

# Career, Standards and Assessment Services



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## **Kansas Career and Technical Education FAQ**

On March 12, 2020, Governor Laura Kelly declared an emergency in response to the growing novel coronavirus (COVID-19) outbreak in Kansas. In order to mitigate the spread of disease, she instructed Kansas State Department of Education (KSDE) employees to work remotely beginning March 23, 2020.

As such, the Career and Technical Education (CTE) consultants will be out of the office for a minimum of two weeks. The following guidance, possible exceptions, and clarifications are responses to questions regarding CTE delivery in Kansas during this exceptional time period. These should be considered temporary guidance until such time as it is possible to align guidance with policy and regulation.

The **date of announcement is listed to indicate when questions were added** to the queue. New FAQ documents will be shared on Fridays, with new questions under that new date so that newer questions can be easily found and reviewed. These questions will be reflective of field requests as a method of updating Kansas CTE in a continual manner.

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March 27, 2020

Question 1 - What are the recommendations on policy/best practice for students enrolled in internships?

- *Student learners who are part of an internship program will need special consideration to determine the best course of action from this time forward. Individual student learners situations will need to be reviewed, learning experience goals revisited and course of action determined. It is suggested this include input from the student learner, parent, worksite supervisor/adult mentor, CTE teacher, postsecondary partner (if appropriate) and school leadership.*
- *Determining the best should include review of state and local county/city health regulations, work relevance during the emergency, the expectations of the school, and health and welfare of the student learner. These decisions are at the discretion of the local school officials and should be reflected in the student learner work place experience documents.*

Question 2 - What are recommendations for CTE students taking dual/concurrent technical courses through postsecondary institutions?

- *Questions related to the support for Excel in CTE as well as dual enrollment course should be reviewed with local system administration in conjunction with the student learner, parents/guardians, and community college to determine the best plan moving forward. Ensure that the decision takes into account concerns about Social and Emotional Learning (SEL) as well as the impacts of extended screen time and instructional practice.*
- *In addition, Kansas K-12 education is under a continuous learning model for the remainder of the 2019-20 school year, which means students would have the opportunity to continue learning as interest and expectation permits, knowing it may or may not be part of the student high school or postsecondary grade. Contact with relevant consultants and Stacy Smith ([sjsmith@ksde.org](mailto:sjsmith@ksde.org)) can be made if found to be helpful in the decision-making process.*

Question 3 - How do I complete the Pathway course competency sheets now that school is being modified with no actual contact with students?

- *Competency sheets are an indication of content included and skill set/knowledge mastery. A student is to master (3 rating) 70% or more of those listed. In this time of unprecedented flexibility, if a student has earned this status at this point, they have reached the mastery level to be recognized at achieving 70%. However, this does not mean additional competencies can't be addressed through home or remote delivery. This is a local decision, however, keeping the needs of students, earning of credentials and articulation agreement requirements in mind. Students do not need to sign the document, but the CTE teacher should. In addition, keep all records for five (5) years locally.*

#### Question 4 - How do I calculate student competency mastery and status levels?

- *When calculating the competency mastery, teachers should review the level of mastery and ensure the student has achieved/demonstrated each at the level indicated. The rating system (the assigning of 0-1-2-3) is based upon the student's ability to achieve at the mastery level of the competency, e.g., demonstrate a skill.*
- *The status level refers to the reporting definitions as per Perkins and State of Kansas interpretation as follows. Refer to this when completing CTE reports:*
  - *Participant: A student who has earned one (1) but less than two (2) secondary level credits in a single CTE pathway.*
  - *Concentrator: A student who has earned two (2) or more secondary level credits in a single CTE pathway, with those credits within any combination of two levels (intro, technical, or application) AND has met at least 70% proficiency on the technical skills across those 2 credits through several technical skill measures, such as avg % of grades OR achieving a passing % of end-of-course assessments or projects OR avg % on competency profiles, etc.*
  - *Concentrator who Exited: A student who has met the criteria to be considered a concentrator AND has graduated secondary education with their cohort class.*
  - *Concentrator who Exited for Other Reasons: A student who has met the criteria to be considered a concentrator who exited but has either (1) not met at least 70% of the competencies by graduation OR, (2) will not graduate with their cohort class. The reasons for this include but are not limited to the student: transferring out of district; dropping out of high school; or passing away.*
  - *Completer: A student who has completed a minimum of three (3) secondary level credits in a single CTE pathway, with at least two (2) of those credits being a combination of technical and application level courses, and achieved (1) earning a comprehensive, industry-recognized certification (Industry Recognized Credential) OR, (2) a passing score on a third-party, end-of-pathway assessment.*
- *As always, Pathways Student Data Management submission screens will be accessible through August 2020. Watch for multiple virtual reporting form completion workdays in May and June. Please contact the [Pathwayshelpdesk@ksde.org](mailto:Pathwayshelpdesk@ksde.org) with any questions.*

#### Question 5 - What can be done for students to demonstrate competency of skills that are hands-on or require software that students do not have access to at home?

