

Joint Task Force on Career Education Opportunities

CTE Overview : Past – Present – Future

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Vocational Education to Career and Technical Education

- **1917: Smith Hughes National Vocational Education Act**
 - Provided federal funds to train students to work in vocational agricultural
- **2006: Carl D. Perkins Career and Technical Education Act**
 - Provides federal support for CTE programs
 - Focuses on the academic and technical achievement of CTE students
 - Strengthens connections between secondary and postsecondary education
 - Improves accountability

OSPI/CTE Staffing

- Depended upon Federal Carl Perkins funding
- No state funds support OSPI/CTE staff

GLOBAL
COMPETITIVENESS
SUCCESS
LEADING CHANGE
STUDENT
COLLEGE & CAREER
READINESS
TECHNICAL KNOWLEDGE
ECONOMIC VITALITY
LEADERSHIP
TRANSFORMING EXPECTATIONS
HIGH-DEMAND
LEARNING
SKILLS
SUSTAINABLE
WORKFORCE
LEADING CHANGE
COLLEGE & CAREER
GLO
COMPE
ENTREPRE
WORLD
CLASS
HIGHER
GRADUATION
RATES
STUDENT
SUCCESS
OPPORTUNITY
CAREER
WORLD
CLASS
LEARNING
PREPARATION
ECONOMIC
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LEADING C
MAKING
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Career and Technical Education /
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PHOUANG HAMILTON
Grants & Innovative Programs

HEIDI SCHULTZ
GRADS Teen Parent Program

MARY KANIKEBERG
Jobs for America's Graduates

CTE: A Model of Success

- *CTE offers a complete range of career options for students, helping them discover their interests and the educational pathway that can lead to success in high school, college, and their chosen career.*
- *CTE programs are changing, evolving and innovating to create an environment of opportunity within our schools.*
- *CTE actively helps students gain the skills, technical knowledge, and the rigorous academic foundation and real-world experience they need for high-skill, high-demand, high-wage careers.*

CTE: A Model of Success

- *CTE actively partners with employers to design and provide high-quality programs founded in the standards students must meet to compete in the job market. Through advisory committees, internships, teacher externships, workplace experience and other interactions, employers are able to share information about expectations, technical requirements and workplace behavior—driving innovation and world-class performance.*

CTE Standards

- Career and Technical Education operated under “Guidelines”
- Legislature authorized OSPI to establish standards for CTE through WAC 28C.04.100
- CTE Standards adopted in May, 2005
- CTE Standards were reviewed and revised in 2011

Types of CTE Programs

- **Middle School CTE**
 - STEM Related
 - ◆ Must include math, science, and technology standards along with the industry standards
- **Comprehensive High School**
 - Exploratory
 - Preparatory
- **Skill Center**
 - Preparatory

CTE By the Numbers

- **Middle School CTE**

▪ 2007-2008	1,115 FTE	5,575 Headcount
▪ 2012-2013	5,808.97 FTE	29,044 Headcount

- **Comprehensive High School**

▪ 1997-1998	51,396 FTE	256,980 Headcount
▪ 2012-2013	56,011.20 FTE	280,056 Headcount

- **Skill Center**

▪ 1997-1998	3,471 FTE	5,785 Headcount
▪ 2012-2013	4,660.83 FTE	7,768 Headcount

Source: OSPI Apportionment Report 1251

Skill Centers

- **Core Campus**

- The facility housing a majority of the Skill Center students enrolled
- Managed and maintained by the cooperative
- Must serve at least 150 full-time equivalent students

- **Branch Campus**

- A common school or higher education facility which provides three or more programs at a location other than the Core Campus.
- Must be approved by Superintendent of Public Instruction

- **Satellite Program**

- Facility or site providing less than three programs at a location other than the Core Campus

Elements of a CTE Course

- Industry Standards and Competencies
- Performance Assessments
- Leadership Alignment
- Alignment to Washington State Learning Standards including Common Core
- Alignment to 21st Century Learning Skills
- Request for Approval submitted to OSPI/CTE
- Reviewed by OSPI/CTE
- All courses are re-approved every four years

