CTE/ Perkins Update: 8-12-20

Kathleen Mercer, Perkins Coordinator
Kansas State Department of Education

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
Agenda
Agenda

• Perkins Priorities
• Timeline
• Perkins Data Management
• Nesting Requests
• Perkins Draw Down
• Review Quality Pathway Rubric
• Resources for Remote Learning
Perkins Priorities

• Career Exploration & Development and Academic Guidance

• Aligning Secondary CE Pathways and Post Secondary CTE Programs to Labor Market Data

• Size, Scope and Quality of CTE Pathways and CTE Programs
  • Targeting Special Populations (Access and Equity)
  • Focus on integrating Work Based Learning, Academic, Technical and Employability Skills to ensure quality CTE Pathways
Perkins Priorities

• Align Secondary CTE Pathways with Post Secondary CTE Programs to create seamless transfer of credit through dual, concurrent and articulated credit

• Teacher Pre-Service Training, Recruitment, Professional Development and Retention
First Semester Timeline

**Important Dates**

- **August**
  - 8-14-20: Pathways Data Due
  - 8-20-20: Perkins Draw Down
  - 8-31-20: Perkins Final Report Due

- **September**
  - 9-21-20: Perkins Draw Down

- **October**
  - 10-15-20: Nesting approval due
  - 10-20-20: Perkins Draw Down
  - 10-23-20: Monitoring Selections Made
  - 10-28-20: Monitor Training

- **November**
  - 11-2-20: Progress Reports Due
  - 11-16-20: Pathways Web Application opens
  - 11-20-20: Perkins Draw Down
  - TBD: CPPSA Work Day

- **December**
  - 12-1-20: Equipment Purchase Deadline
  - 12-21-20: Perkins Draw Down
Data Management

Kansas leads the world in the success of each student.
**Piece #1 - KCCMS**

- **What is the KCCMS?**
  - The *Kansas Course Code Management System* (KCCMS) is an authenticated web application for “mapping” or connecting *the local course codes to state course codes*. The KCCMS will serve as the master data management source for all of the Kansas course records.

- The district courses, mapped within KCCMS, will be available in the *Educator Data Collection System* (EDCS); the *KIDS-KCAN* report; and the *Career and Technical Education* (CTE) pathway application called the “*Career Pathways Program of Study Application*” (CPPSA) in Pathways.
KCCMS Course Data–Important Notes

1. The course data in your local system (ie. Powerschool) must mirror the data in KCCMS/Pathways to alleviate reporting issues/errors. Pathways Courses report, in KCCMS or Pathways, is a good resource. Pathways verifies all digits of the KCCID as well as the Local Course ID.

2. EDCS verifies the first 5 digits of the KCCID.

3. If a course does not appear in EDCS, STCO and/or the pathways CPPSA it is often due to one of the following:
   • the local course was never entered and/or mapped to a State course;
   • the course is still pending approval in the KCCMS system;
   • The course was rejected as incorrect in the KCCMS system;
Local College/Career field is the link!

Example of a Kansas Course Code Identifier (KCCID)

<table>
<thead>
<tr>
<th>Subject Area Code</th>
<th>*(State) Course Identifier</th>
<th>*Course Level</th>
<th>Credits</th>
<th>Sequence</th>
<th>Sequence Total</th>
<th>Grade Level (Course)</th>
<th>*Targeted Program</th>
<th>*Delivery Type</th>
<th>College / Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>052</td>
<td>G</td>
<td>0.50</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>G</td>
<td>G</td>
<td>N</td>
</tr>
</tbody>
</table>

Example of a Kansas Course Code Identifier (KCCID)

