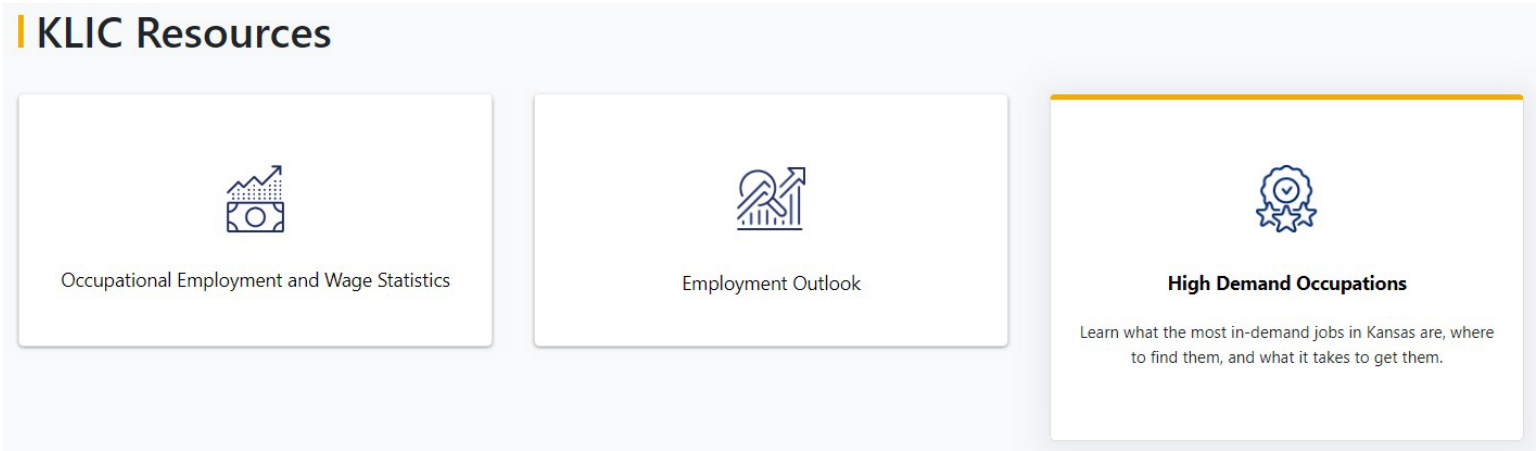
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!

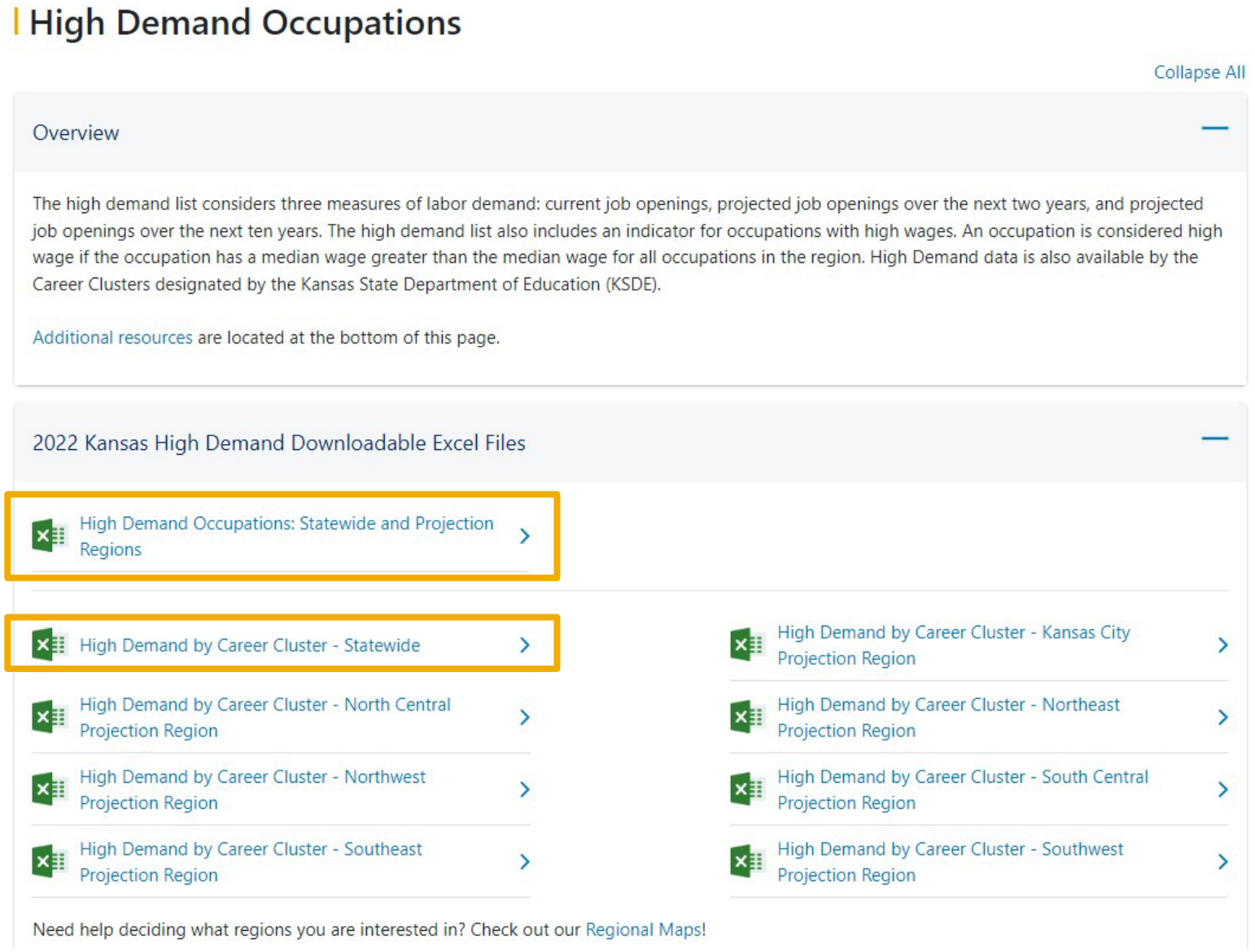



1. LMIS Homepage: [https://klic.dol.ks.gov/](https://klic.dol.ks.gov/)
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "High Demand Occupations"



# Where Can I Find the High Demand Occupations lists?

4. Download the “High Demand Occupations: Statewide and Projection Regions” file to review the entire high demand list. Or download the “High Demand by Career Cluster” file to review the high demand occupations by career cluster.



# O*NET Occupation Profiles

*Job description, skills,*

*education, work experience,*

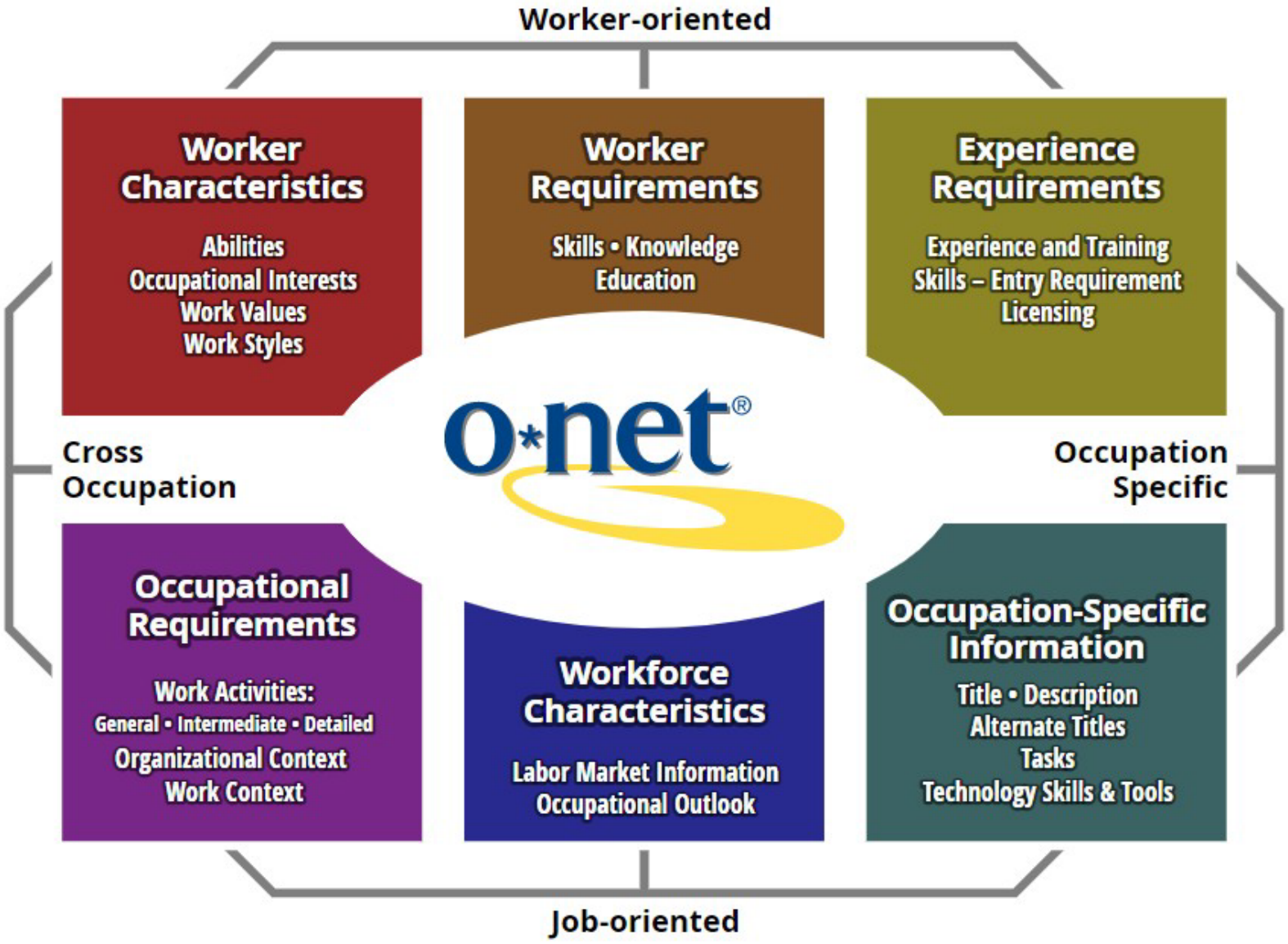
*job requirements*

Kansas
Department of Labor

# Occupation Profiles - O*NET OnLine

O*NET OnLine provides detailed descriptions for all SOC occupations (https://www.onetonline.org/)

The Occupational Information Network (O*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce



# Worker-Oriented Descriptors

- **Worker Characteristics**: Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance
  - Abilities, Occupational Interests, Work Values, Work Styles
- **Worker Requirements**: Descriptors referring to work-related attributes acquired and/or developed through experience and education
  - Basic Skills, Cross-Functional Skills, Knowledge, Education
- **Experience Requirements**: Requirements related to previous work activities and explicitly linked to certain types of work activities
  - Experience and Training, Basic Skills, Cross-Functional Skills, Licensing

# Job-Oriented Descriptors

- **Occupational Requirements**: A comprehensive set of variables or detailed elements that describe what various occupations require
  - Generalized Work Activities, Intermediate Work Activities, Detailed Work Activities, Organizational Context, Work Context
- **Workforce Characteristics**: Variables that define and describe the general characteristics of occupations that may influence occupational requirements
  - Labor Market Information, Occupational Outlook
- **Occupation-Specific Information**: A comprehensive set of elements that apply to a single occupation or a narrowly defined job family
  - Occupation Title, Description, Alternate Titles, Tasks, Technology Skills, Tools

# O*NET OnLine

Occupation keyword search

electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites



## O*NET OnLine features



## More career sites & resources

### Introduction

### Occupation Keyword Search

farmers, ranchers, and other agricultural managers

Examples: 25-1011.00, dental assistant

Search O*NET-SOC occupations

### Find Occupations

Bright Outlook

Career Cluster

Hot Technology

Industry

### "I want to be a..."

Start the career you've dreamed about, or find one you never imagined. Discover your interests with the O*NET Interest Profiler and find more exploration options at My Next Move.

Find your career at My Next Move

### ATTN: VETERANS

Put your military skills and experience to work in civilian life.

Army (MOS)

15W Go

Learn more at My Next Move for Veterans

# Occupation Keyword Search

## Occupations matching "farmers, ranchers, and other agricultural managers"

Search again: farmers, ranchers, and other agric Go

20 occupations shown  Show matches: Closest All  How do they match?

| Code | Occupation |
|---|---|
| 11-9013.00 | Farmers, Ranchers, and Other Agricultural Managers |
| 45-2093.00 | Farmworkers, Farm, Ranch, and Aquacultural Animals |
| 25-9021.00 | Farm and Home Management Educators |
| 19-1031.00 | Conservation Scientists |
| 45-1011.00 | First-Line Supervisors of Farming, Fishing, and Forestry Workers |
| 45-2092.00 | Farmworkers and Laborers, Crop, Nursery, and Greenhouse |
| 17-2021.00 | Agricultural Engineers Bright Outlook |
| 45-2091.00 | Agricultural Equipment Operators |
| 45-2011.00 | Agricultural Inspectors |
| 13-1021.00 | Buyers and Purchasing Agents, Farm Products |
| 49-3041.00 | Farm Equipment Mechanics and Service Technicians |
| 25-1041.00 | Agricultural Sciences Teachers, Postsecondary |

# Farmers, Ranchers, and Other Agricultural Managers

**11-9013.00**

Updated 2023

A subset of this occupation's profile is available. Data collection is currently underway to populate other parts of the profile.

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.

**Sample of reported job titles:** Aquaculture Director, Farm Manager, Farm Operations Technical Director, Fish Hatchery Manager, Greenhouse Manager, Harvesting Manager, Hatchery Manager, Hatchery Supervisor, Nursery Manager, Ranch Manager



## Occupation-Specific Information

### Tasks

5 of 30 displayed

- Collect and record growth, production, and environmental data.
- Manage nurseries that grow horticultural plants for sale to trade or retail customers, for display or exhibition, or for research.
- Direct and monitor trapping and spawning of fish, egg incubation, and fry rearing, applying knowledge of management and fish culturing techniques.
- Direct and monitor the transfer of mature fish to lakes, ponds, streams, or commercial tanks.
- Determine how to allocate resources and to respond to unanticipated problems, such as insect infestation, drought, and fire.

Summary | Details | Custom | Easy Read | Veterans | Español






# Farmers, Ranchers, & Other Agricultural Managers

Print | Share

**Also called:** Aquaculture Director, Farm Manager, Greenhouse Manager, Ranch Manager

**What they do:**
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.

**On the job, you would:**
- Collect and record growth, production, and environmental data.
- Manage nurseries that grow horticultural plants for sale to trade or retail customers, for display or exhibition, or for research.
- Direct and monitor trapping and spawning of fish, egg incubation, and fry rearing, applying knowledge of management and fish culturing techniques.

## KNOWLEDGE

### Business
- management
- human resources (HR)

### Manufactured or Agricultural Goods
- manufacture and distribution of products
- food production

## SKILLS

### Basic Skills
- talking to others
- thinking about the pros and cons of different ways to solve a problem

### Problem Solving
- noticing a problem and figuring out the best

## ABILITIES

### Verbal
- communicate by speaking
- listen and understand what people say

### Ideas and Logic
- notice when problems happen
- use rules to solve problems

# Farmers, Ranchers, and Other Agricultural Managers

**11-9013.00**

Updated 2023

A subset of this occupation's profile is available. Data collection is currently underway to populate other parts of the profile.

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.

**Sample of reported job titles:** Aquaculture Director, Farm Manager, Farm Operations Technical Director, Fish Hatchery Manager, Greenhouse Manager, Harvesting Manager, Hatchery Manager, Hatchery Supervisor, Nursery Manager, Ranch Manager

Summary | Details | Custom | Easy Read | Veterans | Español

Contents

## Occupation-Specific Information

### Tasks

Save Table: XLSX CSV

10 of 30 displayed

| Importance | Category | Task |
|---|---|---|
| 86 | Core | Collect and record growth, production, and environmental data. |
| 84 | Core | Manage nurseries that grow horticultural plants for sale to trade or retail customers, for display or exhibition, or for research. |
| 80 | Core | Direct and monitor trapping and spawning of fish, egg incubation, and fry rearing, applying knowledge of management and fish culturing techniques. |
| 78 | Core | Direct and monitor the transfer of mature fish to lakes, ponds, streams, or commercial tanks. |

## Occupation-Specific Information

A comprehensive set of elements that apply to a single occupation or a narrowly defined job family

- Occupation Title
- Description
- Alternate Titles
- Tasks
- Technology Skills
- Tools

### Tasks

- A task is considered important if it has an importance score of 50 or higher
  - Each task receives a score from 0 (not important) to 100 (extremely important)
- In addition to the importance score, if a task is also highly relevant to the occupation, then it is considered a core task

## Farmers, Ranchers, and Other Agricultural Managers
## 11-9013.00

### Tasks

Save Table: XLSX CSV

10 of 30 displayed

| Importance | Category | Task |
|---|---|---|
| 86 | Core | Collect and record growth, production, and environmental data. |
| 84 | Core | Manage nurseries that grow horticultural plants for sale to trade or retail customers, for display or exhibition, or for research. |
| 80 | Core | Direct and monitor trapping and spawning of fish, egg incubation, and fry rearing, applying knowledge of management and fish culturing techniques. |
| 78 | Core | Direct and monitor the transfer of mature fish to lakes, ponds, streams, or commercial tanks. |
| 78 | Core | Determine how to allocate resources and to respond to unanticipated problems, such as insect infestation, drought, and fire. |
| 77 | Core | Determine plant growing conditions, such as greenhouses, hydroponics, or natural settings, and set planting and care schedules. |
| 75 | Core | Devise and participate in activities to improve fish hatching and growth rates, and to prevent disease in hatcheries. |
| 74 | Core | Position and regulate plant irrigation systems, and program environmental and irrigation control computers. |
| 74 | Core | Prepare reports required by state and federal laws. |
| 72 | Core | Inspect facilities and equipment for signs of disrepair, and perform necessary maintenance work. |

# Occupation-Specific Information

**Technology Skills:** Information technology and software skills essential to the functions of an occupational role

- O*NET includes examples of specific programs for each technology skill
- Hot Technologies are requirements frequently included in employer job postings

**Tools Used:** Machines, equipment, and tools essential to the performance of an occupational role

## Farmers, Ranchers, and Other Agricultural Managers
## 11-9013.00

### Technology Skills

Save Table: XLSX CSV

10 of 21 displayed

- **Accounting software** — AgData Blue Skies Accounting; Datatech The Farmer's Office; Specialized Data Systems Ultra Farm; Vertical Solutions Easy-Farm Accounting
- **Analytical or scientific software** — MapShots EASi Suite; SST Development Group SSToolbox; Statistical analysis software; Sunrise Software CropSave
- **Data base user interface and query software** — Ag Leader Technology SMS Advanced; Cattlesoft CattleMax; Microsoft Access; Trimble Farm Works
- **Electronic mail software** — Email software; Microsoft Outlook
- **Enterprise resource planning ERP software** — International Response Technologies CowChip - Ranch House; Midwest MicroSystems Cow Sense; Oracle NetSuite; SAP software
- **Geographic information system** — DIVA-GIS; ESRI ArcPad; Geographic information system GIS systems; TatukGIS Editor
- **Industrial control software** — AGCO Advanced Technology Solutions Fieldstar; ZedX AgFleet
- **Map creation software** — Geographic resources analysis support system GRASS; Global Mapper Software Global Mapper; MapInfo; Trimble AgGPS EZ-Map
- **Presentation software** — Microsoft PowerPoint
- **Time accounting software** — Countryside Data Ag Payroll; Payroll software; Time reporting software

Hot Technologies are requirements most frequently included across all employer job postings.
See all 11 Hot Technologies for this occupation.

In Demand skills are frequently included in employer job postings for this occupation.
See all 2 In Demand skills for this occupation.

### Tools Used

Save Table: XLSX CSV

10 of 114 displayed

- **Air compressors** — Air compression equipment; Portable air compressors
- **Greenhouse irrigation equipment** — Fertigation equipment; Mist control systems
- **Irrigation trickles** — Drip emitters; Trickle irrigators
- **Light trucks or sport utility vehicles** — Farm trucks; Four wheel drive 4WD trucks; Sport utility vehicles SUVs
- **Marine hatchery equipment** — Aquaculture tanks; Cage nets; Fish transfer pumps; Fish traps
- **Mowers** — Brush mowers; Mowing equipment
- **Power saws** — Chain saws; Circular saws; Portable power saws
- **Secateurs or pruning shears** — Extended pole pruners; Pneumatic cutters; Pneumatic pruners; Pruning tools
- **Sprayers** — Chemical sprayers; Fumigation equipment; Spray attachments
- **Water sprinklers** — Impact sprinklers; Microsprinklers; Overhead sprinklers; Pop-up sprinklers

# Most Common Technology Skills Needed for Occupations in the Agriculture, Food & Natural Resources Career Cluster

*Examples only include programs/skills listed by at least 10 occupations in the Agriculture, Food & Natural Resources Career Cluster*

- Microsoft Excel, Microsoft Outlook, Microsoft Word, Microsoft Access, Microsoft PowerPoint
- **Analytical or scientific software**: SAS
- **Internet browser software**: Web browser software
- **Geographic information system**: ESRI ArcGIS software, Geographic information system GIS systems, ESRI ArcView, Geographic information system GIS software

| Technology Skills | Number of Occupations |
|---|---|
| Spreadsheet software | 47 |
| Office suite software | 45 |
| Data base user interface and query software | 44 |
| Word processing software | 43 |
| Electronic mail software | 40 |
| Presentation software | 35 |
| Analytical or scientific software | 26 |
| Internet browser software | 25 |
| Geographic information system | 23 |
| Enterprise resource planning ERP software | 20 |
| Map creation software | 17 |
| Graphics or photo imaging software | 15 |
| Inventory management software | 15 |
| Project management software | 12 |
| Web platform development software | 12 |
| Computer aided design CAD software | 12 |
| Document management software | 11 |
| Operating system software | 11 |
| Object or component oriented development software | 10 |
| Accounting software | 8 |
| Mobile location based services software | 8 |
| Cloud-based data access and sharing software | 7 |
| Web page creation and editing software | 7 |
| Calendar and scheduling software | 6 |
| Development environment software | 6 |
| Compliance software | 6 |

# Most Common Technology Skills Needed for Occupations in the Agriculture, Food & Natural Resources Career Cluster

*Examples only include tools listed by at least 5 occupations in the Agriculture, Food & Natural Resources Career Cluster*

- Personal/Laptop/Desktop computers
- **pH meters**: pH meters, pH indicators
- **Global positioning system GPS receiver**: Global positioning system GPS receivers
- **Portable data input terminals**: Dataloggers
- **Power saws**: Chain saws, Power saws
- **Soil core sampling apparatus**: Soil augers
- **Digital cameras**: Digital cameras
- **Shovels**: Shovels

| Tools | Number of Occupations |
|---|---|
| Personal computers | 38 |
| Notebook computers | 34 |
| Desktop computers | 30 |
| pH meters | 20 |
| Global positioning system GPS receiver | 18 |
| Portable data input terminals | 17 |
| Power saws | 14 |
| Soil core sampling apparatus | 14 |
| Digital cameras | 14 |
| Sprayers | 13 |
| Shovels | 13 |
| Benchtop centrifuges | 13 |
| Water samplers | 13 |
| Binocular light compound microscopes | 13 |
| All terrain vehicles tracked or wheeled | 13 |
| Light trucks or sport utility vehicles | 12 |
| Conductivity meters | 12 |
| Steam autoclaves or sterilizers | 12 |
| Two way radios | 12 |
| Claw hammer | 11 |
| Agricultural tractors | 11 |
| Forklifts | 11 |
| Saws | 11 |
| Screwdrivers | 11 |
| Tablet computers | 11 |
| Respirators | 11 |
| Hand sprayers | 11 |

## Worker Requirements

Descriptors referring to work-related attributes acquired and/or developed through experience and education

- Basic Skills
- Cross-Functional Skills
- Knowledge
- Education

**Knowledge:** Organized sets of principles and facts applying in general domains

- *https://www.onetonline.org/find/descriptor/browse/2.C*

# Farmers, Ranchers, and Other Agricultural Managers
## 11-9013.00

### Knowledge

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10 of 33 displayed

| Importance | Knowledge |
|---|---|
| 78 | **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. |
| 73 | **Production and Processing** — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods. |
| 71 | **Biology** — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment. |
| 66 | **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. |
| 60 | **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. |
| 60 | **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems. |
| 59 | **Food Production** — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques. |
| 57 | **Economics and Accounting** — Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data. |
| 57 | **Sales and Marketing** — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems. |
| 56 | **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. |

# Most Common Knowledges Needed for Occupations in the Agriculture, Food & Natural Resources Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Knowledge category*

- **English Language**: Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- **Mathematics**: Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- **Customer and Personal Service**: Knowledge of principles and processes for providing customer and personal services
- **Administration and Management**: Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources

| Knowledge | Number of Occupations |
|---|---|
| English Language | 37 |
| Mathematics | 32 |
| Customer and Personal Service | 31 |
| Administration and Management | 25 |
| Biology | 25 |
| Chemistry | 21 |
| Computers and Electronics | 20 |
| Education and Training | 18 |
| Mechanical | 17 |
| Public Safety and Security | 16 |
| Production and Processing | 16 |
| Engineering and Technology | 12 |
| Food Production | 12 |
| Law and Government | 11 |
| Geography | 10 |
| Physics | 9 |
| Administrative | 8 |
| Personnel and Human Resources | 8 |
| Sales and Marketing | 5 |

## Worker Requirements

Descriptors referring to work-related attributes acquired and/or developed through experience and education

- Basic Skills
- Cross-Functional Skills
- Knowledge
- Education

**Skills:** Developed capacities that facilitate learning or the more rapid acquisition of knowledge

- ***Basic skills*** – includes content and process skills https://www.onetonline.org/find/descriptor/browse/2.A
- ***Cross-Functional Skills*** – includes complex problem solving, resource management, social, systems, and technical skills https://www.onetonline.org/find/descriptor/browse/2.B

## Farmers, Ranchers, and Other Agricultural Managers
## 11-9013.00



**Skills** Save Table: XLSX CSV

10 of 35 displayed

| Importance | Skill |
|---|---|
| 72 | **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. |
| 72 | **Speaking** — Talking to others to convey information effectively. |
| 70 | **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. |
| 69 | **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one. |
| 66 | **Time Management** — Managing one's own time and the time of others. |
| 65 | **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| 63 | **Coordination** — Adjusting actions in relation to others' actions. |
| 63 | **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job. |
| 62 | **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents. |
| 61 | **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. |

# Most Common Skills Needed for Occupations in the Agriculture, Food & Natural Resources Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Skill category*

- **Active Listening**: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- **Critical Thinking**: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- **Speaking**: Talking to others to convey information effectively
- **Monitoring**: Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action

| Skills | Number of Occupations |
|---|---|
| Active Listening | 40 |
| Critical Thinking | 40 |
| Speaking | 39 |
| Monitoring | 39 |
| Judgment and Decision Making | 37 |
| Reading Comprehension | 34 |
| Coordination | 32 |
| Complex Problem Solving | 31 |
| Active Learning | 29 |
| Writing | 28 |
| Time Management | 27 |
| Social Perceptiveness | 26 |
| Operations Monitoring | 20 |
| Instructing | 19 |
| Systems Analysis | 19 |
| Science | 19 |
| Mathematics | 18 |
| Service Orientation | 17 |
| Systems Evaluation | 17 |
| Learning Strategies | 16 |
| Persuasion | 15 |
| Operation and Control | 15 |
| Management of Personnel Resources | 14 |
| Negotiation | 13 |
| Quality Control Analysis | 11 |

## Worker Characteristics

Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance

- Abilities
- Occupational Interests
- Work Values
- Work Styles

**Abilities:** Enduring attributes of the individual that influence performance

- **Cognitive**: Abilities that influence the acquisition and application of knowledge in problem solving
- **Physical**: Abilities that influence strength, endurance, flexibility, balance and coordination
- **Psychomotor**: Abilities that influence the capacity to manipulate and control objects
- **Sensory**: Abilities that influence visual, auditory and speech perception.

https://www.onetonline.org/find/descriptor/browse/1.A

# Farmers, Ranchers, and Other Agricultural Managers

**11-9013.00**

## Abilities

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10 of 52 displayed

| Importance | Ability |
|---|---|
| 75 | **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences. |
| 75 | **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand. |
| 73 | **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem. |
| 70 | **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense. |
| 69 | **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). |
| 67 | **Written Expression** — The ability to communicate information and ideas in writing so others will understand. |
| 66 | **Written Comprehension** — The ability to read and understand information and ideas presented in writing. |
| 64 | **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations). |
| 64 | **Near Vision** — The ability to see details at close range (within a few feet of the observer). |
| 63 | **Speech Clarity** — The ability to speak clearly so others can understand you. |

# Most Common Abilities Needed for Occupations in the Agriculture, Food & Natural Resources Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Ability category*

- **Near Vision**: The ability to see details at close range (within a few feet of the observer)
- **Oral Comprehension**: The ability to listen to and understand information and ideas presented through spoken words and sentences
- **Problem Sensitivity**: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem
- **Oral Expression**: The ability to communicate information and ideas in speaking so others will understand
- **Speech Clarity**: The ability to speak clearly so others can understand you
- **Information Ordering**: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations)

| Abilities | Number of Occupations |
|---|---|
| Near Vision | 48 |
| Oral Comprehension | 47 |
| Problem Sensitivity | 45 |
| Oral Expression | 43 |
| Speech Clarity | 41 |
| Information Ordering | 41 |
| Speech Recognition | 40 |
| Deductive Reasoning | 39 |
| Inductive Reasoning | 36 |
| Category Flexibility | 36 |
| Written Comprehension | 33 |
| Selective Attention | 32 |
| Flexibility of Closure | 32 |
| Far Vision | 30 |
| Written Expression | 29 |
| Arm-Hand Steadiness | 28 |
| Manual Dexterity | 25 |
| Control Precision | 25 |
| Finger Dexterity | 22 |
| Perceptual Speed | 22 |
| Fluency of Ideas | 21 |
| Trunk Strength | 20 |

# Workforce Characteristics

Variables that define and describe the general characteristics of occupations that may influence occupational requirements

- Labor Market Information
- Occupational Outlook

## Wages & Employment Trends

Median wages – national data

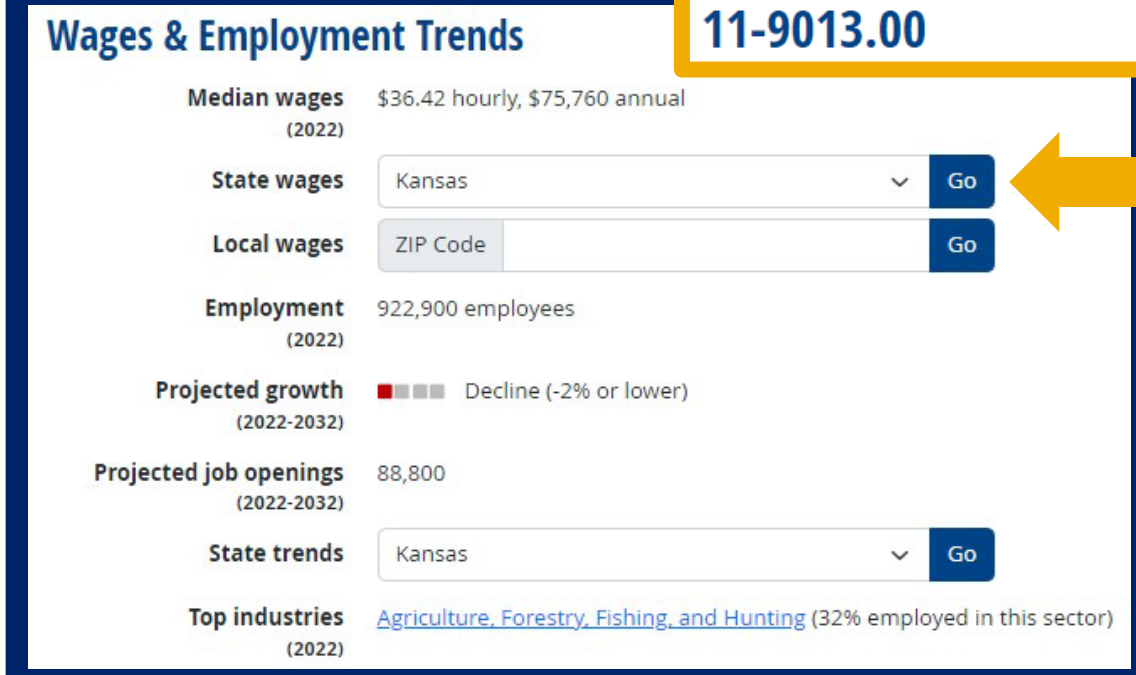
State/Local wages – provides a comparison of wage estimates for the selected area and the U.S.

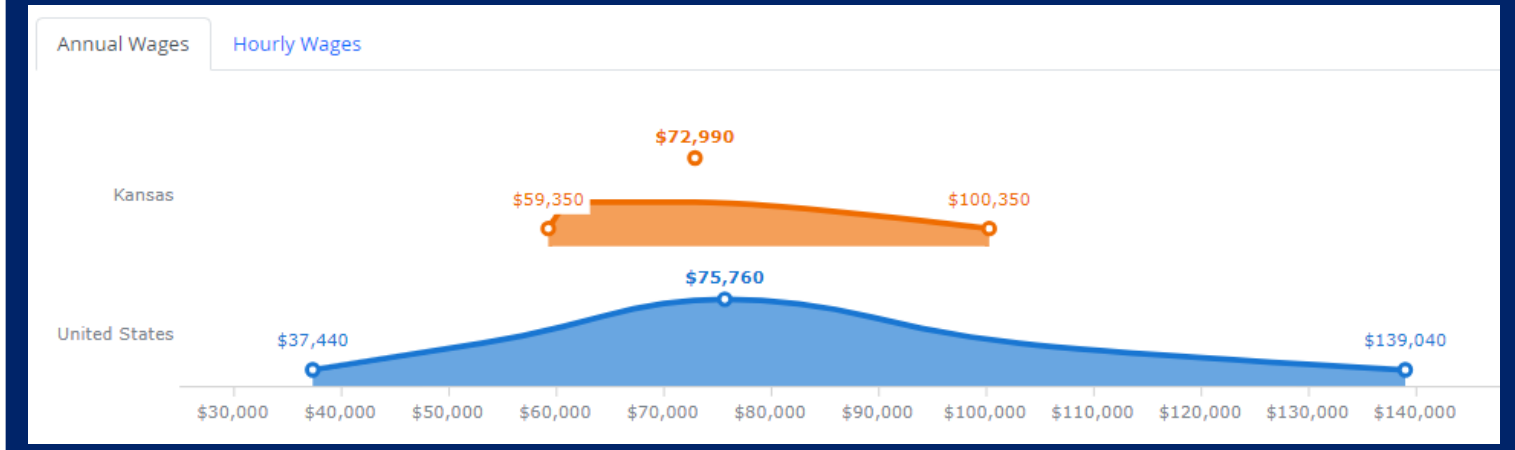
- O*NET only includes estimates by state and Metropolitan Statistical Area (MSA) – use the 2022 Kansas Wage Survey for county level estimates

Projected growth – national 10-year employment projections

State trends – Kansas long-term projections

**Farmers, Ranchers, and Other Agricultural Managers**
**11-9013.00**



# Questions?

*Labor Market Information Services (LMIS)*

*401 SW Topeka Blvd, Topeka Kansas 66603*

*KDOL.Laborstats@ks.gov*

Kansas
Department of Labor

# Labor Market Information

Engineering Career Cluster Review

*Emilie Doerksen, Labor Economist*

Kansas
Department of Labor

# Labor Market Information Services (LMIS)

- Statistical branch of KDOL
  - Collect, analyze, and report data to enhance economic well-being of Kansans
- Serve federal government, state agencies, educational institutions, employers, students, job-seekers, legislators, etc.

- LMIS resources for reviewing the Engineering Career Cluster:
  - Kansas Wage Survey
  - Employment projections
  - High demand occupations and High demand high wage occupations
  - O*NET occupation profiles

# Where Can I Find LMIS Information?

LMIS Homepage: https://klic.dol.ks.gov/




- Monthly Labor Report
- Occupational Information
- Industry Information
- Labor Force and Unemployment Rate
- Publications
- Employment Outlook
- High Demand Occupations
- Tools, Help, and Other Resources







## Connect With Us!

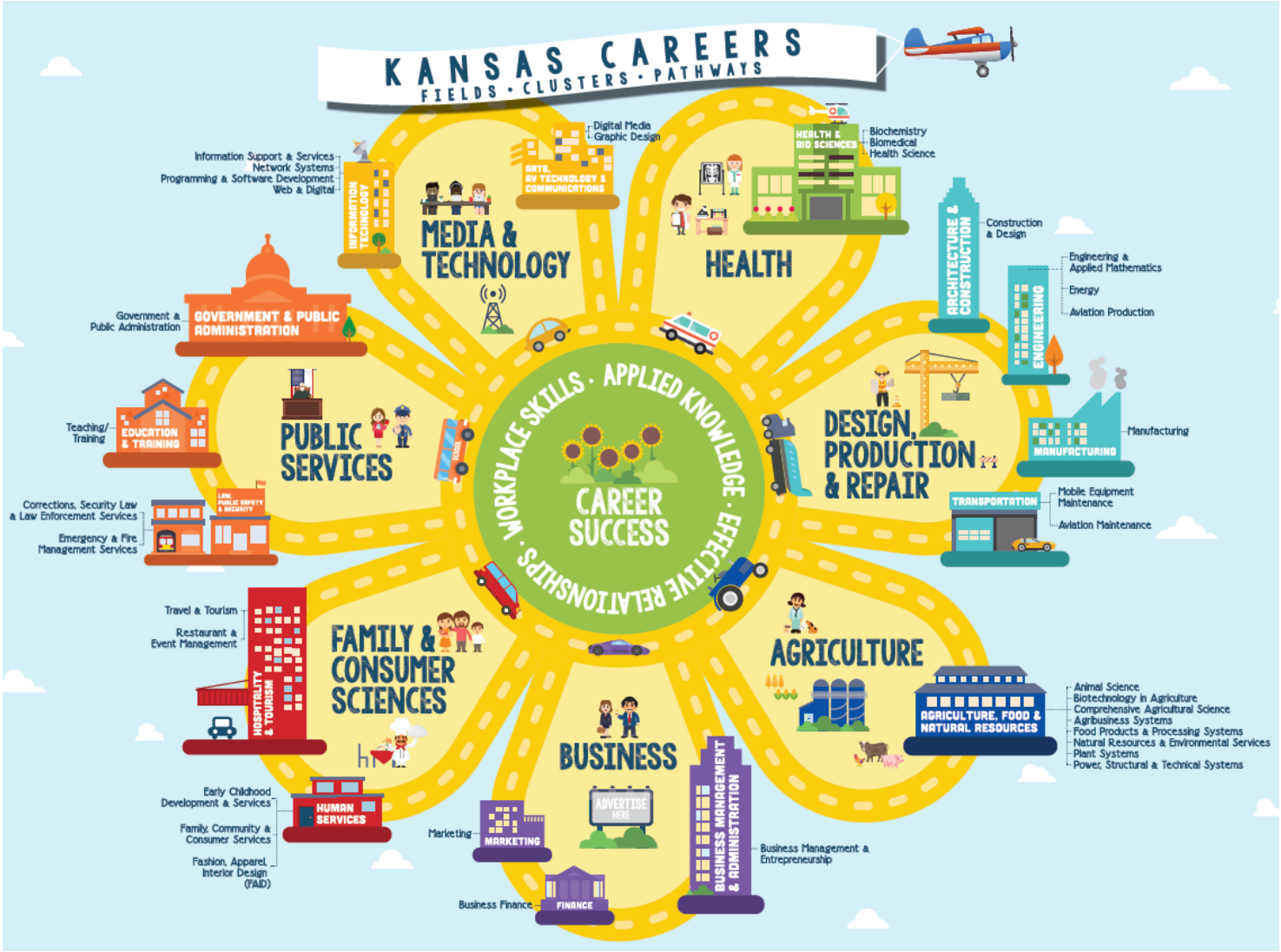
Stay up to date on the latest news and data products Labor Market Information Services has to offer.
**Sign up for Alerts!**

Have a question or a special data request? Feel free to contact us at **KDOL.Laborstats@ks.gov**.

Let us know how we are doing by filling out our short survey!
**LMIS Survey**

# How is Career Information Organized? - KSDE

- The Career Clusters and pathways framework is used by KSDE and schools throughout Kansas
  - 16 Career Clusters
  - Helps identify pathways from school to the workplace



# How is Career Information Organized? - LMIS

- The Standard Occupational Classification (SOC) system is used by LMIS and the Bureau of Labor Statistics (BLS)
  - Federal statistical standard used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data
  - Over 800 detailed occupations
  - 23 major groups – detailed occupations with similar job duties, and in some cases skills, education, and/or training, are grouped together

## 2018 SOC Structure

| Major Group | Minor Group | Broad Group | Detailed Occupation | |
|---|---|---|---|---|
| **11-0000** | | | | **Management Occupations** |
| | **11-1000** | | | **Top Executives** |
| | | 11-1010 | | Chief Executives |
| | | | 11-1011 | Chief Executives |
| | | 11-1020 | | General and Operations Managers |
| | | | 11-1021 | General and Operations Managers |
| | | 11-1030 | | Legislators |
| | | | 11-1031 | Legislators |
| | **11-2000** | | | **Advertising, Marketing, Promotions, Public Relations, and Sales Managers** |
| | | 11-2010 | | Advertising and Promotions Managers |
| | | | 11-2011 | Advertising and Promotions Managers |
| | | 11-2020 | | Marketing and Sales Managers |
| | | | 11-2021 | Marketing Managers |
| | | | 11-2022 | Sales Managers |
| | | 11-2030 | | Public Relations and Fundraising Managers |
| | | | 11-2032 | Public Relations Managers |
| | | | 11-2033 | Fundraising Managers |
| | **11-3000** | | | **Operations Specialties Managers** |
| | | 11-3010 | | Administrative Services and Facilities Managers |
| | | | 11-3012 | Administrative Services Managers |
| | | | 11-3013 | Facilities Managers |
| | | 11-3020 | | Computer and Information Systems Managers |
| | | | 11-3021 | Computer and Information Systems Managers |

*Note: The 2018 SOC codes are the current federal standard for occupational data. However, the transition from the previous structure is a multi-year process, so some LMIS data is still published using older, hybrid occupation codes. The additional materials provided with this presentation include a detailed crosswalk and notes about when to use each version of the occupation codes.*

# Engineering Career Cluster

Kansas Department of Labor

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Management Occupations | 11-9041 | Architectural and Engineering Managers | Engineering & Applied Mathematics | Engineering and Technology |
| Business and Financial Operations Occupations | 13-1081 | Logisticians | Engineering & Applied Mathematics | Logistics Planning and Management Services |
| Architecture and Engineering Occupations | 17-2011 | Aerospace Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2041 | Chemical Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2061 | Computer Hardware Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2071 | Electrical Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2072 | Electronics Engineers, Except Computer | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2111 | Health and Safety Engineers, Except Mining Safety Engineers and Inspectors | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2112 | Industrial Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2121 | Marine Engineers and Naval Architects | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2131 | Materials Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2141 | Mechanical Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2151 | Mining and Geological Engineers, Including Mining Safety Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2161 | Nuclear Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2171 | Petroleum Engineers | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-2199 | Engineers, All Other | Engineering & Applied Mathematics | Engineering and Technology |
| | 17-3021 | Aerospace Engineering and Operations Technologists and Technicians | Aviation Production | Manufacturing Production Process Development |

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Life, Physical, and Social Science Occupations | 19-2012 | Physicists | Engineering & Applied Mathematics | Science and Mathematics |
| | 19-3022 | Survey Researchers | Engineering & Applied Mathematics | Science and Mathematics |
| Installation, Maintenance, and Repair Occupations | 49-2091 | Avionics Technicians | Aviation Production | Facility and Mobile Equipment Maintenance |
| | 49-9081 | Wind Turbine Service Technicians | Energy | Maintenance, Installation & Repair |
| Production Occupations | 51-2011 | Aircraft Structure, Surfaces, Rigging, and Systems Assemblers | Aviation Production | Production |
| | 51-8011 | Nuclear Power Reactor Operators | Energy | Production |
| | 51-8012 | Power Distributors and Dispatchers | Energy | Production |
| | 51-8013 | Power Plant Operators | Energy | Production |
| | 51-8091 | Chemical Plant and System Operators | Energy | Production |
| | 51-8092 | Gas Plant Operators | Energy | Production |
| | 51-8093 | Petroleum Pump System Operators, Refinery Operators, and Gaugers | Energy | Production |
| | 51-8099 | Plant and System Operators, All Other | Energy | Production |
| Transportation and Material Moving Occupations | 53-1041 | Aircraft Cargo Handling Supervisors | Aviation Production | Transportation Operations |
| | 53-2011 | Airline Pilots, Copilots, and Flight Engineers | Aviation Production | Transportation Operations |
| | 53-2012 | Commercial Pilots | Aviation Production | Transportation Operations |
| | 53-2021 | Air Traffic Controllers | Aviation Production | Transportation Systems/Infrastructure Planning, Management and Regulation |
| | 53-2022 | Airfield Operations Specialists | Aviation Production | Transportation Systems/Infrastructure Planning, Management and Regulation |

# Kansas Wage Survey

*Occupational Employment*

*and Wage Statistics (OEWS)*

Kansas
Department of Labor

# What is the Kansas Wage Survey?

- The Kansas Wage Survey is compiled using results from a semi-annual survey conducted by the Occupational Employment and Wage Statistics (OEWS) program
  - Sample-based survey
  - Asks employers to provide data regarding occupational employment and wages for their establishment
- Wage data includes annual and/or hourly estimates
- Estimates available for Kansas, MSAs, Local Areas, Projection Regions, and Counties

## Kansas Wage Survey, 2023 Edition
## Engineering Career Cluster

| Occupation Code | Occupation Title | Employment | Median (Middle) Hourly Wage | Median (Middle) Annual Wage | Mean (Average) Hourly Wage | Mean (Average) Annual Wage |
|---|---|---|---|---|---|---|
| **00-0000** | **Total, All Occupations** | **1,380,420** | **$20.13** | **$41,870** | **$25.41** | **$52,850** |
| 51-2011 | Aircraft Structure, Surfaces, Rigging, and Systems Assemblers | 5,760 | $29.57 | $61,500 | $27.19 | $56,560 |
| 17-2141 | Mechanical Engineers | 2,940 | $37.97 | $78,970 | $40.65 | $84,560 |
| 17-2112 | Industrial Engineers | 2,880 | $39.77 | $82,710 | $43.15 | $89,750 |
| 13-1081 | Logisticians | 2,240 | $27.18 | $56,530 | $29.82 | $62,030 |
| 17-2071 | Electrical Engineers | 2,140 | $46.14 | $95,970 | $47.42 | $98,630 |
| 17-2011 | Aerospace Engineers | 1,960 | $49.55 | $103,060 | $52.38 | $108,950 |
| 11-9041 | Architectural and Engineering Managers | 1,500 | $68.41 | $142,280 | $72.23 | $150,240 |
| 17-2199 | Engineers, All Other | 1,090 | $33.45 | $69,570 | $38.15 | $79,350 |
| 51-8093 | Petroleum Pump System Operators, Refinery Operators, and Gaugers | 990 | $45.51 | $94,660 | $40.78 | $84,820 |
| 17-2072 | Electronics Engineers, Except Computer | 840 | $46.86 | $97,460 | $49.57 | $103,110 |
| 51-8013 | Power Plant Operators | 740 | $41.81 | $86,960 | $39.61 | $82,390 |
| 17-3021 | Aerospace Engineering and Operations Technologists and Technicians | 710 | $28.30 | $58,860 | $30.52 | $63,480 |
| 53-2012 | Commercial Pilots | 600 | * | $82,430 | * | $93,010 |
| 49-2091 | Avionics Technicians | 550 | $32.00 | $66,570 | $32.79 | $68,190 |
| 49-9081 | Wind Turbine Service Technicians | 550 | $26.19 | $54,480 | $27.81 | $57,850 |
| 53-2021 | Air Traffic Controllers | 420 | $69.15 | $143,830 | $63.31 | $131,680 |
| 51-8092 | Gas Plant Operators | 370 | $35.75 | $74,360 | $35.51 | $73,860 |
| 17-2131 | Materials Engineers | 270 | $49.60 | $103,160 | $50.95 | $105,980 |
| 17-2041 | Chemical Engineers | 260 | $46.69 | $97,110 | $45.85 | $95,370 |

*This table highlights occupations in the Engineering Career Cluster with employment > 250*

*Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment and Wage Statistics (OEWS)*

# Additional Data Available on KLIC

- Estimates for different levels of geographic detail:
  - Kansas, MSAs, Local Areas, Projection Regions, and Counties
- Annual and hourly wage estimates:
  - Mean (average) and Median (middle)
  - Entry level – mean of the lower third of the population
  - Experienced level – mean of the upper two-thirds of the population
  - 10th, 25th, 75th, and 90th percentile

# Where Can I Find the Kansas Wage Survey?

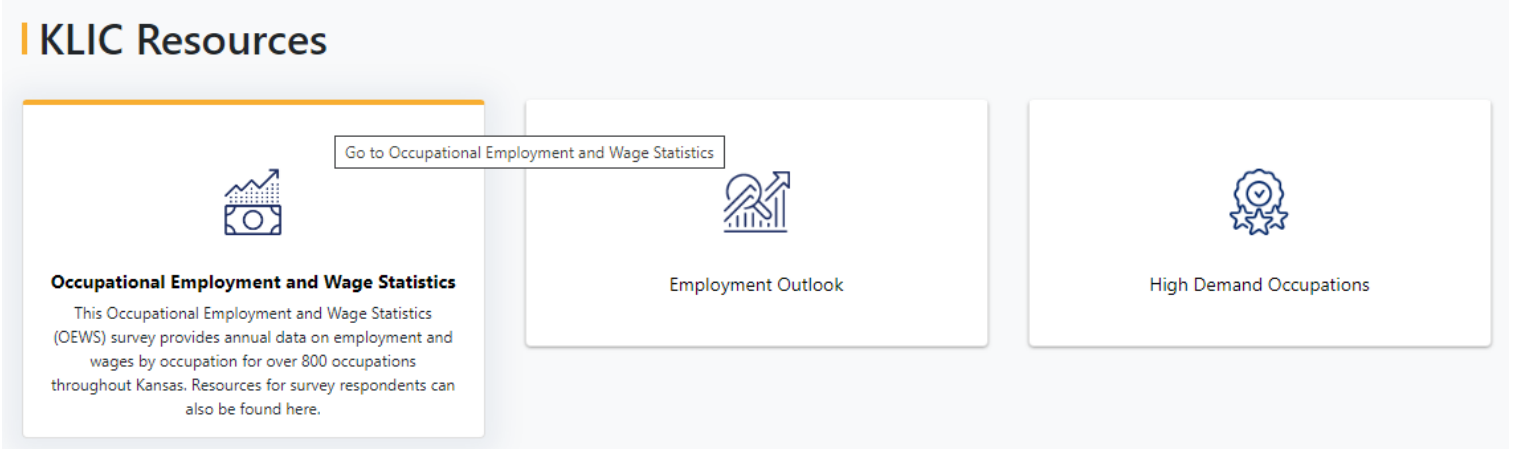
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Occupational Employment and Wage Statistics"

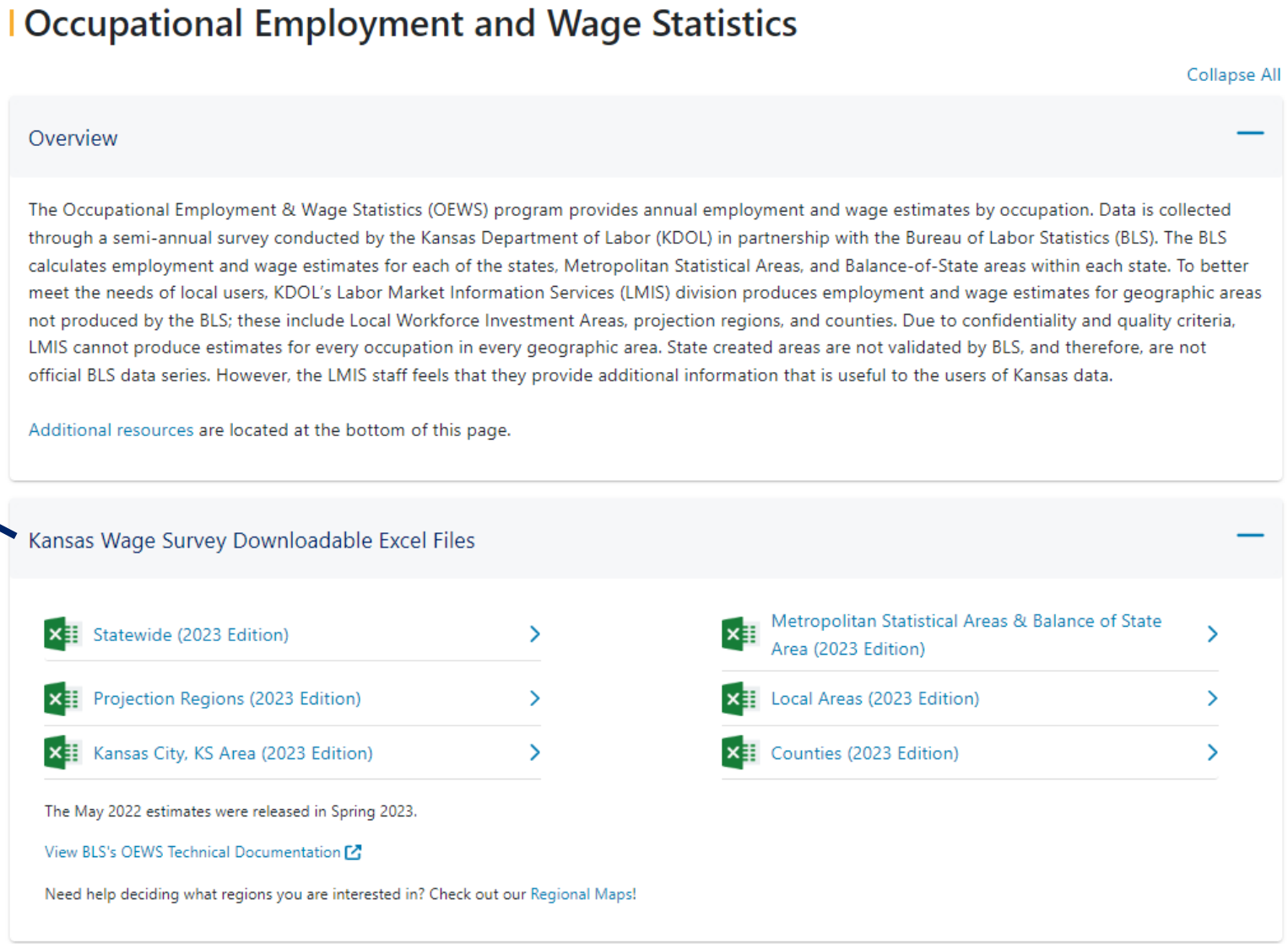


# Where Can I Find the Kansas Wage Survey?

4. Download an Excel file with employment and wage data for all occupations in the selected area

Excel files include:

- Employment
- Hourly/Annual Wage
  - Median
  - Mean
  - Entry Level
  - Experienced Level



## Occupational Employment and Wage Statistics

Collapse All

### Overview

The Occupational Employment & Wage Statistics (OEWS) program provides annual employment and wage estimates by occupation. Data is collected through a semi-annual survey conducted by the Kansas Department of Labor (KDOL) in partnership with the Bureau of Labor Statistics (BLS). The BLS calculates employment and wage estimates for each of the states, Metropolitan Statistical Areas, and Balance-of-State areas within each state. To better meet the needs of local users, KDOL's Labor Market Information Services (LMIS) division produces employment and wage estimates for geographic areas not produced by the BLS; these include Local Workforce Investment Areas, projection regions, and counties. Due to confidentiality and quality criteria, LMIS cannot produce estimates for every occupation in every geographic area. State created areas are not validated by BLS, and therefore, are not official BLS data series. However, the LMIS staff feels that they provide additional information that is useful to the users of Kansas data.

Additional resources are located at the bottom of this page.

### Kansas Wage Survey Downloadable Excel Files

- Statewide (2023 Edition)
- Metropolitan Statistical Areas & Balance of State Area (2023 Edition)
- Projection Regions (2023 Edition)
- Local Areas (2023 Edition)
- Kansas City, KS Area (2023 Edition)
- Counties (2023 Edition)

The May 2022 estimates were released in Spring 2023.

View BLS's OEWS Technical Documentation

Need help deciding what regions you are interested in? Check out our Regional Maps!

# Employment Projections

*Short-term (2 year)*

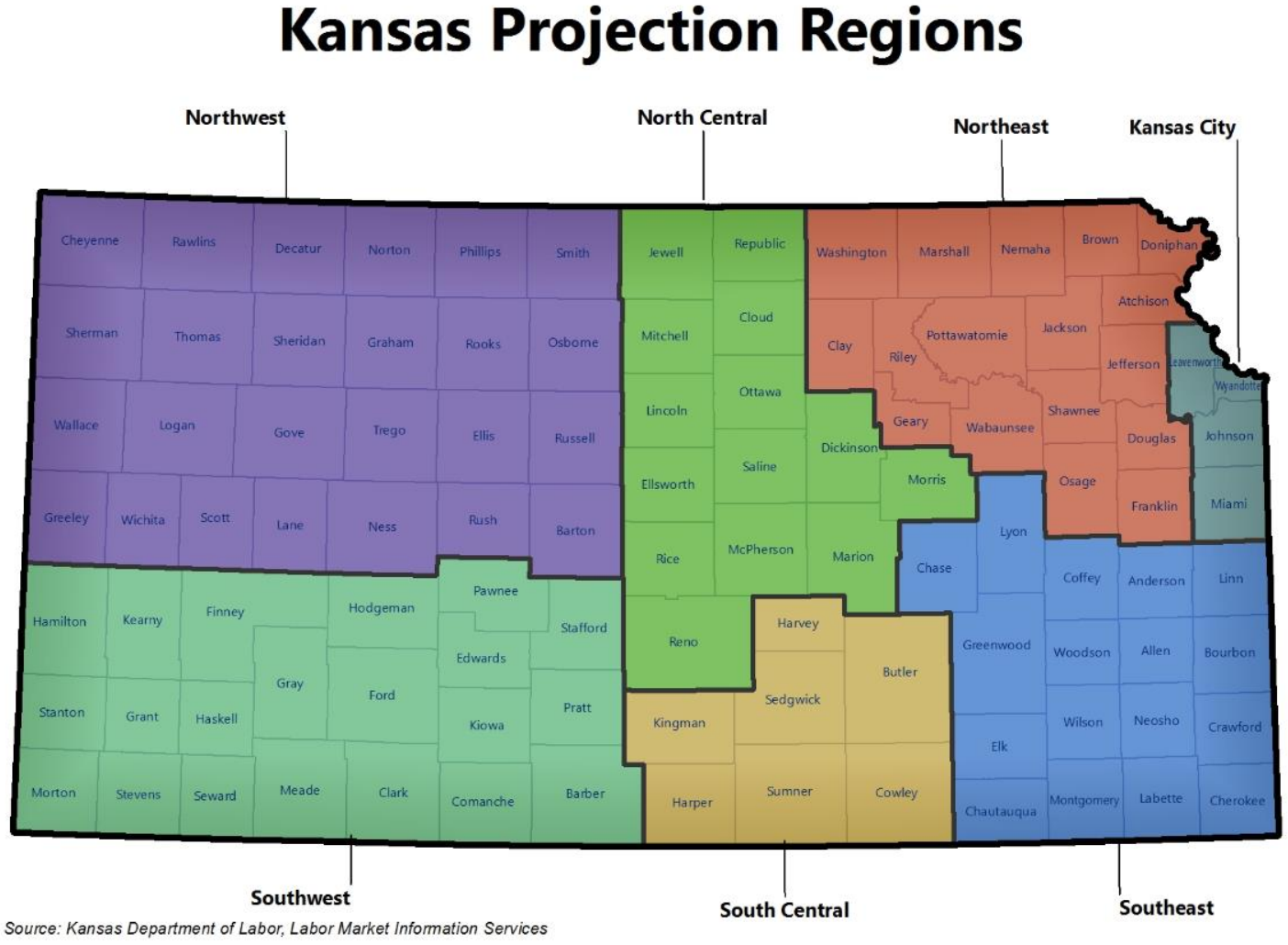
*and long-term (10 year)*

*occupational outlook*

Kansas
Department of Labor

# Occupational Employment Projections

- Employment projections are available for Kansas and 7 projection regions
- Long-term (10-year) projections are typically used for career planning and education/training initiatives
- Short-term (2-year) projections are useful for individuals looking for short-term training to enhance skills and re-enter the labor market

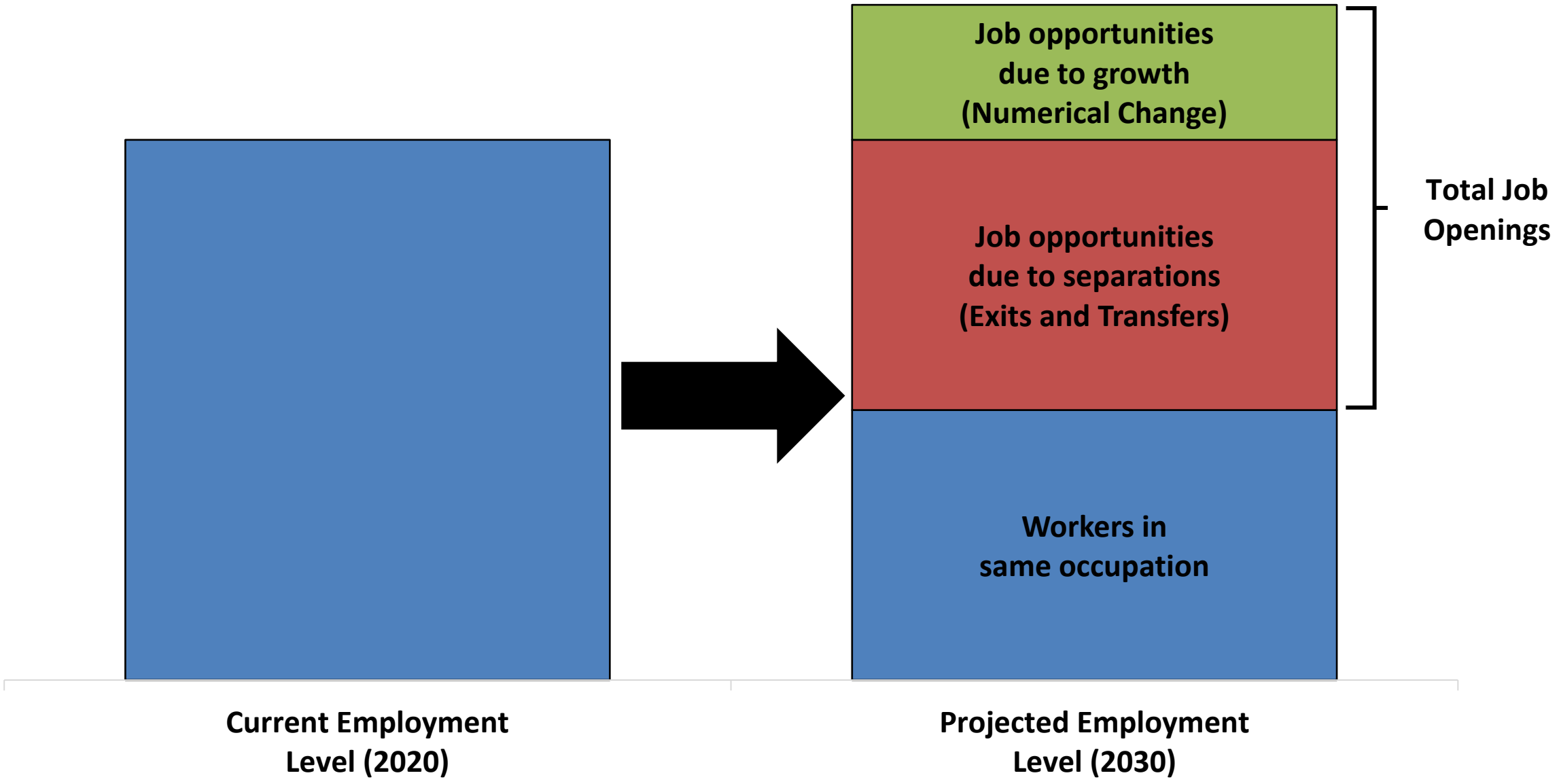



*Source: Kansas Department of Labor, Labor Market Information Services*

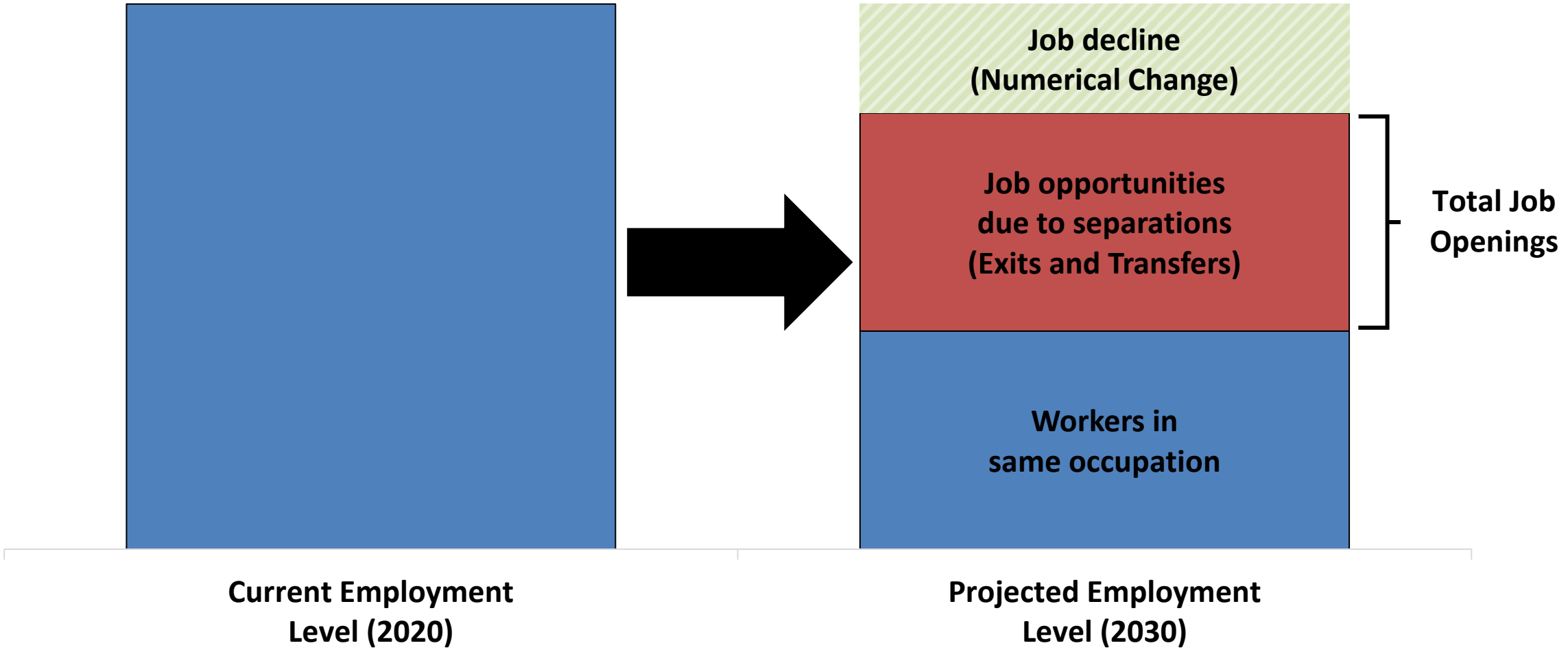
# Occupational Employment Projections

- Based on industry projections and occupational staffing patterns created using data from the Kansas Wage Survey
- Occupational projections data includes:
  - Expected openings by detailed occupation
    - Openings due to Numerical Change – growth/decline in total employment for an occupation
    - Openings due to Separations
      - Exits – openings that occur when workers leave the labor force entirely
      - Transfers – openings that occur when workers leave an occupation and find employment in a different occupation
- Typical level of education/training needed to enter an occupation

## Understanding Total Job Openings: Growth and Separations
## Growing Occupation



## Understanding Total Job Openings: Growth and Separations
## Declining Occupation



## Kansas Long-Term Occupational Projections (2020 to 2030)
## Engineering Career Cluster

| Occupation Code | Occupation Title | Employment | | Projected Average Annual Growth Rate | Annual Openings due to | | | |
|---|---|---|---|---|---|---|---|---|
| | | Base Year 2020 | Projected Year 2030 | | Exits | Transfers | Numerical Change | Total Openings |
| 00-0000 | Total, All Occupations | 1,436,512 | 1,536,570 | 0.7% | 63,671 | 98,118 | 10,006 | 171,795 |
| 17-2112 | Industrial Engineers | 3,080 | 3,804 | 2.1% | 75 | 138 | 72 | 285 |
| 17-2071 | Electrical Engineers | 2,456 | 2,775 | 1.2% | 62 | 105 | 32 | 199 |
| 17-2141 | Mechanical Engineers | 2,537 | 2,907 | 1.4% | 47 | 112 | 37 | 196 |
| 13-1081 | Logisticians | 1,605 | 1,800 | 1.2% | 36 | 111 | 20 | 167 |
| 11-9041 | Architectural and Engineering Managers | 1,562 | 1,737 | 1.1% | 30 | 84 | 18 | 132 |
| 17-2011 | Aerospace Engineers | 1,639 | 1,893 | 1.5% | 36 | 61 | 25 | 122 |
| 17-2072 | Electronics Engineers, Except Computer | 1,451 | 1,613 | 1.1% | 36 | 61 | 16 | 113 |
| 51-8093 | Petroleum Pump System Operators, Refinery Operators, and Gaugers | 967 | 1,015 | 0.5% | 23 | 77 | 5 | 105 |
| 49-2091 | Avionics Technicians | 639 | 760 | 1.7% | 17 | 31 | 12 | 60 |
| 51-8013 | Power Plant Operators | 647 | 616 | -0.5% | 16 | 42 | -3 | 55 |
| 17-2199 | Engineers, All Other | 740 | 805 | 0.8% | 16 | 32 | 6 | 54 |
| 53-2012 | Commercial Pilots | 431 | 460 | 0.7% | 16 | 31 | 3 | 50 |
| 53-2021 | Air Traffic Controllers | 340 | 343 | 0.1% | 9 | 24 | 0 | 33 |
| 17-3021 | Aerospace Engineering and Operations Technologists and Technicians | 246 | 284 | 1.4% | 8 | 16 | 4 | 28 |
| 17-2061 | Computer Hardware Engineers | 256 | 301 | 1.6% | 5 | 13 | 4 | 22 |
| 17-2041 | Chemical Engineers | 261 | 289 | 1.0% | 5 | 10 | 3 | 18 |
| 51-8091 | Chemical Plant and System Operators | 142 | 140 | -0.1% | 3 | 11 | 0 | 14 |
| 19-3022 | Survey Researchers | 182 | 155 | -1.6% | 4 | 11 | -3 | 12 |

*This table highlights occupations in the Engineering Career Cluster with projected total annual openings > 10*

*Source: Kansas Department of Labor, Labor Market Information Services*

## Kansas Long-Term Occupational Projections (2020 to 2030)
## Engineering Career Cluster

| Occupation Code | Occupation Title | Total Openings | Education and Training | | |
|---|---|---|---|---|---|
| | | | Typical Education Needed for Entry | Work Experience in a Related Occupation | Typical On-the-Job Training Needed to Attain Competency |
| 17-2112 | Industrial Engineers | 285 | Bachelor's degree | None | None |
| 17-2071 | Electrical Engineers | 199 | Bachelor's degree | None | None |
| 17-2141 | Mechanical Engineers | 196 | Bachelor's degree | None | None |
| 13-1081 | Logisticians | 167 | Bachelor's degree | None | None |
| 11-9041 | Architectural and Engineering Managers | 132 | Bachelor's degree | 5 years or more | None |
| 17-2011 | Aerospace Engineers | 122 | Bachelor's degree | None | None |
| 17-2072 | Electronics Engineers, Except Computer | 113 | Bachelor's degree | None | None |
| 51-8093 | Petroleum Pump System Operators, Refinery Operators, and Gaugers | 105 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 49-2091 | Avionics Technicians | 60 | Associate's degree | None | None |
| 51-8013 | Power Plant Operators | 55 | High school diploma or equivalent | None | Long-term on-the-job training |
| 17-2199 | Engineers, All Other | 54 | Bachelor's degree | None | None |
| 53-2012 | Commercial Pilots | 50 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 53-2021 | Air Traffic Controllers | 33 | Associate's degree | None | Long-term on-the-job training |
| 17-3021 | Aerospace Engineering and Operations Technologists and Technicians | 28 | Associate's degree | None | None |
| 17-2061 | Computer Hardware Engineers | 22 | Bachelor's degree | None | None |
| 17-2041 | Chemical Engineers | 18 | Bachelor's degree | None | None |
| 51-8091 | Chemical Plant and System Operators | 14 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 19-3022 | Survey Researchers | 12 | Master's degree | None | None |

*This table highlights occupations in the Engineering Career Cluster with projected total annual openings > 10*

*Source: Kansas Department of Labor, Labor Market Information Services*

# Where Can I Find Projections Data?

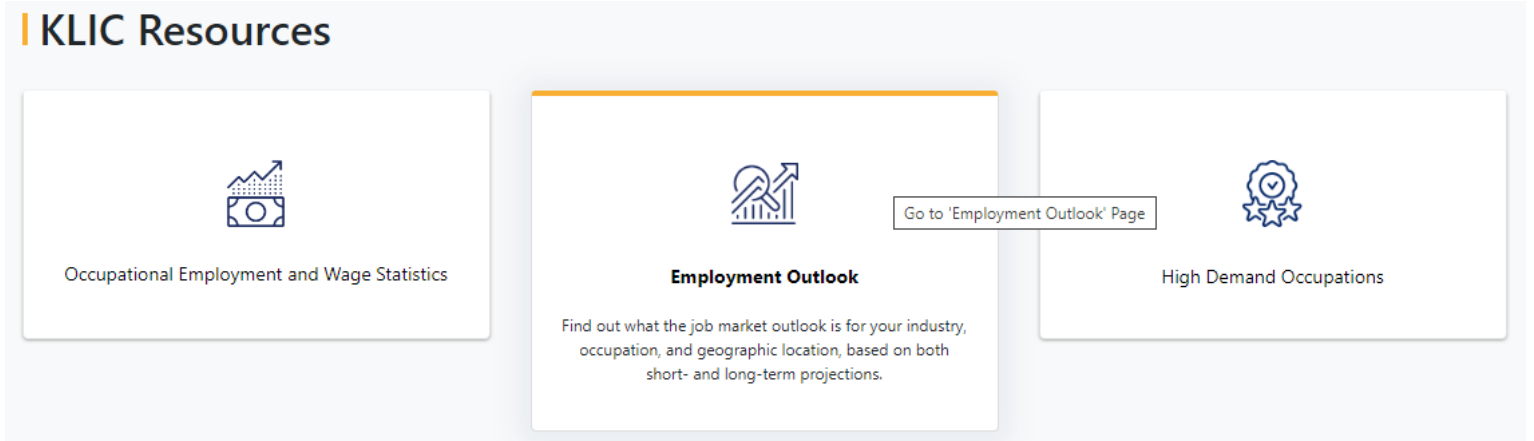
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

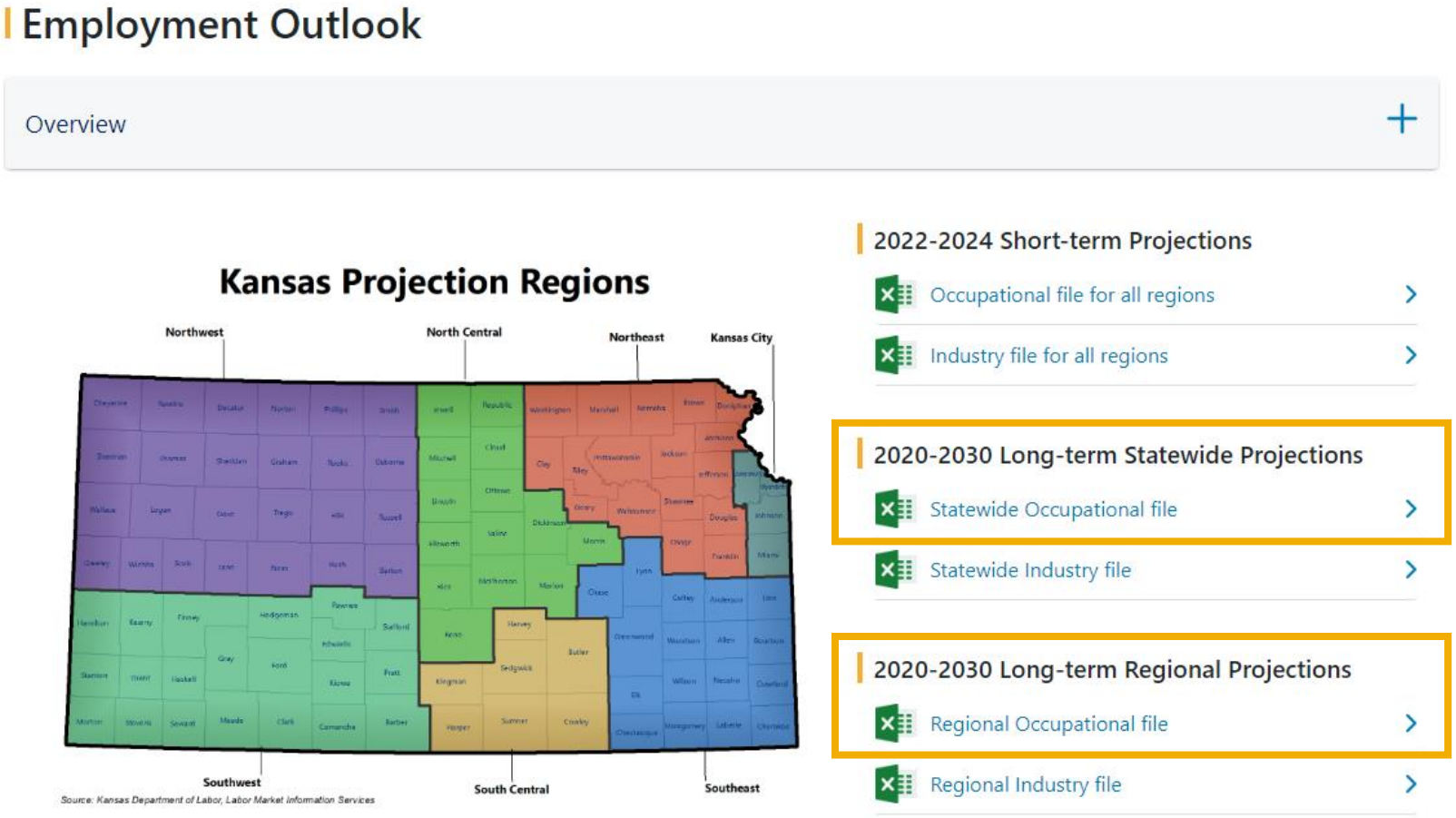
Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Employment Outlook"



# Where Can I Find Projections Data?




4. Download the “Statewide Occupational” or “Regional Occupational” Excel file with employment projections for all occupations in the selected area

# High Demand Occupations

*Occupations in demand based on*

*Current Job Openings, Short-term (2-year)*

*and Long-term (10-year)*

*Occupational Projections*

Kansas
Department of Labor

# High Demand Occupations

- List of occupations in Kansas that are in high demand statewide, and by projection region
  - List only includes occupations with above average demand
- Each occupation receives a total demand score (out of 30) based on:
  - Current openings (Advertised Jobs on KLIC)
  - Projected openings in 2 years (Short-term Projections)
  - Projected openings in 10 years (Long-term Projections)
- The “High Demand High Wage” variable indicates occupations that are in high demand and have a median wage greater than the median wage for all occupations in that region

# High Demand Occupations in Engineering

## Kansas

## 2023

| SOC Code | Occupation Title | LT[1] | ST[2] | Current Openings[3] | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Career Pathway |
|---|---|---|---|---|---|---|---|---|
| 17-2112 | Industrial Engineers | 5 | 5 | 7 | 17 | $82,710 | ☑ | Engineering & Applied Mathematics |
| 17-2141 | Mechanical Engineers | 4 | 5 | 8 | 17 | $78,970 | ☑ | Engineering & Applied Mathematics |
| 17-2071 | Electrical Engineers | 4 | 4 | 8 | 16 | $95,970 | ☑ | Engineering & Applied Mathematics |
| 51-2011 | Aircraft Structure, Surfaces, Rigging, and Systems Assemblers | 7 | 8 | 1 | 16 | $61,500 | ☑ | Aviation Production |
| 17-2011 | Aerospace Engineers | 3 | 5 | 5 | 13 | $103,060 | ☑ | Engineering & Applied Mathematics |
| 11-9041 | Architectural and Engineering Managers | 3 | 3 | 6 | 12 | $142,280 | ☑ | Engineering & Applied Mathematics |
| 17-2199 | Engineers, All Other | 1 | 3 | 8 | 12 | $69,570 | ☑ | Engineering & Applied Mathematics |
| 13-1081 | Logisticians | 4 | 5 | 2 | 11 | $56,530 | ☑ | Engineering & Applied Mathematics |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2022-2024 round of projection data
3. Current Openings Score is based off of 2023 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data is from the 2023 Edition of the Kansas Wage Survey (data collected in 2022)
5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

Note: List only includes occupations with above average demand in at least one of the three categories and a total demand score greater than or equal

# High Demand Occupations in Engineering

## Kansas

## 2023

| SOC Code | Occupation Title | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Education | Work Experience | Job Training | Career Pathway |
|---|---|---|---|---|---|---|---|---|
| 17-2112 | Industrial Engineers | 17 | $82,710 | ☑ | Bachelor's degree | None | None | Engineering & Applied Mathematics |
| 17-2141 | Mechanical Engineers | 17 | $78,970 | ☑ | Bachelor's degree | None | None | Engineering & Applied Mathematics |
| 17-2071 | Electrical Engineers | 16 | $95,970 | ☑ | Bachelor's degree | None | None | Engineering & Applied Mathematics |
| 51-2011 | Aircraft Structure, Surfaces, Rigging, and Systems Assemblers | 16 | $61,500 | ☑ | High school diploma or equivalent | None | Moderate-term on-the-job training | Aviation Production |
| 17-2011 | Aerospace Engineers | 13 | $103,060 | ☑ | Bachelor's degree | None | None | Engineering & Applied Mathematics |
| 11-9041 | Architectural and Engineering Managers | 12 | $142,280 | ☑ | Bachelor's degree | 5 years or more | None | Engineering & Applied Mathematics |
| 17-2199 | Engineers, All Other | 12 | $69,570 | ☑ | Bachelor's degree | None | None | Engineering & Applied Mathematics |
| 13-1081 | Logisticians | 11 | $56,530 | ☑ | Bachelor's degree | None | None | Engineering & Applied Mathematics |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

4. Wage data is from the 2023 Edition of the Kansas Wage Survey (data collected in 2022)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

Note: List only includes occupations with above average demand in at least one of the three categories and a total demand score greater than or equal to 10

# Where Can I Find the High Demand Occupations lists?

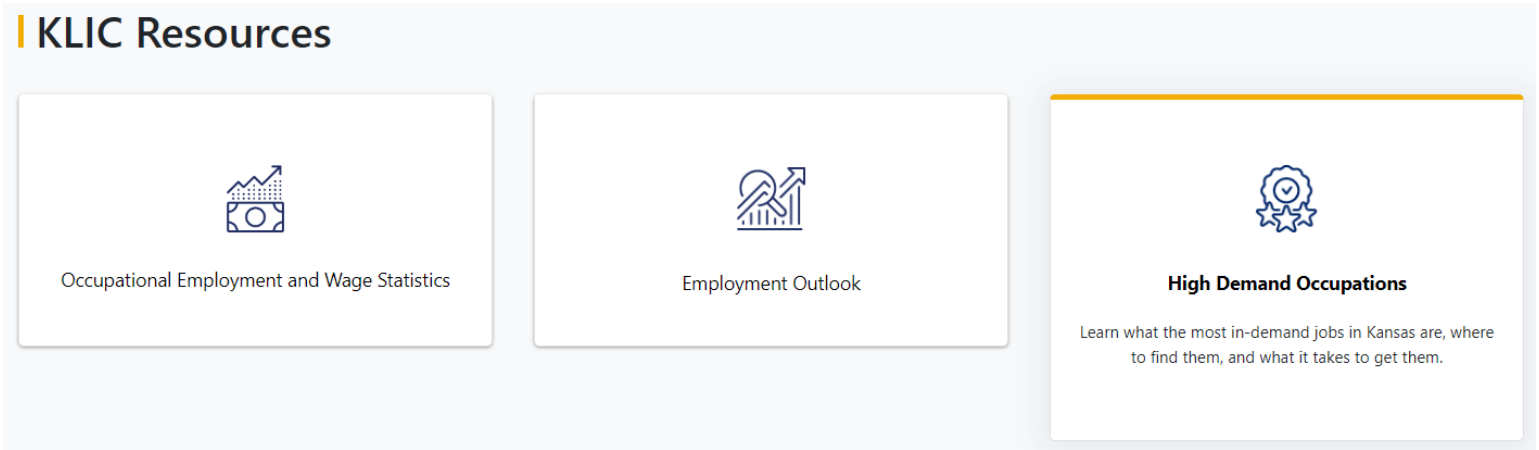
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!

