

# HUMAN SERVICES CAREER CLUSTER INTRODUCTION DOCUMENT (READ FIRST)

Many Family and Consumer Sciences departments are including one or more of the Human Services pathways in their local programming. This introduction is aimed at enhancing an understanding of the changes made that affect pathway application and implementation beginning the 2012-2013 school year. (NOTE: Any edits to preexisting Human Services pathways must be made between November 15 and March 15<sup>th</sup> annually.)

*Please review these common questions below when learning how the pathways and course offerings work. As always, contact Gayla Randel, Lead Consultant at [grandel@ksde.org](mailto:grandel@ksde.org) or 785-296-4912 with additional questions.*

## **DESIGN SHEETS: What's required and what isn't?**

Any approved pathway is required to offer at a minimum one .5 intro course, one .5 application course and enough other courses to add up to a minimum of 3 full credit hours. It is a local decision what you offer EXCEPT for those courses with a "\*" by their title. This indicates a required offering for that pathway to be approved. Other courses on the pathway design are optional.

## **What does the "\*" by a course title mean?**

The "\*" denotes the core skill set for that pathway which says that any student (across Kansas) taking courses within this pathway will have these common skills. It also indicates the courses in which the skills will be assessed in the end-of-pathway assessments. Before now, only the Consumer Services pathway had a core skill set identified. During the summer of 2011, a group of volunteer FCS teachers (who responded to my request last spring through an E-NEWSletter) took part in a number of conference calls to determine core skill sets in the Family and Community Services and Early Childhood Development and Services pathways. The design sheets now reflect the courses required for those pathways.

## **Do I have to offer all the courses on the pathway design sheet?**

You do not have to offer all the courses listed on a pathway design sheet. See the above two questions for a listing of what you have to offer.

## **What does the course title "A" OR course title "B" mean?**

To assist schools to better fit the Human Services pathway courses into local schedules, each course (except application level and some intro), offers a choice of a "A" course, which has a .5 credit value OR a "B" course which has a value of 1.0 credits. All "B" courses include the information in the "A" option with additional competencies, hence allowing it to have a higher credit value. Note the topic outlines where new competencies are highlighted in yellow to indicate the additions. Also note that the "A"

course KCCMS code is always lower than the “B” course KCCMS codes. This was done intentionally to help in the interpretation of which course has the lower credit value.

**What is the difference between “Intro to Human Services (19001)” and “Introduction to Family and Consumer Sciences (45001)” intro courses?**

Intro to Human Services is more closely tied to only the Human Services pathway occupational areas, whereas Intro to Family and Consumer Sciences begins with a basic family component and then expands to offer an introduction to all nine of the career pathway areas connected to FCS. Schools may offer one OR the other. The Intro to Family and Consumer Sciences course is a new course entirely. There is very little overlap with Intro to Human Services as most competencies were rewritten, replaced or added when compared to the latter. Please note that the interest survey section from Career and Life Planning (22207) was added to the Intro to Family and Consumer Sciences course.

**Where did these “45xxx” numbers come from?**

The KCCMS codes that begin with “45” indicate a link to the human services pathways and are new courses Kansas has developed. Any “45” course is unique to our State.

**Human Growth and Development was coded to 22204 and is now coded to 45004. What is the difference?**

Industry representatives and post-secondary institutions questioned why Human Growth and Development was coded 22204 when the competencies reflect lifespan ages and stages development content, but the 22204 description was only early child development. To better indicate content, the new Human Services code was used so a new description could be used. Competencies for Human Growth and Development A (now coded to 45004) have the very same competencies as when coded to 22204. This is only a code and description change, nothing more.

**Consumer Education was renamed to Consumer and Personal Finance, why?**

Discussions centering on personal finance determined nothing was being taught in schools since the title was missing from courses listed, even though the concepts and topics were included in the 22210 Consumer Education course. The title change ties the previously title “Consumer Education” to today’s more common title “Personal Finance”. Research of local titles indicated a high number of schools used titles with the terms consumer, personal and finance in a variety of arrangements. Identifying all three together in the new title better communicated the content, but matched most local titles. This is a title change only; all competencies in Consumer and Personal Finance 22210 are exactly the same as Consumer Education 22210.

**What does the black font mean on the normally blue font competency sheets?**

The black font is only found on the “B” courses to indicate additional competencies to the profile sheets when compared to the “A” option competencies. The new competencies were added in black so you, the instructor would know which are new and which were retained competencies from the “A” version.

However, if you print the profile in black and white, it will appear all the same, allowing for less confusion by students and in record files.

**Do I have to complete competency profile sheets?**

Competency profile sheets will NOT be needed if a school offers concentrators the assessment and they take it. If a student refuses to take the assessment, then schools will have to provide competency sheets for reporting purposes. It is a local option to require competency profiles “in case” a student does not take the assessment OR to mandate the student concentrators take assessments.

**How long must I keep competency profiles?**

Three years after the graduating student has left the school is the expected record storage, however this does not mean it must be hard copy records. Electronic files are acceptable as well.

**Should I send the competency profiles if a student transfers to another school in the middle of completing a sequence of courses?**

This is a local decision. Keeping or sending completed profiles to their new school is up to the local district or at the request of the transferred student or new CTE instructor. The new CTE instructor may find that very helpful as the KCCMS codes used to identify courses will indicate skill set covered making this transfer from school to school more supportive to continuation of study.

**Do I have to have a concentrator or concentrator(s) to retain my funding?**

At this time, having concentrators is not tied to Perkins or .5 funding. Could this change within the next few years? Yes, it could. It is best practice to assume concentrators are a mark of a good CTE department. Working toward having concentrators is best for students as well. This will take the buy-in from students to enroll in the course, instructors to plan courses which build a skill set in the pathway focus area and administrators to ensure the course offerings are available for student enrollment through course scheduling, CTE course enrollment encouragement and highly qualified teacher in the classroom.