<table>
<thead>
<tr>
<th>Designation</th>
<th>Pathway (.5 funding)</th>
<th>Excel In CTE (SB155)</th>
<th>Dual Credit</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Not dual credit or CTE/Regular course</td>
</tr>
<tr>
<td>T</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>CTE course NOT funded OR part of an approved Pathway (Local CTE Program)</td>
</tr>
<tr>
<td>X</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>CTE credit/NOT funded IN an approved program/pathway (Introductory level)</td>
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<tr>
<td>F</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>CTE credit/funded course IN an approved program/pathway (Technical/Application level)</td>
</tr>
<tr>
<td>D</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Dual credit NOT funded in a college program</td>
</tr>
<tr>
<td>C</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>CTE Dual credit funded IN an approved pathway (HS Only)/Not Excel in CTE (old SB155)</td>
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<tr>
<td>L</td>
<td>No</td>
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<td>Yes</td>
<td>CTE Dual credit IN an approved program/pathway/Excel in CTE only (old SB155)</td>
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<tr>
<td>R</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>CTE Dual credit NOT part of an approved program/pathway/Excel in CTE only (old SB155)</td>
</tr>
</tbody>
</table>
KCCMS Reports Help Decipher any Course Record Differences Across KSDE Systems

<table>
<thead>
<tr>
<th>Local Course Title</th>
<th>Local Course ID</th>
<th>Credits</th>
<th>Kansas Course Code</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[D0315] Natural Resource Management A</td>
<td>35134</td>
<td>0.50</td>
<td>18504G0.501215GGF</td>
<td></td>
</tr>
<tr>
<td>[D0315] Natural Resource Management B</td>
<td>35135</td>
<td>0.50</td>
<td>18504G0.502216GGF</td>
<td></td>
</tr>
<tr>
<td>[D0315] Biotechnology in Ag A</td>
<td>35140</td>
<td>0.50</td>
<td>18308G0.501215GGF</td>
<td></td>
</tr>
<tr>
<td>[D0315] Biotechnology in Ag B</td>
<td>35141</td>
<td>0.50</td>
<td>18308G0.502216GGF</td>
<td></td>
</tr>
<tr>
<td>[D0315] Research in Ag A</td>
<td>35158A</td>
<td>0.50</td>
<td>18206G0.501216GGF</td>
<td></td>
</tr>
<tr>
<td>[D0315] Research in Ag B</td>
<td>35158B</td>
<td>0.50</td>
<td>18206G0.502216GGF</td>
<td></td>
</tr>
</tbody>
</table>

NOTES: This is a 1.0 credit course.

Pathways

NOTES: Plant and Animal Science: This is a 1.0 credit course.

This course has not been mapped in KCCMS.

NOTES: Biotechnology in Agriculture: This is a 1.0 credit course.
Work-Based Learning

Guidance Document includes:

• Work-Based Learning Agreement – pg 11
• Work Log/Timesheet – pg 27

Find it here:
Kansas Work-Based Learning: Personalized Learning Plan Guidance Document

Also, access it from KSDE Fiscal Auditing webpage
1. The CTE student’s data and Pathway course code data is linked once submitted in the KCAN report in KIDS. KCAN is due before June 15th of the current school year. This data is required to populate student names in Pathways.

2. The student names shown are based on course code record submissions in KCAN. The student’s names that show up in each pathway are based on the accuracy of the course code data submitted. Those names will be available to be checked on the Assign Students screen within each pathway that contains the corresponding course records.

3. Remember - The course data in your local system (ie. Powerschool) must mirror the data in KCCMS/Pathways to alleviate reporting errors. Pathways Courses report, in KCCMS or Pathways, is a good resource.

4. There should be specific staff in your district trained to enter all KIDS report submissions. Once you are informed that this data has been submitted, you may begin the Pathway Student Data Management process!
Data is collected to support federal, state, and local accountability systems designed to assess the effectiveness of the funding recipients in achieving progress in Career and Technical Education.

Pathways student data is used to calculate state secondary performance levels on core indicators that are included in our Perkins State Plan. KSDE submits this data yearly in the Consolidated Annual Report (CAR).

It’s important to have a clear picture of CTE student achievement in the state so that, with fidelity, we can continue to justify both state and federal CTE funding.

Student data should be used at the local level with administrators and Advisory Committees to drive Pathway improvement.
What do we collect in Pathways?

• Pathway Student’s Participant status and
• All Concentrator data which may include:
  • Competency Percentage, Average grade of Pathway courses, or Assessment Pass/Fail
  • Completer status option for Concentrators Who Exited
  • Single Parent Status (if not entered in KIDS)
  • Follow-up Information
  • All other information is taken from other reporting systems

An end of year document containing all this data could be requested from Teachers before they check out for the Summer.
Pathways Student Data Management

1. Please make sure you have the Pathways Student Data Management checklist of procedures before you begin.

2. There can be many ways to determine and/or keep track of the Pathway course credits earned by students at your district. There may already be a system set up!
   1. If not - Spreadsheet example shared by Valley Center to customize and update with your district's end of year data collected. Pathwayshelpdesk@ksde.org to request.
   2. If not - Student Career Course Completion report in Pathways. Download in Excel to manipulate the data.

