

KANSAS

A Vision for Integrating SEL with Career and Workforce Development for Students

The Coalition for Career Development Center is committed to highlighting research-based career development activities for diverse audiences. This case study is one of three describing the development and implementation of social and emotional learning (SEL) integrated with career and workforce development efforts in Delaware, Kansas, and Wisconsin.



Coalition for
Career Development
Center



Authors: Coalition for Career Development Center (Kay Schreiber, V. Scott Solberg, and Robin Kroyer-Kubicek); CASEL (Caitlin M. Dermody, Dana Godek, Linda Dusenbury, Mark Greenberg, and Ruth Cross); Kansas State Department of Education (Natalie Clark, Kent Reed, and Stacy Smith)

“Academics alone will not lead to success—SEL will—and that’s why it’s a Kansas State Board of Education Outcome”.

~ Dr. Randy Watson,
Kansas Commissioner of Education



In October 2015, the Kansas State Board of Education announced a new state vision for education: “Kansas leads the world in the success of each student.” Since that time, the Kansas State Department of Education has adopted a comprehensive strategy—entitled *Kansans Can*—that integrates social and emotional learning (SEL) with a number of state priorities including academics, college and career readiness and 21st-century skills, school climate and culture, character education and development, and positive behavioral intervention supports (PBIS).

In so doing, the state has introduced statewide outcomes for social-emotional growth, kindergarten readiness, individual plans of study, graduation attainment, and postsecondary success. Moreover, the *Kansans Can* School Redesign Project has made intentional efforts to balance the emphasis between academic test scores and the development of student-centered characteristics that *Kansans* identified as ensuring student success.

This work has been supported by the visionary leadership of Dr. Randy Watson, Kansas Commissioner of Education, who has been nationally recognized as positioning Kansas as a leader in rethinking a century-old school model. Kansas provides an excellent example nationally for integration and implementation of SEL with career and workforce development efforts that ensure students’ postsecondary success.

SOCIAL AND EMOTIONAL LEARNING

Definition: SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL addresses five core competencies: self-awareness, social awareness, self management, relationship skills, and responsible decision-making (CASEL, 2020).

Connections to Career and Workforce Development: A meta-analysis of SEL interventions verified the positive impact of developing social and emotional skills on a range of academic outcomes (Durlak et al., 2011), including navigating and negotiating interpersonal activities in ways that help students achieve positive life outcomes (Taylor et al., 2017).

Social and emotional skills also serve as “deeper human skills” (Lim-Lange & Lim-Lange, 2019; Yoder, et al., 2020) that are critical to successfully engaging in occupations affected by the Fourth Industrial Revolution (Schwab, 2017). Cappelli and Tavis (2018) argue that in order to become prepared to successfully enter this new world of work, children and youth need to develop a combination of strong “human skills” (i.e., social and emotional learning skills, resiliency, etc.), technical and computational skills, and career management skills (i.e., learning how to align learning to pursue future goals). Moreover, an analysis of employer surveys and job listings revealed that the skills employers cited as the most in-demand are directly underpinned by SEL competencies (Yoder et al., 2020).

According to the Coalition for Career Development Center, career development is “a process that informs individuals about career opportunities, helps them identify their talent, become aware of how their talent transfers into a wide range of occupational opportunities, and enables them to make effective decisions on the academic and postsecondary pathways that will enable them to pursue their career and life goals” (Coalition for Career Development Center, 2021). Adopting this definition, CASEL and this publication use the term “career and workforce development” to capture the diversity of taxonomies employed by states to describe this process and the efforts that support it.

In 2012, Kansas became the second state in the country to release SEL standards. Entitled Social, Emotional, and Character Development (SECD) standards, the standards were the first in the nation to integrate character development with SEL.

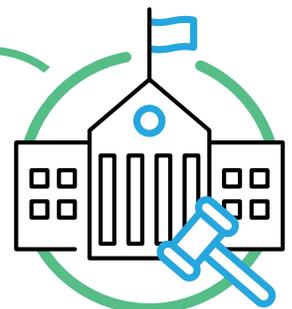
Kansas' early commitment to SEL led to their active participation in the CASEL's Collaborative States Initiative (CSI). Launched in 2016, the CSI works with states and school districts to help create policy conditions that ensure that preschool to high school students are fully prepared—academically, socially, and emotionally—to succeed in school, at work, and in life. Kansas has been able to advance its commitment to leveraging SEL to promote postsecondary success in recent years as part of the CASEL's CSI SEL and Workforce Community of Practice.

The Kansas State Board considers implementation of the SECD standards as a foundational component of the Kansans Can vision. The Kansans Can mission states: "Leading the world in the success of each student depends upon the empowerment of student capacity in the pursuit of the high school diploma. Continuous development throughout a student's learning experiences, coupled with collaborative exploration involving school staff members, family and community, are the platform for the successful launch into postsecondary success" (KSDE, 2014).