CIP Info

Program Area	Agriculture Education and Science
Cluster	Agriculture, Food and Natural Resources
Pathway	Career Cluster 1/Not Assigned to a Pathway
CIP Code	010000 - Agriculture, General

Exploratory

Local Course Info

Local Title	
Learning Type	<input type="checkbox"/> Online <input type="checkbox"/> High School <input type="checkbox"/> Middle School <input type="checkbox"/> Skill Center
Application Type	New
Application Status	Created
Renewal Year	

<http://www.k12.wa.us/CareerTechEd/courseapproval.aspx>

Advisory Committees

Include balanced representation from business/ industry and labor, reflecting the diversity of the community.

- Program Specific
 - Aids in improving the quality of programs
- General
 - Provides direction and guidance for the entire CTER program offered by the district

CTE Instructor Certification

Career and Technical Education teachers in Washington State are required to hold a CTE Teaching Certificate.

- **College/University Route**
 - Prepares candidate with appropriate degree, teacher preparation program, and requisite experience to teach courses within a broad CTE area
 - ◆ Agriculture, Business and Marketing, Family and Consumer Sciences, Technology Education
- **Business and Industry Route**
 - Enables a candidate with extensive experience and completion of a business and industry route program to teach in one subcategory/specialty area

“SSSB 6377”

Chapter 170 Laws of 2008

- Retooling secondary CTE programs for the 21st Century by :
 - Aligning programs to industry standards
 - Increasing rigor of academic content
 - Improve linkages to post secondary education
 - Expand access to and awareness of the opportunities offered by high quality CTE
 - Equivalency Crediting
 - AP/CTE

High Demand Grants

- One time grants to districts to:
 - Purchase or improve curriculum
 - Upgrade technology and equipment to industry standards
 - Initiate new high demand programs

Program of Study

Development of model Career and Technical Education Programs of Study that:

- Incorporate secondary and postsecondary education elements
- Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content
- Include opportunities for students to earn dual high school and college credit
- Lead to an industry-recognized credential or certificate at the post secondary level or an associate or baccalaureate degree

Course Equivalencies

Support school district efforts to adopt course equivalencies for Career and Technical Education.

RCW 28A.230.097

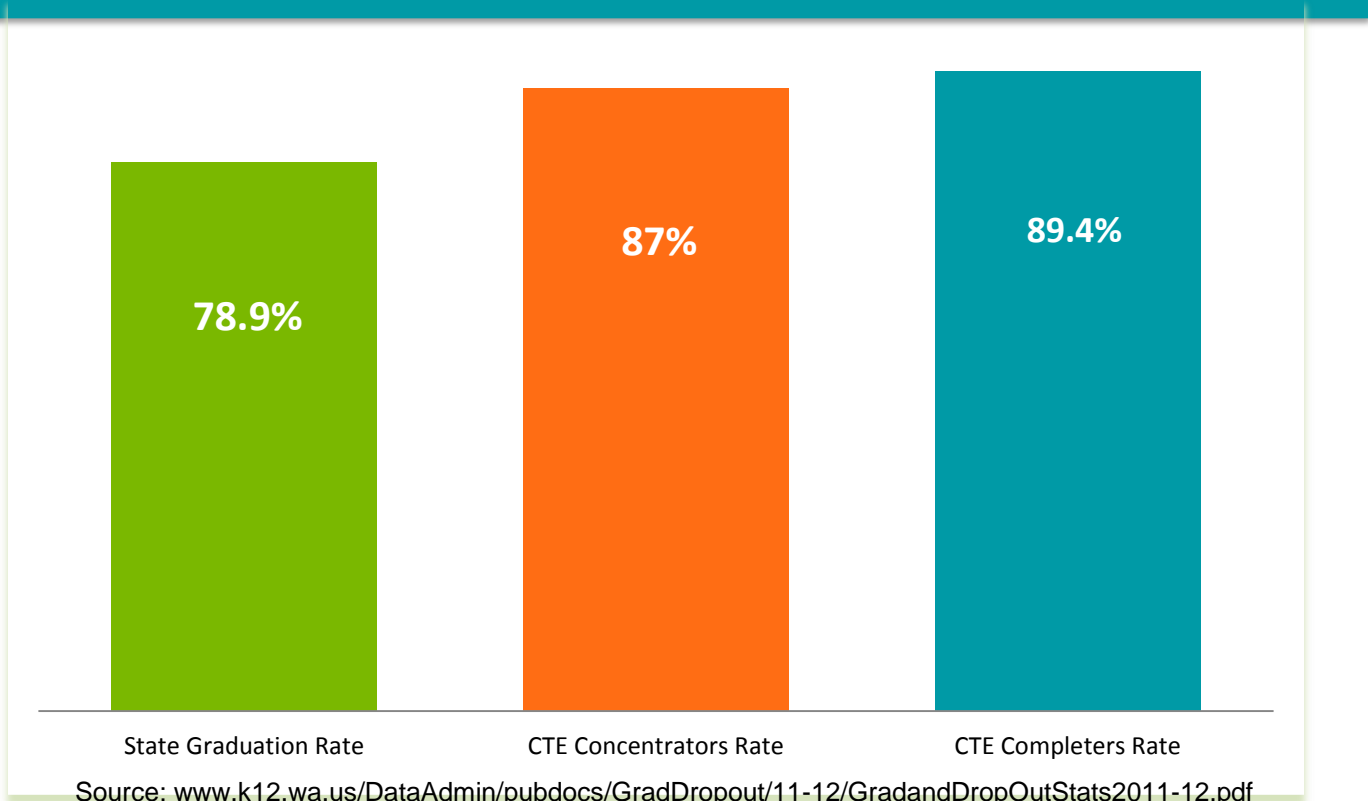
Career and technical high school course equivalencies.

