CTE/ Perkins Update: 2-24-21

Kansas State Department of Education
CTE Team

Kansas leads the world in the success of each student.
A NEW Vision for Kansas ...

Kansas leads the world in the success of each student
Focus on Quality

Kansas leads the world in the success of each student.
12 Components of a High-Quality CTE Pathway

1. Standards Aligned and Integrated Curriculum
2. Sequencing and Articulation
3. Student Assessment
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. CTSO's
11. WBL
12. Data and Program Improvement
Standards Aligned and Integrated Curriculum

This element addresses the development, implementation and revision of the Career Pathway curriculum, including the relevant knowledge and skills taught in the Career Pathway and the standards on which they are based.

The next slide has some resources can help you develop and implement high-quality curriculum:
Standards Aligned and Integrated Curriculum Resources

• This report analyzes the alignment between industry-based standards and the Common Career Technical Core, a set of standards built on the foundation of the National Career Clusters® Framework.
  
  • The Common Career Technical Core, Programs of Study & Industry-Based Standards Advance CTE, July 2014

• A needs assessment can be integrated into CTE curriculum development using the Tyler Rationale, a technique of curriculum development based on asking fundamental questions.
  
  • Integrating Needs Assessment into Career and Technical Curriculum Development Grier, Journal of Industrial Teacher Education, 2005
Sequencing and Articulation

This quality indicator is addressed by:

1. Entering your courses into the Pathway System
2. Linking your local course codes to the course codes in KCCMS
3. Identifying an appropriate articulation agreement you plan to utilize with this pathway
4. Getting Pathway approval from the Pathway Consultant, after it has been reviewed.

The next slide has some resources can help you develop and implement high-quality curriculum:
Sequencing and Articulation

This Issue Brief describes the career pathways approach, highlighting core design elements, and profiles MDRC projects that shed light on the effectiveness of this approach and its potential to improve education and career outcomes.

• Issue Brief: MDRC Research on Career Pathways
  Kazis, MDRC, March 2016

Research findings from a four-year longitudinal field study of students in programs of study/career pathways describes the efficacy of programs of study and shares in-depth case studies of programs of study in three districts.

• Rigorous Tests of Student Outcomes in CTE Programs of Study: Final Report
  Castellano et. al, National Research Center for CTE, April 2014
Student Assessment

The quality of the Pathway you offer can also be supported by the way in which you assess your students’ performance. You can choose to:

• offer an assessment that is tied to an industry recognized credential
• calculate each student’s grade within the pathway to determine the level of performance of students in the pathway

The following resources can help you develop and implement high-quality curriculum:
Incorporating Assessment

These six tips can help you create an effective peer evaluation tool for your classroom.

- Do-it-Yourself: Six Tips for Designing Group Work Evaluations
  Wallgren and Lindbeck, ACTE Techniques Magazine, January 2017

This article provides an overview of options in accelerated learning and prior learning assessment.

- The CRTC SPUR Process
  Rothenberg, ACTE Techniques Magazine, April 2014
As part of your Pathway Application, applicants are required to verify the endorsement of CTE teaching staff in order to be in compliance with the guidelines of a state approved Pathway.

The Licensed Personnel Guide identifies which courses should be taught by teachers with specific endorsements.
KSDE offers a CTE Specialized Certificate:

- Allows individuals with appropriate occupational knowledge and skills to teach in a CTE pathway assignment.
- Valid for three school years.
- Valid only in the Kansas school district requesting the issuance of the certificate and identified on the certificate.
- Valid only to teach in the CTE courses authorized by the hiring district and identified on the certificate.
- Valid for grades 8-12.
- Renewable with a request for issuance by a hiring district and application for renewal.
Engaging Instruction

This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.

The following resources can help you develop and implement high-quality curriculum:
Engaging Instruction

*Preparing Students for a Project-based World* includes recommendations and a project-based learning quick start guide.