Ever responsive to the needs of the state, the [Kansans Can Success Tour](#), led by Kansas Commissioner of Education Dr. Randy Watson and Deputy Commissioner Division of Learning Services Brad Neuenswander, facilitates community conversations across the state in 50 cities to gather ongoing feedback on the state's vision for K-12 education.

The *Kansas Can* Initiative is a gubernatorial-backed communications campaign and set of policies to share the state's commitment to a healthy and productive workforce. They are producing clear and specific graphical representations from a cross section of industries and disciplines to communicate the value of applied SEL through work-based learning experiences with parents and students, putting students in the driver's seat to explore, experience, and select pathways.

- [CSI Emerging Insights Report](#)



Framework for SEL integration with career and workforce development

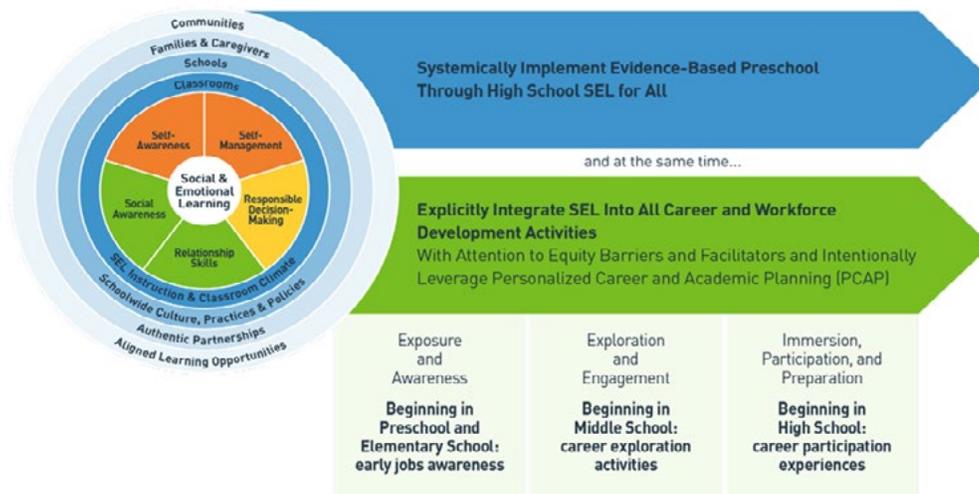


Figure 1: CASEL CSI Developmental Framework for Integration of SEL and Career and Workforce Development

The CASEL CSI Developmental Framework for Integration of SEL and Career and Workforce Development (**Figure 1**) aims to assist all states seeking to systemically integrate evidence-based SEL with career and workforce development efforts. CASEL, the Coalition for Career Development, and CIVIC collaborated with eight states (Delaware, Kansas, Nevada, North Dakota, Ohio, Pennsylvania, Utah, Wisconsin) to create this framework such that states can support districts and schools in their efforts to prepare students for postsecondary success.

Consistent with the CASEL framework for SEL (2020), the foundation of the framework is the systemic implementation of SEL for all students and adults with evidence-based SEL programs and practices at the foundation (blue arrow).

Grounded by this systemic implementation, the framework recommends that SEL be explicitly and comprehensively integrated into all

career and workforce development efforts (green arrow).

Moreover, the framework recommends that those integrating SEL into career and workforce development efforts address obstacles that create disparities (e.g., equity barriers), employ strategies that foster access (e.g., equity facilitators), be culturally responsive, and customize student experiences (e.g., existing or emerging systems of Personalized Career and Academic Planning [PCAP]). This framework is informed by the three developmental stages of occupational identity formation (light green boxes): exposure and awareness; exploration and engagement; and immersion, participation, and preparation (Callahan et al., 2019).

More information on this framework can be found in CASEL's brief on [the Developmental Framework](#) (Dermody et al., 2022). To continue to support the integration of SEL and CWD, visit the [Additional Tools and Resources](#) section on [CASEL's SEL and Career and Workforce Development Initiative Page](#).

The Kansas SECD standards were adopted in April of 2012 and revised in July of 2018. The SECD standards describe grade-level SEL and character skills necessary to optimize K-12 development in ways that ensure postsecondary success, as recommended in the CASEL developmental framework (**Figure 1**).

The Kansas SECD standards were adopted in April of 2012 and revised in July of 2018. The SECD standards describe grade-level SEL and character skills necessary to optimize K-12 development in ways that ensure postsecondary success, as recommended in the CASEL developmental framework (Figure 1). For schools, the SECD standards provide a framework for supporting schools in identifying SEL and character development programs and activities that result in social-emotional growth (SEG) (**Figure 2**). For students, the SECD standards describe the critical skills and essential life habits that will enable them to achieve academic, social and emotional, and post-secondary success. The SECD standards address a range of grade-level indicators including making healthy decisions, engaging in effective problem-solving, valuing excellence, demonstrating respectful and responsible behavior towards others, good citizenship, and being empathic and ethical when interacting with others.

Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes.