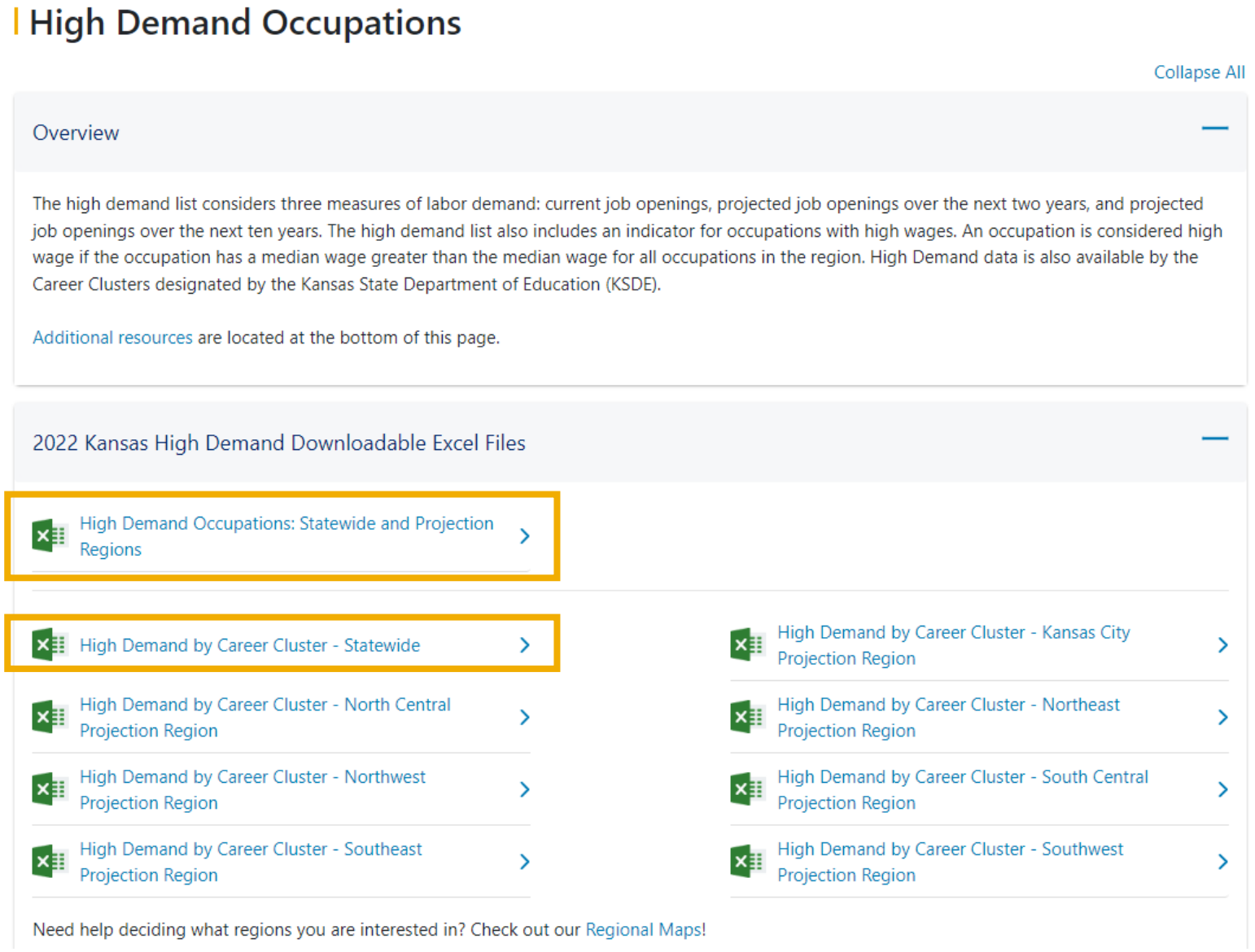



1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "High Demand Occupations"



# Where Can I Find the High Demand Occupations lists?

4. Download the “High Demand Occupations: Statewide and Projection Regions” file to review the entire high demand list. Or download the “High Demand by Career Cluster” file to review the high demand occupations by career cluster.



# O*NET Occupation Profiles

*Job description, skills,*

*education, work experience,*

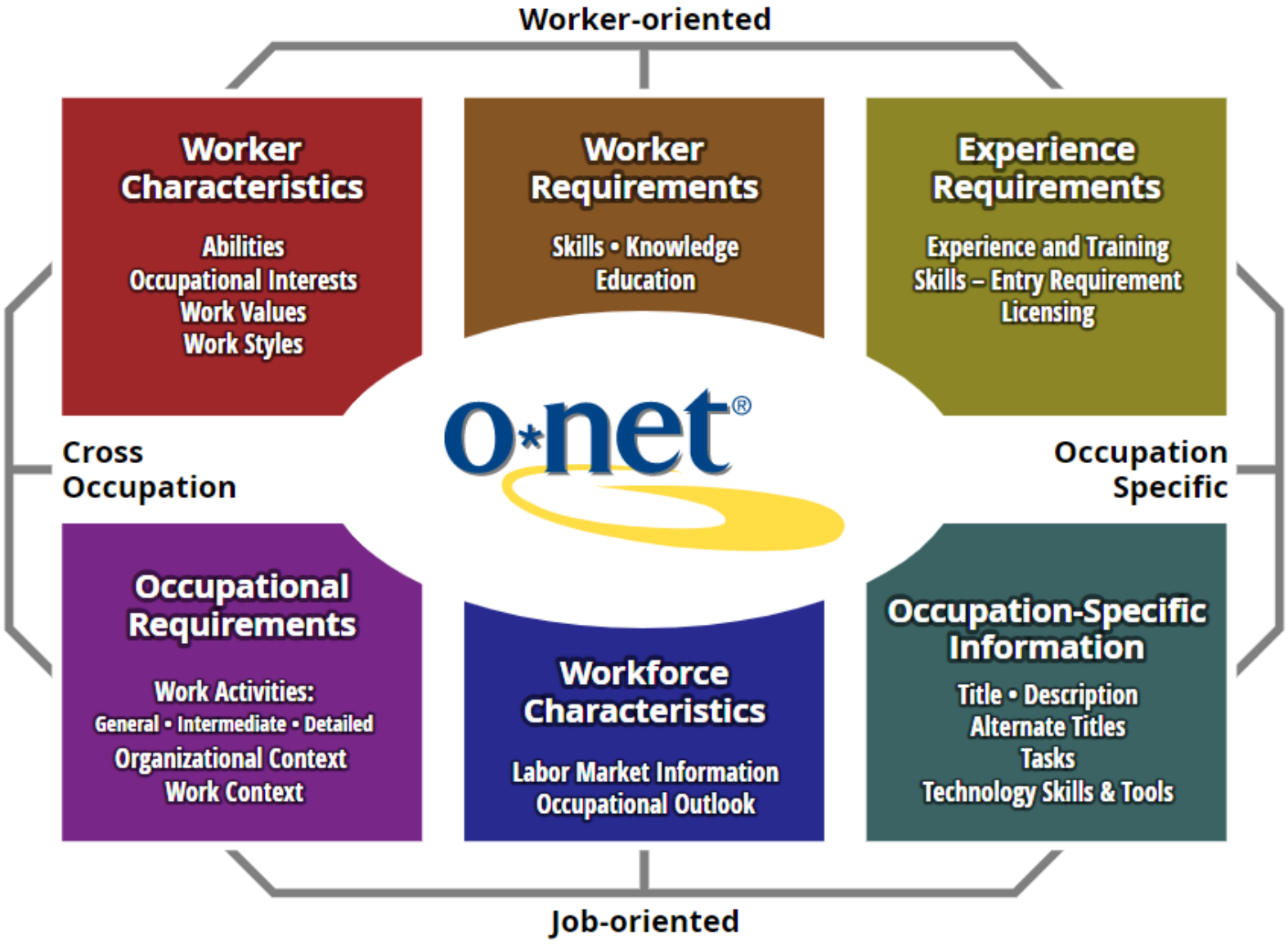
*job requirements*

Kansas
Department of Labor

# Occupation Profiles - O*NET OnLine

O*NET OnLine provides detailed descriptions for all SOC occupations (https://www.onetonline.org/)

The Occupational Information Network (O*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce



# Worker-Oriented Descriptors

- **Worker Characteristics**: Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance
  - Abilities, Occupational Interests, Work Values, Work Styles
- **Worker Requirements**: Descriptors referring to work-related attributes acquired and/or developed through experience and education
  - Basic Skills, Cross-Functional Skills, Knowledge, Education
- **Experience Requirements**: Requirements related to previous work activities and explicitly linked to certain types of work activities
  - Experience and Training, Basic Skills, Cross-Functional Skills, Licensing

# Job-Oriented Descriptors

- **Occupational Requirements**: A comprehensive set of variables or detailed elements that describe what various occupations require
  - Generalized Work Activities, Intermediate Work Activities, Detailed Work Activities, Organizational Context, Work Context
- **Workforce Characteristics**: Variables that define and describe the general characteristics of occupations that may influence occupational requirements
  - Labor Market Information, Occupational Outlook
- **Occupation-Specific Information**: A comprehensive set of elements that apply to a single occupation or a narrowly defined job family
  - Occupation Title, Description, Alternate Titles, Tasks, Technology Skills, Tools

# O*NET OnLine

Occupation keyword search

electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites



## O*NET OnLine features



## More career sites & resources

### Introduction

### Occupation Keyword Search

industrial engineer

Examples: 25-1011.00, dental assistant

Search O*NET-SOC occupations

### Find Occupations

### "I want to be a..."

Start the career you've dreamed about, or find one you never imagined. Discover your interests with the O*NET Interest Profiler and find more exploration options at My Next Move.

Find your career at My Next Move

### ATTN: VETERANS

Put your military skills and experience to work in civilian life.

# Occupation Keyword Search

## Occupations matching “industrial engineer”

Search again: industrial engineer Go

20 occupations shown Show matches: Closest All How do they match?

| Code | Occupation |
|---|---|
| 17-2112.00 | Industrial Engineers Bright Outlook |
| 17-2141.00 | Mechanical Engineers |
| 17-3026.00 | Industrial Engineering Technologists and Technicians |
| 19-2041.03 | Industrial Ecologists |
| 17-2111.00 | Health and Safety Engineers, Except Mining Safety Engineers and Inspectors |
| 49-2094.00 | Electrical and Electronics Repairers, Commercial and Industrial Equipment |
| 49-9041.00 | Industrial Machinery Mechanics |
| 17-2081.00 | Environmental Engineers |
| 27-1021.00 | Commercial and Industrial Designers |
| 17-3025.00 | Environmental Engineering Technologists and Technicians |

# Industrial Engineers

## 17-2112.00

Bright Outlook | Updated 2023

Design, develop, test, and evaluate integrated systems for managing industrial production processes, including human work factors, quality control, inventory control, logistics and material flow, cost analysis, and production coordination.

**Sample of reported job titles:** Continuous Improvement Engineer, Engineer, Facilities Engineer, Industrial Engineer, Operations Engineer, Plant Engineer, Process Engineer, Project Engineer, Quality Engineer, Research and Development Engineer (R and D Engineer)

**Also see:** Human Factors Engineers and Ergonomists, Validation Engineers, Manufacturing Engineers



## Occupation-Specific Information

### Tasks

5 of 20 displayed

- Estimate production costs, cost saving methods, and the effects of product design changes on expenditures for management review, action, and control.
- Plan and establish sequence of operations to fabricate and assemble parts or products and to promote efficient utilization.
- Analyze statistical data and product specifications to determine standards and establish quality and reliability objectives of finished product.
- Confer with clients, vendors, staff, and management personnel regarding purchases, product and production specifications, manufacturing capabilities, or project status.
- Communicate with management and user personnel to develop production and design standards.

Summary | Details | Custom | Easy Read | Veterans | Español

MY NEXT MOVE

o*net in-it

HOME | SEARCH | INDUSTRIES | INTERESTS






# Industrial Engineers

Print | Share

**Also called:** Engineer, Industrial Engineer, Process Engineer, Project Engineer

**What they do:**
Design, develop, test, and evaluate integrated systems for managing industrial production processes, including human work factors, quality control, inventory control, logistics and material flow, cost analysis, and production coordination.

**On the job, you would:**
- Estimate production costs, cost saving methods, and the effects of product design changes on expenditures for management review, action, and control.
- Plan and establish sequence of operations to fabricate and assemble parts or products and to promote efficient utilization.
- Analyze statistical data and product specifications to determine standards and establish quality and reliability objectives of finished product.

## KNOWLEDGE

**Engineering and Technology**
- product and service development
- mechanical

## SKILLS

**Basic Skills**
- listening to others, not interrupting, and asking good questions

## ABILITIES

**Verbal**
- communicate by speaking
- communicate by writing

# Industrial Engineers

## 17-2112.00

Bright Outlook | Updated 2023

Design, develop, test, and evaluate integrated systems for managing industrial production processes, including human work factors, quality control, inventory control, logistics and material flow, cost analysis, and production coordination.

**Sample of reported job titles:** Continuous Improvement Engineer, Engineer, Facilities Engineer, Industrial Engineer, Operations Engineer, Plant Engineer, Process Engineer, Project Engineer, Quality Engineer, Research and Development Engineer (R and D Engineer)

**Also see:** Human Factors Engineers and Ergonomists, Validation Engineers, Manufacturing Engineers



## Occupation-Specific Information

### Tasks

Save Table: XLSX CSV

10 of 20 displayed

| Importance | Category | Task |
|---|---|---|
| 74 | Core | Estimate production costs, cost saving methods, and the effects of product design changes on expenditures for management review, action, and control. |
| 73 | Core | Plan and establish sequence of operations to fabricate and assemble parts or products and to promote efficient utilization. |

# Industrial Engineers

17-2112.00

## Tasks

Save Table: XLSX CSV

10 of 20 displayed

| Importance | Category | Task |
|---|---|---|
| 74 | Core | Estimate production costs, cost saving methods, and the effects of product design changes on expenditures for management review, action, and control. |
| 73 | Core | Plan and establish sequence of operations to fabricate and assemble parts or products and to promote efficient utilization. |
| 70 | Core | Analyze statistical data and product specifications to determine standards and establish quality and reliability objectives of finished product. |
| 70 | Core | Confer with clients, vendors, staff, and management personnel regarding purchases, product and production specifications, manufacturing capabilities, or project status. |
| 68 | Core | Communicate with management and user personnel to develop production and design standards. |
| 67 | Core | Evaluate precision and accuracy of production and testing equipment and engineering drawings to formulate corrective action plan. |
| 67 | Core | Recommend methods for improving utilization of personnel, material, and utilities. |
| 67 | Core | Record or oversee recording of information to ensure currency of engineering drawings and documentation of production problems. |
| 66 | Core | Draft and design layout of equipment, materials, and workspace to illustrate maximum efficiency using drafting tools and computer. |
| 65 | Core | Direct workers engaged in product measurement, inspection, and testing activities to ensure quality control and reliability. |

# Industrial Engineers
17-2112.00

## Technology Skills

Save Table: XLSX CSV

10 of 25 displayed

- **Analytical or scientific software** — Finite element method FEM software; Minitab; The MathWorks MATLAB ; Workcell simulation software
- **Computer aided design CAD software** — Autodesk AutoCAD ; Bentley MicroStation ; Dassault Systemes CATIA; Dassault Systemes SolidWorks
- **Data base user interface and query software** — Microsoft Access ; Microsoft SQL Server ; Structured query language SQL
- **Development environment software** — Microsoft Visual Basic ; Microsoft Visual Basic for Applications VBA ; Microsoft Visual Studio ; National Instruments LabVIEW
- **Industrial control software** — Allen Bradley PanelView; Human machine interface HMI software; Nupro CastView; Supervisory control and data acquisition SCADA software
- **Materials requirements planning logistics and supply chain software** — Materials requirement planning MRP software; Production scheduling and planning software; Supply chain capacity planning software
- **Object or component oriented development software** — C++ ; Python ; R ; Sun Microsystems Java
- **Operating system software** — Linux ; Shell script ; UNIX Shell
- **Presentation software** — Microsoft PowerPoint
- **Program testing software** — Hewlett Packard LoadRunner; JUnit ; Logic programming software; User interface design software

Hot Technologies are requirements most frequently included across all employer job postings.
See all 28 Hot Technologies for this occupation.

In Demand skills are frequently included in employer job postings for this occupation.
See all 6 In Demand skills for this occupation.

# Most Common Technology Skills Needed for Occupations in the Engineering Career Cluster

*Examples only include programs/skills listed by at least 10 occupations in the Engineering Career Cluster*

- Microsoft Excel, Microsoft Office software, Microsoft Word, Microsoft PowerPoint, Microsoft Outlook, Microsoft Project
- **Data base user interface and query software**: Microsoft Access, Structured query language SQL
- **Enterprise resource planning ERP software**: SAP software
- **Analytical or scientific software**: The MathWorks MATLAB
- **Computer aided design CAD software**: Autodesk AutoCAD, Dassault Systemes CATIA
- **Development environment software**: National Instruments LabVIEW
- **Object or component oriented development software**: C++, Python

| Technology Skills | Number of Occupations |
|---|---|
| Spreadsheet software | 31 |
| Office suite software | 31 |
| Word processing software | 30 |
| Data base user interface and query software | 27 |
| Presentation software | 27 |
| Electronic mail software | 26 |
| Enterprise resource planning ERP software | 24 |
| Analytical or scientific software | 22 |
| Computer aided design CAD software | 19 |
| Project management software | 18 |
| Development environment software | 17 |
| Object or component oriented development software | 16 |
| Operating system software | 16 |
| Industrial control software | 15 |
| Graphics or photo imaging software | 15 |
| Process mapping and design software | 12 |
| Internet browser software | 9 |
| Enterprise application integration software | 8 |
| Computer aided manufacturing CAM software | 7 |
| Cloud-based data access and sharing software | 7 |

# Industrial Engineers
17-2112.00

## Tools Used

Save Table: XLSX CSV

10 of 45 displayed

- **Anechoic chambers** — Anechoic auditory test chambers
- **Electrical control panels for generators** — Pulsed width modulation PWM drives
- **Hydraulic press frames** — Hydraulic presses
- **Infrared imagers** — Electrophysics infrared cameras
- **Laboratory benches** — Optical benches
- **Laboratory mechanical convection ovens** — Environmental ovens
- **Microphones** — Recording microphones
- **Sound measuring apparatus or decibel meter** — Noise dosimeters; Octave band analyzers; Sound level calibrators; Sound level meters
- **Tension testers** — Tensile testers
- **Turntables** — Programmable logic controller PLC controlled turntables

# Most Common Tools Needed for Occupations in the Engineering Career Cluster

*Examples only include tools listed by at least 5 occupations in the Engineering Career Cluster*

- **Personal computers**: Personal computers
- **Desktop computers**: Desktop computers
- **Notebook computers**: Laptop computers, Notebook computers
- **Multimeters**: Multimeters, Digital multimeters
- **Oscilloscopes**: Digital oscilloscopes
- **Signal generators**: Signal generators, Function generators

| Tools | Number of Occupations |
|---|---|
| Personal computers | 25 |
| Desktop computers | 21 |
| Notebook computers | 16 |
| Multimeters | 11 |
| Oscilloscopes | 9 |
| Signal generators | 9 |
| Personal digital assistant PDAs or organizers | 8 |
| Scanners | 8 |
| Vibration testers | 8 |
| Voltage or current meters | 8 |
| Plotter printers | 8 |
| Frequency analyzers | 8 |
| Flowmeters | 7 |
| Microcontrollers | 7 |
| Thickness measuring devices | 7 |
| Calipers | 7 |
| Screwdrivers | 7 |
| Lasers | 6 |
| Scanning probe microscopes | 6 |
| Spectrometers | 6 |
| Accelerometers | 6 |
| Infrared imagers | 6 |
| Adjustable wrenches | 6 |

# Industrial Engineers

17-2112.00

## Knowledge

Save Table: XLSX CSV

10 of 33 displayed

| Importance | Knowledge |
|---|---|
| 85 | **Engineering and Technology** — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services. |
| 82 | **Production and Processing** — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods. |
| 80 | **Mechanical** — Knowledge of machines and tools, including their designs, uses, repair, and maintenance. |
| 77 | **Design** — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models. |
| 74 | **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. |
| 72 | **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. |
| 69 | **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. |
| 61 | **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. |
| 61 | **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. |
| 59 | **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. |

# Most Common Knowledges Needed for Occupations in the Engineering Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Knowledge category*

- **English Language**: Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- **Mathematics**: Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- **Computers and Electronics**: Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming

*https://www.onetonline.org/find/descriptor/browse/Knowledge/*

| Knowledge | Number of Occupations |
|---|---|
| English Language | 30 |
| Mathematics | 29 |
| Computers and Electronics | 27 |
| Mechanical | 23 |
| Engineering and Technology | 21 |
| Public Safety and Security | 20 |
| Physics | 19 |
| Customer and Personal Service | 18 |
| Design | 17 |
| Administration and Management | 16 |
| Production and Processing | 16 |
| Education and Training | 14 |
| Administrative | 10 |
| Chemistry | 9 |
| Transportation | 7 |
| Telecommunications | 6 |
| Law and Government | 5 |
| Geography | 5 |

# Industrial Engineers
17-2112.00

## Skills

Save Table: XLSX CSV

10 of 35 displayed

| Importance | Skill |
|---|---|
| 75 | **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| 75 | **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. |
| 75 | **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents. |
| 72 | **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. |
| 72 | **Speaking** — Talking to others to convey information effectively. |
| 69 | **Writing** — Communicating effectively in writing as appropriate for the needs of the audience. |
| 60 | **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. |
| 56 | **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making. |
| 56 | **Mathematics** — Using mathematics to solve problems. |
| 56 | **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes. |

# Most Common Skills Needed for Occupations in the Engineering Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Skill category*

- **Reading Comprehension**: Understanding written sentences and paragraphs in work-related documents
- **Complex Problem Solving**: Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions
- **Active Listening**: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- **Speaking**: Talking to others to convey information effectively
- **Critical Thinking**: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- **Judgment and Decision Making**: Considering the relative costs and benefits of potential actions to choose the most appropriate one
- **Monitoring**: Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action

*https://www.onetonline.org/find/descriptor/browse/Skills/*

| Skills | Number of Occupations |
|---|---|
| Reading Comprehension | 32 |
| Complex Problem Solving | 32 |
| Active Listening | 32 |
| Speaking | 32 |
| Critical Thinking | 32 |
| Judgment and Decision Making | 32 |
| Monitoring | 32 |
| Time Management | 30 |
| Writing | 29 |
| Active Learning | 29 |
| Coordination | 28 |
| Systems Analysis | 26 |
| Instructing | 22 |
| Systems Evaluation | 22 |
| Operations Monitoring | 21 |
| Mathematics | 19 |
| Social Perceptiveness | 19 |
| Learning Strategies | 19 |
| Quality Control Analysis | 18 |
| Science | 13 |
| Operations Analysis | 13 |
| Troubleshooting | 12 |
| Persuasion | 11 |
| Management of Personnel Resources | 10 |
| Operation and Control | 10 |

# Industrial Engineers
17-2112.00

## Abilities

Save Table: XLSX CSV

10 of 52 displayed

| Importance | Ability |
|---|---|
| 75 | **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense. |
| 75 | **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). |
| 75 | **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences. |
| 75 | **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand. |
| 75 | **Written Comprehension** — The ability to read and understand information and ideas presented in writing. |
| 75 | **Written Expression** — The ability to communicate information and ideas in writing so others will understand. |
| 72 | **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem. |
| 66 | **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations). |
| 66 | **Near Vision** — The ability to see details at close range (within a few feet of the observer). |
| 60 | **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways. |

# Most Common Abilities Needed for Occupations in the Engineering Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Ability category*

- **Inductive Reasoning**: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)
- **Deductive Reasoning**: The ability to apply general rules to specific problems to produce answers that make sense
- **Information Ordering**: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations)
- **Problem Sensitivity**: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem
- **Category Flexibility**: The ability to generate or use different sets of rules for combining or grouping things in different ways

*https://www.onetonline.org/find/descriptor/browse/Abilities/*

| Abilities | Number of Occupations |
|---|---|
| Inductive Reasoning | 32 |
| Oral Expression | 32 |
| Deductive Reasoning | 32 |
| Near Vision | 32 |
| Oral Comprehension | 32 |
| Speech Clarity | 32 |
| Written Comprehension | 32 |
| Information Ordering | 32 |
| Speech Recognition | 32 |
| Problem Sensitivity | 32 |
| Category Flexibility | 32 |
| Written Expression | 31 |
| Flexibility of Closure | 29 |
| Visualization | 28 |
| Selective Attention | 28 |
| Perceptual Speed | 27 |
| Fluency of Ideas | 24 |
| Far Vision | 22 |
| Mathematical Reasoning | 21 |
| Number Facility | 19 |
| Originality | 19 |

# Industrial Engineers
17-2112.00

## Wages & Employment Trends

| | |
|---|---|
| **Median wages (2022)** | $46.32 hourly, $96,350 annual |
| **State wages** | Select a State Go |
| **Local wages** | ZIP Code Go |
| **Employment (2021)** | 301,000 employees |
| **Projected growth (2021-2031)** | Faster than average (8% to 10%) |
| **Projected job openings (2021-2031)** | 22,400 |
| **State trends** | Select a State Go |
| **Top industries (2021)** | Manufacturing (71% employed in this sector)<br>Professional, Scientific, and Technical Services (12%) |

Source: Bureau of Labor Statistics 2022 wage data and 2021-2031 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2021-2031). "Projected job openings" represent openings due to growth and replacement.

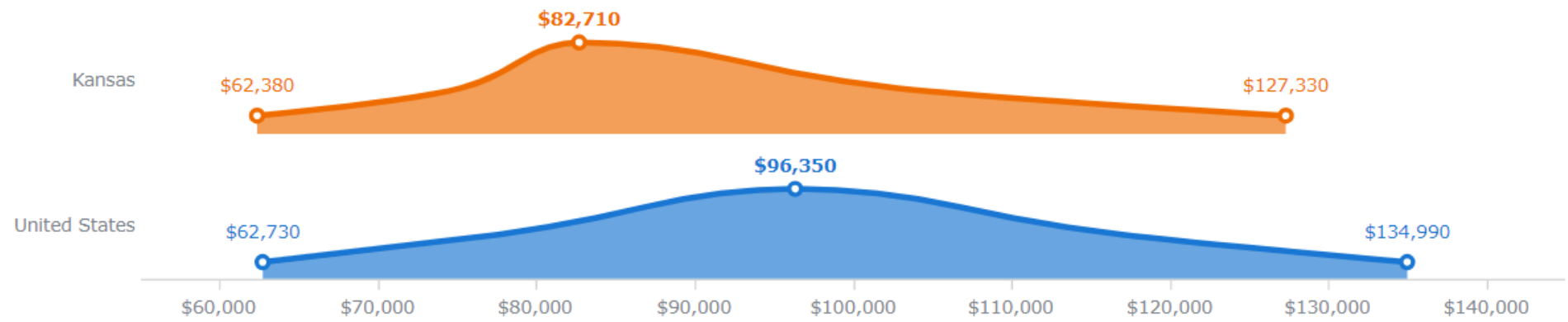
# Kansas Wages

## 17-2112.00 - Industrial Engineers Bright Outlook

Wages for state: Kansas Go

Wages near ZIP Code: Go

Annual Wages | Hourly Wages




## In Kansas:

- Workers on average earn **$82,710**.
- 10% of workers earn **$62,380 or less**.
- 10% of workers earn **$127,330 or more**.

## In the United States:

- Workers on average earn **$96,350**.
- 10% of workers earn **$62,730 or less**.
- 10% of workers earn **$134,990 or more**.

Source: Bureau of Labor Statistics 2022 wage data .

# Kansas Employment Trends

**17-2112.00 - Industrial Engineers** Bright Outlook

View trends for state: Kansas Go

## In Kansas:

| | |
|---|---|
| **Employment (2020)** | 3,080 employees |
| **Projected employment (2030)** | 3,770 employees |
| **Projected growth (2020-2030)** | 22% |
| **Projected annual job openings (2020-2030)** | 280 |

## In the United States:

| | |
|---|---|
| **Employment (2021)** | 301,000 employees |
| **Projected employment (2031)** | 331,600 employees |
| **Projected growth (2021-2031)** | 10% Faster than average |
| **Projected annual job openings (2021-2031)** | 22,400 |

Kansas source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2021-2031 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

# Questions?

*Labor Market Information Services (LMIS)*

*401 SW Topeka Blvd, Topeka Kansas 66603*

*KDOL.Laborstats@ks.gov*

Kansas
Department of Labor

# Labor Market Information

Education & Training Career Cluster Review

*Emilie Doerksen, Labor Economist*

Kansas Department of Labor

# Labor Market Information Services (LMIS)

- Statistical branch of KDOL
  - Collect, analyze, and report data to enhance economic well-being of Kansans
- Serve federal government, state agencies, educational institutions, employers, students, job-seekers, legislators, etc.

- LMIS resources for reviewing the Education & Training Career Cluster:
  - Kansas Wage Survey
  - Employment projections
  - High demand occupations and High demand high wage occupations
  - O*NET occupation profiles

# Where Can I Find LMIS Information?

LMIS Homepage: https://klic.dol.ks.gov/




- Monthly Labor Report
- Occupational Information
- Industry Information
- Labor Force and Unemployment Rate
- Publications
- Employment Outlook
- High Demand Occupations
- Tools, Help, and Other Resources







## Connect With Us!

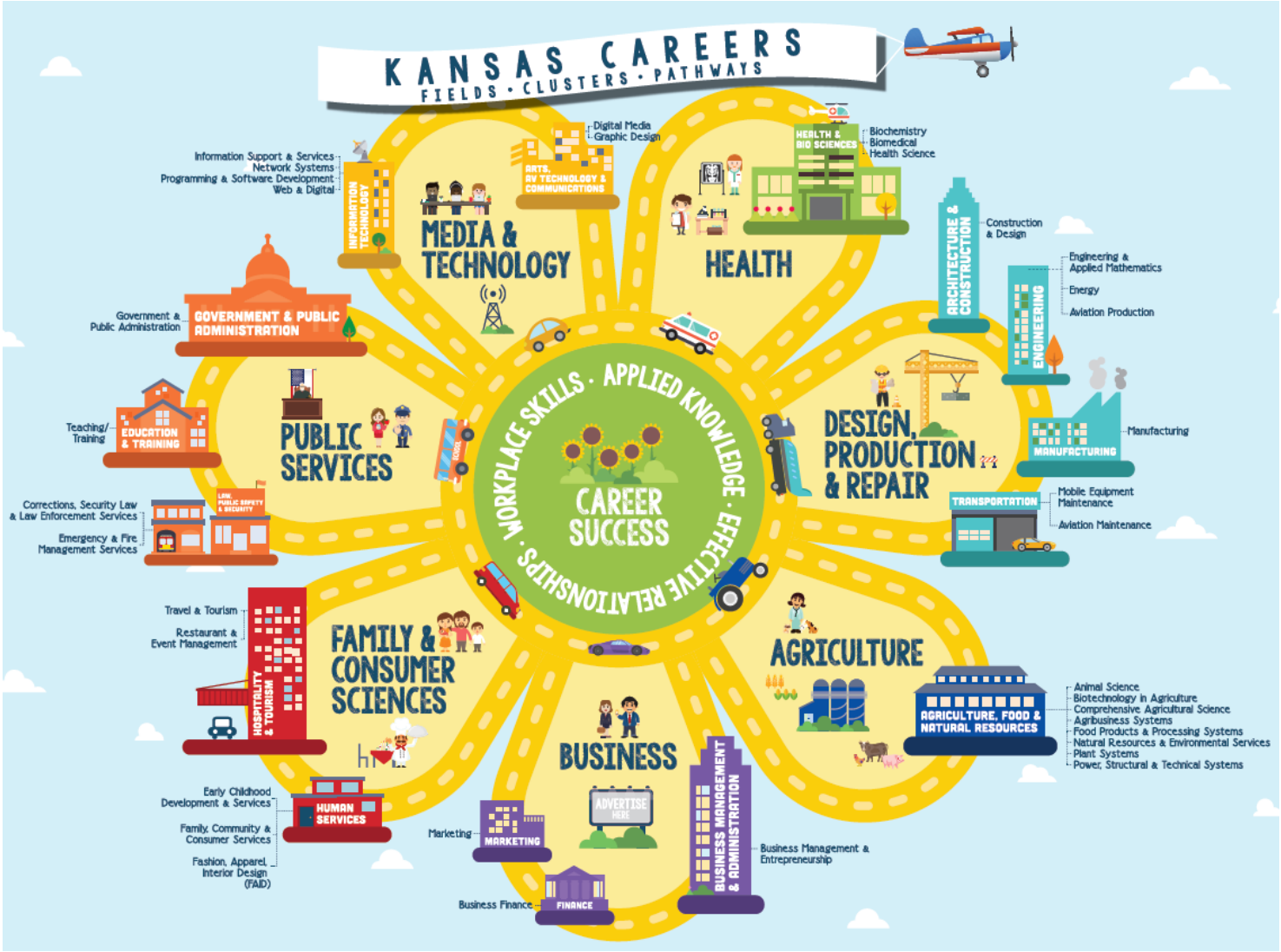
Stay up to date on the latest news and data products Labor Market Information Services has to offer.
**Sign up for Alerts!**

Have a question or a special data request? Feel free to contact us at **KDOL.Laborstats@ks.gov**.

Let us know how we are doing by filling out our short survey!
**LMIS Survey**

# How is Career Information Organized? - KSDE

- The Career Clusters and pathways framework is used by KSDE and schools throughout Kansas
  - 16 Career Clusters
  - Helps identify pathways from school to the workplace



# How is Career Information Organized? - LMIS

- The Standard Occupational Classification (SOC) system is used by LMIS and the Bureau of Labor Statistics (BLS)
  - Federal statistical standard used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data
  - Over 800 detailed occupations
  - 23 major groups – detailed occupations with similar job duties, and in some cases skills, education, and/or training, are grouped together

## 2018 SOC Structure

| Major Group | Minor Group | Broad Group | Detailed Occupation | |
|---|---|---|---|---|
| **11-0000** | | | | **Management Occupations** |
| | **11-1000** | | | **Top Executives** |
| | | 11-1010 | | Chief Executives |
| | | | 11-1011 | Chief Executives |
| | | 11-1020 | | General and Operations Managers |
| | | | 11-1021 | General and Operations Managers |
| | | 11-1030 | | Legislators |
| | | | 11-1031 | Legislators |
| | **11-2000** | | | **Advertising, Marketing, Promotions, Public Relations, and Sales Managers** |
| | | 11-2010 | | Advertising and Promotions Managers |
| | | | 11-2011 | Advertising and Promotions Managers |
| | | 11-2020 | | Marketing and Sales Managers |
| | | | 11-2021 | Marketing Managers |
| | | | 11-2022 | Sales Managers |
| | | 11-2030 | | Public Relations and Fundraising Managers |
| | | | 11-2032 | Public Relations Managers |
| | | | 11-2033 | Fundraising Managers |
| | **11-3000** | | | **Operations Specialties Managers** |
| | | 11-3010 | | Administrative Services and Facilities Managers |
| | | | 11-3012 | Administrative Services Managers |
| | | | 11-3013 | Facilities Managers |
| | | 11-3020 | | Computer and Information Systems Managers |
| | | | 11-3021 | Computer and Information Systems Managers |

*Note: The 2018 SOC codes are the current federal standard for occupational data. However, the transition from the previous structure is a multi-year process, so some LMIS data is still published using older, hybrid occupation codes. The additional materials provided with this presentation include a detailed crosswalk and notes about when to use each version of the occupation codes.*

# Education & Training Career Cluster

Kansas
Department of Labor

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Management Occupations | 11-9031 | Education and Childcare Administrators, Preschool and Daycare | Early Childhood Development & Services | Administration and Administrative Support |
| | 11-9032 | Education Administrators, Kindergarten through Secondary | Teaching/Training | Administration and Administrative Support |
| | 11-9033 | Education Administrators, Postsecondary | Teaching/Training | Administration and Administrative Support |
| | 11-9039 | Education Administrators, All Other | Teaching/Training | Administration and Administrative Support |
| Community and Social Service Occupations | 21-1012 | Educational, Guidance, and Career Counselors and Advisors | Teaching/Training | Professional Support Services |
| Educational Instruction and Library Occupations | 25-1011 | Business Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1021 | Computer Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1022 | Mathematical Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1031 | Architecture Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1032 | Engineering Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1041 | Agricultural Sciences Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1042 | Biological Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1043 | Forestry and Conservation Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1051 | Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1052 | Chemistry Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1053 | Environmental Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1054 | Physics Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1061 | Anthropology and Archeology Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1062 | Area, Ethnic, and Cultural Studies Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1063 | Economics Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1064 | Geography Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1065 | Political Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1066 | Psychology Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1067 | Sociology Teachers, Postsecondary | Teaching/Training | Teaching/Training |

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Educational Instruction and Library Occupations | 25-1069 | Social Sciences Teachers, Postsecondary, All Other | Teaching/Training | Teaching/Training |
| | 25-1071 | Health Specialties Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1072 | Nursing Instructors and Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1081 | Education Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1082 | Library Science Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1111 | Criminal Justice and Law Enforcement Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1112 | Law Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1113 | Social Work Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1121 | Art, Drama, and Music Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1122 | Communications Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1123 | English Language and Literature Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1124 | Foreign Language and Literature Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1125 | History Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1126 | Philosophy and Religion Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1192 | Family and Consumer Sciences Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1193 | Recreation and Fitness Studies Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1194 | Career/Technical Education Teachers, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-1199 | Postsecondary Teachers, All Other | Teaching/Training | Teaching/Training |
| | 25-2011 | Preschool Teachers, Except Special Education | Teaching/Training | Teaching/Training |
| | 25-2012 | Kindergarten Teachers, Except Special Education | Teaching/Training | Teaching/Training |
| | 25-2021 | Elementary School Teachers, Except Special Education | Teaching/Training | Teaching/Training |
| | 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | Teaching/Training | Teaching/Training |
| | 25-2023 | Career/Technical Education Teachers, Middle School | Teaching/Training | Teaching/Training |
| | 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | Teaching/Training | Teaching/Training |
| | 25-2032 | Career/Technical Education Teachers, Secondary School | Teaching/Training | Teaching/Training |

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Educational Instruction and Library Occupations | 25-2051 | Special Education Teachers, Preschool | Teaching/Training | Teaching/Training |
| | 25-2052 | Special Education Teachers, Kindergarten and Elementary School | Teaching/Training | Teaching/Training |
| | 25-2057 | Special Education Teachers, Middle School | Teaching/Training | Teaching/Training |
| | 25-2058 | Special Education Teachers, Secondary School | Teaching/Training | Teaching/Training |
| | 25-2059 | Special Education Teachers, All Other | Teaching/Training | Teaching/Training |
| | 25-3011 | Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors | Teaching/Training | Teaching/Training |
| | 25-3021 | Self-Enrichment Teachers | Teaching/Training | Teaching/Training |
| | 25-3031 | Substitute Teachers, Short-Term | Teaching/Training | Teaching/Training |
| | 25-3041* | Tutors | Teaching/Training | Teaching/Training |
| | 25-3099* | Teachers and Instructors, All Other | Teaching/Training | Teaching/Training |
| | 25-4011 | Archivists | | Professional Support Services |
| | 25-4012 | Curators | | Professional Support Services |
| | 25-4013 | Museum Technicians and Conservators | | Professional Support Services |
| | 25-4022 | Librarians and Media Collections Specialists | Digital Media | Professional Support Services |
| | 25-4031 | Library Technicians | | Professional Support Services |
| | 25-9021 | Farm and Home Management Educators | Teaching/Training | Teaching/Training |
| | 25-9031 | Instructional Coordinators | Teaching/Training | Professional Support Services |
| | 25-9044 | Teaching Assistants, Postsecondary | Teaching/Training | Teaching/Training |
| | 25-9045 | Teaching Assistants, Except Postsecondary | Teaching/Training | Teaching/Training |
| | 25-9099 | Educational Instruction and Library Workers, All Other | Teaching/Training | Teaching/Training |
| Arts, Design, Entertainment, Sports, and Media Occupations | 27-2022 | Coaches and Scouts | Teaching/Training | Teaching/Training |
| | 27-3091 | Interpreters and Translators | | Professional Support Services |
| Personal Care and Service Occupations | 39-9011 | Childcare Workers | Early Childhood Development & Services | Early Childhood Development & Services |

*New code in the 2018 SOC structure:
Occupations 25-3041 and 25-3099 were previously combined and reported as 25-3097

# Kansas Wage Survey

*Occupational Employment*

*and Wage Statistics (OEWS)*

Kansas
Department of Labor

# What is the Kansas Wage Survey?

- The Kansas Wage Survey is compiled using results from a semi-annual survey conducted by the Occupational Employment and Wage Statistics (OEWS) program
  - Sample-based survey
  - Asks employers to provide data regarding occupational employment and wages for their establishment
- Wage data includes annual and/or hourly estimates
- Estimates available for Kansas, MSAs, Local Areas, Projection Regions, and Counties

## Kansas Wage Survey, 2023 Edition
## Education & Training Career Cluster

| Occupation Code | Occupation Title | Employment | Median (Middle) Hourly Wage | Median (Middle) Annual Wage | Mean (Average) Hourly Wage | Mean (Average) Annual Wage |
|---|---|---|---|---|---|---|
| **00-0000** | **Total, All Occupations** | **1,380,420** | **$20.13** | **$41,870** | **$25.41** | **$52,850** |
| 25-9045 | Teaching Assistants, Except Postsecondary | 19,350 | * | $28,320 | * | $28,310 |
| 25-2021 | Elementary School Teachers, Except Special Education | 15,560 | * | $50,850 | * | $55,060 |
| 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 11,620 | * | $58,060 | * | $56,590 |
| 25-3031 | Substitute Teachers, Short-Term | 7,650 | $14.93 | $31,050 | $16.04 | $33,350 |
| 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 6,580 | * | $58,670 | * | $57,970 |
| 39-9011 | Childcare Workers | 5,990 | $11.27 | $23,440 | $12.29 | $25,570 |
| 27-2022 | Coaches and Scouts | 4,130 | * | $38,440 | * | $48,980 |
| 25-1199 | Postsecondary Teachers, All Other | 3,530 | * | $62,780 | * | $75,590 |
| 21-1012 | Educational, Guidance, and Career Counselors and Advisors | 2,570 | $24.57 | $51,100 | $26.27 | $54,630 |
| 11-9032 | Education Administrators, Kindergarten through Secondary | 2,460 | * | $96,610 | * | $92,880 |
| 25-9031 | Instructional Coordinators | 2,170 | $30.63 | $63,710 | $31.14 | $64,760 |
| 25-2011 | Preschool Teachers, Except Special Education | 1,640 | $18.12 | $37,690 | $19.67 | $40,920 |
| 11-9033 | Education Administrators, Postsecondary | 1,570 | $46.50 | $96,710 | $50.77 | $105,590 |
| 25-4022 | Librarians and Media Collections Specialists | 1,510 | $28.10 | $58,440 | $26.76 | $55,650 |
| 25-2058 | Special Education Teachers, Secondary School | 1,440 | * | $61,350 | * | $65,080 |
| 25-1194 | Career/Technical Education Teachers, Postsecondary | 1,270 | $23.25 | $48,370 | $25.67 | $53,400 |
| 25-2052 | Special Education Teachers, Kindergarten and Elementary School | 1,270 | * | $60,390 | * | $62,390 |
| 25-3099 | Teachers and Instructors, All Other | 1,180 | * | $58,360 | * | $61,560 |
| 25-3021 | Self-Enrichment Teachers | 1,000 | $18.28 | $38,020 | $20.48 | $42,590 |

*This table highlights occupations in the Education & Training Career Cluster with employment ≥ 1,000*

*Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment and Wage Statistics (OEWS)*

# Additional Data Available on KLIC

- Estimates for different levels of geographic detail:
  - Kansas, MSAs, Local Areas, Projection Regions, and Counties
- Annual and hourly wage estimates:
  - Mean (average) and Median (middle)
  - Entry level – mean of the lower third of the population
  - Experienced level – mean of the upper two-thirds of the population
  - 10th, 25th, 75th, and 90th percentile

# Where Can I Find the Kansas Wage Survey?

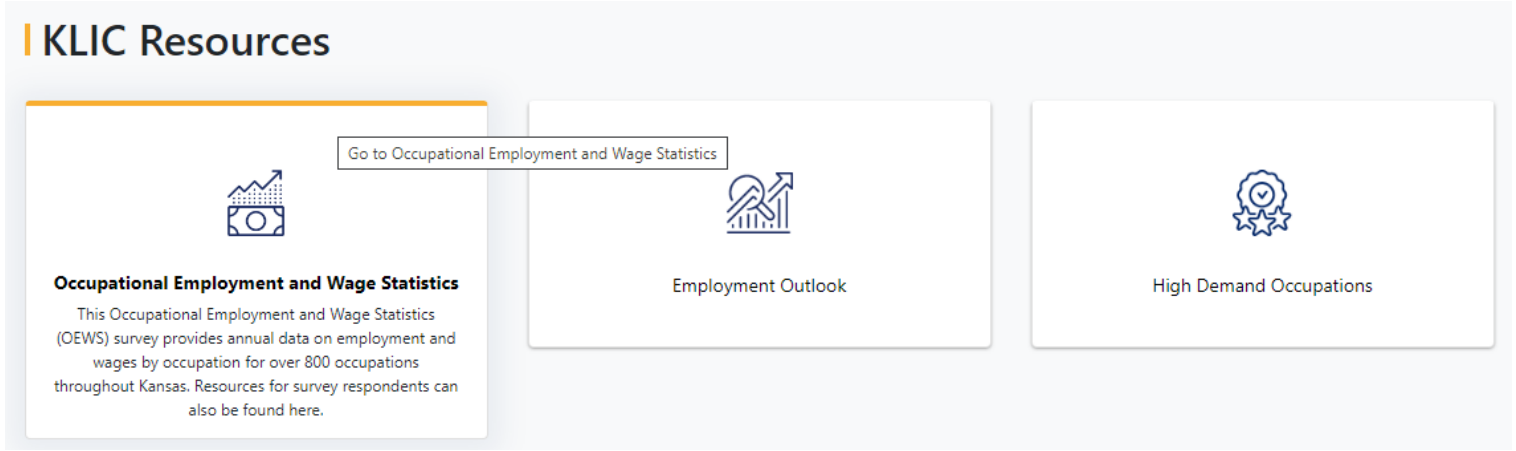
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Occupational Employment and Wage Statistics"

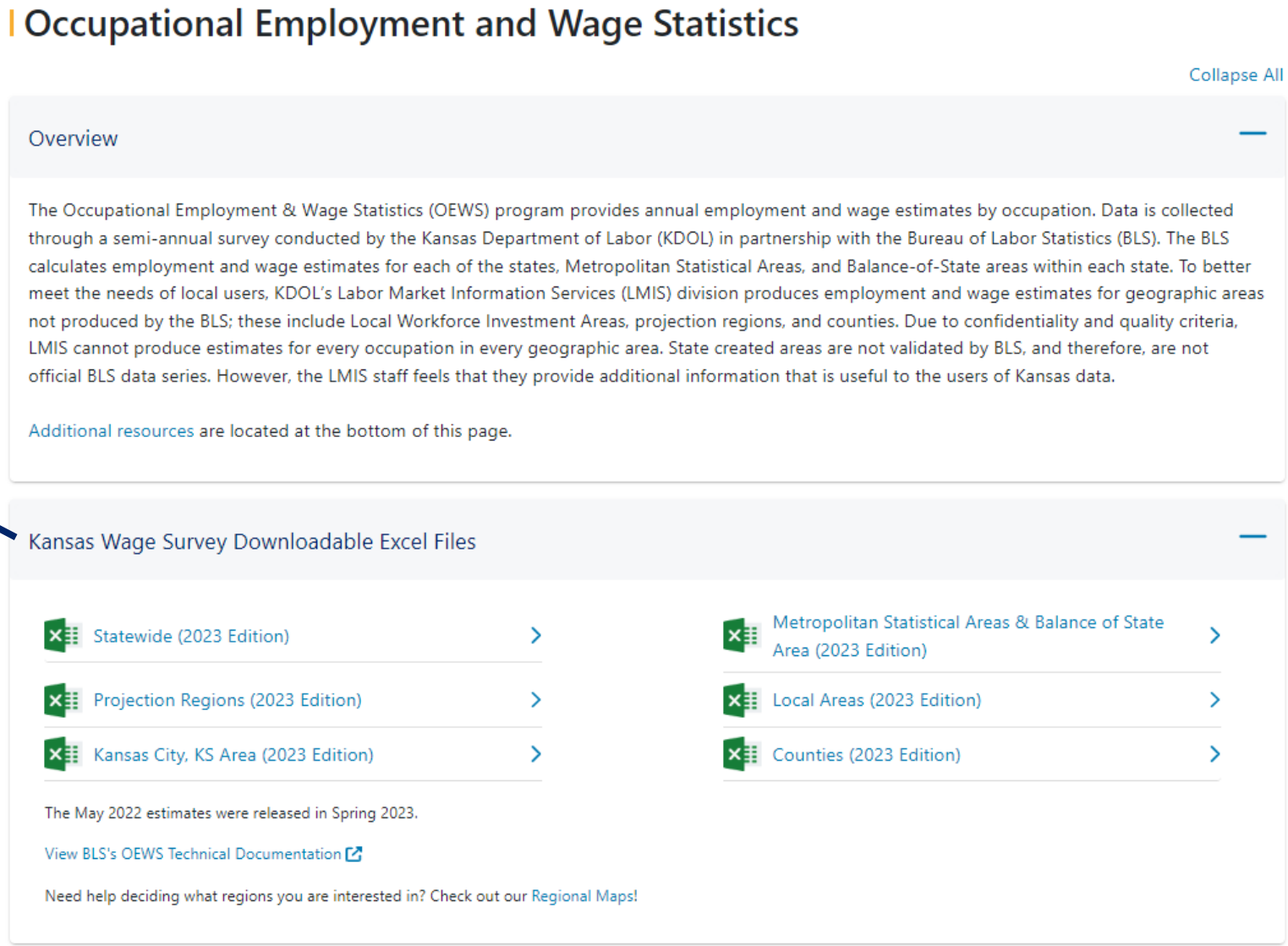


# Where Can I Find the Kansas Wage Survey?

4. Download an Excel file with employment and wage data for all occupations in the selected area

Excel files include:

- Employment
- Hourly/Annual Wage
  - Median
  - Mean
  - Entry Level
  - Experienced Level



## Occupational Employment and Wage Statistics

Collapse All

### Overview

The Occupational Employment & Wage Statistics (OEWS) program provides annual employment and wage estimates by occupation. Data is collected through a semi-annual survey conducted by the Kansas Department of Labor (KDOL) in partnership with the Bureau of Labor Statistics (BLS). The BLS calculates employment and wage estimates for each of the states, Metropolitan Statistical Areas, and Balance-of-State areas within each state. To better meet the needs of local users, KDOL's Labor Market Information Services (LMIS) division produces employment and wage estimates for geographic areas not produced by the BLS; these include Local Workforce Investment Areas, projection regions, and counties. Due to confidentiality and quality criteria, LMIS cannot produce estimates for every occupation in every geographic area. State created areas are not validated by BLS, and therefore, are not official BLS data series. However, the LMIS staff feels that they provide additional information that is useful to the users of Kansas data.

Additional resources are located at the bottom of this page.

### Kansas Wage Survey Downloadable Excel Files

- Statewide (2023 Edition)
- Metropolitan Statistical Areas & Balance of State Area (2023 Edition)
- Projection Regions (2023 Edition)
- Local Areas (2023 Edition)
- Kansas City, KS Area (2023 Edition)
- Counties (2023 Edition)

The May 2022 estimates were released in Spring 2023.

View BLS's OEWS Technical Documentation

Need help deciding what regions you are interested in? Check out our Regional Maps!

# Employment Projections

*Short-term (2 year)*

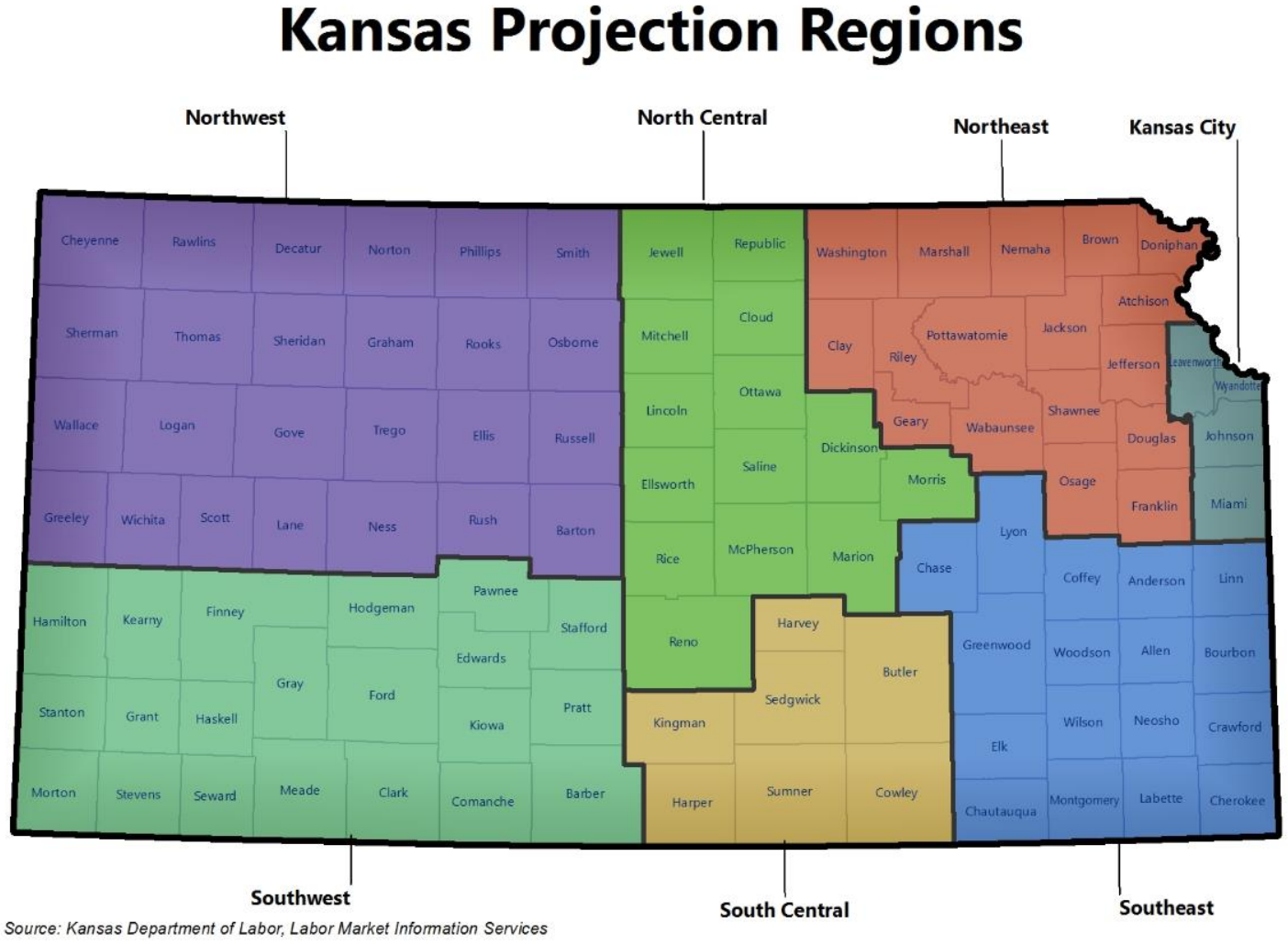
*and long-term (10 year)*

*occupational outlook*

Kansas
Department of Labor

# Occupational Employment Projections

- Employment projections are available for Kansas and 7 projection regions
- Long-term (10-year) projections are typically used for career planning and education/training initiatives
- Short-term (2-year) projections are useful for individuals looking for short-term training to enhance skills and re-enter the labor market

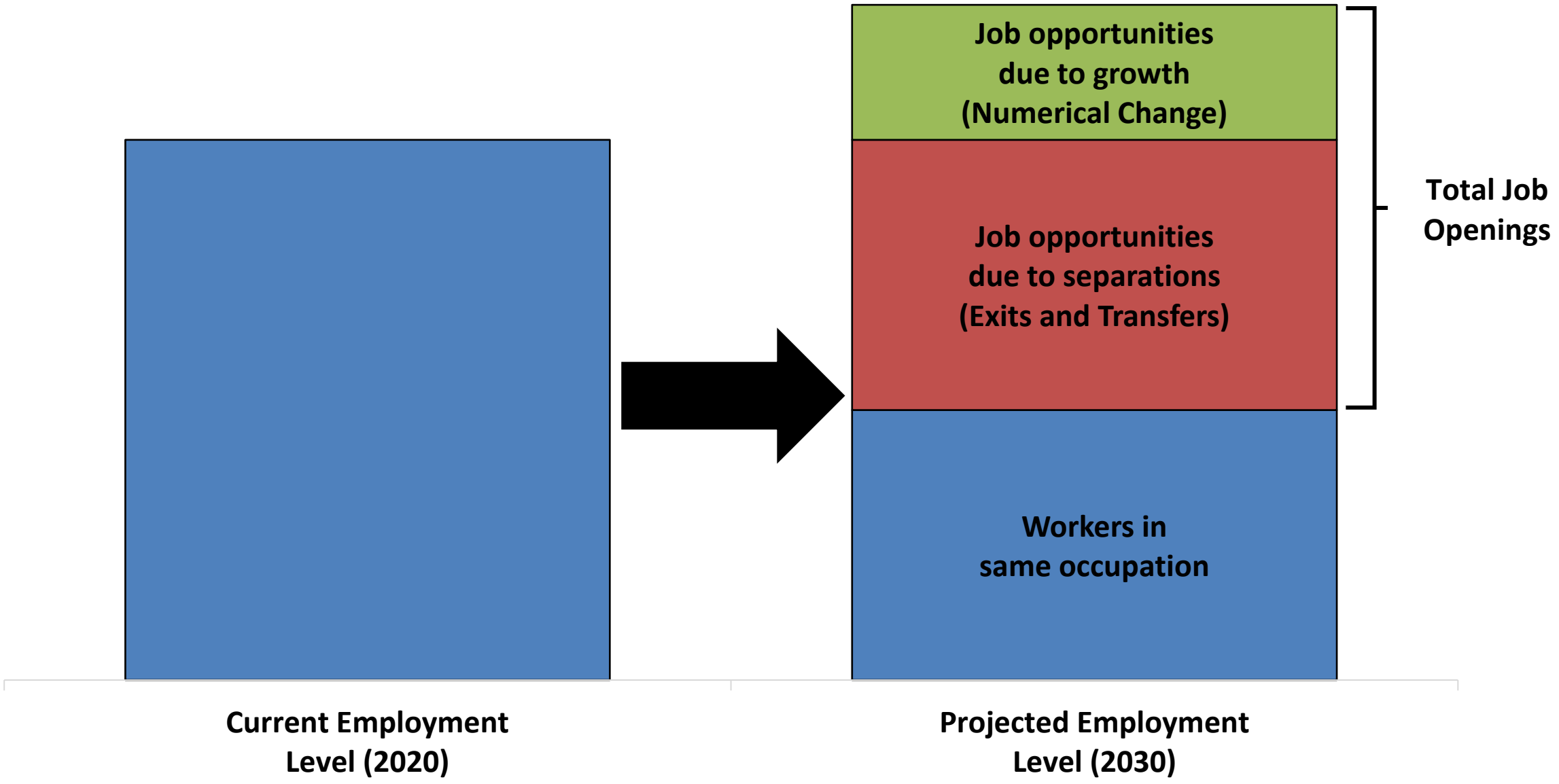



*Source: Kansas Department of Labor, Labor Market Information Services*

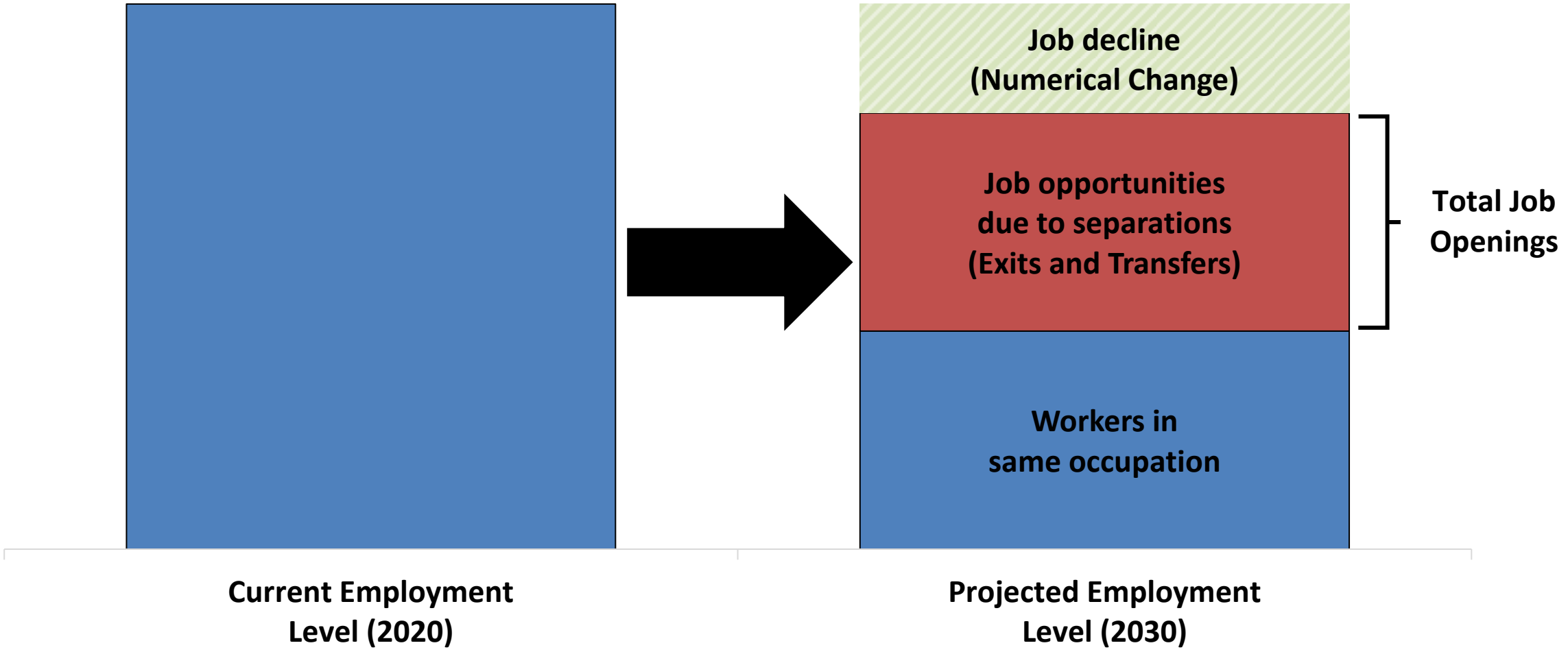
# Occupational Employment Projections

- Based on industry projections and occupational staffing patterns created using data from the Kansas Wage Survey
- Occupational projections data includes:
  - Expected openings by detailed occupation
    - Openings due to Numerical Change – growth/decline in total employment for an occupation
    - Openings due to Separations
      - Exits – openings that occur when workers leave the labor force entirely
      - Transfers – openings that occur when workers leave an occupation and find employment in a different occupation
- Typical level of education/training needed to enter an occupation

## Understanding Total Job Openings: Growth and Separations
## Growing Occupation



## Understanding Total Job Openings: Growth and Separations
## Declining Occupation



## Kansas Long-Term Occupational Projections (2020 to 2030)
## Education & Training Career Cluster

| Occupation Code | Occupation Title | Employment | | Projected Average Annual Growth Rate | Annual Openings due to | | | |
|---|---|---|---|---|---|---|---|---|
| | | Base Year 2020 | Projected Year 2030 | | Exits | Transfers | Numerical Change | Total Openings |
| 00-0000 | Total, All Occupations | 1,436,512 | 1,536,570 | 0.7% | 63,671 | 98,118 | 10,006 | 171,795 |
| 25-9045 | Teaching Assistants, Except Postsecondary | 19,405 | 20,518 | 0.6% | 893 | 933 | 111 | 1,937 |
| 25-2021 | Elementary School Teachers, Except Special Education | 14,760 | 15,412 | 0.4% | 463 | 604 | 65 | 1,132 |
| 25-3031 | Substitute Teachers, Short-Term | 8,714 | 9,396 | 0.8% | 540 | 485 | 68 | 1,093 |
| 39-9011 | Childcare Workers | 8,093 | 7,875 | -0.3% | 537 | 558 | -22 | 1,073 |
| 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 10,864 | 11,405 | 0.5% | 295 | 452 | 54 | 801 |
| 27-2022 | Coaches and Scouts | 4,408 | 5,146 | 1.6% | 271 | 384 | 74 | 729 |
| 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 6,072 | 6,350 | 0.4% | 191 | 249 | 28 | 468 |
| 25-3097 | Tutors and Teachers and Instructors, All Other | 3,271 | 3,655 | 1.1% | 207 | 186 | 38 | 431 |
| 25-1199 | Postsecondary Teachers, All Other | 2,769 | 2,920 | 0.5% | 127 | 133 | 15 | 275 |
| 21-1012 | Educational, Guidance, and Career Counselors and Advisors | 2,576 | 2,813 | 0.9% | 88 | 160 | 24 | 272 |
| 25-3021 | Self-Enrichment Teachers | 1,844 | 2,044 | 1.0% | 116 | 104 | 20 | 240 |
| 25-9031 | Instructional Coordinators | 2,017 | 2,175 | 0.8% | 103 | 92 | 16 | 211 |
| 25-4022 | Librarians and Media Collections Specialists | 2,068 | 2,181 | 0.5% | 105 | 93 | 11 | 209 |
| 25-2011 | Preschool Teachers, Except Special Education | 1,725 | 1,803 | 0.4% | 72 | 103 | 8 | 183 |
| 11-9032 | Education Administrators, Kindergarten through Secondary | 2,305 | 2,427 | 0.5% | 58 | 110 | 12 | 180 |
| 25-4031 | Library Technicians | 1,112 | 1,088 | -0.2% | 91 | 68 | -2 | 157 |
| 11-9033 | Education Administrators, Postsecondary | 1,753 | 1,892 | 0.8% | 45 | 85 | 14 | 144 |
| 25-1194 | Career/Technical Education Teachers, Postsecondary | 1,440 | 1,412 | -0.2% | 64 | 67 | -3 | 128 |
| 25-2052 | Special Education Teachers, Kindergarten and Elementary School | 1,393 | 1,447 | 0.4% | 46 | 56 | 5 | 107 |
| 25-2012 | Kindergarten Teachers, Except Special Education | 985 | 1,035 | 0.5% | 41 | 59 | 5 | 105 |
| 25-2058 | Special Education Teachers, Secondary School | 1,251 | 1,318 | 0.5% | 42 | 51 | 7 | 100 |

*This table highlights occupations in the Education & Training Career Cluster with projected total annual openings ≥ 100*

*Source: Kansas Department of Labor, Labor Market Information Services*

## Kansas Long-Term Occupational Projections (2020 to 2030)
## Education & Training Career Cluster

| Occupation Code | Occupation Title | Total Openings | Education and Training | | |
|---|---|---|---|---|---|
| | | | Typical Education Needed for Entry | Work Experience in a Related Occupation | Typical On-the-Job Training Needed to Attain Competency |
| 25-9045 | Teaching Assistants, Except Postsecondary | 1,937 | Some college, no degree | None | None |
| 25-2021 | Elementary School Teachers, Except Special Education | 1,132 | Bachelor's degree | None | None |
| 25-3031 | Substitute Teachers, Short-Term | 1,093 | Bachelor's degree | None | None |
| 39-9011 | Childcare Workers | 1,073 | High school diploma or equivalent | None | Short-term on-the-job training |
| 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 801 | Bachelor's degree | None | None |
| 27-2022 | Coaches and Scouts | 729 | Bachelor's degree | None | None |
| 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 468 | Bachelor's degree | None | None |
| 25-3097 | Tutors and Teachers and Instructors, All Other | 431 | Bachelor's degree | None | None |
| 25-1199 | Postsecondary Teachers, All Other | 275 | Doctoral or professional degree | None | None |
| 21-1012 | Educational, Guidance, and Career Counselors and Advisors | 272 | Master's degree | None | None |
| 25-3021 | Self-Enrichment Teachers | 240 | High school diploma or equivalent | Less than 5 years | None |
| 25-9031 | Instructional Coordinators | 211 | Master's degree | 5 years or more | None |
| 25-4022 | Librarians and Media Collections Specialists | 209 | Master's degree | None | None |
| 25-2011 | Preschool Teachers, Except Special Education | 183 | Associate's degree | None | None |
| 11-9032 | Education Administrators, Kindergarten through Secondary | 180 | Master's degree | 5 years or more | None |
| 25-4031 | Library Technicians | 157 | Postsecondary non-degree award | None | None |
| 11-9033 | Education Administrators, Postsecondary | 144 | Master's degree | Less than 5 years | None |
| 25-1194 | Career/Technical Education Teachers, Postsecondary | 128 | Bachelor's degree | Less than 5 years | None |
| 25-2052 | Special Education Teachers, Kindergarten and Elementary School | 107 | Bachelor's degree | None | None |
| 25-2012 | Kindergarten Teachers, Except Special Education | 105 | Bachelor's degree | None | None |
| 25-2058 | Special Education Teachers, Secondary School | 100 | Bachelor's degree | None | None |

*This table highlights occupations in the Education & Training Career Cluster with projected total annual openings ≥ 100*

*Source: Kansas Department of Labor, Labor Market Information Services*

# Where Can I Find Projections Data?

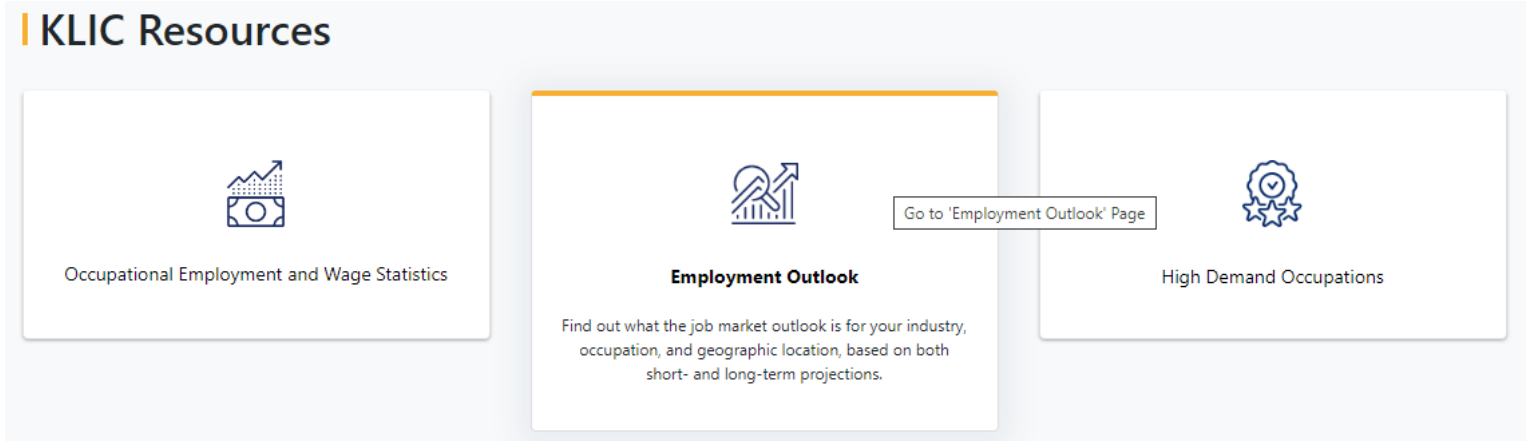
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Employment Outlook"

