Kentucky Initiatives

Kentucky Department of Education (KDE)

Office of Career and Technical Education (OCTE)

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Kentucky Department of EDUCATION

KENTUCKY CTE EMPOWERED
Today's Career and Technical Education

CTE End-of-Program (EOP) Assessment

- State-developed assessments aligned with CTE career pathway standards based upon clear and concise standards identified by Kentucky employers

- Associated with statewide articulation agreements with postsecondary partners

- Measure of postsecondary readiness for state accountability and postsecondary credential for Federal Perkins accountability

- Proctored in-person in accordance with 703 KAR 5:080, Administration Code for Kentucky's Educational Assessment Program and 703 KAR 5:070, Inclusion of Special Populations in the State-Required Assessment and Accountability Programs and administered using online testing system, E-SESS

Statewide Articulation Agreements

- Each CTE EOP Assessment is associated with one or more statewide articulation agreements with postsecondary partners

- [Statewide Articulation Agreements](#) associated with CTE EOP Assessment and Industry Certifications

  - Requirements and articulated credit may vary with each specific agreement

  - Depending upon the agreement terms, eligibility of articulation agreement may be available for x number of years after graduation

  - 126 total articulation agreements with 15 postsecondary partners

Who is eligible to test in CTE EOP Assessment?

- A student is eligible to test if a **concentrator** in a pathway, with an EOP available, as option to meet postsecondary readiness and earn articulated credit

  o A **concentrator** is defined as a student that has completed 2 courses in a single program of study (career pathway). In Kentucky, a **course** is defined as 1 credit on the student's official transcript.

  o If a senior student, who has obtained concentrator status in a career pathway, has not previously tested in a CTE EOP Assessment and is not planning to take an industry certification, then the student **must** test in a CTE EOP Assessment (if the assessment is available)

    ➢ Students participating in alternate high school diploma course of study or taking alternate assessment are **not** required to take CTE EOP Assessment

CTE EOP Assessment

Assessment Blueprint	Assessment Format
25% Academic	120 multiple-choice questions
25% Employability	100-point bearing questions
50% Occupational	20 non-point bearing (pilot) questions

- Regular time is two hours
- Extended time up to five hours

Passing Score – 70% or greater

CTE Pathway Standards

CAREER AND TECHNICAL EDUCATION END OF PROGRAM ASSESSMENTS

Pathway Standards Documents

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The Pathway Standards Documents provide a comprehensive overview of content to be covered in the related pathway. To ensure successful implementation of the pathway, teachers should ensure alignment of curriculum to the pathway standards.

All career pathways standards incorporate the CTE Academic and Employability Pathway Standards, in addition to pathway specific occupational standards, identified by Kentucky's business and industry partners.

For more detailed information on specific programs or curricular areas, please review the Kentucky Academic Standards.

Documents

Title	Pathways	Download
Accounting	Accounting	Acct-PathStnd.pdf
Administrative Support	Administrative Support	AdminSupp-PathStnd.pdf
Aerospace Engineering	Aerospace Engineering	AeroEng-PathStnd.pdf
Ag Power Structural Tech	Agricultural Power, Structural, Technical Systems	AgPower-PathStnd.pdf

Standards
→
Assessment
→
Curriculum

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CTE Career Pathway Standards

Recently Updated

- **Academic and Employability Standards**

    - Included in all Pathway Standards Documents

- **Other Occupational pathway specific standard updates:**

    - Business and Marketing – Adapted MBA Research standards

    - Computer Science – All pathways adopted Kentucky Academic Standards for Computer Science

    - Engineering – Added six new pathways standards

https://education.ky.gov/CTE/endofprog/Pages/CTEEOPStrdsDocs.aspx

2021-2022 CTE EOP Assessment Results

* Modified and extended testing window

- 32 Assessment Areas

- 36,038 Students Tested (over 61,500 eligible test tickets)
  - 13,042 Tested in 2020-21

- 20,596 Students Earned Certificates
  - 7,679 Earned Certificates in 2020-21

- Overall 57% Pass Rate
  - 59% Pass Rate in 2020-21; 56% Pass Rate in 2018-19
    - ➤ Percentage passed slightly decreased compared to last year, but substantially higher number tested (2020-21 was seniors only)

