

State Career and Technical Education Director Quarterly Webinar

January 21, 2010

2:00 – 3:00 PM Eastern



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Welcome and Webinar Overview

Sharon Miller, Director
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- National Assessment of Perkins
 - Legislatively mandated report
 - Results shared with Congress
 - Findings influence future legislative direction
- Survey Components
 - On-line survey of state directors (SEC/PS)
 - Fiscal data collection

- ▶ Low response rate jeopardizes study
 - Roughly half of state directors have responded to on-line survey
 - Fiscal allocation data missing for half of states

- ▶ Timing
 - Response extended until January 31, 2010
 - Survey team will work with you to address needs

**PLEASE FILL OUT YOUR SURVEY AND RETURN
YOUR FISCAL ALLOCATION DATA**

To discuss individual state concerns:

Steve Klein

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- ▶ Status of CAR Submissions and Timeline for Review

John Haigh
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Sharon Head, RAS and CAR Liaison
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- ▶ Plans for State Plan On-line, Web Submission and Timeline

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Marjorie Beaulieu, OVAE
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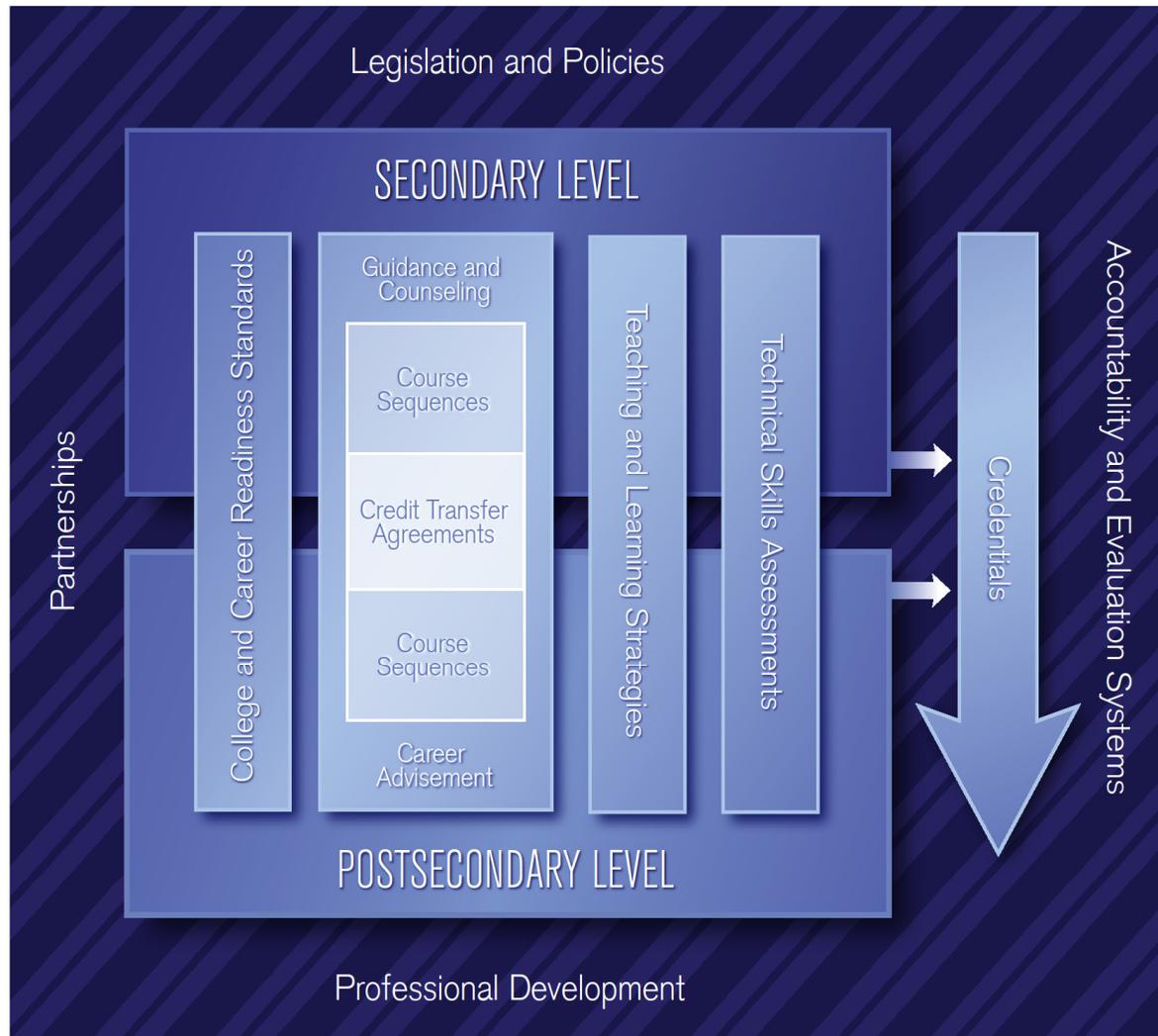
- ▶ Programs of Study (POS)
Framework: History and Where
We Are