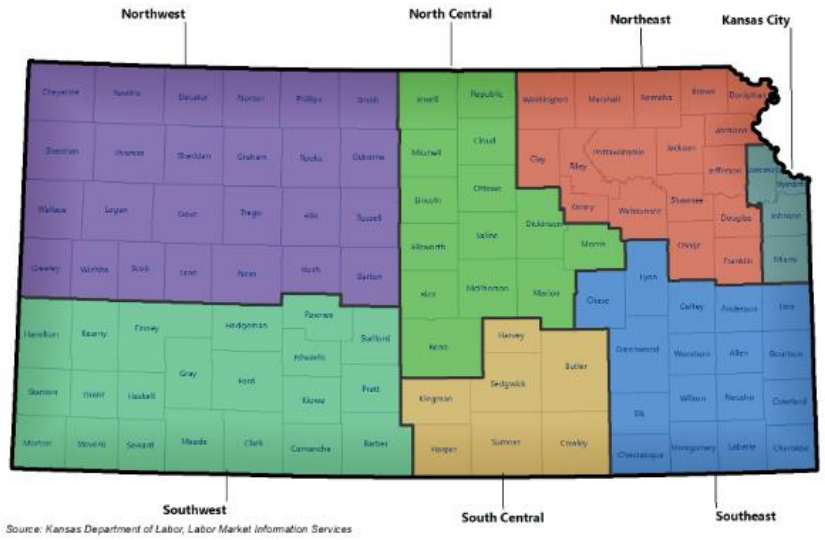


# Where Can I Find Projections Data?

## Employment Outlook

Overview +

### Kansas Projection Regions




**2022-2024 Short-term Projections**

- Occupational file for all regions
- Industry file for all regions

**2020-2030 Long-term Statewide Projections**

- Statewide Occupational file
- Statewide Industry file

**2020-2030 Long-term Regional Projections**

- Regional Occupational file
- Regional Industry file

4. Download the “Statewide Occupational” or “Regional Occupational” Excel file with employment projections for all occupations in the selected area

# High Demand Occupations

*Occupations in demand based on*

*Current Job Openings, Short-term (2-year)*

*and Long-term (10-year)*

*Occupational Projections*

Kansas
Department of Labor

# High Demand Occupations

- List of occupations in Kansas that are in high demand statewide, and by projection region
  - List only includes occupations with above average demand
- Each occupation receives a total demand score (out of 30) based on:
  - Current openings (Advertised Jobs on KLIC)
  - Projected openings in 2 years (Short-term Projections)
  - Projected openings in 10 years (Long-term Projections)
- The “High Demand High Wage” variable indicates occupations that are in high demand and have a median wage greater than the median wage for all occupations in that region

| 2023 High Demand Occupations<br>Kansas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SOC Code | Occupation Title | LT[1] | ST[2] | Current Openings[3] | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Career Pathway |
| **High Demand Occupations in Education and Training** | | | | | | | | |
| 25-9045 | Teaching Assistants, Except Postsecondary | 10 | 10 | 9 | 29 | $28,320 | | Teaching/Training |
| 25-2021 | Elementary School Teachers, Except Special Education | 8 | 8 | 9 | 25 | $50,850 | ☑ | Teaching/Training |
| 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 8 | 8 | 7 | 23 | $58,060 | ☑ | Teaching/Training |
| 27-2022 | Coaches and Scouts | 7 | 7 | 9 | 23 | $38,440 | | Teaching/Training |
| 25-3097 | Tutors and Teachers and Instructors, All Other | 6 | 6 | 8 | 20 | $29,588 ** | | Teaching/Training |
| 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 6 | 7 | 6 | 19 | $58,670 | ☑ | Teaching/Training |
| 21-1012 | Educational, Guidance, and Career Counselors and Advisors | 5 | 5 | 7 | 17 | $51,100 | ☑ | Teaching/Training |
| 25-2011 | Preschool Teachers, Except Special Education | 4 | 4 | 8 | 16 | $37,690 | | Teaching/Training |
| 25-3031 | Substitute Teachers, Short-Term | 8 | 8 | 0 | 16 | $31,050 | | Teaching/Training |
| 11-9033 | Education Administrators, Postsecondary | 4 | 4 | 6 | 14 | $96,710 | ☑ | Teaching/Training |
| 11-9032 | Education Administrators, Kindergarten through Secondary | 4 | 4 | 6 | 14 | $96,610 | ☑ | Teaching/Training |
| 25-9031 | Instructional Coordinators | 4 | 5 | 5 | 14 | $63,710 | ☑ | Teaching/Training |
| 25-3021 | Self-Enrichment Teachers | 5 | 3 | 6 | 14 | $38,020 | | Teaching/Training |
| 25-1199 | Postsecondary Teachers, All Other | 5 | 5 | 3 | 13 | $62,780 | ☑ | Teaching/Training |
| 25-2012 | Kindergarten Teachers, Except Special Education | 3 | 3 | 4 | 10 | $50,750 | ☑ | Teaching/Training |
| **High Demand Occupations in Human Services** | | | | | | | | |
| 39-9011 | Childcare Workers | 8 | 9 | 7 | 24 | $23,440 | | Early Childhood Development & Services |
| **High Demand Occupations in Arts, AV Technology, and Communications** | | | | | | | | |
| 25-4022 | Librarians and Media Collections Specialists | 4 | 3 | 4 | 11 | $58,440 | ☑ | Digital Media |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

** 2021 Edition of the Kansas Wage Survey (2023 and 2022 estimates not available)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

| 2023 High Demand Occupations<br>Kansas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SOC Code | Occupation Title | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Education | Work Experience | Job Training | Career Pathway |
| **High Demand Occupations in Education and Training** | | | | | | | | |
| 25-9045 | Teaching Assistants, Except Postsecondary | 29 | $28,320 | | Some college, no degree | None | None | Teaching/Training |
| 25-2021 | Elementary School Teachers, Except Special Education | 25 | $50,850 | ☑ | Bachelor's degree | None | None | Teaching/Training |
| 25-2031 | Secondary School Teachers, Except Special and Career/Technical Education | 23 | $58,060 | ☑ | Bachelor's degree | None | None | Teaching/Training |
| 27-2022 | Coaches and Scouts | 23 | $38,440 | | Bachelor's degree | None | None | Teaching/Training |
| 25-3097 | Tutors and Teachers and Instructors, All Other | 20 | $29,588 ** | | Bachelor's degree | None | None | Teaching/Training |
| 25-2022 | Middle School Teachers, Except Special and Career/Technical Education | 19 | $58,670 | ☑ | Bachelor's degree | None | None | Teaching/Training |
| 21-1012 | Educational, Guidance, and Career Counselors and Advisors | 17 | $51,100 | ☑ | Master's degree | None | None | Teaching/Training |
| 25-2011 | Preschool Teachers, Except Special Education | 16 | $37,690 | | Associate's degree | None | None | Teaching/Training |
| 25-3031 | Substitute Teachers, Short-Term | 16 | $31,050 | | Bachelor's degree | None | None | Teaching/Training |
| 11-9033 | Education Administrators, Postsecondary | 14 | $96,710 | ☑ | Master's degree | Less than 5 years | None | Teaching/Training |
| 11-9032 | Education Administrators, Kindergarten through Secondary | 14 | $96,610 | ☑ | Master's degree | 5 years or more | None | Teaching/Training |
| 25-9031 | Instructional Coordinators | 14 | $63,710 | ☑ | Master's degree | 5 years or more | None | Teaching/Training |
| 25-3021 | Self-Enrichment Teachers | 14 | $38,020 | | High school diploma or equivalent | Less than 5 years | None | Teaching/Training |
| 25-1199 | Postsecondary Teachers, All Other | 13 | $62,780 | ☑ | Doctoral or professional degree | None | None | Teaching/Training |
| 25-2012 | Kindergarten Teachers, Except Special Education | 10 | $50,750 | ☑ | Bachelor's degree | None | None | Teaching/Training |
| **High Demand Occupations in Human Services** | | | | | | | | |
| 39-9011 | Childcare Workers | 24 | $23,440 | | High school diploma or equivalent | None | Short-term on-the-job training | Early Childhood Development & Services |
| **High Demand Occupations in Arts, AV Technology, and Communications** | | | | | | | | |
| 25-4022 | Librarians and Media Collections Specialists | 11 | $58,440 | ☑ | Master's degree | None | None | Digital Media |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

** 2021 Edition of the Kansas Wage Survey (2023 and 2022 estimates not available)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

# Where Can I Find the High Demand Occupations lists?

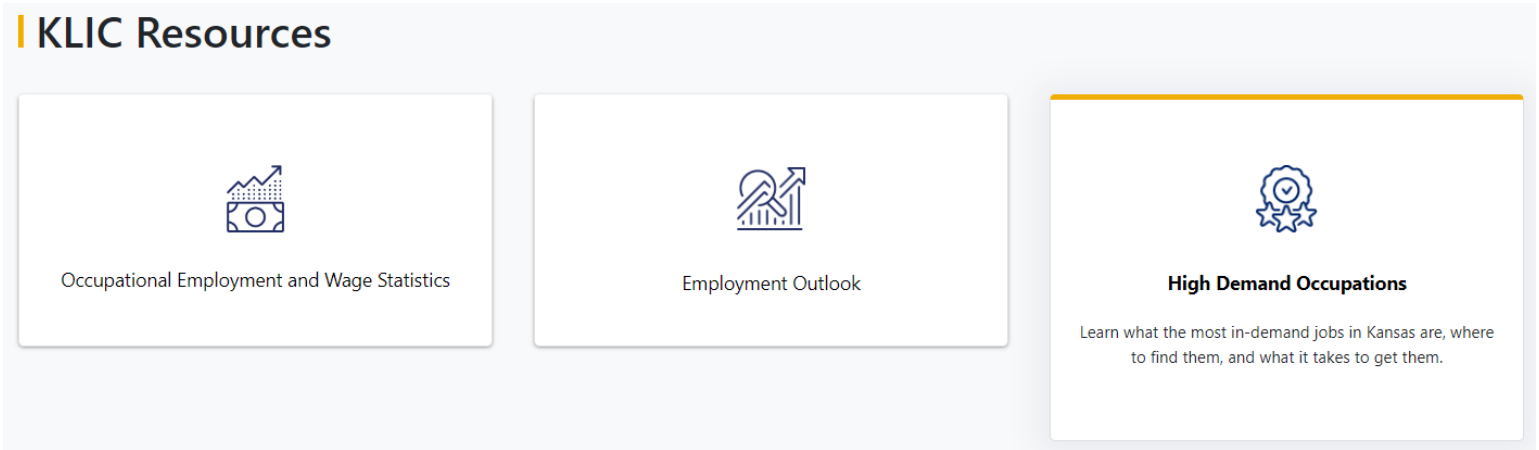
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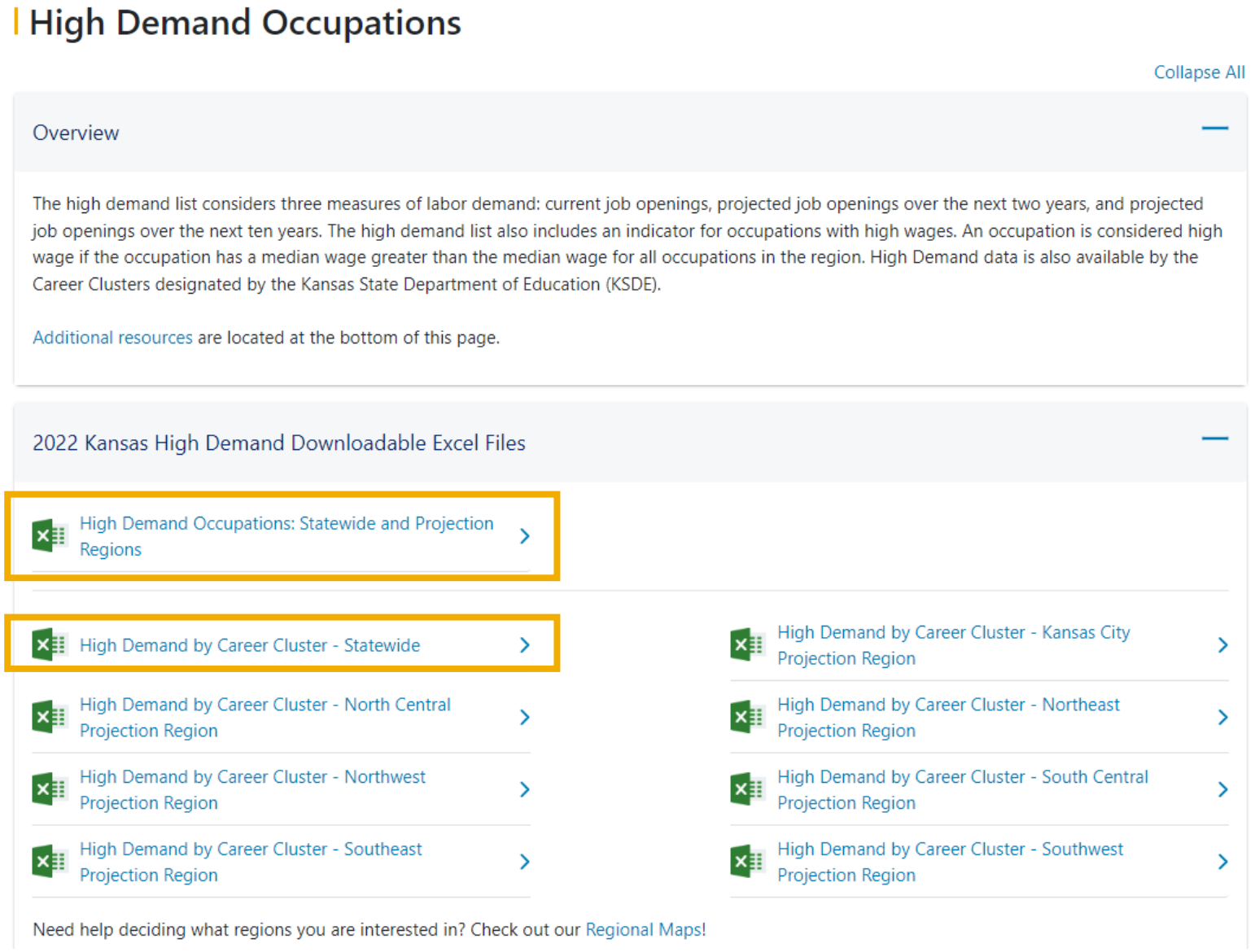



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2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "High Demand Occupations"



# Where Can I Find the High Demand Occupations lists?

4. Download the “High Demand Occupations: Statewide and Projection Regions” file to review the entire high demand list. Or download the “High Demand by Career Cluster” file to review the high demand occupations by career cluster.



# O*NET Occupation Profiles

*Job description, skills,*

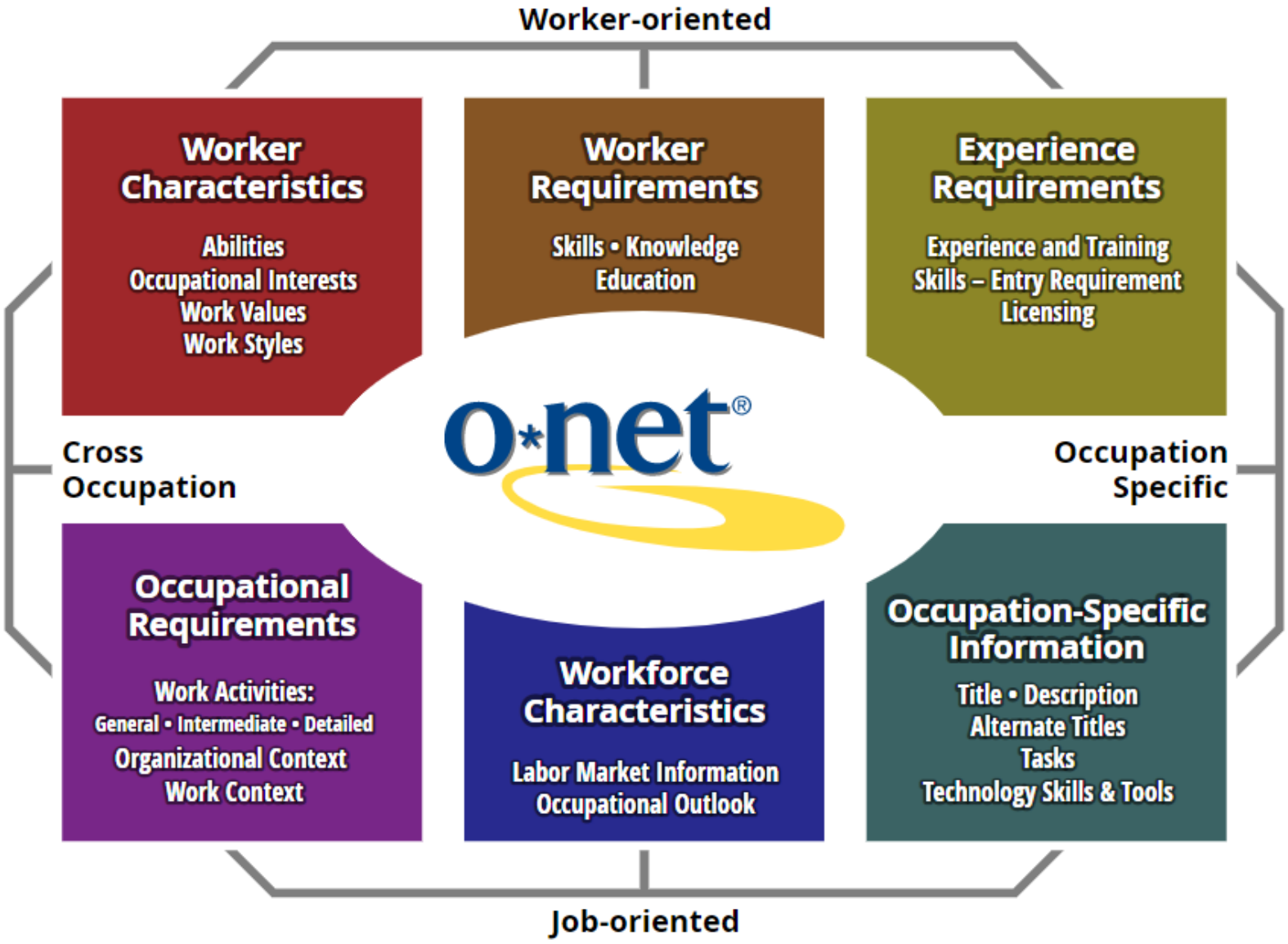
*education, work experience,*

*job requirements*

Kansas
Department of Labor

# Occupation Profiles - O*NET OnLine

O*NET OnLine provides detailed descriptions for all SOC occupations (https://www.onetonline.org/)




The Occupational Information Network (O*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce

# Worker-Oriented Descriptors

- **Worker Characteristics**: Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance
  - Abilities, Occupational Interests, Work Values, Work Styles
- **Worker Requirements**: Descriptors referring to work-related attributes acquired and/or developed through experience and education
  - Basic Skills, Cross-Functional Skills, Knowledge, Education
- **Experience Requirements**: Requirements related to previous work activities and explicitly linked to certain types of work activities
  - Experience and Training, Basic Skills, Cross-Functional Skills, Licensing

# Job-Oriented Descriptors

- **Occupational Requirements**: A comprehensive set of variables or detailed elements that describe what various occupations require
  - Generalized Work Activities, Intermediate Work Activities, Detailed Work Activities, Organizational Context, Work Context
- **Workforce Characteristics**: Variables that define and describe the general characteristics of occupations that may influence occupational requirements
  - Labor Market Information, Occupational Outlook
- **Occupation-Specific Information**: A comprehensive set of elements that apply to a single occupation or a narrowly defined job family
  - Occupation Title, Description, Alternate Titles, Tasks, Technology Skills, Tools

# O*NET OnLine

Occupation keyword search

electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites



## O*NET OnLine features



## More career sites & resources

### Introduction

### Occupation Keyword Search

elementary school teacher

Examples: 25-1011.00, dental assistant

Search O*NET-SOC occupations

### Find Occupations

Bright Outlook

### "I want to be a..."

Start the career you've dreamed about, or find one you never imagined. Discover your interests with the O*NET Interest Profiler and find more exploration options at My Next Move.

Find your career at My Next Move

### ATTN: VETERANS

Put your military skills and experience to work in civilian life.

Army (MOS)

# Occupation Keyword Search

## Occupations matching "elementary school teacher"

Search again: elementary school teacher Go

20 occupations shown Show matches: Closest All How do they match?

| Code | Occupation |
|---|---|
| 25-2021.00 | Elementary School Teachers, Except Special Education |
| 25-2056.00 | Special Education Teachers, Elementary School |
| 25-9042.00 | Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education |
| 11-9032.00 | Education Administrators, Kindergarten through Secondary |
| 25-3031.00 | Substitute Teachers, Short-Term |
| 25-2058.00 | Special Education Teachers, Secondary School |
| 19-3034.00 | School Psychologists |
| 25-2057.00 | Special Education Teachers, Middle School |
| 25-2022.00 | Middle School Teachers, Except Special and Career/Technical Education |
| 25-2032.00 | Career/Technical Education Teachers, Secondary School |
| 25-2023.00 | Career/Technical Education Teachers, Middle School |
| 25-2031.00 | Secondary School Teachers, Except Special and Career/Technical Education |

# Elementary School Teachers, Except Special Education

## 25-2021.00

Updated 2023

Teach academic and social skills to students at the elementary school level.

**Sample of reported job titles:** Art Teacher, Classroom Teacher, Educator, Elementary Education Teacher, Elementary School Teacher, Elementary Teacher, Teacher

Summary | Details | Custom | Easy Read | Veterans | Español

Contents

## Occupation-Specific Information

### Tasks

5 of 38 displayed

- Establish and enforce rules for behavior and procedures for maintaining order among the students.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Instruct students individually and in groups, using teaching methods such as lectures, discussions, and demonstrations.
- Confer with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.

Summary | Details | Custom | Easy Read | Veterans | Español

MY NEXT MOVE

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HOME | SEARCH | INDUSTRIES | INTERESTS






# Elementary School Teachers

Print | Share

**Also called:** Classroom Teacher, Elementary School Teacher, Elementary Teacher, Teacher

**What they do:**
Teach academic and social skills to students at the elementary school level.

**On the job, you would:**
- Establish and enforce rules for behavior and procedures for maintaining order among the students.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Instruct students individually and in groups, using teaching methods such as lectures, discussions, and demonstrations.

## KNOWLEDGE

**Education and Training**
- teaching and course design

## SKILLS

**Basic Skills**
- talking to others
- using the best training or teaching strategies

## ABILITIES

**Verbal**
- communicate by speaking
- communicate by writing

# Elementary School Teachers, Except Special Education

**25-2021.00**

Updated 2023

Teach academic and social skills to students at the elementary school level.

**Sample of reported job titles:** Art Teacher, Classroom Teacher, Educator, Elementary Education Teacher, Elementary School Teacher, Elementary Teacher, Teacher

Summary | Details | Custom | Easy Read | Veterans | Español

Contents

## Occupation-Specific Information

### Tasks

Save Table: XLSX CSV

10 of 38 displayed

| Importance | Category | Task |
|---|---|---|
| 93 | Core | Establish and enforce rules for behavior and procedures for maintaining order among the students. |
| 91 | Core | Adapt teaching methods and instructional materials to meet students' varying needs and interests. |
| 91 | Core | Instruct students individually and in groups, using teaching methods such as lectures, discussions, and demonstrations. |

## Occupation-Specific Information

A comprehensive set of elements that apply to a single occupation or a narrowly defined job family

- Occupation Title
- Description
- Alternate Titles
- Tasks
- Technology Skills
- Tools

### Tasks

- A task is considered important if it has an importance score of 50 or higher
  - Each task receives a score from 0 (not important) to 100 (extremely important)
- In addition to the importance score, if a task is also highly relevant to the occupation, then it is considered a core task

# Elementary School Teachers, Except Special Education 25-2021.00

**Tasks** Save Table: XLSX CSV

10 of 38 displayed

| Importance | Category | Task |
|---|---|---|
| 93 | Core | Establish and enforce rules for behavior and procedures for maintaining order among the students. |
| 91 | Core | Adapt teaching methods and instructional materials to meet students' varying needs and interests. |
| 91 | Core | Instruct students individually and in groups, using teaching methods such as lectures, discussions, and demonstrations. |
| 89 | Core | Confer with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems. |
| 88 | Core | Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks. |
| 88 | Core | Prepare materials and classrooms for class activities. |
| 87 | Core | Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and in imaginative play. |
| 87 | Core | Establish clear objectives for all lessons, units, and projects and communicate those objectives to students. |
| 87 | Core | Guide and counsel students with adjustment or academic problems or with special academic interests. |
| 87 | Core | Observe and evaluate students' performance, behavior, social development, and physical health. |

# Occupation-Specific Information

**Technology Skills:** Information technology and software skills essential to the functions of an occupational role

- O*NET includes examples of specific programs for each technology skill
- Hot Technologies are requirements frequently included in employer job postings

**Tools Used:** Machines, equipment, and tools essential to the performance of an occupational role

## Elementary School Teachers, Except Special Education 25-2021.00

### Technology Skills

Save Table: XLSX CSV

10 of 15 displayed

- **Cloud-based data access and sharing software** — Google Drive; Microsoft SharePoint
- **Computer based training software** — Common Curriculum; EasyCBM; Padlet; Schoology
- **Desktop communications software** — ClassDojo; ClassTag; Tadpoles
- **Electronic mail software** — Email software; Microsoft Outlook
- **Graphics or photo imaging software** — Graphics software; JamBoard
- **Multi-media educational software** — Edpuzzle; Kahoot!; Nearpod; Seesaw
- **Presentation software** — Microsoft PowerPoint; Pear Deck
- **Spreadsheet software** — Microsoft Excel
- **Video creation and editing software** — Flipgrid; Screencastify
- **Word processing software** — Google Docs; Microsoft Word

Hot Technologies are requirements most frequently included across all employer job postings.
See all 7 Hot Technologies for this occupation.

### Tools Used

Save Table: XLSX CSV

10 of 22 displayed

- **Board games** — Educational board games
- **Building blocks** — Toy block sets
- **Compasses** — Pencil compasses
- **Digital cameras** — Compact digital cameras
- **Laboratory balances** — Precision balances
- **Laminators** — Laminating machines
- **Laser printers** — Computer laser printers
- **Notebook computers** — Laptop computers
- **Photocopiers** — Photocopying equipment
- **Tactile toys** — Pegboards

# Most Common Technology Skills Needed for Occupations in the Education & Training Career Cluster

*Examples only include programs/skills listed by at least 10 occupations in the Education & Training Career Cluster*

- **Office suite software**: Microsoft Office software
- **Spreadsheet software**: Microsoft Excel
- **Electronic mail software**: Microsoft Outlook, Email software
- **Word processing software**: Microsoft Word, Google Docs, Collaborative editing software, Word processing software
- **Presentation software**: Microsoft PowerPoint
- **Internet browser software**: Web browser software
- **Computer based training software**: Learning management system LMS, Blackboard Learn, Desire2Learn LMS software, Course management system software, Sakai CLE, Moodle, Schoology, Common Curriculum, Padlet

| Technology Skills | Number of Occupations |
|---|---|
| Office suite software | 68 |
| Spreadsheet software | 67 |
| Electronic mail software | 67 |
| Word processing software | 67 |
| Presentation software | 65 |
| Internet browser software | 64 |
| Computer based training software | 61 |
| Data base user interface and query software | 52 |
| Calendar and scheduling software | 45 |
| Information retrieval or search software | 40 |
| Optical character reader OCR or scanning software | 37 |
| Graphics or photo imaging software | 33 |
| Analytical or scientific software | 30 |
| Web page creation and editing software | 27 |
| Project management software | 25 |
| Video creation and editing software | 24 |
| Desktop communications software | 20 |
| Multi-media educational software | 20 |
| Development environment software | 20 |
| Desktop publishing software | 19 |
| Document management software | 19 |
| Web platform development software | 17 |
| Cloud-based data access and sharing software | 16 |
| Video conferencing software | 16 |
| Object or component oriented development software | 15 |

# Most Common Tools Needed for Occupations in the Education & Training Career Cluster

*Examples only include tools listed by at least 10 occupations in the Education & Training Career Cluster*

- **Desktop computers**: Desktop computers
- **Notebook computers**: Laptop computers
- **Scanners**: Computer data input scanners
- **Photocopiers**: Photocopying equipment
- **Laser printers**: Computer laser printers
- **Touch screen monitors**: Interactive whiteboards
- **Digital cameras**: Compact digital cameras
- **Overhead projectors**: Overhead data projectors

| Tools | Number of Occupations |
|---|---|
| Desktop computers | 66 |
| Notebook computers | 66 |
| Scanners | 55 |
| Photocopiers | 54 |
| Laser printers | 52 |
| Touch screen monitors | 52 |
| Digital cameras | 51 |
| Overhead projectors | 51 |
| Liquid crystal display projector | 48 |
| Digital camcorders or video cameras | 48 |
| Televisions | 48 |
| Digital video disk players or recorders | 47 |
| Compact disk players or recorders | 47 |
| Tablet computers | 45 |
| Special purpose telephones | 44 |
| Microphones | 44 |
| Multimedia projectors | 43 |
| Videoconferencing systems | 41 |
| Laser fax machine | 39 |
| Portable data input terminals | 39 |
| MP3 players or recorders | 39 |
| Epidiascopes | 39 |
| Inkjet printers | 39 |
| Slide projectors | 38 |
| Teleconference equipment | 38 |
| Microphone stand | 38 |

# Worker Requirements

Descriptors referring to work-related attributes acquired and/or developed through experience and education

- Basic Skills
- Cross-Functional Skills
- Knowledge
- Education

**Knowledge:** Organized sets of principles and facts applying in general domains

- *https://www.onetonline.org/find/descriptor/browse/2.C*

# Elementary School Teachers, Except Special Education 25-2021.00

## Knowledge

Save Table: XLSX CSV

10 of 33 displayed

| Importance | Knowledge |
|---|---|
| 89 | **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. |
| 85 | **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. |
| 65 | **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. |
| 65 | **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders. |
| 59 | **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. |
| 55 | **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. |
| 51 | **Administrative** — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology. |
| 51 | **History and Archeology** — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures. |
| 46 | **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions. |
| 46 | **Sociology and Anthropology** — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins. |

# Most Common Knowledges Needed for Occupations in the Education & Training Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Knowledge category*

- **English Language**: Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- **Education and Training**: Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects
- **Computers and Electronics**: Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming
- **Customer and Personal Service**: Knowledge of principles and processes for providing customer and personal services

| Knowledge | Number of Occupations |
|---|---|
| English Language | 63 |
| Education and Training | 62 |
| Computers and Electronics | 50 |
| Customer and Personal Service | 42 |
| Mathematics | 36 |
| Administrative | 36 |
| Psychology | 35 |
| Administration and Management | 30 |
| Communications and Media | 30 |
| Sociology and Anthropology | 25 |
| Public Safety and Security | 23 |
| History and Archeology | 17 |
| Law and Government | 16 |
| Personnel and Human Resources | 14 |
| Geography | 14 |
| Philosophy and Theology | 13 |
| Biology | 11 |
| Therapy and Counseling | 10 |
| Chemistry | 9 |
| Engineering and Technology | 8 |
| Physics | 6 |
| Fine Arts | 6 |

# Worker Requirements

Descriptors referring to work-related attributes acquired and/or developed through experience and education

- Basic Skills
- Cross-Functional Skills
- Knowledge
- Education

**Skills:** Developed capacities that facilitate learning or the more rapid acquisition of knowledge

- ***Basic skills*** – includes content and process skills *https://www.onetonline.org/find/descriptor/browse/2.A*
- ***Cross-Functional Skills*** – includes complex problem solving, resource management, social, systems, and technical skills *https://www.onetonline.org/find/descriptor/browse/2.B*

# Elementary School Teachers, Except Special Education 25-2021.00

## Skills

Save Table: XLSX CSV

10 of 35 displayed

| Importance | Skill |
|---|---|
| 81 | **Instructing** — Teaching others how to do something. |
| 81 | **Speaking** — Talking to others to convey information effectively. |
| 78 | **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things. |
| 75 | **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| 75 | **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. |
| 75 | **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents. |
| 72 | **Coordination** — Adjusting actions in relation to others' actions. |
| 72 | **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. |
| 72 | **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do. |
| 72 | **Writing** — Communicating effectively in writing as appropriate for the needs of the audience. |

# Most Common Skills Needed for Occupations in the Education & Training Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Skill category*

- **Active Listening**: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- **Speaking**: Talking to others to convey information effectively
- **Critical Thinking**: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- **Reading Comprehension**: Understanding written sentences and paragraphs in work-related documents

| Skills | Number of Occupations |
|---|---|
| Active Listening | 63 |
| Speaking | 63 |
| Critical Thinking | 63 |
| Reading Comprehension | 63 |
| Monitoring | 62 |
| Writing | 62 |
| Active Learning | 62 |
| Judgment and Decision Making | 62 |
| Instructing | 62 |
| Social Perceptiveness | 61 |
| Complex Problem Solving | 61 |
| Learning Strategies | 60 |
| Coordination | 59 |
| Time Management | 57 |
| Service Orientation | 52 |
| Systems Analysis | 39 |
| Systems Evaluation | 38 |
| Persuasion | 35 |
| Negotiation | 28 |
| Mathematics | 17 |
| Management of Personnel Resources | 13 |
| Science | 12 |

# Worker Characteristics

Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance

- Abilities
- Occupational Interests
- Work Values
- Work Styles

**Abilities:** Enduring attributes of the individual that influence performance

- **Cognitive**: Abilities that influence the acquisition and application of knowledge in problem solving
- **Physical**: Abilities that influence strength, endurance, flexibility, balance and coordination
- **Psychomotor**: Abilities that influence the capacity to manipulate and control objects
- **Sensory**: Abilities that influence visual, auditory and speech perception.

*https://www.onetonline.org/find/descriptor/browse/1.A*

## Elementary School Teachers, Except Special Education 25-2021.00

### Abilities

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| Importance | Ability |
|---|---|
| 91 | **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand. |
| 75 | **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense. |
| 75 | **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences. |
| 75 | **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem. |
| 75 | **Speech Clarity** — The ability to speak clearly so others can understand you. |
| 75 | **Speech Recognition** — The ability to identify and understand the speech of another person. |
| 75 | **Written Comprehension** — The ability to read and understand information and ideas presented in writing. |
| 75 | **Written Expression** — The ability to communicate information and ideas in writing so others will understand. |
| 72 | **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). |
| 69 | **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity). |

# Most Common Abilities Needed for Occupations in the Education & Training Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Ability category*

- **Deductive Reasoning**: The ability to apply general rules to specific problems to produce answers that make sense
- **Near Vision**: The ability to see details at close range (within a few feet of the observer)
- **Oral Expression**: The ability to communicate information and ideas in speaking so others will understand
- **Oral Comprehension**: The ability to listen to and understand information and ideas presented through spoken words and sentences
- **Speech Recognition**: The ability to identify and understand the speech of another person
- **Speech Clarity**: The ability to speak clearly so others can understand you
- **Written Comprehension**: The ability to read and understand information and ideas presented in writing
- **Written Expression**: The ability to communicate information and ideas in writing so others will understand

| Abilities | Number of Occupations |
|---|---|
| Oral Expression | 63 |
| Oral Comprehension | 63 |
| Near Vision | 63 |
| Speech Recognition | 63 |
| Speech Clarity | 63 |
| Written Comprehension | 63 |
| Written Expression | 63 |
| Deductive Reasoning | 63 |
| Problem Sensitivity | 62 |
| Information Ordering | 62 |
| Inductive Reasoning | 62 |
| Category Flexibility | 58 |
| Fluency of Ideas | 58 |
| Originality | 55 |
| Selective Attention | 38 |
| Mathematical Reasoning | 20 |
| Far Vision | 19 |
| Flexibility of Closure | 17 |
| Memorization | 13 |
| Number Facility | 11 |
| Time Sharing | 9 |
| Visualization | 8 |

# Workforce Characteristics

Variables that define and describe the general characteristics of occupations that may influence occupational requirements

- Labor Market Information
- Occupational Outlook

## Wages & Employment Trends

Median wages – national data

State/Local wages – provides a comparison of wage estimates for the selected area and the U.S.

- O*NET only includes estimates by state and Metropolitan Statistical Area (MSA) – use the 2022 Kansas Wage Survey for county level estimates

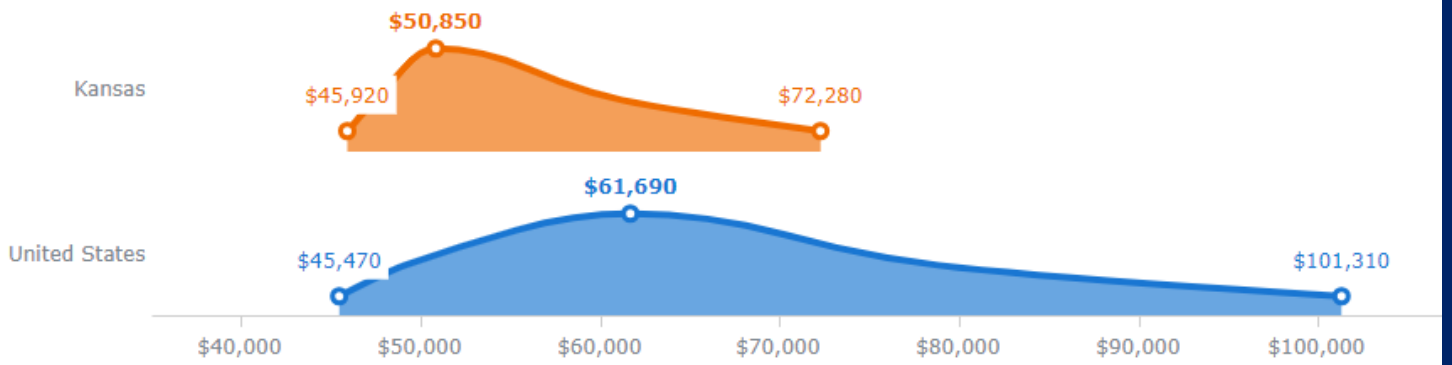
Projected growth – national 10-year employment projections

State trends – Kansas long-term projections

## Elementary School Teachers, Except Special Education 25-2021.00

### Wages & Employment Trends

| | |
|---|---|
| **Median wages (2022)** | $61,690 annual |
| **State wages** | Kansas Go |
| **Local wages** | ZIP Code Go |
| **Employment (2022)** | 1,425,000 employees |
| **Projected growth (2022-2032)** | Little or no change |
| **Projected job openings (2022-2032)** | 96,000 |
| **State trends** | Kansas Go |
| **Top industries (2022)** | Educational Services (99% employed in this sector) |



# Questions?

*Labor Market Information Services (LMIS)*

*401 SW Topeka Blvd, Topeka Kansas 66603*

*KDOL.Laborstats@ks.gov*

Kansas Department of Labor

# Labor Market Information

Business Finance Pathway Review

*Emilie Doerksen, Labor Economist*

Kansas Department of Labor

# Labor Market Information Services (LMIS)

- Statistical branch of KDOL
  - Collect, analyze, and report data to enhance economic well-being of Kansans
- Serve federal government, state agencies, educational institutions, employers, students, job-seekers, legislators, etc.

- LMIS resources for reviewing the Business Finance Pathway:
  - Kansas Wage Survey
  - Employment projections
  - High demand occupations and High demand high wage occupations
  - O*NET occupation profiles

# Where Can I Find LMIS Information?

LMIS Homepage: https://klic.dol.ks.gov/




- Monthly Labor Report
- Occupational Information
- Industry Information
- Labor Force and Unemployment Rate
- Publications
- Employment Outlook
- High Demand Occupations
- Tools, Help, and Other Resources







## Connect With Us!

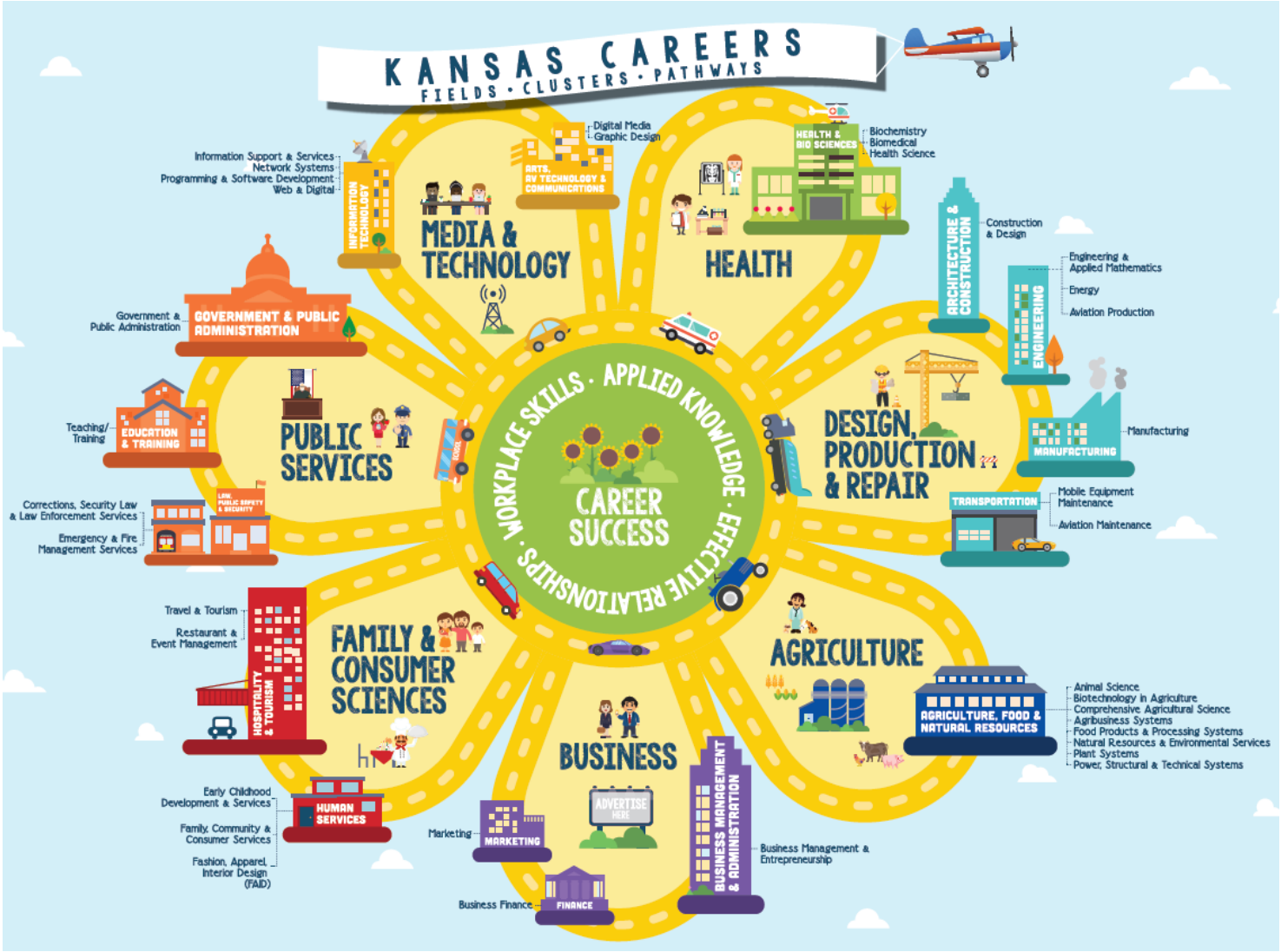
Stay up to date on the latest news and data products Labor Market Information Services has to offer.
**Sign up for Alerts!**

Have a question or a special data request? Feel free to contact us at **KDOL.Laborstats@ks.gov**.

Let us know how we are doing by filling out our short survey!
**LMIS Survey**

# How is Career Information Organized? - KSDE

- The Career Clusters and pathways framework is used by KSDE and schools throughout Kansas
  - 16 Career Clusters
  - Helps identify pathways from school to the workplace



# How is Career Information Organized? - LMIS

- The Standard Occupational Classification (SOC) system is used by LMIS and the Bureau of Labor Statistics (BLS)
  - Federal statistical standard used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data
  - Over 800 detailed occupations
  - 23 major groups – detailed occupations with similar job duties, and in some cases skills, education, and/or training, are grouped together

## 2018 SOC Structure

| Major Group | Minor Group | Broad Group | Detailed Occupation | |
|---|---|---|---|---|
| **11-0000** | | | | **Management Occupations** |
| | **11-1000** | | | **Top Executives** |
| | | 11-1010 | | Chief Executives |
| | | | 11-1011 | Chief Executives |
| | | 11-1020 | | General and Operations Managers |
| | | | 11-1021 | General and Operations Managers |
| | | 11-1030 | | Legislators |
| | | | 11-1031 | Legislators |
| | **11-2000** | | | **Advertising, Marketing, Promotions, Public Relations, and Sales Managers** |
| | | 11-2010 | | Advertising and Promotions Managers |
| | | | 11-2011 | Advertising and Promotions Managers |
| | | 11-2020 | | Marketing and Sales Managers |
| | | | 11-2021 | Marketing Managers |
| | | | 11-2022 | Sales Managers |
| | | 11-2030 | | Public Relations and Fundraising Managers |
| | | | 11-2032 | Public Relations Managers |
| | | | 11-2033 | Fundraising Managers |
| | **11-3000** | | | **Operations Specialties Managers** |
| | | 11-3010 | | Administrative Services and Facilities Managers |
| | | | 11-3012 | Administrative Services Managers |
| | | | 11-3013 | Facilities Managers |
| | | 11-3020 | | Computer and Information Systems Managers |
| | | | 11-3021 | Computer and Information Systems Managers |

*Note: The 2018 SOC codes are the current federal standard for occupational data. However, the transition from the previous structure is a multi-year process, so some LMIS data is still published using older, hybrid occupation codes. The additional materials provided with this presentation include a detailed crosswalk and notes about when to use each version of the occupation codes.*

# Business Finance Pathway

Kansas
Department of Labor

| Major Group | Occupation Code | Occupation Title | KS Career Pathway | O*NET Career Pathway |
|---|---|---|---|---|
| Management Occupations | 11-3031 | Financial Managers | Business Finance | Business Finance |
| Business and Financial Operations Occupations | 13-1020 | Buyers and Purchasing Agents | Business Finance | Agribusiness Systems; Merchandising; Manufacturing Production Process Development |
| | 13-1031 | Claims Adjusters, Examiners, and Investigators | Business Finance | Insurance |
| | 13-1032 | Insurance Appraisers, Auto Damage | Business Finance | Insurance |
| | 13-1041 | Compliance Officers | Business Finance | Governance |
| | 13-2011 | Accountants and Auditors | Business Finance | Accounting |
| | 13-2020 | Property Appraisers and Assessors | Business Finance | Revenue and Taxation |
| | 13-2031 | Budget Analysts | Business Finance | Business Finance |
| | 13-2041 | Credit Analysts | Business Finance | Banking Services |
| | 13-2052 | Personal Financial Advisors | Business Finance | Securities & Investments |
| | 13-2053 | Insurance Underwriters | Business Finance | Insurance |
| | 13-2061 | Financial Examiners | Business Finance | Governance |
| | 13-2071 | Credit Counselors | Business Finance | Consumer Services |
| | 13-2072 | Loan Officers | Business Finance | Banking Services; Consumer Services |
| | 13-2081 | Tax Examiners and Collectors, and Revenue Agents | Business Finance | Revenue and Taxation |
| | 13-2082 | Tax Preparers | Business Finance | Business Finance |
| | 13-2051* | Financial and Investment Analysts | Business Finance | Securities & Investments; Business Finance |
| | 13-2054* | Financial Risk Specialists | Business Finance | Securities & Investments; Business Finance |
| | 13-2099* | Financial Specialists, All Other | Business Finance | Securities & Investments |
| Computer and Mathematical Occupations | 15-2011 | Actuaries | Business Finance | Insurance |
| Life, Physical, and Social Science Occupations | 19-3011 | Economists | Business Finance | Science and Mathematics |
| Sales and Related Occupations | 41-3021 | Insurance Sales Agents | Business Finance | Insurance |
| | 41-3031 | Securities, Commodities, and Financial Services Sales Agents | Business Finance | Securities & Investments; Professional Sales |
| Office and Administrative Support Occupations | 43-3011 | Bill and Account Collectors | Business Finance | Banking Services |
| | 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | Business Finance | Administrative Support |
| | 43-3051 | Payroll and Timekeeping Clerks | Business Finance | Administrative Support |
| | 43-3071 | Tellers | Business Finance | Banking Services |
| | 43-3099 | Financial Clerks, All Other | Business Finance | Banking Services |
| | 43-4011 | Brokerage Clerks | Business Finance | Securities & Investments |
| | 43-4041 | Credit Authorizers, Checkers, and Clerks | Business Finance | Banking Services |
| | 43-4131 | Loan Interviewers and Clerks | Business Finance | Banking Services |
| | 43-9041 | Insurance Claims and Policy Processing Clerks | Business Finance | Insurance |

*New code in the 2018 SOC structure:
Occupations 13-2051, 13-2054, and 13-2099 were previously combined and reported as 13-2098

# Kansas Wage Survey

*Occupational Employment*

*and Wage Statistics (OEWS)*

Kansas
Department of Labor

# What is the Kansas Wage Survey?

- The Kansas Wage Survey is compiled using results from a semi-annual survey conducted by the Occupational Employment and Wage Statistics (OEWS) program
  - Sample-based survey
  - Asks employers to provide data regarding occupational employment and wages for their establishment
- Wage data includes annual and/or hourly estimates
- Estimates available for Kansas, MSAs, Local Areas, Projection Regions, and Counties

## Kansas Wage Survey, 2023 Edition
## Business Finance Career Pathway

| Occupation Code | Occupation Title | Employment | Median (Middle) Hourly Wage | Median (Middle) Annual Wage | Mean (Average) Hourly Wage | Mean (Average) Annual Wage |
|---|---|---|---|---|---|---|
| **00-0000** | **Total, All Occupations** | **1,380,420** | **$20.13** | **$41,870** | **$25.41** | **$52,850** |
| 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 18,230 | $19.04 | $39,590 | $19.69 | $40,960 |
| 13-2011 | Accountants and Auditors | 12,860 | $33.74 | $70,170 | $36.09 | $75,070 |
| 13-1020 | Buyers and Purchasing Agents | 5,830 | $30.21 | $62,840 | $33.80 | $70,300 |
| 41-3021 | Insurance Sales Agents | 5,510 | $28.37 | $59,000 | $40.82 | $84,900 |
| 43-3071 | Tellers | 5,470 | $15.27 | $31,760 | $15.96 | $33,190 |
| 13-2072 | Loan Officers | 4,500 | $37.11 | $77,180 | $41.19 | $85,660 |
| 11-3031 | Financial Managers | 4,280 | $62.88 | $130,800 | $69.72 | $145,030 |
| 13-2052 | Personal Financial Advisors | 3,380 | $38.01 | $79,070 | $50.57 | $105,180 |
| 43-4131 | Loan Interviewers and Clerks | 3,270 | $21.82 | $45,390 | $22.06 | $45,880 |
| 13-1041 | Compliance Officers | 3,260 | $28.24 | $58,740 | $31.14 | $64,770 |
| 13-1031 | Claims Adjusters, Examiners, and Investigators | 2,830 | $34.70 | $72,180 | $34.84 | $72,470 |
| 43-3011 | Bill and Account Collectors | 2,140 | $18.73 | $38,950 | $19.26 | $40,070 |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 1,970 | $31.47 | $65,460 | $47.99 | $99,820 |
| 13-2053 | Insurance Underwriters | 1,580 | $30.92 | $64,320 | $36.18 | $75,250 |
| 43-3051 | Payroll and Timekeeping Clerks | 1,440 | $22.85 | $47,530 | $23.40 | $48,670 |
| 13-2051 | Financial and Investment Analysts | 1,340 | $37.72 | $78,460 | $39.47 | $82,090 |
| 43-9041 | Insurance Claims and Policy Processing Clerks | 1,340 | $22.16 | $46,090 | $22.93 | $47,690 |

*This table highlights occupations in the Business Finance Career Pathway with employment > 1,000*

*Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment and Wage Statistics (OEWS)*

# Additional Data Available on KLIC

- Estimates for different levels of geographic detail:
  - Kansas, MSAs, Local Areas, Projection Regions, and Counties
- Annual and hourly wage estimates:
  - Mean (average) and Median (middle)
  - Entry level – mean of the lower third of the population
  - Experienced level – mean of the upper two-thirds of the population
  - 10th, 25th, 75th, and 90th percentile

# Where Can I Find the Kansas Wage Survey?

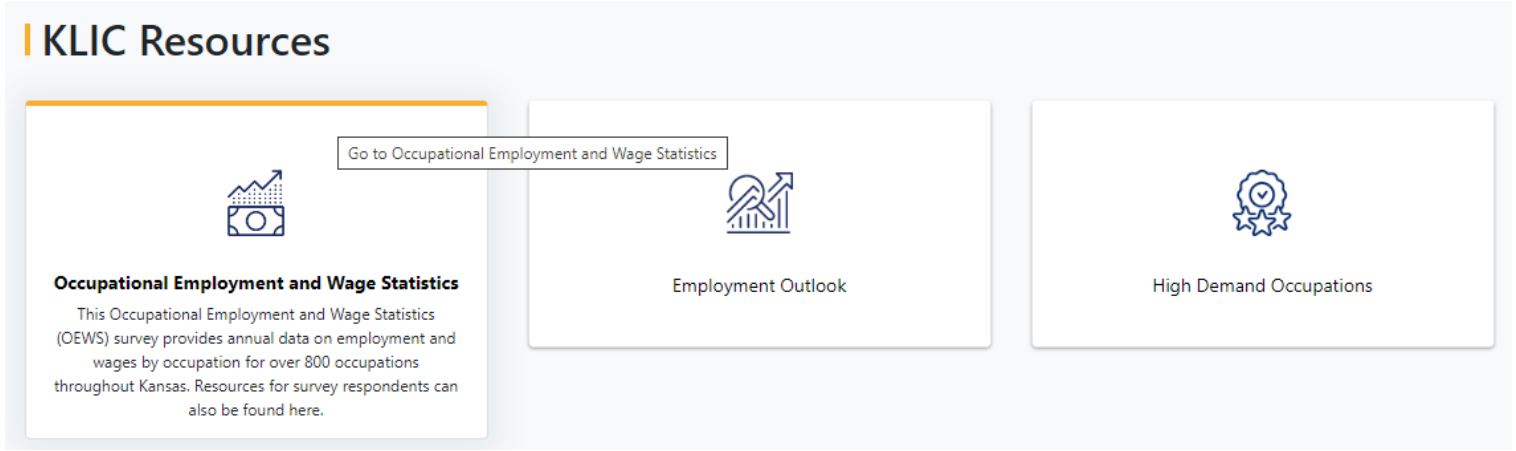
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Occupational Employment and Wage Statistics"

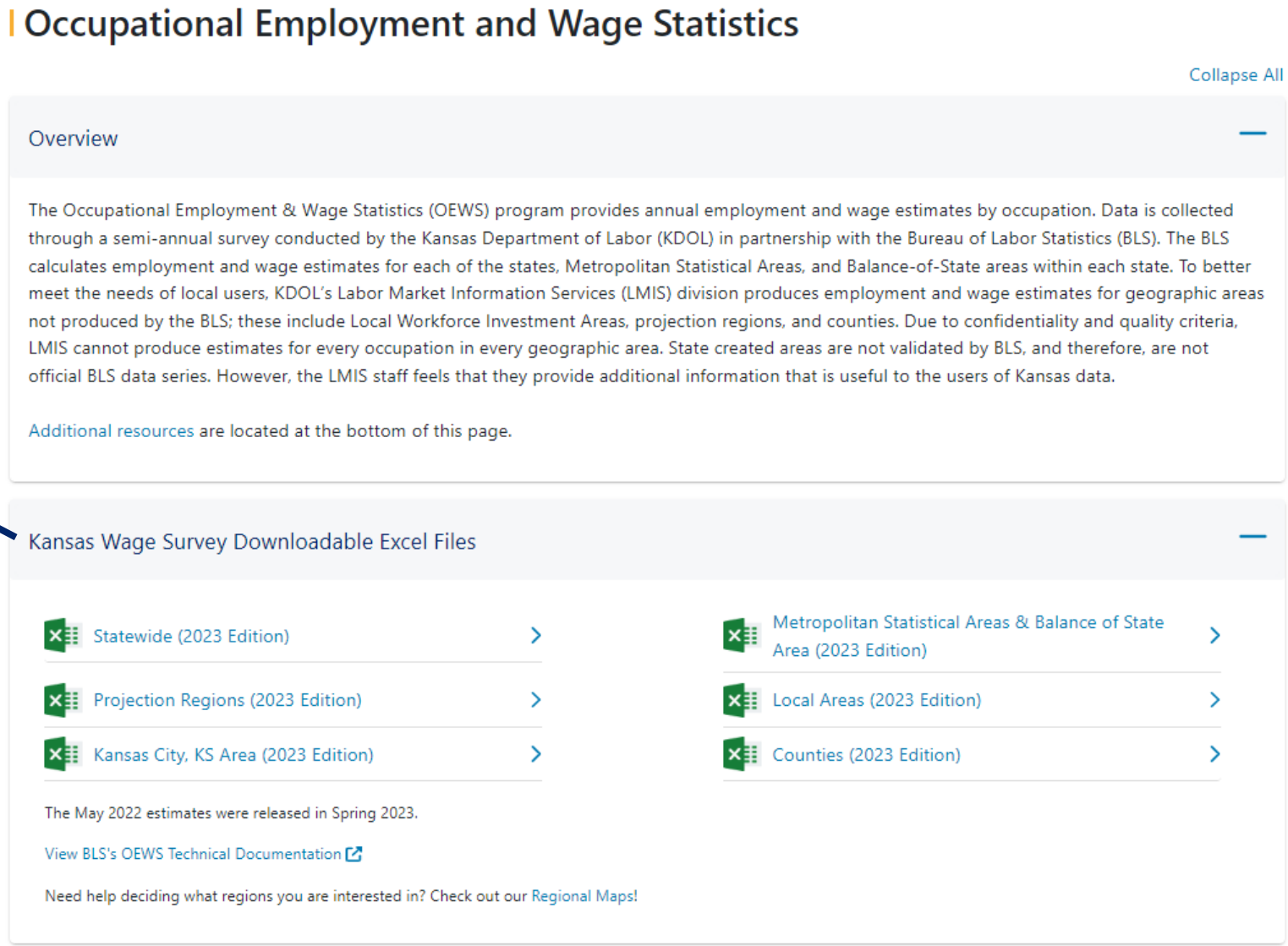


# Where Can I Find the Kansas Wage Survey?

4. Download an Excel file with employment and wage data for all occupations in the selected area

Excel files include:

- Employment
- Hourly/Annual Wage
  - Median
  - Mean
  - Entry Level
  - Experienced Level



## Occupational Employment and Wage Statistics

Collapse All

### Overview

The Occupational Employment & Wage Statistics (OEWS) program provides annual employment and wage estimates by occupation. Data is collected through a semi-annual survey conducted by the Kansas Department of Labor (KDOL) in partnership with the Bureau of Labor Statistics (BLS). The BLS calculates employment and wage estimates for each of the states, Metropolitan Statistical Areas, and Balance-of-State areas within each state. To better meet the needs of local users, KDOL's Labor Market Information Services (LMIS) division produces employment and wage estimates for geographic areas not produced by the BLS; these include Local Workforce Investment Areas, projection regions, and counties. Due to confidentiality and quality criteria, LMIS cannot produce estimates for every occupation in every geographic area. State created areas are not validated by BLS, and therefore, are not official BLS data series. However, the LMIS staff feels that they provide additional information that is useful to the users of Kansas data.

Additional resources are located at the bottom of this page.

### Kansas Wage Survey Downloadable Excel Files

- Statewide (2023 Edition)
- Metropolitan Statistical Areas & Balance of State Area (2023 Edition)
- Projection Regions (2023 Edition)
- Local Areas (2023 Edition)
- Kansas City, KS Area (2023 Edition)
- Counties (2023 Edition)

The May 2022 estimates were released in Spring 2023.

View BLS's OEWS Technical Documentation

Need help deciding what regions you are interested in? Check out our Regional Maps!

# Employment Projections

*Short-term (2 year)*

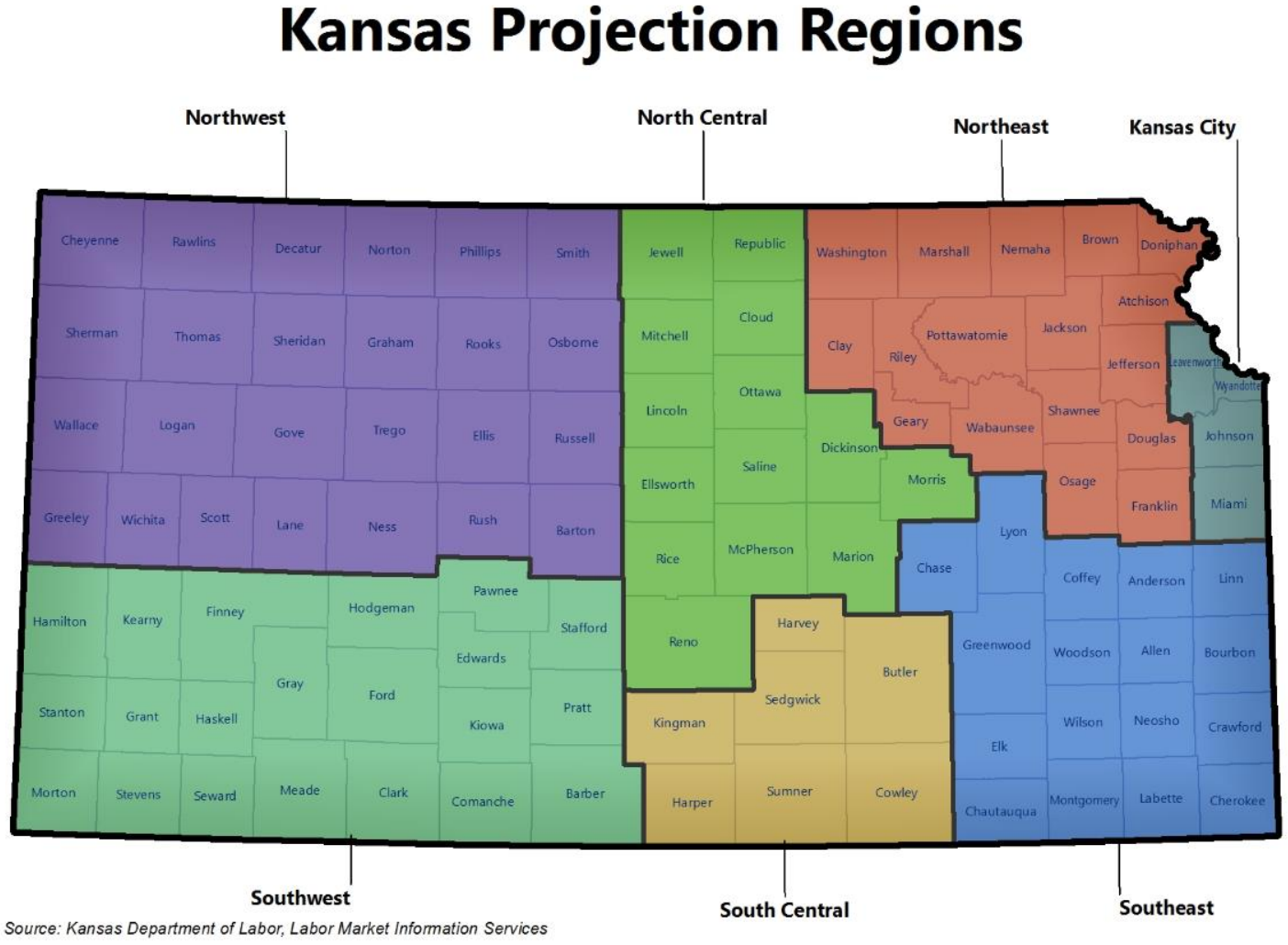
*and long-term (10 year)*

*occupational outlook*

Kansas
Department of Labor

# Occupational Employment Projections

- Employment projections are available for Kansas and 7 projection regions
- Long-term (10-year) projections are typically used for career planning and education/training initiatives
- Short-term (2-year) projections are useful for individuals looking for short-term training to enhance skills and re-enter the labor market

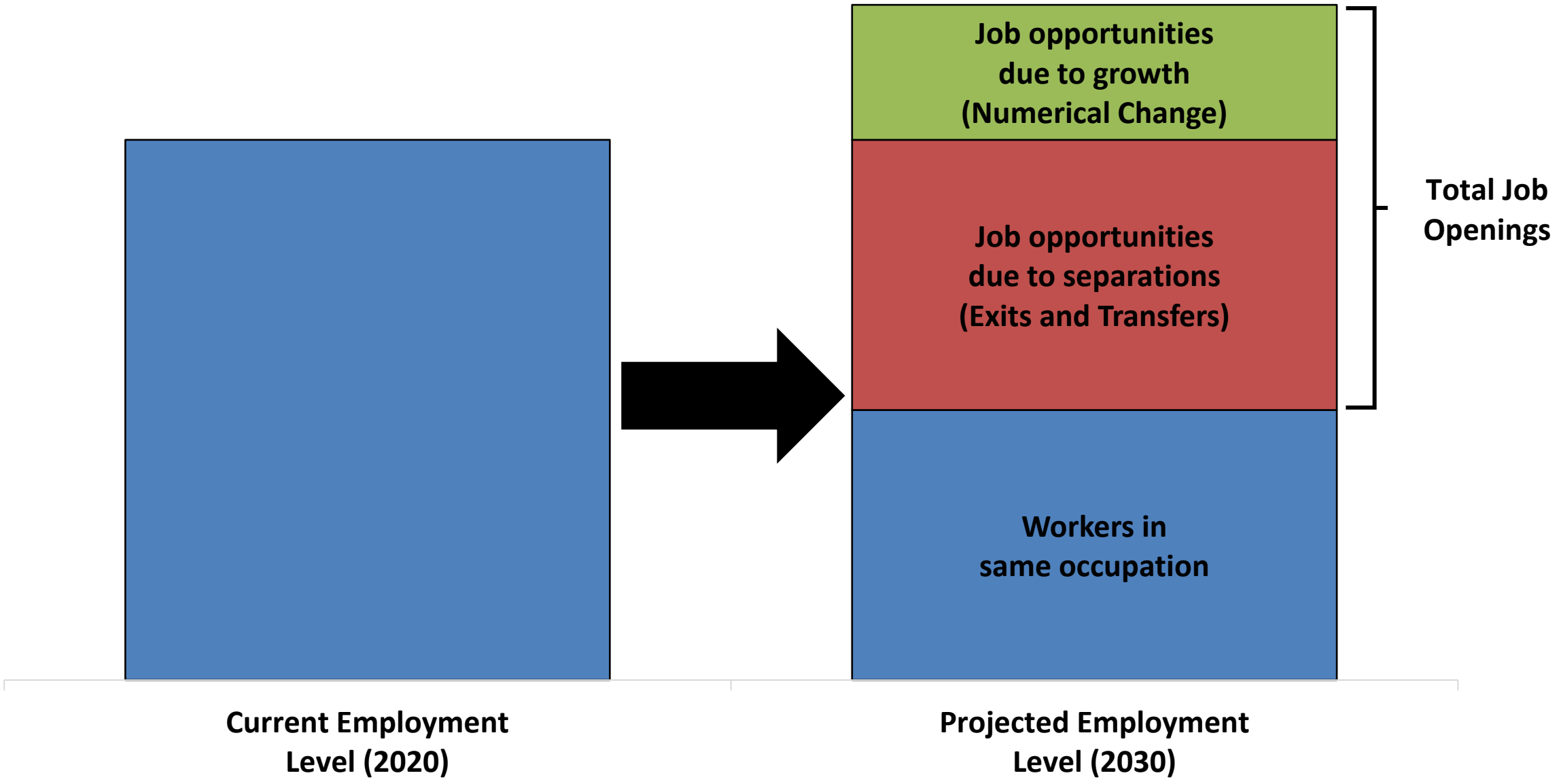



*Source: Kansas Department of Labor, Labor Market Information Services*

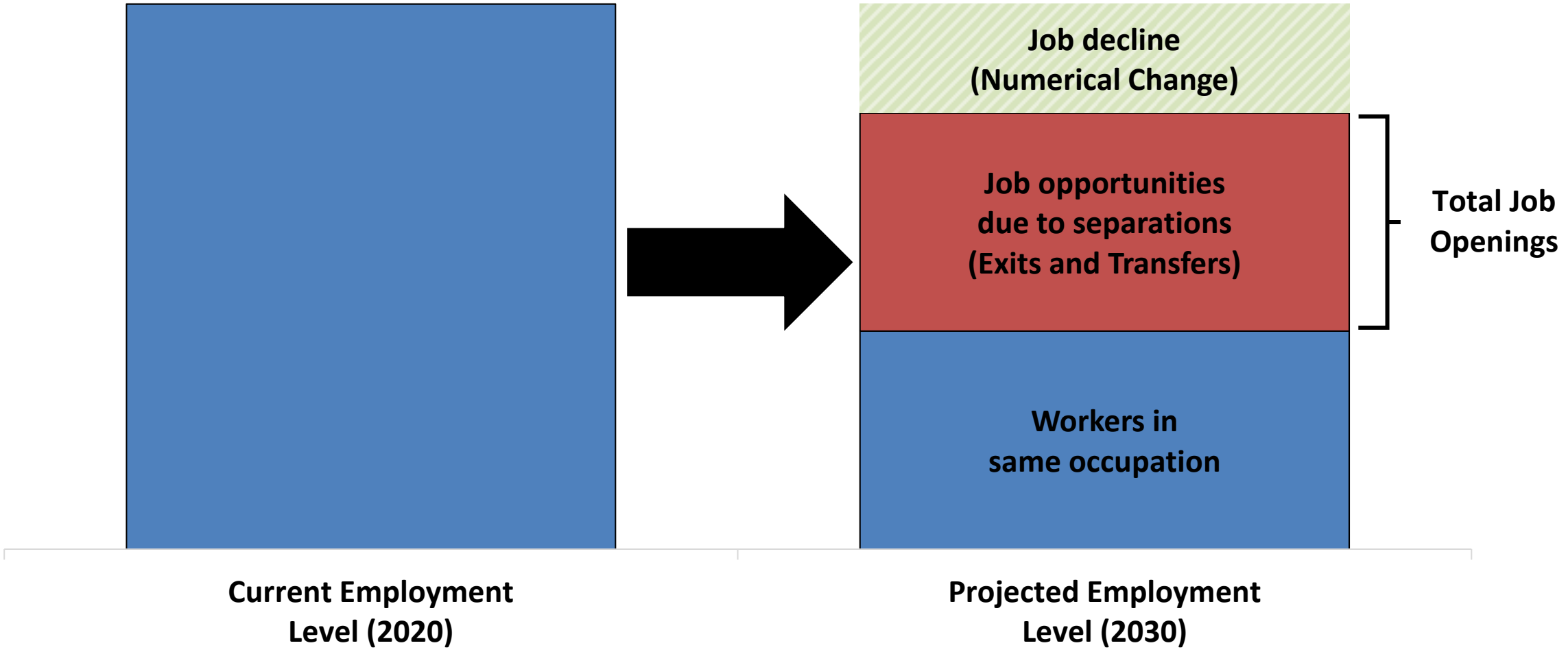
# Occupational Employment Projections

- Based on industry projections and occupational staffing patterns created using data from the Kansas Wage Survey
- Occupational projections data includes:
  - Expected openings by detailed occupation
    - Openings due to Numerical Change – growth/decline in total employment for an occupation
    - Openings due to Separations
      - Exits – openings that occur when workers leave the labor force entirely
      - Transfers – openings that occur when workers leave an occupation and find employment in a different occupation
- Typical level of education/training needed to enter an occupation

## Understanding Total Job Openings: Growth and Separations
## Growing Occupation



## Understanding Total Job Openings: Growth and Separations
## Declining Occupation



## Kansas Long-Term Occupational Projections (2020 to 2030)
## Business Finance Career Pathway

| Occupation Code | Occupation Title | Employment | | Annual Openings due to | | | |
|---|---|---|---|---|---|---|---|
| | | Base Year 2020 | Projected Year 2030 | Exits | Transfers | Numerical Change | Total Openings |
| 00-0000 | Total, All Occupations | 1,436,512 | 1,536,570 | 63,671 | 98,118 | 10,006 | 171,795 |
| 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 16,609 | 16,438 | 968 | 844 | -17 | 1,795 |
| 13-2011 | Accountants and Auditors | 13,838 | 15,266 | 406 | 862 | 143 | 1,411 |
| 41-3021 | Insurance Sales Agents | 6,403 | 6,716 | 218 | 367 | 31 | 616 |
| 13-1020 | Buyers and Purchasing Agents | 5,129 | 5,099 | 174 | 328 | -3 | 499 |
| 11-3031 | Financial Managers | 4,752 | 5,702 | 107 | 263 | 95 | 465 |
| 43-3071 | Tellers | 5,251 | 4,464 | 197 | 305 | -79 | 423 |
| 13-2072 | Loan Officers | 4,278 | 4,542 | 95 | 240 | 26 | 361 |
| 43-3011 | Bill and Account Collectors | 2,747 | 2,719 | 100 | 194 | -3 | 291 |
| 13-1041 | Compliance Officers | 3,188 | 3,403 | 80 | 176 | 22 | 278 |
| 13-2052 | Personal Financial Advisors | 3,126 | 3,253 | 72 | 157 | 13 | 242 |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 2,530 | 2,637 | 57 | 163 | 11 | 231 |
| 13-2098 | Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other | 2,760 | 2,928 | 50 | 162 | 17 | 229 |
| 43-4131 | Loan Interviewers and Clerks | 2,208 | 2,366 | 66 | 134 | 16 | 216 |
| 13-1031 | Claims Adjusters, Examiners, and Investigators | 3,045 | 2,920 | 70 | 155 | -12 | 213 |
| 43-3051 | Payroll and Timekeeping Clerks | 1,600 | 1,585 | 75 | 87 | -2 | 160 |
| 13-2020 | Property Appraisers and Assessors | 1,579 | 1,618 | 61 | 58 | 4 | 123 |
| 43-9041 | Insurance Claims and Policy Processing Clerks | 995 | 1,039 | 36 | 60 | 4 | 100 |

*This table highlights occupations in the Business Finance Career Pathway with projected total annual openings ≥100*

*Source: Kansas Department of Labor, Labor Market Information Services*

## Kansas Long-Term Occupational Projections (2020 to 2030)
## Business Finance Career Pathway

| Occupation Code | Occupation Title | Total Openings | Education and Training | | |
|---|---|---|---|---|---|
| | | | Typical Education Needed for Entry | Work Experience in a Related Occupation | Typical On-the-Job Training Needed to Attain Competency |
| 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 1,795 | Some college, no degree | None | Moderate-term on-the-job training |
| 13-2011 | Accountants and Auditors | 1,411 | Bachelor's degree | None | None |
| 41-3021 | Insurance Sales Agents | 616 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 13-1020 | Buyers and Purchasing Agents | 499 | Bachelor's degree | None | Moderate-term on-the-job training |
| 11-3031 | Financial Managers | 465 | Bachelor's degree | 5 years or more | None |
| 43-3071 | Tellers | 423 | High school diploma or equivalent | None | Short-term on-the-job training |
| 13-2072 | Loan Officers | 361 | Bachelor's degree | Less than 5 years | Moderate-term on-the-job training |
| 43-3011 | Bill and Account Collectors | 291 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 13-1041 | Compliance Officers | 278 | Bachelor's degree | None | Moderate-term on-the-job training |
| 13-2052 | Personal Financial Advisors | 242 | Bachelor's degree | None | Long-term on-the-job training |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 231 | Bachelor's degree | None | Moderate-term on-the-job training |
| 13-2098 | Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other | 229 | Bachelor's degree | None | None |
| 43-4131 | Loan Interviewers and Clerks | 216 | High school diploma or equivalent | None | Short-term on-the-job training |
| 13-1031 | Claims Adjusters, Examiners, and Investigators | 213 | High school diploma or equivalent | None | Long-term on-the-job training |
| 43-3051 | Payroll and Timekeeping Clerks | 160 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 13-2020 | Property Appraisers and Assessors | 123 | Bachelor's degree | None | Long-term on-the-job training |
| 43-9041 | Insurance Claims and Policy Processing Clerks | 100 | High school diploma or equivalent | None | Moderate-term on-the-job training |

*This table highlights occupations in the Business Finance Career Pathway with projected total annual openings ≥ 100*

*Source: Kansas Department of Labor, Labor Market Information Services*

# Where Can I Find Projections Data?

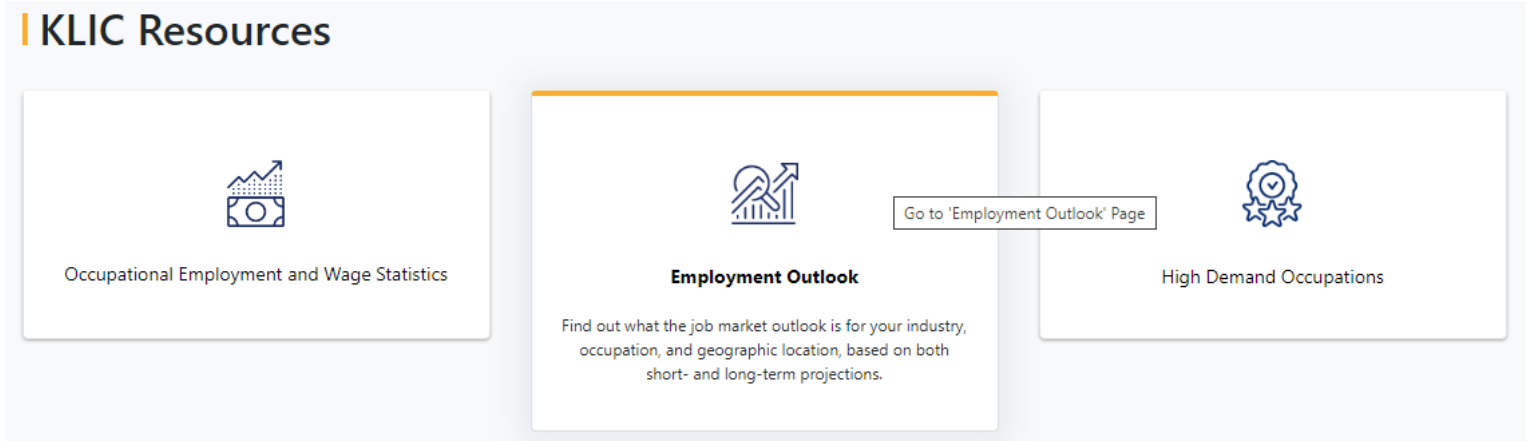
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Employment Outlook"