- *Preparing Students for a Project-Based World*
  Lathram, Lenz and Vander Ark, August 2016

These publications define the skills and mindsets needed for a project-based world, and explore how teachers and students can be prepared for this world.

- *Preparing to Lead in a Project-Based World*
  Vander Ark and Ryerse, April 2017
- *Preparing Teachers for a Project-Based World*
  Liebtag and Vander Ark, November 2016
Access and Equity

This element addresses Career Pathway promotion, student recruitment and strategies that support access and equity for various student populations, including:

- by gender
- race and ethnicity
- special population status:
  - individuals with disabilities
  - individuals from economically disadvantaged families
  - Homeless individuals, including those with migrant parents
  - students with parents who are active duty military
  - English Learners

The following resource can help you develop and support access and equity in high-quality CTE Career Pathways:
Access and Equity

The National Alliance for Partnerships in Equity Education (NAPE) Foundation’s Program Improvement Process for Equity is a research-based institutional change model and professional development program designed to increase the participation and success of underrepresented students in nontraditional CTE programs, including girls and women in STEM.

- Increasing Access, Equity and Diversity: NAPE’s Program Improvement Process for Equity
This element addresses the alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.

The following resources can help you develop and maintain high-quality CTE facilities and equipment and support student safety.
Facilities, Equipment, Technology and Materials

• Teachers in Florida’s St. Lucie Public Schools are using zSpace, which combines elements of virtual reality and augmented reality, to create interactive experiences for a diverse group of CTE students.
  • Teaching In-Demand Skills: How Healthcare Educators Engage Today’s Students
    Kuhn, ACTE Techniques Magazine, October 2017

• Health care educators are using simulators and other high-tech tools to engage new generations of students.
  • The Mobile Technical Education Center: STEM Career Inspiration on Wheels
    McKinnon, ACTE Techniques Magazine, May 2017
Business and Community Partnerships

This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support Career Pathways and ensure programs are aligned with workforce needs.

The following resources can help you develop and support high-quality business and community partnerships:
Business and Community Partnerships

- Join Donna Gilley, director of career and technical education in Nashville, Tennessee, as she discusses business and community partnership structures, how to ensure CTE programs align with the workforce and different ways businesses and communities can partner with CTE programs
  - Microwebinar: Business and Community Partnerships
    ACTE, March 2019
- The authors describe how to find and engage business partners by developing a target list and tapping into personal networks and networking organizations, and how to move through the three stages from first contact to active partnership
  - Finding and Engaging Business Partners
    Pawlowski, ACTE Techniques Magazine, March 2016
Student Career Development

This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.

The following resources can help you develop and support a high-quality career development system.
Student Career Development

This publication describes the criteria within the Student Career Development element of the ACTE Quality CTE Program of Study Framework, recommends types of evidence that Career Pathways can consider when assessing their performance against these quality criteria, and shares case studies of programs and institutions doing exemplary work to provide students with career exploration, planning and guidance services.

Defining Quality: Student Career Development ACTE, July 2019

Career development for all students must connect student personal goals to learning in all courses and experiences outside the classroom. Join Robin Kroyer-Kubicek, Career Pathways Education Consultant in Wisconsin, as she discusses student career development.

Microwebinar: Student Career Development ACTE, May 2019
This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.

The following reports, articles, guides and toolkits can help you develop and support high-quality CTSOs.
This research finds a positive association between CTSO participation and academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. The authors discuss the benefits of CTSO participation for a larger and more heterogeneous group of students.

• Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students’ High School Experience
  Alfeld et. al, National Research Center for CTE, June 2007

CTSOs help students develop academic, technical and employability skills and achieve educational attainment

Expanding Career Readiness Through Career Technical Student Organizations
ACTE, June 2011
This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster in-depth, firsthand engagement with the tasks required in a given career field.

Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships.

