



# Winter 2015 FCS Update

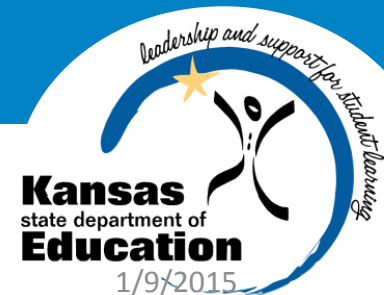
Adobe Connect Meeting

January 9, 2015

## AGENDA:

- KCCMS Code Changes
- Advisory Committee Meetings
- Competency Profiles
- Three Year Pathway Improvement Plans
- 2015-16 CPPSA Walk Through

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# KCCMS Code Change (for 2015-16)

- 22250 --Career and Community Connections
- 22250 reassigned at national level beginning 2015
- NEW CODE: 45250 (45=Human Services; 250=Connects Codes)
- Include in 2015-16 CPPSA for all FCS related pathways
- 42251--Teaching Observations
- 19198 – Teaching Internship Workplace-- Retired effective 2015-16
- Include in 2015-16 CPPSA for Teach and Train pathway



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# Advisory Committee Meetings

See Advisory Committee Handbook

[www.ksde.org](http://www.ksde.org) – CTE webpage—Partnerships Link (right side menu)

- Required—Two per school year
- Calendar placement
  - Spring/Fall of academic year or
  - Between March 16<sup>th</sup> of one year and
  - March 15<sup>th</sup> of next
- Minutes to discuss:
  - Improvement Plan—developed and approved annually
  - Course content and instructional experiences
  - Industry need and credentials
  - Evaluate facilities and program equipment
  - Student placements for work experiences
- Keep on file for 5 years and available if audit occurs

# Competency Profiles

**Kansas Human Services Cluster**  
**Early Childhood Education & Services Pathway**  
**Course: Functions to Early Childhood Education (Application)**  
**CIP Code: 19.0709 Course Code # 19098**  
 Rating Scale: 3 Skilled- Works Independently  
 2 Limited Skills- Requires Assistance  
 1 Skill Undeveloped  
 0 No exposure- No instruction or training

Learner:		Grade:	
Teacher:		School:	
Enrolled Date:		Completion Date:	Graduation Date:
Learner Signature		Teacher Signature	

**Directions:** The following competencies are required for full approval of a course in a Human Services Cluster. Check the appropriate number to indicate the level of competency reached for learner evaluation.

## Academic Foundations

Benchmark: 0.1 Apply reading and writing, math, and science skills in personal, professional, and community situations. (CC K&S)		3	2	1	0
0.1.1	Writes effectively for a variety of audiences, purposes, and contexts. (narrative, expository, technical, persuasive) (W1.4▲)				
0.1.2	Use information to locate, comprehend, make inferences, and draw conclusions. (M) (R1.4.2▲)				
0.1.3	Generate and/or solve multi-step real-world problems with real numbers and mathematical concepts. (M1.4.A1a,b,d▲) (\$)				
0.1.4	Research, apply, and evaluate information to accomplish tasks. (CC K&S) (SC CD 2.1)				

## Communications

Benchmark: 0.2 Demonstrate appropriate communication skills that contribute to positive relationships. (*13.3) (21 <sup>st</sup> )		3	2	1	0
0.2.1	Use appropriate communication strategies for most effective outcome. (*13.3.1) (CC K&S) (21 <sup>st</sup> ) (SC P/SD 1.2) (S1.1.5)				
0.2.2	Demonstrate verbal, listening, and writing skills appropriately to communicate clearly. (*13.3.2) (*13.3.3) (CC K&S) (21 <sup>st</sup> )				

## Problem Solving, Dilemma Solving, and Critical Thinking

Benchmark: 0.3 Apply thinking and problem-solving processes to personal, professional and community issues. (21 <sup>st</sup> ) (SC AD 1.2)		3	2	1	0
0.3.1	Identify common tasks that require employers to use problem-solving skills. (CC K&S ESS03.01.01)				
0.3.2	Use problem-solving and critical thinking skills to improve a situation or process. (CC K&S ESS03.01.02)				
0.3.3	Create ideas, proposals, and solutions to a problem. (CC K&S ESS 03.01.04)				

## Information Technology Applications

Benchmark: 0.4 Use technology to access, manage, integrate, and create information. (CC K&S)		3	2	1	0
0.4.1	Use information technology tools to manage and perform work (school) responsibilities. (CC K&S Essential Skill 04.02.01)				
0.4.2	Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information.				
0.4.3	Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy. (CC K&S) (21 <sup>st</sup> ) (S5 1.1▲)				

## Safety, Health, and Environmental

Benchmark: 0.5 Evaluate potential hazardous situations to defuse them and determine intervention strategies. (CC K&S)		3	2	1	0
0.5.1	Manage the physical and social environment to reduce conflict and promote safety in settings (i.e. family, work, community, cyberspace). (CC K&S) (21 <sup>st</sup> ) (SC P/SD 3.1)				

## Leadership, Teamwork, Ethics and Legal Responsibilities

## Use #1—Course Competencies

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Use #2—Student Rating System (documentation default)

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## Leadership, Teamwork, Ethics and Legal Responsibilities

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# Competency Profiles

- Competency sheets are based on industry skill development and aligned to each CTE pathway course.
- All competencies are to be taught as agreed through the CPPSA document submission.
- Competency profile rating sheets are required by Perkins (by default) UNLESS an end of pathway assessment\* is taken by concentrator and recorded.
- Keep archived profile sheets for 5 years, hardcopy OR electronic.



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# \* End of Pathway Assessments

- Family and Consumer Sciences End of Pathway Assessments are the AAFCS pre-PAC assessments.
- <http://www.aafcs.org/CredentialingCenter/PrePAC.asp>
- pre-PAC portfolio:
  - Broad Field FACS
  - Culinary Arts
  - Early Childhood Education
  - Education Fundamentals
  - Family and Community Services
  - Fashion, Textiles and Apparel
  - Food Science Fundamentals
  - Interior Design Fundamentals
  - Nutrition, Food and Wellness
  - Personal and Family Finance



# Assessment to Pathway Alignment

(NOTE: Competency profiles are default.)

## Pathway

1. Family and Community Services
2. Early Childhood Development and Services
3. Consumer Services
4. Teach and Train
5. Visual Arts—Interior and Textile Design Strand
6. Restaurant and Event Management—Culinary Strand
7. Restaurant and Event Management—Event Management Strand

## Pre-PAC Assessment

1. Family and Community Services or Broad Field FACS
2. Early Childhood Education
3. Personal and Family Finance
4. Education Fundamentals
5. Fashion, Textiles and Apparel or Interior Design Fundamentals
6. Culinary Arts or Food Science Fundamentals
7. Competency Profile Sheets



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# Three Year Improvement Plan

- Four fields to be discussed:

- Professional Development
- Physical Environment
- Instructional Strategies
- Partnerships (B&I, Families, Community)

- Answer this yes, then plan works

*“Does the goal really drive the pathway forward in each component for the 3 year period of time?”*

- **Resources:**

1. Advisory Committee Handbook—page 4, 26-27  
CTE webpage—Partnerships Link (right side menu)
2. Quality Pathway Improvement Rubric  
CTE webpage—Resources (right side menu)

# 2015-16 CPPSA Process

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