These skills may also be malleable and amenable to intervention when school culture has in place effective conditions for learning development.

SECD + SEL = SEG

SECD are the social Emotional Character Development standards for Kansas schools.

SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals and make responsible decisions.

Together SECD and SEL delivered in a healthy climate result in **SEG, social-emotional growth**.

Figure 2. Measuring Social-Emotional Growth.

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success within accountability models. In Kansas K-12 education, SECD is embedded into the Kansas Education Systems Accreditation (KESA) and Kansas School Redesign. The information in this toolkit can help guide Kansas schools as they seek ways to measure that growth.

As a local control state, Kansas is encouraging districts' adoption of the SECD standards and SEL programs and activities by providing an array of professional development opportunities. Professional development is provided by a range of specialists including the Kansas Department of Education personnel, regional service center and multi-tiered systems of support (MTSS) trainers, Kansas Technical Assistance System Network (TASN), and regional Individual Plan of Study (IPS) trainers. Professional development is provided through in-person and virtual webinars, conferences, workshops.

Adoption of the SECD standards and SEL programs and activities are also encouraged as part of the Kansas Education System Accreditation (KESA). KESA is a five-year accreditation process that focuses on improving both the process and results of education in the state. Annually, school districts report on progress towards the social-emotional growth outcomes.



The KESA accreditation process uses a scaffolded set of questions that provide direction to school systems as they develop their SEL program locally. Schools are responsible for addressing key components of a comprehensive SEL process such as: 1) evidence-based curriculum and assessment; 2) alignment to Kansas Social, Emotional, and Character Development standards; 3) equitable and responsive culture; 4) staff social and emotional health and wellness; 5) continuity of SEL practices as

students transition through the system; 6) stakeholder engagement; and 7) leveraging SEL to promote academic success. Since SEL is foundational to the effective implementation of all Kansas State Board outcomes every effort is made to integrate, not isolate, SEL competencies and practices.

The KESA accreditation process assesses a range of State Board of Education goals including district progress in adopting and showing progress in meeting the SECD standards. To showcase high-performing districts, the Kansas Can Star Recognition program was developed. This Star program recognizes school districts making improvements in academic performance, high school completion, and postsecondary engagement and success. In addition, districts can apply to be recognized for their efforts in designing and implementing programs that focus on social-emotional growth, kindergarten readiness, individual plan of study, or civic engagement (**Table 1**).

Quantitative Measures	Qualitative Measures
District recognition in the following areas will be automatically calculated by the Kansas State Department of Education based on collected district data.	Districts must apply to be recognized in the following areas:
Academically prepared for postsecondary	Social-emotional growth
High school graduation	Kindergarten readiness
Postsecondary success	Individual plan of study
	Civic engagement

Table 1. Outcome Areas

KESA has been an important requirement for advancing implementation of SEL in local schools.



SEL Resources

- [The SECD Webpage](#) provides information and resources for Social, Emotional, and Character Development: Standards, Assessment and Instruction.
- The [Kansas Social, Emotional, and Character Development \(SECD\) standards](#) document is the 2018 revised resource of the original (2012) SECD standards.
- The Kansas Early Learning Standards (2013) include [SEL competencies/standards for birth to Kindergarten](#).
- [SECD Standards Crosswalk with KESA 5 R's](#) tool provides ideas and examples for alignment.
- [SECD Aligned to the Kansas College and Career Ready Standards](#) was adopted in 2012.
- [Standards—SECD— Student Growth Measure—K-12](#) provides examples of growth measures for the K-12 SECD Standards.
- [Standards—SECD—Instructional Examples—K-12](#) are the revised SECD Standards approved by the Kansas State Board in 2018 with sample teaching activities.
- [Measuring Social-Emotional Growth Locally Toolkit](#) is a comprehensive guide for measuring social-emotional growth that includes examples in the appendices.
- [Equitable Classroom Practices Observation Checklist](#) helps to make instructional practices equitable.
- [Integrated Learning Process: The 5 Growth Principles Examples](#) gives examples of the Integrated Learning Process.
- [Panorama's Adult SEL Measures](#) is for administrators focused on understanding and supporting teacher and staff's social and emotional learning (SEL).
- [CASEL CSI Developmental Framework](#) for Integration of SEL and Career and Workforce Development provides a structure and justification for supporting these two key initiatives through aligned efforts.

Personalized Career and Academic Plans (PCAP)

Definition:

PCAPs, also generically referred to as individualized learning plans (ILPs), are both a document and a process students use to learn about themselves, explore the world of work, and identify their career goals. PCAPs inform decisions about students' courses and activities throughout school and help them create postsecondary plans. Supportive adults, such as school counselors, teachers, parents, and community members, participate in the process, offering feedback and guiding students through the process (Solberg et al., 2018).

Connections to Career and Workforce Development and SEL:

Many states have adopted their own terms for these plans and processes and created policies to guide schools in the implementation of the PCAP process; some even require all middle and/or high school students to develop and maintain PCAPs in order to make schools more personalized and improve student outcomes.