3. Federal reporting requires that data submitted is unduplicated. A student may only be assigned to one pathway for this reason.
   1. Some districts have teachers meet yearly to decide which Pathway a student will be assigned if they qualify for more than one.
   2. KSDE requests Concentrators That Exited be assigned to a non-traditional gender pathway if they qualify. This will help our state to meet the performance indicator for Non-traditional Concentration.
   3. If your district has Concentrators that qualify for more than one pathway, please review each pathway's need for Concentrators as well.
Status Definitions for CTE students

- **Participant**: A student who has earned one credit (1) but less than two (2) credits in a single career and technical education (CTE) pathway.

- **Concentrator**: A student who has earned two (2) or more credits in a single approved CTE pathway with those credits being a combination of any two course levels AND has met at least 70% proficiency on the technical skills across those 2.0 credits through several technical skill measures (avg % of letter grades OR avg % 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.
  - These are the students who will be listed for Student Follow Up in the Spring (2021).

- **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**: State Achievement - Select the check box only if a student 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 qualifies for one of the following:
  - Earning an industry-recognized certification (IRC) or
  - a passing score on a third-party, end-of-pathway assessment.
Updated Student Career Course Completion Report

1. This Pathways report will tabulate all courses taken over a 6 year period per student and pathway using data from KCCMS, KIDS, and Pathways!

2. The KIDS KCAN and EOYA records submitted for all CTE students’ are used for Pathways’ data population and for this report. **Hopefully, it reduces duplication of efforts to tabulate data, but you do have to wait on EOYA to be submitted.**

3. This report can also be used as a snapshot of Pathway success to report to the board or Advisory Committees.
### Pathways Reports

#### Reports

<table>
<thead>
<tr>
<th>Reports</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Downloadable Basic Enrollment</td>
<td></td>
</tr>
<tr>
<td>Downloadable Basic Exiters (Concentrators Who Exited)</td>
<td></td>
</tr>
<tr>
<td>Downloadable Basic Follow-Up</td>
<td></td>
</tr>
<tr>
<td>Exiters (Concentrators Who Exited)</td>
<td></td>
</tr>
<tr>
<td>Minority Gender Concentrator Report</td>
<td></td>
</tr>
<tr>
<td>Minority Gender Concentrator Detail Report</td>
<td></td>
</tr>
<tr>
<td>Pathway Courses</td>
<td></td>
</tr>
<tr>
<td>Pathways Without Students</td>
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</tr>
<tr>
<td>Potential Students - Not Assigned</td>
<td></td>
</tr>
<tr>
<td>Student Career Course Completion</td>
<td></td>
</tr>
<tr>
<td>Student Certification and Credentials</td>
<td></td>
</tr>
<tr>
<td>Student Data Entry Completion/Errors</td>
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<tr>
<td>Teacher Course Assignments</td>
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<tr>
<td>Total Concentrators</td>
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<td>VE2 Program Details</td>
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<td><strong>CAR Reports</strong></td>
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<tr>
<td>Career Cluster by Gender</td>
<td></td>
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<td>CAR Goal Performance by District</td>
<td></td>
</tr>
<tr>
<td>CAR Student Summary</td>
<td></td>
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<tr>
<td>Academic Attainment - Reading (NCLB)</td>
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</tr>
<tr>
<td>Academic Attainment - Math (NCLB)</td>
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<tr>
<td>Skill Attainment</td>
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<td>Completion</td>
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<td>Graduation Rate</td>
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<tr>
<td>Total Placement</td>
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<td>Nontraditional Program Participation</td>
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<td>Nontraditional Program Completion</td>
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<tr>
<td>Summary Report</td>
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# Student Career Course Completion Report