- *There are a number of options which could address this issue, and are related to the complexity, safety and specialty of each pathway. Please refer to Questions 1-4, which offer guidance that would be important to consider.*
- *Suggestions below are assuming the student has demonstrated safety and prerequisite knowledge and skill achievement. This is not an exhaustive list and should NOT be considered the*

*ONLY allowances. The items listed are just for consideration and not a limited list NOR endorsed by KSDE as best practice:*

- *Has the student record themselves performing the task?*
- *Zoom or livestream the student demonstrating the skill*
- *Access and utilize software or programming as already provided by the school, but now accessed at remote locations (this may need additional support from an internet provider or cell service)*
- *Substitute assignments which demonstrate knowledge but in practical application (such as demonstrating ability to teach siblings rather than in a regular classroom setting)*
- *Review previous assignments to see if there are additional skills demonstrated but were not assessed for competency mastery at the time of assignment evaluation.*
- *Collaborate with other teachers to see if a project could be developed to meet both your needs as well as other class essential standards.*

Question 6 – How can a laboratory be used to achieve mastery of skill set if that is seen as the only way to do so?

- *Local circumstances and threat levels need to be considered, as well as size of laboratory/shop to allow for a minimum of 6 feet between the students and the instructor. **Small groups should consist of the same students in the same location for each gathering.** Some schools are allowing small groups of students several hours within the lab with the instructor on a rotational basis. That is a local decision, but all County and State health department declarations are required to be followed.*

**DELETED STAY AT HOME ORDER GUIDANCE. STAY AT HOME DOES NOT NEGATE SMALL GROUP INSTRUCTION.**

Question 7 - Are Pathways Student Follow Up and yearly management of student data still needed for Pathways?

- *Submitting data is not a priority at the moment; however, Pathways Student Follow Up is data collected for our state's Perkins funding. It is one of the indicators that is required for KSDE to receive Perkins funding. Student Follow Up refers to the current status of students that were submitted to Pathways as "Concentrators Who Exited" last school year.*
- *Districts could review these names by running the "Downloadable Basic Follow Up" report for the school year ending 2019. These student data reports and student data submission screens are only visible by an access level of School Approve, Dist./Org Update, and Dist./Org Approve. [Pathways Student Data Management Checklist](#)*

**ANNOUNCEMENT:** *Follow up data and Pathways student data submission of all types will be open through August 2020. Watch for multiple virtual workdays in May and June. Please contact the [Pathwayshelpdesk@ksde.org](mailto:Pathwayshelpdesk@ksde.org) with any questions.*

Question 8 - Are consultants still reviewing 20 – 21 Pathway applications?

- *The consultants are still working on approving pathways. Please check the Career Cluster Pathway Program of Study Application (CPPSA) system to confirm the status of your district's CPPSAs through the status level box. Please contact the [Pathwayshelpdesk@ksde.org](mailto:Pathwayshelpdesk@ksde.org) with any questions.*

Question 9 - Do I have to hold my Spring Advisory Committee meetings?

- *The answer is yes and no. The CPPSA will ask for two meeting dates for approval. The commonly held Spring meeting can be offered virtually now or postponed to Fall 2020. Additional guidance may be provided at a later date, however a minimum of two (2) meetings is still expected between March 2, 2020 and February 28, 2021.*

Question 10 - Can I switch equipment purchases with remaining Perkins funds?

- *The answer is yes, but equipment refers to purchases over \$5,000; otherwise, it's considered supplies. Both requests still need to identify which course and competencies it will be used for. Communication with KSDE CTE is required to ensure other limitations and allowance maximums are followed.*

Question 11- How is CTE connected to the Continuous Learning Guidance?

- *The Continuous Learning Guide includes CTE on pages 34-37. It is also worth noting many of the CTE teachers hold valuable content knowledge related to home or family applications as well as project-based learning and alternative assessment strategies. Utilize them in your schoolwide planning. And as always, reach out to the CTE consultants for guidance related to content knowledge, Pathway interpretation and related questions.*

For more information, contact:

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