When integrated with SEL, the PCAP process supports youth in understanding a set of career and workforce opportunities (social awareness), determining their own talents and interests (self-awareness), planning for and setting goals (self-management), pursuing steps to experience career and workforce opportunities (responsible decision-making), and seeking help from others and establishing relationships with mentors to advance goals (relationship-management) (CASEL, 2020; Coalition for Career Development Center, 2021).

The CASEL CSI Developmental Framework (**Figure 1**) recommends customizing student's experiences of SEL within career and workforce development experiences functionally and organizationally through PCAPs—both to provide students with an opportunity to practice their SEL skills and to ensure the integration of SEL into all activities across the developmental continuum.

Kansas adopted their PCAP, called the Individual Plan of Study (IPS), in 2014. The Kansas Can vision requires that every middle and high school student in Kansas have an IPS. This vision fits well with the CASEL CSI Developmental Framework for Integration of SEL and Career and Workforce Development (Figure 1), which recommends utilizing personalized career and academic planning to support the integration of SEL. In Kansas, efforts to increase SEG are integrated within each student's IPS with the aim to increase: 1) kindergarten readiness, 2) high school graduation rates, and 3) postsecondary success.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- 8th- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.



School counselors play a major role in the implementation of the IPS in Kansas. With a mission to “prepare all students to be contributing and productive citizens while supporting the academic mission of the school,” Kansas School Counseling Programs seek to elevate the benefits of the IPS process for students. These comprehensive counseling programs are developmental by design and include sequential activities organized and implemented

with the active support of parents, teachers, administrators, and the community. School counselors collaborate with others to ensure all students are prepared with the knowledge and competencies to be successful in their future. Through this counselor-lead co-creation process, the IPS promotes student achievement, college and career readiness and personal/social development of all Kansas students.

To support strong delivery of IPS, technical assistance is ongoing for counselors, administrators, and staff. Kansas has a collaborative team of trainers (that include Department of Education personnel and regional service center trainers) to provide this needed training (see the Individual Plan of Study Digital Reference Guide). In addition, the IPS Professional Learning Network meets with regional trainers to support schools through speakers, gallery walks, and facilitated network topics. Finally, KSDE partners work with

counselor preparation institutions to ensure licensing programs incorporate training related to Kansas SEL, IPS, career and technical education (CTE), and career pathways.

KANSAS STATE BOARD OF EDUCATION & DEPARTMENT OF EDUCATION 2021-22

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

SUCCESS DEFINED:

District recognition in the following areas will be automatically calculated by the Kansas State Department of Education based on collected district data.

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

OUTCOMES:

- **Social-emotional growth** measured locally • Kindergarten readiness
- **Individual Plan of Study focused on career interests**
 - High school graduation • Postsecondary success

[Kansas Career Cluster Guidance Handbook 2021-2022 \(ksde.org\)](https://ksde.org)



Individual Plan of Study (IPS) Resources:

- The [Kansas Work-Based Digital Reference Guide](#) connects the IPS to work-based learning (WBL), CTE, early college access, social-emotional growth, and employability skills.
- The [Kansas Education Systems Accreditation \(KESA\) criteria](#) include board goals for social-emotional factors and IPS.
- [IPS Kansans Can Star Recognition Rubric](#) is used by districts for students' IPS.
- [Individual Plan of Study Artifacts](#) outlines the evidence districts can use to earn Kansas Can Star Recognition points.
- [Kansas Curricular Standards for School Counseling](#) is a guide for school counselors and their work outlined by the three American School Counselor Association (ASCA) domains.
- [Kansas comprehensive school counseling guide](#) that links SEL and IPS in all three school counseling domains (ASCA).
- [CASEL CSI Developmental Framework](#) for Integration of SEL and Career and Workforce Development provides a structure and justification for supporting these two key initiatives through aligned efforts.

Work-Based Learning (WBL) and Early College Access

Definition:

WBL is defined as “sustained interactions with industry or community professionals in real workplace settings ... or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field” (Perkins V). In general, schools refer to WBL as a wide variety of school-supervised, career and workforce development activities that range from career fairs and job shadows to paid internships and apprenticeships.

Connections to Career and Workforce Development and SEL:

WBL is essential for student’s occupational identity formation, including their awareness of different types of careers, their engagement in exploring those careers, and their active immersion in activities associated with those careers (Callahan et al., 2019). This experiential learning provides students with a firsthand look at how school-based learning is relevant to a variety of career options.

In addition, WBL allows students to practice and apply social and emotional skills (e.g., social awareness and relationships skills) developed in K-12 classroom settings in new environments, at a workplace, or in partnership with business mentors. WBL opportunities can also be harnessed as a method of teaching social and emotional skills within the environment of a specific career. This practice contextualizes how social and emotional skills are critical for success in the world of work.