- Refer to 2022 CTE EOP Assessment State Report

Tech Ready Apprentices for Careers in Kentucky (TRACK)

- Youth Apprenticeship
  - All program areas

- Pre-Apprenticeship
  - Skilled Trades: [Carpentry TRACK](), [Electrical TRACK](), [Welding TRACK]()
  - Masonry TRACK industry partners administer assessment

TRACK Assessments

- Who is eligible to test in TRACK Assessments (Carpentry, Electrical, Welding)?

  - A student must be a concentrator in the specific Skilled Trades TRACK pathway; <u>AND</u>

  - have completed or will complete the specific four course sequence in the specific Skilled Trades TRACK pathway same year the student tests

- Masonry TRACK is administered by industry partners
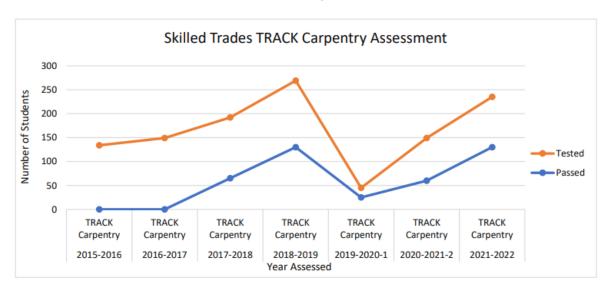
2022 TRACK Carpentry Assessment
State Report

Skilled Trades TRACK Carpentry Assessment

Table: Carpentry 6.2022

Year	Assessment	Tested	Passed	Percentage Passed
2015-2016	TRACK Carpentry	134	*	*
2016-2017	TRACK Carpentry	149	*	*
2017-2018	TRACK Carpentry	192	65	34%
2018-2019	TRACK Carpentry	269	130	48%
2019-2020[1]	TRACK Carpentry	45	25	56%
2020-2021[2]	TRACK Carpentry	149	60	40%
2021-2022	TRACK Carpentry	235	130	55%
The asterisk symbol (*) indicates number has been redacted.				

[1] 2019-2020 partial testing window in spring 2020 plus make-up testing, due to COVID-19

[2] 2020-2021 different testing window, due to COVID-19 pandemic

2021-22 Carpentry TRACK

- Total pathway enrollments 972 in 26 schools

- Total eligible to test 380

- Total tested 235

- 55% pass rate

- Meeting benchmark 130

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2022 TRACK Electrical Assessment
State Report

Skilled Trades TRACK Electrical Assessment

Table: Electrical 6.2022				
Year	Assessment	Tested	Passed	Percentage Passed
2015-2016	TRACK Electrical	102	*	*
2016-2017	TRACK Electrical	83	13	16%
2017-2018	TRACK Electrical	185	35	19%
2018-2019	TRACK Electrical	287	62	22%
2019-2020.[1]	TRACK Electrical	48	*	*
2020-2021.[2]	TRACK Electrical	151	51	34%
2021-2022	TRACK Electrical	180	74	41%
The asterisk symbol (*) indicates number has been redacted.				

[1] 2019-2020 partial testing window in spring 2020 due to school closures, plus make-up testing
[2] 2020-2021 different testing window, due to COVID-19 pandemic

2021-22 Electrical TRACK

- Total pathway enrollments 951 in 21 schools

- Total eligible to test 322

- Total tested 180

- Meeting benchmark 74

- 41% pass rate

- KY Dept of Housing, Building and Construction allows credit for prior learning to be granted towards electrical license

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2022-2023 New TRACK Assessment

New Skilled Trades TRACK Welding Assessment

- Refer to the [Welding TRACK](#) webpage for more details
  - [TRACK Welding Instructions and Formula Sheet](#)
  - [TRACK Welding Standards and Blueprint](#)
- Contacts
  - Tom Welshans, Manufacturing/Welding Program Consultant
  - [Mary Taylor](#), Industry Training and Development Specialist

HB 1 (State Budget)

CTE Funding:

- $70 million for the Local Area Vocational Education Center (LAVEC) pool ($58 million more than normal) that must go toward funding not just all local centers, but all local programs.

