Learning outcomes:

After viewing this webinar, you should be able to:

- Explain what the National Career Cluster Framework is and how it is used
- Describe components of a high-quality program of study
- List criteria used to assist in determining characteristics of a high-quality program
- Discuss the delivery system in the state/community
- Identify programs of study in your state/community
- Locate a breadth of resources on CTE
Background

“The Value and Promise of CTE: Results from a National Survey of Parents and Students”
Reasons for National Survey

- Limited Awareness of CTE
- Outdated Perceptions of CTE
- Enrollment in CTE stagnant
- Demand soars for skilled employees

Siemens Corporation

- Challenges in finding qualified employees
- CTE is pathway to many high-wage, in-demand careers
- Students and parents don’t see CTE as option
- Wanted to find out more about parents and students and what would motivate and/or discourage them from considering CTE programs
Strategies for Attracting Students to High-quality CTE

Advance CTE, supported by the Siemens Foundation:

• Commissioned focus groups
• Conducted a national survey
• Explored attitudes of parents and students currently involved in CTE
• Report issued in April 2017

Research Goals

1. Explore what middle & high school parents and students know and think about CTE
2. Understand motivators and barriers to enrolling in a CTE program
3. Determine which messages are most compelling to consider a CTE program and which are not
4. Identify trusted decision-makers and effective communication channels for CTE
ASCA Webinar Series

School Counselors Are Most Trusted Messengers

How much do you trust each for learning more information about CTE?

<table>
<thead>
<tr>
<th>School counselor</th>
<th>38%</th>
<th>83%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher(s)</td>
<td>33%</td>
<td>81%</td>
</tr>
<tr>
<td>CTE students or alumni</td>
<td>32%</td>
<td>77%</td>
</tr>
<tr>
<td>College/university reps</td>
<td>29%</td>
<td>74%</td>
</tr>
<tr>
<td>Principal</td>
<td>27%</td>
<td>71%</td>
</tr>
<tr>
<td>State Department of Education</td>
<td>22%</td>
<td>59%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>18%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Trust Completely

What is the preferred method of learning more information about CTE?

- 48% of prospects want to hear information about CTE from their school counselor
- Educational website (46%)
- Open house at CTE school/program (44%)
- High school career fair (40%)
- Brochure/pamphlet mailed (40%)
- E-mail school/principal (23%)
- A school assembly (22%)
- Social media (21%)

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ASCA Webinar Series

Myth vs. Fact

Myth: Only non-college bound students take CTE classes

Fact: CTE Provides a seamless pathway to postsecondary education

- 78% of CTE concentrators enroll in postsecondary education full-time immediately after graduating
- CTE students have many opportunities to earn college credit in high school through dual and concurrent enrollment

**Myth vs. Fact**

**Myth:** CTE is jobs training  

**Fact:** CTE empowers learners to explore multiple career options

- CTE programs of study start broad before providing career pathway specific knowledge and skills
- CTE provides hands-on training mentoring and internships to expand professional networks
- Students understand real-world value CTE provides

**Myth:** CTE serves only “disadvantaged” students

**Fact:** CTE is for all learners

- 92% of high school students take some form of CTE
- 33% of students in the highest socio-economic status quartile took three or more CTE credits
- 91% of parents of CTE students were satisfied with the way CTE helps their children get a leg up on future careers


**Myth vs. Fact**

**Myth:**
CTE doesn’t build academic skills

**Fact:**
CTE blends academic and technical skills to enhance the learning experience

CTE programs, technical coursework reinforce core academics, enabling learners to strengthen their academic studies with real-world learning

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**CTE and Student Achievement**

- Graduation rate for CTE concentrators is about 93% approximately 10 percentage points higher than the national average*

- 45% of students say CTE provides them with real-world examples that help understand academic classes

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*Carl D. Perkins Career and Technical Education Act Report to Congress on State Performance Program Year 2013-14
CTE Prepares Students for Careers of Their Choice

Career Technical Education is an educational option that provides learners with the knowledge, experiences and skills they need to be prepared for college and careers.

CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus. Students in CTE pathways take specialized courses, in addition to required core courses, at the secondary and postsecondary/adult levels.
How to support school counselors?