For all career and workforce activities, including WBL, the CASEL CSI Developmental Framework (**Figure 1**) recommends that social and emotional skills be integrated through (1) the organization of direct SEL instruction during these activities and (2) the utilization of these experiences as opportunities for practicing emerging social and emotional skills. In addition, the framework recommends the use of PCAPs to help youth identify future goals and explore the WBL opportunities that will help them pursue those goals.

Kansas is a leading state in developing appropriate WBL opportunities for students

Kansas' Work Based Learning (WBL) includes a continuum of awareness, exploration and preparation that combines an individual's career goals, structured learning, and authentic work experiences implemented through a sustained partnership with Kansas business/industry. WBL activities with industry or community professionals culminate in a validation and measurement of acquired knowledge, skills, and possible employment (KSDE, 2019).

WBL is available to all Kansas students, whether they are enrolled in a formal CTE program or not. Each WBL program requires that students develop a personalized learning plan (PLP) specific to the experience that (1) gives students an opportunity to document and reflect on their learning, and (2) measures the employability skills and knowledge that students gain from WBL experiences.

The electronic PLP demonstrates a student's mastery of career and technical course competencies and/or core course standards, employability and technical skills attained, and the student's long-term goals related to the WBL experience. Students are required to document their learning through the compilation of artifacts of the work (e.g., job application or writing/research samples). Importantly, students can embed their PLP WBL portfolio within the IPS to streamline the documentation process. Thus, students create a single, encompassing portfolio that documents the student learner's goals, career interests, postsecondary plan, and experiences (such as a WBL experience) that help the student achieve those goals. Schools and districts can regard the WBL portfolio as a subsection of the IPS, rather than as a second portfolio solely to document WBL experiences.

After a student commits to a WBL experience, the Kansas WBL: PLP planning packet must be completed. The packet is organized into four sections, designed to be completed by different stakeholders:

- Planning details and agreement
- Work site supervisor/adult mentor employability skills assessment and technical skills feedback form
- Student employability skills self-assessment, reflection sheet, and technical skills self-assessment
- Supplemental documents including safety training log, WBL experience liability agreement, and student work log (requirements will vary)

Each of the PLP Planning Packet’s components include an opportunity for students to reflect on aspects for SEG and opportunities for integration of SECD standards and SEL.

Kansas provides multiple opportunities for schools and districts to learn from the data collected from WBL experiences. Kansas School Districts report WBL activities and participant data in an annual IPS data survey across the following categories: Elementary: Career Awareness; Middle School: Career Exploration; and High School: Career Preparation.

The annual report provides average percentage of students completing career interests, written postsecondary goals and post-secondary plan, portfolio, and records of internship; dual course credit; and certifications and applications to postsecondary education (KDSE, 2020). Just as the state includes employability skills as part of the Measuring SEG Toolkit, Kansas views this data as key for continuously improving the state’s SEL and career and workforce implementation and integration.



WBL and Early College Access Resources:

- The [Measuring and Reflecting Student Learning: Work-Based Experience Portfolio and Employability Skills Rubric](#) was designed to convey the importance of WBL.
- The [2019-20 Annual IPS Report](#) provides information to the Kansas State Board of Education on the goal for IPSs. Every student has one by end of 8th grade, and every student’s plan is reviewed annually.
- The [Kansas Work-Based Learning: Personalized Learning Plan Guidance Document](#) is a guide outlining the WBL and the PLP and the steps needed.
- The [Employability Skills: Measuring and Reflecting Student Learning: Report Template](#) helps schools measure the essential employability skills and knowledge that students gain from WBL.
- [Real World Learning—Ewing Marion Kauffman Foundation](#) is a clearinghouse for WBL experiences.
- [Statewide \[dual college credit\] Articulation Agreements](#) enable Kansas high school graduates to have a smooth transition from their high school CTE pathway to the corresponding occupational program at the postsecondary level.

Career pathways

Definition:

A career pathway is “a sequence of learning experiences that span secondary and postsecondary systems, blend rigorous core academic and career technical instruction, offer focused career guidance and advisement systems, include high-quality WBL experiences, and culminate in postsecondary or industry credentials of value” (Advance CTE). In general, a career pathway outlines the on- and off-ramps from education, training, and certifications to successive occupations in a career ladder.

Connections to Career and Workforce Development and SEL:

A career pathway is for ALL students; not just students enrolled in formal CTE programs. Accessing a career pathway allows students to follow their career interests (uncovered through a quality K-12 PCAP process) and explore and prepare for adult transitions while still in high school.

When intentionally integrated with SEL, the ‘pathway’ approach sets students on an informed trajectory to accomplish personal career goals. In this process, students develop and engage their social and emotional skills (e.g., self-awareness and responsible decision-making) to reflect upon their career interests and actively pursue those careers. Career pathways encourage students to take advantage of dual college credit and WBL opportunities, earning industry-recognized credentials as they continue to develop the social and emotional skills valued in workplace settings.