The following reports, articles, guides and toolkits can help you develop and implement high-quality work-based learning.
This paper explores the potential benefits of simulated work-based learning for CTE students. Researchers evaluated CTE programs at nine sites within three models:

1) those using simulation tools to teach occupationally specific skills;
2) simulated workplaces, intended to replicate jobsite conditions; and
3) school-based enterprises, operated as student-run businesses that produce and sell products or services.

Simulated Work-based Learning: Instructional Approaches and Noteworthy Practices
Moyer, Snodgrass, Klein and Tebben, National Center for Innovation in Career Technical Education, September 2017
Data and Program Improvement

This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data.

These resources can help you develop and implement high-quality data usage and program improvement.
In Tennessee, districts start and discontinue programs based, in part, on regional labor and postsecondary data, in order to provide a seamless pathway for students within their community. This article details the process for districts to conduct a robust data review to determine the appropriate Career Pathways to offer.

- **Purposeful Planning: Using Data to Drive Programs of Study** Justice and Norwood, ACTE Techniques Magazine, September 2016

In 2010, OCTAE commissioned the development of a self-assessment tool. The tool identifies the criteria for evaluating whether a CTE provider has sufficient capacity to implement a comprehensive Career Pathway leading to a Postsecondary Program of Study.

- **Program of Study Local Implementation and Self-Assessment Tools**
Perkins

Kansas leads the world in the success of each student.
Perkins is Federal Legislation that currently provides nearly $1.3 billion to the states with the following intended purpose:

• to develop more fully the **academic knowledge and technical** and **employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study.
Perkins requires a Comprehensive Needs Assessment (every 2 years) that evaluates:

- the Performance of CTE Students
- Quality of Pathways
- Local Labor Market Alignment
Perkins Activities

1. **Career Exploration and Academic Guidance**
2. Aligning **Secondary CTE Pathways** and **Post Secondary CTE Programs** to **Labor Market Data**
3. **Size, Scope and Quality** of CTE Pathways and Programs
4. Aligning **Secondary CTE Pathways** and **Post Secondary CTE Programs** to create a **seamless transition**
5. **PD**: Support the recruitment, preparation, retention, & training of School staff
6. Support **integration of academic skills** into CTE Programs
Perkins in Practice

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Secondary Performance Indicators

(1S1) Four Year Graduation Rate

- **Perkins V Language** - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

- **Numerator** - Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its cohort graduation rate.

- **Denominator** - Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.

- **CTE Concentrators** - Students who have passed 2 or more courses within a single approved Pathway of study.
Secondary Performance Indicators

(2S1) Academic Proficiency in Reading/Language Arts

• **Perkins V Language** CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

• **Numerator** Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.

• **Denominator** Number of CTE concentrators who, in the reporting year, took the assessment.

(2S2) Academic Proficiency in Math

• **Perkins V Language** CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

• **Numerator** Number of CTE concentrators who, in the reporting year, took the assessment.

• **Denominator** Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.

(2S3) Academic Proficiency in Science

• **Perkins V Language** CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in Science as described in section 1111(b)(2) of such Act.

• **Numerator** Number of CTE concentrators who, in the reporting year, took the assessment.

• **Denominator** Number of CTE concentrators who, in the reporting year, achieved proficiency on the academic assessment.
Secondary Performance Indicators

(3S1) Placement

- **Perkins V Language**: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

- **Numerator**: Number of CTE concentrators who left secondary education and were placed in postsecondary education, advanced training, military services, nat'l service program, or employment in the second quarter following the program year in which they left secondary education.

- **Denominator**: Number of CTE concentrators who left secondary education in the same year.
Secondary Performance Indicators

(4S1) Non-Traditional Concentration

• **Perkins V Language**  *The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.*

• **Numerator**  Number of CTE concentrators from underrepresented gender groups assigned in a Pathway that leads to employment in nontraditional fields during the reporting year

• **Denominator**  Number of CTE concentrators assigned in a Pathway that leads to employment in nontraditional fields during the reporting year.
(5S2) Postsecondary Credits Attained

- **Perkins V Language**: The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

- **Numerator**: Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.