<table>
<thead>
<tr>
<th>District Number</th>
<th>District Number</th>
<th>Building Number</th>
<th>Building Name</th>
<th>Kids ID</th>
<th>Last Legal Name</th>
<th>First Legal Name</th>
<th>Gender</th>
<th>Current Grade Level</th>
<th>Pathway Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Craig</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Power, Structural, &amp; Technical Systems</td>
<td>3.5</td>
</tr>
<tr>
<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Carlos</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Mobile Equipment Maintenance Pathway</td>
<td>3</td>
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<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Aaron</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Mobile Equipment Maintenance Pathway</td>
<td>2.5</td>
</tr>
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<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>James Jr</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Mobile Equipment Maintenance Pathway</td>
<td>2.5</td>
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<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Will</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Power, Structural, &amp; Technical Systems</td>
<td>2.5</td>
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<tr>
<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Katlynn</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Mobile Equipment Maintenance Pathway</td>
<td>2.5</td>
</tr>
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<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Katie</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>Animal Science</td>
<td>2.5</td>
</tr>
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<td>30101</td>
<td>Erie-Galesburg</td>
<td>0113</td>
<td>Erie High School</td>
<td>Katie</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>Comprehensive Agriculture Science Pathway</td>
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<td></td>
<td></td>
<td>16</td>
<td>Mobile Equipment Maintenance Pathway</td>
<td>2</td>
</tr>
</tbody>
</table>

1. Katie
2. Katlynn

Kansas leads the world in the success of each student.
Pathways Student Data Management

1. The Student Follow-up Data that needs updated is for last year’s Concentrators That Exited.

2. Assign Students to Pathways (May - August 15th) CTE student/course info. should be submitted in the KCAN report in KIDS before June 15th. This data is required to populate student names in Pathways.

3. Participant status will automatically update (on the Update Students screen) for all students whose names are checked on the Assign Students screen within each pathway. The status of any Concentrators is not automatically updated.

4. Student Single Parent Status is required for the Kansas’ Perkins federal funding. If it has not been submitted in the KCAN report, this information can still be changed on the Update Students screen.
**TIME SAVER:**
Any student checked on this screen (except seniors) will transfer to the Update Students page as a Participant based on their KCAN records submitted in KiDS.

If they are students that were assigned to the same pathway last year, the past status should save for you to update their status for this year.

---

**Districts will always have final decision on the Pathway assigned for each student.**

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**Assign Students Screen**

<table>
<thead>
<tr>
<th>In This Pathway?</th>
<th>Prior Year Assigned Pathway</th>
<th>Student Name</th>
<th>KIDS ID</th>
<th>Grade</th>
<th>Gender</th>
<th>Suggested Pathway per KIDS Census Record(s)</th>
<th>Pipeline CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>No Prior Clpcode</td>
<td>Annarummo, Mildred</td>
<td>5681040365</td>
<td>11</td>
<td>Female</td>
<td>52.1402 Marketing Building: 1844</td>
<td>N/A</td>
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<tr>
<td>☐</td>
<td>No Prior Clpcode</td>
<td>Ansloan, Dell</td>
<td>3133679717</td>
<td>10</td>
<td>Female</td>
<td>52.1402 Marketing Building: 1844</td>
<td>N/A</td>
</tr>
<tr>
<td>☐</td>
<td>No Prior Clpcode</td>
<td>Ayola, Dean</td>
<td>3291486986</td>
<td>11</td>
<td>Male</td>
<td>11.1004 Web &amp; Digital Communications Building: 1844</td>
<td>N/A</td>
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<tr>
<td>☑</td>
<td>13.0101 Education, General.</td>
<td>Barlow, Theodore</td>
<td>4640553871</td>
<td>12</td>
<td>Male</td>
<td>46.0000 Construction Building: 1844</td>
<td>N/A</td>
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<tr>
<td>☐</td>
<td>No Prior Clpcode</td>
<td>Batman, Kole</td>
<td>4209218197</td>
<td>10</td>
<td>Male</td>
<td>52.1402 Marketing Building: 1844</td>
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<td>☐</td>
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<td>Biancato, Roberto</td>
<td>5543538626</td>
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<tr>
<td>☐</td>
<td>13.0101 Education, General.</td>
<td>Bommer, Lisa</td>
<td>7580313572</td>
<td>9</td>
<td>Male</td>
<td>52.1402 Marketing Building: 1844</td>
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<tr>
<td>☑</td>
<td>No Prior Clpcode</td>
<td>Broadax, Leeroy</td>
<td>5993152524</td>
<td>10</td>
<td>Female</td>
<td>11.1004 Web &amp; Digital Communications Building: 1844</td>
<td>N/A</td>
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<tr>
<td>☑</td>
<td>19.0709 Child Care Provider/Assistant.</td>
<td>Caminiti, Deonte</td>
<td>8567027675</td>
<td>11</td>
<td>Female</td>
<td>52.1402 Marketing Building: 1844</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Update Current Students Screen