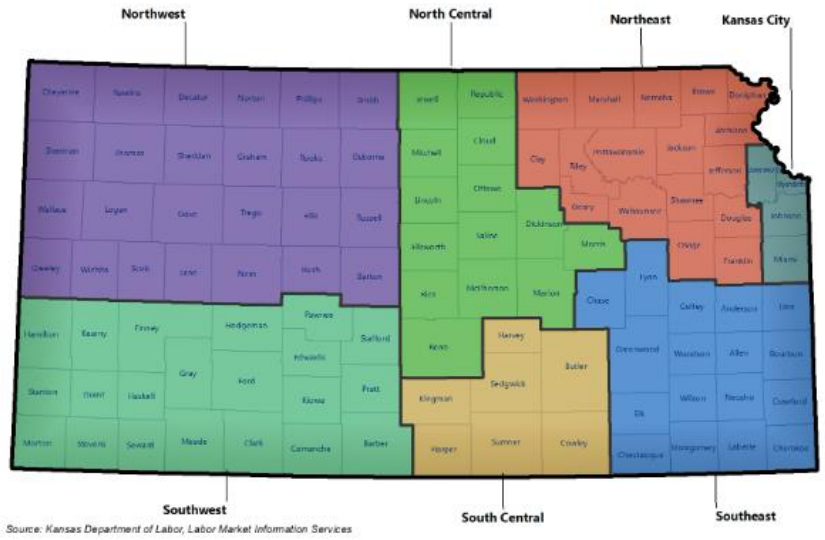


# Where Can I Find Projections Data?

## Employment Outlook

Overview +

### Kansas Projection Regions




**2022-2024 Short-term Projections**

- Occupational file for all regions
- Industry file for all regions

**2020-2030 Long-term Statewide Projections**

- Statewide Occupational file
- Statewide Industry file

**2020-2030 Long-term Regional Projections**

- Regional Occupational file
- Regional Industry file

4. Download the “Statewide Occupational” or “Regional Occupational” Excel file with employment projections for all occupations in the selected area

# High Demand Occupations

*Occupations in demand based on*

*Current Job Openings, Short-term (2-year)*

*and Long-term (10-year)*

*Occupational Projections*

Kansas
Department of Labor

# High Demand Occupations

- List of occupations in Kansas that are in high demand statewide, and by projection region
  - List only includes occupations with above average demand
- Each occupation receives a total demand score (out of 30) based on:
  - Current openings (Advertised Jobs on KLIC)
  - Projected openings in 2 years (Short-term Projections)
  - Projected openings in 10 years (Long-term Projections)
- The “High Demand High Wage” variable indicates occupations that are in high demand and have a median wage greater than the median wage for all occupations in that region

# High Demand Occupations in Finance
## Kansas
## 2023

| SOC Code | Occupation Title | LT[1] | ST[2] | Current Openings[3] | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Career Pathway |
|---|---|---|---|---|---|---|---|---|
| 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 10 | 10 | 9 | 29 | $39,590 | | Business Finance |
| 13-2011 | Accountants and Auditors | 9 | 9 | 10 | 28 | $70,170 | ☑ | Business Finance |
| 41-3021 | Insurance Sales Agents | 7 | 7 | 8 | 22 | $59,000 | ☑ | Business Finance |
| 11-3031 | Financial Managers | 6 | 6 | 9 | 21 | $130,800 | ☑ | Business Finance |
| 13-1020 | Buyers and Purchasing Agents | 7 | 7 | 7 | 21 | $62,840 | ☑ | Business Finance |
| 43-3071 | Tellers | 6 | 6 | 8 | 20 | $31,760 | | Business Finance |
| 13-2052 | Personal Financial Advisors | 5 | 6 | 7 | 18 | $79,070 | ☑ | Business Finance |
| 13-2098 | Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other | 5 | 4 | 7 | 16 | $67,216 ** | ☑ | Business Finance |
| 13-2072 | Loan Officers | 6 | 5 | 4 | 15 | $77,180 | ☑ | Business Finance |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 5 | 5 | 4 | 14 | $65,460 | ☑ | Business Finance |
| 43-3011 | Bill and Account Collectors | 5 | 5 | 4 | 14 | $38,950 | | Business Finance |
| 13-1031 | Claims Adjusters, Examiners, and Investigators | 5 | 4 | 4 | 13 | $72,180 | ☑ | Business Finance |
| 13-1041 | Compliance Officers | 5 | 5 | 2 | 12 | $58,740 | ☑ | Business Finance |
| 43-3051 | Payroll and Timekeeping Clerks | 4 | 4 | 4 | 12 | $47,530 | ☑ | Business Finance |
| 43-4131 | Loan Interviewers and Clerks | 5 | 5 | 2 | 12 | $45,390 | ☑ | Business Finance |
| 43-9041 | Insurance Claims and Policy Processing Clerks | 3 | 4 | 3 | 10 | $46,090 | ☑ | Business Finance |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2022-2024 round of projection data
3. Current Openings Score is based off of 2023 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data is from the 2023 Edition of the Kansas Wage Survey (data collected in 2022)
   ** 2021 Edition of the Kansas Wage Survey (2023 and 2022 estimates not available)
5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

Note: List only includes occupations with above average demand in at least one of the three categories and a total demand score greater than or equal to 10

# High Demand Occupations in Finance
## Kansas
## 2023

| SOC Code | Occupation Title | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Education | Work Experience | Job Training | Career Pathway |
|---|---|---|---|---|---|---|---|---|
| 43-3031 | Bookkeeping, Accounting, and Auditing Clerks | 29 | $39,590 | | Some college, no degree | None | Moderate-term on-the-job training | Business Finance |
| 13-2011 | Accountants and Auditors | 28 | $70,170 | ☑ | Bachelor's degree | None | None | Business Finance |
| 41-3021 | Insurance Sales Agents | 22 | $59,000 | ☑ | High school diploma or equivalent | None | Moderate-term on-the-job training | Business Finance |
| 11-3031 | Financial Managers | 21 | $130,800 | ☑ | Bachelor's degree | 5 years or more | None | Business Finance |
| 13-1020 | Buyers and Purchasing Agents | 21 | $62,840 | ☑ | Bachelor's degree | None | Moderate-term on-the-job training | Business Finance |
| 43-3071 | Tellers | 20 | $31,760 | | High school diploma or equivalent | None | Short-term on-the-job training | Business Finance |
| 13-2052 | Personal Financial Advisors | 18 | $79,070 | ☑ | Bachelor's degree | None | Long-term on-the-job training | Business Finance |
| 13-2098 | Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other | 16 | $67,216 ** | ☑ | Bachelor's degree | None | None | Business Finance |
| 13-2072 | Loan Officers | 15 | $77,180 | ☑ | Bachelor's degree | Less than 5 years | Moderate-term on-the-job training | Business Finance |
| 41-3031 | Securities, Commodities, and Financial Services Sales Agents | 14 | $65,460 | ☑ | Bachelor's degree | None | Moderate-term on-the-job training | Business Finance |
| 43-3011 | Bill and Account Collectors | 14 | $38,950 | | High school diploma or equivalent | None | Moderate-term on-the-job training | Business Finance |
| 13-1031 | Claims Adjusters, Examiners, and Investigators | 13 | $72,180 | ☑ | High school diploma or equivalent | None | Long-term on-the-job training | Business Finance |
| 13-1041 | Compliance Officers | 12 | $58,740 | ☑ | Bachelor's degree | None | Moderate-term on-the-job training | Business Finance |
| 43-3051 | Payroll and Timekeeping Clerks | 12 | $47,530 | ☑ | High school diploma or equivalent | None | Moderate-term on-the-job training | Business Finance |
| 43-4131 | Loan Interviewers and Clerks | 12 | $45,390 | ☑ | High school diploma or equivalent | None | Short-term on-the-job training | Business Finance |
| 43-9041 | Insurance Claims and Policy Processing Clerks | 10 | $46,090 | ☑ | High school diploma or equivalent | None | Moderate-term on-the-job training | Business Finance |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

4. Wage data is from the 2023 Edition of the Kansas Wage Survey (data collected in 2022)

** 2021 Edition of the Kansas Wage Survey (2023 and 2022 estimates not available)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

Note: List only includes occupations with above average demand in at least one of the three categories and a total demand score greater than or equal to 10

# Where Can I Find the High Demand Occupations lists?

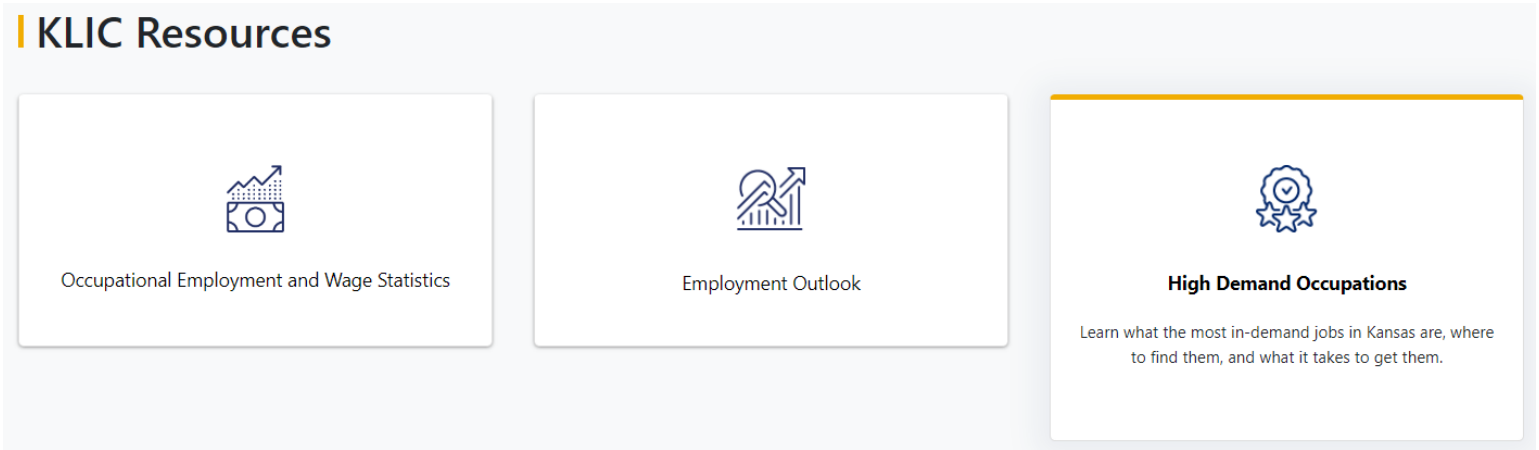
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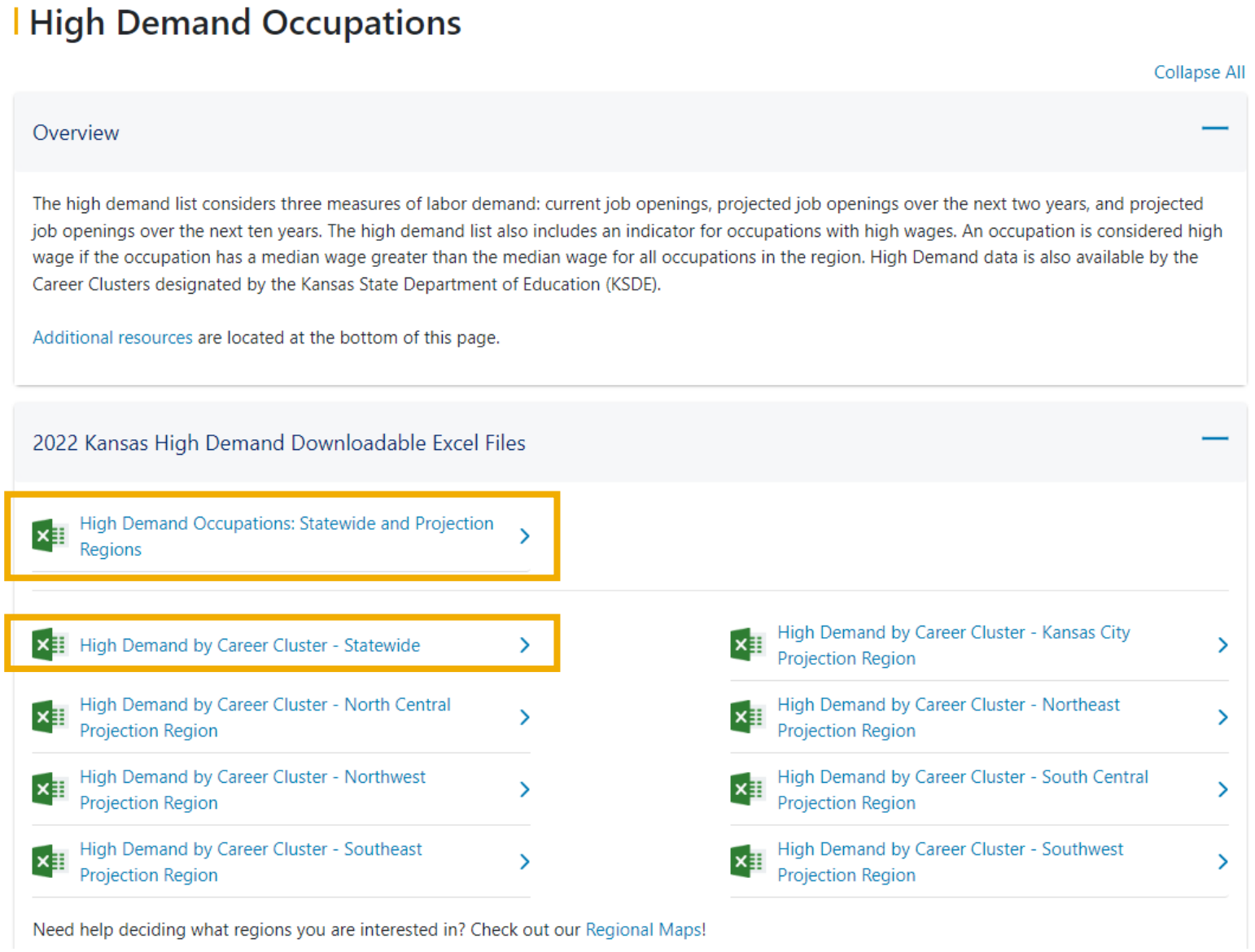



1. LMIS Homepage: [https://klic.dol.ks.gov/](https://klic.dol.ks.gov/)
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "High Demand Occupations"



# Where Can I Find the High Demand Occupations lists?

4. Download the “High Demand Occupations: Statewide and Projection Regions” file to review the entire high demand list. Or download the “High Demand by Career Cluster” file to review the high demand occupations by career cluster.



# O*NET Occupation Profiles

*Job description, skills,*

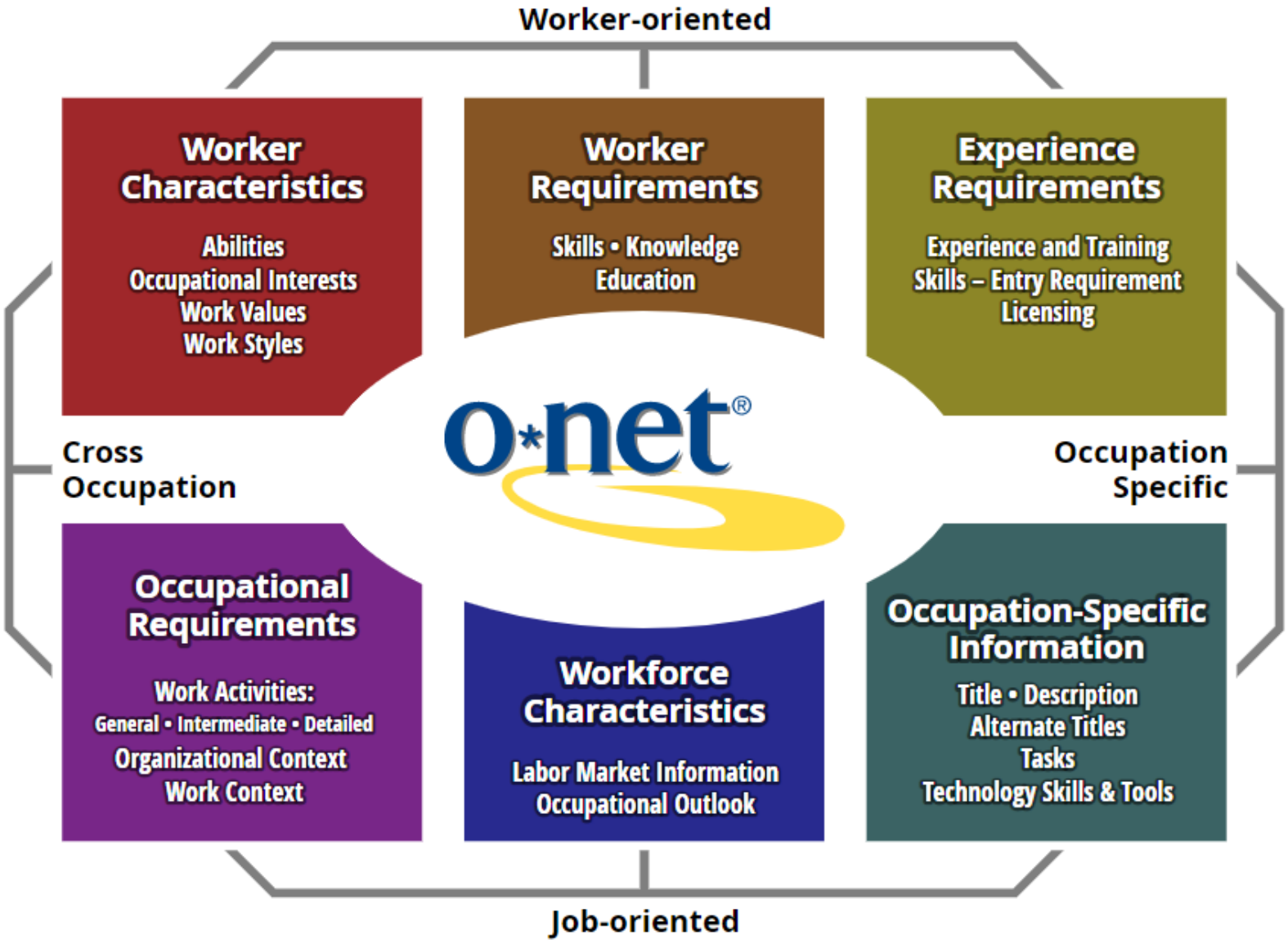
*education, work experience,*

*job requirements*

Kansas
Department of Labor

# Occupation Profiles - O*NET OnLine

O*NET OnLine provides detailed descriptions for all SOC occupations (https://www.onetonline.org/)




The Occupational Information Network (O*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce

# Worker-Oriented Descriptors

- **Worker Characteristics**: Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance
  - Abilities, Occupational Interests, Work Values, Work Styles
- **Worker Requirements**: Descriptors referring to work-related attributes acquired and/or developed through experience and education
  - Basic Skills, Cross-Functional Skills, Knowledge, Education
- **Experience Requirements**: Requirements related to previous work activities and explicitly linked to certain types of work activities
  - Experience and Training, Basic Skills, Cross-Functional Skills, Licensing

# Job-Oriented Descriptors

- **Occupational Requirements**: A comprehensive set of variables or detailed elements that describe what various occupations require
  - Generalized Work Activities, Intermediate Work Activities, Detailed Work Activities, Organizational Context, Work Context
- **Workforce Characteristics**: Variables that define and describe the general characteristics of occupations that may influence occupational requirements
  - Labor Market Information, Occupational Outlook
- **Occupation-Specific Information**: A comprehensive set of elements that apply to a single occupation or a narrowly defined job family
  - Occupation Title, Description, Alternate Titles, Tasks, Technology Skills, Tools

# O*NET OnLine

Occupation keyword search

electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites



## O*NET OnLine features



## More career sites & resources

### Introduction

### Occupation Keyword Search

accountant

Examples: 25-1011.00, dental assistant

Search O*NET-SOC occupations

### Find Occupations

Bright Outlook
Career Cluster
Hot Technology
Industry

### "I want to be a..."

Start the career you've dreamed about, or find one you never imagined. Discover your interests with the O*NET Interest Profiler and find more exploration options at My Next Move.

Find your career at My Next Move

### ATTN: VETERANS

Put your military skills and experience to work in civilian life.

Army (MOS)

15W Go

Learn more at My Next Move for Veterans

# Occupation Keyword Search

## Occupations matching "accountant"

Search again: accountant Go

20 occupations shown  Show matches: Closest All  How do they match?

| Code | Occupation |
|---|---|
| 13-2011.00 | Accountants and Auditors Bright Outlook |
| 43-3031.00 | Bookkeeping, Accounting, and Auditing Clerks |
| 13-2031.00 | Budget Analysts |
| 13-2061.00 | Financial Examiners |
| 43-3051.00 | Payroll and Timekeeping Clerks |
| 13-2082.00 | Tax Preparers |
| 43-1011.00 | First-Line Supervisors of Office and Administrative Support Workers |
| 43-3021.00 | Billing and Posting Clerks |
| 11-3031.00 | Financial Managers |

# Accountants and Auditors

**13-2011.00**

Bright Outlook | Updated 2023

A subset of this occupation's profile is available. Data collection is currently underway to populate other parts of the profile.

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.

**Sample of reported job titles:** Accountant, Accounting Officer, Audit Partner, Auditor, Certified Public Accountant (CPA), Cost Accountant, Financial Auditor, General Accountant, Internal Auditor, Revenue Tax Specialist

Summary | Details | Custom | Easy Read | Veterans | Español

Contents

## Occupation-Specific Information

### Tasks

5 of 30 displayed

- Prepare detailed reports on audit findings.
- Report to management about asset utilization and audit results, and recommend changes in operations and financial activities.
- Collect and analyze data to detect deficient controls, duplicated effort, extravagance, fraud, or non-compliance with laws, regulations, and management policies.
- Inspect account books and accounting systems for efficiency, effectiveness, and use of accepted accounting procedures to record transactions.
- Supervise auditing of establishments, and determine scope of investigation required.

Summary | Details | Custom | Easy Read | Veterans | Español

MY NEXT MOVE

o*net

HOME | SEARCH | INDUSTRIES | INTERESTS






# Accountants & Auditors

Print | Share

Also called: Accountant, Auditor, Certified Public Accountant (CPA), Financial Auditor

**What they do:**
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.

**On the job, you would:**
- Prepare detailed reports on audit findings.
- Report to management about asset utilization and audit results, and recommend changes in operations and financial activities.
- Collect and analyze data to detect deficient controls, duplicated effort, extravagance, fraud, or non-compliance with laws, regulations, and management policies.

## KNOWLEDGE

### Business
- accounting and economics
- customer service

### Arts and Humanities
- English language

### Math and Science

## SKILLS

### Basic Skills
- listening to others, not interrupting, and asking good questions
- reading work related information

### Problem Solving
- noticing a problem and figuring out the best way to solve it

## ABILITIES

### Math
- add, subtract, multiply, or divide
- choose the right type of math to solve a problem

### Verbal
- communicate by speaking
- read and understand what is written

# Accountants and Auditors

**13-2011.00**

Bright Outlook | Updated 2023

A subset of this occupation's profile is available. Data collection is currently underway to populate other parts of the profile.

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.

**Sample of reported job titles:** Accountant, Accounting Officer, Audit Partner, Auditor, Certified Public Accountant (CPA), Cost Accountant, Financial Auditor, General Accountant, Internal Auditor, Revenue Tax Specialist



## Occupation-Specific Information

### Tasks

Save Table: XLSX CSV

10 of 30 displayed

| Importance | Category | Task |
|---|---|---|
| 90 | Core | Prepare detailed reports on audit findings. |
| 89 | Core | Report to management about asset utilization and audit results, and recommend changes in operations and financial activities. |
| 88 | Core | Collect and analyze data to detect deficient controls, duplicated effort, extravagance, fraud, or non-compliance with laws, regulations, and management policies. |

# Accountants and Auditors

13-2011.00

## Tasks

Save Table: XLSX CSV

10 of 30 displayed

| Importance | Category | Task |
|---|---|---|
| 90 | Core | Prepare detailed reports on audit findings. |
| 89 | Core | Report to management about asset utilization and audit results, and recommend changes in operations and financial activities. |
| 88 | Core | Collect and analyze data to detect deficient controls, duplicated effort, extravagance, fraud, or non-compliance with laws, regulations, and management policies. |
| 88 | Core | Inspect account books and accounting systems for efficiency, effectiveness, and use of accepted accounting procedures to record transactions. |
| 88 | Core | Supervise auditing of establishments, and determine scope of investigation required. |
| 83 | Core | Confer with company officials about financial and regulatory matters. |
| 83 | Core | Examine and evaluate financial and information systems, recommending controls to ensure system reliability and data integrity. |
| 81 | Core | Inspect cash on hand, notes receivable and payable, negotiable securities, and canceled checks to confirm records are accurate. |
| 81 | Core | Examine records and interview workers to ensure recording of transactions and compliance with laws and regulations. |
| 81 | Core | Prepare, examine, or analyze accounting records, financial statements, or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards. |

# Accountants and Auditors

13-2011.00

## Technology Skills

Save Table: XLSX CSV

10 of 37 displayed

- **Accounting software** — Fund accounting software; Intuit QuickBooks ; Sage 50 Accounting; Summit Software Summit Biofuels Accounting
- **Analytical or scientific software** — Guidance Software EnCase Enterprise; IBM SPSS Statistics ; SAS ; WizSoft WizRule
- **Compliance software** — Intrax ProcedureNet; Sage HandiSoft HandiLedger; Tax compliance property tax management software; TrendTracker Compliance Solution
- **Data base user interface and query software** — Microsoft SQL Server ; Oracle Database ; Structured query language SQL ; Yardi software
- **Document management software** — Adobe Systems Adobe Acrobat ; Document management system software; Iron Mountain Accutrac records management software; Sage CPADocument Manager
- **Enterprise resource planning ERP software** — Microsoft Dynamics ; Oracle PeopleSoft; Sage Platinum for Windows PFW; SAP software
- **Financial analysis software** — Delphi Technology; Oracle E-Business Suite Financials; TopCAATs; Tropics workers' compensation software
- **Medical software** — Epic Systems ; Medical condition coding software; Medical procedure coding software; MEDITECH software
- **Tax preparation software** — ATX Total Tax Office; Intuit TurboTax; NewPortWave Year End Solutions; Thomson GoSystem Tax
- **Word processing software** — Google Docs ; Microsoft OneNote; Microsoft Word

Hot Technologies are requirements most frequently included across all employer job postings.

See all 33 Hot Technologies for this occupation.

In Demand skills are frequently included in employer job postings for this occupation.

See all 7 In Demand skills for this occupation.

# Most Common Technology Skills Needed for Occupations in the Business Finance Pathway

*Examples only include programs/skills listed by at least 5 occupations in the Business Finance Pathway*

- **Data base user interface and query software**: Microsoft Access, Structured query language SQL, FileMaker Pro, Oracle Database, Database software, Microsoft SQL Server, Yardi software
- **Electronic mail software**: Microsoft Outlook, Email software, IBM Notes, Microsoft Exchange
- **Spreadsheet software**: Microsoft Excel, Spreadsheet software, Corel QuattroPro, IBM Lotus 1-2-3
- **Office suite software**: Microsoft Office
- **Word processing software**: Microsoft Word, Word processing software, Google Docs

| Technology Skills | Number of Occupations |
|---|---|
| Data base user interface and query software | 33 |
| Electronic mail software | 33 |
| Spreadsheet software | 33 |
| Office suite software | 33 |
| Word processing software | 33 |
| Presentation software | 32 |
| Internet browser software | 28 |
| Financial analysis software | 26 |
| Enterprise resource planning ERP software | 24 |
| Accounting software | 23 |
| Document management software | 19 |
| Operating system software | 17 |
| Project management software | 15 |
| Business intelligence and data analysis software | 14 |
| Customer relationship management CRM software | 14 |
| Analytical or scientific software | 14 |
| Information retrieval or search software | 13 |
| Development environment software | 13 |
| Cloud-based data access and sharing software | 11 |
| Compliance software | 11 |
| Human resources software | 10 |
| Object or component oriented development software | 10 |

# Accountants and Auditors

13-2011.00

## Tools Used

Save Table: XLSX CSV

All 9 displayed

- **Desktop calculator** — 10-key calculators
- **Desktop computers**
- **Laser fax machine** — Laser facsimile machines
- **Notebook computers** — Laptop computers
- **Personal computers**
- **Personal digital assistant PDAs or organizers** — Personal digital assistants PDA
- **Photocopiers** — Photocopying equipment
- **Scanners** — Computer data input scanners
- **Tablet computers**

# Most Common Tools Needed for Occupations in the Business Finance Pathway

*Examples only include tools listed by at least 10 occupations in the Business Finance Pathway*

- **Desktop computers**: Desktop computers
- **Personal computers**: Personal computers
- **Notebook computers**: Notebook computers, Laptop computers
- **Desktop calculator**: 10-key calculators
- **Scanners**: Scanners, Computer data input scanners

| Tools | Number of Occupations |
|---|---|
| Desktop computers | 28 |
| Personal computers | 26 |
| Notebook computers | 25 |
| Desktop calculator | 22 |
| Scanners | 17 |
| Tablet computers | 10 |
| Special purpose telephones | 10 |
| Laser fax machine | 10 |
| Personal digital assistant PDAs or organizers | 8 |
| Photocopiers | 8 |
| Laser printers | 7 |
| Digital cameras | 3 |
| Mainframe console or dumb terminals | 3 |
| Measuring wheels for distance | 2 |
| Theodolites | 2 |
| Typewriters | 2 |
| Multi function printers | 2 |
| Magnetic stripe readers and encoders | 2 |
| Point of sale POS receipt printers | 2 |
| Scientific calculator | 2 |
| Inkjet printers | 2 |
| Autodialers | 2 |
| Wearable computing devices | 2 |
| Printer calculator | 2 |

# Accountants and Auditors

13-2011.00

## Knowledge

Save Table: XLSX CSV

10 of 33 displayed

| Importance | Knowledge |
|---|---|
| 91 | **Economics and Accounting** — Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data. |
| 74 | **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. |
| 73 | **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. |
| 63 | **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. |
| 63 | **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. |
| 58 | **Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process. |
| 52 | **Administrative** — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology. |
| 51 | **Computers and Electronics** — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. |
| 41 | **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems. |
| 38 | **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. |

# Most Common Knowledges Needed for Occupations in the Business Finance Pathway

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Knowledge category*

- **Mathematics**: Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
- **English Language**: Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
- **Customer and Personal Service**: Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- *https://www.onetonline.org/find/descriptor/browse/Knowledge/*

| Knowledge | Number of Occupations |
|---|---|
| English Language | 30 |
| Mathematics | 27 |
| Customer and Personal Service | 26 |
| Economics and Accounting | 24 |
| Computers and Electronics | 21 |
| Administrative | 20 |
| Law and Government | 20 |
| Administration and Management | 17 |
| Sales and Marketing | 8 |
| Education and Training | 4 |
| Public Safety and Security | 3 |
| Transportation | 3 |
| Personnel and Human Resources | 2 |
| Psychology | 2 |
| Production and Processing | 2 |
| Communications and Media | 1 |
| Mechanical | 1 |
| Building and Construction | 1 |
| Food Production | 1 |

# Accountants and Auditors

13-2011.00

## Skills

Save Table: XLSX CSV

10 of 35 displayed

| Importance | Skill |
|---|---|
| 74 | **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| 74 | **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents. |
| 72 | **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. |
| 70 | **Speaking** — Talking to others to convey information effectively. |
| 69 | **Writing** — Communicating effectively in writing as appropriate for the needs of the audience. |
| 67 | **Mathematics** — Using mathematics to solve problems. |
| 63 | **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one. |
| 61 | **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. |
| 58 | **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making. |
| 58 | **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. |

# Most Common Skills Needed for Occupations in the Business Finance Pathway

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Skill category*

- **Reading Comprehension**: Understanding written sentences and paragraphs in work-related documents
- **Active Listening**: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- **Critical Thinking**: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- **Speaking**: Talking to others to convey information effectively
- **Writing**: Communicating effectively in writing as appropriate for the needs of the audience

*https://www.onetonline.org/find/descriptor/browse/Skills/*

| Skills | Number of Occupations |
|---|---|
| Reading Comprehension | 30 |
| Active Listening | 30 |
| Critical Thinking | 30 |
| Speaking | 30 |
| Writing | 30 |
| Social Perceptiveness | 27 |
| Time Management | 27 |
| Monitoring | 26 |
| Judgment and Decision Making | 26 |
| Service Orientation | 25 |
| Complex Problem Solving | 24 |
| Active Learning | 24 |
| Mathematics | 22 |
| Coordination | 19 |
| Persuasion | 13 |
| Negotiation | 13 |
| Systems Analysis | 10 |
| Systems Evaluation | 9 |
| Management of Financial Resources | 6 |
| Instructing | 6 |
| Learning Strategies | 5 |
| Management of Personnel Resources | 4 |
| Management of Material Resources | 1 |
| Operations Analysis | 1 |

# Accountants and Auditors

13-2011.00

## Abilities

Save Table: XLSX CSV

10 of 52 displayed

| Importance | Ability |
|---|---|
| 74 | **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense. |
| 74 | **Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem. |
| 74 | **Number Facility** — The ability to add, subtract, multiply, or divide quickly and correctly. |
| 74 | **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand. |
| 74 | **Written Comprehension** — The ability to read and understand information and ideas presented in writing. |
| 72 | **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem. |
| 72 | **Written Expression** — The ability to communicate information and ideas in writing so others will understand. |
| 70 | **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events). |
| 70 | **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations). |
| 70 | **Near Vision** — The ability to see details at close range (within a few feet of the observer). |

# Most Common Abilities Needed for Occupations in the Business Finance Pathway

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Ability category*

- **Written Comprehension**: The ability to communicate information and ideas in writing so others will understand
- **Oral Expression**: The ability to communicate information and ideas in speaking so others will understand
- **Oral Comprehension**: The ability to listen to and understand information and ideas presented through spoken words and sentences
- **Speech Clarity**: The ability to speak clearly so others can understand you
- **Written Expression**: The ability to communicate information and ideas in writing so others will understand
- **Problem Sensitivity**: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem
- **Near Vision**: The ability to see details at close range (within a few feet of the observer)
- **Speech Recognition**: The ability to identify and understand the speech of another person

*https://www.onetonline.org/find/descriptor/browse/Abilities/*

| Abilities | Number of Occupations |
|---|---|
| Written Comprehension | 30 |
| Oral Expression | 30 |
| Oral Comprehension | 30 |
| Speech Clarity | 30 |
| Written Expression | 30 |
| Problem Sensitivity | 30 |
| Near Vision | 30 |
| Speech Recognition | 30 |
| Deductive Reasoning | 29 |
| Inductive Reasoning | 29 |
| Information Ordering | 29 |
| Category Flexibility | 26 |
| Number Facility | 24 |
| Mathematical Reasoning | 24 |
| Selective Attention | 17 |
| Fluency of Ideas | 15 |
| Flexibility of Closure | 9 |
| Originality | 8 |
| Perceptual Speed | 4 |
| Speed of Closure | 3 |
| Far Vision | 3 |

# Accountants and Auditors

13-2011.00

## Wages & Employment Trends

| | |
|---|---|
| **Median wages** (2022) | $37.50 hourly, $78,000 annual |
| **State wages** | Kansas Go |
| **Local wages** | ZIP Code Go |
| **Employment** (2021) | 1,449,800 employees |
| **Projected growth** (2021-2031) | Average (4% to 7%) |
| **Projected job openings** (2021-2031) | 136,400 |
| **State trends** | Kansas Go |
| **Top industries** (2021) | Professional, Scientific, and Technical Services (31% employed in this sector) |

Source: Bureau of Labor Statistics 2022 wage data and 2021-2031 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2021-2031). "Projected job openings" represent openings due to growth and replacement.

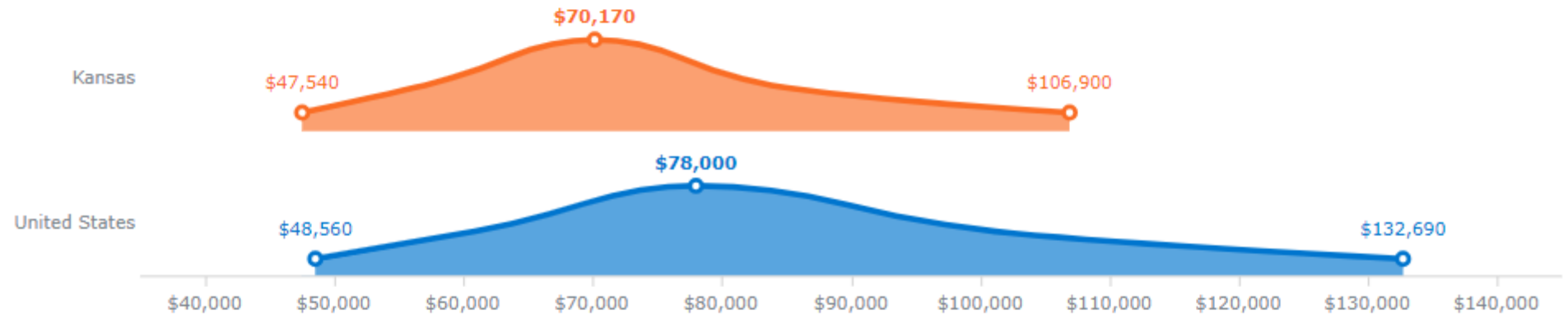
# Kansas Wages

## 13-2011.00 - Accountants and Auditors ☼ Bright Outlook

Wages for state: Kansas Go

Wages near ZIP Code: Go

Annual Wages | Hourly Wages




## In Kansas:

- Workers on average earn **$70,170**.
- 10% of workers earn **$47,540 or less**.
- 10% of workers earn **$106,900 or more**.

## In the United States:

- Workers on average earn **$78,000**.
- 10% of workers earn **$48,560 or less**.
- 10% of workers earn **$132,690 or more**.

Source: Bureau of Labor Statistics 2022 wage data.

# Kansas Employment Trends

## 13-2011.00 - Accountants and Auditors Bright Outlook

View trends for state: Kansas Go

## In Kansas:

| | |
|---|---|
| **Employment (2020)** | 13,840 employees |
| **Projected employment (2030)** | 15,080 employees |
| **Projected growth (2020-2030)** | 9% |
| **Projected annual job openings (2020-2030)** | 1,380 |

## In the United States:

| | |
|---|---|
| **Employment (2021)** | 1,449,800 employees |
| **Projected employment (2031)** | 1,531,600 employees |
| **Projected growth (2021-2031)** | 6% Average |
| **Projected annual job openings (2021-2031)** | 136,400 |

Kansas source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2021-2031 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

# Questions?

*Labor Market Information Services (LMIS)*

*401 SW Topeka Blvd, Topeka Kansas 66603*

*KDOL.Laborstats@ks.gov*

Kansas Department of Labor

# Labor Market Information

Architecture & Construction

Career Cluster Review

*Emilie Doerksen, Labor Economist*

Kansas Department of Labor

# Labor Market Information Services (LMIS)

- Statistical branch of KDOL
  - Collect, analyze, and report data to enhance economic well-being of Kansans
- Serve federal government, state agencies, educational institutions, employers, students, job-seekers, legislators, etc.

- LMIS resources for reviewing the Architecture & Construction Career Cluster:
  - Kansas Wage Survey
  - Employment projections
  - High demand occupations and High demand high wage occupations
  - O*NET occupation profiles

# Where Can I Find LMIS Information?

LMIS Homepage: https://klic.dol.ks.gov/




- Monthly Labor Report
- Occupational Information
- Industry Information
- Labor Force and Unemployment Rate
- Publications
- Employment Outlook
- High Demand Occupations
- Tools, Help, and Other Resources







## Connect With Us!

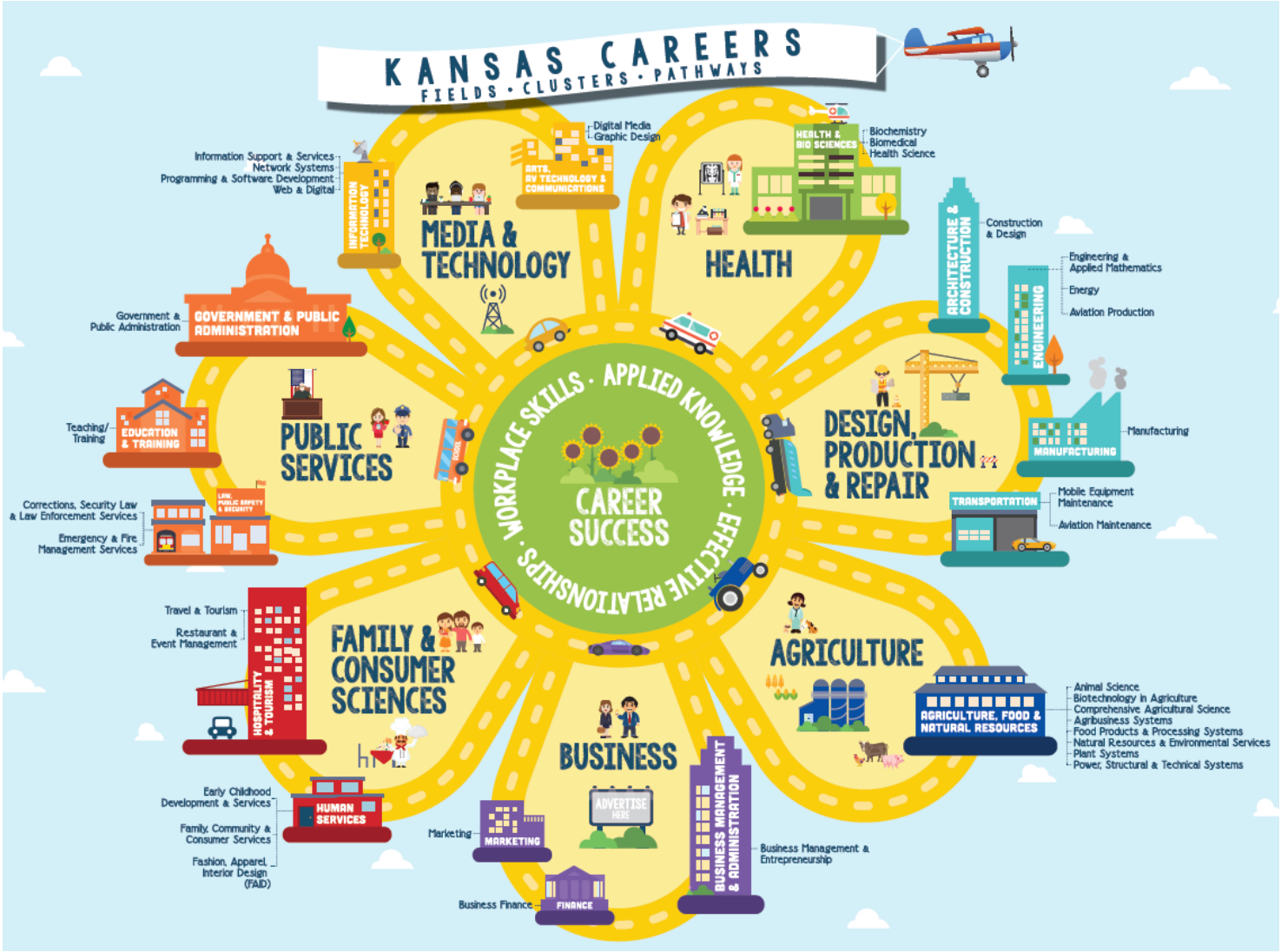
Stay up to date on the latest news and data products Labor Market Information Services has to offer.
**Sign up for Alerts!**

Have a question or a special data request? Feel free to contact us at **KDOL.Laborstats@ks.gov**.

Let us know how we are doing by filling out our short survey!
**LMIS Survey**

# How is Career Information Organized? - KSDE

- The Career Clusters and pathways framework is used by KSDE and schools throughout Kansas
  - 16 Career Clusters
  - Helps identify pathways from school to the workplace



# How is Career Information Organized? - LMIS

- The Standard Occupational Classification (SOC) system is used by LMIS and the Bureau of Labor Statistics (BLS)
  - Federal statistical standard used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data
  - Over 800 detailed occupations
  - 23 major groups – detailed occupations with similar job duties, and in some cases skills, education, and/or training, are grouped together

## 2018 SOC Structure

| Major Group | Minor Group | Broad Group | Detailed Occupation | |
|---|---|---|---|---|
| **11-0000** | | | | **Management Occupations** |
| | **11-1000** | | | **Top Executives** |
| | | 11-1010 | | Chief Executives |
| | | | 11-1011 | Chief Executives |
| | | 11-1020 | | General and Operations Managers |
| | | | 11-1021 | General and Operations Managers |
| | | 11-1030 | | Legislators |
| | | | 11-1031 | Legislators |
| | **11-2000** | | | **Advertising, Marketing, Promotions, Public Relations, and Sales Managers** |
| | | 11-2010 | | Advertising and Promotions Managers |
| | | | 11-2011 | Advertising and Promotions Managers |
| | | 11-2020 | | Marketing and Sales Managers |
| | | | 11-2021 | Marketing Managers |
| | | | 11-2022 | Sales Managers |
| | | 11-2030 | | Public Relations and Fundraising Managers |
| | | | 11-2032 | Public Relations Managers |
| | | | 11-2033 | Fundraising Managers |
| | **11-3000** | | | **Operations Specialties Managers** |
| | | 11-3010 | | Administrative Services and Facilities Managers |
| | | | 11-3012 | Administrative Services Managers |
| | | | 11-3013 | Facilities Managers |
| | | 11-3020 | | Computer and Information Systems Managers |
| | | | 11-3021 | Computer and Information Systems Managers |

*Note: The 2018 SOC codes are the current federal standard for occupational data. However, the transition from the previous structure is a multi-year process, so some LMIS data is still published using older, hybrid occupation codes. The additional materials provided with this presentation include a detailed crosswalk and notes about when to use each version of the occupation codes.*

# Architecture & Construction Career Cluster

Kansas
Department of Labor

| Major Group | Occupation Code | Occupation Title | KS Career Pathway |
|---|---|---|---|
| Management Occupations | 11-9021 | Construction Managers | Construction & Design |
| Business and Financial Operations Occupations | 13-1051 | Cost Estimators | Construction & Design |
| Architecture and Engineering Occupations | 17-1011 | Architects, Except Landscape and Naval | Construction & Design |
| | 17-1012 | Landscape Architects | Construction & Design |
| | 17-1022 | Surveyors | Construction & Design |
| | 17-2051 | Civil Engineers | Construction & Design |
| | 17-3011 | Architectural and Civil Drafters | Construction & Design |
| | 17-3022 | Civil Engineering Technologists and Technicians | Construction & Design |
| | 17-3031 | Surveying and Mapping Technicians | Construction & Design |
| Construction and Extraction Occupations | 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | Construction & Design |
| | 47-2021 | Brickmasons and Blockmasons | Construction & Design |
| | 47-2022 | Stonemasons | Construction & Design |
| | 47-2031 | Carpenters | Construction & Design |
| | 47-2041 | Carpet Installers | Construction & Design |
| | 47-2042 | Floor Layers, Except Carpet, Wood, and Hard Tiles | Construction & Design |
| | 47-2043 | Floor Sanders and Finishers | Construction & Design |
| | 47-2044 | Tile and Stone Setters | Construction & Design |
| | 47-2051 | Cement Masons and Concrete Finishers | Construction & Design |
| | 47-2053 | Terrazzo Workers and Finishers | Construction & Design |
| | 47-2061 | Construction Laborers | Construction & Design |
| | 47-2071 | Paving, Surfacing, and Tamping Equipment Operators | Construction & Design |
| | 47-2072 | Pile Driver Operators | Construction & Design |
| | 47-2073 | Operating Engineers and Other Construction Equipment Operators | Construction & Design |
| | 47-2081 | Drywall and Ceiling Tile Installers | Construction & Design |
| | 47-2082 | Tapers | Construction & Design |
| | 47-2111 | Electricians | Construction & Design |
| | 47-2121 | Glaziers | Construction & Design |
| | 47-2131 | Insulation Workers, Floor, Ceiling, and Wall | Construction & Design |
| | 47-2132 | Insulation Workers, Mechanical | Construction & Design |
| | 47-2141 | Painters, Construction and Maintenance | Construction & Design |

| Major Group | Occupation Code | Occupation Title | KS Career Pathway |
|---|---|---|---|
| Construction and Extraction Occupations | 47-2142 | Paperhangers | Construction & Design |
| | 47-2151 | Pipelayers | Construction & Design |
| | 47-2152 | Plumbers, Pipefitters, and Steamfitters | Construction & Design |
| | 47-2161 | Plasterers and Stucco Masons | Construction & Design |
| | 47-2171 | Reinforcing Iron and Rebar Workers | Construction & Design |
| | 47-2181 | Roofers | Construction & Design |
| | 47-2211 | Sheet Metal Workers | Construction & Design |
| | 47-2221 | Structural Iron and Steel Workers | Construction & Design |
| | 47-2231 | Solar Photovoltaic Installers | Construction & Design |
| | 47-3011 | Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters | Construction & Design |
| | 47-3012 | Helpers--Carpenters | Construction & Design |
| | 47-3013 | Helpers--Electricians | Construction & Design |
| | 47-3014 | Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons | Construction & Design |
| | 47-3015 | Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters | Construction & Design |
| | 47-3016 | Helpers--Roofers | Construction & Design |
| | 47-3019 | Helpers, Construction Trades, All Other | Construction & Design |
| | 47-4031 | Fence Erectors | Construction & Design |
| | 47-4090 | Miscellaneous Construction and Related Workers | Construction & Design |
| | 47-5011 | Derrick Operators, Oil and Gas | Construction & Design |
| | 47-5012 | Rotary Drill Operators, Oil and Gas | Construction & Design |
| | 47-5013 | Service Unit Operators, Oil and Gas | Construction & Design |
| | 47-5022 | Excavating and Loading Machine and Dragline Operators, Surface Mining | Construction & Design |
| | 47-5041 | Continuous Mining Machine Operators | Construction & Design |
| | 47-5043 | Roof Bolters, Mining | Construction & Design |
| | 47-5044 | Loading and Moving Machine Operators, Underground Mining | Construction & Design |
| | 47-5051 | Rock Splitters, Quarry | Construction & Design |
| | 47-5071 | Roustabouts, Oil and Gas | Construction & Design |
| | 47-5081 | Helpers--Extraction Workers | Construction & Design |

| Major Group | Occupation Code | Occupation Title | KS Career Pathway |
|---|---|---|---|
| Construction and Extraction Occupations | 47-5023* | Earth Drillers, Except Oil and Gas | Construction & Design |
| | 47-5032* | Explosives Workers, Ordnance Handling Experts, and Blasters | Construction & Design |
| | 47-5049* | Underground Mining Machine Operators, All Other | Construction & Design |
| | 47-5099* | Extraction Workers, All Other | Construction & Design |
| Installation, Maintenance, and Repair Occupations | 49-9021 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | Manufacturing |
| | 49-9095 | Manufactured Building and Mobile Home Installers | Construction & Design |
| | 49-9096 | Riggers | Construction & Design |
| Production Occupations | 51-2041 | Structural Metal Fabricators and Fitters | Construction & Design |
| | 51-7011 | Cabinetmakers and Bench Carpenters | Construction & Design |
| | 51-7021 | Furniture Finishers | Construction & Design |
| | 51-7031 | Model Makers, Wood | Construction & Design |
| | 51-7032 | Patternmakers, Wood | Construction & Design |
| | 51-7041 | Sawing Machine Setters, Operators, and Tenders, Wood | Construction & Design |
| | 51-7042 | Woodworking Machine Setters, Operators, and Tenders, Except Sawing | Construction & Design |
| | 51-7099 | Woodworkers, All Other | Construction & Design |
| Transportation and Material Moving Occupations | 53-7011 | Conveyor Operators and Tenders | Construction & Design |
| | 53-7021 | Crane and Tower Operators | Construction & Design |
| | 53-7031 | Dredge Operators | Construction & Design |
| | 53-7041 | Hoist and Winch Operators | Construction & Design |

*New code in the 2018 SOC structure:

Occupations 47-5032 and 47-5032 were previously combined and reported as 47-5097

Occupations 47-5049 and 47-5099 were previously combined and reported as 47-5098

# Kansas Wage Survey

*Occupational Employment*

*and Wage Statistics (OEWS)*

Kansas
Department of Labor

# What is the Kansas Wage Survey?

- The Kansas Wage Survey is compiled using results from a semi-annual survey conducted by the Occupational Employment and Wage Statistics (OEWS) program
  - Sample-based survey
  - Asks employers to provide data regarding occupational employment and wages for their establishment
- Wage data includes annual and/or hourly estimates
- Estimates available for Kansas, MSAs, Local Areas, Projection Regions, and Counties

## Kansas Wage Survey, 2023 Edition
## Architecture & Construction Career Cluster

| Occupation Code | Occupation Title | Employment | Median (Middle) Hourly Wage | Median (Middle) Annual Wage | Mean (Average) Hourly Wage | Mean (Average) Annual Wage |
|---|---|---|---|---|---|---|
| **00-0000** | **Total, All Occupations** | **1,380,420** | **$20.13** | **$41,870** | **$25.41** | **$52,850** |
| 47-2061 | Construction Laborers | 9,680 | $17.99 | $37,420 | $18.94 | $39,400 |
| 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | 7,070 | $32.82 | $68,260 | $34.15 | $71,040 |
| 47-2073 | Operating Engineers and Other Construction Equipment Operators | 6,570 | $22.47 | $46,730 | $23.54 | $48,960 |
| 47-2111 | Electricians | 5,890 | $28.03 | $58,290 | $28.72 | $59,750 |
| 47-2031 | Carpenters | 5,530 | $23.19 | $48,220 | $24.38 | $50,710 |
| 47-2152 | Plumbers, Pipefitters, and Steamfitters | 4,090 | $24.69 | $51,350 | $27.72 | $57,660 |
| 49-9021 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 3,440 | $23.57 | $49,020 | $26.09 | $54,270 |
| 47-2051 | Cement Masons and Concrete Finishers | 3,040 | $22.98 | $47,800 | $23.55 | $48,990 |
| 11-9021 | Construction Managers | 3,000 | $43.20 | $89,860 | $46.54 | $96,800 |
| 13-1051 | Cost Estimators | 2,800 | $33.28 | $69,230 | $35.12 | $73,040 |
| 17-2051 | Civil Engineers | 2,680 | $38.40 | $79,870 | $43.77 | $91,030 |
| 47-2141 | Painters, Construction and Maintenance | 1,650 | $21.39 | $44,480 | $22.29 | $46,360 |
| 47-2211 | Sheet Metal Workers | 1,530 | $23.01 | $47,870 | $25.52 | $53,070 |
| 51-7011 | Cabinetmakers and Bench Carpenters | 1,340 | $17.95 | $37,340 | $19.20 | $39,930 |
| 17-3022 | Civil Engineering Technologists and Technicians | 1,100 | $23.61 | $49,100 | $24.28 | $50,500 |
| 53-7011 | Conveyor Operators and Tenders | 1,100 | $16.97 | $35,300 | $18.27 | $38,000 |
| 17-1011 | Architects, Except Landscape and Naval | 1,090 | $37.55 | $78,100 | $40.67 | $84,600 |

*This table highlights occupations in the Architecture & Construction Career Cluster with employment > 1,000*

*Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Occupational Employment and Wage Statistics (OEWS)*

# Additional Data Available on KLIC

- Estimates for different levels of geographic detail:
  - Kansas, MSAs, Local Areas, Projection Regions, and Counties
- Annual and hourly wage estimates:
  - Mean (average) and Median (middle)
  - Entry level – mean of the lower third of the population
  - Experienced level – mean of the upper two-thirds of the population
  - 10th, 25th, 75th, and 90th percentile

# Where Can I Find the Kansas Wage Survey?

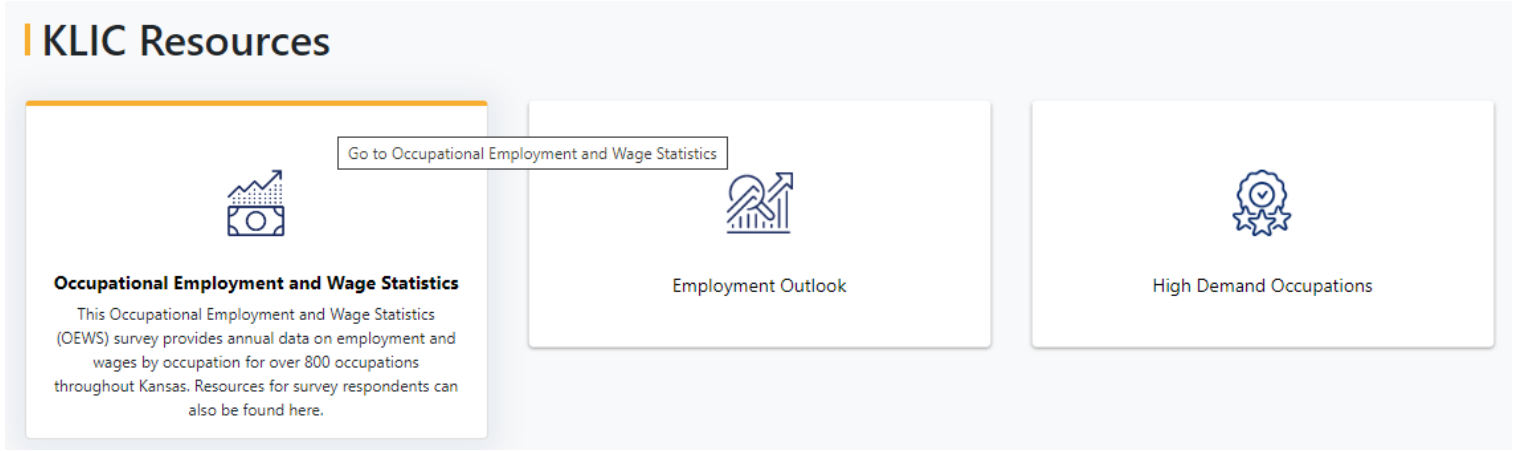
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Occupational Employment and Wage Statistics"

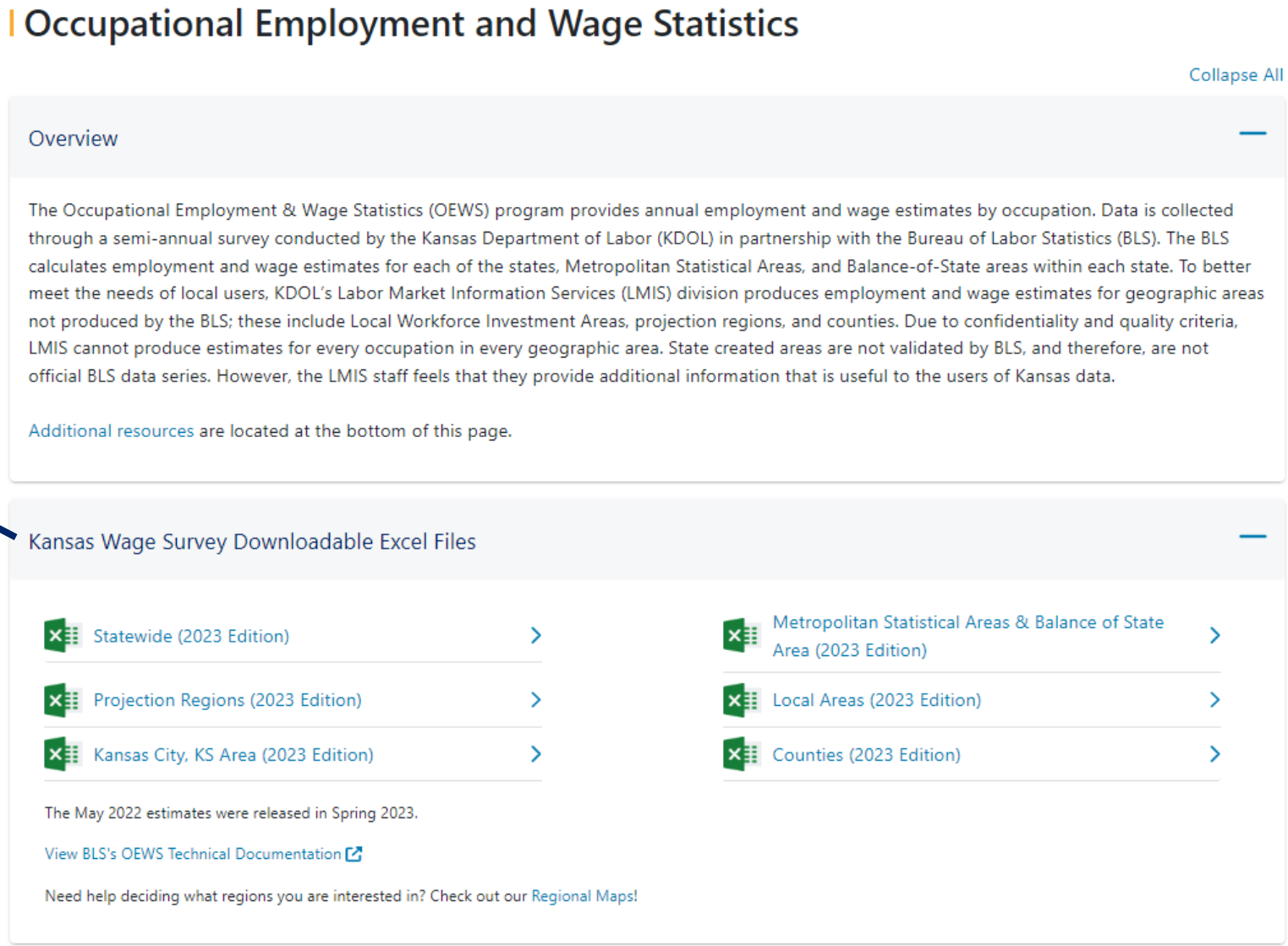


# Where Can I Find the Kansas Wage Survey?

4. Download an Excel file with employment and wage data for all occupations in the selected area

Excel files include:

- Employment
- Hourly/Annual Wage
  - Median
  - Mean
  - Entry Level
  - Experienced Level



## Occupational Employment and Wage Statistics

Collapse All

### Overview

The Occupational Employment & Wage Statistics (OEWS) program provides annual employment and wage estimates by occupation. Data is collected through a semi-annual survey conducted by the Kansas Department of Labor (KDOL) in partnership with the Bureau of Labor Statistics (BLS). The BLS calculates employment and wage estimates for each of the states, Metropolitan Statistical Areas, and Balance-of-State areas within each state. To better meet the needs of local users, KDOL's Labor Market Information Services (LMIS) division produces employment and wage estimates for geographic areas not produced by the BLS; these include Local Workforce Investment Areas, projection regions, and counties. Due to confidentiality and quality criteria, LMIS cannot produce estimates for every occupation in every geographic area. State created areas are not validated by BLS, and therefore, are not official BLS data series. However, the LMIS staff feels that they provide additional information that is useful to the users of Kansas data.

Additional resources are located at the bottom of this page.

### Kansas Wage Survey Downloadable Excel Files

- Statewide (2023 Edition)
- Metropolitan Statistical Areas & Balance of State Area (2023 Edition)
- Projection Regions (2023 Edition)
- Local Areas (2023 Edition)
- Kansas City, KS Area (2023 Edition)
- Counties (2023 Edition)

The May 2022 estimates were released in Spring 2023.

View BLS's OEWS Technical Documentation

Need help deciding what regions you are interested in? Check out our Regional Maps!

# Employment Projections

*Short-term (2 year)*

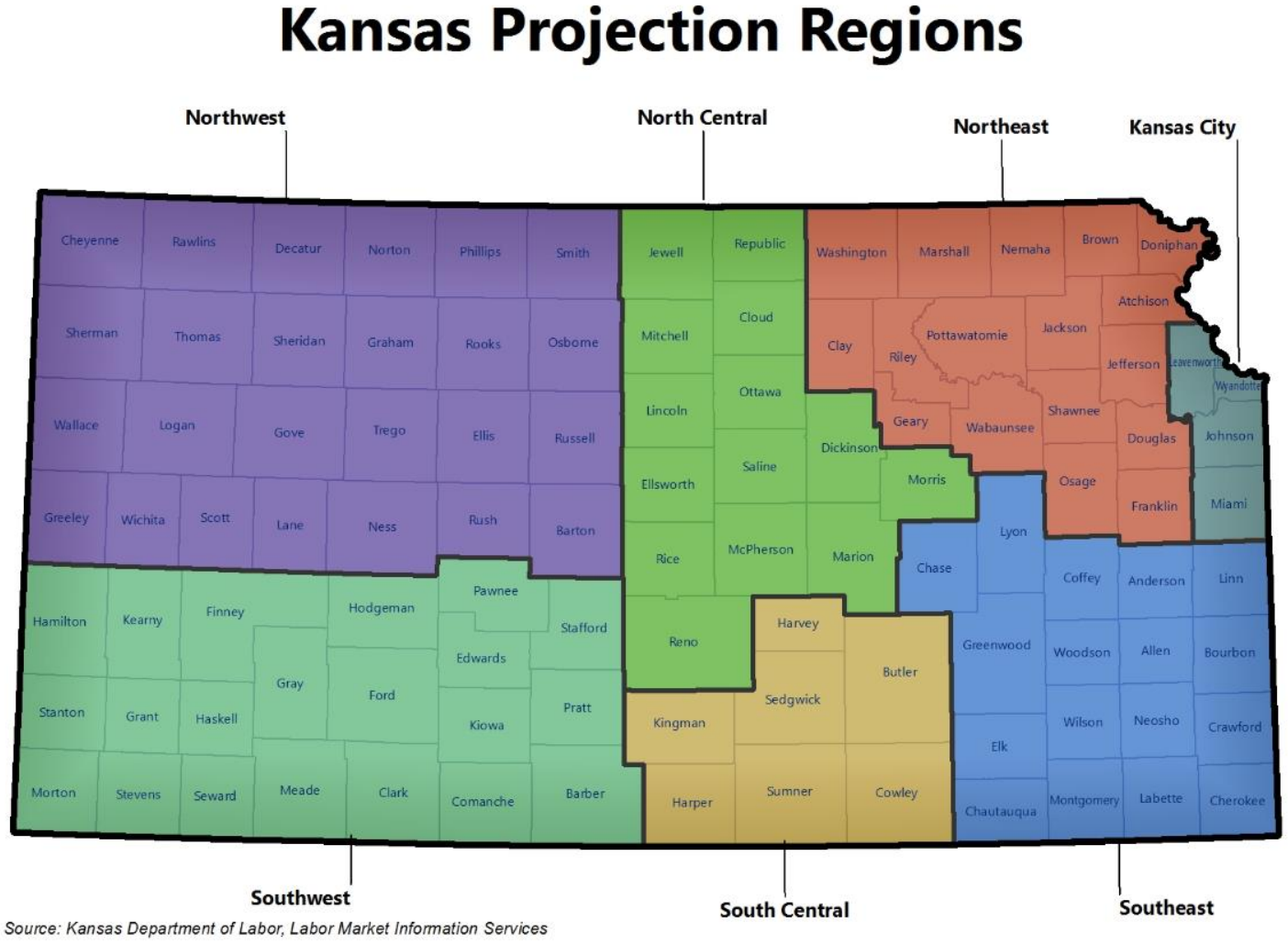
*and long-term (10 year)*

*occupational outlook*

Kansas
Department of Labor

# Occupational Employment Projections

- Employment projections are available for Kansas and 7 projection regions
- Long-term (10-year) projections are typically used for career planning and education/training initiatives
- Short-term (2-year) projections are useful for individuals looking for short-term training to enhance skills and re-enter the labor market

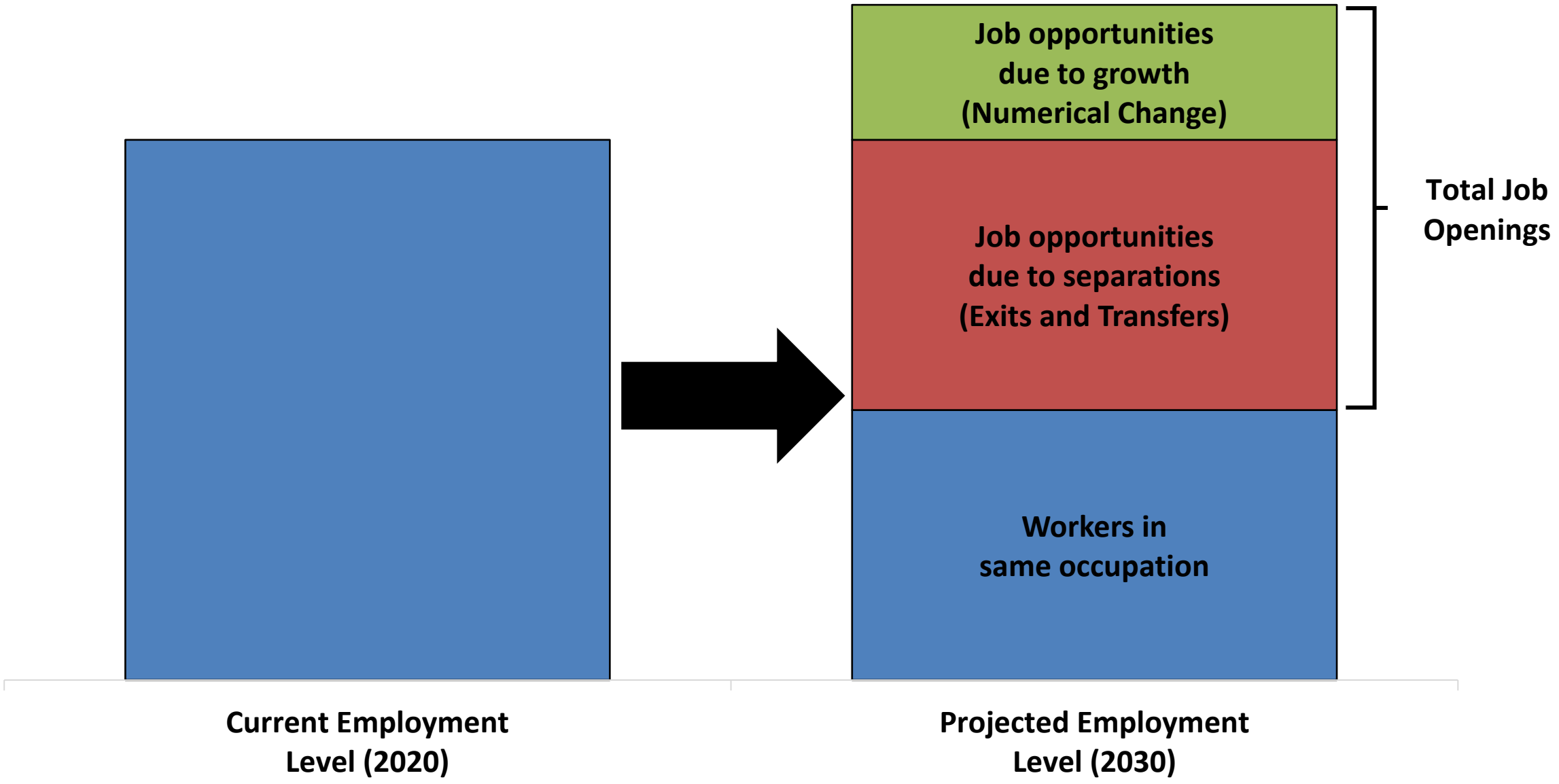



*Source: Kansas Department of Labor, Labor Market Information Services*

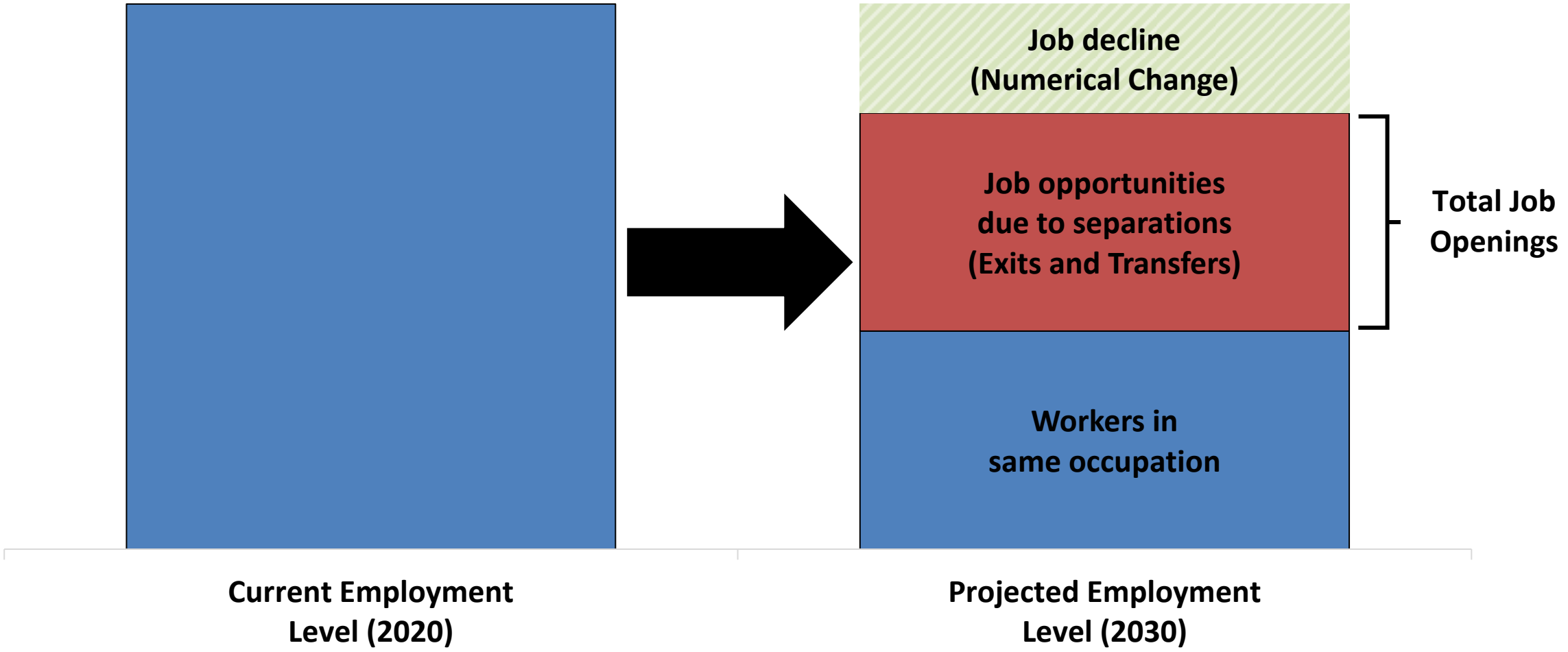
# Occupational Employment Projections

- Based on industry projections and occupational staffing patterns created using data from the Kansas Wage Survey
- Occupational projections data includes:
  - Expected openings by detailed occupation
    - Openings due to Numerical Change – growth/decline in total employment for an occupation
    - Openings due to Separations
      - Exits – openings that occur when workers leave the labor force entirely
      - Transfers – openings that occur when workers leave an occupation and find employment in a different occupation
- Typical level of education/training needed to enter an occupation

## Understanding Total Job Openings: Growth and Separations
## Growing Occupation



## Understanding Total Job Openings: Growth and Separations
## Declining Occupation



## Kansas Long-Term Occupational Projections (2020 to 2030)
## Architecture & Construction Career Cluster

| Occupation Code | Occupation Title | Employment | | Annual Openings due to | | | |
|---|---|---|---|---|---|---|---|
| | | Base Year 2020 | Projected Year 2030 | Exits | Transfers | Numerical Change | Total Openings |
| 00-0000 | Total, All Occupations | 1,436,512 | 1,536,570 | 63,671 | 98,118 | 10,006 | 171,795 |
| 47-2061 | Construction Laborers | 11,440 | 12,019 | 347 | 792 | 58 | 1,197 |
| 47-2031 | Carpenters | 7,591 | 8,116 | 229 | 490 | 52 | 771 |
| 47-2073 | Operating Engineers and Other Construction Equipment Operators | 6,950 | 7,240 | 232 | 509 | 29 | 770 |
| 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | 7,375 | 7,756 | 214 | 490 | 38 | 742 |
| 47-2111 | Electricians | 5,213 | 5,468 | 155 | 392 | 26 | 573 |
| 47-2152 | Plumbers, Pipefitters, and Steamfitters | 3,993 | 4,229 | 120 | 296 | 24 | 440 |
| 49-9021 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 4,200 | 4,472 | 111 | 296 | 27 | 434 |
| 11-9021 | Construction Managers | 4,435 | 4,696 | 94 | 231 | 26 | 351 |
| 47-2141 | Painters, Construction and Maintenance | 3,238 | 3,146 | 96 | 177 | -9 | 264 |
| 47-2051 | Cement Masons and Concrete Finishers | 2,627 | 2,723 | 65 | 176 | 10 | 251 |
| 13-1051 | Cost Estimators | 2,415 | 2,623 | 71 | 152 | 21 | 244 |
| 47-2211 | Sheet Metal Workers | 1,821 | 1,984 | 52 | 123 | 16 | 191 |
| 17-2051 | Civil Engineers | 2,170 | 2,353 | 45 | 113 | 18 | 176 |
| 53-7011 | Conveyor Operators and Tenders | 1,273 | 1,309 | 40 | 111 | 4 | 155 |
| 51-7011 | Cabinetmakers and Bench Carpenters | 1,374 | 1,511 | 54 | 80 | 14 | 148 |
| 47-2181 | Roofers | 1,266 | 1,311 | 32 | 90 | 4 | 126 |
| 51-7021 | Furniture Finishers | 736 | 834 | 46 | 59 | 10 | 115 |
| 17-3022 | Civil Engineering Technologists and Technicians | 994 | 1,052 | 31 | 63 | 6 | 100 |

*This table highlights occupations in the Architecture & Construction Career Cluster with projected total annual openings ≥ 100*

*Source: Kansas Department of Labor, Labor Market Information Services*

## Kansas Long-Term Occupational Projections (2020 to 2030)
## Architecture & Construction Career Cluster

| Occupation Code | Occupation Title | Total Openings | Education and Training | | |
|---|---|---|---|---|---|
| | | | Typical Education Needed for Entry | Work Experience in a Related Occupation | Typical On-the-Job Training Needed to Attain Competency |
| 47-2061 | Construction Laborers | 1,197 | No formal educational credential | None | Short-term on-the-job training |
| 47-2031 | Carpenters | 771 | High school diploma or equivalent | None | Apprenticeship |
| 47-2073 | Operating Engineers and Other Construction Equipment Operators | 770 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | 742 | High school diploma or equivalent | 5 years or more | None |
| 47-2111 | Electricians | 573 | High school diploma or equivalent | None | Apprenticeship |
| 47-2152 | Plumbers, Pipefitters, and Steamfitters | 440 | High school diploma or equivalent | None | Apprenticeship |
| 49-9021 | Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 434 | Postsecondary nondegree award | None | Long-term on-the-job training |
| 11-9021 | Construction Managers | 351 | Bachelor's degree | None | Moderate-term on-the-job training |
| 47-2141 | Painters, Construction and Maintenance | 264 | No formal educational credential | None | Moderate-term on-the-job training |
| 47-2051 | Cement Masons and Concrete Finishers | 251 | No formal educational credential | None | Moderate-term on-the-job training |
| 13-1051 | Cost Estimators | 244 | Bachelor's degree | None | Moderate-term on-the-job training |
| 47-2211 | Sheet Metal Workers | 191 | High school diploma or equivalent | None | Apprenticeship |
| 17-2051 | Civil Engineers | 176 | Bachelor's degree | None | None |
| 53-7011 | Conveyor Operators and Tenders | 155 | No formal educational credential | None | Short-term on-the-job training |
| 51-7011 | Cabinetmakers and Bench Carpenters | 148 | High school diploma or equivalent | None | Moderate-term on-the-job training |
| 47-2181 | Roofers | 126 | No formal educational credential | None | Moderate-term on-the-job training |
| 51-7021 | Furniture Finishers | 115 | High school diploma or equivalent | None | Short-term on-the-job training |
| 17-3022 | Civil Engineering Technologists and Technicians | 100 | Associate's degree | None | None |

*This table highlights occupations in the Architecture & Construction Career Cluster with projected total annual openings ≥ 100*

*Source: Kansas Department of Labor, Labor Market Information Services*

# Where Can I Find Projections Data?

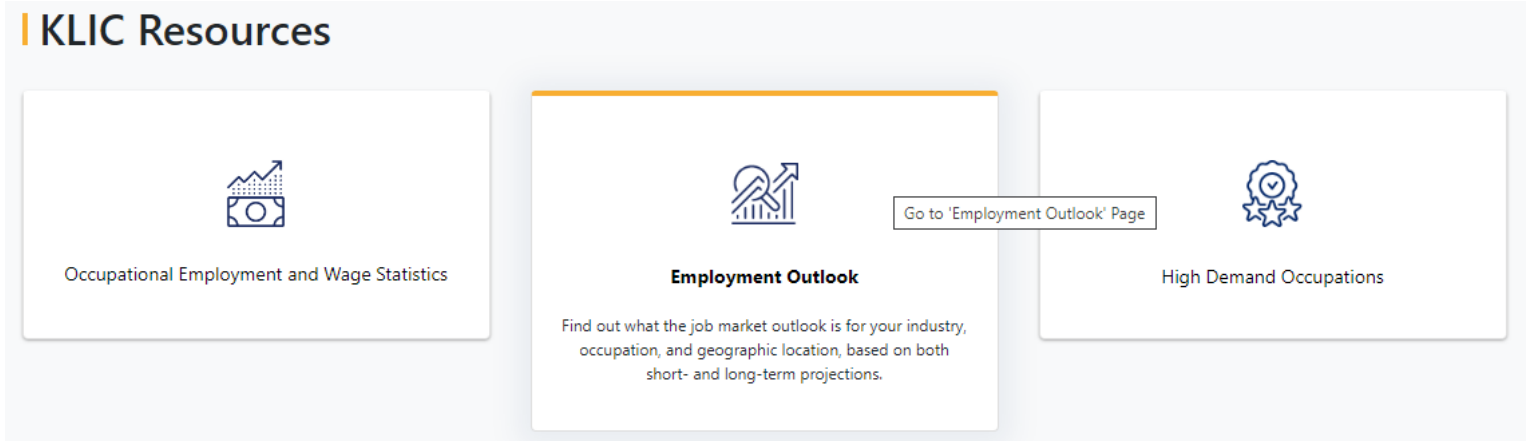
T.O.T.O.