- **Denominator**: Number of CTE concentrators who, in the reporting year, were included in the state’s computation of its graduation rate.
Spring Timeline

March
- 1st: Pathways Due (including deletions)
- 1st: Perkins Application Released

April
- 5th: Perkins Progress Report Due.
- 5th, 12th, 19th, 26th: Perkins Application Workshop

May
- 31st: PERKINS APPLICATION DUE
- 3rd, 10th, 17, 25th, 31st Perkins Workshop
KSDE Projects Underway

- Data Quality Technical Assistance
- Certification/Credential List Committee
- WBL Pilot Reserve Grant
- Teacher Retention Grant
- Final Perkins Report (CAR) for the State of Kansas
- Revision of Perkins forms: Application, Appendices, Final Report
- IPS PLN
- Strategic Planning Improvement Grant
- Professional Development Opportunities
- Access and Equity
- Technical Assistance Updates
Switching Gears
Technical Assistance

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Data: Student Follow Up Data

• Student Follow Up data in Pathways is used to calculate the Placement core indicator for Perkins.
  • Student Follow up is a separate link on the left side menu in Pathways.
  • One must have School Approve or Dist/Org Update to enter the data, or the fields will be grayed out.

• These students listed were assigned to Pathways as Concentrators that Exited the prior year.
  • Use the Downloadable Basic Enrollment report to research
  • Data Window is open after Pathways due date of March 1st.
Advisory Committee Meetings and LCNA

• As you hold your Advisory Committee meetings, please plan to review the Local Comprehensive Needs Assessment for your region with all stakeholders.
  • You can offer meetings remotely or in person, as your needs require!

• Please remember that if you were not able to have your Spring Advisory meeting due to COVID closure, you can enter date 3-19-20 as your first advisory meeting date

• That will indicate to the reviewers that you were unable to hold the spring meeting for this cycle.
  • KSDE does ask that you be certain to cover all items that needed to be covered at the spring meeting
Credentials

Angie Feyh
1. Certifications and Credentials have long been a part of a Pathways’ Program of Study. At least one has to be included in section 4 of a CPPSA before KSDE approval will be given. The students must be given the opportunity to earn the indicated certification.

2. The Kansas Pathway Assessment and Credential (KPAC) list includes 3rd Party Certifications, Credentials, and Assessments for most pathways. We have been working to update the process of inclusion and business rules for the future.

3. All student certifications are to be submitted with the KCAN collection in KIDS. The current KPAC list is what make up Appendix E – CTE Certification Numbers. This list has been updated as needed in the past.

4. Certification reports in KIDS and Pathways
Data Central’s Post-Secondary Success Measures

• Data Central’s Post-Secondary under Data and Measures use this certification data as a part of the calculation for Postsecondary Progress Success Rate. See this section at the bottom of your district’s Report Card.
Professional Learning Opportunities

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ACTE Online Learning Network Provides Free Resources!

- **Workplace Skills Tutorials**: Learn the skills you need to boost your career success
- **Career Ed Lounge** is a learning community of Career Education Professionals where you can Learn and Share with your peers
- **IDP (Individual Development Plan)** Helps you to identify and achieve your performance goals

CTE Lessons: Expand your Knowledge and Skills as a CTE Professional

Career Prepped-helps you enhance your work-based learning programs.

https://www.ctelearn.org/free-resources.php
Questions?

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Teachers trying to keep up with virtual teaching, parent emails, virtual department meetings, virtual school-wide meetings, their own children, & the Coronavirus, etc.
ACTE Distance Learning Resources

- ACTE’s guide to help CTE educators prepare for delivering CTE in the new school year: **High-quality CTE: Planning for a COVID-19-Impacted School Year**
- ACTE recently wrapped up a series of webinars to further dive into 2021-21 planning. View the **recordings**.

