

# TEDS Monthly Notes

CTE Technical Education Database System

April 2021



## **“WHO’s Got My Back”**

- Creed -

The Urban Dictionary defines **“Got your back”** as,

*“When someone has your back, they are there to support you unconditionally. When life seems to blindside you with undesirable events, they’re there for you without complaint, supporting you in your moment of need, not for their own selfish, self-gratifying reasons, but because your well-being to them is foremost in their mind and heart... Someone that has your back recognize the goodness, even the greatness in you, especially during the moments you’re not willing or able to see it.”*

When I have asked the question, “Who’s got my back?”, I have always had an answer and that answer was never “No one”. This year more than any other, people are asking this question, especially our students. COVID-19 is creating a new normal. Even in this new normal, our students still want to know (just like we do), who’s got their back? The challenge for us, as educators, is this: Are we sure that our name will roll off the tongues of our students? Have we shown them that despite this crazy year, we are still looking out for their best interest? That we see the greatness they do not yet see?

I make it a point each day to try ensure that, as long as we are focused on our kids and their success, you all know that I have your back. I have a responsibility to help our kids move forward. Therefore, I have a responsibility to you to have your back. I pray that you remember what we are here for and that your kids can call your name when the question is asked, “Who’s got my back?” We are getting through this... Together. **#CTEstrong**

## **“To the One WHO Knows”**

- Yanni-

### **CTE Learn Now Available**

The quote, “He who ceases to learn cannot suitably teach” has been ascribed to several people. Fortunately, no matter who said it, it remains true. To that end, the Kentucky Association for Career and Technical Education (KACTE) Online Learning Center presents some opportunities for you to remain suitable to teach. Check out the Comprehensive Professional Development Opportunities for Career and Technical Education (CTE) teachers and administrators now available through [CTE Learn](#).

## **In This Issue**

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## **“WHO’s Crying Now”**

- Journey -

### **Upcoming TEDS Training Sessions**

TEDS training is required every two years and users are required to log in at least once every four months because it is still important that those entering the data understand how and what they are entering. Don’t wait until it’s too late. You don’t want to be the answer to the question, “Who’s Crying Now?”. Deadlines are coming and you cannot use a sudden concern for the kiddos as an excuse for why you should be allowed to break the rules. If you’re not sure about the last time you logged in, log in NOW and see where you are. You can check your training date by looking below your name in the upper right corner of the screen.

One way to avoid those crocodile tears is to remember the CTE Best practices for TEDS access. We suggest at least two people in every school have full access to TEDS to help ensure the accurate and timely data entry. Having someone to double check your work is a good thing. As we enter the last few months of the year, remember the importance of checking and double checking your data. We are now automating many of the end of year processes. Our automation will process whatever data exists. It is up to each school and district to ensure that we are not dealing with garbage in, garbage out. Remember, there’s no crying in TEDS.

We have developed virtual training sessions that have been very successful. **The next training date is April 22, 2021.** Can’t make it, don’t think twice about it. Additional dates will be posted on the [TEDS website](#) as they become available.

## **“WHO Knows”**

- Jimi Hendrix -

### **Are You Offering the Right Courses for Your Pathways?**

Some schools offer courses that cannot be counted as part of a CTE pathway. Oftentimes, they don’t realize it because something about the pathway has changed over the years. The inevitable question, “Why are we offering that?” will be asked. The response may be “Who knows?” This poses an opportunity to increase communication. Counselors, CTE teachers and TEDS coordinators should be on the same page. Here are some standard rules for addressing this question:

- ◆ If a student takes a course that is in a CTE pathway, then they are enrolled in the pathway and are put in TEDS, unless it is a required course at that school.
- ◆ If the school offers a course that does not count for any of its pathways and they do not have an approved modification for it to be in a pathway, it cannot be entered in TEDS.
- ◆ If the school wishes to offer a course under what was once identified as “above and beyond”, it can only be offered to students who have completed the required four course sequence for their selected pathway.
- ◆ If an ATC offers a course that does not count for any existing pathway and they have no approved modification for it to be in the pathway, the student must be enrolled in TEDS as Multi-Program Exploration (40.0700.00) and the credit cannot be counted toward any other pathway.

Monitor the courses offered. Don’t let “Who knows?” stop your kiddos and your school from reaching their potential.