- All Area Technology Center (ATC) requests are included (for additional operating funds and step/rank increases for employees).

School Facility Construction Commission (SFCC) Facility Funding:

- $155 million allocated to 23 districts, requiring a 10% local match.

- $7.5 million for new recreation/education center and campus updates for our FFA Leadership Training Center.

Next Steps in Funding

- Research and develop an equitable funding formula to consider KY's unique system of comprehensive high school CTE programs, locally operated CTE centers, and state operated CTE centers.

- Consider options for implementing performance funding aligned to ACTE's Quality CTE Program of Study Framework or other nationally recognized, high-quality CTE indicators.

- Work with the KY General Assembly to codify funding allocations and the new funding formula.

Work-Based Learning in State Accountability

Postsecondary readiness for each high school student, which shall be included as an academic indicator, and shall be measured by <u>one</u> of the following:

- Meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination approved by the CPE;
- Achieving three hours of college credit or postsecondary articulated credit by completing a course approved by the Kentucky Board of Education (KBE);
- Achieving a benchmark score on an Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or other nationally recognized exam approved by the KBE that generally qualifies the student for three or more hours of college credit;
- Completing a required number of hours or achieving a benchmark within an apprenticeship, cooperative or internship that is aligned with a credential or associate degree and approved by the KBE after receiving input from the LSAC; or
- Achieving any industry-recognized certifications, licensures or credentials, with more weight in accountability for industry-recognized certifications, licensures or credentials identified as high demand.
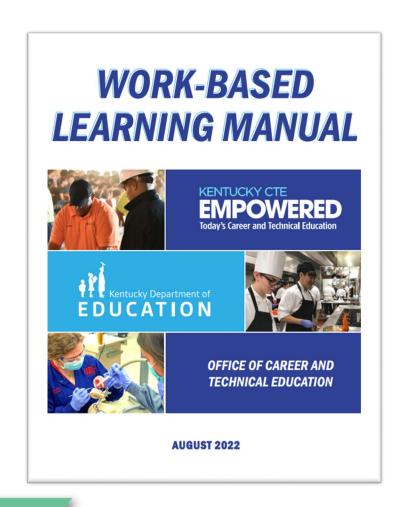
Work-Based Learning Manual

Scheduled for release in the 2022-23 academic year

NEW Work-Based Learning Landing Page

- Fillable PDF forms

- Promotional resource pages
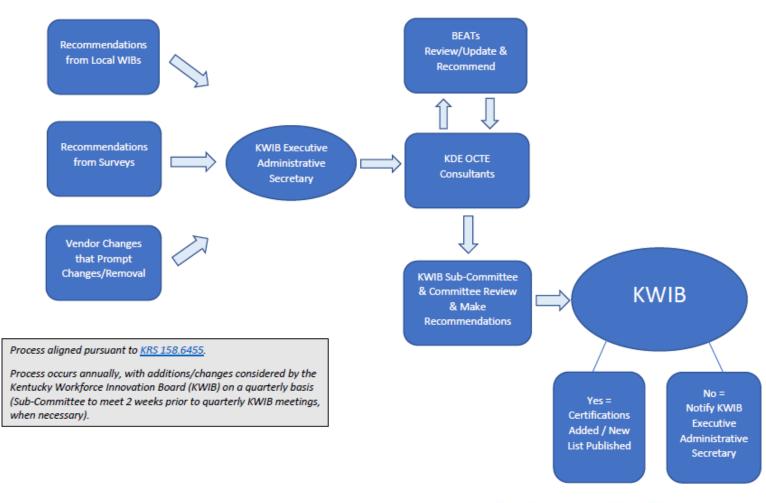
- Infographics for display

- FAQ with helpful hints

WORK-BASED LEARNING MANUAL

KENTUCKY CTE EMPOWERED
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OFFICE OF CAREER AND TECHNICAL EDUCATION

AUGUST 2022

Work-Based Learning Manual Link
https://education.ky.gov/CTE/cter/Pages/WBL.aspx

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Kentucky 's K-12 Industrial Certification Approval Process

Recommendations from Local WIBs

Recommendations from Surveys

Vendor Changes that Prompt Changes/Removal

KWIB Executive Administrative Secretary

KDE OCTE Consultants

BEATs Review/Update & Recommend

KWIB Sub-Committee & Committee Review & Make Recommendations

KWIB

Yes = Certifications Added / New List Published

No = Notify KWIB Executive Administrative Secretary

Process aligned pursuant to KRS 158.6455.

