Career and Technical Education (CTE) Updates During COVID-19 School Closures 3.20.2020 Meeting Follow Up

Next Scheduled CTE Meeting
Friday, March 27 at 12:00 PM – Zoom Meeting; meeting invite sent via email.

Topic: CTE Program Update
Time: Mar 27, 2020 12:00 PM Pacific Time (US and Canada)
Join Zoom Meeting: https://zoom.us/j/535138835
Meeting ID: 535 138 835

Dial by your location
+1 669 900 6833 US (San Jose)
Meeting ID: 535 138 835
Please send questions to cte@k12.wa.us by Thursday, March 26 at noon.

Questions Submitted by Skill Center Directors Group (3/20)
Some of the submitted topics were addressed in the handout, and Directors are encouraged to review that guidance.

Summer Skill Center Programs
Our office has been asked whether the state will be willing to fund summer school skill center courses even if those courses are no longer offered, assumingly due to extended school closures. Due to the amount of questions we have been dealing with related to the short-term closure, we have not yet had time to discuss impacts of summer enrollment. This is a valid question that can be addressed at a future date. We plan on addressing this at the May meeting if the situation calls for it.

STEM Clock Hour Requirements
The PESB emergency rule that extended the certification deadline does not replace or change the STEM clock hour requirements for renewal. Educators that hold at least one STEM related endorsement, or a CTE teacher certificate, still need to meet the STEM certificate renewal requirement prior to the expiration date of their certificate. This is addressed in the PESB bulletin. Please view the PESB FAQ on the certificate renewal extension.
Accountability Measures

School closures are impacting multiple factors for states across the nation, and OSPI will continue to communicate guidance from the Department of Education/Office of Career Technical and Adult Education in terms of impact to Perkins administration. Federal statewide assessments have been cancelled for this school year, per OSPI bulletin. Other performance indicators may be impacted, which OSPI will address at the state level through the Consolidated Annual Report (CAR). As a reminder, the program quality indicators of “Industry Recognized Credentials” and “Work Based Learning” were phase-in requirements prior to COVID-19.

Questions From March 20 Zoom Meeting

Worksite Learning: Is it reasonable to accept faxed/emailed signatures for the workbased learning required documentation from employers and students?

Districts that continue to provide supervision for Cooperative Worksite Learning (WSL) may accept electronic signatures (i.e. faxed or e-mailed) on documentation for WSL from students and employers. Electronically signed documentation on hour verification forms, worksite learning agreements, and evaluations are appropriate as long as other site visitation requirements have been met.

Are CTE Conditional Certs also being extended a year? CTE Conditional Certificates were not extended.

Please see PESB guidance for more information.

Have you guys been in touch with CTSO organizations about potential State conferences being rescheduled to a later date? If this happens in June/July/August can we use this year’s funds to pay for these should this happen?

CTSO organizations, and their respective Board of Directors are working diligently to communicate decisions moving forward. Whether or not activities or events are rescheduled, the funding dates have not changed. State funds must be spent by June 30, and federal funds by August 31.
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Links to Equivalency Courses are gone. When will that document have the links back up?
Documents will be posted, once they are ADA compliant. Please contact Lisa Fish (lisa.fish@k12.wa.us) to request an equivalency framework via email.

Will we still process our p210, Industry Certificated and Tech Prep Completers at the end of the year? Will the students be able to meet these requirements?
We are no longer requiring completion of the P210Voc report. Instead, districts will use a combination of a new CTE report in the CEDARS application and additional CTE information in an existing Tableau dashboard (similar to the previous CTE Report Card) to capture data related to federal reporting. Guidance on completion of this new reporting will be shared as soon as possible, and as we have a better understanding of the impacts of COVID-19 on the ability to accurately report.

What should we report for count day?
From “Novel Coronavirus (COVID-19) Guidance & Resources” posted on OSPI’s website:

State Apportionment: OSPI is committed to providing ongoing apportionment payments to school districts during the closure. OSPI will file an emergency rule to allow districts to claim students with more than 20 days of consecutive absences due to COVID-19.

Count Days:
- The monthly count day is the first school day of the month.
- If districts reopen sometime in April, the count day would be the first day back. Normal count days will fall on the first school day of the month from that point forward.
- If school district operations do not resume in April 2020 or at a later point during the 2019–20 school year, OSPI will use February 2020 enrollment and apply an adjustment rate. For the apportionment payment process, OSPI will use the most recent count date available.

Adjustment Rate: The adjustment rate refers to the historical trend of enrollment changes in the last few months of the school year. We will use district level enrollment by grade from school year 2018–19 to determine the “adjustment rate” per month.
Is the 10% carry over rule still in place? It is difficult to spend when it may not be likely that the resources will be used by staff/students this year.