TODAY'S OCCUPATIONS, TOMORROW'S OPPORTUNITIES

Finding the right career can be challenging. Whether you are just getting started in your career exploration journey or you already know where you are headed, we've got several resources compiled in one convenient place that will put you on the road to success!




1. LMIS Homepage: https://klic.dol.ks.gov/
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "Employment Outlook"

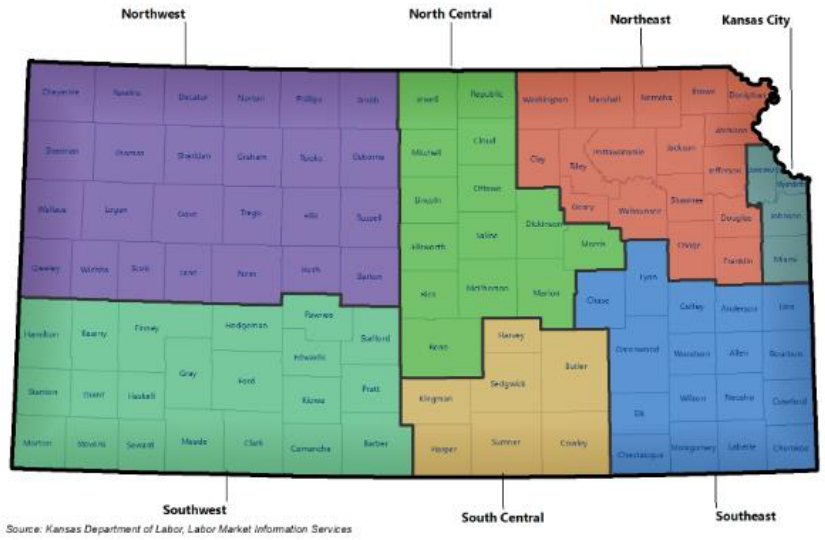


# Where Can I Find Projections Data?

## Employment Outlook

Overview +

### Kansas Projection Regions




**2022-2024 Short-term Projections**

- Occupational file for all regions
- Industry file for all regions

**2020-2030 Long-term Statewide Projections**

- Statewide Occupational file
- Statewide Industry file

**2020-2030 Long-term Regional Projections**

- Regional Occupational file
- Regional Industry file

4. Download the “Statewide Occupational” or “Regional Occupational” Excel file with employment projections for all occupations in the selected area

# High Demand Occupations

*Occupations in demand based on*

*Current Job Openings, Short-term (2-year)*

*and Long-term (10-year)*

*Occupational Projections*

Kansas
Department of Labor

# High Demand Occupations

- List of occupations in Kansas that are in high demand statewide, and by projection region
  - List only includes occupations with above average demand
- Each occupation receives a total demand score (out of 30) based on:
  - Current openings (Advertised Jobs on KLIC)
  - Projected openings in 2 years (Short-term Projections)
  - Projected openings in 10 years (Long-term Projections)
- The “High Demand High Wage” variable indicates occupations that are in high demand and have a median wage greater than the median wage for all occupations in that region

# High Demand Occupations in Architecture and Construction

## Kansas

## 2023

| SOC Code | | LT[1] | ST[2] | Current Openings[3] | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Career Pathway |
|---|---|---|---|---|---|---|---|---|
| 47-2061 | Construction Laborers | 9 | 9 | 6 | 24 | $37,420 | | Construction & Design |
| 47-2073 | Operating Engineers and Other Construction Equipment Operators | 8 | 7 | 8 | 23 | $46,730 | ☑ | Construction & Design |
| 47-2111 | Electricians | 7 | 7 | 7 | 21 | $58,290 | ☑ | Construction & Design |
| 47-2031 | Carpenters | 8 | 7 | 6 | 21 | $48,220 | ☑ | Construction & Design |
| 11-9021 | Construction Managers | 6 | 6 | 7 | 19 | $89,860 | ☑ | Construction & Design |
| 47-2152 | Plumbers, Pipefitters, and Steamfitters | 6 | 6 | 6 | 18 | $51,350 | ☑ | Construction & Design |
| 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | 7 | 7 | 3 | 17 | $68,260 | ☑ | Construction & Design |
| 17-2051 | Civil Engineers | 4 | 5 | 7 | 16 | $79,870 | ☑ | Construction & Design |
| 47-2141 | Painters, Construction and Maintenance | 5 | 5 | 6 | 16 | $44,480 | ☑ | Construction & Design |
| 13-1051 | Cost Estimators | 5 | 5 | 5 | 15 | $69,230 | ☑ | Construction & Design |
| 47-2051 | Cement Masons and Concrete Finishers | 5 | 5 | 3 | 13 | $47,800 | ☑ | Construction & Design |
| 47-2211 | Sheet Metal Workers | 4 | 4 | 3 | 11 | $47,870 | ☑ | Construction & Design |
| 53-7011 | Conveyor Operators and Tenders | 4 | 4 | 3 | 11 | $35,300 | | Construction & Design |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2022-2024 round of projection data
3. Current Openings Score is based off of 2023 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data is from the 2023 Edition of the Kansas Wage Survey (data collected in 2022)
5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

Note: List only includes occupations with above average demand in at least one of the three categories and a total demand score greater than or equal to 10

# High Demand Occupations in Architecture and Construction

## Kansas

## 2023

| SOC Code | Occupation Title | Total Demand Score | Median Annual Wage[4] | High Demand High Wage[5] | Education | Work Experience | Job Training | Career Pathway |
|---|---|---|---|---|---|---|---|---|
| 47-2061 | Construction Laborers | 24 | $37,420 | | No formal educational credential | None | Short-term on-the-job training | Construction & Design |
| 47-2073 | Operating Engineers and Other Construction Equipment Operators | 23 | $46,730 | ☑ | High school diploma or equivalent | None | Moderate-term on-the-job training | Construction & Design |
| 47-2111 | Electricians | 21 | $58,290 | ☑ | High school diploma or equivalent | None | Apprenticeship | Construction & Design |
| 47-2031 | Carpenters | 21 | $48,220 | ☑ | High school diploma or equivalent | None | Apprenticeship | Construction & Design |
| 11-9021 | Construction Managers | 19 | $89,860 | ☑ | Bachelor's degree | None | Moderate-term on-the-job training | Construction & Design |
| 47-2152 | Plumbers, Pipefitters, and Steamfitters | 18 | $51,350 | ☑ | High school diploma or equivalent | None | Apprenticeship | Construction & Design |
| 47-1011 | First-Line Supervisors of Construction Trades and Extraction Workers | 17 | $68,260 | ☑ | High school diploma or equivalent | 5 years or more | None | Construction & Design |
| 17-2051 | Civil Engineers | 16 | $79,870 | ☑ | Bachelor's degree | None | None | Construction & Design |
| 47-2141 | Painters, Construction and Maintenance | 16 | $44,480 | ☑ | No formal educational credential | None | Moderate-term on-the-job training | Construction & Design |
| 13-1051 | Cost Estimators | 15 | $69,230 | ☑ | Bachelor's degree | None | Moderate-term on-the-job training | Construction & Design |
| 47-2051 | Cement Masons and Concrete Finishers | 13 | $47,800 | ☑ | No formal educational credential | None | Moderate-term on-the-job training | Construction & Design |
| 47-2211 | Sheet Metal Workers | 11 | $47,870 | ☑ | High school diploma or equivalent | None | Apprenticeship | Construction & Design |
| 53-7011 | Conveyor Operators and Tenders | 11 | $35,300 | | No formal educational credential | None | Short-term on-the-job training | Construction & Design |

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

4. Wage data is from the 2023 Edition of the Kansas Wage Survey (data collected in 2022)

5. An occupation is considered High Wage if the occupation has a median wage greater than the median wage for all occupations in Kansas ($41,870)

Note: List only includes occupations with above average demand in at least one of the three categories and a total demand score greater than or equal to 10

# Where Can I Find the High Demand Occupations lists?

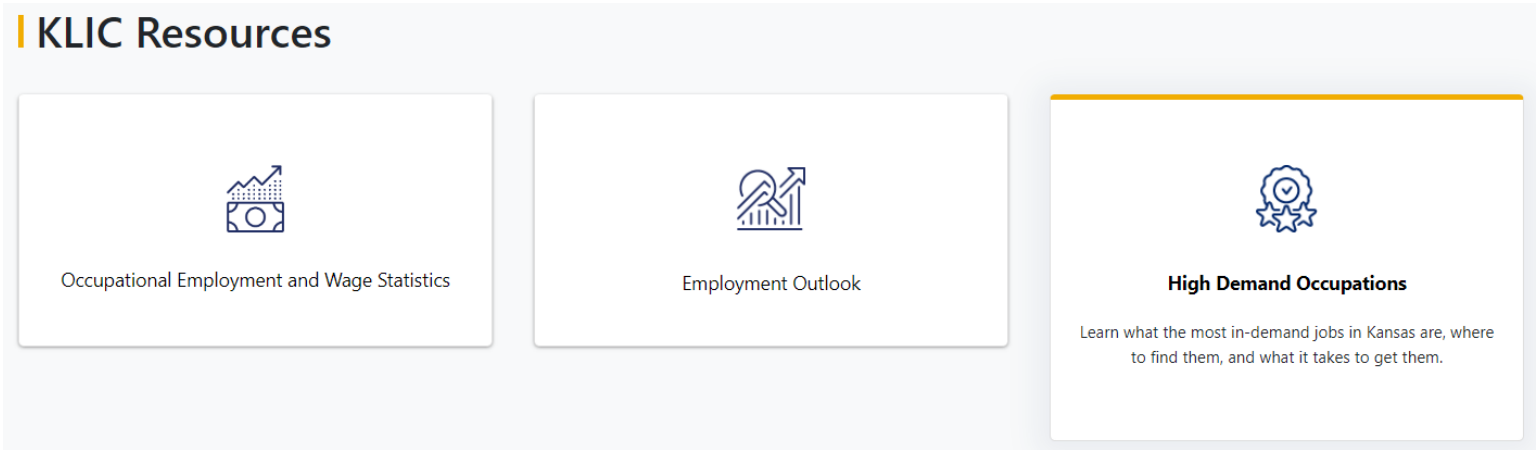
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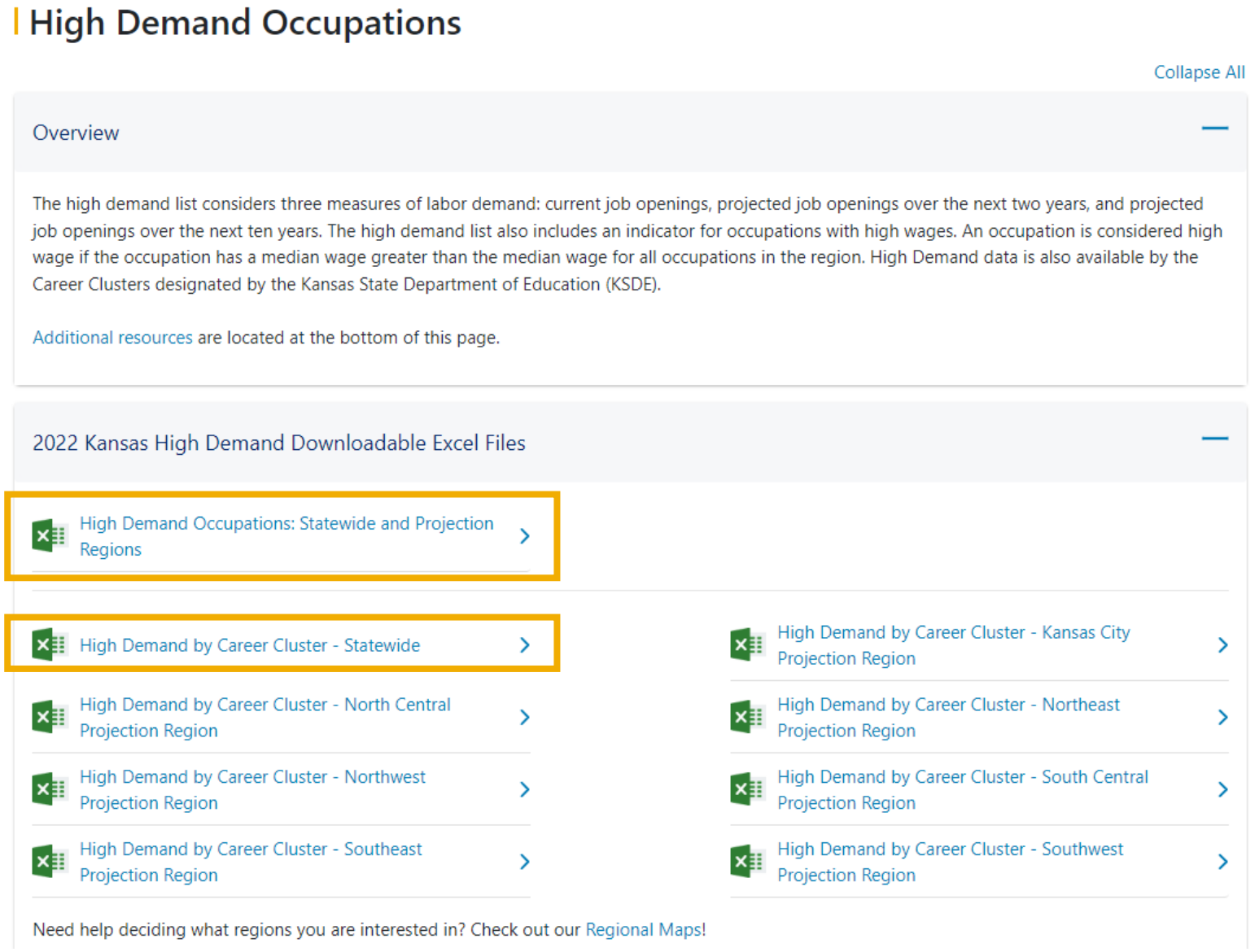



1. LMIS Homepage: [https://klic.dol.ks.gov/](https://klic.dol.ks.gov/)
2. Click on the "T.O.T.O." section, which has links to a variety of career resources
3. Scroll to the KLIC Resources section and select "High Demand Occupations"



# Where Can I Find the High Demand Occupations lists?

4. Download the “High Demand Occupations: Statewide and Projection Regions” file to review the entire high demand list. Or download the “High Demand by Career Cluster” file to review the high demand occupations by career cluster.



# O*NET Occupation Profiles

*Job description, skills,*

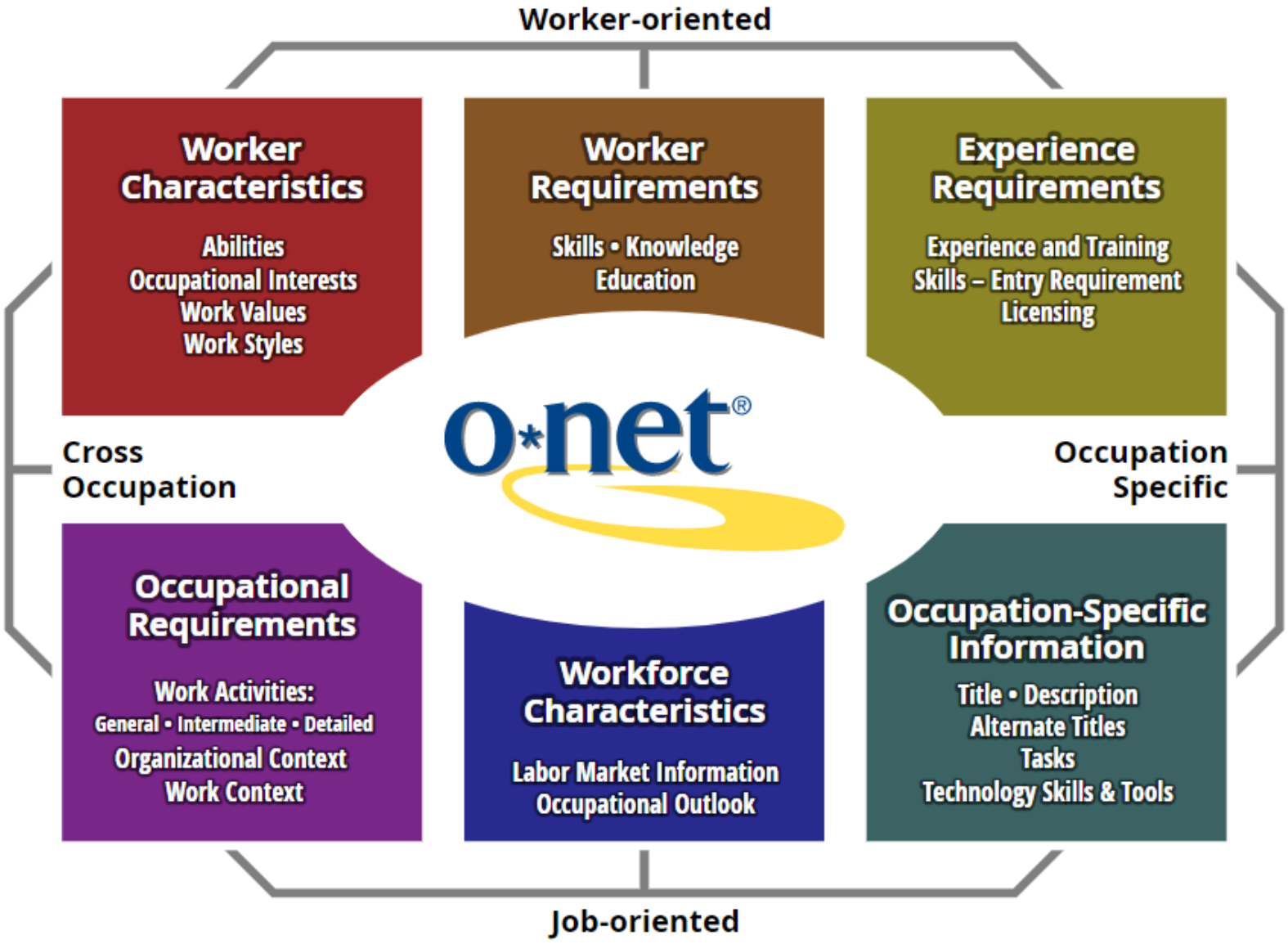
*education, work experience,*

*job requirements*

Kansas
Department of Labor

# Occupation Profiles - O*NET OnLine

O*NET OnLine provides detailed descriptions for all SOC occupations (https://www.onetonline.org/)




The Occupational Information Network (O*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) through a grant to the North Carolina Department of Commerce

# Worker-Oriented Descriptors

- **Worker Characteristics**: Enduring characteristics that may influence both performance and the capacity to acquire knowledge and skills required for effective work performance
  - Abilities, Occupational Interests, Work Values, Work Styles
- **Worker Requirements**: Descriptors referring to work-related attributes acquired and/or developed through experience and education
  - Basic Skills, Cross-Functional Skills, Knowledge, Education
- **Experience Requirements**: Requirements related to previous work activities and explicitly linked to certain types of work activities
  - Experience and Training, Basic Skills, Cross-Functional Skills, Licensing

# Job-Oriented Descriptors

- **Occupational Requirements**: A comprehensive set of variables or detailed elements that describe what various occupations require
  - Generalized Work Activities, Intermediate Work Activities, Detailed Work Activities, Organizational Context, Work Context
- **Workforce Characteristics**: Variables that define and describe the general characteristics of occupations that may influence occupational requirements
  - Labor Market Information, Occupational Outlook
- **Occupation-Specific Information**: A comprehensive set of elements that apply to a single occupation or a narrowly defined job family
  - Occupation Title, Description, Alternate Titles, Tasks, Technology Skills, Tools

# O*NET OnLine

Occupation keyword search

electrician Go

Help Find Occupations Advanced Searches O*NET Data Crosswalks Share Sites



## O*NET OnLine features



## More career sites & resources

### Introduction

### Occupation Keyword Search

construction laborers

Examples: 25-1011.00, dental assistant

Search O*NET-SOC occupations

### Find Occupations

Bright Outlook

### "I want to be a..."

Start the career you've dreamed about, or find one you never imagined. Discover your interests with the O*NET Interest Profiler and find more exploration options at My Next Move.

Find your career at My Next Move

### ATTN: VETERANS

Put your military skills and experience to work in civilian life.

Army (MOS)

# Occupation Keyword Search

## Occupations matching "construction laborers"

Search again: construction laborers Go

20 occupations shown Show matches: Closest All How do they match?

| Code | Occupation |
|---|---|
| 47-2061.00 | Construction Laborers Bright Outlook |
| 47-1011.00 | First-Line Supervisors of Construction Trades and Extraction Workers |
| 11-9021.00 | Construction Managers |
| 47-2073.00 | Operating Engineers and Other Construction Equipment Operators |
| 47-4011.00 | Construction and Building Inspectors |
| 47-3019.00 | Helpers, Construction Trades, All Other |
| 47-2031.00 | Carpenters |
| 11-9199.10 | Wind Energy Development Managers |
| 25-1194.00 | Career/Technical Education Teachers, Postsecondary |
| 53-1042.00 | First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand |
| 17-2051.00 | Civil Engineers |

# Construction Laborers

**47-2061.00**

Bright Outlook | Updated 2023

Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris, and other waste materials. May assist other craft workers.

**Sample of reported job titles:** Bituminous Asphalt Technician, Construction Laborer, Construction Worker, Drop Crew Laborer, Equipment Operator (EO), Form Setter, Post Framer, Scaffolding Operator, Site Work Laborer, Toolman



## Occupation-Specific Information

### Tasks

5 of 32 displayed

- Tend pumps, compressors, or generators to provide power for tools, machinery, or equipment or to heat or move materials, such as asphalt.
- Lubricate, clean, or repair machinery, equipment, or tools.
- Signal equipment operators to facilitate alignment, movement, or adjustment of machinery, equipment, or materials.
- Read plans, instructions, or specifications to determine work activities.
- Measure, mark, or record openings or distances to layout areas where construction work will be performed.

Summary | Details | Custom | Easy Read | Veterans | Español

MY NEXT MOVE

o*net in-it

HOME | SEARCH | INDUSTRIES | INTERESTS



# Construction Laborers

Also called: Construction Laborer, Construction Worker, Equipment Operator (EO), Post Framer

**What they do:**
Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris, and other waste materials. May assist other craft workers.

**On the job, you would:**
- Tend pumps, compressors, or generators to provide power for tools, machinery, or equipment or to heat or move materials, such as asphalt.
- Lubricate, clean, or repair machinery, equipment, or tools.
- Signal equipment operators to facilitate alignment, movement, or adjustment of machinery, equipment, or materials.

## KNOWLEDGE

### Engineering and Technology
- building and construction
- mechanical

### Safety and Government
- public safety and security

## SKILLS

### Basic Skills
- talking to others
- listening to others, not interrupting, and asking good questions

### Problem Solving
- noticing a problem and figuring out the best way to solve it

## ABILITIES

### Hand and Finger Use
- hold or move items with your hands
- keep your arm or hand steady

### Controlled Movement
- use your arms and/or legs together while sitting, standing, or lying down
- quickly change the controls of a machine, car, truck or boat

# Construction Laborers

## 47-2061.00

Bright Outlook | Updated 2023

Perform tasks involving physical labor at construction sites. May operate hand and power tools of all types: air hammers, earth tampers, cement mixers, small mechanical hoists, surveying and measuring equipment, and a variety of other equipment and instruments. May clean and prepare sites, dig trenches, set braces to support the sides of excavations, erect scaffolding, and clean up rubble, debris, and other waste materials. May assist other craft workers.

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## Occupation-Specific Information

### Tasks

Save Table: XLSX CSV

10 of 32 displayed

| Importance | Category | Task |
|---|---|---|
| 84 | Core | Tend pumps, compressors, or generators to provide power for tools, machinery, or equipment or to heat or move materials, such as asphalt. |
| 81 | Core | Lubricate, clean, or repair machinery, equipment, or tools. |
| 80 | Core | Signal equipment operators to facilitate alignment, movement, or adjustment of machinery, equipment, or materials. |

# Construction Laborers

47-2061.00

## Tasks

Save Table: XLSX CSV

10 of 32 displayed

| Importance | Category | Task |
|---|---|---|
| 84 | Core | Tend pumps, compressors, or generators to provide power for tools, machinery, or equipment or to heat or move materials, such as asphalt. |
| 81 | Core | Lubricate, clean, or repair machinery, equipment, or tools. |
| 80 | Core | Signal equipment operators to facilitate alignment, movement, or adjustment of machinery, equipment, or materials. |
| 73 | Core | Read plans, instructions, or specifications to determine work activities. |
| 72 | Core | Measure, mark, or record openings or distances to layout areas where construction work will be performed. |
| 72 | Core | Clean or prepare construction sites to eliminate possible hazards. |
| 72 | Core | Dig ditches or trenches, backfill excavations, or compact and level earth to grade specifications, using picks, shovels, pneumatic tampers, or rakes. |
| 71 | Core | Load, unload, or identify building materials, machinery, or tools, distributing them to the appropriate locations, according to project plans or specifications. |
| 76 | Supplemental | Position, join, align, or seal structural components, such as concrete wall sections or pipes. |
| 75 | Supplemental | Perform site activities required of green certified construction practices, such as implementing waste management procedures, identifying materials for reuse, or installing erosion or sedimentation control mechanisms. |

# Construction Laborers
47-2061.00

## Technology Skills

Save Table: XLSX CSV

All 7 displayed

- **Computer aided design CAD software** — Autodesk Revit
- **Electronic mail software** — Microsoft Outlook
- **Office suite software** — Microsoft Office software
- **Operating system software** — Microsoft Windows
- **Project management software** — Oracle Primavera Enterprise Project Portfolio Management
- **Spreadsheet software** — Microsoft Excel
- **Word processing software** — Microsoft Word

Hot Technologies are requirements most frequently included across all employer job postings.

See all 6 Hot Technologies for this occupation.

# Most Common Technology Skills Needed for Occupations in the Architecture & Construction Career Cluster

*Examples only include programs/skills listed by at least 10 occupations in the Architecture & Construction Career Cluster*

- **Spreadsheet software**: Microsoft Excel, Spreadsheet software
- **Office suite software**: Microsoft Office
- **Word processing software**: Microsoft Word, Word processing software
- **Computer aided design CAD software**: Autodesk AutoCAD, Computer aided design CAD software

| Technology Skills | Number of Occupations |
|---|---|
| Spreadsheet software | 62 |
| Office suite software | 53 |
| Word processing software | 50 |
| Computer aided design CAD software | 43 |
| Project management software | 43 |
| Data base user interface and query software | 35 |
| Electronic mail software | 35 |
| Analytical or scientific software | 25 |
| Operating system software | 25 |
| Presentation software | 24 |
| Enterprise resource planning ERP software | 21 |
| Accounting software | 19 |
| Graphics or photo imaging software | 18 |
| Internet browser software | 15 |
| Industrial control software | 14 |
| Document management software | 12 |
| Inventory management software | 10 |

# Construction Laborers

47-2061.00

## Tools Used

Save Table: XLSX CSV

10 of 129 displayed

- **Blow torch** — Liquid propane torches; Oxygen/acetylene torches; Torches
- **Boring or sinking machinery** — Electric boring machines; Hydraulic boring machines
- **Levels** — Carpenters' levels; Laser levels; Spirit levels; Water levels
- **Manlift or personnel lift** — Bosun chairs; Manlifts; Swing chairs; Swing stages
- **Plaster or mortar mixers** — Mortar mixers; Plaster mixers
- **Power grinders** — Bench grinders; Disc grinders; Pedestal grinders
- **Power saws** — Circular saws; Hydraulic track-guided wall saws; Reciprocating saws; Walk-behind saws
- **Pressure or steam cleaners** — Pressure washers; Steam cleaning equipment; Steam jennies
- **Vacuum cleaners** — Ride-on vacuum cleaners; Sidewalk sweepers; Suction sweepers
- **Water trucks** — Jet trucks for cleaning sewer lines; Water spraying equipment; Water tank trucks

# Most Common Tools Needed for Occupations in the Architecture & Construction Career Cluster

*Examples only include tools listed by at least 10 occupations in the Architecture & Construction Career Cluster*

- **Personal computers**: Personal computers
- **Tape measures**: Measuring tapes, Tape measures
- **Power saws**: Circular saws, Power saws, Reciprocating saws, Concrete saws
- **Power drills**: Power drills
- **Levels**: Laser levels
- **Screwdrivers**: Phillips head screwdrivers, Screwdrivers, Straight screwdrivers

| Tools | Number of Occupations |
|---|---|
| Personal computers | 48 |
| Tape measures | 46 |
| Power saws | 44 |
| Power drills | 41 |
| Levels | 40 |
| Screwdrivers | 38 |
| Notebook computers | 37 |
| Utility knives | 35 |
| Ladders | 33 |
| Adjustable wrenches | 31 |
| Air compressors | 31 |
| Scaffolding | 31 |
| Hammers | 30 |
| Hoists | 30 |
| Desktop computers | 29 |
| Claw hammer | 29 |
| Forklifts | 27 |
| Power grinders | 27 |
| Respirators | 27 |
| Pry bars | 26 |
| Safety glasses | 25 |

# Construction Laborers

47-2061.00

## Knowledge

Save Table: XLSX CSV

10 of 33 displayed

| Importance | Knowledge |
|---|---|
| 75 | **Building and Construction** — Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads. |
| 54 | **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions. |
| 51 | **Mechanical** — Knowledge of machines and tools, including their designs, uses, repair, and maintenance. |
| 45 | **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction. |
| 34 | **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. |
| 32 | **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. |
| 31 | **Design** — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models. |
| 30 | **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications. |

# Most Common Knowledges Needed for Occupations in the Architecture & Construction Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Knowledge category*

- **Mechanical**: Knowledge of machines and tools, including their designs, uses, repair, and maintenance
- **Building and Construction**: Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads
- **Mathematics**: Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications

*https://www.onetonline.org/find/descriptor/browse/Knowledge/*

| Knowledge | Number of Occupations |
|---|---|
| Mechanical | 58 |
| Building and Construction | 53 |
| Mathematics | 50 |
| Administration and Management | 40 |
| Customer and Personal Service | 39 |
| Design | 39 |
| English Language | 38 |
| Public Safety and Security | 36 |
| Engineering and Technology | 26 |
| Production and Processing | 24 |
| Education and Training | 23 |
| Transportation | 14 |
| Computers and Electronics | 10 |
| Law and Government | 8 |
| Physics | 7 |
| Personnel and Human Resources | 6 |
| Sales and Marketing | 5 |

# Construction Laborers

47-2061.00

## Skills

Save Table: XLSX CSV

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| Importance | Skill |
|---|---|
| 56 | **Speaking** — Talking to others to convey information effectively. |
| 53 | **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times. |
| 53 | **Coordination** — Adjusting actions in relation to others' actions. |
| 53 | **Operation and Control** — Controlling operations of equipment or systems. |
| 50 | **Operations Monitoring** — Watching gauges, dials, or other indicators to make sure a machine is working properly. |
| 44 | **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. |
| 44 | **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. |
| 44 | **Reading Comprehension** — Understanding written sentences and paragraphs in work-related documents. |
| 41 | **Equipment Selection** — Determining the kind of tools and equipment needed to do a job. |
| 41 | **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action. |

# Most Common Skills Needed for Occupations in the Architecture & Construction Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Skill category*

- **Critical Thinking**: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- **Active Listening**: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- **Coordination**: Adjusting actions in relation to others' actions
- **Monitoring**: Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action
- **Speaking**: Talking to others to convey information effectively

*https://www.onetonline.org/find/descriptor/browse/Skills/*

| Skills | Number of Occupations |
|---|---|
| Critical Thinking | 60 |
| Active Listening | 57 |
| Coordination | 51 |
| Monitoring | 51 |
| Speaking | 51 |
| Time Management | 40 |
| Judgment and Decision Making | 38 |
| Operations Monitoring | 36 |
| Operation and Control | 36 |
| Complex Problem Solving | 32 |
| Quality Control Analysis | 27 |
| Reading Comprehension | 26 |
| Troubleshooting | 21 |
| Active Learning | 20 |
| Social Perceptiveness | 16 |
| Mathematics | 15 |
| Equipment Maintenance | 14 |
| Writing | 13 |
| Repairing | 12 |
| Management of Personnel Resources | 11 |
| Instructing | 11 |
| Persuasion | 10 |

# Construction Laborers

47-2061.00

## Abilities

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| Importance | Ability |
|---|---|
| 72 | **Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects. |
| 69 | **Static Strength** — The ability to exert maximum muscle force to lift, push, pull, or carry objects. |
| 66 | **Multilimb Coordination** — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion. |
| 63 | **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position. |
| 56 | **Control Precision** — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions. |
| 56 | **Near Vision** — The ability to see details at close range (within a few feet of the observer). |
| 56 | **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences. |
| 56 | **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand. |
| 56 | **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem. |
| 56 | **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without "giving out" or fatiguing. |

# Most Common Abilities Needed for Occupations in the Architecture & Construction Career Cluster

*Count of occupations only includes occupations with an importance score ≥ 50 (out of 100) for that Ability category*

- **Near Vision**: The ability to see details at close range (within a few feet of the observer)
- **Oral Comprehension**: The ability to listen to and understand information and ideas presented through spoken words and sentences
- **Problem Sensitivity**: The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem
- **Information Ordering**: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations)

*https://www.onetonline.org/find/descriptor/browse/Abilities/*

| Abilities | Number of Occupations |
|---|---|
| Near Vision | 71 |
| Oral Comprehension | 67 |
| Problem Sensitivity | 66 |
| Information Ordering | 65 |
| Oral Expression | 64 |
| Arm-Hand Steadiness | 64 |
| Manual Dexterity | 64 |
| Visualization | 62 |
| Multilimb Coordination | 62 |
| Finger Dexterity | 62 |
| Deductive Reasoning | 61 |
| Control Precision | 59 |
| Selective Attention | 57 |
| Speech Recognition | 54 |
| Trunk Strength | 53 |
| Far Vision | 51 |
| Static Strength | 51 |
| Speech Clarity | 48 |
| Extent Flexibility | 47 |
| Category Flexibility | 43 |
| Inductive Reasoning | 42 |
| Depth Perception | 36 |
| Perceptual Speed | 34 |
| Reaction Time | 34 |
| Written Comprehension | 32 |

# Construction Laborers

47-2061.00

## Wages & Employment Trends

| | |
|---|---|
| **Median wages (2022)** | $19.59 hourly, $40,750 annual |
| **State wages** | Kansas Go |
| **Local wages** | ZIP Code Go |
| **Employment (2021)** | 1,358,400 employees |
| **Projected growth (2021-2031)** | Average (4% to 7%) |
| **Projected job openings (2021-2031)** | 143,200 |
| **State trends** | Kansas Go |
| **Top industries (2021)** | Construction (61% employed in this sector) |

Source: Bureau of Labor Statistics 2022 wage data and 2021-2031 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2021-2031). "Projected job openings" represent openings due to growth and replacement.

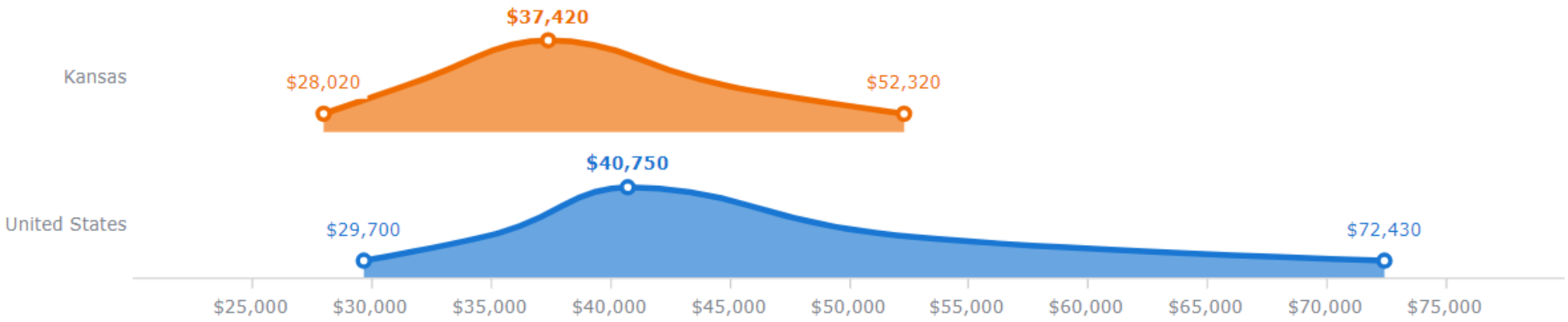
# Kansas Wages

## 47-2061.00 - Construction Laborers Bright Outlook

Wages for state: Kansas Go

Wages near ZIP Code: Go

Annual Wages | Hourly Wages




## In Kansas:

- Workers on average earn **$37,420**.
- 10% of workers earn **$28,020 or less**.
- 10% of workers earn **$52,320 or more**.

## In the United States:

- Workers on average earn **$40,750**.
- 10% of workers earn **$29,700 or less**.
- 10% of workers earn **$72,430 or more**.

# Kansas Employment Trends

**47-2061.00 - Construction Laborers** Bright Outlook

View trends for state: Kansas Go

## In Kansas:

| | |
|---|---|
| **Employment (2020)** | 11,440 employees |
| **Projected employment (2030)** | 12,420 employees |
| **Projected growth (2020-2030)** | 9% |
| **Projected annual job openings (2020-2030)** | 1,260 |

## In the United States:

| | |
|---|---|
| **Employment (2021)** | 1,358,400 employees |
| **Projected employment (2031)** | 1,430,300 employees |
| **Projected growth (2021-2031)** | 5% Average |
| **Projected annual job openings (2021-2031)** | 143,200 |

Kansas source: Projections Central 2020-2030 long-term projections. United States source: Bureau of Labor Statistics 2021-2031 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

# Questions?

*Labor Market Information Services (LMIS)*

*401 SW Topeka Blvd, Topeka Kansas 66603*

*KDOL.Laborstats@ks.gov*

Kansas Department of Labor

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: WED 3**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Ben Proctor | | Randy Watson | |

## Item Title:

School Improvement and KESA 2.0

## Recommended Motion:

It is moved that the Kansas State Board of Education accept the proposed KESA 2.0 model as presented to go into effect beginning with the 2024-2025 school year.

## Explanation of Situation Requiring Action:

Additional Consideration:  Structured literacy is a required part of each school system's action plan for the 2024-25 school year. Each school system must identify lead indicators and measures of progress that will be utilized to track implementation of structured literacy.

**Agenda Number:** **20 b.**

**Meeting Date:** **06/11/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Report on personnel filling unclassified positions.

**From:** Kaley Taylor, Wendy Fritz

The following personnel appointments are presented this month:

Jenna Hastert to the position of PSA on the Career, Standards, & Assessment Services team, effective June 3, 2024, at an annual salary of $45,864. This position is funded by the State General Fund, Perkins Administration, and Perkins State Leadership.

Catherine Garcia to the position of PSA on the Teacher Licensure team, effective June 26, 2024, at an annual salary of $43,680. This position is funded by the Teacher Licensure Fund.

Beverly Victoriano to the position of PSA on the Career, Standards, & Assessment Services team, effective June 27, 2024, at an annual salary of $45,864. This position is funded by the State General Fund and Perkins Administration.

**Agenda Number:** 17 a.

**Meeting Date:** 6/11/2024

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Personnel Report

**From:** Kaley Taylor, Wendy Fritz

| | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| Total New Hires | 2 | 3 | 3 | 3 | 0 | 4 | 6 | 1 | 1 | 4 | 6 | 4 |
| Unclassified | 2 | 3 | 3 | 3 | 0 | 4 | 6 | 1 | 1 | 4 | 6 | 4 |
| Unclassified Regular (leadership) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | |
| Total Separations | 2 | 4 | 4 | 3 | 4 | 2 | 2 | 0 | 4 | 2 | 7 | 5 |
| Classified | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Unclassified | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 0 | 3 | 2 | 7 | 4 |
| Unclassified Regular (leadership) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| | | | | | | | | | | | | |
| Recruiting (data on 1st day of month) | 4 | 5 | 3 | 3 | 9 | 3 | 6 | 3 | 3 | 5 | 5 | 1 |
| Unclassified | 4 | 5 | 3 | 3 | 7 | 3 | 6 | 3 | 3 | 5 | 5 | 1 |
| Unclassified Regular (leadership) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | |

Total employees 277 as of pay period ending 6/8/2024. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

**Agenda Number: Consent a.**

**Meeting Date: July 10, 2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

**Item Title:** Monthly Personnel Reports

**From:** Wendy Fritz, Director HR

Please see the attached files for the personnel number report and the report on personnel filling unclassified positions.

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

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent b

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Joyce Broils | Bert Moore | Randy Watson | |

**Item Title:**

SEAC member continuation and new members approval

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the new members of SEAC as presented.

**Explanation of Situation Requiring Action:**

SEAC needs to have the present members approved and the new members appointed.

New members: Jennifer Florez, Bradley Miller, Sydney Dringman, Autumn Blitz

Everyone else is continuing.

Approval will be for the four new members.

New Members in Yellow Highlight

| Council Member | Appt. Expires (Term) | Representation | Fulfills Majority Requirement | State Board Regions (Home / Work) | Voting Member | Contact information |
|---|---|---|---|---|---|---|
| *Marvin Miller **(Past Chair)** | 6/30/2026 (2nd Term) | Parent of an exceptional child ages Birth through 26 years | Yes | 10 | Yes | 10808 W Harvest Lane Wichita, KS 67212 *mjmiller@abilityed.com* |
| *Lindsey Graf **(Chair)** | 6/30/2025 (1st Term) | Administrator of Program for Exceptional Children | Yes | 9 | Yes | 200 S 6th St. Burlington, KS 66839 *lgraf@usd244ks.org* |
| *Lena Kisner **(Chair Elect)** | 6/30/2024 (1st Term) | Administrator of Program for Exceptional Children | Yes | 7 | Yes | 2500 E 30th Avenue Hutchinson, KS 67502 *lkisner@rcec610.org* |
| *Dr. Troy Pitsch | 6/30/2025 (2nd Term) | Local Education Official who carries out activities under the Federal McKinney-Vento Homeless Education Act | Yes | 1 | Yes | *tpitsch@usd329.com* |
| *Jennifer Kucinski | 6/30/2026 (2nd Term) | Representative of other State Agency involved in the Financing or delivery of related services to exceptional children | Yes | 3 | Yes | 16100 W 141st St. Olathe, KS 66062 *jkucinski@kssdb.org* |
| *Jennifer Kurth | 6/30/2026 (2nd Term) | Representative of Institution of Higher Education that prepares Special Education and Related Services Personnel | No | 1 | Yes | *jkurth@ku.edu* |
| *Brandon Gay | 6/30/2026 (2nd Term) | Representative from the State Adult Corrections Agency | No | 5 | Yes | *Brandon.gay@colbycc.edu* |
| *Whitney George | 6/30/2024 (1st Term) | Teacher (General | Yes | 6 | Yes | 3131 Ella Lane Manhattan, KS 66502 |

| Council Member | Appt. Expires (Term) | Representation | Fulfills Majority Requirement | State Board Regions (Home / Work) | Voting Member | Contact information |
|---|---|---|---|---|---|---|
| | | Education) | | | | *whitneyg@usd383.org* |
| *Rebecca Shultz | 6/30/2024 (1st Term) | Individual with a Disability | Yes | 2 | Yes | 2909 W 94th St. Leawood, KS 66206 *beccaada21@smsd.org* |
| *Jennifer King | 6/30/2027 (1st Term) | Parent of a Gifted Child | Yes | 10 | Yes | 1847 N Chautauqua Wichita, KS 67214 *Jking7@usd259.net* |
| *Brooke Moore | 6/30/2025 (1st Term) | Representative of Institution of Higher Education that prepares Special Education and Related Services Personnel | Yes | 5 | Yes | *Brooke.moore@fhsu.edu* |
| *Jose M. Cornejo | 6/30/2026 (1st Term) | Representative of other State Agency involved in the financing or delivery of related services to exceptional children | Yes | 4 | Yes | 322 Park Hill Terrace Lawrence, KS 66046 *jcornejo@usd497.org* |
| *Charity Porter | 6/30/2026 (1st Term) | Representative of a Vocational, Community or Business Organization, concerned with the provision of transition services to children with disabilities | Yes | 4 | Yes | 3449 SW Jardine Ter Topeka, KS 66611 *cporter@dreamcatcherscm.com* |
| Jennifer Florez | 6/30/2027 (1st Term) | Teacher (Special Education) | Yes | 3 | Yes | 70 Ashwood Lane Bonner Springs, KS 66012 *jenniferflorez@smsd.org* |
| *Roxanne Zillinger | 6/30/2026 (1st Term) | State Education official, including at least one state or local | No | 4 | Yes | 900 SW Jackson St Topeka, KS 66612 *rzillinger@ksde.org* |

| Council Member | Appt. Expires (Term) | Representation | Fulfills Majority Requirement | State Board Regions (Home / Work) | Voting Member | Contact information |
|---|---|---|---|---|---|---|
| | | official who carries out activities under the federal McKinney-Vento homeless education act | | | | |
| Bradley Miller | 6/30/2027 (1st Term) | Representative from the State juvenile Corrections Agency | | 4 | Yes | 1619 SW Oakley Ave<br>Topeka, KS 66604<br>*bmillerdaisy@gmail.com* |
| Sydney Dringman | 6/30/2027 (1st Term) | Representative from State Agency responsible for Foster Care of Children | | 2 | Yes | 1422 S Lindenwood Dr.<br>Olathe, KS<br>*Sydney.dringman@ks.gov* |
| *Sean Smith | 6/30/2027 (1st Term) | Parent of a child with a disability, ages birth through 26 years. | Yes | 4 | Yes | 2729 Inverness Court<br>Lawrence, KS 66047<br>785-312-4485<br>*seanj@ku.edu* |
| Autumn Blitz | 6/30/2027 (1st Term) | Individual with disabilities | Yes | 5 | Yes | 1603 6th Ave.<br>Dodge City, KS 67801<br>620-255-3718<br>*abiltz@skacd.org*<br>*autumnbiltz@gmail.com* |
| *Ashley Enz | Ex-Officio | KASEA | N/A | | No | *asenz@olatheschools.org* |
| Melanie Haas | Ex-Officio | State Board of Education | N/A | | No | *mhaas@ksde.org* |
| *Jon Harding | Ex-Officio | State School for the Blind | N/A | | No | 1100 State Ave.<br>Kansas City, KS 66102<br>*jharding@kssdb.org* |
| *Leslie Girard | Ex-Officio | Official Parent Training and Information Center for Kansas | N/A | | No | 5611 SW Barrington Ct. South, STE 120<br>Topeka, KS 66614<br>*lesli@familiestogetherinc.org* |
| *Luanne Barron | Ex-Officio | State School for the Deaf/Hard of | N/A | | No | 450 East Park St.<br>Olathe, KS 66061 |

| Council Member | Appt. Expires (Term) | Representation | Fulfills Majority Requirement | State Board Regions (Home / Work) | Voting Member | Contact information |
|---|---|---|---|---|---|---|
| | | Hearing | | | | *lbarron@kssdb.org* |
| *Mike Burgess | Ex-Officio | Official Protection and Advocacy System for Kansas | N/A | | No | 214 SW 6th Ave. STE 100<br>Topeka, KS 66603<br>*mike@drckansas.org* |
| *Idalia Shuman | Ex-Officio | Kansas National Education Association | N/A | | No | *Idalia.Shuman@knea.org*<br>*Sherri.schwanz@knea.org* |
| | Ex-Officio | Senate Education Chair or Designee | N/A | | No | |



# Special Education Advisory Council Members
## 2024-2025

For more information, contact:

Joyce Broils
Administrative Specialist
Special Education and Title Services
785-291-3097
jbroils@ksde.org

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

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# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: Consent c.**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Joyce Broils | Dean Zajic | Randy Watson | |

## Item Title:

Ongoing maintenance of KIAS suite of applications

## Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a vendor to maintain and improve the Kansas Integrated Accountability System Data Collection authenticated applications necessary for oversight of the Individuals with Disabilities Education Act (IDEA), the Elementary and Secondary Education Act (ESEA), and the Kansas Education for Exceptional Children Act for the period of 07/01/2024 – 6/30/2028 in an amount not to exceed $1,500,000.00.

## Explanation of Situation Requiring Action:

This request is made to enable the State to address a variety of application needs and forms that have been designed, implemented, and maintained by KSDE. Existing applications have historically met the needs of the agency, but changes in technology now require a transition to a more adaptive and interoperable system. The vendor shall maintain the web-based data collection application to be housed on the KSDE servers and which shall operate through the KSDE authentication system.

The current data collection application is a web-based system with the capability to collect, store, report, calculate, track all data elements, conduct verification checks, and develop award dissemination processes necessary to administer federal and state authorized grants.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent d.

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Shane Carter | Shane Carter | Randy Watson | |

## Item Title:

Act on Local Professional Development Plans

## Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

USD 204 Bonner Springs/Edwardsville

USD 229 Blue Valley

USD 263 Mulvane

USD 356 Conway Springs

USD 511 Attica

## Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year professional development plans using the standards and criteria determined by the State Board of Education and recommend all plans be approved.

# Professional Development Plan

Bonner Springs/Edwardsville Unified School District 204

2022-2027

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/27

# 5-year Professional Development Plan Approval

The USD 204 Professional Development Council approved the following plan, at its meeting held on 11/24/2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Sarah Hildebrand
Signature

11/6/2024
Date

The USD 204 Board of Education approved the following plan, at its meeting held on 01/16/2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board President:
Signature

11/6/2024
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
|---|---|
| | |
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**Add pages as needed**

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# Section One

## Professional Development Council (PDC)

### Introduction

The purpose of the USD 204 Professional Development Council is to:

- Provide the structure for staff to obtain professional development points used for re-licensure
- Support building Leadership/Steering Teams in the planning of, development of and execution of Staff Development. It is essential that teams use student achievement data and the Annual Staff Development Needs Assessment in the planning and decision making process.
- Inform administration, staff and the Board of Education of changes in licensure and professional development requirements from KSDE.
- Act as an advisory council to the Board of Education in the area of professional development

Professional development topics/events are developed and implemented by individual building leadership teams using data gathered in the building KESA/school improvement plan.

The District Leadership Team will review KESA data and needs assessment data and make recommendations to administration for district professional development opportunities. Professional Development events must support the KESA/School Improvement goals. The building and district leadership teams will evaluate professional development events using the rubrics in each KESA/School Improvement plan.

### Membership

**KAR 91-1-217. In-service education professional development council.**

a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

One teacher serves annually as selected by the building staff they represent. The Committee must consist of at least as many teachers as administrators. The PD Council shall have the right to review a member's representation after absence from three (3) consecutively scheduled meetings. Such review may result in a request for replacement from that member's respective group (teacher or administrator.)

The professional development council is comprised of 5 teachers, 1 building principal and one district administrator.

Licensed Teachers

| Building Represented | Number |
|---|---|
| Bonner Springs Elementary | 1 |
| Delaware Ridge Elementary | 1 |
| Edwardsville Elementary | 1 |
| Robert E. Clark Middle School | 1 |
| Bonner Springs High School | 1 |
| Total | 5 |

Teachers select their PDC representatives in the spring before the next school year. The PDC Chair runs the process and will ask for volunteers at each building level. Once the lists are compiled, even when there is only one volunteer, the PDC Chair sends out a Google form for each school with the name/s of volunteers from that school and collects and tallies the votes to get the names of the new PDC members.

Licensed Leaders

| Group Represented | Number |
|---|---|
| Building Administrators | 1 |
| District Office | 1 |
| Total | 2 |

PDC Chair will meet with the licensed leaders from each building level in the spring and those leaders will select their representatives at those meetings.

**Resignations and Replacements**
A member of the Council may resign at any time by submitting the resignation in writing to the Professional Development Council Chair. The Council will use the selection process described above to refill the open position before the next scheduled meeting, after the meeting where the resignation is presented.

The PDC Chair is responsible for ensuring ratio of teacher to leader membership and will act to maintain that ratio.

## Responsibilities

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

- Assist building staff with individual professional development plans and logs (i.e. knowledge, application, and impact points).
- Communicate professional development procedures to building staff by reporting at faculty meetings, posting minutes and information electronically
- Communicate, serve as a liaison, with the building Leadership/Steering Team
- Serve as a resource to answer questions about licensure and PD points

- Attend PD Council meetings (minimum of 4 scheduled annually) or notify Chair prior to any planned absence.
- Serve on subcommittees as needed.
- Report on building professional development activities, the effectiveness of the activities-using data and building professional development needs.
- Develop and distribute (through Frontline Professional Growth) a yearly District Certified Staff Development Needs Assessment Instrument and share these results with Administration and Building Leadership/Steering Teams.

## Annual Training

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

An annual training for Council members will take place each school year at the first meeting of the PDC in September. The HR Director is responsible to train and document the training and ensure that each PDC member completes the training each year the member serves.

In addition, during new teacher orientation and during the first semester all other staff learn about the roles and responsibilities of the PDC.

## Operational Procedures

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

**Officers**

The Professional Development Council will have one chairperson. The PDC will selects its chair by the first certified staff duty day of each school year. The chairperson's term is one year.

Chairperson:
- Calls and conducts all meetings
- Takes minutes of point approvals at each meeting
- Calls special meetings as needed
- Creates transcripts for all re-licensure applications
- Carries out other duties as determined by the PDC

**Meetings**
- PD meetings will be held once every nine weeks beginning in September and ending in May.
- Special meetings may be called as necessary, with one week's notice in writing.
- Meetings may be held virtually or in person as deemed necessary by the committee
- Voting and decisions will only take place if a majority of the Council is present or responds by e-mail or on Frontline Professional Growth.
- All meetings will be open, however decisions and voting will only include the Council. Administrators and Teachers may request to present at a PD Council meeting by submitting this request one week prior to the meeting on Frontline Professional Growth.

**Agendas**
Agendas for meetings will be developed from items submitted by teachers, KSDE, administrators or the USD 204 Board of Education. These items must be submitted in writing, at least one week in advance of the meeting. Items from the Board of Education will be submitted by the PDC Chair. Items may be added at the meeting if the Council is in agreement.

**Records**
Minutes of PD Council meetings will be kept in the PD Council folder by the PDC Chair. Professional Development points and transcripts will be maintained in Frontline Professional Growth. Official PD Transcripts will be furnished to employees as requested. Staff are trained on Frontline Professional Growth during New Teacher Orientation each year. The Director of Human Resources will provide training on how to track Professional Development Points and how to request a transcript when needed. Each building will also have a representative who will support staff as needed. The Director of Human Resources maintains the records in Frontline.

# Section Two

## The District/System Professional Development Plan

**KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.**

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

## Assessment of in-service needs

Our district-wide needs and goals drive the direction of all aspects of teacher support, including professional development.

A needs assessment is given to certified staff each year to assess the impact of the current years professional development and to assist with planning of future development. Grade bands, buildings and subject areas are collected to ensure Professional Development is meeting the needs of everyone in the organization.

## Identification of goals and objectives to achieve the

## in-service needs

District goals are reviewed annually to determine needs for adjustment. District goals and results from district needs assessments are used to determine the professional development plan prior to the beginning of each school year. The objectives for the year and each session are shared with building administrators prior to the end of the previous school year. The District Leadership Team works yearly to assess the needs of the district and determine long and short term goals.

## Identification of activities and actions to achieve the goals and objectives

The plan includes set district and building level professional development time and is designed around the goals and needs of the district and classroom teachers. The district leadership team will develop a plan for meeting the short and long term goals that are established each year. Data from the District Needs Assessment, State and District Assessments, and other sources will be used for the district leadership team and district administration to determine goals and supporting activities/actions. The long term goals of the district is to increase student achievement. With that in mind, the leadership team and district administration will yearly conduct assessments and review results to make professional development opportunities that are responsive to the data.

## Evaluative criteria to determine levels of success in meeting the in-service need/s

Success of in-service provided will be determined through the use of the district walkthrough tool. Evidence of impact on instructional practices will determine success of professional development.

## Reporting results of evaluation of in-service needs

The Office of Instruction will provide updates on Professional Development needs and successes to Board of Education and Superintendent quarterly.

## Amending the Professional Development Plan

Implementation of this plan is dependent upon approval of the local USD 204 Board of Education and the Kansas State Department of Education.

However, this document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it.
2. The PDC may adopt amendments to the district Professional Development Plan by a two-thirds majority of a quorum of Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
3. Once an amendment is approved, the PDC Chair will add it to the Plan Updates

form at the beginning of the plan, including the description of the change and the date the PDC approved it.

4. Once the PDC approves an amendment is approved, the PDC Chair will send it to the USD 204 Board of Education and, once the Board approves it, add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the Board approved it.

# Section Three

## Individual Professional Development Plans (IPDP)

**KAR 91-1-206. Professional development plans for license renewal.**

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

### Individual Development Plans

The Individual Development Plan (IDP) contains the professional goals as well as the goals of the building the employee works in. The plan is developed in a collaborative manner with peers, PDC representatives and administration annually, no later than the end of September. The committee suggests that certified staff be able to collaborate with grade level/department peers. The Supervisor will approve the IDP in the KEEP2 Evaluation system and will review all supporting documentation to show progress and attainment of goals. The IDP must reflect the employee's current license area or an additional endorsement area if the employee is working to attain an additional endorsement.

One or more of the required areas must be included in an individual's IPDP: content endorsement, professional standards, and service to the profession, in addition to the following plan activities:

1. **Collaborate with a designated supervisor**

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development

points include that the plan be:

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.

**2. Assess your individual needs**

Identify personal professional development needs - including acquiring points for licensure renewal-using the self-evaluation in KEEP2.

**3. Determine your individual professional development goals**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

**4. Determine individual professional development strategies**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

**5. Write the Individual Professional Development plan**

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do because of the professional development. For example: *I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.*

Ideally, the plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

**6. Analyze progress**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the

analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

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**7. Revise the plan as necessary**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

## IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

**KAR 91-1-206. Professional development plans for license renewal.**

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

### Professional Development Points –If Not Currently Employed by a School or District

Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is *not required to provide non-employees access to district in-service activities*. The Director of Human Resources is the contact for this process. They will be supported by the Director of School Improvement as needed.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor (Professional Development Director) designated by the district.

4. After the Professional Development Director has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval. See the previous section, *Individual Professional Development Plan*, for a complete description of what should be included in the plan and also how professional development points may be awarded.

If not currently employed by USD 204, as a contracted employee, but living or working in the district's boundaries, those renewing a teaching license may complete this form https://www.usd204.net/District/1647-Untitled.html to be added to Frontline Professional Growth for a fee of $15.00 per year to cover the costs. These individuals may contact district principals to attend in-services, but attendance at district in-service is not guaranteed, as some in-service may be specific to district needs. Admittance to building in-service is strictly at the discretion of the building principal.

Points for attendance at USD 204 in-service can be verified by the principal, to the district the teacher resides in, if not employed by USD 204. These arrangements must be made prior to the event.

## Appealing the non-approval of an IPDP by the PDC

**KAR 91-1-206. Professional development plans for license renewal.**

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

# Section Four

## Awarding Professional Development Points for Re-licensure

### KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

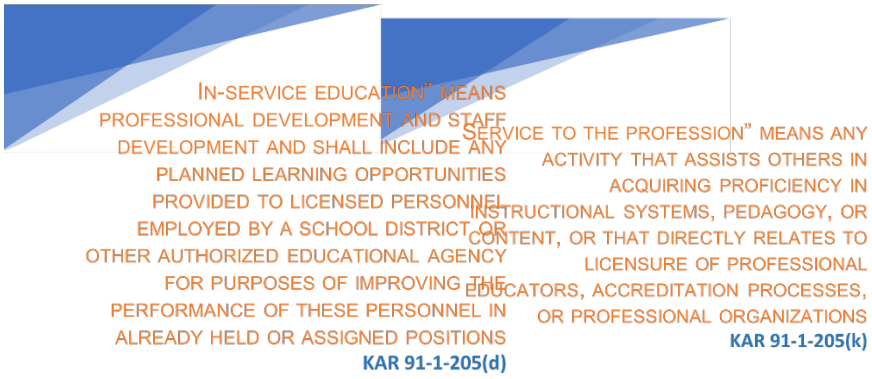
(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

There is no limitation to the number of professional development points that may be awarded at any level for professional licensure renewal. If the PDC has questions about how knowledge level (baseline) points are determined, they will request additional clarification from the individual. The PDC will not consider points if an activity does not meet the definition of either “in-service education” or “service to the profession”.




| MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE | | | |
|---|---|---|---|
| **KAR 91-1-206** "Professional development plans for license renewal" | Content Endorsement Standards | Professional Education | Service to the Profession |
| **Knowledge** What do you know now that you did not know before? | 1 PD point = 1 clock-hour of in-service education | 1 PD point = 1 clock-hour of in-service education | 1 PD point = 1 clock-hour of service to the profession |
| **Application** What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? | 2 X Original Knowledge Level points | 2 X Original Knowledge Level points | Not applicable |
| **Impact** How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

# Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

## Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

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Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

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An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
*What do you know now that you did not know before?*

<u>In-service Education = 1 PD point per clock-hour</u>
Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

<u>Service to the Profession = 1 point per clock-hour</u>
Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
  - Membership in the school or district PDC.
  - Serving as a member of the school's steering team.
  - Serving on a curriculum development committee.
  - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time

spent.

## Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:
*What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?*

Use of New Knowledge and Skills = 2 X Level I points
Verification required may include one of the following: Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Evidence such as:

- Lesson plans.
- Pre and post samples of students' work.

Examination of participants' journals, portfolios or other artifacts.

## Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:
*How has student performance improved? What has positively changed about the program?*

Organizational Change = 3 X Level I points
Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas:

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

**Professional Development Points**

Participation in professional or staff development activities must be used to gain professional development points for licensure renewal.

Professional development points are awarded not just according to whether or not an educator has attended training. Points are awarded according to:

• How professional or staff development has led to increased knowledge;

• How it has been applied in practice; and

•What the results of that practice have been.

**Guidelines For Awarding Professional Development Points**

- Clock hours of attendance will be validated to the greater half hour.
- Hours in attendance cannot include travel time, registration and meals.
- One semester credit hour from a regionally accredited college or university is equal to 20 staff development points.
- KSDE requires that college credits be added to the PD transcript in Frontline Professional Growth, unless the employee is submitting a newly earned graduate degree for re-licensure.
- Employees must sign in at each event they attend in the district. Employees who have not signed in will not receive credit. Points will be awarded after attendance is entered in Frontline Professional Growth after the event. If the event is virtual, attendance will be the report of log ins.
- After attendance at the Out of District Professional Development event, points will be awarded if the employee presents documentation of their attendance at the conference to the principal.
- There are 3 levels to earn points: Knowledge, Application and Impact. The procedure for documenting this is contained in the Frontline Professional Growth section and the requirements are listed in the State Regulations and Statutes section.

**Appeal Procedure for Professional Development Credit**

1. If an individual completed a staff development activity, but it was not approved for staff development credit by the PDC, then the individual may appeal to the PDC for reconsideration. The appeal must be made within 30 working days after the PDC notified the individual that the activity was not approved for credit. The appeal must be submitted by using the Appeal Form in Frontline Professional Growth.
2. The PDC must consider and act on the appeal within 30 calendar days after receiving it and notify the individual of its action on the appeal in writing.
3. If the PDC denies the individual's request, the individual may file an appeal in writing within 30 working days to the Board of Education. The Board of Education must consider and act on the appeal within

60 calendar days after receiving it. The Board of Education must notify the individual of its action on the appeal in writing.

## Licensure

- It is the responsibility of each licensed employee to keep his/her license current.
- When a license expires, State Statute requires that the district stop paying the employee's salary until the license is renewed. Not holding a current/valid license is in violation of the certified contract with the district and will result in immediate termination from USD 204.
- Having an expired license causes the district to lose the 100% Highly Qualified Status, which is required.
- Renewal forms and requirements are found at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-a nd-Accreditation/Licensure/License-Application

https://sites.google.com/a/usd204.net/instruction-assessment-curriculum/teacher-inform ation/licensure

- Licenses may be renewed 6 months before the expiration date.

### Expired Licenses

**Education Statute #: 72-1390** It shall be unlawful for the board of education of any school district to issue an order for payment of the salary of any employee required by law to be licensed who does not hold a license which is valid in the state of Kansas for the particular kind of work to be performed.

### Highly Qualified

Title II, Part A ensures that all K-12 students have teachers with subject matter knowledge and teaching skills necessary to help all students achieve high academic standards regardless of their individual learning styles or needs.

All public elementary or secondary teachers employed to teach core academic subjects should have been designated —highly qualified by the end of the 2006-2007 academic year.

All new hires in a Title I school must be highly qualified prior to the first day of employment.

All general education core content teachers must be —highly qualified.

Parents of children in Title I schools must be notified if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

**Core Academic Subjects:** Elementary, English Language Arts, Reading, Mathematics, Science, Foreign Language, Fine Arts (music, art and speech/theatre), Economics, Geography, Government, and History.

**To be considered Highly Qualified (HQ) a core content teacher must:**

1. Have a minimum of a bachelor's degree and
2. Have a valid license to teach in Kansas. The license must have the appropriate content and grade level endorsement for the teaching assignment and the requirements may not be waived on an emergency, temporary or provisional basis

   and
3. Have demonstrated subject-matter competency in each of the core academic subjects the teacher teaches.

## License Expiration Date

To find the license expiration date:

- Log into the KSDE License Lookup site https://appspublic.ksde.org/TLL/SearchLicense.aspx/SearchLicense.aspx
- Licensure expiration date is listed in Frontline Professional Growth

**Renewal Requirements for a Professional License:**

a. 160 points are needed with a bachelor's degree. At least half of these points (80) must be 4 college hours (1 college credit = 20 points). The remaining 80 points may be college hours, PD points (one point per clock hour) or any combination of the two.

b. 120 points are needed for renewal with a master's degree or any other advanced degree. These points may be college hours (1 credit = 20 points), PD points (one point per clock hour) or any combination of the two. All points may be PD, there is no college hour requirement.

c. PD points and college hours must have been earned during the 5 year license period.

**Upgrading Requirements from a Conditional, Initial, Restricted or Transitional License** Requirements to upgrade a license vary, some require completing a mentoring program and or completing testing requirements. Please refer to the license online for the specific details.

- Go to https://appspublic.ksde.org/TLL/SearchLicense.aspx/SearchLicense.aspx enter SS or Teacher ID and last name, as it appears on the license. The status of a license renewal application can also be checked at this site.
- Log into Frontline and choose Professional Growth. Click My Portfolio on the Left. Click View Licensure on the Left. Current licensure will appear at the top.

## License Renewal Procedures

Please use the USD 204 Instruction Website for exact directions on how to renew your teaching license.

Please read carefully to ensure the correct renewal path is taken.

https://sites.google.com/a/usd204.net/instruction-assessment-curriculum/teacher-information/licensur e?authuser=0

Application for renewing a license may be sent in 6 months before the expiration date. Check the license look-up site to determine if fingerprinting is needed.

PD points and college hours are only good during the period of effective dates of the license.

If using college hours, adding a new degree or a new endorsement, an official college transcript must be sent to KSDE with the license renewal. If USD 204 has an official college transcript, it will be sent to KSDE upon request of license renewal.

- If adding a Master's Degree:
  - An educator with a bachelor's degree will need to have some of their hours converted to points since they will need at least 80 points from credit hours.
  - An educator with a master's degree may need to have hours converted to points if they do not have enough points from activities that do not include credit hours.
- **If adding an endorsement or using college hours and PD points or adding a Masters degree:**
  - The certified staff member will enter college classes in Frontline Professional Growth
  - The certified staff member will request an official copy of college transcripts used to be sent directly from the college to Instruction Office at the CO, attention Jana Havens havensj@usd204.net Transcripts issued to student are not considered official. Paper and electronic transcripts are accepted.
  - The certified staff member will complete and submit the completed licensure application form online
  - The official PD Transcript and scans of college transcripts will be uploaded to KSDE by the Central Office
  - The staff member will log back into the portal to pay licensure fees.
  - The status of the renewal can be checked online in the portal

**If using only Professional Development Points to renew:**

- The certified staff member will complete and submit the completed licensure application form online
- The official PD Transcript and scans of college transcripts will be uploaded to

KSDE by the Central Office

- The staff member will log back into the portal to pay licensure fees.
- The status of the renewal can be checked online in the portal

If using a Master's Degree renewal:

The Master's Degree must have been added to the licensure, and will appear at the bottom of the license at the license lookup site, at a previous renewal to have the option of the 2 – five year Master's Degree Renewals. The Masters can also be added at the renewal.

- The certified staff member will complete and submit the completed licensure application form online
- The Central Office will verify experience
- The staff member will log back into the portal to pay licensure fees.
- The status of the renewal can be checked online in the portal Renewal

applications are found at:

https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application

**Frontline Professional Growth Instructions**

Fill-In Forms:

**Certified Request to Attend an Out of District Conference** is used when the In-service attended was not Hosted or Presented by USD 204—examples would be State PE Teachers Conference, State KSDEt Conference, **This is completed before attending the conference to request approval to attend, request a sub, send information to Instruction Office to make arrangements and receive points.** The conference attended must support the building/district KESA/School Improvement Plan, other requests will be denied. An agenda will be emailed to the principal or immediate supervisor, if the link to the agenda is not entered on the form. You will be required to provide proof of your attendance to your principal.

Conference registration for events that require a fee must be made by the Office of Instruction. The district cannot reimburse for conference fees.

Spring 2020 Form Changes:

Out of District Conference-Virtual or In Person-Sub is Needed-Registration Fee IN District PD and

FREE Virtual PD--No Sub Needed -Certified

Virtual Conference with a Registration Fee- No Sub Needed- Certified These forms will

be reviewed after COVID restrictions are changed.

**College Classes** form is filled out Before enrolling in college classes. Points will be awarded after the course is completed and an official transcript is sent directly to the Instruction Office from the college. Transcripts issued to student are not considered official.
The classes taken must directly relate to the teaching assignment, endorsements or to a new endorsement.

**In District Activities Not in the Catalog** form is used for any in district in-service that is not entered in the District Catalog. Example: a book study group that meets 1 time per month after school. If presenting for this activity, check the box and add one hour to the request.
Some reminders: Professional Development, as defined by the State of KS, skills are gained to improve student achievement. Staff meetings, planning meetings, home visits, conferences with parents and/or students, IEP meetings, SIT, meetings are not staff development.

**These forms will only show after the initial activity and is completed and you click the initial activity:**

**Application Request (2X points)** form is used for any in district in-service that is not entered in the District Catalog. After attending an in-service and submitting the Knowledge Request form this form is used to document that the skills learned have been applied to impact students or enhance the profession. Open an activity that has already been completed to find this form. It will be listed at the bottom. You must have worked to change your professional practice for a minimum of four weeks or sch to apply for this level of points.

**Impact Request** form is used for any in district in-service that is not entered in the District Catalog. The Knowledge Request form has been completed, the skills learned have been applied, the Application Request Form has been submitted. The Impact Form is now used to present the impact that this learning made for students or the profession. Open an activity that has already been completed to find this form. It will be listed at the bottom. You must have worked to change your professional practice for a minimum of 8 weeks of school to apply for this level of points.

**If the in-service was held in USD 204 or hosted by USD 204 and it appears in the District Catalog**---Example: EDM Training, IT2 Training, MyLearningPlan Training, then:
Sign up for it in the District Catalog or
The Principal will add participants to the roster

**then**
after attend the event and sign in

If the wrong form is submitted, it will be denied, as the information cannot be moved to the correct form.

DON’T Forget to click SAVE at the bottom

Mark Complete is used for Knowledge Request forms, College Classes Forms and Out of District Forms, if this option appears.

To check PD points, click My Portfolio

Forms go to your Principal for approval, then to the Staff Development Director for final approval.

## Licensure

- It is the responsibility of each licensed employee to keep his/her license current.
- When a license expires, State Statute requires that the district stop paying the employee's salary until the license is renewed. Not holding a current/valid license is in violation of the certified contract with the district.
- Having an expired license causes the district to lose the 100% Highly Qualified Status, which is required.

- Renewal forms and requirements are found at https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application

The USD 204 Human Resources Site contains directions.

https://sites.google.com/usd204.net/humanresources/home

- Most Licenses may be renewed 6 months before the expiration date.

## Expired Licenses

**Education Statute #: 72-2159** It shall be unlawful for the board of education of any school district to issue an order for payment of the salary of any employee required by law to be licensed who does not hold a license which is valid in the state of Kansas for the particular kind of work to be performed.

## License Expiration Date

To find the license expiration date:

- Log into the KSDE License Lookup site https://appspublic.ksde.org/TLL/SearchLicense.aspx/SearchLicense.aspx
- Licensure expiration date is listed in Frontline Professional Growth

**Renewal Requirements for a Professional License:**

a. 160 points are needed with a bachelor's degree. At least half of these points (80) must be 4 college hours (1 college credit = 20 points). The remaining 80 points may be college hours, PD points (one point per clock hour) or any combination of the two.

b. 120 points are needed for renewal with a master's degree or any other advanced degree. These points may be college hours (1 credit = 20 points), PD points (one point per clock hour) or any combination of the two. All points may be PD, there is no college hour requirement.

c. PD points and college hours must have been earned during the 5 year license period.

**Upgrading Requirements from a Conditional, Initial, Restricted or Transitional License**

Requirements to upgrade a license vary, some require completing a mentoring program and or completing testing requirements. Please refer to the license online for the specific details.

- Go to https://appspublic.ksde.org/TLL/SearchLicense.aspx/SearchLicense.aspx enter SS or Teacher ID and last name, as it appears on the license. The status of a license renewal application can also be checked at this site.

- Log into Frontline and choose Professional Growth. Click My Portfolio on the Left. Click View Licensure on the Left. Current licensure will appear at the top.

## License Renewal Procedures

Please use the USD 204 Instruction Website for exact directions on how to renew your teaching license. Please read carefully to ensure the correct renewal path is taken.

https://sites.google.com/usd204.net/humanresources/home

Application for renewing a license may be sent in 6 months before the expiration date.

Check the license look-up site to determine if fingerprinting is needed.

PD points and college hours are only good during the period of effective dates of the license.

If using college hours, adding a new degree or a new endorsement, an official college transcript must be sent to KSDE with the license renewal. If USD 204 has an official college transcript, it will be sent to KSDE upon request of license renewal.

- If adding a Master's Degree:
  - An educator with a bachelor's degree will need to have some of their hours converted to points since they will need at least 80 points from credit hours.
  - An educator with a master's degree may need to have hours converted to points if they do not have enough points from activities that do not include credit hours.
- **If adding an endorsement or using college hours and PD points or adding a Masters degree:**
  - The certified staff member will enter college classes in Frontline Professional Growth
  - The certified staff member will request an official copy of college transcripts used to be sent directly from the college to Instruction Office at the District Office, attention Human Resources humanresources@usd204.net Transcripts issued to student are not considered official. Paper and electronic transcripts are accepted.
  - The certified staff member will complete and submit the completed licensure application form online
  - The official PD Transcript and scans of college transcripts will be uploaded to KSDE by the District Office
  - The staff member will log back into the portal to pay licensure fees.

- The status of the renewal can be checked online in the portal

**If using only Professional Development Points to renew:**

- The certified staff member will complete and submit the completed licensure application form online
- The official PD Transcript and scans of college transcripts will be uploaded to KSDE by the District Office
- The staff member will log back into the portal to pay licensure fees.
- The status of the renewal can be checked online in the portal

If using a Master's Degree renewal:

The Master's Degree must have been added to the licensure, and will appear at the bottom of the license at the license lookup site, at a previous renewal to have the option of the 2 – five year Master's Degree Renewals. The Masters can also be added at the renewal.