## **“WHO’s Gonna Fill Their Shoes”**

- George Jones -

### **Employer Connector Tool**

Business and industry have long been interested in how our schools could contribute to their growing needs. The Kentucky Department of Education (KDE) Office of Career and Technical Education (OCTE) has partnered with the Kentucky Center for Statistics (KYSTATS) to build and launch a new interactive data system that allows employers to connect with our CTE programs. The system was requested by our business and industry partners who want to find out who’s gonna fill their shoes. In the system we have three pieces of information for each of your pathways. We have included the total active enrollment, the number of 12th graders with 3 or more credits in the pathway, and the total number of students that have 3 or more credits in the pathway. Can anybody say, “CLEAN DATA”?! This data will be updated twice a year to keep it current. We have also been using this system to conduct asset mapping, program viability evaluations and gap analysis reviews with districts. This system allows you to look at a specific zip code to find information about CTE programs located between 10-50 miles from the zip code. This is a great chance to better connect with your partners. We are also advising you to use this as a part of your Perkins Comprehensive Local Needs Assessment (CLNA) and your CTE program advisory committee meetings. Please feel free to explore the [Employer Connector Tool](#) and review the recorded webinar to determine how you and your partners can utilize this resource to its fullest potential. One day you will need someone to fill your shoes, too!

## **“WHO’s Cheatin’ WHO”**

- Alan Jackson -

### **How Clean Is Your Data?**

Computers are relatively “mindless” machines. They do what we tell them to do, how we tell them to do it. They even track our mistakes. It is important to understand that there is a rhyme and reason for all we do to keep our data clean. We have to stand behind any data we submit, and we need to know that what we submit is as accurate and defensible as possible. Some will try to cover mistakes that can’t really be covered. When they are discovered, we (OCTE) get/take the blame. But really, I have to ask, “Who’s cheatin’ who?” As we provide our students with proper career guidance, we also need to provide an example of fidelity in our work. It is extremely important that our data always be clean. That way once the automation takes over, everything will flow as it should. Here a few repeated suggestions:

- ◆ When students are enrolled in pathways, the correct credit hours must be posted. Then, they must be updated when anything about the student record changes.
- ◆ When a student earns an industry certification for their chosen pathway, it should be properly entered in TEDS the same school year it is earned.
- ◆ Once a student meets the definition of concentrator, that should be properly noted in IC and imported into TEDS when it happens. Do the same if that status changes back to exploring.

Don’t wait. No peeking. No cheating. This data must be accurate so students get their well-earned credit and status at the end of the year.

## “The Boy WHO Wouldn’t Hoe Corn”

- Alison Krauss & Union Station -

### Adding New Pathways for 2021-2022

We are a couple years into using data to determine the best pathways to offer in our schools. Reviewing and responding to that data is the best way to show your students they are important. It just might be that the boy who wouldn’t hoe corn wouldn’t hoe because there was no corn. Make sure you are providing what your kids need by making sure what your data is telling you about new pathways. If you do need to add a pathway, review the instruction on how to [Request to ADD or REMOVE a Pathway](#) so you don’t find yourself faced with a hard row to hoe...

## “WHO Can It Be Now”

- Men At Work -

### Timelines

Do you remember that time when someone was standing at your door, completely unexpected and you thought, “Who can it be now?” You are then reminded that they were there to keep an appointment/date/ planned outing, etc. Well, that is the beauty of a calendar. If kept properly, it can prevent those awkward moments. You know, like TEDS deadlines. The Monthly Notes always give you a snapshot, but the [Secondary Schools Timeline](#) on the main [TEDS website](#) will give you the big picture.

June 15

TEDS End of Year Data entered in IC and imported to TEDS

- End of year data includes updating credits, student objectives, etc.) **DON'T WAIT TO UPDATE NEXT SCHOOL YEAR**

\*\* Best if completed BEFORE IC End of Year Script is run

## “WHO Can I Run To”

- Xscape -

### Contact Us

“How do I calculate the new attend hours?” “Can I spend Perkins funds on...?” “What is going on with IC anyway?” When your questions include, “Who can I run to for answers?”, I hope you remember us. We are pretty good at what we do, and we all want to help you. So, when you need us, give us a call. We are here.

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### Learn what precautions you can take with the coronavirus

Call the KY Department for Public Health’s COVID-19 hotline at (800) 722-5725 or visit its [COVID-19 webpage](#).

More information also is available on [KDE’s COVID-19 webpage](#).