Process occurs annually, with additions/changes considered by the Kentucky Workforce Innovation Board (KWIB) on a quarterly basis (Sub-Committee to meet 2 weeks prior to quarterly KWIB meetings, when necessary).

Statewide Comprehensive
College and Career Advising Platform

- Partnership between Kentucky Department of Education, Council on Postsecondary Education (CPE) and the Kentucky Center for Statistics (KYSTATS)

- Targeted for ALL Learners

- "One-Stop-Shop" for:

  - ✓ Career exploration tools
  - ✓ Insightful reports
  - ✓ Secondary/postsecondary/adult education program information
  - ✓ Postsecondary affordability resources
  - ✓ Virtual employer engagement opportunities

KY Individual Learning Plan

The ILP has many features and resources that involve students on a variety of levels:

- Exploring careers beginning in the 6th grade
- Finding careers that match their skills and interests
- Creating education plans
- Establishing personal goals and revisiting these as they progress through school
- Creating, maintaining and changing resumes
- Tracking and reflecting on their community services experiences, work experiences, career-planning activities, and extra-curricular and organization activities
- Exploring colleges and postsecondary opportunities that match their career, postsecondary and life goals
- Connecting to the KHEAA.org (Kentucky Higher Education Assistance Authority) Web site for help with college planning, tuition assistance information and applications
- Collecting personal information like assessment results, advising activities, demographic information and educational history

https://education.ky.gov/educational/compschcouns/ILP/Pages/default.aspx

KY Individual Learning Plan

Key Resources:

- [ILP Self-Implementation Rubric](#)
- [ILP Playbook Grades 5-8](#)
- [ILP Playbook Grades 9-12](#)
- [ILP Guidance Document](#)
- [Resources for Communicating the Value and Promise of ILPs](#)
- [ILP Implementation Video](#)

- [KY CTE Employer Connector](#)
- [Career Explorer](#)
- [KY Stats Labor Market Information Report Library](#)
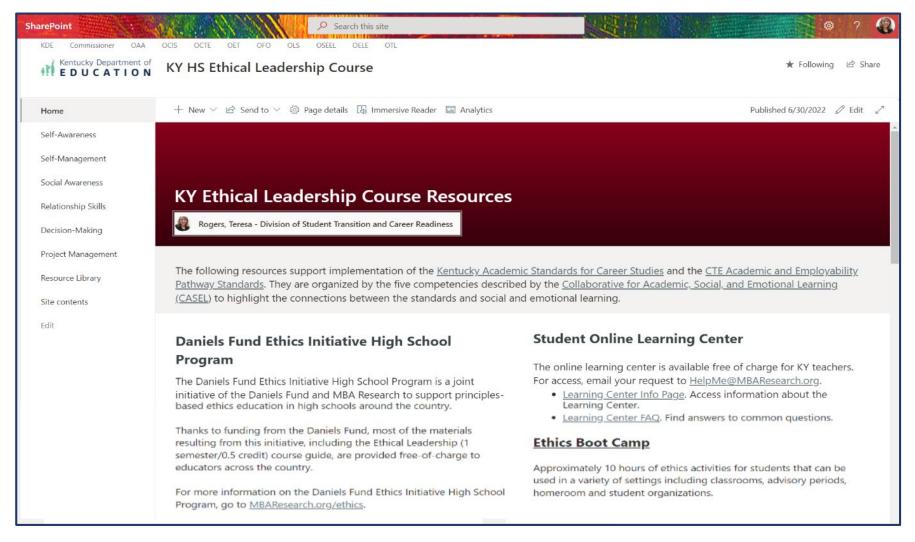- [KY Stats High School Feedback Report](#)
- [KY Stats Postsecondary Feedback Report](#)