- The certified staff member will complete and submit the completed licensure application form online
- The District Office will verify experience
- The staff member will log back into the portal to pay licensure fees.
- The status of the renewal can be checked online in the portal

Renewal applications are found at:

https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application

# Awarding Professional Development Points for purposes related to employment or other local matters

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

## Salary Adjustment Procedures

The form to Request a Salary Adjustment, based on PD points and College Hours earned, is located in the Applitrack Employee Portal . https://www.applitrack.com/bonnersprings/onlineapp/_employee.aspx. The information about Salary Adjustments is located in the USD 204 Negotiated Agreement.

To request a Salary Adjustment

1. Enter all college classes using the College Classes Form in Frontline Professional Growth. (if you haven't previously done this)

2. Have an Official College Transcript sent to the Office of Instruction at the Central Office. Attention Jana Havens havensj@usd204.net Paper or electronic are accepted.

3. The Central Office will review the request. The form will be returned to the submitter to notify of approval.

## 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)*

More information, about teacher licensure, is available at 91-1-217. In-service education professional development council.
(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003*. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)*

# Professional Development Plan

# Blue Valley Schools | USD 229

Date Plan Approved by State Board of Education: TBD

Date of Plan Expiration: 7/31/28

# 5-year Professional Development Plan

# Approval

The USD 229 Professional Development Council approved the following plan, at its meeting held on May 13, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Kelly Wessel
Signature

5/15/24
Date

The USD 229 Board of Education approved the following plan, at its meeting held on May 13, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President:
Signature

5-13-24
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
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# Section One

# Professional Development Council

## 1.1 Introduction

The purpose of Blue Valley Schools' Professional Development Council (PDC) is to facilitate continuous learning for all licensed staff members. The Professional Development Council (PDC) is representative of the licensed personnel and includes at least as many teachers as administrators, with both selected by the group they represent. The PDC has approximately 45 members appointed every two years to represent each school or building site. The PDC follows the operational procedures outlined below.

The PDC develops and maintains a District Professional Development Plan, approved by the Blue Valley School District's Board of Education, that meets the criteria established by the Kansas State Board. The criteria include:

- establishment of a professional development council;
- assessment of staff development needs;
- identification of goals and objectives;
- identification of activities;
- evaluative criteria; and
- procedures for awarding professional development points.

The PDC representatives assist site leadership teams with developing and managing the School's Professional Learning Plan. The PDC representative and school principal collaborate to support developing and approving Individual Professional Learning Plans.

## 1.2 Membership

Every site with licensed personnel, including all school buildings and the District Office, have at least one representative on the Professional Development Council. In some cases, such as a school site with a larger staff, e.g., a high school, two representatives serve on the council. Representatives are elected by the licensed personnel in the school site they represent and serve for a two-year term. There is no limit to the number to terms an individual can serve. Once elected, the Professional Development Council selects its officer, a PDC Chair. The PDC Chair ensures that of the members elected, the ratio of PDC

membership remains more or as many teachers as administrators on the PDC. In addition to the elected members, Blue Valley Schools has a PDC Systems Manager that helps with the functions of Frontline's Professional Growth System and administrative tasks. The PDC Systems Manager is not a voting member of the Professional Development Council.

## 1.21 Licensed Teacher Groups Represented

Below are the sites and the number of PDC members who represent the group of licensed personnel at that site:

| Licensed Group | Number of Representatives |
|---|---|
| Aspen Grove Elementary | 1 |
| Aubry Bend Middle | 2 |
| Blue River Elementary | 1 |
| Blue Valley Academy | 1 |
| Blue Valley High | 1 |
| Blue Valley Middle | 1 |
| Blue Valley North | 2 |
| Blue Valley Northwest | 2 |
| Blue Valley Southwest | 1 |
| Blue Valley West | 2 |
| Center for Advanced Professional Studies | 1 |
| Cedar Hills Elementary | 1 |
| Cottonwood Point Elementary | 1 |
| District Office | 1 |
| Harmony Elementary | 1 |
| Harmony Middle | 1 |
| Heartland Elementary | 1 |
| Hilltop Learning Center (Early Childhood) | 1 |
| Indian Valley Elementary | 1 |
| Lakewood Elementary | 1 |
| Lakewood Middle | 1 |
| Leawood Elementary | 1 |
| Leawood Middle | 1 |
| Liberty View Elementary | 1 |
| Mission Trail Elementary | 1 |

| | |
|---|---|
| Morse Elementary | 1 |
| Oak Hill Elementary | 1 |
| Overland Trail Elementary | 1 |
| Overland Trail Middle | 1 |
| Oxford Middle | 1 |
| Pleasant Ridge Middle | 1 |
| Prairie Star Elementary | 1 |
| Prairie Star Middle | 1 |
| Service Center (SPED) | 1 |
| Stanley Elementary | 1 |
| Stilwell Elementary | 1 |
| Sunrise Point Elementary | 1 |
| Sunset Ridge Elementary | 1 |
| Timber Creek Elementary | 1 |
| Valley Park Elementary | 1 |

## 1.22 Licensed Teacher Group Selection Process

The PDC Chair is responsible for the licensed group selection process. The process begins a few months before the end of a two-year term. For example, in the 2024-2025 school year, the process will begin at the end of February/early March (2025). The PDC Chair informs the licensed staff that PDC elections will be occurring at the end of March/early April. After spring break, the Chair sends out a Google Form requesting nominations for representatives. A licensed staff member can nominate themselves. The nomination window is open for approximately two weeks. Principals and others may encourage teachers to run for selection. After the two-week window, the PDC Chair creates a ballot for each group and sends it out to the licensed personnel. Responses to the form are converted to a Google Sheet to tally the votes and determine the representative for that group. The PDC Systems Manager authenticates the voting process. The results are reported to the PDC by the PDC Chair and then shared with the principal and licensed personnel at each site. The PDC Systems Manager documents all steps of the selection process including communication, ballots (Google Forms), and results (Google Sheets) in a Shared Google Drive.

## 1.23 Licensed Leader Groups Represented

All the Licensed Leaders are eligible to volunteer or be nominated for the one membership slot that represents all Licensed Leaders in the district on the PDC.

## 1.24 Licensed Leader Group Selection Process

Licensed Leaders will follow the same selection process as the Licensed Teacher Group.

## 1.3 Responsibilities

Per KAR 91-1-217. In service education professional development council. The Professional Development Council has the responsibilities to

1. to participate in annual training related to the roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
2. to develop operational procedures; and
3. to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

## 1.4 Annual Training

All PDC members participate in annual training related to the roles and responsibilities of council members, including responsibilities under the following regulations: K.A.R. 91-2-215 through K.A.R. 91-1-219, and operational procedures. The PDC Chair and Systems Manager onboard all new members to the PDC before the beginning of the school year. All PDC members participate in training at the beginning of the school year in August and again at the beginning of the spring semester in January. The training resources used are provided through KSDE's Training Portal and include watching the following Annual PDC Member Training Videos: Introduction, Section 1, Section 2, Section 3, Section 4, and Wrap-up. If any PDC members are absent during the training, they watch the annual PDC training video provided by Greenbush and work with the PDC Chair to verify completion. Documentation of completion is required for each member of the PDC. Verification of completion is reviewed by the PDC Chair, documented with KSDE through the KSDE Training Portal and the Training Completion Form provided by Greenbush. Participation in training is documented in Frontline's Professional Growth as part of individual professional development plans (service to the profession). PDC members earn one PD point for each clock hour they serve on the council during their license period, including the hours in which they participate in annual required training.

## 1.5 Operational Procedures

As the advisory council to Blue Valley Schools' Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

### 1.50 Officers and PDC Operations

The PDC selects its own officer. Elections are held annually in the spring semester before the upcoming school year to ensure a smooth transition between terms.

**Officer:**

1. **PDC Chair** leads the PDC, maintains operational procedures, participates in, and provides annual training to PDC members, supports the onboarding of new PDC members, develops agendas for PDC meetings, facilitates PDC meetings, and communicates with PDC members. The PDC Chair also serves as the liaison between the PDC and the Board of Education.

**PDC Operations:**

Although not an officer of the PDC**, the Systems Manager** supports the maintenance of the PDC's operational procedures, including, but not limited to, Frontline's Professional Growth, taking attendance at PDC meetings, preparing consent agenda items for action, verifying decision-making outcomes, and authenticating the results of PDC selections. The PDC Systems Manager is not a voting member of the PDC.

### 1.51 Meetings

The Professional Development Council meets a minimum of six times during the academic school year. Meeting dates, locations, and times are announced at the beginning of the school year and reconsidered at the end of each school year. The PDC Chair sends calendar invites to all members. Meeting dates align with Blue Valley Schools' Professional Learning Calendar to ensure there are enough meetings to approve professional learning activities in a timely manner. The PDC Chair prepares the agenda, including all consent agenda action items in advance of each meeting. Agendas are sent to PDC members in advance of each meeting for review. PDC members are required to attend all PDC meetings. If any member is absent, they must work with the PDC Chair to review the agenda and action items. If the need for an emergency meeting arises, the PDC Chair will communicate with the PDC members regarding the date, time, location, and purpose for the meeting. PDC meetings are held electronically via the district's Microsoft Teams account. Agendas, notes, action items, and votes are documented and stored in the PDC's Google Drive Folder. The Systems Manager documents attendance in Frontline's Professional Growth as part of the members professional development plan.

## 1.52 Decision-Making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 30 members constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

## 1.53 Documentation

A Professional Development Council Licensed Staff Handbook is published and made available to all licensed staff and community members, outlining specific procedures and policies under local control. The handbook outlines how professional learning activities are entered and recorded. During onboarding all new staff members are trained on how to use Frontline's Professional Growth System. In the beginning of the year, PDC representatives provide annual reminders on how to access and use Frontline's Professional Growth.

Agendas for each PDC meeting are shared in advance and stored in a shared Google Drive Folder. The agendas include action items in the form of a consent agenda with a list of the professional learning activities for decision making. During the meeting, the Systems Manager takes notes and records all votes. Notes are stored in the shared Google Drive Folder.

All professional learning activities are entered into Frontline's Professional Growth System. All professional learning activities are entered into Frontline's Professional Growth System. The Professional Development Council License Staff Handbook outlines the procedures for entering activities, e.g., college

courses for professional development points, attendance at conferences/workshops, as well as tracking progress toward individual professional development goals and professional development points for relicensure purposes. The PDC Systems Manager, as well as the PDC Chair are trained and certified in management of the Frontline Professional Growth System and support PDC members, as well as licensed staff when it comes to the entering, managing, and tracking, and documenting professional development points for their individual professional development plans. The PDC Systems Manager supports the PDC Chair in storing all records. Electronic records are stored in Frontline's Professional Growth and paper records, e.g., sign in sheets, and stored in a shared Google Drive Folder, as well as in a file cabinet at the District Office.

## 1.54 Communications

The Chair regularly communicates with the PDC members. Communication includes reminders for upcoming PDC meetings, PDC meeting agendas, consent agenda items, and a follow-up with notes after each PDC meeting. PDC Representatives regularly communicate with their staff regarding the operational procedures of the PDC, action items taken during PDC meetings, and to offer support for licensed staff members needing assistance with their Individual Professional Development Plans. In addition, the Chair maintains an internal professional learning webpage with resources, such as the Professional Development Council License Staff Handbook.

## 1.55 Approvals

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

Once the PDC approves it, the Blue Valley Schools' Professional Development Plan will be presented to and voted upon for approval by the Blue Valley Schools' Board of Education before submission to the Kansas State Board of Education for approval.

Approvals for IPDPs and PD points are done using the procedures described in Sections 3 and 4, respectively.

# Section Two

# District Professional Learning Plan

## 2.0 Introduction

### 2.01 Philosophy

The Blue Valley School District is committed to ongoing, job-embedded professional learning, grounded in the district's mission, beliefs, objectives, and strategies, by and for its employees. The responsibility for professional learning is collective. Each educator in our system is accountable for their ongoing development, while the district and its leaders are accountable for supporting professional learning through conducive structures and policies.

### 2.02 Strategy

We will assure every Blue Valley student has exemplary educators assisting in their transformation.

- Compensate every educator competitively.
- Recruit highly skilled educators from a competitive and diverse candidate pool.
- Build the capacity of every educator to ensure a transformative educational experience for every student.
- Increase efforts to retain and support every educator.

### 2.03 Definition of Professional Learning

With an unwavering commitment to all students, Blue Valley Professional Learning advances educator effectiveness and is…

- relevant
- collaborative
- sustainable
- results-oriented

### 2.04 Purpose

The purpose of professional learning is to provide continuous learning for all licensed staff members. Professional learning activities shall include the implementation, facilitation, and evaluation of knowledge, skills, and concepts that create rigorous, relevant, and extraordinary learning experiences for all students, enhance student well-being, increase program effectiveness, and strengthen the district's capacity to ensure every Blue Valley student has exemplary educators assisting in their transformation.

### 2.05 Beliefs

Professional learning in Blue Valley should:

- be in alignment with our definition of professional learning.
- support our goal to improve the personal growth and academic achievement of each student.
- encourage ownership and accountability for all individuals in our system to set, work toward, and evaluate professional learning goals based on continuous cycles of improvement.
- foster agency and build capacity.
- be aligned with curriculum or program standards.
- be embedded in individual, team, school, and district learning plans.
- designed around school and district learning goals based on performance data.
- foster collective responsibility for improved student learning and well-being.
- be ongoing, job-embedded, occurring both formally and informally, while school is in session and not in session.
- support the transfer of new knowledge and skills to the advancement of educator effectiveness.
- be assessed regularly for effectiveness.
- be aligned with and clarified by Learning Forward's definition of professional learning and standards for professional learning.

## 2.1 Assessment and Prioritization of School Improvement Needs

### 2.10 Strategic Plan

Blue Valley's Strategic Plan builds on the work and successes of the district's past while incorporating the goals and feedback shared by the Blue Valley community through the planning process. Academic achievement and personal excellence continue to surface as the cornerstones for Blue Valley Schools, as well as an increased emphasis for students to learn life skills, social-emotional competencies, habits of mind, and dispositions - skills that complement the academic setting but also have value outside of the

classroom. This balance between academic excellence, a focus on the whole child, and life readiness is represented in the district's mission statement.

## 2.11 Mission

The mission of the Blue Valley School District,
committed to Reimagining Learning and Changing the World,
is to ensure life readiness and personal excellence for all students through a school culture characterized by

- exemplary educators
- safe and inclusive environments
- an atmosphere that fosters creativity
- and meaningful educational opportunities to maximize the potential of ALL.

## 2.12 Strategic Objectives

All students will exercise voice and choice for their own learning.
All students will develop the skills to navigate an ever-changing world.
All students will cultivate a solid foundation for personal academic excellence.
All students will lead healthy, balanced lives of physical, social, and emotional well-being.
All students will develop strength of character to prepare them to lead a life of purpose.

## 2.13 Strategies:

We will create strategically agile systems to fulfill our purpose.
We will assure every Blue Valley student has exemplary educators assisting in their transformation.
We will ensure engaging, meaningful, and extraordinary educational opportunities for ALL STUDENTS.
We will foster cultures of balanced health and well-being.

## 2.14 Needs Assessment

The District Strategic Plan and subsequent District Blueprint and School Blueprints are created using performance targets, benchmarks, and key performance indicators; guided by the KESA process, as well as stakeholder feedback. District administrators report on an annual basis the progress on key performance indicators to the Board of Education and the greater school community.

Multiple methods of data are collected to determine professional learning needs as outlined in the District Blueprint and Growth Measures. In addition to collecting assessment data, staff feedback surveys are

administered, and anecdotal data is shared from representative groups such as our Instructional Design Team, Education Association, and Calendar Committee.

Each school conducts an annual needs assessment to determine its professional learning needs/goals for the upcoming school year.

## 2.2 Identification of Goals and Objectives to Achieve Professional Development Needs

### 2.21 Growth Measures

Annually, Blue Valley Schools develops a District Blueprint, establishing District Growth Measures based on a triangulation of factors, including the District's Strategic Plan, district data (e.g., academic assessments, surveys, etc.), and buildings' needs assessments, and guidance from the KESA process. The District Blueprint sets forth school-improvement goals and targets, coinciding with our KESA goals and growth areas. Each school develops a School Blueprint based on the District's Blueprint and Growth Measures. The School Blueprint targets specific school-improvement goals, based on school-based data, and a school-based needs assessment. The goals and objectives for professional learning at the district, school building, and individual level are in service of closing gaps between actual performance and the desired goals or outcomes. Individuals create professional development goals and objectives that are centered on district and school improvement goals. Each licensed staff member is encouraged to create no more than two professional development goals that are unambiguous, realistic, measurable and achievable. Individual professional learning goals focus on the licensed staff members' knowledge and skills related to their specific curriculum area, including state curriculum standards and district improvement goals. They are to align with student performance goals outlined in the School Blueprint, District Blueprint and the Kansas Department of Education.

## 2.3 Identification of Activities and Action to Achieve the Goals and Objectives

### 2.31 Professional Learning Activities

Professional Learning in Blue Valley Schools occurs when school is not in session on the school calendar's designated professional learning days and when school is in session through coaching, professional learning communities, and learning alongside students. There are three categories of professional learning, identified by the designer of the activity: district-designed, building-designed, educator-designed. Over 80% of the scheduled professional learning time (when school is not in session) is dedicated to site-based learning.

### 2.32 District-Designed Professional Learning

District-designed professional learning is planned and facilitated by district-level staff. Instructional design coaches, special education consultants, and other members of the District's Academic Services Team, plan, facilitate, and evaluate the professional learning activities. The Executive Director of Academic Services; Director of Curriculum and Instruction; Director of Academic Program Support; Director of Academic Achievement and Accountability; Director of Career-Ready Programs, and Special Education Administrators oversee the development of the plans, support their implementation, and provide opportunities for evaluation and reflection. In some cases, professional learning activities may include consulting and/or facilitation by national experts. Activities align with the District's Blueprint and strategic initiatives.

### 2.33 Building-Designed Professional Learning

Building-designed professional learning is planned, facilitated, and evaluated by the Building Leadership Team (School Leadership Team). Building administrators, and in many cases, staff members, develop the plans, implement them, and evaluate their effectiveness. In some cases, district-level staff, such as instructional design coaches or guest experts, facilitate some or all the professional learning activities. Activities align with the School Blueprint/Goals (School Learning Plan) and the District Blueprint/Goals.

### 2.34 Educator-Designed Professional Learning

Educator-designed professional learning is planned and facilitated by the individual educator and/or teams of educators. Activities align to individual professional learning goals, professional learning community's (PLC) goals, and support the School's and District's Blueprint, Strategic Plan, and individual and team goals.

## 2.4 Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Need/s

Professional level activities correspond to the professional goals and objectives. Numerous forms of assessment and evaluation are used to evaluate the level of success in meeting professional development goals and activities, including but not limited to:

- Student achievement data
- State and national assessment data
- Feedback surveys

- Observational data
- Personal reflection
- Professional Learning Communities data and reflection

## 2.5 Reporting the Results of Evaluation of In-Service Needs

Annually the PDC's Chair will provide a report to the Board of Education. This report will be made public to allow stakeholders the opportunity to review and analyze results. Stakeholders include anyone with a vested interest in the success of the Blue Valley School District. In addition, annual assessment data is provided to Board of Education and stakeholders to determine the success rate of closing the gap between that which is desirable and achieved regarding student learning goals and outcomes.

## 2.6 Amending the Professional Development Plan

As District Growth Measures are reviewed annually, the PD Plan will be reviewed as part of the evaluation of its status of closing determined gaps and meeting goals and objectives. The PDC will be informed of District Growth Measures and changes to strategies and initiatives annually as part of Blue Valley Schools' Summer Leadership Conference, specifically the goals and agendas established for school buildings for professional learning for the upcoming school year during this time.

The PDC will have the opportunity to propose and vote on amendments to the PD Plan at the first PDC meeting of each school calendar year. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Chair will add it to the Plan Updates at the beginning of the plan, including the description of the change and the date the PDC approved it. The PDC may adopt amendments to the District Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting. Amendments approved by the PDC may be submitted to the Board of Education for its approval, which will be recorded in the Plans Update Form.

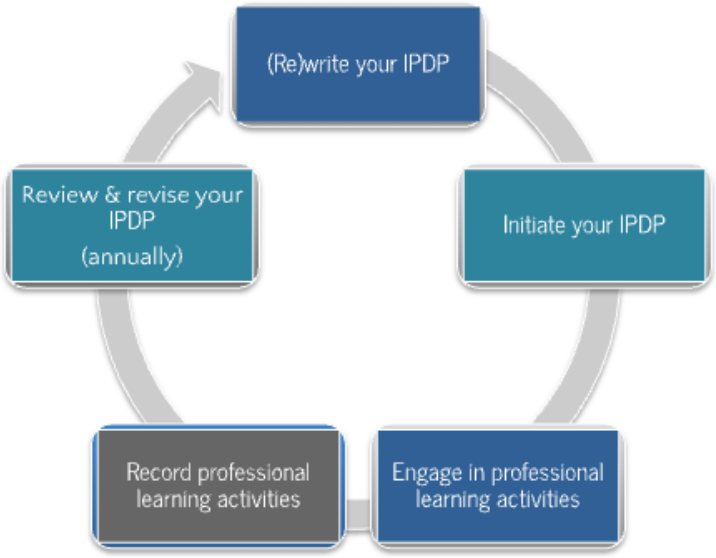
# Section Three

# Individual Professional Learning Plan

## 3.0 Introduction

All licensed staff in Blue Valley Schools develop and implement an Individual Professional Development Plan (IPDP) for each licensure cycle. Plans are based on individual learning goals, determined by the staff member, with input from the building or supervisory administrator. Often, goals can be positively influenced by the staff member's professional learning community as teams work collectively to build their capacity to support and enhance student learning. Individual Professional Development Plans are housed in Frontline's Professional Growth. Staff identify and record goals that reflect individual learning gaps in knowledge and skills. Staff rely on multiple sources of data, such as Professional Learning Communities (PLC) needs assessments, School Blueprints, assessments (standardized, summative, and formative), and professional aspirations to determine focus areas. The Individual Professional Development Plan is to align with their respective school's blueprint, the District's Blueprint, and the Kansas Professional Teaching Standards. The Professional Development Council annually encourages staff members to review and revise their professional learning goals and discuss them with administrators during the appraisal process.

Guidance is provided by the PDC and in the Professional Development Council Licensed Staff Handbook to assist staff members in developing their IPDP. Below is the cycle provided to the PDC and staff to support writing, revising, and evaluating progress on IPDPs.




The Professional Development Plan is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than their individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. Blue Valley Schools uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP).

**3.1 Collaborate with a designated supervisor.**

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and their supervisor (if the supervisor agrees with the plan).
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting. Individual plans are added to

PDC meetings as a consent agenda item for approval. This happens after each plan is approved at each point in the sequence of approvers as generated through Frontline's Professional Growth System.

**3.2 Assess individual needs.**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

**3.3 Determine individual professional development goals.**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

**3.4 Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

**3.5 Write the Individual Professional Development Plan.**

The Individual Professional Development Plan should include goals or clear statements of what individual wishes to know and be able to do because of the professional development.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

**3.6 Analyze progress.**

Throughout the time the learning is being applied, the individual should analyze student data and check to see if perceptions and observations correlate with student performance on formative and summative assessments. Staff are encouraged to reflect on progress with their colleagues, e.g., professional learning community, instructional design coach, mentor, etc., Staff are encouraged to focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed.

**3.7 Revise the plan as necessary.**

Based upon what is learned from the analysis of progress, individual staff members are to revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

## 3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district.

Any educator employed by or who resides within the Blue Valley School District, USD 229, is welcome to file a professional development plan with Blue Valley Schools' Professional Development Council for licensure renewal purposes.

Information about how to register for an account in Frontline's Professional Growth System is available on the professional development page within Blue Valley Schools' external website. An individual completes the registration form, and the Frontline Systems Manager contacts them with information regarding their new account and guidance on how to earn and record professional development points.

- Certified community members receive the same treatment as if they were an employee of Blue Valley Schools. Blue Valley Schools provides them access to the district catalog within Blue Valley's Professional Growth System to learn about and sign up for professional learning activities occurring throughout the district. These individuals are required to identify their professional development needs, particularly the need for points for licensure renewal. To support these individuals, the Frontline Systems Manager and PDC Chair provide guidance and direct them to licensure consultants at KSDE when needed. In addition, these individuals are held accountable to the KSDE regulations, and professional development points must be obtained in one or more of the following areas: content endorsement standards, professional education standards, and service to the profession. Certified community members must complete an individual professional development plan, approved by the PDC. Individual plans are added to PDC meetings as a

consent agenda item for approval. This happens after each plan is approved at each point in the sequence of approvers as generated through Frontline's Professional Growth System.

To begin this process, non-employees may contact the PDC Chair or Systems Manager at 913-239-4000.

## 3.9 Appealing the Non-Approval of an IPDP by the PDC

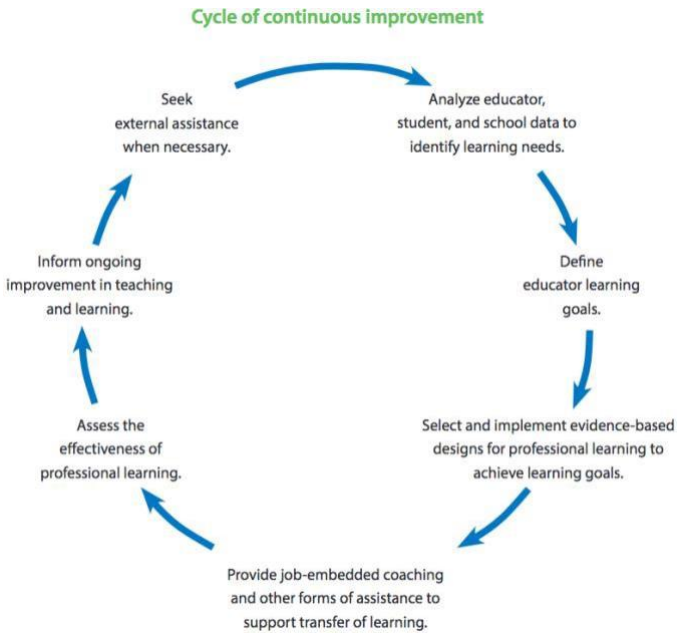
Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

# Section Four

# Awarding Professional Development Points for Re-Licensure

## 4.0 Introduction

Learning Forward's Standards for Professional Learning and Blue Valley School's definition of professional learning put a cycle of continuous improvement at the heart of collaborative and individual learning. Blue Valley Schools strives to embed professional learning in the day-to-day work of educators, supporting relevant, collaborative, sustainable, and results-oriented professional learning that advances educator effectiveness. Learning Forward notes the stages of the cycle may vary, depending on the individual's or team's learning goals and responsibilities. The stages of the cycle: examine data, set goals, learn individually and collaboratively, apply new learning, and refine practice, guide individuals, schools, and our district through annual and ongoing goal setting, planning, implementation, reflection, and evaluation. We share Learning Forward's belief that "more students achieve when educators assume collective responsibility for student learning." The visual below, developed and copyrighted by Learning Forward, is used to help individuals, teams, and the district navigate the cycle.




Adapted from Hirsh, S., Psencik, K., & Brown, F. (2014). *Becoming a learning system*. Oxford: OH: Learning Forward

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points. Staff PD points are added to PDC meetings as a consent agenda item for approval.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

## 4.1 Definitions

In Blue Valley Schools, professional learning occurs when school is not in session on the school calendar's designated professional learning days and when school is in session through coaching, professional learning communities, and learning alongside students. There are three categories of professional learning, identified by the designer of the activity: district-designed, building-designed, and educator-designed. If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.

**In-Service Education** means professional development and staff development and shall include any planned learning opportunities provided to the licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions (KAR 91-1-205(d)).

**Service to the Profession** means any activity that assist others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations (KAR 91-1-205(k)).

## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal.

Relicensure is the responsibility of the employee. The Kansas State Department of Education (KSDE) is the issuing authority. The employee and licensed community member with an IPDP on file with Blue Valley Schools, USD 229 are responsible for meeting all (re)licensure requirements, completing the renewal application through KSDE's authenticated applications, keeping track of professional development points, taking college courses (if needed for renewal), and providing official transcripts for college/university credit necessary for renewal.

If an individual holds a bachelor's degree, they must submit 160 professional development points earned

under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas: Content Endorsement Standards, Professional Education Standards, or Service to the Profession.

## 4.3 Awarding Points in Three Levels

| MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE | | | |
|---|---|---|---|
| **KAR 91-1-206**<br>"Professional development plans for license renewal" | Content Endorsement Standards | Professional Education | Service to the Profession |
| **Knowledge**<br>What do you know now that you did not know before? | 1 PD point = 1 clock-hour of in-service education | 1 PD point = 1 clock-hour of in-service education | 1 PD point = 1 clock-hour of service to the profession |
| **Application**<br>What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? | 2 X Original Knowledge Level points | 2 X Original Knowledge Level points | Not applicable |
| **Impact**<br>How has student performance improved?<br>What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

Activities such as college or university coursework and athletic coaching clinics are unique to the individual. Because of this, criteria applicable to all professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria the PDC may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

## 4.4 Awarding Points & Indicators for the Three Levels

### Level 1: Knowledge Level Points

Knowledge level points address the question, "What do you know now that you did not know before?" They provide the baseline for the points that will eventually be earned at the Application and Impact levels. Knowledge level points are awarded at a rate of one point per clock hour of the professional learning activity. Knowledge level points are awarded for activities that increase the knowledge and skills related to specific content endorsements (Content Standards) or job and role responsibilities (Professional Education Standards). Knowledge level points can also be awarded for activities that assist others in acquiring proficiency in instructional programs, pedagogy, or content or directly related to the licensure of educators, accreditation processes, or professional organizations (Service to the Profession). Knowledge level points provide the baseline for points that will eventually be earned at the Application and Impact levels.

- Knowledge level points can come from multiple activities at the knowledge level.
- It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

<u>In-Service Education = 1 PD Point Per Clock Hour</u>

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Pre and post assessments of the individual staff person's learning.

<u>Service to the Profession = 1 PD Point Per Clock Hour</u>

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
    - Membership in the school or district PDC.
    - Serving as a member of the school's steering team.
    - Serving on a curriculum development committee.
- Providing staff development.
- Samples of published articles or newsletters and an explanation of the time spent in writing.

- An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
- Serving on an onsite team for another school or district and an explanation of the time spent.

Knowledge level points are approved by PDC. Staff members must obtain pre-approval and provide documentation of the activity in the form of a reflection, agenda, certificate of completion, and sign-in sheet. The Professional Development Council retains the right to request additional documentation for any activity.

## Level 2: Application Level Points

Application level points address the question, "What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? When a staff member applies professional learning to an authentic situation, they can apply to earn Application level points. Application level points are awarded at a rate of two (2) points per the knowledge level point of the original activity.

Application level points are approved by the PDC. Staff members must obtain pre-approval and provide documentation in the form of evidence (e.g., lesson plans from throughout at least one semester, practice with feedback from a trained peer coach or supervisor that takes place throughout at least one semester, observations using video or audiotapes at several intervals throughout at least one semester, etc.), and in the form of a reflection. The application of the original Knowledge level activity should be relevant to student learning. The Professional Development Council retains the right to request additional documentation for any Application level points. If an Application level proposal is denied, the staff member has the right to appeal the decision to the full Professional Development Council, where a majority vote can approve the proposal.

<u>Use of New Knowledge and Skills = 2x Level 1 Points</u>
Verification required may include one of the following:
Independent observation such as:

- Direct observation using trained observers or video/audio tapes.
- Structured interviews with participants and their supervisors.

Below are examples of evidence (data) provided to staff to help guide the Application level process. It is not a comprehensive list. Other evidence may be accepted by the PDC:

- Lesson plans

- Implementation log
- Pre and post student work samples
- Student portfolio (students must be kept anonymous)

## Level 3: Impact Level Points

Impact level points address the questions, “How has student performance improved; what has positively changed about the program?” When a staff member applies professional learning to an authentic situation, and it positively impacts student learning or the educational program of the school/district, they can apply to earn Impact level points. Impact level points are awarded at the rate of three (3) points per Knowledge level point of the original activity.

Impact level points are approved by the PDC. Staff members must obtain pre-approval and provide documentation of the activity in applicable data over at least one academic school year, and in the form of a reflection. The Professional Development Council retains the right to request additional documentation for any request for Impact level points. If an Impact level proposal is denied, the staff member has the right to appeal the decision to the full Professional Development Council where a majority vote can approve the proposal.

<u>Organizational Change = 3x Level 1 Points</u>
Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.

<u>Student Learning = 3xs Level I Points</u>
Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students’ behaviors, such as:
- Study habits.
- Improved school attendance.
- Improved homework completion rates.
- Independent observation of positive students’ classroom behaviors.
- Increased enrollment in advanced classes.

- Increased participation in school-related activities.
- Decreased dropout rates.

### College/University Coursework, Clinics, Etc.

Staff members may earn professional development points for college/university coursework, athletic coaching clinics, workshops, and other unique activities. Points are approved by the PDC.

Staff members must obtain pre-approval and provide documentation of the course, clinic, workshop, etc. (e.g., syllabus, website address to the course, certification of completion, etc.). For college/university coursework, points are awarded at the rate of twenty (20) points per credit hour. For clinics, workshops, and other unique activities, points are awarded at a rate of one (1) point per clock hour of the activity.

## 4.5 Awarding Professional Development Points for Purposes Related for Employment or Other Local Matters

Certified staff members can use both college credit and certain professional development points to change columns on the salary schedule. To move into and beyond the MA column, a staff member must have earned a master's degree. Salary advancement, including point eligibility, deadlines, regulations, etc. is per the Blue Valley Negotiated Agreement. A copy of the Negotiated Agreement can be located on the Human Resources Page within Staff Links on the Blue Valley Connect.

### 4.51 Eligible Professional Development Points

Points must meet all the following criteria to be converted into college credit and used for salary advancement:

- Be at the Application or Impact level.
- Be used within five years of the initial Application/Impact level activity approval.
- Be earned through the district and/or building design professional learning activities.
- Be approved and completed no later than 300 days after the completion of the original Knowledge level activity on which the Application/Impact request is based.

Only 120 points may be converted into college credit and used for salary advancement, per year (20

points = 1 credit hour). Per the Negotiated Agreement, all points used to move to a post-degree column must be earned after the Professional Employee's latest degree.

## 4.52 Professional Development Transcripts

Licensed personnel and community members with an approved IDPD can access their PD transcript directly from their Professional Growth account in Frontline or by contacting Blue Valley Schools' Frontline Systems Manager.

## 4.6 Questions About Awarding PD Points Relative to Renewal Licensing

(KSDE Teacher Licensure updated as of 8/1/23)

**Do I have to have professional development points to renew my five-year professional license?**
Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. Regulation 91-1-205(b)(3)(D)
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree AND have at least three years of accredited experience during the validity of the professional license being renewed. Regulation 91-1-205(b)(3)(E)
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. Regulation 91- 1-205(b)(3)(A) or (B)

**How old can professional development points be? What about credit hours?**
The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being

renewed. Regulation 91-1-205(b)(3)

**If an educator has retired, but wants to maintain their professional license, do they have to continue to meet the same professional development requirements for renewal?**

No. If an educator is taking part in an educational retirement system in any state, they can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

**If an educator wants to renew a five-year substitute license, must professional development points be earned?**

Yes. This license may be renewed with 50 professional development points.

**What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

**Do official transcripts from the colleges or universities need to be included with the professional development transcript?**

No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

**Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**

Yes. The professional development council will need to determine the level when they award the points.

**Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. Regulations 91-1-215(f) and 91-1-206(a)

**Can points be earned for attending a coaching clinic or course?**

The two areas for licensure renewal listed in the question above are addressed here:
Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area

(professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

# Appendix A – Professional Development Regulations

| | |
|---|---|
| KAR 91-1-205. | Licensure renewal requirements. |
| KAR 91-1-206. | Professional development plans for license renewal. |
| KAR 91-1-211. | Licensure review committee |
| KAR 91-1-215. | In-service education definitions. |
| KAR 91-1-216. | Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs. |
| KAR 91-1-217. | In-service education professional development council. KAR |
| 91-1-218. | Awarding of professional development points. |
| KAR 91-1-219. | Expenditures for an in-service education program. |

## Professional Development Regulations

### KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203(a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related

to the teaching performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ’’B‘‘ or higher.
(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ’’B‘‘ or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent

license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;

(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009).

### KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

### Section KAR 91-1-211 - Licensure review committee

**(a)** A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

### KAR 91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.

(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

## KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;

(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

### KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

### KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

### KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;

(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

# Professional Development Plan

## Mulvane Public Schools
## USD 263



## 2023-2028

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/28

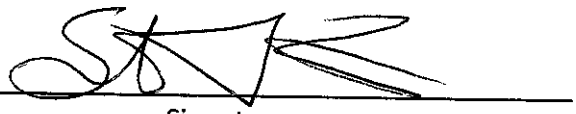
# 5-year Professional Development Plan Approval

The USD 263 Professional Development Council approved the following plan, at its meeting held on **April 17, 2024**, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Ashley Rhodes
Signature

4/18/24
Date

The USD 263 Board of Education approved the following plan, at its meeting held **on April 22, 2024**, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: 
Signature

4/22/24
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
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## GOALS FOR PROFESSIONAL LEARNING PLAN-USD 263

A. USD 263 will encourage and facilitate staff development for all licensed personnel in the district for the purpose of maintaining, refining, and/or extending professional skills and knowledge that coordinate with meeting the needs and objectives of the educational program of the district.

B. The Professional Learning Council referred to in this plan functions the same as and is another name for the Professional Development Council (PDC) as defined in KAR 91-1-215(g), In-services definitions.

C. The Professional Learning Council will facilitate opportunities for licensed personnel in USD 263 to increase knowledge and strengthen skills in specific content areas by providing building level and district-wide in-service.

D. The Professional Learning Council will facilitate opportunities for licensed personnel in USD 263 to develop or improve individual knowledge and skills which suppo11 or enhance the role of the staff member by approving appropriate professional learning plans of licensed personnel.

E. The Professional Learning Council will facilitate opportunities for licensed personnel in USD 263 to improve skills and knowledge in the development, implementation, and evaluation of curriculum by providing curriculum in-service when requested by district administration or when warranted by needs assessment.

F. The Professional Learning Council will strive to facilitate opportunities for outcome or results-based staff development for licensed staff in USD 263.

G. The Professional Learning Council will attempt to maintain the same forms throughout the year. New forms will not be introduced except at the beginning of the new school year unless absolutely necessary.

H. The Professional Learning Council will allow licensed persons living within the district boundaries to utilize the processes outlined in this manual.

I. The Professional Learning Council will develop and maintain a District Professional Development Plan, approved by the USD 263 School Board of Education that meets the criteria established by the Kansas State Board. The criteria include:
    1. Establishment of a professional development council
    2. An assessment of in-service needs
    3. Identification of goals and objectives
    4. Identification of activities
    5. Evaluative criteria

## PROFESSIONAL LEARNING COUNCIL

The Professional Learning Council is a representative group of USD 263 licensed personnel

which will advise the Mulvane Board of Education in matters which concern the planning, development, implementation, and operation of the district in-service learning plan. Each member is selected by the licensed teachers and leaders in the groups they represent. The PLC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Secretary is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

A. Membership

The membership of the Professional Learning Council will be composed of no less than seven (7) and no more than nine (9) members. This range covers current membership and allows for expansion as needed. Composition of members will include one (1) educator from the "specials" area, one (1) professional educator from each school and two (2) administrators. Administrators will take staggered terms set up by administrative flow chart.

1. Administrators shall be defined as district administrators, directors, supervisors, and building administrators.

2. Professional educators shall be defined as licensed personnel who are teachers, librarians, counselors, or other licensed personnel who are included in the term professional educator as used in the negotiated agreement.

3. Members will serve staggered terms of membership, so as to maintain continuity of membership on the Council. Initially, members will draw to determine who shall serve 1, 2-year membership on the Council.

4. The District supports for the PDC by providing staff to act as the PDC Secretary. While not a member of the PDC, this staff is referred to often in this plan and allows for the PDC to function smoothly.

## Licensed Teacher Groups Represented:

| Groups Represented | Number |
|---|---|
| Munson Primary School | 1 |
| Grade School | 1 |
| Middle School | 1 |
| High School | 1 |
| Specials Area (non-classroom) | 1 |
| Total | 5 |

## Licensed Leader Groups Represented:

| Group Represented | Number |
|---|---|
| District-wide | 2 |
| Total | 2 |

B. Method of rotation of membership

1. Administrators shall serve a two (2) year term, on a rotation basis.

2. Professional educators shall serve a term of 2 years. Council Members may be re-elected.

C. Method of selection

1. Vacancies for representatives from the administrators shall be by rotation schedule. Each Spring the licensed leaders will select their new representative during a leadership meeting discussion. The PDC Secretary will document this activity in the minutes and inform the PDC of the selection.

2. Vacancies for representatives from the school shall be by election in that respective building, by professional educators in that building, and shall be held by April 15 of the appropriate year. The PDC Chair, along with each PDC building representative, will lead the selection process for new PDC members. During the monthly late start meeting, groups needing new members will separate from the large group and discuss and select their new representative. That information will go to the PDC Secretary who will maintain that information in the District office.

3. Newly elected members of the Council are encouraged to attend meetings of the Professional Learning Council as non-voting members from the date of selection until the term of office begins in order to become familiar with the duties, responsibilities and procedures of the Council.

D. Resignations and Replacement

1. Resignation of membership: A member may resign his/her membership at any time. A letter of resignation shall be written by the resigning member and submitted to the Council at least two (2) weeks prior to the effective date of the resignation. The resigning member's constituency shall be notified of the vacancy immediately. The vacancy shall be filled by the constituency according to the selection procedure as quickly as possible. A representative elected to fill such a vacancy immediately assumes the term of the resigning member.

2. A member of the Council may be requested to resign by the membership if more than three (3) meetings are missed (except under extenuating circumstances), failure to fulfill the minimum duties and/or responsibilities of the position, or other circumstances which the membership of the Council deems to be cause for resignation for the good of the Council. Such a vacancy shall be filled according to the procedure

previously noted.

E. Offices of the Professional Learning Council

1. Officers: The officers of the Council shall consist of a Chairperson and Vice-Chairperson.

2. Selection of officers: Officers shall be elected in May by the members of the Council, and the term of office shall begin at the first meeting after July 1st.

3. Terms of office: Officers are elected for one year. No officer may be re-elected to the same office for more than three successive terms.

4. Resignation and replacement: Any officer may resign from office at any time provided a letter of resignation is submitted at least one month prior to the effective date of the resignation. Vacancies in officer positions will be filled by a majority vote of a quorum of the Council at its next regular meeting, or at a special meeting if no regular meeting is scheduled for a period of more than one month.

   Although not officers, the Superintendent and/or other district staff shall serve to advise and support the activities of the Council.

F. Powers, duties, and functions of the Professional Learning Council

1. Participation in annual training related to the roles and responsibilities of council members, including responsibilities under these regulations, K.A.R 91-1-215 through K.A.R. 91-1-219; to develop operational procedures; and to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

2. Implement the Professional Learning Plan in the USD 263 Mulvane Schools within the guidelines and criteria established by the State Department of Education and the Board of Education.

3. Review, approve or reject the Individual Professional Learning Plans and all building level forms submitted to the Council by each participating licensed staff member.

4. Review, upon request, the actual progress of each participating licensed staff member, determine the number of in-service points earned for each completed activity, and notify the staff member of his/her in-service points awarded by emailing the minutes from each meeting.

5. Recommend to the Board of Education transcripts with in-service credit for Board approval.

6. Report at least once each year to the Board of Education concerning the Professional Learning Council's activities and make recommendations for improving the program and its administration.

7. Necessary clerical and accounting staff and facilities for meetings, recordkeeping, communication, and other necessary business of the Council shall be furnished by the district.

    a. Minutes of all meetings will be kept.

    b. Minutes of all meetings will be forwarded to the Superintendent, to all members of the Professional Learning Council, Asst. Superintendent, Board of Education members, principals, directors, and other interested persons.

    c. All Professional Learning Council correspondence will be handled by the PDC Secretary to the Professional Learning Council/PLC chairperson.

    d. A file of Professional Learning Council minutes, correspondence, and all other pertinent documents will be maintained in a file cabinet in the PDC Secretary's office. Other documentation for managing PD points and IPLPs are contained in My Learning Plan.

G. Chairperson-duties:

1. Presides at all regular meetings.

2. Scrutinize prepared minutes and agenda and return to the Council Secretary. The PDC Secretary will send out an agenda in advance of regular meetings.

3. Calls and presides at all special meetings.

4. Interprets guidelines between meetings.

5. Receives all resignations from the Professional Learning Council.

6. Yearly reviews PLC plan with Council.

7. Ensures that the Individual Professional Learning Plans and In-service Activity Plans are safely and accurately processed by the Council.

8. Carries out any other duties as described in this document.

H. Vice-Chairperson-duties:

1. Fulfills all of the duties of the Chairperson in the Chairperson's absence.

2. Carries out all other duties requested by the Chairperson.

J. Meetings of the Professional Learning Council

I. Regular monthly meetings will be held from September through May. Other meetings may be called as needed.

2. Notification of all regular meetings shall be given at the beginning of the school year.

3. Meetings will be held at a predetermined location determined annually.

4. Special meetings may be called by the Chairperson or a majority of the Professional Learning Council.

5. Quorum: A majority of the voting members of the Professional Learning Council shall constitute a quorum.

Decision-making:

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

PROCEDURE FOR DEVELOPMENT OF AGENDA FOR PROFESSIONAL LEARNING COUNCIL

A. Items for consideration by the Professional Learning Council may be proposed by the members of the Professional Learning Council or licensed personnel of USD 263.

B. Items should be submitted to the Central Office at least one (I) week prior to the scheduled meeting of the Council.

C. The agenda and notification of the meeting shall be distributed to members of the

Professional Learning Council. One copy will be provided for posting in each building and copies will also be given to the Superintendent.

D. The Council shall determine the amount of time to be spent on each agenda item. Meetings shall be limited to 90 minutes unless there is a majority vote to extend the meeting.

PROCEDURE FOR TAKING AND MAINTAINING RECORDS

A. Records of meetings and materials submitted to the Professional Learning Council shall be forwarded to the Superintendent. These materials, upon review by the chairperson, shall be maintained in the central office for safekeeping.

B. Minutes of meetings shall be kept by the PLC Secretary for the Professional Learning Council. Minutes will be emailed to all staff.

C. A master file of individual and group Professional Learning Plans shall be maintained in the central office. Prudent supervision of files by the Superintendent should guarantee confidentiality of information through a system of monitoring those having access to personnel records.

D. Professional Learning Council information shall be available to employees subject to the following stipulations:

   I. All Professional Learning Council records except those of a confidential nature shall be available at reasonable times in the central office.

   2. Third party access to Professional Learning Council records is subject to the same stipulations and shall also be governed by the following procedure:
   A log shall be kept of all occasions of third-party access to Professional Learning Council materials giving time, date, material being accessed and name of person.

   3. Individuals will have access to his/her file or records subject to the same stipulations as in# I above.

E. Only those persons designated as the official family shall have access to the Professional Learning Council records unless written permission has been granted and verified. The official family shall be designated as Superintendent, Assistant Superintendent, Principals, PLC chairperson and Board of Education, acting in official capacity. Principals and directors will be granted access to the records of only those personnel under their immediate supervision.

F. The Board, while in session, may have access to all Professional Learning Council materials, but shall respect the confidentiality of such files. An individual board member may be authorized by the Board to have access to personnel records for specific purposes under the same constraints as applicable to the Board as a whole and the administrative staff.

G. Professional Learning Council files may not be taken out of the Administration Building and copies shall not be made except as previously noted.

PROCEDURE FOR PROVIDING REQUIRED PDC ANNUAL TRAINING

USD 263 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

Typically, the training occurs in the Fall by using the KSDE online training that issues a completion The PDC Secretary is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in the PDC Secretary's office in a file cabinet. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

IN-SERVICE NEEDS

2.1 A comprehensive needs assessment was completed during both the development of the District Strategic Plan and the KESA school improvement process. A compilation of the data from the below sources was used.

- Stakeholder Feedback (TeamGreen Student Leadership, District Site Council, Facilities Steering Committee, Building Leadership Teams, etc.)
- 2022-2023 State Assessments Review for 2023-2024 Budget Considerations
- Data from Success Measures
    - KSDE Accountability Report
    - eWalkthrough Data
    - Fastbridge Scores
    - Staff Retention Rate
    - Longevity Rate
    - Staff Fill Rate
    - **CKH** Staff Survey Data
    - Patron Engagement in Committees
    - CKH Parent Survey Data
    - Community Partnerships

- Communication Analytics
- Recognition Data
- Steering Committee Engagement & Success
- Yearly Safety Preparedness Drills & Training
- Increased Facility Security Enhancements

2. 2.

The Strategic Plan guides the work as a district, providing measurable goals and targets to focus efforts and assess the progress as we strive to systematically improve student outcomes for all students. In addition, the KESA school improvement plan is embedded within the strategic plan.

**Mission Statement:** Mulvane Public Schools will empower all students with academic, life, and social skills.

**Vision Statement:** In partnership with our families and community, the vision for Mulvane Public Schools is to prepare today's learners for tomorrow's opportunities.

**Core Values:**

- Community, Families, & Individuals
- Safety and Wellness
- Lifelong Student Achievement & Success
- Respectful & Collaborative Relationships
- Dedicated & Passionate Staff

**Goals:**

1. Students & Programs: Develop a long-range plan to ensure students' College and Career Readiness through emphasis on work-based learning and high-impact tiered instruction.
    - KESA Goal 1: Move the Postsecondary Success Rate within or above the Confidence Interval, focusing on these three strategies:
        - Maintain a graduation rate at or above the state goal of 95% and track individual postsecondary assets
        - Ensure 6-12 grade level IPS benchmark completion, including a digital graduation portfolio presentation
        - Monitor Kansas District Report Card Data (Attendance Rate, Chronic Absenteeism)
        - Tier 1 SECD Instruction Pre-K-12
    - KESA Goal 2: Improve State Assessment ELA Scores by focusing on these three strategies:
        - Conduct eWalkthrough classroom observations of high impact instruction
        - Require teacher PD in reading (Pathways to Reading, Dyslexia, LETRS, & Structured Literacy)
        - Strengthen tiered support structures utilizing FASTbridge data
2. Staff: Actively recruit and retain highly qualified, caring and

student-focused staff.

3. Communication & Culture: Positively publicize diverse district activities and share pertinent information with all stakeholders in a timely manner in an easily accessible format.
4. Facilities & Infrastructure: Develop a long-range plan to address our facility needs including deferred maintenance and future growth.
5. Early Childhood: Develop a long-range plan to address our early childhood needs (2025).

2.3 Each Strategic Plan Goal, including the KESA goals, are addressed monthly at Leadership Meetings, Building Leadership Meetings, PDC meetings, KESA check-ins, Strategic Planning Team Meetings, etc. Each goal has an action plan that has the following components:

- Specific Success Measures
- Baseline Data
- Timelines/Due Dates
- Goal Leader and Goal Champion
- Resources need to attain goal

2.4 Each goal has a specific success measure that is frequently monitored. All in-service activities are followed with a participant survey that the PDC committee and leadership committee reviews.

## PROCEDURE FOR AMENDING THE DISTRICT PLC PLAN

Procedures and criteria for annual review of the Professional Learning Plan

I. The Professional Learning Council shall be evaluated using the KESA rubrics by our stakeholders.

2. The Professional Learning Council shall evaluate the general administration of the Professional Learning Plan by analyzing the effectiveness of the needs clarification process; the coordination of in-service activities; the efficiency of the record keeping system; the operation of the Professional Learning Council; the selection, monitoring, and validation of activities; and the evaluation process itself.

3. The Professional Learning Council will recommend needed changes based upon the evaluation of the program.

This document may be amended in the following manner:

1. If the annual evaluation shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. The Professional Learning Council may adopt amendments to the District Professional Learning Plan by a two-thirds majority of a total membership of the PLC members.
2. Once an amendment is approved, the PDC will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.
3. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.
1. Amendments approved by the PDC may be presented to the Board of Education as information or submitted for its approval, which will be recorded in the Plans Update form.

PROCEDURE USED TO INFORM PROFESSIONAL EDUCATORS AND THE BOARD OF EDUCATION OF DECISIONS AND ACTIVITIES OF THE COUNCIL

A. The Secretary for the Professional Learning Council shall prepare minutes of all meetings and distribute them to all members of the Professional Leaming Council, Superintendent, Board of Education representative, principals, and other interested persons.

B. For staff members that are not in the building on a daily basis, staff should contact the PLC Secretary for information on the status of their file.

PARTICIPANT ELIGIBILITY FOR CREATING AN INDIVIDUAL PROFESSIONAL LEARNING (DEVELOPMENT) PLAN

A. In accordance with Kansas Statute, any employee holding a license issued by the Kansas State Board of Education, may prepare an individual learning plan (IPLP) and/or be included in a building learning plan for the school year in which he/she is employed. Employment may include other than K-12 classroom assignments-for example substitute teachers, early childhood teachers, GED instructors, para educators, teacher aides, parent educators, and other adult educators who meet the above criteria would be eligible. Individuals meeting the above criteria would be eligible to apply for in-service points through the Kansas In-service Program.
B. Residents or those who work in the district boundaries who are not employees that choose to run their points and college classes through USD 263 Professional Learning Council will be charged the fee assessed by MyLearningPlan.com for this service. Substitutes will also be charged the fee for using this service.

The PDC Secretary is the liaison between non-employee licensed teachers and leaders and the PLC. To begin this process, non-employees may contact the District Office at 316-777-1102.

The steps the individual will take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 263 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

**1. Collaborate with a designated supervisor.**

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

**2. Assess individual needs.**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

**3. Determine individual professional development goals.**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

**4. Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the

district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

**5. Write the Individual Professional Development plan.**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

**6. Analyze progress.**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

**7. Revise the plan as necessary.**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

PROCEDURE FOR DEVELOPMENT AND APPROVAL OF LONG RANGE INDIVIDUAL PROFESSIONAL LEARNING PLAN

A. Forms for the Long Range Individual Professional Learning Plan will be available at MyLearningPlan.com. New staff are trained on using My Learning Plan in August. After that PDC building reps provide refresher training and there are other opportunities offered

throughout the year.

B. Licensed staff members are **required** to complete the Long Range Individual Professional Learning Plan form, keeping in mind improvement of individual performance of the area in which they are licensed or additional areas of licensure.

C. Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas: **Content Endorsement Standards as adopted by the state board; professional education standards as adopted by the state board; or service to the profession.**

D. Long Range Individual Professional Learning Plans (IPLP): All professional learning plans shall be submitted on the Long Range Individual Professional Learning Plan form to the designated supervisor and building PLC representative for approval. The designated supervisor shall review the plan and ask for clarification as needed. The plan will then be submitted to the PLC for consideration as a consent agenda item.

E. The Individual Professional Learning Plan shall be based upon the district or building's goals/objectives and participant's needs as determined through self-evaluation of knowledge/skill needs as determined in conjunction in collaboration with his/her immediate supervisor. IPLP's shall be reviewed annually **no later than September 30th.**

F. Each plan submitted to the Professional Learning Council shall be reviewed by the Council. If the plan is disapproved, the participant shall be notified of the reasons for the disapproval of his/her plan and be given suggested procedures for either revising and resubmitting the plan to the Council or submitting an appeal to the Council.

LONG RANGE INDIVIDUAL PROFESSIONAL LEARNING PLANS

A. Criteria for the Long Range Individual Professional Learning Plan

1. Each activity meets needs as expressed in the goals of USD 263 and/or the Professional Learning Plan or needs which were addressed in formal and informal assessments at the individual, building or district level.

2. Goals and objectives are clearly stated.

3. Professional Learning activities must relate directly to identified district/building goals. These goals should be reviewed annually and may include areas of professional growth and recertification such as, but not limited to, the following:

    (a) curriculum development, implementation and/or evaluation,
    (b) knowledge of subject or service area,
    (c) extension of teaching strategies or methods,
    (d) exploratory or innovative activities,

(e) development of management or administrative skills,
(f) other professional activities such as participation in workshops or special projects, presentations, the publication of articles, etc., and
(g) technology.

B. Procedure for recommending validation of the Individual Professional Learning Plans

1. Assurances that an individual professional learning plan has met or exceeded the Professional Learning plan criteria shall include the following:

(a) a copy of the Individual Professional Learning Plan, and
(b) statement of approval by the PLC.

The procedure for recommending validation of individual Professional Learning Plans shall include the assurances listed above and shall originate with the participant. After assurances and signatures are in place, the completed plan is submitted to the Board of Education for approval if requested by the current Board President.

2. When Individual Professional Learning Plan activities are completed and validated, the number of in-service points earned will be entered on the participant's Professional Learning Record.

3. An Individual Professional Learning Plan must be reviewed and submitted annually by **September 30** in order to earn all possible professional learning points. If a new/reviewed plan is not on file, professional learning points will be denied.

4. A list of participants whose plans and in-service points have been approved will be included in the minutes of each council meeting which are posted in each building.

IN-SERVICE ACTIVITY PLANS

A. Criteria and procedure for submitting In-service Activity Plans

1. Any group of licensed staff members may submit an in-service plan for a common purpose.

2. An In-service Activity Plan form can be obtained online at MyLeamingPlan.com.

3. The completed In-service Activity Plan will be submitted to the building principal or designated supervisor for review and approval.

4. The building principal or designated supervisor shall forward the plan to the Professional Learning Council in care of the central office no later than the next regularly scheduled PLC meeting.

B. Criteria and procedure for approving In-service Activity Plans

1. Each activity meets the needs as expressed in the goals and objectives of USD 263 and the Professional Learning Plan or needs which are addressed in the formal and informal assessments of the individual, building, or district level.

2. Goals and/or objectives are clearly stated.
3. In-service Activity Plans directly relate to one or more areas of professional growth or learning and recertification such as, but not limited to, the following:

    (a) curriculum development, implementation, and/or evaluation,
    (b) knowledge of subject or service areas,
    (c) extension of teaching skills or methods,
    (d) exploratory or innovative activities,
    (e) development of management or administrative skills, in workshops, special projects, presentations, publication of articles, etc.
    (f) new teacher sessions, mentorships
    (g) CPR, Crisis Intervention techniques

C. Procedure for validation of In-service Activity Plans

2. The Professional Learning Council shall approve all In-service Activity Plans and in-service points The Council/Superintendent will consult on questionable activities.

## 1.7 PROFESSIONAL LEARNING CREDIT REQUIRED FOR RENEWAL OF LICENSE

A. Renewal of certification based upon Professional Learning shall require:

1. Each individual whose highest degree is baccalaureate degree to have experiences worth at least 160 Professional Learning points during a five year period, half of which shall be college or university credit.

2. Each individual having a master's degree or other advanced degree shall have experiences worth 120 Professional Learning points during a five-year period.

3. The Professional Learning points used for renewal of a license should be earned in at least two of the three areas. Points in the area of "Content" are recommended.

| 91-1-206 "Professional Development Plans for licensure renewal" | A.CONTENT | B. PROFESSIONAL EDUCATION | C. SERVICE TO THE PROFESSION |
|---|---|---|---|
| 1. KNOWLEDGE<br>What do you know now that you did not know before? | I point= I contact hour | I point= I contact hour | I point= I contact hour |
| 2. APPLICATION<br>What are you doing now that you could/did not do before? (student focus) | 2 x Knowledge level points | 2 x Knowledge level points | NO POINTS AWARDED AT THIS LEVEL |
| 3. IMPACT<br>How has student Performance improved?<br>What has positively changed about the program? | 3 x Knowledge level points | 3 x Knowledge level points | NO POINTS AWARDED AT THIS LEVEL |

4. Experiences worth at least 50 Professional learning points during a five-year period for a renewal of a substitute teaching endorsement as taken through USD 263.

   (a) A substitute teacher may earn all 50 points through Professional Learning.

   (b) A substitute teacher who is on the current year substitute list may submit an **IPLP** to the Council for approval.

   (c) A substitute teacher upon completion of the IPLP shall submit requests for PLC points/college hours through MyLeamingPlan.com. Substitutes will be charged the fee assessed by MyLearningPlan.com for this service.

1.7 PROFESSIONAL LEARNING CREDIT

A. Higher education-No maximum

KSDE is requiring staff to have all college hours included on their PLC transcript. See last page for steps on how to do this.

Approval of proposed higher education classes is required. Because KSDE is requiring the local PLC to acknowledge that the class is related to the individual's content area or professional education and is part of the person's goals, an IPLP must be on file for the individual. Proof of successful completion of college classes should be sent to the District Office-e.g. grade card, copy of transcript.

One (I) semester hour of college/university credit=20 points.

Award credit will be handled per negotiated agreement. See last page for steps on how to submit for reimbursement.

*B.* In-District In-service

Local in-services, those sponsored by USD 263, are to be placed on the "KNOWLEDGE/SKILLS LEVEL I" in-service form. Knowledge (Level 1) points for contracted staff learning will be equivalent to one PD point for each clock hour spent on the activity. The Knowledge (Level I) form must be submitted within **10 working days** of the end of the activity. During their first year, new teachers to the district will be allowed a one-time extension to turn in their Level I forms. They must have them in by the first meeting in October.

The participant must "mark complete" and do the evaluation of the in-service activity at MyLeamingPlan.com within one month of the end of the activity in order to receive points.

C. Out-of-District In-service

In-services outside of the school district must be listed on the "KNOWLEDGE/ SKILLS LEVEL l" in-service form. Knowledge (Level 1) points will be valued at seat time. The Knowledge (Level 1) form must be submitted within **10 working days** of the end of the activity. During their first year, new teachers to the district will be allowed a one-time extension to tum in their Level I forms. They must have them in by the first meeting in October.

The participant must "mark complete" and do the evaluation of the in-service activity at MyLearningPlan.com within one month of the end of the activity in order to receive points.

No points are given for conference registration and exhibit times. Points can be given for actual speaker presentations during a working lunch. No points will be given for coaching clinics.

When there is a conference with multiple sessions, each session must be listed on the "Knowledge Level l" form under "Session Titles for Multiple Session Workshops". The verification section of the form includes an attendance record of actual time in attendance at each session.

The superintendent may recommend that a new teacher may attain PLC points for a required building/district in-service the summer prior to employment. The new teacher must have an IPLP on file.

D. The following items apply to In-District In-service, Out-of-District In-service, and Higher Education.

Levels of implementation are:
Level 2 (Application) 2 x Knowledge level points
Level 3 (Impact) 3 x Knowledge level points

Each level is a separate activity and will be considered separately on its own basis. Level 2 would take place over the course of at least one semester and Level 3 would take place over the course of at least one school year or semester (for semester course) and may overlap two licenses. Examples of ways to show Level 2 (Application) and Level 3 (Impact) are located below in Section F.

E. Examples of Level I Knowledge Activities-MUST have IPLP on file in order to acquire points. These are examples only. Other activities may be considered. Pre-approval is highly recommended.

1. Study Groups/Book Study Groups (points awarded for seat-time only) Upon completion of each group meeting session, feedback to the Council is required. Examples of feedback might be: reflection page/paragraph (by each member or as a group), question/answer sheet, list of points/topics covered. At some point, each member should submit something individually covering what they learned/focused on. The format will be determined by the group.
2. E-Learning-points awarded based on the published rated hours. **Proof of completion is <u>required.</u>** This can be in the form of: submission of passing test score or a short paragraph stating what was covered or how it could be integrated in the classroom.
3. Other activities as approved by the PLC/activities where new learning takes place.

F. LEVEL 2 Application and LEVEL 3 Impact Activities-MUST have an IPLP on file in order to acquire points. Pre-approval is highly recommended. Approval of a Level 1 activity does not guarantee that Level 2 and 3 points will be granted.

1. Indicators for Application: Peer observation, samples of student work, participation in study or support group, audio/video tape, lesson plans, other. Include supporting documentation from at least two sources listed above. Presentation of results to building or department staff recommended.

2. Indicators for Impact: Pre/Post tests, p01tfolios, anecdotal records, student survey, reflective analysis, present a workshop/in-service training, grades-analyze project, projects, other. Include supporting documentation from at least two sources listed above. Presentation of results to the Professional Learning Council recommended.

G. Service to the Profession Log/Points-MUST have IPLP on file in order to acquire points. These are examples only. Other activities may be considered.

1. Examples of Service to the Profession Activities:
    a. Workshop presenter/preparation logs
    b. Make-it, Take-it Workshops-documentation of product required.
    c. First Aid/CPR, MAB (only approved for points ONCE during a relicensure period)
    d. Most technology activities
    e. Observation of program or classroom related to the educational setting.

2. Service to the Profession Logs are generally for ongoing activities/groups that meet throughout the year. Examples of when you might use a Service to the Profession Log would be:
    a. Mentoring a student teacher or teacher new to the profession or new to the district (formally) The following applies to KMIC-trained mentors ONLY:

KMIC-trained mentors, that are mentoring new teachers to the profession, may log observation time on a Service to the Prof log. Must submit documentation of activity, date, and time.

b. Committees (as listed on the top of the form)-Principal and/or Superintendent will verify membership and time logged.
c. Wednesday Late Starts should only be included on a Service to the Profession Log if new learning takes place.

3. Keep a separate log for each activity and submit each log separately (i.e. submit all site council meetings together, submit all book study meetings together, etc)

4. Submit Service to Profession Logs at the **end of the activity or no less than the end of each school year.**

**H.** In-service credit guidelines

1. If a professional educator is receiving a stipend for the activity, professional learning points may be awarded.

2. Prior approval of activities is recommended in order to avoid activities not being acceptable to the Professional Learning Council for credits- e.g. informal discussions are not approved activities.

3. PLC members present at council meetings may clarify questions regarding in-service attended by staff if knowledgeable about the issues. PLC may use this information to approve/disapprove items submitted.

4. Levels must be completed in sequential order.

1. Staff may not receive points for attending the same identical professional learning activity within their five-year licensure period. (e.g. CPR/First Aid, e-learning)

2. Participants upon completion of in-service activities shall "mark complete" and submit the evaluation page of MyLearningPlan.com for professional learning points for approval within one month of the completion of the activities with the exception of in-service activities that occur during the summer. Participants have until one week prior to the first meeting of the year to submit summer in-service activities for approval by the Professional Learning Council. Exception for new teachers on pg. 11-12 (XII B, C).

3. Information regarding PLC points for movement on the salary scale is found in the negotiated agreement.

1.9 APPEALS PROCEDURE

A. The Council will make a decision on approval, disapproval or tabling of items submitted by the deadline for its consideration at the next regularly scheduled meeting of the PLC.

B. Minutes of the PLC with its decisions will be emailed to all staff.

C. If a staff member has a submission either denied or tabled, they will be notified of that decision by the PLC Secretary and/or their representative.

D. Any participant who feels they have been aggrieved by a decision of the Council may appeal that decision using the following steps:

1. They should present their concerns or questions to their representative for clarification on the Council's decision and why they feel they have been aggrieved.

2. If the issue remains unresolved, the representative will inform the PLC Secretary of the issue so the questions may be placed as an agenda item for the Council at the next regular meeting.

3. The representative will inform the Council at the meeting of the concerns and the Council will determine if they should change their previous decision.

4. The representative will inform the aggrieved party of the Council decision.

5. If the staff member feels aggrieved, they may request the opportunity to present information to Council at its next regular meeting on the item under question. This may be in person or with the submission of documentation and written explanation of their concerns.

6. If the request is done in person, the presentation will be made following the calling of the meeting to order by the Chair of the committee. Council members may at this time ask any questions that they have during the presentation.

7. The Council will then discuss and decide what to do with appeal as an agenda item following the determination of Consent Agenda items.

8. The aggrieved party will be informed of the Council's decision.

9. If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

3. CRITERIA AND PROCEDURES BY WHICH THE PROFESSIONAL LEARNING PROGRAM WILL BE EVALUATED

A. Procedures and criteria for individual activities

I. Each group in-service activity approved for in-service credit may be evaluated by the Professional Learning Council based on data from the participants.

2. Each participant in a group in-service activity should evaluate the in-service activity at the conclusion of the activity in order to receive points. The Professional Learning Activity Evaluation form or a form specifically for the activity will be utilized as the evaluation instrument.

3. Evaluations are not confidential and will be tabulated by the Professional Learning Council or its designee. The group data will be available to the presenter of the activity.

4. Criteria used to review the tabulated evaluation data will include the following:

(a) the effectiveness and rigor of the activity,
(b) the degree to which the activity met the objective, and
(c) the relevance of the activity to the needs of the participants.

# GUIDELINES FOR STAFF
(You may use either or both as they apply to you)

| **College Classes for Reimbursement (Subject to negotiated agreement)** | **College Classes for Re-Licensure This is a state requirement!** |
|---|---|
| I. Submit your College Class Prior Approval fom1 to PLC during the semester of the course through **app.frontlineeducation.com>Professional Growth.** (Preferably before Jan PLC cut-off for spring **courses, before May PLC cut-off for summer** courses, before Sept PLC cut-off for fall courses) | ]. Submit all college hours on a "College Course" **form in app.frontlineeducation.com>Professional Growth so that your hours will show up on your PD transcript. If not taking for reimbursement, tum in a paid registration form or paid receipt of proof of enrollment in the course to Sonya at Central Office.** Attach a note letting her know that you want this course on your PLC transcript. All college hours will be approved by the PLC and should relate to a goal on your IPLP and be related to your **endorsements (content), professional education, or an advanced degree/new endorsement.** |
| 2. **As soon as the course is complete, go into app.frontlineeducation.com>Professional Growth** and "mark complete." Tum in a Class Completion form and attach your approved P1ior Approval to Central Office. | **2. When you get ready to do your re-licensure** paperwork, let Sonya know. She will put all courses on your PLC transcript along with your PLC points. (20 points = I college hour) This will be uploaded to KSDE when you submit your application. |
| 3. Have an official transcript sent to Central Office. | 3. *NEW*-KSDE now allows Central Office to upload your official college transcript along with **your district transcript to KSDE for relicensure.** |
| **4. Spring/Summer Courses are paid in Oct.** Fall **courses arc paid in Feb.** | **4. Your specific renewal requirements are listed on your license along with how early you are allowed to send your paperwork in. If you have questions,** call Sonva at Central Office. 777-1102 |

## Guidelines/Checklist for Level 2 (Application) and Level 3 (Impact) Timelines

Per PLC Guidelines, levels of implementation are and must be completed in sequential order:

**Level 2 (Application)** 2 x Knowledge level points

- Application Level shows: What are we doing now that we did not do before?
- would take place **over the course of at least one semester**
- Indicators for Application: Peer observation, samples of student work, participation in study or support group, audio/video tape, lesson plans, other. Include supporting documentation from at least two sources listed above. Presentation of results to building or department staff recommended.
- When you are ready to request your final approval for Level 2, you will need to submit your documentation and a short paragraph on how instructional practice was changed.

**Level 3 (Impact)** 3 x Knowledge level points

- Impact level shows: What results are we getting that we did not get before?
- would take place **over the course of at least one school year or semester (for semester course)** and may overlap two licenses
- Indicators for Impact: Pre/Post tests, portfolios, anecdotal records, student survey, reflective analysis, present a workshop/in-service training, grades-analyze project, projects, other. Include supporting documentation from at least two sources listed above. Presentation of results to the Professional Learning Council recommended.
- When you are ready to request your final approval for Level 3, you will need to submit your documentation and a short paragraph showing the results/impact of the change in instructional practice.

*B.* Other items to keep in mind as you complete your requirements:

1. **LEVEL 2 Application and LEVEL 3 Impact Activities-MUST have an IPLP on file in order to acquire points. Pre-approval is <u>HIGHLY</u> recommended. Approval of a Level 1 activity does not guarantee that Level 2 and 3 points will be granted.**

2. Each level is a separate activity and will be considered separately on its own basis.

3. After receiving prior approval for your proposal and completion of the activity has occurred, you will request final approval by marking complete in MLP, turning in your

documentation and paragraph to your PLC rep or the PLC Secretary, and making presentations as requested by your principal or supervisor.

# Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

1. **Do I have to have professional development points to renew my five-year professional license?**
   Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
   Exceptions:
   - You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
   - You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
   - You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. **How old can professional development points be? What about credit hours?**
   The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**
   No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points. **Regulation 91-1-205(b)(3)(F)**

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**
   Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**
   No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**
   Yes. The professional development council will need to determine the level when they award the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**
   The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. **Can points be earned for attending a coaching clinic or course?**
   The two areas for licensure renewal listed in the question above are addressed here:

   Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

   Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:
   - the points are not counted as semester credit hours; AND
   - the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-

approved plan; AND

- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

# PD statutes and regulations
# Appendix *

## Professional Development Regulations

| | |
|---|---|
| KAR 91-1-205. | Licensure renewal requirements. |
| KAR 91-1-206. | Professional development plans for license renewal. |
| KAR 91-1-211. | Licensure review committee |
| KAR 91-1-215. | In-service education definitions. |
| KAR 91-1-216. | Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs. |
| KAR 91-1-217. | In-service education professional development council. |
| KAR 91-1-218. | Awarding of professional development points. |
| KAR 91-1-219. | Expenditures for an in-service education program. |

**KAR 91-1-205. Licensure renewal requirements.**

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial

license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards
assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual
development plan filed with a local professional development council if the applicant holds an
advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual
development plan filed with a local professional development council, including at least 80
points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an
approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having
completed three years of recent accredited experience during the term of the most recent
license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has
completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the
following:
(A) Verification of achieving renewal of national board certification since the issuance of the most
recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional
license by meeting the renewal requirement for a professional license specified in paragraph
(b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:
(1) Verification that the person has earned, within the last five years, a minimum of 50 professional
development points under an approved individual development plan filed with a local professional
development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching
endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school
specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional
license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or
professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license
shall be valid through the remaining validity period of the out-of-state professional license or for five

years from the date of issuance, whichever is less. (Authorized by and implementing Article 6,
Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended
Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

**KAR 91-1-206. Professional development plans for license renewal.**
(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional
development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the
following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the
supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

**Section KAR 91-1-211 - Licensure review committee**

**(a)** A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the

teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

**KAR 91-1-215. In-service education definitions.**

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) "Educational agency" means a public school district, accredited nonpublic school, area professional
development center, institution of postsecondary education authorized to award academic degrees,
the Kansas state department of education, and any other organization that serves school districts.
(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other
authorized educational agency for purposes of improving the performance of these personnel in
already held or assigned positions.
(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person's access to practice,
builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) "Professional development plan" means a written document describing the in-service education
activities to be completed during a specified period of time by the individual filing the plan.
(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in
instructional systems, pedagogy, or content, or that directly relates to licensure of professional
educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

**KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.**

(a) An in-service education plan to be offered by one or more educational agencies may be designed and
implemented by the board of education or other governing body of an educational agency, or the
governing bodies of any two or more educational agencies, with the advice of representatives of the
licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a
proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this
regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

**KAR 91-1-217. In-service education professional development council.**
(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they
represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency
and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

**KAR 91-1-218. Awarding of professional development points.**
(a) In awarding professional development points, each educational agency shall designate that one
professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the
professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

**KAR 91-1-219. Expenditures for an in-service education program.**

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan,
but these salaries shall not exceed 25 percent of the total in-service education expenditures;

(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of
secretarial wages for each certified employee having an approved individual development plan on
file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or
building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or
the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

# Professional Development Plan



**Conway Springs**
**USD #356**

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/28

# 5-year Professional Development Plan Approval

The USD 356 Professional Development Council approved the following plan, at its meeting held on May 9, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Crystal Cotton
Signature

5-9-24
Date

The USD 356 Board of Education approved the following plan, at its meeting held on May 13, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Bill Dalbom
Signature

5-13-24
Date

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC/BOE |
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# Section One

## Professional Development Council (PDC)

## Introduction

### Philosophy

The focus of the USD 356 Professional Development Council has expanded to emphasize the importance of staff development leading to an improvement in student learning. As a result, the Professional Development Council will:

- Develop and implement ongoing staff development policies and plans for the provisions of staff development based identified needs at the individual, building, and district levels that impact student learning.
- Assist in planning in-district staff development opportunities.
- Utilize a tool for assessing the impact of staff development on improvement of the skills of all staff personnel and the improvement of the academic performance of students.
- Align and support staff development programming with the mission and school improvement plan.

Examples of indicators for the above standards include:

- Use of results-based staff development plans.
- An increased implementation rate of those strategies and skills in which teachers receive instruction.

The true success of our staff development process will depend on knowledgeable and well-educated personnel to carry out effective school improvement efforts. Educators believe that staff development is a continuous improvement effort.

# Membership

**KAR 91-1-217. In-service education professional development council.**
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 356 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

The Professional Developmental Council (PDC) shall consist of six members, including one teacher from each of the three school buildings. Members may be nominated by building principal or other staff, and will be voted on by the licensed personnel they represent, and serve on a voluntary basis.

BOE Clerk – will monitor points and college credits. The actual transcripts for PDC points and college credit logs will be maintained and calculated by the South Center Kansas Educational Service Center located in Clearwater, Kansas.

**A. Composition of the Professional Developmental Council**
The PDC will consist of 6 members who will serve at least a two-year term. Membership will consist of representatives of those groups listed in Sections 1.3 and 1.4 below. The building principals will help solicit volunteers to fill vacancies.

**B. Professional Developmental Council Vacancies**
A member of the PDC may resign membership at any time by submitting a letter of resignation to the PDC chairperson. The PDC may remove a member for nonattendance at two consecutive meetings, when those two absences have not been excused by the PDC for what they deem acceptable reasons. The district will replace resigned/removed members in accordance with Section I A, within one month.

Vacancies are filled as needed if they occur during a school year. Vacancies at the end of a year will be filled through voting in August of the following year.

## 1.21 Licensed Teacher Groups Represented:

| Groups Represented | Number |
|---|---|
| Kyle Trueblood Elementary | 1 |
| Conway Springs Middle School | 1 |
| Conway Springs High School | 1 |
| Total | 3 |

## 1.22 Licensed Teacher Group Selection Process:

Depending on turnover, but usually in the Spring, building principals will email their staff and will inform them a new PDC member is needed for a building. Staff may volunteer or nominate (with permission of nominee) to be on the selection list. Principals and others may also encourage teachers to run for selection. The principals will send out the list of names, even if just one, and each staff will return his/her choice. Once someone is selected, principles will let the PDC Chair know the name of that person and will provide the documentation used in the selection process.

## 1.23 Licensed Leader Groups Represented:

| Groups Represented | Number |
|---|---|
| Building Leaders | 2 |
| District Leaders | 1 |
| Total | 3 |

## 1.24 Licensed Leader Groups Selection Process:

If there is only one staff in a group represented, that staff will be the PDC representative by default. Otherwise, at the spring leadership meeting, licensed building leaders will meet to discuss and decide who will represent them for the new term. All leaders will do the same for the district leader.

Once a slot is filled, the Superintendent will let the PDC Chair know the name of that person and will provide the documentation used in the selection process to the PDC Secretary for storage.

