

Technical Assistance (TA) Session: Attendee Questions

TA Session Title: Competency-Based Education for all seven CIP Codes

Date of TA Session: Wednesday, April 28, 2021

Q: When you have the CIP specific sessions, will you do an overview like this or will it walk through the actual competencies for each CIP?

A: The CIP specific sessions will:

- Review the changes and requirements required under Perkins V.
- Discuss key vocabulary terms related to Competency-Based Education (CBE) and Perkins V.
- Review approved and supplemental credentials for each CIP.
- Discuss new curriculum documents and supporting materials.

Q: How does this align with a traditional education program of moving from grade to grade, or from a first-year student to second-year student?

A: The transition to competencies, in CTE programs, does not impact the traditional education program of moving from grade to grade but may offer some flexibility in the transition of students from first- to second-year if the student has mastered all the competencies from the first-year curriculum. Student must still meet any time requirements set forth in the credential by the credentialing body and teachers may still opt to follow the traditional first- and second-year model.

Q: Are the new curriculum forms going to REPLACE the gap analysis-- or add to it?

A: The new curriculum documents, which include standards alignment tabs, will replace the gap analysis documents for programs that have worked through the Career Pathways Grant process. Teachers in these programs will no longer need to fill out and submit a gap analysis in the CTE Portal as part of the CIP Self-Review.

Q: Are there a specific number of competencies per CIP like there were 12 segments?

No. Each CIP may have varying numbers of competencies and Perkins Course Competencies (PCCs), but no CIP will identify more than 35 competencies.

Q: If there are additional competencies being added will the teachers have an opportunity to participate in workshops to help with effective alignment?

A: Every CIP will undergo a review and revision process in the future; teachers are a critical part of this work and will be invited to participate in these workshops. There is currently no scheduled revision timeline for the CIPs that participated in the newly released grant work. Additional CIPs will participate in this process through future grant opportunities.

Q: Is successful completion of a certification required for students to demonstrate mastery of a competency or completion of a course?

A: Successful completion of a credential is not necessary for a student to demonstrate mastery of a competency or course; however, completion of a credential may be a requirement for some postsecondary credit agreements and may be required or preferred from an employer.

Q: Will teachers have the opportunity to get the credential or take the assessment?

A: The opportunity for teachers to get the credential or take the assessment is determined by the credentialing agency. Teachers may be subject to the same requirements as students to qualify.

Q: How are completers now defined? Based on credential earned or competency completed?

A: Reference the OCTE Memo, [Perkins V FINAL Definitions: Course, Participant, Concentrator, Completer](#) for clarification.

Q: Has this been shared with the student information companies/agencies so that they can prepare the Student Information System to support this type of student recording?

A: OCTE is working with student information companies to share the changes that have been made; updates are also being made to CTEIS to accommodate reporting by competency.

Q: I'm still curious about how they become "competent" in our classes, translates to the real-world testing.

A: As part of the Career Pathways process, grant work groups aligned CIP competencies to the credentials identified on the updated approved credentials list. CTE teachers who are offering a credential may use those

alignments to plan their instruction and may use the award of those credentials to validate or verify attainment of the aligned competencies.

Q: Will you be giving a list of credentials available to the CIP?

A: The specific competencies will be provided at the CIP specific sessions. Reference the [Credential Update for Perkins V Reporting](#) memo for more details.

Q: With a first-year health care career class, can you give an example of what sort of competencies they may be using?

A: Information specific to health science programs can be found on [Career Pathways Grant \(CPG\): Recordings and Resources](#), per CIP, post the TA session. Additional resources will be provided this summer.

Q: Where is the Instructional Design template?

A: The instructional design template will be provided this summer.

Q: Will this change our delivery model?

A: Yes, the instructional delivery template will change. Teachers' instructional delivery model may or may not change. All seven CIPs will be reporting by competencies in the Fall of 2021, but teachers may continue to use the same order and pacing as in previous years if they feel that is still the best format for instruction and meet their goal outcomes.

Q: Do ALL CIPs have credentials?

This is a multi-year process. Not all CIPs have credentials currently.

Q: Do we know when, this summer, the instructional design will be released so we can plan summer hours appropriately?

A: Yes, reference the [CPG Technical Assistance \(TA\) for New Credentials](#) memo.

Q: I am concerned that if a PCC should take about 80 hours of instruction to complete then there needs to be a logical limit to the number of PCCs for a CIP right?

A: PCCs were designed with both comprehensive high schools and career tech centers in mind. Most CIPs currently have between 2-4 PCCs, although programs with credentials requiring significantly longer hour requirements or those which are aligned to state or national credentialing bodies may have additional PCCs.

Q: Are SCECH's available for these training/info sessions?

A: SCECH's are NOT available for these sessions.

Q: What options exist when we have students that completed all the PCC's or finished a pathway that included the required standards and earned a credential? Is there an equivalent Segment Q option for them to continue in the CIP?

A: All CIPs will have an option for advanced coursework beyond the competencies identified. These advanced courses will be given a common name across CIPs for ease of reporting. Additional information will be released this summer.