The CASEL CSI Developmental Framework (**Figure 1**) aligns with the structure defined by career pathways in a way that fosters seamless SEL integration. Supported by the PCAP process, the CSI framework advances the social and emotional skills (e.g., self-awareness and responsible decision-making) that help students experience the opportunities offered by a pathways approach in a meaningful way.



Kansas CTE Career Pathways allow all students to achieve the objectives of the Kansas College and Career Ready Standards (KCCRS) through authentic, applied learning experiences.

To help students visualize their future, a new Kansas CTE Career Pathways infographic was developed. Kansas uses this career cluster framework visual (**Figure 3**) to organize career information for successful career and workforce

development and career pathways planning in CTE.



Figure 3. Kansas CTE Career Pathways.

Career Clusters organize academic and occupational knowledge and skills into a coherent course sequence and identify pathways from secondary schools to two- and four-year colleges, graduate schools, and the workplace. Through CTE related pathways courses, students apply academic and technical knowledge in school to what they could do in the future. The pathways are designed to provide a smooth transition from high school to postsecondary education (technical colleges, community colleges and universities), apprenticeship opportunities, the military, and/or the workplace.

In general, access to dual enrollment courses for early college access occurs through statewide articulation agreements created locally and statewide through approved CTE education pathways. Any Kansas high school graduate who meets the requirements of an articulation agreement may utilize the agreement to obtain college credit, scholarships, tuition waivers, or other benefits as stated in each agreement. The College and Career Competency Wheel connects to competencies for a menu of free resources available under three broad domains: Cognitive, Intrapersonal, Interpersonal (Noonan & Gaumer Erikson, 2016).

The elementary version (**Figure 3**) shows seven career fields. The middle school version shows the seven career fields and the 16 career clusters. The secondary version, shown here, lists the seven career fields, the 16 career clusters and the 36 pathways of study.

This framework is an organizational tool that is used by CTE course programming and WBL opportunities to support SEL growth through employability skill development. Kansas stakeholders from education, business, and industry provide input on pathways, competencies, and courses that highlight the need for high-skill, high-wage, and high-demand careers in the 21st century.



Career Pathways Resources:

- The [Kansas Career Fields, Clusters and Pathways Infographic \(all levels\)](#) are easy-to-read visuals for K-12 students and families.
- The [Kansas Career Cluster Guidance Handbook 2021-2022](#) was designed to provide information for a smooth transition from high school to post-secondary education.
- The [College and Career Competency Wheel](#) connects to competencies for a menu of free resources available under three broad domains: Cognitive, Intrapersonal, Interpersonal.
- The list of Kansas CTE [16 Career Clusters](#) links to specific program standards documents, pathways course competency profiles, pathways resources, pathway early college dual enrollment articulation agreements, and certification information.

Integration Highlights

Kansas has made tremendous strides since its initial commitment to SEL, and, in the true spirit of continuous improvement, pursues growth and opportunities to explicitly integrate SEL with career and workforce development.

As indicated above, the state's rich investments in SEL and career and workforce development initiatives have provided many opportunities for integration. A few examples include:



SEL Framework and Competencies

- Kansas was the second state in the country to adopt SEL learning standards with its Social, Emotional, and Character Development Standards (2012) and the first to integrate character development with SEL.
- In 2018, Kansas revised its [Social, Emotional, and Character Development \(SECD\)](#) standards that organizes the five CASEL core SEL competencies into three domains: (1) character development (including responsible decision-making and problem-solving); (2) personal development (including self-awareness and self-management); and (3) social development (including social awareness and interpersonal skills).
- Kansas has multiple district-focused support efforts underway. A large cohort of districts is implementing the *Kansans Can* Competencies.

SEL and Academic and Career Planning

- The *Kansans Can* vision requires that every middle and high school student in Kansas have an IPS.
- Accountability of the IPS occurs through the KESA.
- Local education agencies (LEAs) must show how they address State Board of Education goals, including social-emotional growth, which includes IPSS.

SEL, WBL, and Early College

- Kansas promotes K-12 understanding of [WBL and its connection with their IPS initiative](#).
- Schools measure essential employability skills and knowledge gained through WBL experiences as part of the [Measuring SEG Toolkit](#).
- Dual enrollment courses for early college access occur through statewide articulation agreements created locally and statewide through approved CTE education pathways.

SEL, Academic Success, and Career and Workforce Development

- The *Kansans Can* initiative is a strategic integrative initiative that encourages districts to engage in practices that support quality implementation of programs and activities that result in students acquisition of SEL skills, deep engagement in an IPS, as well as increased kindergarten readiness, graduation rates, and postsecondary success. Supported by an accreditation model, the *Kansans Can* initiative is designed to achieve meaningful change in Kansas schools and their students.
- Strong leadership and cross-collaboration across state agencies, including the State Board of Education, the Governor’s office, and business sector, allow for coordination of initiatives.
- Kansas Governor Laura Kelly established the Advantage Kansas Coordinating Council in March 2021 to further help align education with state agencies and business needs. The Advantage Kansas Coordinating Council (AKCC) includes members from the Governor’s Office, Kansas Board of Regents, Kansas State Board of Education, Kansas State Department of Education, Kansas Department of Commerce, Kansas Chamber of Commerce, and more.