# Responsibilities

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

**Duties of the Professional Development Council**

1. Develop a plan for timely submission of all forms to the PDC.
2. Read and evaluate all IPDP and PD activities in preparation for final evaluation and approval by PDC.
3. To assess the in-service needs of the local district and to recommend these needs as goals and objectives for the district staff development program.
4. Establish a policy for obtaining local board approval of all forms.
5. Establish a record-keeping process within the district.

# Annual Training

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

USD 356 will train new PDC members on their roles and responsibilities as council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219 before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

The training method may vary depending on circumstances but might include in-person, online, video, etc. and might be done either in-house or with another partner/s, such as an educational service center.

Typically, the training occurs in August at the back-to-school in-service and includes all licensed staff. The PDC Chair is responsible for ensuring training is timely, completed by each member of the PDC for each academic year, and documented for verification. The documentation will be stored in PDC Secretary physical files. PDC members are eligible to earn one PD point for each clock hour they serve on the council during their license period.

# Operational Procedure

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

As the advisory council to the Board of Education, the PDC members maintains its operational procedures for the smooth and efficient running of its activities.

## 1.50 Officers

The officers of the PDC shall consist of a chairperson, a vice-chairperson and a secretary. All officers shall be elected each year at the first PDC meeting and their terms shall run for one academic year. The positions will be filled by a simple majority vote of the PDC members. Any officer may resign from office at any time, provided a Letter of Resignation is submitted to the PDC at least one meeting before the resignation is to become effective. Vacancies in offices will be filled by a simple majority vote of the PDC members present at the meeting at which the resignation becomes effective.

Duties of the Officers and Board Clerk

The Chairperson

a. Outlines yearly PDC tasks and timelines.
b. Arranges for the preparation and distribution of agenda for meetings.
c. Presides at all regular meetings.
d. Calls and presides at all special meetings.
e. Serves as an ex-officio member of any subcommittees.
f. Receives all resignations from the PDC.
g. Arranges for the preparation of an annual evaluation of the PD Education Plan.
h. Appoints PDC members to ad hoc subcommittees, subject to approval of the PDC.
i. Represents the PDC at all appropriate public functions or appoints a PDC member to represent the PDC.
j. Carries out any other duties as described in this document or as assigned by the PDC.

2. The Vice Chairman
   a. Fulfills all the duties of the chairperson in the absence of the chairperson.
   b. Carries out all other duties as assigned by the chairperson.

3. The Secretary
   a. Records the minutes of all meetings.
   b. Arranges for preparation and distribution of minutes to all members of the PDC and all certified personnel.
   c. Handles PDC correspondence.
   d. Maintains a file of PDC minutes and correspondence.
   e. Maintains a calendar of approved PD activities and arranges for its distribution.
   f. Maintains and updates the Individual Professional Development Plans.

g. An assistant secretary shall assist the secretary in these duties and will be appointed by the PDC.

Although not a member of the PDC, the Board of Education Clerk will assist the PDC in the following activities:

h. Prepares transcripts
i. Communicates with the Kansas State Department of Education about licensing issues.

## 1.51 Meetings

The PDC will meet monthly during the school year. The first meeting of the school year will include basic training and review of PDC roles and procedures by local service center staff. All decisions by vote shall be by a simple majority of those present. All meetings will be open to constituents of represented groups or by PDC invitation.

Development of the Council Agenda

The PDC chairperson shall consider all submitted items for inclusion in the agenda and prepare the agenda, based upon regular PDC items and submitted agenda items.

Items considered for inclusion in the agenda may be suggested by:

1. Certified staff members
2. Administration
3. Concerned patrons and organizational groups

Following the development of the agenda, the chairperson shall distribute the agenda and notification of the meeting date, time, and place to members of the PDC.

## 1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 4 members, with 2 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.

- If there is a tie, the PDC Chair or designee may delay the vote, call another meeting, or vote later electronically or by phone. The PDC Chair should not be used as a tie breaker except for an urgent reason. The Board of Education may also be used.

## 1.53 Documentation

The secretary of the PDC shall keep minutes of all meetings. Minutes will be distributed to all certified personnel. A copy of all records/minutes materials relative to PDC activities shall be kept in the chairperson's office.

A master file of the Individual Professional Development Plans (IPDPs) will be maintained in a separate file in the District Office. These records will be considered confidential and access to them will be according to the board policy of Unified School District 356, and to the PDC, when in session.

Copies of the minutes/records of the PDC and IPDPs will be available to all certified personnel or their designee. A record will be kept which contains the date, time, place, and any other information pertinent to the copying or reviewing of these minutes and records. The PD Plan is available as a shared document to all staff.

## 1.54 Communications

Information about meetings and their results will be made available to individuals by request. Request for information about meetings and their results can be made to the PDC chair.

## 1.55 Approvals

Approvals for IPDPs and PD points are done using the procedures described in Sections 3 and 4, respectively.

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

# Section Two

## The District/System Professional Development Plan

### KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

### KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

# 2.0 Introduction

**A. The Professional Development Council shall review all Professional Education Plan activities submitted, and shall utilize the following criteria to determine approval or disapproval of the activities:**

1. The goals and objectives of the Professional Inservice Education Development Plan activities are consistent with the goals and objectives of the building school improvement plans.
2. The activities meet the needs addressed in the formal and informal needs assessment of the individual, or groups within the district; and the requirements of the building school improvement plans.
3. Goals and objectives are clearly stated.
4. The presenter for the activity submits evidence of credentials and competencies necessary for achieving the objectives of the activities.

**B. Needs Identification Process**

1. A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between what is and what should be. The methods used to determine the discrepancies between the actual and desirable outcomes comprise the needs identification process.
2. A needs identification process will be coordinated by the Professional Development Council to supply information about the professional development activity needs of all certified staff.
3. The Conway Springs PD goals and objectives shall be derived from, but are not necessarily limited to: personal interviews, group discussions, review of existing information and needs assessments. Each individual will complete a long-range Individual Professional Development Plan form. (See Appendix A)

## 2.1 Assessment and prioritization of school improvement needs

The PDC analyzes three sources to identify the needs of teachers and staff for professional development. The first is the school improvement process since the buildings and district do annual needs assessments and data analysis to help to guide the needs of the district. The second source are the Individual Professional Development Plans completed annually by all licensed personnel. The staff members complete self-assessments to determine their professional development as well as evaluation goals. The PDC reviews their individual goals to look for shared needs to help guide the offered training and support. The third is the Title II A PD survey conducted each spring, asking teachers to evaluate the quality of the district-provided professional development throughout the year, interests and needs for future PD, with connections to evaluation goals, school improvement goals, and personal/professional goals from their Individual Professional Development Plans.

# 2.2 Identification of goals and objectives to achieve the professional development needs

## I. Goals & Objectives

Goals are broad, general statements, which establish the intent for the professional education program and which are suggested by identification of needs. Under those broad goals and objectives for the year, specific outcomes will be developed for each activity.

### A. To Improve Teaching Skills and Knowledge in the Areas of Content and Instruction.

**Objectives:**

- Provide training in the use of computers for instruction
- Provide training for teachers to encourage reading
- Provide training in teaching critical thinking and problem solving
- Provide individualized learning activities
- Provide hands-on manipulatives for teaching
- Provide cooperative learning skills

### B. To Improve School and Instructional Effectiveness.

**Objectives:**

- Provide opportunities for classroom teachers to develop collaboration skills
- Provide training in modifying curriculum for "at risk" student
- Provide training for teachers in motivating and encouraging students in the classroom
- Provide training to improve classroom management skills and discipline
- Provide opportunities to develop teacher effectiveness
- Provide training to assess and improve school climate
- Provide training to recognize and deal with student substance abuse
- Provide training to develop student self-concept, self-esteem, and responsibility

**C. To Develop Personal and Professional Skills.**

**Objectives:**

- Provide training in effective communication and collaboration skills
- Provide training for computer literacy
- Provide training in school quality performance and no child left behind accreditation
- Provide training to stay current regarding educational trends
- Provide training in order to meet the physical, social, and emotional needs of both the average child and the disruptive child
- Provide training in time management and stress management
- Provide information on health/nutrition and on developing and maintaining a positive personal and professional attitude.
- Provide training to successfully work with students facing family crisis, child abuse, and dealing with family patterns

**D. To Enhance Student Achievement.**

**Objectives:**

- Utilizing a database driven curriculum
- Implementing current research based classroom practice
- Documenting and studying assessment measures
- Implementing innovative-success driven programs
- Increasing collaboration/collegiality

## 2.3 Identification of activities and actions to achieve the goals and objectives

The professional development team will research and provide recommendations for professional development that can meet the goals and objectives set in our PDC plan. The administrative team will also provide recommendations based on each building's needs. Selecting professional development will be decided upon by the administration team based on these recommendations.

## 2.4 Evaluative criteria to determine levels of success in meeting the in-service needs

**I. Procedures and Criteria for Individual Activities**

A. Each activity will be evaluated by the Professional Development Council based on data from the participants.
B. Each participant in a group in-service activity will evaluate the in-service activity at the conclusion of the activity with supplied form.

C. All such evaluations will be confidential and will be tabulated by the Professional Development Council or its designee. The results may be shared with the presenter of the activity.
D. Criteria used to review the tabulated evaluation data will include the following:
    1. The effectiveness of the activity;
    2. The degree to which the activity met the objective
    3. The relevance of the activity to the needs of the participants
    4. Projected effect of the activity

**II. Procedures and Criteria for Annual review**

A. The Professional Development Council shall evaluate the Professional Development Plan and its effectiveness by surveying teachers and principals to determine the progress of the in-service program toward its goals and objectives.
B. The Professional Development Council shall evaluate the general administration of Professional Development Plan by analyzing the effectiveness of the needs identification process, the coordination of in-service activities, Professional Development Council procedures, and goals and objectives of the Professional Development Plan.
C. The Professional Development Council will recommend needed changes based upon the evaluation of the program.
D. Unless there are significant changes, plans will be reviewed and submitted to the state every 5 years.
E. The Professional Development Council will evaluate the past year's activities and develop their next year's goals accordingly.

## 2.5 Reporting results of evaluation of in-service needs

Inservice needs evaluation will be shared with our staff at in-service meetings. Our Site councils will also share the results of our in-service needs evaluation at their meetings. These meetings include staff, students, parents, and community members.

## 2.6 Amending the Professional Development Plan

The PDC Plan is reviewed annually by the PD Council to ensure that the process for license renewal is accurately represented, that the activities have been effective toward achieving the stated goals, and to adjust activities to best meet the needs of district instructional staff.

This document will be amended if the annual evaluation in with the Board in June shows the need to change the plan to close determined gaps and meet the plan goals and objectives.

The PDC may adopt amendments to the Inservice Education Plan by using the voting procedures under the Operational Procedures in Section 1.52, provided that these amendments have been

introduced in writing at a preceding, regular meeting. Amendments approved by the District PDC will be submitted to the district's Board of Education for approval.

Once an amendment is approved, the PDC Chair will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC and the Board approved it.

# Section Three

## Individual Professional Development Plans (IPDP)

**KAR 91-1-206. Professional development plans for license renewal.**

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

The Professional Development Plan is available to all certified personnel who reside in Unified School District 356 as an option toward re-licensure in Kansas, providing they complete and file an approved Individual Professional Development Plan and that completion of the plan is validated for credit by the Professional Development Council and the local district Board of Education. Persons need not be employed by USD 356.

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.

Developing an individual professional development plan requires the same basic steps used in the Professional Development Plan. USD 356 uses the following steps to collaborate with licensed staff in creating their Individual Professional Development Plans (IPDP):

**3.1 Collaborate with a designated supervisor.**

The individual professional development plan will be tailored to meet staff's personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the IPDP be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

**3.2 Assess individual needs.**

This assessment will help the staff determine gaps in skills attained and skills needed to meet district, building and individual professional development needs.

**3.3 Determine individual professional development goals.**

These should be based upon identified needs, including the need for professional development points for licensure renewal.

**3.4 Determine individual professional development strategies.**

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

**3.5 Write the Individual Professional Development plan.**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

**3.6 Analyze progress.**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

**3.7 Revise the plan as necessary.**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

**A. Criteria for Individual Professional Development Plans:**

1. All Individual Professional Development Plans will be typed or printed.
2. The plans will be written for a period of five years.
3. Goals and objectives should be clearly stated and may be aligned to building school improvement plans.
4. Each activity will meet the criteria for approval of PD activities and alignment with IPDP goals.
5. The activities will be designed to include instructional experience to increase the knowledge and/or skill of the participant in professional growth.

**B. Procedure for Receiving, Reviewing, and Approving Records of Long- Range Individual Professional Development Plans:**

1. All plans will be submitted on the Individual Professional Development Plan form (see Appendix A) with the "original" (no photocopies will be accepted) checked and with all requested information completed. The participant will complete, sign, and submit the form to the immediate supervisor for review before the next Professional Development Council meeting.
2. The immediate supervisor will verify alignment of building improvement plan and sign the form indicating approval of the plan and alignment. If the supervisor deems necessary, he/she will return the plan to the participant, accompanied by specific suggestions for improving the plan. If a teacher does not agree with the immediate supervisor's suggestions, the teacher can still submit the plan to the PDC.
3. The IPDP shall be used for evaluative purposes by building administration.

4. If the plan is disapproved, notification will be given through the local PDC representative. The individual may appeal that decision. See Section 3.9 for details.
5. The approved original copies will be filed in the District Office.
6. <u>All staff members are required to submit a signed IPDP.</u>

## C. Amending an IPDP

1. A plan may be amended (added to or deleted from) at any time, provided the request is submitted on another IPDP form.
2. It is understandable that the IPDP participant, because of the unavailability of such information, may be unable to list specific titles of courses, seminars, conferences, or workshops.
3. The participant must submit a requisition form for professional development activities to the building principal for prior approval.

## D. Documentation of IPDP Activity Completion

1. Professional Development Activities Outside of Unified School District 356
    a. Activity must be listed on the PD form and be submitted to the PDC within sixty (60) days from completion of the PD activity. Professional development that takes place during June or July must be submitted within the first two weeks of the standard school calendar.
    b. Proper PDC forms must be submitted to local building PDC representative.
    c. Teachers have thirty (30) calendar days from the date they receive their IPDP printout to preview their IPDP and contact the PDC Chairperson with any changes.
    d. All activities outside of Unified School District 356 requires written prior approval from the building principal (see Approval form A).
2. Local PD (Activities approved by the Professional Development Council)
    a. Professional development activity must be listed on the PD form and submitted to the PDC within sixty (60) calendar days from completion of the PD activity. Professional development that takes place during June or July must be submitted within the first two weeks of the standard school calendar.
    b. Proper PDC forms must be submitted to local building PDC representative.
    c. The participant must complete an evaluation form at the conclusion of local PD activity or activities and submit it to the building PDC representative.
    d. Teachers have thirty (30) calendar days from the date they receive their IPDP printout to review their IPDP and contact the PDC Chairperson with any changes.
3. Other Professional Development Activities. (Prior approval may be needed)

a. Professional development activity must be listed on the PD form and be submitted to the sixty (60) days from completion of the in-service activity. Activity that takes place during June or July must be submitted within the first two weeks of the standard school calendar.
b. Proper PDC forms must be submitted to local building PDC representative.
c. Teachers have thirty (30) calendar days from the date they receive their IPDP printout to preview their IPDP and contact the PDC Chairperson with any changes.
d. All PD activity outside of Unified School District 356 requires written prior approval from the building principal (see Approval form A).

### E. Procedure for Maintenance of Records and Informing Licensed Personnel of Progress

1. The PDC Secretary will submit points to the BOE Clerk to be recorded on the official transcript.
2. In May and December of each year, each participant will be notified in writing as to the points earned for professional development activities during the preceding period. The May and December accounting documents of points earned will reflect all points which have been processed and entered into the computer record.

**NOTE:** It takes two (2) to three (3) months for PD points to complete the approval process and be entered into the computer. Therefore, the May and December notifications may not reflect points submitted during the previous three months of the reporting period.

## 3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

**KAR 91-1-206. Professional development plans for license renewal.**
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any licensed person who is not employed by but who works or resides within the Conway Springs district is eligible to create and file a professional development plan with the district's local professional development council for licensure renewal purposes.

The Superintendent is the liaison between non-employee licensed teachers and leaders and the PDC. Non-employees may be eligible to participate in district in-service activities. To begin this process, non-employees may contact the District Office at 620-456-2961.

The steps the individual will take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

2. Determine professional development goals that are based upon identified needs.

3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.

4. After the liaison has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See Sections 3 and 4 for more information about what should be included in the IDPD and how professional development points may be awarded.

## 3.9 Appealing the non-approval of an IPDP by the PDC

**KAR 91-1-206. Professional development plans for license renewal.**

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

If the above appeals process to the PDC for their not approving an individual development plan results in another disapproval, licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

# Section Four

## Awarding Professional Development Points for Re-licensure

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

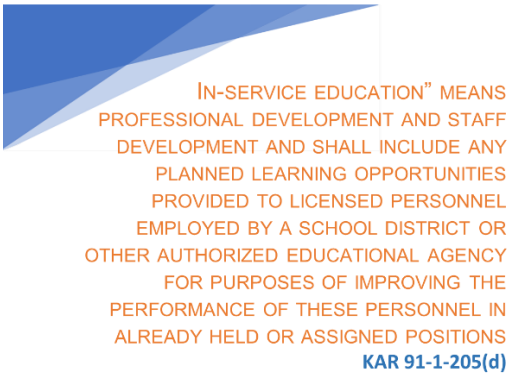
One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

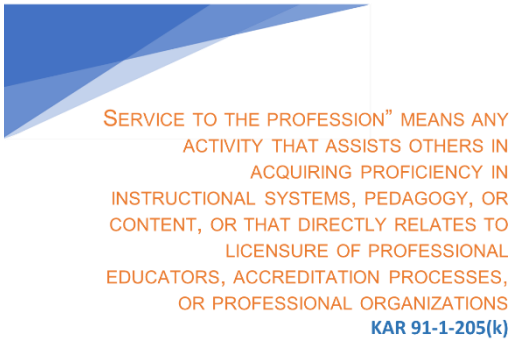
If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

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**Definitions**

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.




**A. Professional Education Credit Required for Re-licensure**

1. All PD credit to be used for re-licensure must have been completed within the scope of an individual professional development plan within an approved local PD education plan.
2. To count points: Count to the nearest hour or half hour.
   a. Level 1—Knowledge—Seat time—not to be limited
   b. Level 2—Application—2 X Knowledge Points—2 indicators
   c. Level 3—Impact—3 X Knowledge Points—4 indicators

**B. Acceptable Suggested Activities—but not limited to—for Inservice Education Credit:**

- Higher Education: One (1) semester hour of college/university credit equals twenty (20) Individual Professional Improvement Points.
- Local Professional Development
- Workshops/Seminars/Clinics
- Community Service
- Sponsored Make-It/Take-It
- Visits to other schools/school systems
- Service to the profession
- Presentations at workshops and professional development activities

- ► Administrative directed activities: as district groups begin reworking their curriculum to meet accreditation standards and/or as they work to integrate curriculum across content areas, the PDC will consider

  appropriate activities for credit at the knowledge level. These activities will be coordinated and requested by the administration
- ► Other pre-approved activities (Book Studies, etc.)

**C. College Credit Procedures:**

1. All college credit taken for recertification purposes shall be submitted for prior approval from building principal.
2. Once credit has been issued the applicant must submit a Level I College Credit form to the local building PDC representative.
3. All college credit taken for recertification purposes shall be approved through the committee.
4. College credit can be approved through executive action by the Superintendent without committee approval only with building principal's recommendation and signed Prior Approval form.

**D. Prior Approval Procedures:**

1. Everything except Local USD 356 professional development activities must have Prior Approval form submitted to building principal if PDC points are desired.

The Professional Development Council will approve or disapprove the points submitted by the individual. Points not approved may be resubmitted with additional information requested by the PDC Committee.

# Criteria for Awarding Professional Development Credit

**Levels must be completed in sequential order.**

- **Level 1 – Knowledge—Based on Seat time**
  - Attendance at sessions is related to improvement of student learning. (Appendix B)
- **Level 2 – Application—Based on 2 X Knowledge Points**
  - Demonstrates the application of the activity over at least one semester. (Appendix C)
- **Level 3 – Impact—Based on 3 X Knowledge Points**
  - Demonstrate the impact of the knowledge and skills acquired and applied. Shows the results analyses of progress over time—at least 2 semesters. (Appendix D)

## Level 1 Knowledge

**Examples**

- Sharing information
- With a colleague
- At grade level/department meetings
- Other

## Level 2 Application

**Examples**

- Lesson Plans
- Review of Student Product
- Teacher Log or Journal
- Student Achievement
- Presentation
  - Site Councils
  - BOE
  - Conferences
- Teachers Teaching Teachers
- Other

## Level 3 Impact

**Examples**

- Formal/Informal Data Collection
- Peer Coaching
- Classroom Observation
- Video Presentation
- Written Paper
- Teacher Projects
- Other

# Criteria for Awarding Professional Development Credit for Service to the Profession

## Service to the Profession

Service points to the Profession are one point per clock hour.

Documentation for Service to the Professional includes any acceptable verification of the service. Service to the Profession points cannot by doubled and tripled in the PDC system. There is no limit on how many service to the profession points that can be earned.

**Examples:**
Supervising a student teacher School
Improvement Committee PDC
Committee
Curriculum Review Committee
Other activities approved by PDC Committee

## Implementation Process

**Process for Implementing Individual Professional Development Plan**

- All staff development plans will be submitted on (Appendix A—Professional Development Plan) to building Professional Development Council representative.
- All activities will be considered at either the Knowledge, Application, and Impact levels OR Service to the Profession.

- Knowledge level points for contracted staff development days will be valued according to seat time unless otherwise approved by the PDC Council (i.e. reading a book, website research, etc.). Validations will be made by the Professional Development Council.

- **Knowledge level validations must be completed within 60 days after completing the activity**.

- **Levels of implementation are:**
  - Knowledge = 1 point per hour of seat time — Use Appendix B form
  - Application = 2 X Knowledge level points — Use Appendix C form
  - Impact = 3 X Knowledge level points — Use Appendix D form

- All forms must be submitted to the Professional Development Council Chairperson before the monthly Professional Development Council meetings.

- Notification to the participating staff member having submitted the plan will be made following the monthly Professional Development Council if the plan is disapproved. If a teacher does not agree with supervisor's suggestions, they may submit to the PDC anyway. If a teacher does not agree with the PDC council's suggestions, they may submit to the Board of Education.

- Points will be awarded according to points applied for supported by the evidence presented. If there are discrepancies, the application will be returned to the staff member for additional information. After appropriate corrections, the staff member can resubmit the application.

- Printouts for all staff members will be made twice a year. (December and May.) Individual printouts will be available upon request at other times throughout the year.

**Some Examples of Professional Growth Activities for Inservice**

- Classes (if not taken for credit)
- Workshops
- Visits to other schools (Two visitations during a five-year period)
- Reading educational-topic books
- Research on websites
- Effective teaching study groups
- Professional Development Council activities
- Back to school meetings such as insurance, blood-borne pathogens, motivational speakers

## Re-Licensure Requirements

All staff development credit to be used for re-licensure must be completed within the scope of an individual professional development plan, within the approved local Individual Professional Development Plan, and within the guidelines of the State Board of Education.

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a

graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

| | |
|---|---|
| **Bachelor's Degree** | **8 graduate hours*** or Combination of graduate hours and staff development points equaling 160 points— (at least 80 of the points must be graduate credit) |
| **Master's or Other Advanced Hours** | **6 graduate hours*** Or 120 staff development points or any combination of the two |

*One semester hour of graduate credit equals 20 staff development points.
Undergraduate and graduate hours must be reviewed by the PDC Chair for applicability. See Form F.

**Activities Acceptable for Staff Development Education Credit Category**

**Description**

**A. Higher Education:**
One (1) semester hour of college/university credit equals twenty (20) staff-development points.

**B. Knowledge:**
Knowledge points can be earned in this category by attending sessions related to improvement of student learning. See Appendix B for examples. To complete the validation process, share the information with a listener and have him/her sign the validation.
(Complete form—**Appendix B—Validation: Knowledge)**

C. **Application:**
After completion of the Knowledge level, additional points may be earned for completion of the validation process for application. See Appendix C for example indicators for implementation evidence.

(Complete form **- Appendix C—Validation: Application)**

D. **Impact:**
After completion of the Application level, additional points may be earned for completion of the validation process for impact. See Appendix D for examples of evidence of impact.
(Complete form - **Appendix D —Validation: Impact**)

E. **Service to Profession:** One point will be awarded for each hour served on pre-approved committees.

| MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE | | | |
|---|---|---|---|
| **KAR 91-1-206** "Professional development plans for license renewal" | Content Endorsement Standards | Professional Education | Service to the Profession |
| **Knowledge** What do you know now that you did not know before? | 1 PD point = 1 clock-hour of in-service education | 1 PD point = 1 clock-hour of in-service education | 1 PD point = 1 clock-hour of service to the profession |
| **Application** What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? | 2 X Original Knowledge Level points | 2 X Original Knowledge Level points | Not applicable |
| **Impact** How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

## Awarding Professional Development Points for purposes related to employment or other local matters

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Professional development activities and points are not considered for movement on the negotiated salary schedule. College credit and degrees create movement per the negotiated agreement.

## Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

1. **Do I have to have professional development points to renew my five-year professional license?**
   Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
   Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. **How old can professional development points be? What about credit hours?**
   The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**
   No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
   **Regulation 91-1-205(b)(3)(F)**

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**
   Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**
   A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**
   No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**
   Yes. The professional development council will need to determine the level when they award the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**
   The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a world language. **Regulations 91-1-215(f)**

**and 91-1-206(a)**

**9. Can points be earned for attending a coaching clinic or course?**
The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Appendix A

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# Individual Professional Development Plans for Kyle Trueblood Elementary Conway Springs Middle School Conway Springs High School

# Conway Springs Schools USD 356

Individual Professional Development Plan for Kyle Trueblood Elementary

**Name:** _____ **Building: Kyle Trueblood Elementary**

**Teaching Assignment:** _____ **Highest Degree Attained:** _____

**Re-Licensure Date**: _____ **Social Security Number:** _____

**Date of Plan**: _____

**District Goals**

District Goal #1 Partner with Administration to assure all students are provided equitable opportunities to reach their maximum potential.

Staff at USD 356 will:

- Ensure district provides personalized learning systems equitably
- Ensure the curriculum incorporates key foundational structures; (ie: tiered framework of support, communication and basic skills, civic and social engagement, physical and mental health, arts and cultural appreciation).

District Goal #2 Partner with Administration to improve district curriculum.

Staff at USD 356 will:

- Partner with the administration and the curriculum committee to approve the curriculum.
- Will base curriculum on local needs as well as state and federal guidelines.
- Purchase resources based on our curricular needs.

District Goal #3 Improve technology infrastructure and technology use district-wide.

Staff at USD 356 will:

- Maintain progress towards the full implementation of the district-wide Technology Plan.
- Monitor use and effectiveness of technology for teachers and students.

District Goal #4 To support and improve district Facilities and Infrastructure.

Staff at USD 356 will:

- Develop long and short term goals to maintain facilities and operating systems (tech, HVAC, etc.)

District Goal #5 Participate in efforts that support stakeholder engagement.

Staff at USD 356 will:

- Continue to communicate with patrons by means of district approved newspaper, school website, and public meetings, etc.

**Kyle Trueblood Elementary Building Goals**

Equitable Opportunities
K-2: Continue to use PBIS strategies to motivate students to excel, and encourage effective positive behavior supports in the school.
3-5: Continue to use PBIS strategies to motivate students to excel. and encourage effective positive behavior supports in the school.

Improve District Curriculum
K-2: Use data from diagnostics to determine curricular and instructional decisions.
3-5: Use data from diagnostics to determine curricular and instructional decisions.

Improve Technology
K-5: Explore methods of integrating technology into the classroom, and share with fellow staff members.

Improve Facilities
K-5: Notify administration of items that need repaired or replaced in a timely manner.

Support Stakeholder engagment
K-5: Strive for early and effective communication with parents, coworkers, and administration.

Listed below are my goals for professional development. These goals focus on increasing my knowledge and application related to improvement of student learning.

**Individual Goals:**

**1.**

**2.**

**3.**

Applicant's Signature Date

Administrator's Signature Date

PDC Chairperson's Signature Date

Board of Education President's Signature Date

# Conway Springs Schools USD 356

Individual Professional Development Plan for Conway Springs Middle School

**Name:** _____ **Building: Conway Springs Middle School**

**Teaching Assignment:** _____ **Highest Degree Attained:** _____

**Re-Licensure Date**: _____ **Social Security Number:** _____

**Date of Plan**: _____

**District Goals**

District Goal #1 Partner with Administration to assure all students are provided equitable opportunities to reach their maximum potential.
Staff at USD 356 will:

- Ensure district provides personalized learning systems equitably
- Ensure the curriculum incorporates key foundational structures; (ie: tiered framework of support, communication and basic skills, civic and social engagement, physical and mental health, arts and cultural appreciation).

District Goal #2 Partner with Administration to improve district curriculum.
Staff at USD 356 will:

- Partner with the administration and the curriculum committee to approve the curriculum.
- Will base curriculum on local needs as well as state and federal guidelines.
- Purchase resources based on our curricular needs.

District Goal #3 Improve technology infrastructure and technology use district-wide.
Staff at USD 356 will:

- Maintain progress towards the full implementation of the district-wide Technology Plan.
- Monitor use and effectiveness of technology for teachers and students.

District Goal #4 To support and improve district Facilities and Infrastructure.
Staff at USD 356 will:

- Develop long and short term goals to maintain facilities and operating systems (tech, HVAC, etc.)

District Goal #5 Participate in efforts that support stakeholder engagement.
Staff at USD 356 will:

- Continue to communicate with patrons by means of district approved newspaper, school website, and public meetings, etc.

1.

**Conway Springs Middle School Building Goals**

Equitable Opportunities

- Ensure the curriculum incorporates key foundational structures
- Ensure we will provide personalized learning systems equitably.

Improve District Curriculum

- Increase the knowledge base and integration into the curriculum of various learning concepts.
- Continue to refine assessment skills, interpretation of data, and state standards to make curriculum decisions.

Improve Technology

- Increase knowledge and improve skills in integrating technology into the curriculum.
- Will monitor use and effectiveness of technology in the classroom.

Improve Facilities

- We will provide and maintain appropriate, clean, and safe facilities.

Support Stakeholder engagment

- We will strive towards parent and community involvement by offering school activities, and utilizing a variety of communication tools.

Listed below are my goals for professional development. These goals focus on increasing my knowledge and application related to improvement of student learning.

**Individual Goals:**

1.

2.

3.

Applicant's Signature Date

Administrator's Signature Date

PDC Chairperson's Signature Date

Board of Education President's Signature Date

# Conway Springs Schools USD 356

Individual Professional Development Plan for Conway Springs High School

**Name:** _____ **Building: Conway Springs High School** _____

**Teaching Assignment:**

**Highest Degree Attained:** _____

**Re-Licensure Date**: _____ **Social Security Number:** _____

**Date of Plan**: _____

**District Goals**

District Goal #1 Partner with Administration to assure all students are provided equitable opportunities to reach their maximum potential.
Staff at USD 356 will:

- Ensure district provides personalized learning systems equitably
- Ensure the curriculum incorporates key foundational structures; (ie: tiered framework of support, communication and basic skills, civic and social engagement, physical and mental health, arts and cultural appreciation).

District Goal #2 Partner with Administration to improve district curriculum.
Staff at USD 356 will:

- Partner with the administration and the curriculum committee to approve the curriculum.
- Will base curriculum on local needs as well as state and federal guidelines.
- Purchase resources based on our curricular needs.

District Goal #3 Improve technology infrastructure and technology use district-wide.
Staff at USD 356 will:

- Maintain progress towards the full implementation of the district-wide Technology Plan.
- Monitor use and effectiveness of technology for teachers and students.

District Goal #4 To support and improve district Facilities and Infrastructure.
Staff at USD 356 will:

- Develop long and short term goals to maintain facilities and operating systems (tech, HVAC, etc.)

District Goal #5 Participate in efforts that support stakeholder engagement.
Staff at USD 356 will:

- Continue to communicate with patrons by means of district approved newspaper, school website, and public meetings, etc.

1.

**Conway Springs High School Building Goals**

Equitable Opportunities
6-8:

Improve District Curriculum
6-8:

Improve Technology
6-8:

Improve Facilities
6-8:

Support Stakeholder engagement
6-8:

Listed below are my goals for professional development. These goals focus on increasing my knowledge and application related to improvement of student learning.

**Individual Goals:**

**1.**

**2.**

**3.**

Applicant's Signature Date

Administrator's Signature Date

PDC Chairperson's Signature Date

Board of Education President's Signature Date

Appendix B

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# Knowledge Level Forms

## Conway Springs Schools USD 356

# IPDP VALIDATION: **Level I Knowledge-College Credit**

**District#:** 356 **District Name:** Conway Springs Public Schools **Building Name:** _____

**Name:** _____ **Social Security No. (last 4 digits):** _____

**Name of Institution:** _____

**Dates of Attendance:** _____

| Course Number | Course Name | Hours |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | **Total Hours** | |

**A. As a result of attending this/these classes, what knowledge have you acquired?**

**B. Describe how this/these classes connect(s) to district, building, and/or individual goals in communication/reading, writing, mathematics, technology, and/or professional growth.**

**Do you plan to follow up with long-term implementation? (Separate validation form) Yes _____ No _____**

_____

Applicant Date

_____

Supervisor/Verification of Attendance Date

_____

Local PDC Chairperson Date

_____

Local BOE President Date

## Conway Springs Schools USD 356

# IPDP VALIDATION: **Level I KNOWLEDGE**

**District#:** 356 **District Name:** Conway Springs Public Schools **Building Name:** _____

**Name:** _____ **Social Security No. (last 4 digits):** _____

| Knowledge Level = Seat time | **60-day** deadline for Knowledge-level points |
|---|---|

| Date and Time | Conference | Circle Rating Low High |
|---|---|---|
| _____ | _____ | 1 2 3 4 5 |
| _____ | _____ | 1 2 3 4 5 |
| _____ | _____ | 1 2 3 4 5 |

**A. As a result of attending this activity, what knowledge have you acquired?**

**B. Describe how this activity connects to district, building, and/or individual goals in communication/reading, writing, mathematics, technology, and/or professional growth.**

**Do you plan to follow up with long-term implementation? (Separate validation form) Yes** _____ **No** _____

**I shared my knowledge with:** _____ _____ _____

**Date:** **Listener's Signature**

_____
Applicant Date

_____
Supervisor/Verification of Attendance Date

_____
Local PDC Chairperson Date

_____
Local BOE President Date

**Hours in Attendance**

_____

**Total Points Awarded**

_____

Appendix C

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# Application Level Form

## Conway Springs Schools USD 356

# IPDP VALIDATION: **Level 2 Application**

**Use additional sheets as needed.**

Name: _____ Building: _____

Social Security No. (last 4 digits): _____ Date Submitted: _____

Number of Points Requested: _____ Date of Activity: _____

**Points may be earned only if responsibilities are not part of a stipend or pay arrangement.** Name of Activity/Strategy/Goal: _____

Level 2 Implementation Validating:

- 2 X Knowledge Level points _____

### Example Indicators for Implementation Evidence

- Written documentation
- Review of student product
- Teacher log or journal
- Teachers teaching teachers
- Presentations to organizations
- Presentations to committees
- Other

### Implementation Time for Level 2: At least one semester.

A. Process of Implementation: Describe your steps from the knowledge level to the implementation level.

_____ _____
Applicant Date

_____ _____
Supervisor/Verification of Attendance Date

_____ _____
USD 356 PDC Chairperson Date

_____ _____
USD 356 BOE President Date

**Points: 2 x Level 1**

_____

**Total Points Awarded**

_____

Appendix D

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# Impact Level Form

# Conway Springs Schools USD 356

## IPDP VALIDATION: **Level 3 Impact**

**Use additional sheets as needed.**

Name: _____ Building: _____

Social Security No. (last 4 digits): _____ Date Submitted: _____

Number of Points Requested: _____ Date of Activity: _____

**Points may be earned only if responsibilities are not part of a stipend or pay arrangement.** Name of Activity/Strategy/Goal: _____

Level 3 Impact: **at least 3 semesters**

- 3 X Knowledge Level points _____

### Example Evidence of Impact includes:

Independent observation Written documentation
Evidence of improved student performance Other evidence that is acceptable to PDC

A. Process of Impact Implementation: Describe your steps from the knowledge level to the application level.

_____ _____
Applicant Date

_____ _____
Supervisor/Verification of Attendance Date

_____ _____
USD 356 PDC Chairperson Date

_____ _____
USD 356 BOE President Date

**Points: 3 X Level 1**

_____

**Total Points Awarded**

_____

Appendix E

---

# Service to the Profession Form

## Conway Springs Schools USD 356

# IPDP VALIDATION: **Service to Profession**

**Use additional sheets as needed.**

Name: _____ Building: _____

Social Security No. (last 4 digits): _____ Date Submitted: _____

Number of Points Requested: _____ Date of Activity: _____

**Points may be earned only if responsibilities are not part of a stipend or pay arrangement.**

Name of Activity/Strategy/Goal: _____

Summary of Topics discussed:

| | | |
|---|---|---|
| _____ Applicant | _____ Date | **Points:** _____ |
| _____ Supervisor/Verification of Attendance | _____ Date | |
| _____ USD 356 PDC Chairperson | _____ Date | **Total Points Awarded** _____ |
| _____ USD 356 BOE President | _____ Date | |

Appendix F

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# Prior Approval Form

## Conway Springs Schools USD 356

# Prior Approval for Inservice Activity or College Credit

**District#:** 356 **District Name:** Conway Springs Public Schools **Building Name:** _____

**Name:** _____

Requesting: Knowledge points _____ Application points _____ Impact Points _____

Name of Inservice Activity/College Credit : _____

Location of Inservice Activity/College Credit: _____

Date of Inservice Activity/College Credit: _____

Reason for Inservice Activity/College Credit:

Knowledge you hope to acquire through this Inservice Activity/College Credit:

What district, building, and/or individual goals will this Inservice Activity/College Credit apply towards:

_____
Applicant Date

_____
Supervisor/Verification of Attendance Date

_____
Local PDC Chairperson Date

_____
Local BOE President Date

**Approved:** _____

**Not Approved:** _____

# Appendix G

# Inservice Evaluation

## USD 356 Inservice Activities

**Evaluation Sheet**

School _____

| | Please circle one number in each row: 1 - Get Rid of, 2-Needs Improvement, 3-Good, 4-GREAT! | | | | Comments/Suggestions for improvement |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| | 1 | 2 | 3 | 4 | |
| **OVERALL** | 1 | 2 | 3 | 4 | |

What part of the inservice did you consider the MOST valuable? Why?

What part of the inservice did you consider the LEAST valuable? Why?

The idea I will implement in my classroom is:

What ideas do you have for future inservice activities?



# ATTICA
# USD 511

# PROFESSIONAL DEVELOPMENT PLAN

# 2024-2029

Date Plan Approved by State Board of Education: TBD
Date of Plan Expiration: 7/31/2029

# 5-year Professional Development Plan Approval

The USD 511 Professional Development Council approved the following plan, at its meeting held on May 14, 2024, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Cristina R. Davis (Signature) 5-14-24 (Date)

# Plan Updates

| Description of Change to the Professional Development Plan | Date Approved by PDC |
|---|---|
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**Add pages as needed**

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# ATTICA USD 511
# PROFESSIONAL DEVELOPMENT COUNCIL

| Member | School/Position |
|---|---|
| Cristina Davis - Counselor - Chair | Attica School District |
| Lisa Bernsten - Teacher | Attica Elementary |
| Amber Wood – Teacher | Attica High School-Attica Middle School |
| Donna Richards - IT | Attica School District |
| Brandie Waldschmidt- Administration | Superintendent/K-5 Principal |
| Wyatt Williams- Administration | 6-12 Principal |

# Section One

# Professional Development Council (PDC)

## 1.1 Introduction

DEFINITION

The Professional Development Council (PDC) is a representative group of local district-licensed personnel that advises and informs the USD 511 Board of Education in matters concerning the planning, development, implementation, and operation of the Kansas State Department of Education, Professional Education Plan.

## 1.2 Membership

KAR 91-1-217. In-service education professional development council.
a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

Members of the USD 511 PDC are staff who are licensed teachers and/or leaders. Each is selected by the licensed teachers and leaders in the groups they represent. The PDC will have as many or more teachers on it as licensed leaders with a minimum of two members. The PDC Chair is responsible for ensuring that the ratio of teachers to leaders is correct and will act to fill vacancies as soon as possible using the process described below.

SELECTION OF PDC MEMBERS

1. Building or district-level elections will include nominations/volunteering, campaigning, and voting.
2. Each building will elect one teacher representative. One teacher representative will be elected as an at-large member, with all the licensed teachers in the entire district voting to select that member.

Licensed leaders in the district will select up to 2 leader representatives to represent them on the PDC.

Total Membership of up to 5 as follows:

1 – Elementary Teacher
1 – Junior/Senior High Teacher
1 – At-large Teacher Member
2-- District Leader Members

3. Elections will take place in the Spring of the year with the term beginning in the Fall. Licensed leader positions may opt to select their representative as part of a standing meeting instead of an election.
4. Members will serve a (two) 2-year term

Selection Process

- Those wanting to serve on the committee will send an email to the building principal or superintendent expressing their interest in being a member of the PDC committee. The email is due one week before the elections.
- Certified Staff will be informed via email of the persons who are interested in running for the PDP committee.
- Elections will be held in the Spring during the school day. Results will be made public after the school day is over, by 5:00 pm. Those involved in the selection process will be notified of the results before the results are made public.
- The selection process will be done by paper ballot supervised by the administrator of each building. In a contested race, ballots will be kept on file for six (6) months after the election.
- If no staff either submits their name for election or volunteers, the position will remain open until a volunteer is found. This may take place in the Fall semester. At all times, the PDC Chair will ensure that the number of licensed leaders on the Council is equal to or smaller than the number of teachers.

Resignation and Replacement

A member may resign his/her membership at any time. A letter of resignation shall be written and submitted by the resigning member and submitted to the Chairperson at least two (2) weeks before the effective date of the resignation.

- A member of the Council may be requested to resign their membership for any one of the following reasons:
  - When more than three (3) consecutive meetings are missed except for extenuating circumstances;
  - Failure to fulfill the minimum duties and/or responsibilities of the position;
  - Other circumstances which the membership of the Council deems to be cause for resignation for the good of the Council.
- Such a vacancy shall be filled according to the procedure outlined above in the Selection Process.

## 1.25 Approved process for PDC member selection when no candidates:

If there are no nominees or volunteers for a group(s), the superintendent will send out the list of names of all licensed teachers in that group(s) to that group(s) from which to select. The staff with the most votes will be the new PDC member(s). The names of those selected will go to the PDC chair.

If and only if there is no one selected from the above step, the PDC will take the list from each group that was not able to select its own member(s) and will choose the new PDC member(s) from that list. The PDC Chair will email KSDE at professionallearning@ksde.org to inform it of this action.

## 1.3 Responsibilities

**KAR 91-1-217. In-service education professional development council.**

(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

POWERS, DUTIES AND FUNCTIONS

- Implement the Professional Development Plan in the school district within the guidelines and criteria established by the State Department of Education.
- Review and approve or reject the Individual Professional Development Plan submitted by each participating staff member.
- Periodically, but not less than once a year (on or before June 1st), review, validate, and verify the staff development credit points to be granted for activities completed on the Individual Professional Development Plan of each participating staff member. The Superintendent or Board Clerk will keep a record when all licenses expire for certified staff. It is the responsibility of the district to notify teachers of their license expiration date, 6 months before the license expires. It is the responsibility of the certified staff member to contact the PDP committee and ask for a review of their points.
- Review and approve the full PD Plan for the district. This will be done annually in the Spring of each year to help determine any needs for the upcoming school year. The PCD Committee will determine the most efficient way to assess the needs for the upcoming school year. All updates or changes will be shared with the teachers and at the next meeting the changes will be voted on by the committee and become final. The Vice-Chair will share any changes with the BOE in their annual report. Every 5 years the BOE will review and approve the updated PDP. Updates will be documented at the beginning of the document. An updated copy of the full Professional Development Plan will be on file in the BOE Clerk's office, the Superintendent's office, and online for all teachers to access.

## 1.4 Annual Training

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, KAR 91-1-215 through K.A.R. KAR 91-1-219.

Each new member of the PDC must receive training each year related to the roles and responsibilities of council members under regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219. before they start their duties but no later than the end of September of their first academic year in office. Members who receive annual training as a refresher should complete it by the end of the first semester of the new academic year.

- One member of the PDC will receive training and then be responsible for training the rest of the PDC or each member will be trained individually or as part of a class. Training can be internal or external to the PDC and there are no content or time requirements if the appropriate regulations are covered.
- Training will be provided by the district using training available from a local service center. If possible, all certified staff will receive PDC training. The training will be documented via Frontline. This will allow all certified staff to record their training and documentation will be accessible at any time. Frontline training will be provided to all new staff during their new staff orientation. Each new teacher will have a mentor who will also be able to assist them with any questions about Frontline and/or PDC points.

- Necessary clerical and accounting staff and facilities for meetings, record keeping, communication, and other necessary business functions of the council shall be furnished by the district office staff.

## 1.5 Operational Procedures

**KAR 91-1-217. In-service education professional development council.**
(b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

As the advisory council to our Board of Education, the PDC members maintain its operational procedures for the smooth and efficient running of its activities.

## 1.50 Officers

- Officers of the Council shall consist of a Chairperson, Vice-Chairperson, and Secretary. It is recommended that officers have one year of prior experience on the PDC.
- The members of the Council shall elect all officers in the spring of each year for the coming year, and the term of office shall begin August 1st.
- All officers are elected for two (2) years and may be re-elected for 2 successive terms.

Duties

- Chairperson
  - Preside at all regular meetings.
  - Prepares an agenda for all meetings to be distributed at least two (2) days in advance.
  - Provides for notification of all meetings.
  - Calls and presides at all special meetings.
  - Appoints PDC members to subcommittees.
  - Receives resignations from PDC members.
  - Establishes yearly council tasks and timelines and carries out any other duties as described in this document or assigned by the Council.
  - Ensures that Individual Professional Development Plans are completed and safely and accurately kept in a centralized file.
- Vice-Chairperson
  - Fulfills all the duties of the Chairperson in the Chairperson's absence.
  - Prepares an annual report on the action of the PDC.
  - The report should include (but is not limited to) the following items, a summary of staff activities to earn points, those teachers who have a renewal coming up in the following year, a summary of planned activities for the upcoming year, and any changes to the full PDP.
  - Works with the Chairperson to outline yearly PDC tasks and timelines.
  - Carries out all other duties assigned by the Chairperson.
- Secretary
  - Keeps minutes of all meetings and distributes them to all members of the local PDC for posting in each attendance center.
  - Provides all local PDC minutes, individual development plans, correspondence, and all other pertinent documents to the clerk of the Board of Education for recording and storing.

## 1.51 Meetings

MEETINGS OF THE PROFESSIONAL DEVELOPMENT COUNCIL

- Monthly meetings will be held from August through May as necessitated by an agenda.
- All meetings will be posted on the District Master Calendar.
- The chairperson or a majority of the PDC, with one (1) week's prior notice may call special meetings.
- A majority of the PDC membership shall constitute a quorum.
- All decisions by vote shall be by simple majority.
- All meetings will be "public" and "open" to whomever wishes to observe. The PDC may adjourn to executive session if the need arises.
- The PDC committee will provide a written report to the Board of Education once a year which will

document current staff who have or are needing to renew their license within the next year and their progress. This report will also document proposed professional development activities for the school year and any other pertinent information. The PDC committee will also report on any changes that were made to the Professional Development Plan (PDP) and the reasons for those plans.

DEVELOPMENT OF AGENDA FOR MEETINGS

- Items for consideration by the PDC may be proposed by the members of the PDC of licensed personnel of USD 511.
- Items must be submitted in writing to the chairperson of the council one (1) week before the scheduled meeting of the council.
- The agenda and notification of the meeting shall be distributed to members of the PDC, one (1) copy per building for posting, and one (1) copy for the Superintendent of Schools.
- The council shall determine the amount of time to be spent on each agenda item.

## 1.52 Decision-making

To call for, conduct and document PDC voting for PD Points, IPDPS and the 5-year PD Plan renewal and other official business, the PDC requires the following:

- All decisions of the Council will be indicated by an affirmative vote of a simple majority of the authorized membership of the Council. A quorum is a simple majority of the current voting PDC membership.
- To conduct official business at least 3 members, with 1 or fewer of those being leaders, constitutes a quorum.
- Unanimous consent may be recognized and stated by the chair as the decision of the Council where a simple majority of the authorized membership is present provided no member requests a formal vote.
- If consensus is not reached, a simple majority of a quorum present will pass a motion.
- If there is a tie, the topic will be put on the next agenda when all members can be present.

## 1.53 Documentation

PROCEDURE FOR MAINTAINING PERMANENT RECORDS

- Records of meetings and all materials submitted to PDC, once approved by the chairperson shall be forwarded to the clerk of the Board of Education.
- The secretary of the PDC and the clerk of the Board of Education shall retain minutes of all meetings.
- The program Frontline will be used to facilitate the process of all Individual Education Development Plans and Professional Development Points. New teachers will receive training on its use as part of the new teacher orientation and that training will be reinforced as part of the mentoring checklist. This training will include that of the following Frontline forms: IPDP Goals, Historical Professional Development, Impact Level 3, College Credit Request Knowledge Skills Level I, and Service to the Profession.

- Prudent supervision of the files by the USD 511 District Office should guarantee the confidentiality of information through a system of monitoring those having access to personnel records.
- Professional Development information shall be available to employees subject to the following stipulations:
    - All PDC minutes shall be available at reasonable times in the District Office except records of a confidential nature.
    - Individual professional educators will have access to their files.
    - The BOE while in session may have access to all PDC materials but shall respect the confidentiality of such files.
    - Original PDC files may not be taken out of the USD 511 District Office.
    - Records must be maintained for five (5) years. Records will be destroyed or returned to the educator at their request.

## 1.54 Communications

PROCEDURE USED TO INFORM EDUCATORS AND BOE OF DECISIONS AND ACTIVITIES

- The secretary of the PDC shall prepare minutes of all meetings and distribute them to all members of the PDC.
- Staff development education points earned will be recorded continuously in the USD 511 District Office as approved by the PDC.
- Each educator with an Individual Professional Development Plan shall have a log-on and be able to access their Professional Development points. There is a catalog available for them to access online so that they can record any points that they have earned. During a teacher's initial onboarding to the district, they will be trained in how to use the current documentation system provided by the district.

## 1.55 Approvals

All approval authority for the following activities lies within the PDC. The local board of education may also approve the Professional Development Plan.

5-year Professional Development Plan Review

The PD Plan revision is approved using the KSDE process: plan review and revision, final draft approval, local district approval and approval by the State Board of Education.

Individual Professional Development Plans

**Delegated Approval**-PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 511. If the designated position does not approve an IPDP, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the IPDP at the next scheduled meeting. After informal discussions, if the PDC and staff cannot agree on a final plan and the PDC disapproves it, licensed staff may pursue an appeal as described in Section 3.

Professional Development Points

**Delegated Approval**-PDC delegates its authority to allow the final position in the Sequence of Approvers (below) to approve IPDP's for USD 511. If the designated position does not approve the number and type of PD activity points, he/she will inform the PDC Chair immediately and the Chair will schedule the PDC Review of the PD Points at the next scheduled meeting. ("All decisions about the type and amount of PD points that the PDC awards are final."

| Sequence of Approvers before final PDC approval | Position/Title of Approver |
|---|---|
| 1st | PDC Chair |
| 2nd | Superintendent |

# Section Two

## The District/System Professional Development Plan

### KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

### KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.


Writing/Revising the Professional Development Plan
Assess In-service Professional Development Needs
Identify and Select Goals and Objectives to meet In-service Needs
Identify Activities and Strategies to meet Goals and Objectives
Determine evaluative criteria to meet the in-service need/s
Report results of evaluation of in-service needs to stakeholders
Amend the Professional Development Plan
Professional Development Council
Professional Development Goals
1.

## 2.1 Assessment and prioritization of school improvement needs Zoom 24:30

*GUIDANCE: Remove this text box when you complete your narratives.*

*Before writing/revising a plan, the Professional Development Council (PDC) must determine the staff development needs of the district or educational agency based on school improvement needs.*

*The staff development needs assessment for the District Professional Development Plan in Section 2.2 should include the identified school improvement targets and any related results-based staff development goals. This could coincide with a KESA goal, which comes from the results of a needs assessment, but it doesn't have to.*

*To ensure that the needs of all district students are being addressed, the Professional Development Council should review each school's School Improvement Plan goals (needs) and other district/system goals that may improve student outcomes.*

*The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes.*
*This section needs to concentrate on what school improvement area the district wants to improve during this plan cycle and the process that is used to decide on that area. It should concentrate on the questions below:*

- *Describe process for determining if all district students are meeting standards.*
- *Describe process for assessing how instruction align with state and district curriculum content and standards.*
- *Describe current activities that are helping to ensure that district students reach the curriculum standards.*
- *Describe what is not being done and who the students or student groups are that need particular attention.*

*The PDC may be responsible for deciding the area/s, but each district may do it differently.*
*Section 2.2 introduces what the PDC needs for professional development to be able to meet the goal areas chosen in this section.*

*Documentation:*

- *Describe how this process is documented if not already described in Section 1.53 or 2.0.*
- *Provide forms used and from where they are available. If they are entered into an electronic system such as Frontline or PDP Toolbox, describe how staff is trained to use the system.*
- *If there are processes you use in a different plan that you use for this, such as your school improvement plan, please feel free to provide a link to or include that process in this section or in an appendix.*

## 2.2 Identification of goals and objectives to achieve professional development needs

- Professional development is a continual process, and the goal of the District Plan is to provide for the professional learning needs of all educators.

Rationale:

- A needs assessment will be conducted to determine both the continuing appropriateness of the primary purpose and the kinds of professional development programs best suited to meet that purpose. The PDC will be responsible for sponsoring needs assessments; implementation of assessments will be the responsibility of the PDC. Results of annual needs assessment surveys will be included in the annual update.
- In addition to assessments, the council will periodically conduct informal surveys to better understand colleagues' perspectives on various issues and educational initiatives. Support personnel, administrators, and BOE members may be included in such surveys.
- A need is defined as the discrepancy between actual outcomes and desirable outcomes or the difference between "what is" and "what should be." The methods used to determine the discrepancies between the actual and desirable outcomes comprise the needs assessment.

Procedure:

- Before writing/revising a plan, the PDC must determine the staff development needs of the district or educational agency. Staff development must meet the needs of an education community and be an efficient or effective use of resources.
- The staff development needs assessment for the District Professional Development Plan should include the identified school improvement targets and any related results-based staff development goals. The PDC will determine what type of instrument is best to use for developing a needs survey each year, ensuring that it aligns with the goals the district has set for KESA.
- To ensure that the needs of all district students are being addressed, the Professional Development Council should review each school's School Improvement Plan goals (needs) and other district/system goals that may improve student outcomes.
- The school improvement plan(s) will provide information about gaps between students' actual performance and the desired goals or outcomes.
- The plan should identify strengths and needs, and correlate district staff's evaluation of professional development to identified gaps in students' learning by answering the following questions:
    - How well are all district students meeting the standards?
    - Does instruction align with state and district curriculum content and standards?
    - What is currently being done that is helping district students reach the curriculum standards?
    - What is not being done?
    - Who are the students or student groups that need particular attention?

District:

- District professional development goals shall be adopted annually following a needs assessment of licensed staff, input from the community, and/or in conjunction with the BOE. These goals should align with the goals the District has set for KESA.

Building:

- The individual assessment will be compiled by the PDC members in each building. These needs assessments will then be used to determine and implement staff development programs for building-level needs. The total grouping of individual needs assessments will then be utilized to determine district needs. Each building representative will bring to the meeting the results of the building needs assessment. These results will be recorded in the minutes. Using the results and other data the professional plan for the upcoming school year will be developed. This plan will take into account teachers' needs and desires, instruction, KESA, student needs, and alignment with district goals.

Individual:

- Based on the results of the needs assessment process, Individual Development Plans may reflect any or all of the following areas: content, professional education, and service to the profession.

Analysis:

- The PDC will address high-need areas for the district in the analysis of the results of the needs identification process. The needs shall be prioritized from those having the highest priority to those having the lowest priority. Consideration shall be given to long-term individual, building, and district needs. As part of this process, the PDC should be planning the criteria it will use to decide if the goals and objectives were met.

Goal 1: Attica USD 511 will increase math skills by implementing evidence-based strategies as shown by scores from 58% to 95% of all students K-12 meeting or exceeding grade-level benchmarks.

Goal 2: Attica USD 511 will increase reading skills by implementing evidence-based strategies as shown by scores from 57% to 95% of all students K-12 meeting or exceeding grade-level benchmarks.

## 2.3 Identification of activities and actions to achieve the goals and objectives

Being in our second year in the KESA 2.0 cycle, our teachers noticed their data was showing them gap areas. Through the district Deep Data Dive, it became apparent that our students have some gaps in their cores subjects. The district made the decision to have educators focus on core reading and math instruction. Additional training and facilitation will be provided in the alignment of standards to the curriculum provided.

## 2.4 Evaluative criteria to determine levels of success in meeting the in-service need/s

Goal 1: The level of success will be determined through the evaluation of our student Fastbridge data as well as our student state assessment scores. We will monitor the Fastbridge scores through the individual/Group Growth Reports for mathematics.

Goal 2: The level of success will be determined through the evaluation of our student Fastbridge data as well as our student state assessment scores. We will monitor the Fastbridge scores through the individual/Group Growth Reports for reading.

Goal 1 & 2:

PURPOSE

- The purpose of staff development program evaluation is:
  - To facilitate data-driven decision-making.
  - To measure the impact on student achievement and teacher performance on assessed needs.

PROCEDURE

- The staff development program shall be evaluated relative to the objectives set forth in the Staff Development Plan. The evaluation will be the responsibility of the PDC. All information will be recorded in the minutes.

PROCESS

The evaluation will involve:

- Needs
  - Periodic review of needs assessment.
  - Periodic review of appropriateness of activities to specific objectives.
  - Periodic review of activities offered to ensure they are appropriate to the educator's level of development.
- Activities
  - The PDC shall evaluate the Professional Development Plan and its effectiveness by surveying teachers and administration to determine the progress of the Professional Development Program toward its goals and objectives.

## 2.5 Reporting results of evaluation of in-service needs

The evaluation of the Staff Development Plan will be part of the annual report to the BOE, in which the public can attend to hear any information.

## 2.6 Amending the Professional Development Plan

This document may be amended in the following manner:

1. If the annual evaluation in the first quarter of each year, shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC will amend it. Any amendments may be approved using the voting procedures under the Operational Procedures in Section 1.5. Once an amendment is approved, the PDC Secretary will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it.

2. The PDC may adopt amendments to the district Professional Development Plan by a simple majority of the PDC members, provided that these amendments have been introduced in writing at the preceding regular meeting.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

ANNUAL EVALUATION
The annual evaluation of the Professional Development Program on or before the final regular meeting of the PDC will involve:

- Objectives- A review and revision of program objectives and accomplishments of students and teachers.
- Priorities – A review and revision of program priorities based on needs, evaluation, and resources.
- Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- Activities – A review of the activities sponsored for Professional Development credit.

PDC performance- a review of the PDC itself.
Evaluation – A review of the evaluation process and instruments.

- The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- Amendments approved by the PDC shall be submitted to the BOE.
- If changes are necessary to the PDC, they will be submitted in writing to the PDC. At the next meeting, the PDC will discuss the changes and vote to adopt the changes. If more information is needed, another meeting will be held at an appropriate time to obtain that information and then adopt the changes. The changes will be recorded at the front of the plan, updated in the plan and PDC Chair will have the new plan posted online.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

The annual evaluation of the Professional Development Program on or before the final regular meeting of the PDC will involve:

- Objectives- A review and revision of program objectives and accomplishments of students and teachers.
- Priorities – A review and revision of program priorities based on needs, evaluation and resources.
- Needs Assessment – A review and revision of the needs assessment procedure and process of administering it.
- Activities – A review of the activities sponsored for Professional Development credit.
- PDC performance- a review of the PDC itself.
- Evaluation – A review of the evaluation process and instruments.
- The PDC may adopt amendments to the District PDC Plan by a majority vote by the Council members, provided that these amendments have been introduced in writing at the preceding regular meeting.
- Amendments approved by the PDC shall be submitted to the BOE and the State Department of Education for approval.

# Section Three

## Individual Professional Development Plans (IPDP)

**KAR 91-1-206. Professional development plans for license renewal.**

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;

(2) professional education standards as adopted by the state board; or

(3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.

(2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.

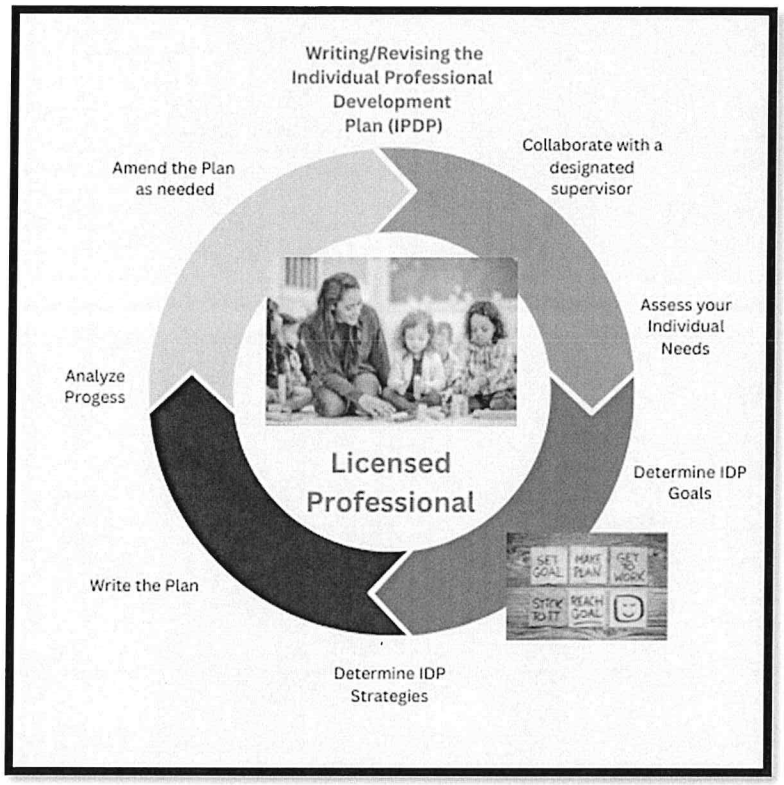
(3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

## 3.0 Introduction

The Professional Development Plan from Section 2 is critical for developing the quality of education in any school community. However, there is nothing that has a more immediate impact on an educator than his or her individual professional development plan (IPDP).

The final approval for IPDP's is with the PDC unless licensed staff appeals to the Licensing Review Board. No one should impede the IDPD, once the staff signs it, from getting to the PDC for an approval decision.




PROCEDURE FOR DEVELOPMENT AND SUBMISSION OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS (IPDP):

- An individual staff member in conjunction with the superintendent or principal will include consideration for the following steps:

1. **Collaborate with a designated supervisor**

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

- Developed in collaboration with a designated supervisor.
- Signed by the individual and her or his supervisor - if the supervisor agrees with the plan.
- Approved by the PDC. Whether signed by the designated supervisor or not, must go to the PDC meeting for an approval decision. If the supervisors/administrators have issues with the plan, they can discuss those with the PDC at the scheduled approval meeting.

2. **Assess your individual needs**

Educators will conduct an annual review of professional development activities tracked within the Frontline system and identify needs in coordination with designated supervisors based on the building report card data as specified by district's goals.

3. **Determine your individual professional development goals**

These should be based on identified needs, including the need for professional development points for licensure renewal.

4. **Determine individual professional development strategies**

Select strategies that will best provide the skills and knowledge necessary to meet your personal and professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. **Write the Individual Professional Development Plan**

The Individual Professional Development Plan should include goals or clear statements of what you wish to know and be able to do because of the professional development. For example: I will routinely use semantic mapping and QAR strategies to increase student reading comprehension in all content areas.

Ideally, the plan should also include indicators for each of the three levels (Knowledge, Application, Impact). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. **Analyze progress**

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. **Revise the plan as necessary**

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that is not showing improvement.

- Be given a user ID and password for the website Frontline. The plan will be recorded on the forms that are located within Frontline. Each teacher is responsible for entering their information and reporting the completion of the plan to the building principal.
- All staff development and professional development plans shall be submitted on the IPDP in Frontline. The supervisor shall approve the plan in Frontline IPDP indicating the receipt and review of the plan. If the plan is not approved or approved with reservation, a statement providing reasons will be provided. In any eventuality, the Council will forward the forms to the chairperson of the PDC for consideration. A plan may be withdrawn if the submitting individual decides to do so.

- All plans, professional development points requests, and college course requests shall be made using the appropriate forms on Frontline.
- Plans will be considered in the order in which they are received by the chairperson.
- Notification of approval or disapproval of the plan will be made to the participating staff member within ten (10) days of the Council meeting.
- Once the PDC has approved the IPDP it becomes effective.
- Administration will oversee the Individual Professional Development Plans of non-staff licensed individuals residing or living within the district, as described in the process below.

CRITERIA FOR APPROVING PLANS

- Plans will be acted upon by the PDC using the following criteria:
  - Each activity meets needs as expressed in the goals/activities of the 398 Professional Development Plan, which support the philosophy and goals of the district, building, and individual plans.
  - Annual goals and objectives are clearly stated and results based.
  - Staff development activities are directly related to one or more of the following areas:
    - Content
    - Professional Education
    - Service to the Profession
  - The plan provides for a process of evaluation and/or documentation.

## 3.8 IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

> **KAR 91-1-206. Professional development plans for license renewal.**
> (b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

- Any person who is not employed by or who works or resides within USD 511 is eligible to file an Individual Professional Development Plan with ~~that district's local~~ the professional development council for licensure renewal purposes.

- Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is not required to provide non-employees access to district in-service activities.

- The PDC Chair is the liaison between non-employee licensed teachers and leaders and the PDC. To begin this process, non-employees may contact the liaison at crisitinad@usd511.org.
- The steps the individual must take to complete the plan are:
  - Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following 3

areas: content endorsement standards, professional education standards, and service to the profession.
    - Determine professional development goals that are based on identified needs.
    - Complete an Individual Professional Development Plan and submit it to a supervisor designated by the district.
    - After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

- See the Individual Professional Development Plan and Awarding Professional Development Points for Re-licensure sections for a complete description of what should be included in the IPDP and how professional development points may be awarded.
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## 3.9 Appealing the non-approval of an IPDP by the PDC

> **KAR 91-1-206. Professional development plans for license renewal.**
> (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Licensed staff may appeal a non-approval for an individual development plan to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask for the Licensure Review Board Coordinator to begin the process.

# Section Four

## Awarding Professional Development Points for Re-licensure

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation; or

(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;

(2) written documentation;

(3) evidence of improved student performance; or

(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

## 4.0 Introduction

This section describes the process for the PDC's awarding of PD points for the re-licensure of licensed staff.

One PD point is earned for every one clock-hour of in-service activity and there are *no limits* on the number of points that may be earned for the purpose of licensure renewal. The PDC awards points as a council. No individual member may approve points.

If the PDC has questions about how knowledge level (baseline) points are determined, it will request additional clarification from an individual during a PDC meeting or in written correspondence.

- Teachers can claim PDP points located in the District Catalog in Frontline as long as the points are still available. Points will expire five (5) years after they have been posted. Teachers can only claim points that were valid during their current licensing period.
- Please follow the state guidelines for the minimum hours and/or college credits required to renew a license.

- Additional information may be requested from the teacher to clarify the request or reason for requesting points at the knowledge level. This can happen in an email between the teacher and PDC committee with proper documentation attached. This documentation should also be attached when putting the request into Frontline.

APPEALS PROCEDURE FOR AWARDING POINTS:

- All PDC decisions shall be in writing and should be sent to the participants within ten (10) working days of the decision.
- Any participant who is aggrieved by a decision of the PDC may appeal said decisions to the Council. Such appeal shall contain a copy of the notice from the PDC advising the participant of the decision. Also, the participant shall submit in writing the reasons why he/she feels that the decision of the Council was incorrect. The participant may submit whatever other information he/she feels will be of assistance to the Council in acting upon the appeal.
- The appeal and its accompanying materials must be mailed or hand-delivered to the chairperson of the Council no later than 30 working days, excluding school holidays, following the date the original decision was presented to the aggrieved participant.
- Appeals will be considered at the first meeting following the receipt of the written appeal, provided that the written appeal is in the chairperson's hands a minimum of five (5) working days prior to the regularly scheduled meeting.
- Within five (5) school days of making its decision on the appeal, the PDC shall deliver to the grievant in writing, its decisions on the appeals.
- If, upon receipt of the Council's decision, the individual wishes to continue his/her appeal, he/she may meet with the PDC at its next scheduled meeting to personally discuss why the plan does not meet the criteria for approval.

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## 4.1 Definitions

If an activity does not meet the definition of either "in-service education" or "service to the profession" the PDC will not consider it for points.

IN-SERVICE EDUCATION" MEANS PROFESSIONAL DEVELOPMENT AND STAFF DEVELOPMENT AND SHALL INCLUDE ANY PLANNED LEARNING OPPORTUNITIES PROVIDED TO LICENSED PERSONNEL EMPLOYED BY A SCHOOL DISTRICT OR OTHER AUTHORIZED EDUCATIONAL AGENCY FOR PURPOSES OF IMPROVING THE PERFORMANCE OF THESE PERSONNEL IN ALREADY HELD OR ASSIGNED POSITIONS
**KAR 91-1-205(d)**

SERVICE TO THE PROFESSION" MEANS ANY ACTIVITY THAT ASSISTS OTHERS IN ACQUIRING PROFICIENCY IN INSTRUCTIONAL SYSTEMS, PEDAGOGY, OR CONTENT, OR THAT DIRECTLY RELATES TO LICENSURE OF PROFESSIONAL EDUCATORS, ACCREDITATION PROCESSES, OR PROFESSIONAL ORGANIZATIONS
**KAR 91-1-205(k)**

## 4.2 Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, s/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, s/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license.

The professional development points used for renewal of a license must be earned in at least one of three areas:

**Content Endorsement Standards**

**Professional Education Standards**

**or**

**Service to the Profession**

## 4.3 Awarding Points in Three Levels

| MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE | | | |
|---|---|---|---|
| **KAR 91-1-206** "Professional development plans for license renewal" | Content Endorsement Standards | Professional Education | Service to the Profession |
| **Knowledge** What do you know now that you did not know before? | 1 PD point = 1 clock- hour of in-service education | 1 PD point = 1 clock- hour of in-service education | 1 PD point = 1 clock- hour of service to the profession |
| **Application** What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior? | 2 X Original Knowledge Level points | 2 X Original Knowledge Level points | Not applicable |
| **Impact** How has student performance improved? What has positively changed about the program? | 3 X Original Knowledge Level points | 3 X Original Knowledge Level points | Not applicable |

Activities such as college or university coursework and athletic coaching clinics are unique to each individual. Because of this, criteria applicable to *all* professional activities are critical to making fair decisions about awarding professional development points. These criteria should also support quality professional development.

The criteria for awarding points at three levels can also serve as one evaluation of the professional development relative to its value to students and/or the educational agency.

The following are samples of criteria a District/System may use in determining whether professional development points will be awarded. The PDC will review these criteria as part of the annual internal plan review and change then as appropriate. Any amendments to the plan will proceed as described in Section 2.6.

## Awarding Points in Three Levels

Professional development points are awarded at three levels with no limits on the number of points that may be earned for licensure renewal. The three levels are described below:

- Level I – Knowledge
  - Points are awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.
  - Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:
  - Knowledge level (baseline) points can come from multiple activities at the knowledge level.
  - It is the individual's responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
  - Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level points during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

- Verification required may include one of the following:
  - Descriptions of the critical attributes of the staff development.
  - Oral or written personal reflections.
  - Pre and post-assessments of the individual staff person's learning.
  - Completion certificate with clock hours included

<u>Service to the Profession = 1 point per clock-hour</u>

- Verification required may include one of the following:
  - Minutes noting contributions to meetings and time spent at meetings.
  - An explanation of time spent on a school committee, council, or team such as:
    - Membership in the school or district PDC.
    - Serving as a member of the school's steering team.
    - Serving on a curriculum development committee.
    - Providing staff development.
  - Samples of published articles or newsletters and an explanation of the time spent in writing.
  - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.
  - Serving on an onsite team for another school or district and an explanation of the time spent.

- Level II – Application

- Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for the application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect to improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

- Verification required may include one of the following: Independent observation such as:
  - Direct observation using trained observers or video/audio tapes.
  - Structured interviews with participants and their supervisors.
  - Evidence such as:
  - Lesson plans.
  - Pre and post samples of students' work.
  - Examination of participants' journals, portfolios or other artifacts.

- Level III – Impact
  - Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:
How has student performance improved? What has positively changed about the program?

- Organizational Change = 3 X Level I point
  - Verification required may include one of the following:
  - Evidence of related district or school policy change.
  - Evidence of Level II application activities by others.
  - Revision of district, grade level, or content area curriculum.

- Student Learning = 3 Xs Level I point
  - Verification required may include one of the following:
  - Evidence of improved student academic performance.
  - Samples of positive changes in students' behaviors, such as:
  - Study habits.
  - Improved school attendance.
  - Improved homework completion rates.
  - Independent observation of positive students' classroom behaviors.
  - Increased enrollment in advanced classes.
  - Increased participation in school-related activities.
  - Decreased dropout rates.

## 4.5 Awarding Professional Development Points for purposes related to employment or other local matters

**KAR 91-1-218. Awarding of professional development points.**

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Per the Negotiated agreement, additional hours used for advancement on the Salary Schedule shall be graduate level courses in the teacher's assigned field of teaching. Any other hours must be approved by the Superintendent. Twenty inservice hours, equivalent to 1 college credit hour, may be used for movement on the Salary Schedule, provided these hours are not paid for by the USD #511. Any teacher planning to advance on the Salary Schedule must notify the Superintendent and the Board of Education in writing on or before June 1st of the upcoming contract year.

## 4.6 Questions about awarding PD points relative to renewal licensing

(Teacher Licensure updated as of 8/1/23)

1. **Do I have to have professional development points to renew my five-year professional license?**
   Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.
   Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91- 1-205(b)(3)(A) or (B)**

2. **How old can professional development points be? What about credit hours?**
   The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that

are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. **If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?**
   No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.
   **Regulation 91-1-205(b)(3)(F)**

4. **If an educator wants to renew a five-year substitute license, must professional development points be earned?**
   Yes. This license may be renewed with 50 professional development points.

5. **What information must be reported on an official professional development transcript?**
   A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. **Do official transcripts from the colleges or universities need to be included with the professional development transcript?**
   No. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript, including the institution's name. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. **Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?**
   Yes. The professional development council will need to determine the level when they award the points.

8. **Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?**
   The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). Generally, if an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer science or world language coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an

endorsement for teaching a world language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. **Can points be earned for attending a coaching clinic or course?**
The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession. To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e. Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

# Appendix A

## Professional Development Regulations

| | |
|---|---|
| KAR 91-1-205. | Licensure renewal requirements. |
| KAR 91-1-206. | Professional development plans for license renewal. |
| KAR 91-1-211. | Licensure review committee |
| KAR 91-1-215. | In-service education definitions. |
| KAR 91-1-216. | Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs. |
| KAR 91-1-217. | In-service education professional development council. |
| KAR 91-1-218. | Awarding of professional development points. |
| KAR 91-1-219. | Expenditures for an in-service education program. |

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully

completes the following retraining requirements:
(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and
(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of ''B'' or higher.
(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:
(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
(A) Has completed all components of the national board for professional teaching standards assessment for board certification;
(B) has been granted national board certification;
(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an
advanced degree; or
(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80
points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).
(c) Accomplished teaching licenses.
(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
(A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
(B) an application for accomplished teaching license; and
(C) the licensure fee.
(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).
(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.
(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.
(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:
(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.
(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:
(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
(A) Having met the requirements of paragraph (b)(3); or
(B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.
(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:
(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.
(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

(1) The plan results from cooperative planning with a designated supervisor.
(2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
(3) The plan is reviewed and approved by the local professional development council.
(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

**(a)** A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure. **(b)** The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. **(c)** The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. **(d)** This regulation shall be effective on and after July 1, 2003.
Kan. Admin. Regs. § KAR 91-1-211 Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003. Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
(2) The learning positively impacts the individual or the individual's students, school or school district.
(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.
(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
(b) Procedures for development of an in-service plan shall include the following:
(1) Establishment of a professional development council;
(2) an assessment of in-service needs;
(3) identification of goals and objectives;
(4) identification of activities; and
(5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.
(a) Each professional development council shall meet the following criteria:
(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.
(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student

performance or school improvement shall be presented to the professional development council and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.
(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.
(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.
(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: Consent e.**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Shane Carter | Shane Carter | Randy Watson | |

**Item Title:**

Act on recommendations of the Licensure Review Committee

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

**Explanation of Situation Requiring Action:**

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

**Case # 3516**

Requests professional Kansas licensure for Elementary Education (PRK-6) and English to Speakers of Other Languages (PRK-12).

Review for the license is required due to completion of an alternative certification program in Texas—Region 4 Inspire Texas.

Applicant completed a Bachelor of Arts degree in Art History with the University of Kansas in 2007. They completed the Region 4 Inspire Texas alternative teacher preparation program for Texas educator licensing in 2013. Basic information about the program was provided. They took and successfully passed the Texas required content and pedagogy licensure exams. Score reports were provided.

Applicant verified 1 year of unaccredited teaching experience and 2 years of accredited teaching experience in Texas teaching elementary Grade 3 from 2012-2014 (2012-2013 was under a non-standard probationary Texas license) with Alief Independent School District and teaching elementary K-5 from 2014-2015 with Houston Independent School District.

The Licensure Review Committee recommends approval of the license based on completion of an alternative certification program out of state, standard out of state teaching license, and equivalent out of state teaching experience. Moved by Anita, seconded by Tricia and approved unanimously.

**Case # 3519**

Requests initial Kansas licensure for Building Leadership (PRK-12).

Review for the license is required due to ineligibility for standard out of state building leadership license.

Applicant completed a Missouri state approved building leadership coursework program with University of Missouri—Kansas City in 2015. Applicant lives and works in Kansas and will not be employed in Missouri, making them ineligible for the standard out of state license required by regulation.

Applicant has met all other Kansas requirements for this initial school leadership license.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements except for the standard out of state license. Moved by Jessica, seconded by Kellen and approved unanimously.

## Case # 3520

Requests initial Kansas licensure for School Psychologist (PRK-12).

Review for the license is required due to ineligibility for standard out of state school psychologist license.