Kentucky Department of EDUCATION

Ethical Leadership Resources

The Ethical Leadership SharePoint was created as a platform to share instructional resources from MBA Research. These resources support middle and high school Social and Emotional Learning and Essential Skills (Employability Skills) instruction. These resources:

- were shared with educators and counselors at the KACTE Summer Conference
- included in the ILP Playbooks
- will be shared with CTE teachers by program consultants
- highlighted in the monthly Counselor Connection

Ethical Leadership Course Resources

https://staffkyschools.sharepoint.com/sites/kde/hsethics

Career and Technical Education (CTE) Academic and Employability Pathway Standards

ACADEMIC SKILLS

AA SPEAKING AND LISTENING

AA1 Utilize effective verbal and non-verbal communication skills

AA2 Participate in conversation, discussion and group presentations

AA3 Communicate and follow directions/procedures

AA4 Utilize speaking and listening skills to communic...

AB READING AND WRITING

AB1 Locate and interpret written information

AB2 Read and interpret workplace documents, e.g., ... graphs

AB3 Identify relevant details, facts and specifications

AB4 Record information accurately and completely

AB5 Demonstrate competence in organizing, writing ... grammar and punctuation

AB6 Demonstrate the ability to write clearly and conc...

AC CRITICAL THINKING AND PROBLEM SOL...

AC1 Utilize critical-thinking skills to determine best o... sources of information, use previous experiences, im... planning

AC2 Utilize innovation and problem-solving skills to a...

AC3 Implement effective decision-making skills

AD MATHEMATICS

AD1 Perform basic and higher-level math operations, ... decimals, fractions, units of conversion, averaging, p...

EMPLOYABILITY SKILLS

EA POSITIVE WORK ETHIC

EA1 Explain the importance of pride and confidence about work and learning new tasks

EA2 Demonstrate consistent and punctual attendance

EA3 Demonstrate initiative in assuming tasks

EA4 Exhibit dependability in the workplace

EA5 Take and provide direction in the workplace

EA6 Accept responsibility for personal decisions and actions

EB INTEGRITY

EB1 Abide by workplace policies and procedures, e.g., safety, internet and cell ph... conduct

EB2 Demonstrate honesty and reliability

EB3 Demonstrate ethical characteristics and behaviors

EB4 Maintain confidentiality and integrity of company information

EB5 Support the mission and vision of the company

EC SELF-REPRESENTATION

EC1 Demonstrate appropriate dress and hygiene in the workplace

EC2 Use language and manners suitable for the workplace

EC3 Demonstrate polite and respectful behavior toward others

ED TIME, TASK AND RESOURCE MANAGEMENT

ED1 Plan and follow a work schedule

ED2 Complete work tasks successfully with minimal supervision

ED3 Work successfully within budgetary constraints

ED4 Demonstrate ability to stay on task to produce high-quality deliverables on time

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SOCIAL and EMOTIONAL LEARNING in the CTE CLASSROOM

In 2019, LinkedIn's Global Talent Trends found that 91 percent of employers believe social and emotional skills (SEL), which the study referred to as "soft skills," are more important than any other trend changing the nature of workplaces.

To support the development of these skills, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making (see Figure 1). Each competency is comprised of a set of skills, attitudes and knowledge that, when developed and applied in safe and culturally supportive environments, allows individuals to maximize success in that environment.

In career and technical education (CTE) courses, these competencies and underlying skills are often developed through:
- project-based learning,
- work-based learning, internships, apprenticeships, entrepreneurship,
- job shadowing,
- mock interviews,
- Career and Technical Student Organizations (CTSOs)

Figure 1

This document can be used to align and integrate SEL and career and workforce development in the CTE classroom and intentionally promote the competencies and environments youth need to thrive in school as they prepare for the workforce.

SECTION 1 shows the alignment between the CASEL 5, qualities identified by employers in the CASEL Employer Map and the KY Career Pathway Academic and Employability Standards.