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College and Career Transitions Branch Chief
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PROGRAM OF STUDY DESIGN FRAMEWORK

"A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success." - Operational definition



Career and Technical Programs of Study: *A Design Framework*

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer “career and technical programs of study,” which may be adopted by local educational agencies and postsecondary institutions, as an option to students (and their parents as appropriate) when planning for and completing future coursework. These programs, at a minimum, must:

- ▶ Incorporate and align secondary and postsecondary education elements,
- ▶ Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- ▶ Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- ▶ Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Each local recipient of Perkins funds must offer at least one career and technical program of study.

To help states and local recipients meet these requirements, the Office of Vocational and Adult Education (OVAE), in collaboration with major national associations, organizations, and states, have formulated a “career and technical programs of study design framework (framework).” The framework identifies a system of 10 components that, taken together, support the development and implementation of effective programs of study. Although all 10 components are important, they are neither independent nor of equal priority: State and local program developers must identify the most pressing components for state or local adoption, taking into consideration their relative need within their educational context.

A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.

Operational definition of a program of study

Programs of Study Components

1. LEGISLATION AND POLICIES

Federal, state, and local legislation or administrative policies promote POS development and implementation.

Effective legislation and policies should:

- Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.
- Establish formal procedures for the design, implementation, and continuous improvement of POS.
- Ensure opportunities for any secondary student to participate in a POS.
- Require secondary students to develop an individual graduation or career plan.
- Provide resources for long term sustainability of POS.

2. PARTNERSHIPS

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.

Collaborative partnerships should:

- Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.
- Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.
- Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.

Programs of Study Components

3. PROFESSIONAL DEVELOPMENT

Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.

Effective professional development should:

- Support the alignment of curriculum from grade to grade (9–12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies (see #9 below).

4. ACCOUNTABILITY AND EVALUATION SYSTEMS

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.

Well-designed accountability and evaluation systems should:

- Include the “10 Essential Elements of A State Longitudinal Data System”¹ identified by the Data Quality Campaign.
- Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records).
- Yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation.
- Provide timely data to evaluate and improve the effectiveness of POS.

¹ The 10 elements are: (1) statewide student identifier; (2) student-level enrollment data; (3) student-level test data; (4) information on untested students; (5) statewide teacher identifier with a teacher-student match; (6) student-level course completion (transcript) data; (7) student-level SAT, ACT, and Advanced Placement exam data; (8) student-level graduation and dropout data; (9) ability to match student-level P-12 and higher education data; and (10) a state data audit system.

Programs of Study Components

5. COLLEGE AND CAREER READINESS STANDARDS

Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.

Rigorous college and career readiness standards should:

- Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.
- Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or POS.
- Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.
- Incorporate industry-recognized technical standards that are valued in the workplace.
- To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.

6. COURSE SEQUENCES

Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.

Well-developed course sequences should:

- Map out the recommended academic and career and technical courses in each POS.
- Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS.
- Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS.
- Offer opportunities for students to earn postsecondary credit for coursework taken during high school.

Programs of Study Components

7. CREDIT TRANSFER AGREEMENTS

Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.

Well-development agreements:

- Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.
- College credit should be automatically transcribed at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.
- Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.