• Develop a one-day training for school counselors delivered throughout the country
• Partner with ASCA and ACTE
• Create an advisory committee
• Launch at ASCA and ACTE national conferences
• Host trainings throughout the country

High-Quality CTE Programs of Study

National Career Clusters® Framework
Career Clusters Framework

- Provides a vital structure for organizing high-quality CTE programs
- Organizing tool for curriculum design and instruction
- Guide in developing programs that bridge secondary and postsecondary
- Helps students discover their interests and passions and choose an educational pathway
Variability Among States

Examples:

• Utah has combined the Marketing & Business Management clusters to make 15 clusters
• Montana is implementing 11 Career Clusters
• Colorado, Florida, Georgia and Michigan added “Energy” as a 17\textsuperscript{th} Career Cluster
• Nebraska, Kansas and Colorado rearranged the 16 Career Clusters into six career fields

Career Cluster Interest Survey

• Found on Careertech.org
• English:
  • https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf
• Spanish:
  • https://cte.careertech.org/sites/default/files/StudentInterestSurvey-Spanish.pdf
Program of Study

Defined by Strengthening Career and Technical Education for the 21st Century Act

Coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses both academic and technical knowledge and skills, including employability skills;
- Is aligned with the needs of industries in the economy
- Progresses in specificity
- Multiple entry and exit points that incorporate credentialing; and
- Culminates in the attainment of a recognized postsecondary credential

Agriculture, Food and Natural Resources: Agribusiness Systems

Career Pathway Plan of Study for > Learners > Parents > Counselors > Teachers & Faculty

This Career Pathway Plan of Study is based on the Agribusiness Systems Pathway of the Agriculture, Food and Natural Resources Career Cluster. It is intended as a guide, along with other career planning materials, as learners continue on their career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner’s educational and career goals. This Plan of Study is used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

SAMPLE

Project funded by the U.S. Department of Education (NOl38620981)
Key Components of a High-Quality CTE Program of Study

- Work-based Learning
- Credentials
- Early Postsecondary Opportunities
- Career and Technical Student Organizations (CTSO)
Defining Work-based Learning

A continuum of experiences beginning in early grades through middle and high school – and into postsecondary that builds students awareness of careers. Types of work-based learning include:

- Job shadowing
- Mentoring
- School-based enterprises
- Internships
- Youth apprenticeships
- Registered apprenticeship
Credentials

A credential is a signal for what individuals know and can do. Credentials can be earned in secondary or postsecondary and precise definitions may vary across states. Types of credentials include:

- Badges
- Certificates
- Certifications
- Degree
- Industry-Recognized Credentials
- Licenses
Early Postsecondary Opportunities

• Courses and/or exams that give students the chance to obtain postsecondary credit while still in high school. Types may include:
  • Dual enrollment/dual credit
  • Articulated Credit
  • Transcribed Credit

• Dual Enrollment is fairly prominent in CTE:
  • 1.5 million high school students participate in dual enrollment courses
  • Over 600,000 dual enrollment credits were earned in CTE courses (1/3 of all dual enrollment credits earned)

*NCES Data

Value of Early Postsecondary Options

• Helps students realize that they can handle college-level work

• Studies found that dual enrollment programs have positive effects on postsecondary degree attainment, college access and enrollment, credit accumulation, high school completion and academic achievement.

• Especially relevant for underserved populations, including first generation college seekers.

• Saves students time and money

Career Technical Student Organizations (CTSO)

- Enhance student learning through contextual instruction, leadership development and personal development
- Integral component of classroom curriculum
- Builds on employability and career skills
- Career development competitive events
National Coordinating Council for Career and Technical Student Organizations (NCC-CTSO)

- Business Professionals of America (BPA)
- DECA
- Educators Rising
- Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)
- National FFA Organization (FFA)
- Family, Career and Community Leaders of America (FCCLA)
- Future Health Professionals (HOSA)
- SkillsUSA
- Technology Student Association (TSA)

CTE Delivery System

- Comprehensive high schools
- Technical/Vocational high schools
  - Primarily or solely offer CTE programs
- Area technical centers
  - Shared-time; full time
  - May serve high school students and adult learners
  - Delivered to students from one or more local districts
CTE Delivery System

• Career Academies
  • Stand alone schools or “schools within schools”
  • Prominent career academy models
  • A quarter of all public high schools offer specialized career academies

• Community and Technical Colleges

• Two-year educational institutions
  • Programs lead to associate degrees, diplomas, certifications
  • Technical colleges more likely to focus on career-focused programs

Learning That Works Resource Center

• [https://www.careertech.org/resource-center](https://www.careertech.org/resource-center)