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decis...

SECTION 2 describes the t... instruction.

SECTION 1 — SELF-AWARENESS

SELF-AWARENESS: The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Examples include, but are not limited to, the following:

- Integrating personal and social identities
- Identifying one's emotions
- Linking feelings, values, and thoughts
- Identifying personal, cultural, and linguistic assets
- Demonstrating honesty and integrity
- Developing interests and a sense of purpose
- Having a growth mindset
- Experiencing self-efficacy
- Examining prejudices and biases

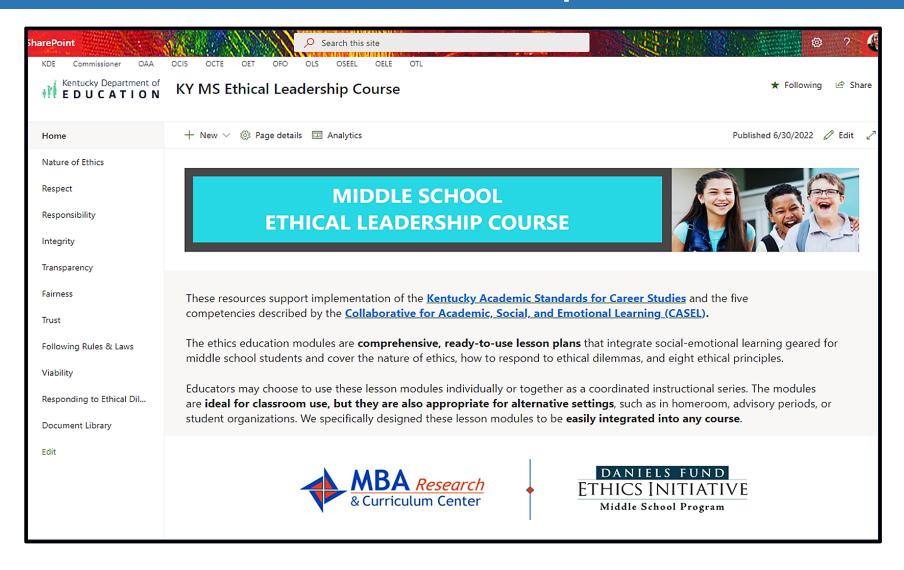| CASEL EMPLOYER MAP	KY CAREER PATHWAY STANDARDS
• Positive attitude • Flexibility • Ability to apply skills to real-life settings • Openness to developing/learning new skills • Sense of self-worth • Ability to innovate • Confident • Creativity • Commitment	• AC2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation • EA1 Explain the importance of pride and confidence about work and learning new tasks • EG1 Explain the importance of contributing and conveying new ideas in the workplace • EG3 Explain the value of varying ideas and opinions • EL2 Demonstrate commitment to learning as a life-long process and recognize learning opportunities • EL3 Identify various self-improvement opportunities • EL4 Explain the importance of adaptability in career planning and self-management, e.g. diverse portfolio, credentials, professional development • EL5 Employ leadership skills to achieve workplace objectives, e.g., personal vision, adaptability, change, shared vision • EL6 Recognize the importance of job performance evaluation and coaching as it relates to career advancement • EL7 Accept and provide constructive criticism

CLASSROOM ENVIRONMENT	TEACHER ACTIONS	INSTRUCTIONAL ROUTINES
• Create an atmosphere of respect, in which all students feel safe, valuable and want to take risks • Allow learners to be key stakeholders in decisions about appropriate class norms and responsibilities	• Establish and maintain positive relationships • Model and discuss positive self-talk strategies • Give behavior-specific praise • Actively supervise and engage with students	• Engage the learner through varied opportunities and experiences to identify personal skills, strengths, and interests • Routinely provide authentic feedback and ask questions that help the learner reflect on their strengths and interests