Applicant is completing an Ohio state approved school psychologist coursework program with the University of Dayton. Kansas approved school psychologist programs are set up to award the terminal degree before completion of the internship and the applicant completes their post-program internship during the term of their Kansas initial school specialist license.

In many other states, including Ohio, the terminal degree is not awarded until the internship is completed. Applicant is moving to Kansas and completing their internship with a Kansas school district. The school district requires the initial school specialist license for employment, but the applicant is not yet eligible because they are completing their program in a state that requires completion of the internship before initial licensure is available.

The Licensure Review Committee recommends approval of the license with professional licensure contingent upon completion of the internship, required content testing, and awarding of the terminal degree. Moved by Allen, seconded by Tricia and approved unanimously.

Content Test Appeal Cases

The applicants below met all Kansas requirements for an initial teaching license except for passing scores on the appropriate PRAXIS content exam(s). The KSDE Content Test Appeal application process allows these applicants to achieve initial licensure via alternate criteria, scored on a standard rubric previously reviewed and approved by the Kansas State Board of Education. The criteria include the following:

1) GPA in the content coursework during the applicant's initial teacher preparation program

2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)

3) Employing school district's formal evaluation of applicant's content knowledge

4) Applicant interview with the Licensure Review Committee

The applicant must preliminarily verify 15 points on the rubric according to the first three criteria in order to qualify for the committee interview. The applicant must then obtain a minimum of 3 points according to the rubric for the interview portion, verifying a minimum total of 18 points in order to be recommended for approval of initial licensure to the Kansas State Board of Education.

## Case # 9021

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved unanimously.

## Case # 9022

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth-Grade 3). Applicant is

appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Kellen and approved unanimously.

### Case # 9023

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Tricia and approved by majority, with Jessica abstaining.

### Case # 9024

Applicant requests initial Kansas licensure in Art (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric.

The Licensure Review Committee recommends approval of the license as the candidate met the minimum rubric score of 18 total points. Moved by Jessica, seconded by Kellen and approved unanimously.

### Case # 9025

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Jessica and approved unanimously.

### Case # 9026

Applicant requests initial Kansas licensure in Biology (6-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Jessica, seconded by Tricia and approved unanimously.

### Case # 9027

Applicant requests initial Kansas licensure in Health (PRK-12) and Physical Education (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Anita, seconded by Tricia and approved unanimously.

Case # 9028

Applicant requests initial Kansas licensure in History, Government, and Social Studies (6-12) Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee recommends approval of the license as the candidate exceeded the minimum rubric score of 18 total points. Moved by Allen, seconded by Anita and approved unanimously.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent f

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Shane Carter | Shane Carter | Randy Watson | |

## Item Title:

Act on recommendation for Visiting Scholar Licenses

## Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Dr. Randy Watson, Commissioner of Education, regarding a Visiting Scholar license.

## Explanation of Situation Requiring Action:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.
Outstanding distinction or exceptional talent in the field.
Significant recent occupational experience which is related to the field.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens**
Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2024-2025 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last eleven school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2024-2025 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

**Leoti-Wichita County USD 467 and Carson Wade Norton**
The Leoti-Wichita County school district requests that Carson Norton be granted renewal of a Visiting Scholar license valid for the 2024-2025 school year. The district will assign Mr. Norton to teach a full schedule of Art (grades 7-12) at the Junior Senior High School. He completed appropriate professional learning activities during his previous four years as a Visiting Scholar.

Carson Norton's artistic abilities and professional work experiences allow him to provide a unique learning experience to the middle and high school art students in Leoti-Wichita County schools. His talents and distinctions in the field of art are demonstrated by his exhibitions and displays, especially the commissioned bronze pieces on permanent display around the state. He has demonstrated his success in teaching both traditional and non-traditional students as an adjunct art instructor and in other teaching opportunities. He meets the criteria of significant experiences as an artist and outstanding talent and distinction in the field of art. I recommend that the request for renewal of a Visiting Scholar license valid for the 2024-2025 school year for Carson Norton be approved, based on meeting two of the three established criteria, and completion of appropriate professional learning.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: Consent g**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Sherry Root | | Randy Watson | |

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**Item Title:**

Act on request from USD 355 Ellinwood, Barton County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 355 Ellinwood, Barton County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

**Explanation of Situation Requiring Action:**

see attachments

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 7/10/2024** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

**Item Title:**

Act on request from USD 355 Ellinwood, Barton County, to hold a bond election

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 355 Ellinwood, Barton County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

**Explanation of Situation Requiring Action:**

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 355 Ellinwood, Barton County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 355 plans to use the bond proceeds (not to exceed **$8,500,000**), to pay the costs to construct, furnish and equip improvements and renovations at Ellinwood Elementary School, including safety and security improvements, office space expansion and secure entrance, and new windows, new roof at elementary library; at Ellinwood Middle/High School construct, furnish and equip renovations and improvements, including safety and security- new entrance, new HVAC system, new VPF system, electrical upgrades at Jr/Sr High; and new roof at High School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 7-0.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities to be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

**Unified School District 355 Ellinwood** **County: Barton**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $42,811,092 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $5,993,553 | |
| 4. State Aid Percentage | 0% | 24-25 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $8,500,000 | 19.9% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $8,500,000 | 19.9% |
| 8. Estimated amount of bond indebtedness authorized without approval | $5,993,553 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $2,506,447 | 5.9% |

**Forms Requested**

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 18, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 355**

| | |
|---|---|
| Yes 7-0 | 1. The vote to submit the bond application by the local board of education was unanimous. |
| No | 2. The district is experiencing growth in enrollment. |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside architect was utilized in determining school district needs. |
| Yes | 7. The age of the existing building(s) appears to justify a bond election. |
| Yes | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this propsal. |
| No | 10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities |

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: Consent h.**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Sherry Root | | Randy Watson | |

## Item Title:

Act on request from USD 355 Ellinwood, Barton County, to receive Capital Improvement (Bond and Interest) State Aid

## Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 355 Ellinwood, Barton County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

see attachments

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:**

| **Staff Initiating:** | **Deputy Commissioner:** | **Commissioner:** | **Meeting Date: 7/10/2024** |
|---|---|---|---|
| Frank Harwood | Frank Harwood | Randy Watson | |

## Item Title:

Act on request from USD 355 Ellinwood, Barton County, to receive Capital Improvement (Bond and Interest) State Aid

## Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 355 Ellinwood, Barton County, to receive capital improvement (bond and interest) state aid as authorized by law.

## Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 355 Ellinwood, Barton County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 21, 2024.

> USD 355 plans to use the bond proceeds (not to exceed **$8,500,000**), to pay the costs to construct, furnish and equip improvements and renovations at Ellinwood Elementary School, including safety and security improvements, office space expansion and secure entrance, and new windows, new roof at elementary library; Ellinwood Middle/High School renovations and improvements, including safety and security entrance, replace HVAC system, new VPF system, electrical upgrade at Jr/Sr High; and new roof at High School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 7-0.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Buildings are not being consolidated under this proposal.
10. Bond project does not include facilities to be used primarily for extracurricular activities.

# Summary of Appeal to State Board of Education for Capital Improvement State Aid

**Unified School District 355 Ellinwood** **County: Barton**

| | | |
|---|---|---|
| 1. Current equalized assessed tangible valuation * | $42,811,092 | |
| 2. Percentage of bond debt limit | 14.00% | |
| 3. Amount of bond debt limit | $5,993,553 | |
| 4. State Aid Percentage | 0% | 24-25 St Aid % |

* Includes assessed valuation of motor vehicle

| | | Percent of Equalized Assessed Valuation - Current Year |
|---|---|---|
| 5. Amount of bond indebtedness at present time | $0 | 0.0% |
| 6. Amount of bond indebtedness requested | $8,500,000 | 19.9% |
| 7. Total amount of bond indebtedness if request approved (Lines 5 + 6) | $8,500,000 | 19.9% |
| 8. Estimated amount of bond indebtedness authorized without approval | $5,993,553 | 14.0% |
| 9. Amount of bond indebtedness above bond debt limit requested | $2,506,447 | 5.9% |

**Forms Requested**

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 18, 2024
Date

Dale Brungardt
Director, School Finance

Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 355**

| | |
|---|---|
| Yes 7-0 | 1. The vote to submit the bond application by the local board of education was unanimous. |
| No | 2. The district is experiencing growth in enrollment. |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside architect was utilized in determining school district needs. |
| Yes | 7. The age of the existing building(s) appears to justify a bond election. |
| Yes | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this propsal. |
| No | 10. Bond Project includes facilities that MAY be used primarily for Extracurricular Activities |

| Date of Application | Election Date | Last Election | Last Successful Election |
|---|---|---|---|
| June 11, 2024 | November 5, 2024 | April 4, 2000 | April 4, 2000 |

| Amount of Bond | Length of Bond | Mill Rate | Mill Rate of 2nd Propostion |
|---|---|---|---|
| $ 8,500,000 | 15 | 19.5 | |

| Mail In Ballot | Interest Rate |
|---|---|
| No | 4.50% |

**Project Details:** USD 355 Ellinwood

| Elementary | Middle/High | District Facilities |
|---|---|---|
| Construct, furnish and equip for safety and security improvments, office space expansion, windows, doors, and roof improvements | Construct, furnish and equip for safety and security improvements, HVAC Improvements, and roof improvements | Construct, furnish and equip other necessary renovations and improvments |

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent i.

| Staff Initiating: | Director: | Commissioner: | Meeting Date: Jul;y 10, 2024 |
|---|---|---|---|
| Sherry Root | | Randy Watson | |

## Item Title:

Act on Safe and Secure School grants and applications for school year 2024-2025

## Recommended Motion:

It is moved that the Kansas State Board of Education approve the Safe and Secure Schools grant recommendations to be awarded for the 2024-25 school year.

## Explanation of Situation Requiring Action:

Governor Kelly signed 2024 House Sub for Senate Bill 387, which provides $5 million to school districts through grants for safety and security. Grant funds can only be used to meet the following Kansas Safe and Secure School standards – infrastructure (secured entrance), security technology, communication, new school resource officer positions and AED (defibrillator). These grant funds have a $1 for $1 local match. The spreadsheet (attached) lists recommendations for 213 USDs to be awarded the Safe and Secure Schools grant.

| 2024-2025 Safe & Secure Schools Grant Recommendations (June 21,2024) | | | $5,000,000.00 | | $14.7108000 | Total Budget Request | | | Secured Entrance | | | Security Technology | | | School Resource Officer | | | Communication | | | AED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | USD Name | County Name | Total Audited FTE of District 2023-2024 (excludes KAMS & Virtual) | Calculated Grant Award | State Grant Award | Total Budget Request | Total State Aid Request | Total Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match |
| 999 | **State** | **Totals** | 369,565.5 | $5,436,599 | $5,000,000 | $24,163,820 | $12,081,910 | $12,081,910 | $11,826,370 | $5,913,185 | $5,913,185 | $7,585,272 | $3,792,636 | $3,792,636 | $811,296 | $405,648 | $405,648 | $3,365,764 | $1,682,882 | $1,682,882 | $575,118 | $287,559 | $287,559 |
| 102 | Cimarron-Ensign | Gray | 587.6 | 8,644 | **6,337** | 12,674 | 6,337 | 6,337 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12,674 | 6,337 | 6,337 | 0 | 0 | 0 |
| 105 | Rawlins County | Rawlins | 359.5 | 5,289 | **3,000** | 6,000 | 3,000 | 3,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,000 | 3,000 | 3,000 |
| 106 | Western Plains | Ness | 116.5 | 1,714 | **1,714** | 25,000 | 12,500 | 12,500 | 10,000 | 5,000 | 5,000 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 |
| 107 | Rock Hills | Jewell | 357.0 | 5,252 | **5,252** | 67,802 | 33,901 | 33,901 | 67,802 | 33,901 | 33,901 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 108 | Washington Co. Schools | Washington | 352.9 | 5,191 | **5,191** | 22,586 | 11,293 | 11,293 | 16,380 | 8,190 | 8,190 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,206 | 3,103 | 3,103 |
| 110 | Thunder Ridge Schools | Phillips | 174.5 | 2,567 | **2,250** | 4,500 | 2,250 | 2,250 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,500 | 2,250 | 2,250 |
| 111 | Doniphan West Schools | Doniphan | 374.8 | 5,514 | **5,514** | 217,800 | 108,900 | 108,900 | 141,000 | 70,500 | 70,500 | 76,800 | 38,400 | 38,400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 113 | Prairie Hills | Nemaha | 908.5 | 13,365 | **12,181** | 24,362 | 12,181 | 12,181 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24,362 | 12,181 | 12,181 | 0 | 0 | 0 |
| 114 | Riverside | Doniphan | 614.2 | 9,035 | **9,035** | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 |
| 200 | Greeley County Schools | Greeley | 225.9 | 3,323 | **3,323** | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 202 | Turner-Kansas City | Wyandotte | 3,695.0 | 54,356 | **54,356** | 185,000 | 92,500 | 92,500 | 0 | 0 | 0 | 100,000 | 50,000 | 50,000 | 0 | 0 | 0 | 70,000 | 35,000 | 35,000 | 15,000 | 7,500 | 7,500 |
| 203 | Piper-Kansas City | Wyandotte | 2,672.4 | 39,313 | **29,089** | 58,178 | 29,089 | 29,089 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58,178 | 29,089 | 29,089 | 0 | 0 | 0 |
| 204 | Bonner Springs | Wyandotte | 2,398.9 | 35,290 | **35,290** | 200,000 | 100,000 | 100,000 | 0 | 0 | 0 | 180,000 | 90,000 | 90,000 | 0 | 0 | 0 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 |
| 205 | Bluestem | Butler | 502.4 | 7,391 | **7,391** | 64,718 | 32,359 | 32,359 | 20,994 | 10,497 | 10,497 | 31,062 | 15,531 | 15,531 | 0 | 0 | 0 | 5,986 | 2,993 | 2,993 | 6,676 | 3,338 | 3,338 |
| 207 | Fort Leavenworth | Leavenworth | 1,491.0 | 21,934 | **21,934** | 62,400 | 31,200 | 31,200 | 0 | 0 | 0 | 62,400 | 31,200 | 31,200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 209 | Moscow Public Schools | Stevens | 136.1 | 2,002 | **2,002** | 37,100 | 18,550 | 18,550 | 0 | 0 | 0 | 37,100 | 18,550 | 18,550 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 211 | Norton Community Schools | Norton | 660.5 | 9,716 | **9,716** | 30,000 | 15,000 | 15,000 | 20,000 | 10,000 | 10,000 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 214 | Ulysses | Grant | 1,397.9 | 20,564 | **13,402** | 26,804 | 13,402 | 13,402 | 0 | 0 | 0 | 26,804 | 13,402 | 13,402 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 215 | Lakin | Kearny | 609.1 | 8,960 | **4,500** | 9,000 | 4,500 | 4,500 | 5,600 | 2,800 | 2,800 | 1,000 | 500 | 500 | 0 | 0 | 0 | 0 | 0 | 0 | 2,400 | 1,200 | 1,200 |
| 219 | Minneola | Clark | 236.5 | 3,479 | **3,479** | 58,600 | 29,300 | 29,300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58,600 | 29,300 | 29,300 | 0 | 0 | 0 |
| 220 | Ashland | Clark | 194.3 | 2,858 | **2,858** | 168,000 | 84,000 | 84,000 | 100,000 | 50,000 | 50,000 | 60,000 | 30,000 | 30,000 | 0 | 0 | 0 | 0 | 0 | 0 | 8,000 | 4,000 | 4,000 |
| 223 | Barnes | Washington | 382.7 | 5,630 | **5,630** | 16,900 | 8,450 | 8,450 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,900 | 950 | 950 |
| 229 | Blue Valley | Johnson | 21,853.8 | 321,487 | **321,487** | 800,000 | 400,000 | 400,000 | 800,000 | 400,000 | 400,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 230 | Spring Hill | Johnson | 3,858.9 | 56,768 | **56,768** | 130,000 | 65,000 | 65,000 | 0 | 0 | 0 | 50,000 | 25,000 | 25,000 | 80,000 | 40,000 | 40,000 | 0 | 0 | 0 | 0 | 0 | 0 |
| 231 | Gardner Edgerton | Johnson | 5,696.9 | 83,806 | **74,600** | 149,200 | 74,600 | 74,600 | 72,700 | 36,350 | 36,350 | 72,000 | 36,000 | 36,000 | 0 | 0 | 0 | 0 | 0 | 0 | 4,500 | 2,250 | 2,250 |
| 232 | De Soto | Johnson | 7,192.1 | 105,802 | **105,802** | 1,745,834 | 872,917 | 872,917 | 1,745,834 | 872,917 | 872,917 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 233 | Olathe | Johnson | 27,764.7 | 408,441 | **408,441** | 1,076,000 | 538,000 | 538,000 | 350,000 | 175,000 | 175,000 | 525,000 | 262,500 | 262,500 | 0 | 0 | 0 | 201,000 | 100,500 | 100,500 | 0 | 0 | 0 |
| 234 | Fort Scott | Bourbon | 1,681.9 | 24,742 | **24,742** | 54,050 | 27,025 | 27,025 | 0 | 0 | 0 | 29,796 | 14,898 | 14,898 | 0 | 0 | 0 | 6,654 | 3,327 | 3,327 | 17,600 | 8,800 | 8,800 |
| 237 | Smith Center | Smith | 436.5 | 6,421 | **3,491** | 6,982 | 3,491 | 3,491 | 0 | 0 | 0 | 1,550 | 775 | 775 | 0 | 0 | 0 | 2,728 | 1,364 | 1,364 | 2,704 | 1,352 | 1,352 |
| 239 | North Ottawa County | Ottawa | 617.1 | 9,078 | **9,078** | 50,000 | 25,000 | 25,000 | 20,000 | 10,000 | 10,000 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 | 0 | 0 | 0 | 10,000 | 5,000 | 5,000 |
| 240 | Twin Valley | Ottawa | 588.0 | 8,650 | **8,650** | 38,800 | 19,400 | 19,400 | 0 | 0 | 0 | 0 | 0 | 0 | 18,800 | 9,400 | 9,400 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 |
| 241 | Wallace County Schools | Wallace | 167.1 | 2,458 | **2,458** | 15,918 | 7,959 | 7,959 | 0 | 0 | 0 | 15,918 | 7,959 | 7,959 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 242 | Weskan | Wallace | 116.5 | 1,714 | **1,714** | 40,000 | 20,000 | 20,000 | 15,000 | 7,500 | 7,500 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 |
| 245 | LeRoy-Gridley | Coffey | 153.5 | 2,258 | **2,258** | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 |
| 247 | Cherokee | Crawford | 443.0 | 6,517 | **6,517** | 20,850 | 10,425 | 10,425 | 8,800 | 4,400 | 4,400 | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 | 4,000 | 2,000 | 2,000 | 4,050 | 2,025 | 2,025 |
| 249 | Frontenac Public Schools | Crawford | 927.5 | 13,644 | **13,644** | 31,000 | 15,500 | 15,500 | 5,000 | 2,500 | 2,500 | 22,000 | 11,000 | 11,000 | 0 | 0 | 0 | 1,000 | 500 | 500 | 3,000 | 1,500 | 1,500 |
| 250 | Pittsburg | Crawford | 3,222.2 | 47,401 | **47,401** | 159,000 | 79,500 | 79,500 | 0 | 0 | 0 | 159,000 | 79,500 | 79,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 251 | North Lyon County | Lyon | 319.5 | 4,700 | **4,700** | 42,206 | 21,103 | 21,103 | 37,754 | 18,877 | 18,877 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,452 | 2,226 | 2,226 |
| 252 | Southern Lyon County | Lyon | 523.6 | 7,703 | **7,703** | 22,500 | 11,250 | 11,250 | 22,500 | 11,250 | 11,250 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 254 | Barber County North | Barber | 446.5 | 6,568 | **6,568** | 13,600 | 6,800 | 6,800 | 0 | 0 | 0 | 13,600 | 6,800 | 6,800 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 255 | South Barber | Barber | 203.5 | 2,994 | **2,994** | 75,000 | 37,500 | 37,500 | 75,000 | 37,500 | 37,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 257 | Iola | Allen | 1,078.2 | 15,861 | **15,861** | 258,920 | 129,460 | 129,460 | 0 | 0 | 0 | 14,624 | 7,312 | 7,312 | 0 | 0 | 0 | 244,296 | 122,148 | 122,148 | 0 | 0 | 0 |
| 258 | Humboldt | Allen | 587.0 | 8,635 | **8,635** | 28,000 | 14,000 | 14,000 | 0 | 0 | 0 | 28,000 | 14,000 | 14,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 259 | Wichita | Sedgwick | 43,993.0 | 647,172 | **647,172** | 3,000,000 | 1,500,000 | 1,500,000 | 3,000,000 | 1,500,000 | 1,500,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 260 | Derby | Sedgwick | 6,880.1 | 101,212 | **101,212** | 500,000 | 250,000 | 250,000 | 160,000 | 80,000 | 80,000 | 80,000 | 40,000 | 40,000 | 90,000 | 45,000 | 45,000 | 140,000 | 70,000 | 70,000 | 30,000 | 15,000 | 15,000 |
| 261 | Haysville | Sedgwick | 5,274.0 | 77,585 | **12,500** | 25,000 | 12,500 | 12,500 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 | 0 | 0 | 0 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 |
| 262 | Valley Center Pub Sch | Sedgwick | 3,049.1 | 44,855 | **43,500** | 87,000 | 43,500 | 43,500 | 37,000 | 18,500 | 18,500 | 8,000 | 4,000 | 4,000 | 0 | 0 | 0 | 42,000 | 21,000 | 21,000 | 0 | 0 | 0 |
| 263 | Mulvane | Sedgwick | 1,752.3 | 25,778 | **25,000** | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 0 | 0 | 0 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 0 | 0 | 0 |
| 267 | Renwick | Sedgwick | 1,904.2 | 28,012 | **28,012** | 170,000 | 85,000 | 85,000 | 50,000 | 25,000 | 25,000 | 60,000 | 30,000 | 30,000 | 0 | 0 | 0 | 60,000 | 30,000 | 30,000 | 0 | 0 | 0 |
| 268 | Cheney | Sedgwick | 761.0 | 11,195 | **8,220** | 16,440 | 8,220 | 8,220 | 0 | 0 | 0 | 16,440 | 8,220 | 8,220 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 269 | Palco | Rooks | 74.0 | 1,089 | **1,089** | 33,714 | 16,857 | 16,857 | 16,528 | 8,264 | 8,264 | 17,186 | 8,593 | 8,593 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 270 | Plainville | Rooks | 393.5 | 5,789 | **5,789** | 33,000 | 16,500 | 16,500 | 24,000 | 12,000 | 12,000 | 9,000 | 4,500 | 4,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 272 | Waconda | Mitchell | 304.2 | 4,475 | **4,475** | 238,000 | 119,000 | 119,000 | 100,000 | 50,000 | 50,000 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 100,000 | 50,000 | 50,000 | 8,000 | 4,000 | 4,000 |
| 274 | Oakley | Logan | 399.3 | 5,874 | **5,874** | 26,000 | 13,000 | 13,000 | 26,000 | 13,000 | 13,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 275 | Triplains | Logan | 72.0 | 1,059 | **1,059** | 7,000 | 3,500 | 3,500 | 0 | 0 | 0 | 7,000 | 3,500 | 3,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 282 | West Elk | Elk | 362.5 | 5,333 | **5,333** | 150,000 | 75,000 | 75,000 | 150,000 | 75,000 | 75,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 283 | Elk Valley | Elk | 116.0 | 1,706 | **1,706** | 30,000 | 15,000 | 15,000 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 284 | Chase County | Chase | 360.4 | 5,302 | **5,302** | 24,790 | 12,395 | 12,395 | 0 | 0 | 0 | 24,790 | 12,395 | 12,395 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 285 | Cedar Vale | Chautauqua | 124.5 | 1,831 | **1,831** | 16,016 | 8,008 | 8,008 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16,016 | 8,008 | 8,008 | 0 | 0 | 0 |
| 287 | West Franklin | Franklin | 589.5 | 8,672 | **8,672** | 74,422 | 37,211 | 37,211 | 0 | 0 | 0 | 0 | 0 | 0 | 74,422 | 37,211 | 37,211 | 0 | 0 | 0 | 0 | 0 | 0 |
| 288 | Central Heights | Franklin | 545.5 | 8,025 | **6,000** | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 2024-2025 Safe & Secure Schools Grant Recommendations (June 21,2024) | | | $5,000,000.00 | | $14.7108000 | Total Budget Request | | | Secured Entrance | | | Security Technology | | | School Resource Officer | | | Communication | | | AED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | USD Name | County Name | Total Audited FTE of District 2023-2024 (excludes KAMS & Virtual) | Calculated Grant Award | State Grant Award | Total Budget Request | Total State Aid Request | Total Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match |
| 999 | **State** | **Totals** | 369,565.5 | $5,436,599 | $5,000,000 | $24,163,820 | $12,081,910 | $12,081,910 | $11,826,370 | $5,913,185 | $5,913,185 | $7,585,272 | $3,792,636 | $3,792,636 | $811,296 | $405,648 | $405,648 | $3,365,764 | $1,682,882 | $1,682,882 | $575,118 | $287,559 | $287,559 |
| 289 | Wellsville | Franklin | 757.5 | 11,143 | **11,143** | 40,000 | 20,000 | 20,000 | 40,000 | 20,000 | 20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 291 | Grinnell Public Schools | Gove | 68.0 | 1,000 | **1,000** | 10,000 | 5,000 | 5,000 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 292 | Wheatland | Gove | 116.5 | 1,714 | **1,714** | 120,000 | 60,000 | 60,000 | 60,000 | 30,000 | 30,000 | 60,000 | 30,000 | 30,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 293 | Quinter Public Schools | Gove | 293.2 | 4,313 | **4,313** | 46,084 | 23,042 | 23,042 | 46,084 | 23,042 | 23,042 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 294 | Oberlin | Decatur | 376.0 | 5,531 | **5,531** | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 |
| 298 | Lincoln | Lincoln | 322.6 | 4,746 | **4,746** | 14,828 | 7,414 | 7,414 | 14,828 | 7,414 | 7,414 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 303 | Ness City | Ness | 264.0 | 3,884 | **3,884** | 64,100 | 32,050 | 32,050 | 0 | 0 | 0 | 15,000 | 7,500 | 7,500 | 41,600 | 20,800 | 20,800 | 3,000 | 1,500 | 1,500 | 4,500 | 2,250 | 2,250 |
| 305 | Salina | Saline | 6,514.4 | 95,832 | **89,440** | 178,880 | 89,440 | 89,440 | 74,900 | 37,450 | 37,450 | 83,180 | 41,590 | 41,590 | 0 | 0 | 0 | 12,000 | 6,000 | 6,000 | 8,800 | 4,400 | 4,400 |
| 306 | Southeast Of Saline | Saline | 667.5 | 9,819 | **8,579** | 17,158 | 8,579 | 8,579 | 2,640 | 1,320 | 1,320 | 1,142 | 571 | 571 | 0 | 0 | 0 | 11,876 | 5,938 | 5,938 | 1,500 | 750 | 750 |
| 307 | Ell-Saline | Saline | 410.5 | 6,039 | **6,039** | 70,000 | 35,000 | 35,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70,000 | 35,000 | 35,000 | 0 | 0 | 0 |
| 308 | Hutchinson Public Schools | Reno | 3,833.7 | 56,397 | **56,397** | 120,000 | 60,000 | 60,000 | 0 | 0 | 0 | 70,000 | 35,000 | 35,000 | 0 | 0 | 0 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 |
| 309 | Nickerson | Reno | 903.3 | 13,288 | **13,288** | 111,612 | 55,806 | 55,806 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111,612 | 55,806 | 55,806 | 0 | 0 | 0 |
| 310 | Fairfield | Reno | 256.0 | 3,766 | **3,766** | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 4,500 | 2,250 | 2,250 | 0 | 0 | 0 | 5,500 | 2,750 | 2,750 | 0 | 0 | 0 |
| 312 | Haven Public Schools | Reno | 742.0 | 10,915 | **10,915** | 96,480 | 48,240 | 48,240 | 96,480 | 48,240 | 48,240 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 313 | Buhler | Reno | 2,226.6 | 32,755 | **32,755** | 100,000 | 50,000 | 50,000 | 40,000 | 20,000 | 20,000 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 |
| 315 | Colby Public Schools | Thomas | 917.1 | 13,491 | **13,491** | 40,000 | 20,000 | 20,000 | 0 | 0 | 0 | 40,000 | 20,000 | 20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 316 | Golden Plains | Thomas | 147.0 | 2,162 | **2,162** | 12,000 | 6,000 | 6,000 | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 320 | Wamego | Pottawatomie | 1,589.5 | 23,383 | **23,383** | 470,000 | 235,000 | 235,000 | 470,000 | 235,000 | 235,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 321 | Kaw Valley | Pottawatomie | 1,041.0 | 15,314 | **15,000** | 30,000 | 15,000 | 15,000 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 322 | Onaga-Havensville-Wheaton | Pottawatomie | 317.0 | 4,663 | **4,663** | 88,550 | 44,275 | 44,275 | 6,498 | 3,249 | 3,249 | 82,052 | 41,026 | 41,026 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 323 | Rock Creek | Pottawatomie | 1,294.0 | 19,036 | **19,036** | 345,178 | 172,589 | 172,589 | 92,692 | 46,346 | 46,346 | 244,010 | 122,005 | 122,005 | 0 | 0 | 0 | 0 | 0 | 0 | 8,476 | 4,238 | 4,238 |
| 327 | Ellsworth | Ellsworth | 641.8 | 9,441 | **9,441** | 23,854 | 11,927 | 11,927 | 0 | 0 | 0 | 23,854 | 11,927 | 11,927 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 329 | Wabaunsee | Wabaunsee | 386.7 | 5,689 | **5,689** | 41,000 | 20,500 | 20,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35,000 | 17,500 | 17,500 | 6,000 | 3,000 | 3,000 |
| 331 | Kingman - Norwich | Kingman | 822.2 | 12,095 | **12,095** | 70,000 | 35,000 | 35,000 | 50,000 | 25,000 | 25,000 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 2,500 | 2,500 |
| 332 | Cunningham | Kingman | 213.1 | 3,135 | **3,135** | 11,038 | 5,519 | 5,519 | 11,038 | 5,519 | 5,519 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 333 | Concordia | Cloud | 1,087.7 | 16,001 | **16,001** | 37,542 | 18,771 | 18,771 | 0 | 0 | 0 | 37,542 | 18,771 | 18,771 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 335 | North Jackson | Jackson | 473.2 | 6,961 | **6,961** | 34,802 | 17,401 | 17,401 | 17,402 | 8,701 | 8,701 | 8,700 | 4,350 | 4,350 | 0 | 0 | 0 | 8,700 | 4,350 | 4,350 | 0 | 0 | 0 |
| 336 | Holton | Jackson | 1,021.6 | 15,029 | **15,029** | 102,000 | 51,000 | 51,000 | 26,000 | 13,000 | 13,000 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 | 56,000 | 28,000 | 28,000 | 0 | 0 | 0 |
| 337 | Royal Valley | Jackson | 832.1 | 12,241 | **8,100** | 16,200 | 8,100 | 8,100 | 0 | 0 | 0 | 13,500 | 6,750 | 6,750 | 0 | 0 | 0 | 0 | 0 | 0 | 2,700 | 1,350 | 1,350 |
| 338 | Valley Falls | Jefferson | 369.0 | 5,428 | **2,228** | 4,456 | 2,228 | 2,228 | 0 | 0 | 0 | 956 | 478 | 478 | 0 | 0 | 0 | 0 | 0 | 0 | 3,500 | 1,750 | 1,750 |
| 339 | Jefferson County North | Jefferson | 442.0 | 6,502 | **6,502** | 24,000 | 12,000 | 12,000 | 0 | 0 | 0 | 16,000 | 8,000 | 8,000 | 0 | 0 | 0 | 0 | 0 | 0 | 8,000 | 4,000 | 4,000 |
| 340 | Jefferson West | Jefferson | 835.4 | 12,289 | **12,289** | 41,000 | 20,500 | 20,500 | 30,000 | 15,000 | 15,000 | 6,000 | 3,000 | 3,000 | 0 | 0 | 0 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 |
| 341 | Oskaloosa Public Schools | Jefferson | 520.5 | 7,657 | **7,657** | 39,000 | 19,500 | 19,500 | 0 | 0 | 0 | 35,000 | 17,500 | 17,500 | 0 | 0 | 0 | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 |
| 342 | McLouth | Jefferson | 421.5 | 6,201 | **6,201** | 19,000 | 9,500 | 9,500 | 10,000 | 5,000 | 5,000 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 | 2,000 | 1,000 | 1,000 | 2,000 | 1,000 | 1,000 |
| 343 | Perry Public Schools | Jefferson | 752.6 | 11,071 | **11,071** | 68,062 | 34,031 | 34,031 | 68,062 | 34,031 | 34,031 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 345 | Seaman | Shawnee | 3,628.7 | 53,381 | **53,381** | 359,400 | 179,700 | 179,700 | 344,400 | 172,200 | 172,200 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 346 | Jayhawk | Linn | 566.8 | 8,338 | **8,338** | 25,000 | 12,500 | 12,500 | 5,000 | 2,500 | 2,500 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 347 | Kinsley-Offerle | Edwards | 278.0 | 4,090 | **4,090** | 245,434 | 122,717 | 122,717 | 124,814 | 62,407 | 62,407 | 110,154 | 55,077 | 55,077 | 0 | 0 | 0 | 2,000 | 1,000 | 1,000 | 8,466 | 4,233 | 4,233 |
| 348 | Baldwin City | Douglas | 1,332.8 | 19,607 | **19,607** | 60,000 | 30,000 | 30,000 | 40,000 | 20,000 | 20,000 | 16,400 | 8,200 | 8,200 | 0 | 0 | 0 | 0 | 0 | 0 | 3,600 | 1,800 | 1,800 |
| 349 | Stafford | Stafford | 241.7 | 3,556 | **3,556** | 35,000 | 17,500 | 17,500 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,000 | 2,500 | 2,500 |
| 350 | St John-Hudson | Stafford | 313.6 | 4,613 | **4,613** | 18,000 | 9,000 | 9,000 | 0 | 0 | 0 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 | 0 | 0 | 0 | 3,000 | 1,500 | 1,500 |
| 352 | Goodland | Sherman | 851.7 | 12,529 | **12,529** | 104,500 | 52,250 | 52,250 | 42,500 | 21,250 | 21,250 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 | 37,000 | 18,500 | 18,500 | 10,000 | 5,000 | 5,000 |
| 353 | Wellington | Sumner | 1,445.6 | 21,266 | **21,266** | 120,668 | 60,334 | 60,334 | 0 | 0 | 0 | 120,668 | 60,334 | 60,334 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 355 | Ellinwood Public Schools | Barton | 432.2 | 6,358 | **6,358** | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 358 | Oxford | Sumner | 379.2 | 5,578 | **5,578** | 45,360 | 22,680 | 22,680 | 21,250 | 10,625 | 10,625 | 4,500 | 2,250 | 2,250 | 10,200 | 5,100 | 5,100 | 9,410 | 4,705 | 4,705 | 0 | 0 | 0 |
| 359 | Argonia Public Schools | Sumner | 132.0 | 1,942 | **1,942** | 66,000 | 33,000 | 33,000 | 60,000 | 30,000 | 30,000 | 6,000 | 3,000 | 3,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 360 | Caldwell | Sumner | 226.0 | 3,325 | **3,325** | 34,264 | 17,132 | 17,132 | 22,986 | 11,493 | 11,493 | 6,176 | 3,088 | 3,088 | 0 | 0 | 0 | 0 | 0 | 0 | 5,102 | 2,551 | 2,551 |
| 362 | Prairie View | Linn | 844.3 | 12,420 | **12,420** | 41,272 | 20,636 | 20,636 | 0 | 0 | 0 | 21,530 | 10,765 | 10,765 | 0 | 0 | 0 | 5,736 | 2,868 | 2,868 | 14,006 | 7,003 | 7,003 |
| 363 | Holcomb | Finney | 942.5 | 13,865 | **13,865** | 71,400 | 35,700 | 35,700 | 0 | 0 | 0 | 71,400 | 35,700 | 35,700 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 365 | Garnett | Anderson | 914.0 | 13,446 | **13,446** | 37,470 | 18,735 | 18,735 | 0 | 0 | 0 | 37,470 | 18,735 | 18,735 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 366 | Woodson | Woodson | 408.5 | 6,009 | **6,009** | 20,000 | 10,000 | 10,000 | 14,000 | 7,000 | 7,000 | 6,000 | 3,000 | 3,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 367 | Osawatomie | Miami | 964.8 | 14,193 | **14,193** | 50,258 | 25,129 | 25,129 | 0 | 0 | 0 | 18,400 | 9,200 | 9,200 | 0 | 0 | 0 | 6,000 | 3,000 | 3,000 | 25,858 | 12,929 | 12,929 |
| 368 | Paola | Miami | 1,772.7 | 26,078 | **26,078** | 65,506 | 32,753 | 32,753 | 16,808 | 8,404 | 8,404 | 41,832 | 20,916 | 20,916 | 0 | 0 | 0 | 0 | 0 | 0 | 6,866 | 3,433 | 3,433 |
| 372 | Silver Lake | Shawnee | 671.5 | 9,878 | **3,263** | 6,526 | 3,263 | 3,263 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,526 | 3,263 | 3,263 |
| 374 | Sublette | Haskell | 363.7 | 5,350 | **5,350** | 11,844 | 5,922 | 5,922 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11,844 | 5,922 | 5,922 |
| 375 | Circle | Butler | 2,018.1 | 29,688 | **3,823** | 7,646 | 3,823 | 3,823 | 0 | 0 | 0 | 7,646 | 3,823 | 3,823 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 376 | Sterling | Rice | 489.5 | 7,201 | **7,201** | 81,000 | 40,500 | 40,500 | 71,000 | 35,500 | 35,500 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 377 | Atchison Co Comm Schools | Atchison | 496.5 | 7,304 | **7,304** | 40,000 | 20,000 | 20,000 | 0 | 0 | 0 | 40,000 | 20,000 | 20,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 378 | Riley County | Riley | 687.5 | 10,114 | **10,114** | 24,386 | 12,193 | 12,193 | 19,222 | 9,611 | 9,611 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5,164 | 2,582 | 2,582 |
| 379 | Clay County | Clay | 1,299.0 | 19,109 | **19,109** | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 |
| 380 | Vermillion | Marshall | 603.6 | 8,879 | **8,879** | 163,500 | 81,750 | 81,750 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 163,000 | 81,500 | 81,500 | 500 | 250 | 250 |

| 2024-2025 Safe & Secure Schools Grant Recommendations (June 21,2024) | | | $5,000,000.00 | | $14.7108000 | Total Budget Request | | | Secured Entrance | | | Security Technology | | | School Resource Officer | | | Communication | | | AED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | USD Name | County Name | Total Audited FTE of District 2023-2024 (excludes KAMS & Virtual) | Calculated Grant Award | State Grant Award | Total Budget Request | Total State Aid Request | Total Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match |
| 999 | **State** | **Totals** | 369,565.5 | $5,436,599 | $5,000,000 | $24,163,820 | $12,081,910 | $12,081,910 | $11,826,370 | $5,913,185 | $5,913,185 | $7,585,272 | $3,792,636 | $3,792,636 | $811,296 | $405,648 | $405,648 | $3,365,764 | $1,682,882 | $1,682,882 | $575,118 | $287,559 | $287,559 |
| 381 | Spearville | Ford | 342.0 | 5,031 | **5,031** | 13,262 | 6,631 | 6,631 | 13,262 | 6,631 | 6,631 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 382 | Pratt | Pratt | 1,161.6 | 17,088 | **17,088** | 202,532 | 101,266 | 101,266 | 59,000 | 29,500 | 29,500 | 121,208 | 60,604 | 60,604 | 0 | 0 | 0 | 14,224 | 7,112 | 7,112 | 8,100 | 4,050 | 4,050 |
| 383 | Manhattan-Ogden | Riley | 6,747.6 | 99,263 | **7,400** | 14,800 | 7,400 | 7,400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14,800 | 7,400 | 7,400 |
| 384 | Blue Valley | Riley | 255.5 | 3,759 | **3,759** | 54,458 | 27,229 | 27,229 | 8,970 | 4,485 | 4,485 | 45,488 | 22,744 | 22,744 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 385 | Andover | Butler | 5,611.9 | 82,556 | **82,556** | 167,992 | 83,996 | 83,996 | 40,000 | 20,000 | 20,000 | 92,908 | 46,454 | 46,454 | 0 | 0 | 0 | 2,500 | 1,250 | 1,250 | 32,584 | 16,292 | 16,292 |
| 387 | Altoona-Midway | Wilson | 142.5 | 2,096 | **2,096** | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8,000 | 4,000 | 4,000 | 2,000 | 1,000 | 1,000 |
| 389 | Eureka | Greenwood | 531.5 | 7,819 | **7,819** | 20,530 | 10,265 | 10,265 | 14,000 | 7,000 | 7,000 | 2,348 | 1,174 | 1,174 | 0 | 0 | 0 | 2,000 | 1,000 | 1,000 | 2,182 | 1,091 | 1,091 |
| 390 | Hamilton | Greenwood | 87.5 | 1,287 | **1,287** | 7,000 | 3,500 | 3,500 | 2,000 | 1,000 | 1,000 | 1,000 | 500 | 500 | 0 | 0 | 0 | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 |
| 393 | Solomon | Dickinson | 358.5 | 5,274 | **5,274** | 18,184 | 9,092 | 9,092 | 0 | 0 | 0 | 6,720 | 3,360 | 3,360 | 0 | 0 | 0 | 5,464 | 2,732 | 2,732 | 6,000 | 3,000 | 3,000 |
| 394 | Rose Hill Public Schools | Butler | 1,576.0 | 23,184 | **11,261** | 22,522 | 11,261 | 11,261 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22,522 | 11,261 | 11,261 |
| 395 | LaCrosse | Rush | 280.5 | 4,126 | **4,126** | 88,000 | 44,000 | 44,000 | 30,000 | 15,000 | 15,000 | 28,000 | 14,000 | 14,000 | 0 | 0 | 0 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 |
| 396 | Douglass Public Schools | Butler | 588.5 | 8,657 | **8,657** | 79,780 | 39,890 | 39,890 | 0 | 0 | 0 | 0 | 0 | 0 | 66,580 | 33,290 | 33,290 | 0 | 0 | 0 | 13,200 | 6,600 | 6,600 |
| 397 | Centre | Marion | 186.0 | 2,736 | **2,736** | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 |
| 398 | Peabody-Burns | Marion | 194.0 | 2,854 | **2,854** | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 402 | Augusta | Butler | 1,920.0 | 28,245 | **24,500** | 49,000 | 24,500 | 24,500 | 11,000 | 5,500 | 5,500 | 38,000 | 19,000 | 19,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 403 | Otis-Bison | Rush | 166.6 | 2,451 | **2,451** | 32,710 | 16,355 | 16,355 | 8,526 | 4,263 | 4,263 | 24,184 | 12,092 | 12,092 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 404 | Riverton | Cherokee | 666.0 | 9,797 | **9,797** | 46,000 | 23,000 | 23,000 | 46,000 | 23,000 | 23,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 407 | Russell County | Russell | 762.5 | 11,217 | **11,217** | 23,000 | 11,500 | 11,500 | 0 | 0 | 0 | 23,000 | 11,500 | 11,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 408 | Marion-Florence | Marion | 491.6 | 7,232 | **7,232** | 19,974 | 9,987 | 9,987 | 9,144 | 4,572 | 4,572 | 7,946 | 3,973 | 3,973 | 0 | 0 | 0 | 2,884 | 1,442 | 1,442 | 0 | 0 | 0 |
| 409 | Atchison Public Schools | Atchison | 1,430.8 | 21,048 | **21,048** | 48,328 | 24,164 | 24,164 | 0 | 0 | 0 | 44,128 | 22,064 | 22,064 | 0 | 0 | 0 | 0 | 0 | 0 | 4,200 | 2,100 | 2,100 |
| 411 | Goessel | Marion | 273.5 | 4,023 | **4,023** | 44,976 | 22,488 | 22,488 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44,976 | 22,488 | 22,488 | 0 | 0 | 0 |
| 413 | Chanute Public Schools | Neosho | 1,687.6 | 24,826 | **24,826** | 150,000 | 75,000 | 75,000 | 20,000 | 10,000 | 10,000 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 80,000 | 40,000 | 40,000 | 0 | 0 | 0 |
| 416 | Louisburg | Miami | 1,663.7 | 24,474 | **24,474** | 68,694 | 34,347 | 34,347 | 0 | 0 | 0 | 0 | 0 | 0 | 68,694 | 34,347 | 34,347 | 0 | 0 | 0 | 0 | 0 | 0 |
| 417 | Morris County | Morris | 747.5 | 10,996 | **10,996** | 120,000 | 60,000 | 60,000 | 80,000 | 40,000 | 40,000 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 |
| 418 | McPherson | McPherson | 2,176.5 | 32,018 | **32,018** | 450,000 | 225,000 | 225,000 | 331,500 | 165,750 | 165,750 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 88,500 | 44,250 | 44,250 | 0 | 0 | 0 |
| 419 | Canton-Galva | McPherson | 343.0 | 5,046 | **2,000** | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 |
| 420 | Osage City | Osage | 663.5 | 9,761 | **9,761** | 41,646 | 20,823 | 20,823 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41,646 | 20,823 | 20,823 | 0 | 0 | 0 |
| 423 | Moundridge | McPherson | 489.6 | 7,202 | **7,202** | 20,000 | 10,000 | 10,000 | 20,000 | 10,000 | 10,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 426 | Pike Valley | Republic | 209.0 | 3,075 | **3,075** | 7,000 | 3,500 | 3,500 | 0 | 0 | 0 | 7,000 | 3,500 | 3,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 428 | Great Bend | Barton | 2,827.4 | 41,593 | **41,593** | 125,156 | 62,578 | 62,578 | 0 | 0 | 0 | 125,156 | 62,578 | 62,578 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 429 | Troy Public Schools | Doniphan | 297.0 | 4,369 | **4,369** | 19,220 | 9,610 | 9,610 | 0 | 0 | 0 | 19,220 | 9,610 | 9,610 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 430 | South Brown County | Brown | 498.5 | 7,333 | **6,000** | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12,000 | 6,000 | 6,000 |
| 431 | Hoisington | Barton | 676.8 | 9,956 | **5,500** | 11,000 | 5,500 | 5,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11,000 | 5,500 | 5,500 |
| 432 | Victoria | Ellis | 261.5 | 3,847 | **3,847** | 15,000 | 7,500 | 7,500 | 10,000 | 5,000 | 5,000 | 5,000 | 2,500 | 2,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 434 | Santa Fe Trail | Osage | 1,000.2 | 14,714 | **14,714** | 50,000 | 25,000 | 25,000 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 435 | Abilene | Dickinson | 1,346.1 | 19,802 | **19,802** | 61,050 | 30,525 | 30,525 | 58,648 | 29,324 | 29,324 | 0 | 0 | 0 | 0 | 0 | 0 | 2,402 | 1,201 | 1,201 | 0 | 0 | 0 |
| 436 | Caney Valley | Montgomery | 753.8 | 11,089 | **11,089** | 106,500 | 53,250 | 53,250 | 30,000 | 15,000 | 15,000 | 15,000 | 7,500 | 7,500 | 50,000 | 25,000 | 25,000 | 10,000 | 5,000 | 5,000 | 1,500 | 750 | 750 |
| 437 | Auburn Washburn | Shawnee | 5,878.7 | 86,480 | **86,480** | 368,500 | 184,250 | 184,250 | 74,000 | 37,000 | 37,000 | 84,500 | 42,250 | 42,250 | 121,000 | 60,500 | 60,500 | 80,000 | 40,000 | 40,000 | 9,000 | 4,500 | 4,500 |
| 438 | Skyline Schools | Pratt | 314.0 | 4,619 | **4,619** | 15,386 | 7,693 | 7,693 | 15,386 | 7,693 | 7,693 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 439 | Sedgwick Public Schools | Harvey | 490.0 | 7,208 | **7,208** | 111,000 | 55,500 | 55,500 | 45,000 | 22,500 | 22,500 | 24,000 | 12,000 | 12,000 | 0 | 0 | 0 | 42,000 | 21,000 | 21,000 | 0 | 0 | 0 |
| 444 | Little River | Rice | 277.0 | 4,075 | **4,075** | 19,930 | 9,965 | 9,965 | 19,930 | 9,965 | 9,965 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 445 | Coffeyville | Montgomery | 1,655.8 | 24,358 | **18,917** | 37,834 | 18,917 | 18,917 | 0 | 0 | 0 | 37,834 | 18,917 | 18,917 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 446 | Independence | Montgomery | 1,705.6 | 25,091 | **25,091** | 86,000 | 43,000 | 43,000 | 54,000 | 27,000 | 27,000 | 0 | 0 | 0 | 0 | 0 | 0 | 32,000 | 16,000 | 16,000 | 0 | 0 | 0 |
| 447 | Cherryvale | Montgomery | 671.0 | 9,871 | **9,871** | 121,500 | 60,750 | 60,750 | 95,000 | 47,500 | 47,500 | 24,000 | 12,000 | 12,000 | 0 | 0 | 0 | 0 | 0 | 0 | 2,500 | 1,250 | 1,250 |
| 449 | Easton | Leavenworth | 647.0 | 9,518 | **9,500** | 19,000 | 9,500 | 9,500 | 0 | 0 | 0 | 16,000 | 8,000 | 8,000 | 0 | 0 | 0 | 0 | 0 | 0 | 3,000 | 1,500 | 1,500 |
| 450 | Shawnee Heights | Shawnee | 3,525.4 | 51,861 | **51,861** | 252,694 | 126,347 | 126,347 | 0 | 0 | 0 | 252,694 | 126,347 | 126,347 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 452 | Stanton County | Stanton | 410.4 | 6,037 | **6,037** | 154,286 | 77,143 | 77,143 | 154,286 | 77,143 | 77,143 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 453 | Leavenworth | Leavenworth | 3,363.2 | 49,475 | **49,475** | 141,000 | 70,500 | 70,500 | 0 | 0 | 0 | 60,000 | 30,000 | 30,000 | 80,000 | 40,000 | 40,000 | 1,000 | 500 | 500 | 0 | 0 | 0 |
| 454 | Burlingame Public School | Osage | 269.5 | 3,965 | **3,965** | 12,000 | 6,000 | 6,000 | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 456 | Marais Des Cygnes Valley | Osage | 187.0 | 2,751 | **2,751** | 100,000 | 50,000 | 50,000 | 50,000 | 25,000 | 25,000 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 457 | Garden City | Finney | 6,803.5 | 100,085 | **100,085** | 500,000 | 250,000 | 250,000 | 0 | 0 | 0 | 480,000 | 240,000 | 240,000 | 0 | 0 | 0 | 0 | 0 | 0 | 20,000 | 10,000 | 10,000 |
| 458 | Basehor-Linwood | Leavenworth | 2,851.1 | 41,942 | **41,942** | 200,000 | 100,000 | 100,000 | 100,000 | 50,000 | 50,000 | 0 | 0 | 0 | 0 | 0 | 0 | 100,000 | 50,000 | 50,000 | 0 | 0 | 0 |
| 459 | Bucklin | Ford | 204.8 | 3,013 | **3,013** | 10,000 | 5,000 | 5,000 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 460 | Hesston | Harvey | 828.7 | 12,191 | **12,191** | 141,982 | 70,991 | 70,991 | 0 | 0 | 0 | 141,982 | 70,991 | 70,991 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 461 | Neodesha | Wilson | 740.5 | 10,893 | **10,893** | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 |
| 463 | Udall | Cowley | 286.5 | 4,215 | **4,215** | 24,960 | 12,480 | 12,480 | 0 | 0 | 0 | 4,800 | 2,400 | 2,400 | 0 | 0 | 0 | 0 | 0 | 0 | 20,160 | 10,080 | 10,080 |
| 464 | Tonganoxie | Leavenworth | 1,912.7 | 28,137 | **3,750** | 7,500 | 3,750 | 3,750 | 0 | 0 | 0 | 7,500 | 3,750 | 3,750 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 465 | Winfield | Cowley | 1,983.1 | 29,173 | **17,500** | 35,000 | 17,500 | 17,500 | 0 | 0 | 0 | 0 | 0 | 0 | 35,000 | 17,500 | 17,500 | 0 | 0 | 0 | 0 | 0 | 0 |
| 466 | Scott County | Scott | 932.6 | 13,719 | **4,988** | 9,976 | 4,988 | 4,988 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9,976 | 4,988 | 4,988 |
| 467 | Leoti | Wichita | 372.4 | 5,478 | **5,478** | 14,200 | 7,100 | 7,100 | 8,000 | 4,000 | 4,000 | 3,000 | 1,500 | 1,500 | 0 | 0 | 0 | 3,200 | 1,600 | 1,600 | 0 | 0 | 0 |
| 468 | Healy Public Schools | Lane | 20.0 | 294 | **294** | 1,010 | 505 | 505 | 1,010 | 505 | 505 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 2024-2025 Safe & Secure Schools Grant Recommendations (June 21,2024) | | | $5,000,000.00 | | $14.7108000 | Total Budget Request | | | Secured Entrance | | | Security Technology | | | School Resource Officer | | | Communication | | | AED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| USD # | USD Name | County Name | Total Audited FTE of District 2023-2024 (excludes KAMS & Virtual) | Calculated Grant Award | State Grant Award | Total Budget Request | Total State Aid Request | Total Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match | Budget Request | State Aid Request | Local Match |
| 999 | **State** | **Totals** | 369,565.5 | $5,436,599 | $5,000,000 | $24,163,820 | $12,081,910 | $12,081,910 | $11,826,370 | $5,913,185 | $5,913,185 | $7,585,272 | $3,792,636 | $3,792,636 | $811,296 | $405,648 | $405,648 | $3,365,764 | $1,682,882 | $1,682,882 | $575,118 | $287,559 | $287,559 |
| 469 | Lansing | Leavenworth | 2,460.6 | 36,197 | **36,197** | 358,096 | 179,048 | 179,048 | 40,000 | 20,000 | 20,000 | 276,450 | 138,225 | 138,225 | 0 | 0 | 0 | 11,390 | 5,695 | 5,695 | 30,256 | 15,128 | 15,128 |
| 470 | Arkansas City | Cowley | 2,739.6 | 40,302 | **40,302** | 100,000 | 50,000 | 50,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100,000 | 50,000 | 50,000 | 0 | 0 | 0 |
| 473 | Chapman | Dickinson | 1,098.0 | 16,152 | **1,858** | 3,716 | 1,858 | 1,858 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,716 | 1,858 | 1,858 |
| 475 | Geary County Schools | Geary | 7,337.7 | 107,943 | **107,943** | 240,000 | 120,000 | 120,000 | 0 | 0 | 0 | 240,000 | 120,000 | 120,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 479 | Crest | Anderson | 241.5 | 3,553 | **3,553** | 100,000 | 50,000 | 50,000 | 20,000 | 10,000 | 10,000 | 50,000 | 25,000 | 25,000 | 0 | 0 | 0 | 30,000 | 15,000 | 15,000 | 0 | 0 | 0 |
| 480 | Liberal | Seward | 4,545.5 | 66,868 | **66,868** | 345,400 | 172,700 | 172,700 | 246,000 | 123,000 | 123,000 | 74,400 | 37,200 | 37,200 | 0 | 0 | 0 | 25,000 | 12,500 | 12,500 | 0 | 0 | 0 |
| 481 | Rural Vista | Dickinson | 273.5 | 4,023 | **4,023** | 178,140 | 89,070 | 89,070 | 34,014 | 17,007 | 17,007 | 41,376 | 20,688 | 20,688 | 0 | 0 | 0 | 102,750 | 51,375 | 51,375 | 0 | 0 | 0 |
| 483 | Kismet-Plains | Seward | 550.5 | 8,098 | **8,098** | 25,000 | 12,500 | 12,500 | 0 | 0 | 0 | 0 | 0 | 0 | 25,000 | 12,500 | 12,500 | 0 | 0 | 0 | 0 | 0 | 0 |
| 484 | Fredonia | Wilson | 604.5 | 8,893 | **8,893** | 32,810 | 16,405 | 16,405 | 9,420 | 4,710 | 4,710 | 15,982 | 7,991 | 7,991 | 0 | 0 | 0 | 0 | 0 | 0 | 7,408 | 3,704 | 3,704 |
| 487 | Herington | Dickinson | 387.1 | 5,695 | **5,695** | 181,766 | 90,883 | 90,883 | 0 | 0 | 0 | 181,766 | 90,883 | 90,883 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 489 | Hays | Ellis | 3,148.1 | 46,311 | **12,500** | 25,000 | 12,500 | 12,500 | 0 | 0 | 0 | 25,000 | 12,500 | 12,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 490 | El Dorado | Butler | 1,742.1 | 25,628 | **25,628** | 102,480 | 51,240 | 51,240 | 0 | 0 | 0 | 102,480 | 51,240 | 51,240 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 491 | Eudora | Douglas | 1,611.5 | 23,706 | **23,706** | 488,354 | 244,177 | 244,177 | 125,912 | 62,956 | 62,956 | 343,442 | 171,721 | 171,721 | 0 | 0 | 0 | 19,000 | 9,500 | 9,500 | 0 | 0 | 0 |
| 492 | Flinthills | Butler | 259.0 | 3,810 | **2,000** | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 |
| 493 | Columbus | Cherokee | 956.0 | 14,064 | **14,064** | 44,444 | 22,222 | 22,222 | 24,266 | 12,133 | 12,133 | 20,178 | 10,089 | 10,089 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 495 | Ft Larned | Pawnee | 809.5 | 11,908 | **11,908** | 46,500 | 23,250 | 23,250 | 0 | 0 | 0 | 46,500 | 23,250 | 23,250 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 496 | Pawnee Heights | Pawnee | 119.5 | 1,758 | **1,758** | 4,000 | 2,000 | 2,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,000 | 2,000 | 2,000 |
| 497 | Lawrence | Douglas | 9,832.5 | 144,644 | **144,644** | 588,000 | 294,000 | 294,000 | 100,000 | 50,000 | 50,000 | 154,000 | 77,000 | 77,000 | 0 | 0 | 0 | 314,000 | 157,000 | 157,000 | 20,000 | 10,000 | 10,000 |
| 498 | Valley Heights | Marshall | 379.5 | 5,583 | **5,000** | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 10,000 | 5,000 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 499 | Galena | Cherokee | 708.2 | 10,418 | **10,418** | 55,300 | 27,650 | 27,650 | 2,000 | 1,000 | 1,000 | 50,800 | 25,400 | 25,400 | 0 | 0 | 0 | 2,500 | 1,250 | 1,250 | 0 | 0 | 0 |
| 500 | Kansas City | Wyandotte | 19,933.3 | 293,235 | **240,759** | 481,518 | 240,759 | 240,759 | 175,000 | 87,500 | 87,500 | 300,000 | 150,000 | 150,000 | 0 | 0 | 0 | 0 | 0 | 0 | 6,518 | 3,259 | 3,259 |
| 501 | Topeka Public Schools | Shawnee | 11,762.3 | 173,033 | **173,033** | 819,200 | 409,600 | 409,600 | 382,600 | 191,300 | 191,300 | 216,600 | 108,300 | 108,300 | 0 | 0 | 0 | 220,000 | 110,000 | 110,000 | 0 | 0 | 0 |
| 502 | Lewis | Edwards | 114.0 | 1,677 | **1,677** | 14,300 | 7,150 | 7,150 | 3,000 | 1,500 | 1,500 | 11,300 | 5,650 | 5,650 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 503 | Parsons | Labette | 1,262.9 | 18,578 | **18,578** | 120,000 | 60,000 | 60,000 | 0 | 0 | 0 | 120,000 | 60,000 | 60,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 504 | Oswego | Labette | 482.0 | 7,091 | **550** | 1,100 | 550 | 550 | 0 | 0 | 0 | 1,100 | 550 | 550 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 505 | Chetopa-St. Paul | Labette | 378.5 | 5,568 | **5,568** | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12,000 | 6,000 | 6,000 |
| 506 | Labette County | Labette | 1,417.6 | 20,854 | **20,854** | 62,500 | 31,250 | 31,250 | 0 | 0 | 0 | 62,500 | 31,250 | 31,250 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 507 | Satanta | Haskell | 232.0 | 3,413 | **3,413** | 18,000 | 9,000 | 9,000 | 0 | 0 | 0 | 15,000 | 7,500 | 7,500 | 0 | 0 | 0 | 0 | 0 | 0 | 3,000 | 1,500 | 1,500 |
| 508 | Baxter Springs | Cherokee | 768.3 | 11,302 | **11,302** | 29,100 | 14,550 | 14,550 | 15,000 | 7,500 | 7,500 | 12,000 | 6,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 2,100 | 1,050 | 1,050 |
| 509 | South Haven | Sumner | 200.8 | 2,954 | **2,550** | 5,100 | 2,550 | 2,550 | 0 | 0 | 0 | 2,100 | 1,050 | 1,050 | 0 | 0 | 0 | 3,000 | 1,500 | 1,500 | 0 | 0 | 0 |

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

**Agenda Number: Consent j.**

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10 , 2024 |
|---|---|---|---|
| Natalie Clark | Beth Fultz | Randy Watson | |

**Item Title:**

Act on request to contract with Sprout Creative for web page and digital resource design to update CTE content and resources up to $60,000 through October 31, 2024.

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Sprout Creative for web page and digital resource design to update CTE content and resources up to $60,000 upon execution of contract through October 31, 2024.

**Explanation of Situation Requiring Action:**

Career and Technical Education (CTE) provides students with academic and technical skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V. States and Local Education Agencies are required to engage a broad group of stakeholders in the development of plans for implementation of Perkins V. Responsibilities for reviewing and implementing the plan include data collection/analysis, technical assistance, and a program improvement process for equity training across the state.

Source of Funds for Payment: W00705 Career and Technical Education - Perkins CTE State Leadership 100% $60,000.00 (upon approval to 10/31/24)

The Kansas Career and Technical Education (CTE) Cluster and Pathway model will need to be updated following the approval of the Career and Technical Education (CTE) 2023-2024 Cluster Reviews for the 2025-2026 school year.

Career and Technical Education (CTE) 2023-2024 Cluster Reviews

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, A/V Technology and Communications
Education and Training
Engineering
Finance
Health and Bio Sciences
The National Career Clusters Framework model has been released and will be finalized in October of 2024. The Kansas Career and Technical Education (CTE) Cluster and Pathway model will need to be updated to align.

Digital resources to post on KSDE web pages will need to be updated for students, educators, and families.

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION (house.gov) Full Text

### 2344. State leadership activities

#### (a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title.

**(b) Permissible uses of funds**

The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(5) for teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably

available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State (including under title II of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6601 et seq.] and title II of the Higher Education Act of 1965 [20 U.S.C. 1021 et seq.]), including programming that—

(A) promotes the integration of the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)] and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;

(B) prepares career and technical education teachers, faculty, specialized instructional support personnel, and paraprofessionals to provide appropriate accommodations for students who are members of special populations, including through the use of principles of universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; and

(C) increases the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction to stay current with industry standards and earn an industry-recognized credential or license, as appropriate, including by assisting those with relevant industry experience in obtaining State teacher licensure or credential requirements;

(6) supporting eligible recipients in eliminating inequities in student access to—

(A) high-quality programs of study that provide skill development; and

(B) effective teachers, faculty, specialized instructional support personnel, and paraprofessionals;

(7) awarding incentive grants to eligible recipients—

(A) for exemplary performance in carrying out programs under this chapter, which awards shall be based on—

(i) eligible recipients exceeding the local level of performance on a core indicator of performance established under section 2323(b)(4)(A) of this title in a manner that reflects sustained or significant improvement;

(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

(iii) the integration of academic and technical standards;

(iv) eligible recipients' progress in closing achievement gaps among subpopulations who participate in programs of study; or

(v) other factors relating to the performance of eligible recipients under this chapter as the eligible agency determines are appropriate; or

(B) if an eligible recipient elects to use funds as permitted under section 2355(c) of this title;

(8) providing support for—

(A) the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study, and for increasing data collection associated with recognized postsecondary credentials and employment outcomes; or

(B) consultation and coordination with other State agencies for the identification and examination of licenses or certifications that—

(i) pose an unwarranted barrier to entry into the workforce for career and technical education students; and

(ii) do not protect the health, safety, or welfare of consumers;

(9) the creation, implementation, and support of pay for success initiatives leading to a recognized postsecondary credential;

(10) support for career and technical education programs for adults and out-of-school youth concurrent with their completion of their secondary school education in a school or other educational setting;

(11) the creation, evaluation, and support of competency-based curricula;

(12) support for the development, implementation, and expansion of programs of study or career pathways in areas declared to be in a state of emergency under section 5191 of title 42;

(13) partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(14) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(15) support for the integration of employability skills into career and technical education programs and programs of study;

(16) support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science, coding, and architecture), support for the integration of arts and design skills, and support for hands-on learning, particularly for students who are members of groups underrepresented in such subject fields, such as female students, minority students, and students who are members of special populations;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

(18) support for establishing and expanding work-based learning opportunities that are aligned to career and technical education programs and programs of study;

(19) integrating and aligning programs of study and career pathways;

(20) supporting the use of career and technical education programs and programs of study aligned with State, regional, or local high-skill, high-wage, or in-demand industry sectors or occupations identified by the State workforce development board described in section 3111 of title 29 or local workforce development boards;

(21) making all forms of instructional content widely available, which may include use of open educational resources;

(22) developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

(23) support for accelerated learning programs, as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 7114(b)(3)(A)(i)(IV)], in the case of any such program that is part of a career and technical education program of study;

(24) support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability contents through career and technical education programs and programs of study that address needs described in the comprehensive needs assessment under section 2354(c) of this title; and

(25) other State leadership activities that improve career and technical education.

# REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: Consent k.

| Staff Initiating: | Director: | Commissioner: | Meeting Date: July 10, 2024 |
|---|---|---|---|
| Luanne Barron | Luanne Barron | Randy Watson | |

## Item Title:

Act to approve the Kansas School for the Deaf's general and IDEA grant assurances form

## Recommended Motion:

It is moved that the Kansas State Board of Education approves the Kansas School for the Deaf's general and IDEA grant assurances form as required by the Kansas State Board of Education to receive Part B (federal) funds.

## Explanation of Situation Requiring Action:

The Part VI-B funds will be used to cover the salary of a Curriculum and Assessment coordinator.

# KANSAS STATE DEPARTMENT OF EDUCATION

## Local Education Agency (LEA) Application for The Individuals with Disabilities Education Act (IDEA) Part B Funds

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# LEA ASSURANCES

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## Section I. General Grant Assurances for Federal Funds

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### Throughout the period of the grant award, the LEA will comply with all requirements of:

The Individuals with Disabilities Education Act (IDEA) as Amended by the Individuals with Disabilities Education Act Amendments of 2004 (PL 108-446) and its implementing regulations;

The Kansas Special Education for Exceptional Children Act and the Kansas State Board of Education's administrative regulations on special education;

The LEA will make a good faith effort, on a continuing basis, to maintain a drug-free workplace, in accordance with the measures in 34 CFR Part 84, Subpart B and the Drug-Free Workplace Act of 1988;

The Education Department General Administrative Regulations (EDGAR) 34 CFR 76 requirements that are not inconsistent with IDEA, including:

34 CFR §76.500(a) Federal statutes and regulations on nondiscrimination.
(a) A State and a subgrantee shall comply with the following statutes and regulations:

| Subject | Statute | Regulation |
|---|---|---|
| Discrimination on the basis of race, color, or national origin | Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d through 2000d-4) | 34 CFR part 100. |
| Discrimination on the basis of sex | Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683) | 34 CFR part 106. |
| Discrimination on the basis of handicap | Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) | 34 CFR part 104. |
| Discrimination on the basis of age | The Age Discrimination Act (42 U.S.C. 6101 *et seq.*) | 34 CFR part 110. |

(b) A State or subgrantee that is a covered entity as defined in §108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

[45 FR 22497, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 71 FR 15002, Mar. 24, 2006]

34 CFR §76.650 Private schools; purpose of §§76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3 and 3474)

Note: Some program statutes authorize the Secretary—under certain circumstances—to provide benefits directly to private school students. These "bypass" provisions—where they apply—are implemented in the individual program regulations.

34 CFR §76.700 Compliance with statutes, regulations, State plan, and applications.

A State and a subgrantee shall comply with the State plan and applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, plan, and applications.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.701 The State or subgrantee administers or supervises each project.

A State or a subgrantee shall directly administer or supervise the administration of each project.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.702 Fiscal control and fund accounting procedures.

A State and a subgrantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

34 CFR §76.709 Funds may be obligated during a "carryover period."

(a) If a State or a subgrantee does not obligate all of its grant or subgrant funds by the end of the fiscal year for which Congress appropriated the funds, it may obligate the remaining funds during a carryover period of one additional fiscal year.

(b) The State shall return to the Federal Government any carryover funds not obligated by the end of the carryover period by the State and its subgrantees.

Note: This section is based on a provision in the General Education Provisions Act (GEPA). Section 427 of the Department of Education Organization Act (DEOA), 20 U.S.C. 3487, provides that except to the extent inconsistent with the DEOA, the GEPA "shall apply to functions transferred by this Act to the extent applicable on the day preceding the effective date of this Act." Although standardized nomenclature is used in this section to reflect the creation of the Department of Education, there is no intent to extend the coverage of the GEPA beyond that authorized under section 427 or other applicable law.

(Authority: U.S.C. 1221e-3, 1225(b), and 3474)

[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 45 FR 86296, Dec. 30, 1980. Redesignated at 60 FR 41295, Aug. 11, 1995]

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

(Authority: 20 U.S.C. 1221e-3, 1231a, and 3474)
[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

A State and a subgrantee shall keep records that fully show:
(a) The amount of funds under the grant or subgrant;
(b) How the State or subgrantee uses the funds;
(c) The total cost of the project;
(d) The share of that cost provided from other sources; and
(e) Other records to facilitate an effective audit.

(Approved by the Office of Management and Budget under control number 1880-0513)
(Authority: 20 U.S.C. 1232f)
[45 FR 22517, Apr. 3, 1980. Redesignated at 45 FR 77368, Nov. 21, 1980, as amended at 53 FR 49143, Dec. 6, 1988]

34 CFR §76.731 Records related to compliance.

A State and a subgrantee shall keep records to show its compliance with program requirements.

(Authority: 20 U.S.C. 1221e-3, 3474, and 6511(a))

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, notably including but not limited to:

2 CFR Subpart D – Post Federal Award Requirements
- §200.302 Financial management.
- §200.303 Internal controls.
- §200.305 Payment.
- §200.313 Equipment.
- §200.314 Supplies.
- §200.318 General procurement standards.
- §200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:
- §200.403 Factors affecting allowability of costs.
- §200.404 Reasonable costs.
- §200.405 Allocable costs.
- §200.413 Direct costs.
- §200.415 Required certifications.
- §200.430 Compensation—personal services.

The Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' Responsibilities and makes the following certification by signing this application:

The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 for such failure.

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# Section II. IDEA Part B Grant Assurances

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**An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the SEA that the LEA meets each of the conditions in §§300.201 through 300.213.**

(Authority: 20 U.S.C. 1413(a))

## 34 CFR §300.201 Consistency with State policies.

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §§300.101 through 300.163, and §§300.165 through 300.174.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(1))

## 34 CFR §300.202 Use of amounts.

(a) *General.* Amounts provided to the LEA under Part B of the Act—

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) *Excess cost requirement*—(1) *General.* (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children

of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of *excess costs* in §300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A))

## 34 CFR §300.203 Maintenance of effort.

(a) *Eligibility standard.* (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in §§300.204 and 300.205 that the LEA:

(i) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) *Compliance standard.* (1) Except as provided in §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in §§300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) *Subsequent years.* (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of §300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(2) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(i) or (iii) of this section and the LEA is relying on local funds only, or local funds only on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(i) or (iii) in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) *Consequence of failure to maintain effort.* If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(A), Pub. L. 113-76, 128 Stat. 5, 394 (2014), Pub. L. 113-235, 128 Stat. 2130, 2499 (2014))
[80 FR 23666, Apr. 28, 2015]
Note: An LEA may apply the exceptions in §300.204 and the adjustment in §300.205 to meet both the eligibility and compliance standards. When determining the amount of funds that an LEA must budget to meet the eligibility standard, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment that the LEA: (i) took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and (ii) reasonably expects to take in the fiscal year for which the LEA is budgeting. (From OSEP Memo 15-10, Issuance of Guidance on the Final Local Educational Agency (LEA) Maintenance of Effort (MOE) Regulations under Part B of the Individuals with Disabilities Education Act (IDEA), July 27, 2015.)

## 34 CFR §300.204 Exception to maintenance of effort.

Notwithstanding the restriction in §300.203(b), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child—

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(B))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

## 34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) *Amounts in excess.* Notwithstanding §300.202(a)(2) and (b) and §300.203(b), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(b) by not more than 50 percent of the amount of that excess.

(b) *Use of amounts to carry out activities under ESEA.* If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) *State prohibition.* Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) *Special rule.* The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(C))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

## 34 CFR §300.206 Schoolwide programs under title I of the ESEA.

(a) *General.* Notwithstanding the provisions of §§300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed—

(1)(i) The amount received by the LEA under Part B of the Act for that fiscal year; divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(2) The number of children with disabilities participating in the schoolwide program.

(b) *Funding conditions.* The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202(a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §300.202(a)(1).

(c) *Meeting other Part B requirements.* Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools—

(1) Receive services in accordance with a properly developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(2)(D))

## 34 CFR §300.207 Personnel development.

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2102(b) of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(3))
[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 29761, June 30, 2017]

## 34 CFR §300.208 Permissive use of funds.

(a) *Uses.* Notwithstanding §§300.202, 300.203(b), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) *Services and aids that also benefit nondisabled children.* For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) *Early intervening services.* To develop and implement coordinated, early intervening educational services in accordance with §300.226.

(3) *High cost special education and related services.* To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) *Administrative case management.* An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(4))
[71 FR 46753, Aug. 14, 2006, as amended at 80 FR 23667, Apr. 28, 2015]

## 34 CFR §300.209 Treatment of charter schools and their students.

(a) *Rights of children with disabilities.* Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) *Charter schools that are public schools of the LEA.* (1) In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must—

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools—

(A) On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools—

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) *Public charter schools that are LEAs.* If the public charter school is an LEA, consistent with §300.28, that receives funding under §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) *Public charter schools that are not an LEA or a school that is part of an LEA.* (1) If the public charter school is not an LEA receiving funding under §300.705, or a school that is part of an LEA receiving funding under §300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(Approved by the Office of Management and Budget under control number 1820-0600) (Authority: 20 U.S.C. 1413(a)(5))

## 34 CFR §300.210 Purchase of instructional materials.

(a) *General.* Not later than December 3, 2006, an LEA that chooses to coordinate with the National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) *Rights of LEA.* (1) Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(6)

Note: Kansas has defined 'timely manner' as; the responsible public agency has taken all reasonable steps to ensure that needed instructional materials, including instructional materials that cannot be produced from NIMAS files, are provided in accessible formats to blind or other children with print disabilities at the same time as nondisabled children receive instructional materials. The definition for timely manner applies to all children with disabilities that need instructional materials provided in an accessible format regardless of the eligibility requirements of NIMAS.

### 34 CFR §300.211 Information for SEA.

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(7))

### 34 CFR §300.212 Public information.

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(8))

### 34 CFR §300.213 Records regarding migratory children with disabilities.

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Approved by the Office of Management and Budget under control number 1820-0600)
(Authority: 20 U.S.C. 1413(a)(9))

## Section III. National Instructional Materials Accessibility Center (NIMAC) Opt-in/Opt-Out Assurance

A Local Education Area (LEA) has a choice to coordinate with the National Instructional Materials Access Center (NIMAC) or to implement the standard without coordinating with the National Instructional Materials Access Center (NIMAC). 34 CFR §300.210

*Please select the appropriate box to indicate the LEAs choice to opt-in or out of the NIMAC to implement the NIMAS Standard:*

OPT-IN The LEA coordinates with the National Instructional Materials Access Center and, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, enters into a written contract with the publisher of the print instructional materials to:

(a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center (NIMAC), electronic files containing the contents of the print instructional materials using the NIMAS standard

Or

(b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

OPT-OUT The LEA has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

# CERTIFICATION

**HEREBY CERTIFY** that the applicant has read and understands the General and IDEA grant assurances and will comply with such assurances.

Name of Local Board Official:

Board Approved Date:

**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

Agenda Number: Consent 4 l.

Meeting Date: July 10, 2024

| Staff Initiating: | Director: | Commissioner: |
|---|---|---|
| Joyce Broils | H. Dean Zajic | Randy Watson |

## Item Title:

Act to authorize funding of a contract for Kansas Youth Transition Network, 2023 Disability Innovation Funds

## Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a vendor for the coordination and administration of Kansas Youth Transition Network: Strengthening Partnerships to Advance Transition and Employment Outcomes for Youth for the Period of 7/01/2024 - 12/31/2028 in an amount not to exceed 6,500,000.00.

## Explanation of Situation Requiring Action:

This request is made to enable the State carry out activities to improve the coordination of transition services with the 2023 Disability Innovation Funds grant awarded to the Kansas State Department of Education by the US Department of Education Office of Special Education and Rehabilitative Services (OSERS).

The Kansas Youth Transition Network (KYTN) project establishes innovative and sustainable local networks, called KYTN Councils, of youth with disabilities, family members, youth service organizations including schools and community organizations, and employers to facilitate systems change focused on expanding and enhancing the transition service system in Kansas. KYTN is a partnership between the Kansas Department of Education, Kansas Rehabilitation Services, Centers for Independent Living across the state of Kansas, local education providers, the Kansas University Center on Developmental Disabilities, Families Together, and other partners. The KYTN will support local Councils to advance the provision of seamless transition services focused on career exploration and competitive, integrated employment for children and youth with disabilities.

The key objectives of this project include: (1) Expand and sustain the statewide KYTN; (2) Develop a process for establishing KYTN Councils in local communities; (3) Pilot the KYTN Council process in 1 to 2 underserved community; (4) Refine and Implement the KYTN Councils in 4 to 5 additional underserved communities; and (5) Evaluate the

The process involves conducting local area resource mapping to ensure that KYTN Councils address the unique needs identified by youth with disabilities and their families across the project communities. The KYTN  will embrace a participatory, multidimensional approach to engage and increase the capacity of Kansas' most underserved communities and improve outcomes for youth with disabilities and families.

The project will include the establishment of KYTN councils in multiple communities, increased local capacity to provide services that address the needs of youth with disabilities, a seamless system of transition services in local communities, and enhanced transition outcomes including access to competitive integrated employment, postsecondary education, and community living.

This request is made to enable the State carry out activities to improve the coordination of transition services with the 2023 Disability Innovation Funds grant awarded to the Kansas State Department of Education by the US Department of Education Office of Special Education and Rehabilitative Services (OSERS).