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical education.

Expanding Access and Awareness

- Develop and conduct ongoing campaign for Career and Technical Education to increase awareness among teachers, counselors, students, parents, principals, school administrators, and the general public about the opportunities offered by rigorous Career and Technical Education programs.

CTE Graduation Rate



64,520 Total Graduates
Completers

38,254 CTE

- A CTE Concentrator is a secondary student who has enrolled in 2 or more CTE courses above the exploratory level in a single cluster.
- A CTE Completer is a secondary student who has completed 360 hours within a single locally determined program area.



Statewide Strategic Plan for Career and Technical Education

In 2011, the Washington State Legislature passed Substitute House Bill 1710 to direct the Office of Superintendent of Public Instruction to convene a working group to create a Statewide Strategic Plan for Career and Technical Education.

Mission

Career and Technical Education is an innovator and leader in education in Washington that offers courses of study to ensure students explore, compete, and succeed as lifelong learners in the world of work.

Vision

Education and workforce leaders partner to engage students and prepare them for life success through multiple career pathways that are relevant to student interests and responsive to the needs of employers and the economy.

Goal One

Improve the access to and quality of CTE, which prepares students for lifelong learning and employment through the development of adaptable skills and knowledge.

- Rename Occupational Education to Career and Technical Education
- Create state model course equivalencies
- Create statewide database that connects students and teachers to job shadow/mentorship opportunities
- Develop incentives for business providing industry-based worksite learning activities

Goal Two

Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study (POS).

- Mandate statewide articulations between secondary and postsecondary education
- Charge education agencies to develop statewide articulations from high school to postsecondary education
- Deliver high quality professional development to teachers and counselors

Goal Three

Require CTE teachers and administrators to be fully prepared and supported in their roles as educator instructional leaders.

- Create leadership academy for CTE administrators
- Develop new CTE certifications programs
- Attach CTE Director certification to enhanced CTE funding

Goal Four

Ensure that CTE is a results-driven education system so as to demonstrate a positive return on investment.

- Require the creation of a graduate follow-up system to track students after high school

CTE needs to be an integral part of every student's education in order that every student might graduate from high school globally competitive for work, prepared postsecondary education, and ready for life as positive, contributing members of society in the 21st century.

Thank You!

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Learning that works for Washington