Middle School Ethical Leadership Course Resources

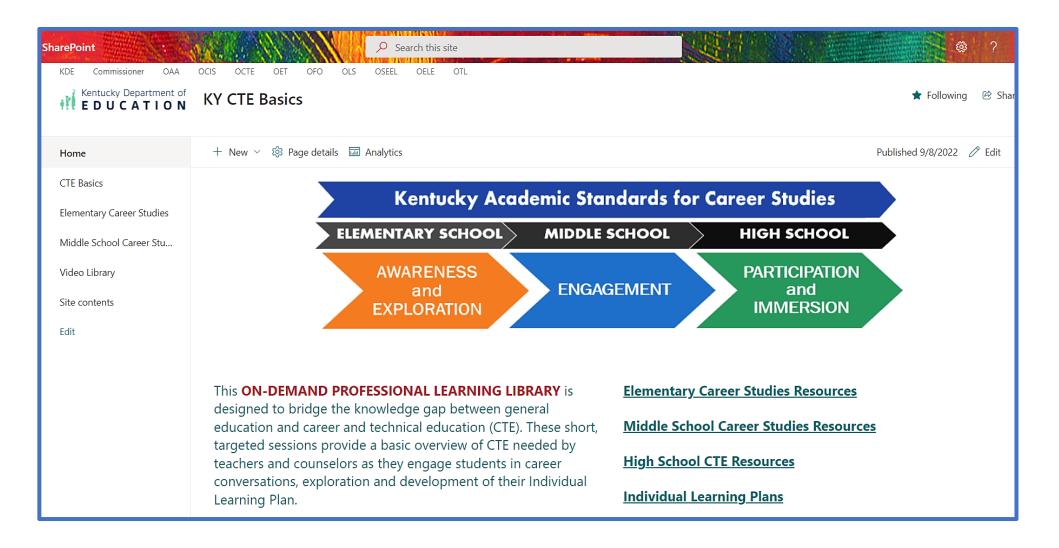https://staffkyschools.sharepoint.com/sites/kde/msethics

CTE Basics SharePoint Site

- CTE Basics SharePoint Site in development as an On Demand Professional Learning Library to support counselors and new teachers to understand career advising language, student options and the vision of career studies in elementary and middle school. These resources will be shared:
  - in the monthly Counselor Connection
  - directly with Career Choices (grade 6-8) teachers
  - with new CTE teachers by program consultants

KY CTE Basics

https://staffkyschools.sharepoint.com/sites/kde/msethics

Resources

- CTE Basics On-Demand Professional Learning Library
  https://staffkyschools.sharepoint.com/sites/kde/msethics

- Elementary Career Studies Resources
  https://education.ky.gov/CTE/cter/Pages/ES_Career-Res.aspx

- High School Ethical Leadership Course Resources
  https://staffkyschools.sharepoint.com/sites/kde/hsethics

- Middle School Career Studies Resources
  https://education.ky.gov/CTE/cter/Pages/MS_Career-Res.aspx

- Middle School Ethical Leadership Resources
  https://staffkyschools.sharepoint.com/sites/kde/msethics

- Kentucky Academic Standards for Career Studies
  https://bit.ly/3AuF3pF

- Career Studies Standards Resources
  https://education.ky.gov/curriculum/conpro/Pages/CareerStudies.aspx

CTSO Reboot and CTE Showcase

Relating to CTSOs:

- State advisor travel for TAV visits with new advisors
- CTSO advisor trainings
- Workshops to create CTSO integration unit/lesson plans
- CTSO mentor/advisor program
- CTSO marketing and media plan
- Plan to educate district and building administration about the benefits of CTSOs

Relating to CTE programs:

- 1st CTE Showcase – OCTE will provide mini grants to schools for the creation of displays and their attendance at a CTE Showcase. To celebrate CTE Month and the Kentucky Student Organization Leadership Day (SOLD), the showcase will take place on February 21, 2023 at the Capitol. The displays will be open to legislators, invited guests and the general public.
- Additional showcases – Dates and locations to be determined

Moving Forward......

- Creation and implementation of a logistics program area or pathways aligned to existing program areas

- Implementation of the College and Career Advising Platform

- Statewide CTE funding formula

- Codification of new CTE funding and formula

Questions

- Questions for us?

- Questions for you: https://forms.gle/Q64PF6sRWcyGXyh79