For additional resources that ACTE compiled during spring 2020 to support CTE educators, please visit the tabs below:

- **Cross/Multidisciplinary CTE Resources** | **Agriculture**
- **Business/Marketing/Financial Literacy** | **Engineering/Technology/IT**
- **FCS/Culinary/Hospitality/Retail** | **Health Sciences** | **Trade/Industrial** | **Adult Ed**
- **Counselors/Career Development Professionals**
- **Distance Learning Tips & Resources** | **General Ed Tech Tools** | **Federal Guidance**
- **Upcoming Events**
Resources for States-COVID-19

Advance CTE will share resources and updates to aid in the delivery of high-quality CTE virtually.

Advance CTE Resources

COVID-19's Impact on CTE: Defining the Challenge and the Opportunity

What makes Career Technical Education (CTE) unique, like the ability to participate in hands-on, work-based learning experiences, earn meaningful industry-recognized credentials and connect directly with employers, present specific and complex challenges when being delivered virtually. Within these challenges lies opportunity, and the pandemic can and should serve as a catalyst for change in the way states consider offering CTE programs to ensure that each learner - no matter their race, ethnicity, age, gender or zip code - is afforded access to and equitable delivery of high-quality CTE in their communities.

Advance CTE new resource, COVID-19's Impact on CTE: Defining the Challenge and the Opportunity, identifies the challenges that impact the design, delivery and assessment of CTE programs across the country during COVID-19 (coronavirus) and beyond. Our work continues to provide members and the entire CTE community with the tools, resources and supports needed during this time.

Read the full paper here.
High-quality CTE

PLANNING FOR A COVID-19-IMPACTED SCHOOL YEAR

ACTE: Planning for a COVID-19 Impacted School Year

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COVID-19 (the coronavirus) has caused a significant disruption in our education system. Career Technical Education (CTE) has been particularly affected due to the nature of instruction and required laboratory- and work-based learning components. As state agencies are focused intently on their reopening plans — many of which do touch upon CTE — this tool aims to support state CTE leaders as they consider the wide array of challenges unique to supporting CTE learners and programs through this transition and beyond.

Pathways Resources:

• Log in Page - Authenticated Applications
• Kansas Career Cluster Guidance Handbook 2021-2022

• Pathways Application Checklist  (Best resource for step by step instruction)


• Weblink for multiple help documents, handbooks, etc. - Career Clusters and Pathways

• If you have questions, please email Angie Feyh and Amanda Williams at pathwayshelpdesk@ksde.org or KCCMS@ksde.org for course code questions!
Perkins V Resources

• ACTE: Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity

• Perkins V State Team Resources: (www.ksbor.org/CTE)
  ➢ Locate Perkins V resources
  ➢ Find contact information for Perkins V team
  ➢ Submit stakeholder information & questions to PerkinsV@ksbor.org
Federal Perkins Resources-

- Perkins Collaborative Resource Network
- U.S. Department of Education COVID-19 Information and Resources for Schools and School Personnel
  - Perkins V State Plans and COVID-19 – Frequently Asked Questions (March 31, 2020)
Pathways Resources:

• Log in Page - Authenticated Applications
• Summary of Pathway Changes for 2020-21 Fact Sheet
• Kansas Career Cluster Guidance Handbook 2020-2021
• Career Pathway Program of Study Application Checklist; (Best resource for step by step instruction)
• Career Pathway Program of Study Application Training
• Link for multiple help documents, handbooks, etc. - Career Clusters and Pathways
For More Information Regarding CPPSA

- If you have questions about Pathways, please email Angie Feyh, Amanda Williams at pathwayshelpdesk@ksde.org

- If you have questions about Course Codes, please email Angie Feyh or Amanda Williams at KCCMS@ksde.org!
The Kansas State Department 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 the Boy Scouts 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.

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