1. Select YES on single parent status if student is pregnant or a single parent, and the data was not updated from KIDS.
2. Participant status, suggested by KCAN records, will automatically be selected. All others must be manually updated.
3. For Concentrators who Exited, insert pass/fail the assessment taken, percentage of average pathway grade, or list the competency percentage. Completer is a state level achievement, and it will not be reported in the Perkins’ CAR.
4. Click “Submit” at the bottom of the page. Confirmation bar will appear when student data is saved with no errors.

* Indicates there is information missing on this row.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Gender</th>
<th>DOB</th>
<th>KIDS ID</th>
<th>Grade Level</th>
<th>Credits</th>
<th>Student Single Parent Status</th>
<th>Status</th>
<th>Career Goal Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerdan, Regan</td>
<td>Male</td>
<td>09/15/1995</td>
<td>2266220352</td>
<td>11</td>
<td>N/A</td>
<td>○ Yes ○ No</td>
<td>Concentrator</td>
<td>Edit Goals</td>
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<tr>
<td>Clanciulli, Kobe</td>
<td>Male</td>
<td>03/25/1996</td>
<td>7823173662</td>
<td>9</td>
<td>N/A</td>
<td>○ Yes ○ No</td>
<td>Participant</td>
<td>Edit Goals</td>
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<tr>
<td>Polissornier, Kenton</td>
<td>Female</td>
<td>06/18/1994</td>
<td>1066785466</td>
<td>12</td>
<td>N/A</td>
<td>○ Yes ○ No</td>
<td>Concentrator who exited</td>
<td>Edit Goals</td>
</tr>
<tr>
<td>Riall, Male</td>
<td>Male</td>
<td>06/04/1996</td>
<td>6191955092</td>
<td>10</td>
<td>N/A</td>
<td>○ Yes ○ No</td>
<td>Participant</td>
<td>Edit Goals</td>
</tr>
<tr>
<td>Riall, Teagan</td>
<td>Male</td>
<td>02/06/1995</td>
<td>5541286868</td>
<td>11</td>
<td>N/A</td>
<td>○ Yes ○ No</td>
<td>Concentrator</td>
<td>Edit Goals</td>
</tr>
</tbody>
</table>

Completers: Minimum of 3.0 credits must be a combination of technical/application level courses in the same Pathways, plus an industry-recognized certification or a passing score on a third-party, end-of-pathway assessment.

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Go To 'Assign Students' page
Pathways Web Application

- Fri. Aug.-14 Pathways Student Data Management DUE.
- Pathways Web Application closes for Student Data Management.
- This data is used to calculate core indicators for Perkins reporting.

Contact: pathwayshelpdesk@ksde.org for assistance
Nesting Requests
Nesting and Double Up Requests - DUE 10-15-20!

• Courses nested without appropriate approval will NOT qualify for funding!

• The deadline for approval to nest or double up across clusters is Oct. 15

• What is nesting or doubling up?
  • Nesting: 3 courses in the same Pathway or Cluster taught in the same period and by the same teacher
  • Double Up: 2 courses (across clusters or including Introductory Courses) taught in the same period by the same teacher.
Draw Down

Kansas leads the world in the success of each student.
Perkins funds are expected to be used in the year they are awarded; therefore, you should be drawing down your money throughout the year. The draw down date each month falls on or around the 20th of the month.
Quality Pathway Rubric

Areas Evaluated:
• Partnerships
• Pathways
• Physical Environment
• Professional Development
• Instructional Strategies

Remote Learning Resources
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
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](#).
PLANNING FOR A COVID-19-IMPACTED SCHOOL YEAR
Resources
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!
Questions?