Programs of Study Components

8. GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.

Comprehensive guidance counseling and academic advisement systems:

- Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines².
- Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making.
- Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.
- Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.
- Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.

² See http://cte.ed.gov/acrn/ncdg/ncdg_what.htm

Programs of Study Components

9. TEACHING AND LEARNING STRATEGIES

Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.

Effective teaching and learning strategies should:

- Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.
- Employ contextualized work-based, project-based, and problem-based learning approaches.
- Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.

10. TECHNICAL SKILLS ASSESSMENTS

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.

Well-developed technical skills assessments:

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.
- Employ State-developed and/or approved assessments where industry-approved assessments do not exist.
- Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

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- ▶ Approved Monitoring Plan for the Year

Edward Smith
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FY 2010 DATE Monitoring Schedule

Revised 1/21/2010

State	Type of Visit	Dates	DATE Monitoring Team
			Program Administration Staff Accountability & Performance Staff Audit Resolution Specialists
Georgia	Targeted	January 26-28, 2010	Lead – Len Lintner Audit Follow-Up– Syed Asghar Fiscal – Andy Johnson Identified Area of Need– Marilyn Fountain
South Carolina	Full	February 8-12, 2010	Lead – Local Application – Marilyn Fountain Admin & Special Pops – Marjie Beaulieu Fiscal – Andy Johnson Accountability – Jay Savage POS – Ellen Holland
Ohio	Full	March 15-19, 2010	Lead – Admin & Tech Prep – Allison Hill Fiscal – Andy Johnson Local Application – Len Lintner Special Pops & Accountability – Marie Buker POS – Nancy Brooks
Maryland	Full	March 22-26, 2010	Lead – Fiscal – Andy Johnson (co-Fiscal – Janice Boss) Local Application – Len Lintner Admin – Allison Hill Special Pops/Accountability – Denise Garland POS – Gisela Harkin
Florida	Full	April 5-9, 2010	Lead – Admin & Tech Prep – Allison Hill Local Application – Len Lintner Fiscal – Andy Johnson Audit Follow-Up– Janice Boss Special Pops & Accountability – Jay Savage POS – Scott Hess

FY 2010 DATE Monitoring Schedule

Revised 1/21/2010

State	Type of Visit	Dates	DATE Monitoring Team
			Program Administration Staff Accountability & Performance Staff Audit Resolution Specialists
District of Columbia	Targeted	April 27-29, 2010	Lead – Local – Len Lintner Fiscal – Andy Johnson/Janice Boss Admin & Tech Prep – Marilyn Fountain Audit Follow-Up– Sophie Coleman Identified Area of Need –Margaret Romer POS – College & Career Transitions Branch Staff
Illinois	Full	MAY, 2010	Lead – Admin & Local Application – Marilyn Fountain Fiscal – Andy Johnson POS & Tech Prep – Edward R. Smith Special Pops & Accountability – Sharon Head
California	<u>NACTEP*</u> Owens Valley CDC Hoopa Valley Education Association	May, 2010	Lead – Gwen Washington [Owens Valley CDC] Lead – Linda Mayo [Hoopa Valley Education Assoc.]
Montana	Full	JUNE, 2010	Lead –Fiscal – Andy Johnson Admin & Local Application–Len Lintner POS & Tech Prep – Allison Hill Special Pops /Accountability – Marie Buker
Michigan	Full	JULY, 2010	Lead – Admin & Local Application– Marilyn Fountain Fiscal – Andy Johnson POS & Tech Prep – Allison Hill Special Pops/Accountability – Sharon Head
Pennsylvania	Full	SEPTEMBER, 2010	Lead – Local Application – Len Lintner Fiscal – Andy Johnson Admin & Tech Prep – Allison Hill Audit Follow-Up– Syed Asghar Special Pops/Accountability – Jay Savage POS - TBD

*Discretionary Grantee

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- ▶ Status of Health and Human Services Interagency Partnership

Scott Hess

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Next State CTE Director Webinar

April 22, 2010

2:00 – 3:00 PM Eastern

- Webinar meeting number and access code will be on the agenda