Carryover and recovery provisions are going to need to be addressed not just for CTE funds, but for a multitude of other programs as well. We have not yet had detailed conversations about the potential impacts of the shutdown on this issue. When we can offer definitive guidance, we will do so.

Is there any insight from OSPI on Dual Credit concerns?

From BULLETIN NO. 022-20 issued on March 20, 2020:

*The long-term school closures will necessitate close collaboration between K–12 and higher education to support seniors engaged in dual credit opportunities. As our colleges move to distance learning models, it is critical to collaboratively establish procedures that ensure equitable access for all students and implement business models to ensure smooth running of these programs.*

College in the High School (CHS) and CTE Dual Credit With colleges moving to a distance learning format, it may be possible for high school CHS and career and technical education (CTE) Dual Credit teachers to replicate similar learning opportunities for their high school students.

Districts should consider reaching out to college staff in Student Support Services to explore giving CHS and CTE Dual Credit students temporary access to the college’s digital platform.

*OSPI acknowledges that converting in-person courses to a digital platform and providing equitable access to students can be a big lift. Prioritizing courses that seniors need to complete in high volumes in order to graduate can narrow the number of courses being considered for distance learning.*

*The National Alliance of Concurrent Enrollment Partnerships (NACEP) created a guidance and resources page that includes multiple examples of how to offer distance learning, as well as practices to avoid.*

*Not looking for an answer today, but hope the topic of CTE 2 credit optional pathway is on the radar of Superintendent Reykdal: Some seniors may need their*
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second semester CTE credit/grade to meet the graduation requirement. How will this be addressed should school closures go beyond April 24?....again, not seeking an answer today.

From “Novel Coronavirus (COVID-19) Guidance & Resources” posted on OSPI’s website:

*During the long-term school closure, school districts should work with students, their families, and their communities to ensure seniors remain on track to graduate. Bulletin 022-20 provides school and district staff with options and flexibility for providing seniors with the assistance they need, including guidance on meeting credit requirements, assessment options, dual credit, special education services, alternative learning settings, and supporting their emotional wellbeing.*

Are there any adjustments to Minimum Voc Expenditure and Carryover rules given the challenges we are dealing with?

To the extent that you can continue to incur planned expenditures, you should do so. The vast majority of your allocation (employee salary and benefits) should continue to be spent to adhere to guidance provided here:


Carryover and recovery provisions are going to need to be addressed not just for CTE funds, but for a multitude of other programs as well. We have not yet had detailed conversations about the potential impacts of the shutdown on this issue. When we can offer definitive guidance, we will do so.

Wondering if school district business offices have been notified by OSPI that P210voc is gone? I have not received a bulletin shared from our superintendents office. Our district data team is amazing - I’m sure they would appreciate formal notification of this change😊

The first formal announcement that the P210Voc would be sunset this year was made at the Spring WACTA conference in February during OSPI’s across the board presentation. OSPI is in the process of updating CEDARS business rules and creating a guidance document that will explain the CEDARS reporting requirements under Perkins V that will be replacing the P210Voc
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report. Given current school closings, the release of this guidance may be delayed as we work through the impacts on enrollment and attainment of IRCs and dual credit.

**Applied math training virtual option for new teachers for 2020-21?**
Currently, WAMC is planning to hold the 2020 Summer Conference as scheduled; the spring conference has been cancelled. If circumstances continue to elevate, WAMC will look at potential opportunities to provide a virtual conference in partnership with OSPI. For questions regarding WAMC, please contact Ron Noble via email at rnoble@wa-appliedmath.org.

**If students were enrolled in Cooperative WSL, but are unable to obtain 180 hours before the end of the school year, can we switch them into Instructional WSL, and only require 90 hours? With the caveat that students would complete additional online-instructional assignments?** From the March 20 CTE Zoom guidance:

For students who are unable to meet their WSL obligation, due to loss of job, district staffing challenges, etc., the district has the ability to modify student learning agreements and required documentation within reason. However, districts should consider whether moving CIP Codes for a student is the best path forward at this time.

**Additional WSL Guidance:**
Per recent L&I guidance, during school closures, teens are allowed to work the non-school week hours, same as vacation hours. 16-17 year-olds may work 8 hours per day, 6 days per week up to 48 hours per week. Teens may begin work at 5 am and work until midnight. If employers hire teens during this time, the employers may use the Parent Summer Authorization form before allowing a teen to work. The form is posted on the L&I webpage: https://lni.wa.gov/forms-publications/F700-168-000.pdf

Directors are encouraged to review the March 20 CTE Zoom guidance in its entirety related to WB/WSL.