Kansas Educational Funding

Kansas’s education teams successfully blends and braids a variety of funding sources when it comes to education, training, and career and workforce development to support comprehensive efforts. For example, Kansas has leveraged leadership funding to support training to identify special populations and their unique needs. Training on strategies to reduce barriers for special populations, as recommended in the CASEL CSI Developmental Framework (Figure 1) is equipping educators with tools to provide appropriate accommodations and modifications. Recently, Kansas State legislators increased at-risk student dollars.

Federal (ESSA, WIOA, Perkins, REL, Comprehensive Centers, ESSER) funds:

Kansas uses a variety of federal funding sources to support SEL integration.

- Perkins V school funding applications have required sections for addressing IPS, WBL and Career Pathways. SEL is embedded within core technical instruction within each course and aligned with employability skills for WBL. Current plans also include securing a contract with National Alliance for Partnerships in Equity (NAPE) to support root cause analysis for improved access and equity related to new special populations defined in Perkins V.
- IPS regional trainers use Title IIa funds and will provide regional cohorts totaling 180 participants for improving statewide IPS implementation.
- Partnership in Character Education Grant (SECD): USDE
- Safe and Supportive Schools Grant (SECD): USDE

State General Funds:

Blending of various state funding sources, Kansas is able to:

- Support three full-time employees salaries to support SEL and Career and Workforce Development coordination efforts.
- Sponsor and support the Star Recognition Program.

Philanthropic Organizations:

- Kansas Schools of [Character.org](https://www.character.org) sponsors the Kansas Schools of Character recognition program.
- The Kaufman foundation has been a strong supporter of Real World Learning through WBL efforts and Core Competencies skill attainment through SECD, supporting schools through professional development and grants in the urban Kansas City metro area.

“When starting this kind of alignment and integration work at state-level, consider: funding and planning. These are key to success.” - KSDE SEL Team

Kansas Recommendations

Kansas inspires action for other states looking to do this work. Kansas was an early leader in aligning SEL skills, PACPs, WBL and Early College, and CTE Career Pathways efforts to increase postsecondary readiness for all students. One unique quality of these efforts is incorporating character education development as part of their Social, Emotional, and Character Development Standards (SCED, 2012).

The state also made a conscious effort from the beginning to provide a range of professional development support efforts to local districts in order to encourage adoption of the SCED standards, IPS, and work-based learning practices.

- 1. One critical element to Kansas's success in implementation has been a commitment to demonstrating the value of SEL.** In the early stages, Kansas struggled getting stakeholders to understand the importance of SEL for all students. By providing data on the impact of SEL (e.g., the IPS surveys), fostering community engagement (e.g., the multi-city Kansans Can Success Tour), and showcasing the many initiatives SEL enhances (e.g., promoting safe schools and enhancing career prospects), the state earned buy-in from families and educators alike. Due to these efforts, the state prioritizes the importance of data collection, community engagement, and clear communication surrounding the benefits of SEL.
- 2. Engaging cross-sector stakeholders as active participants has also been essential for the state's work.** By doing so, the state has been able to both define a common terminology related to SEL and strengthen key cross-sector relationships among state agencies and stakeholders, which support career and workforce development.
- 3. Finally, Kansas provides multiple implementation supports in order to ensure success of students and its efforts.** For example, while WBL is helpful on its own, Kansas ensures that students MUST have strong IPSs in place so that WBL opportunities are personalized and aligned to student's interests and goals. Additionally, this need for implementation support includes multiple professional development efforts and gathering resources together in one place from a variety of sources. Easier access to training and information has led to more buy-in and stronger implementation from diverse Kansas stakeholders.

Resources

Below is a summary of the resources for the integration of the SEL, PCAP, WBL, and career pathways guidelines and standards in Kansas.

1. Social and Emotional Learning (SEL)

- [Kansas Social, Emotional, and Character Development Standards \(SECD\)](#)
- [SEL competencies/standards for birth to Kindergarten](#)
- [SECD Standards Crosswalk with KESA 5 R's](#)
- [SECD Aligned to the Kansas College and Career Ready Standards](#)
- [Standards—SECD—Student Growth Measure—K-12](#)
- [Standards—SECD—Instructional Examples—K-12](#)
- [Measuring Social-Emotional Growth \(SEG\) Locally Toolkit](#)
- [Equitable Classroom Practices Observation Checklist](#)
- [Integrated Learning Process: The 5 Growth Principles Examples](#)
- [Panorama's Adult SEL Measures](#)
- [CASEL CSI Developmental Framework for Integration of SEL and Career and Workforce Development](#)

