



Career & Technical Education

Promoting Integration and Re-design

What the State can do?

- Establish policies to integrate academic and career/technical content.
- Encourage schools and business/industry to become full partners.
- Require schools to adopt a comprehensive reform model.

Policy Initiatives

- Improve Access to Career and Technical Education (CTE)
- Implement Integration of Academics and CTE Standards
- Require Career Planning and Awareness
- Promote Multiple Strategies
- Support Funding at Federal/State/Local level

Improve Access to Career and Technical Education

- Offer Dual Credit/Dual Enrollment Courses/Concurrent Enrollment (HS-HS; HS-PS)
- Update Qualified Admissions Requirements
- Utilize Business and Industry Partnerships
- Review Regulations and Policies to Reduce Barriers

Implement Integration of Academics and CTE Standards

- Create integrated standards along the 16 clusters (81 pathways).
- Phase out content and program standards
- Create “Gold” standard assessments for pathways (industry-recognized credentials/certifications)
- Integrate academic assessments into pathway assessments
- Encourage project-based or inquiry-focused course implementation
 - METS, problem or story-centered curricula

Require Career Planning and Awareness

- Require Personalized/Individualized Career Plans of Study (ICPS)
- Require Professional Development for teachers (e.g. career counseling, mentor-mentee model)
- Support Career Pipeline
- Utilize Perkins IV as an implement strategy
- Utilize QPA "Other Measures"

Promote Multiple Strategies

- Integrate Partnership for 21st Century Skills
- Streamline Data Reporting across and through secondary and postsecondary programs
- Revise Teacher Prep Program Standards
- Integrate Compliance and Technical Support
- Develop Promising-Practice Models
- Utilize the grants process to promote and fund innovation
- Encourage School Re-design Best-Practices Models (e.g. develop standards)

Support Funding at Federal/State/Local level

- Develop increased sustainability for long term operation
 - Encourage supplementing versus supplanting
 - Encourage local funding, partnerships, etc.
 - Use Grants and In-kind facilities/equipment
- Create criteria to determine program continuation to receive additional funding
- Create mechanisms to determine high cost programs
 - Offer funding for high cost programs- to start new programs linked to economic development- high wage/high demand/high skill careers
 - Offer funding to maintain high cost programs
- Offer additional funding based on output (results-based) versus input

Integrate Academic & CTE

Board Direction

- Integrate Partnership for 21st Century Skills
- Integrate Compliance and Technical Support

Board Action

- Integrated standards along the 16 clusters
- Phase out content and program standards
- Create "Gold" standard assessments for pathways (industry-recognized credentials/certifications)
- Integrate academic assessments into pathway assessments
- Create mechanisms to determine program continuation to receive additional funding

Board Recommendation

- Offer Dual/Concurrent Enrollment (HS-HS; HS-PS)

Encourage Partnerships

Board Direction

- Utilize Business and Industry Partnerships
- Update Qualified Admissions Requirements

Board Action

- Utilize Career Pipeline
- Streamline Data Reporting

Board Recommendation

- Develop increased sustainability for long term operation (local funding)
- Use Grants and In-kind facilities/equipment
- Support supplementing versus supplanting (e.g. .5 funding)

Comprehensive Reform

Board Direction

- Review Regulations and Policies to Reduce Barriers
- Encourage project-based or inquiry-focused course implementation
- Encourage School Re-design (e.g. develop standards)
- Implement CTE requirements in Perkins IV
- Develop Promising-Practice Models
- Utilize the grants process to promote and fund innovation

Board Action

- Require Personalized/Individualized Career Plans of Study (ICPS)
- Require Professional Development for teachers (e.g. career counseling preparation/advisor-mentor model)
- Use QPA "Other Measures" to encourage reform
- Revise Teacher Prep Program Standards

Board Recommendation

- Create mechanisms to determine high cost programs in order to supplement
- Offer additional funding based on output (results-based) versus input

Guiding Principles for Career & Technical Programs

- Establish high expectations and provide students with frequent feedback.
- Require each student to complete an integrated academic core and a CTE concentration of study.
- Provide students access to a structured system of work-based and high-status school-based learning resulting in an industry-recognized credential and employment in a career pathway.
- Provide the essential concepts of the college-preparatory curriculum and motivate students by encouraging them to apply academic content and skills to real world problems and projects using 21st century skills.
- Allow students and their parents to choose from programs that integrate challenging high school studies and work-based learning that are planned by educators, employers and students.

Guiding Principles for Career & Technical Programs

- Create an organizational structure and schedule enabling academics and career/technical teachers to have the time to plan and provide integrated instruction aimed at teaching high-status academic and technical content;
- Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.
- Involve students and their parents in a guidance and advisement system directed at completion of a program of study with an academic and career/technical concentration.
- Provide a structured system of additional time and resources to assist students with high-level academic and technical content.
- Create a culture of continuous improvement by utilizing student assessment and program evaluation data.

Questions



References

- High Schools That Work
<http://www.hstw.org/hstwpractices.html>
- Guilford County Schools, Greensboro, North Carolina
<http://www.gcsnc.com/programs/hstw.htm>
- Pennsylvania DOE, Bureau of Career and Technical Education
http://www.able.state.pa.us/career_edu/lib/career_edu/2007-08_HSTW_Guidelines.pdf
- Kentucky DOE
<http://www.kde.state.ky.us/>
- Comprehensive High School Reform Program, US Department of Education
<http://www.ed.gov/programs/compreform/2pager.html>