2. Personalized Career and Academic Plans (PCAPs)

- [Individual Plan of Study Digital Reference](#)
- [Kansas ILP Portfolio Guide](#)
- [KESA criteria](#)
- [IPS Kansans Can Star Recognition Rubric](#)
- [Transition in the IEP: What Parents and Students Need to Know](#)
- [Kansas Postsecondary Exploration Guide](#)
- [Individual Plan of Study \(IPS\) Module \(YouTube\)](#)
- [KSDE Individual Plan of Study \(IPS\): Student-Led Conference \(YouTube\)](#)
- [Kansas Comprehensive School Counseling Guide](#)

3. Work-based Learning (WBL) and Early College Access

- [Kansas Work-Based Digital Reference Guide](#)
- [Kansas Work-Based Learning: Personalized Learning Plan Guidance Document](#)
- [Employability Skills: Measuring and Reflecting Student Learning: Report Template](#)
- [Measuring and Reflecting Student Learning](#)
- [Real World Learning—Ewing Marion Kauffman Foundation \(Clearinghouse for WBL experiences\)](#)
- [Statewide \[dual college credit\] Articulation Agreements](#)

4. Career Pathway Resources

- [Kansas Career Cluster Guidance Handbook 2021-2022](#)
- [Career Standards and Assessment Services \(CSAS\) Menus for 16 Career Clusters](#)
- [Kansas Career Fields, Clusters and Pathways Infographic for all levels](#)

References

- Advance CTE. (July 2018). [Ensuring career pathway quality: A guide to pathway intervention](#). This resource was developed through the New Skills for Youth initiative, a partnership of the Council of Chief State School Officers, Advance CTE and Education Strategy Group, generously funded by J.P. Morgan Chase & Co.
- Callahan, J., Ito, M., Campbell Rea, S., & Worktman, A. (2019). Influences on occupational identity in adolescence: A review of research and programs. Irvine, CA: Connected Learning Alliance.
- Cappelli, P., & Tavis, A. (March-April, 2018) [Agile isn't just for tech anymore](#). *Harvard Business Review*.
- Coalition for Career Development Center. (2021). What We Do. Coalition for Career Development Center. <https://www.ccd-center.org/about-us#WHATWEDO>
- Collaborative for Academic, Social, and Emotional Learning (CASEL) (2020). <https://casel.org/>.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). [CSI Spotlight: Innovation in Action](#).
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). [CSI Spotlight: Deeper Insights](#).
- Dermody, C., Dusenbury, L., Greenberg, M., Godek, G., Connor, P., Cross, R., Martinez-Black, T., Solberg, S., Kroyer-Kubicek, R., Atwell, M., Bridgeland, J. (2022). [A developmental framework for the integration of social and emotional learning and career and workforce development](#). CASEL.
- Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). [The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions](#). *Child Development*, 82, 405-432.
- Kansas Department of Education (KSDE). (October, 2020). [2019-2020 Annual report: IPS information](#).
- Kansas Department of Education (KSDE). (July, 2019). [Work-based learning: Personalized learning plan](#).
- Kansas State Department of Education (KSDE) (Nov. 2014). [Kansas Can Star Recognition Program: Individual plan of study rubric](#).
- Lim-Lange, C. & Lim-Lange, G. (2019). *Deep human: Practical superskills for a future of success*. Forest Wolf Pte Ltd: Singapore.
- Noonan, P.A. & Gaumer Erickson, A. (2016). [College and Career Competency Wheel](#).

References (continued)

- Schwab, K. (2017). *The fourth industrial revolution*. Crown Business: New York.
- Kansas Department of Education (KSDE). (2022). *Semotional growth and the Kansans Can vision for education* at https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Social_Emoional_Growth.
- Solberg, S., Martin, J., Larson, M., Nichols, K., Booth, H., Lillis, J., & Costa, L. (March 2018). [Promoting quality individualized learning plans throughout the lifespan: A revised and updated ILP how to Guide 2.0](#). National Collaborative on Workforce and Disability (NCWD).
- Strengthening Career and Technical Education for the 21st Century Act. (aka Perkins V) (2018, July 31). H.R.2353 - 115th Congress (2017-2018): <https://www.congress.gov/bill/115th-congress/house-bill/2353>
- Taylor, R., Oberle, E., Durlak, J., & Weissberg, R. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- Yoder, N., Atwell, M., Godek, D., Dusenbury, L., Bridgeland, J., & Weissberg, R. (June 2020). [Preparing youth for the workforce of tomorrow: Cultivating the social and emotional skills employers demand](#) (CASEL).

Thank you to Pure Edge, Inc. for generously supporting the development of this brief. Support was also provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Suggested Citation:

Schreiber, K., Solberg, V.S., Kroyer-Kubicek, R., Dermody, C., Godek, D., Dusenbury, L., Greenberg, M., Cross, R., Clark, N., Reed, K., & Smith, S. (2022). *Kansas: A Vision for Integrating SEL with Career and Workforce Development for Students*. Coalition for Career Development (CCD) Center.