The Role of CTE in College and Career Readiness

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Overview

• What is CTE?

• What is CTE’s Role in College and Career Readiness?

• Questions?
What is CTE?

Small group discussion (5 minutes)

1. *Take the quiz*
2. *Share your results with your table*
3. *Report out*
What is CTE?

<table>
<thead>
<tr>
<th>What Three Terms Best Describe CTE</th>
<th>73%</th>
<th>68%</th>
<th>50%</th>
<th>29%</th>
<th>19%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence of technical/academic courses lead to degree/credential</strong></td>
<td>STEM</td>
<td>Vocational education</td>
<td>High school electives</td>
<td>Other</td>
<td>Dropout prevention</td>
</tr>
<tr>
<td><strong>Career preparation</strong></td>
<td>68%</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Workforce development</strong></td>
<td>50%</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Postsecondary technical training</strong></td>
<td>29%</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Career exploration</strong></td>
<td>29%</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Contextualized academics</strong></td>
<td>19%</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>
What is CTE?

Most Impactful External Influencers

- Economy values skills/competencies over...: 83%
- Personalization of K-12 education pathways: 63%
- Technology's impact on how/where...: 54%
- Performance-based funding: 26%
- Globalization: 19%
- Organizational structures favoring...: 19%
- Demographic shifts: 15%
- Other: 8%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
What three words would you use to describe CTE today?
What three words should describe CTE in *five years*?
State-focused Initiatives

- Future of CTE Summit
- National Governors’ Association
- Council of Chief State School Officers

- Certification Data Exchange Project
- Workforce Credentials Coalition

** Alaska and Hawaii not shown
A Career Ready Person …

Effectively navigates pathways that **connect education and employment** to achieve a fulfilling, financially secure and successful career. A career is more than just a job. Career readiness has **no defined endpoint**. To be career ready in our ever-changing global economy requires **adaptability** and **commitment** to lifelong learning, along with **mastery** of key knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum.

*Career Ready Partnership Council*
*Careerreadynow.org*
Measuring Career Readiness

• What is the role of “career readiness” within state K-12 reporting and accountability systems?

Research Questions

• What is the universe of college- and career-ready indicators?

• How are states using these indicators in their state reporting and accountability systems?

• What do states need to consider as they work to build a more comprehensive set of indicators into their reporting and accountability systems to promote and value college and career readiness?
Expanding the framework

- Course Completion/Success
- Achievement
- Attainment
- *Experiential Learning*
<table>
<thead>
<tr>
<th>Course completion/success</th>
<th>Toward College and Career Readiness</th>
<th>Meeting College and Career Readiness</th>
<th>Exceeding College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Timely credit accumulation along a college- and career-ready course of study AND Participation in career technical education (CTE) course(s) aligned to college- and career-ready or rigorous standards in other subjects</td>
<td>Students in a graduating cohort who complete a college- and career-ready course of study AND Successful completion of secondary CTE pathway (“concentrating”)</td>
<td>Graduates who have completed AP, IB and/or dual enrollment courses and earned college credit AND Completion of program of study aligned to workforce needs</td>
</tr>
<tr>
<td>Achievement</td>
<td>Students with “on track to college and career readiness” performance on aligned assessments in middle and early high school</td>
<td>Students in a graduating cohort with a college- and career-ready level of performance on a high-quality assessment aligned to college- and career-ready standards AND Meeting standards on technical skills assessment for students who complete a CTE pathway</td>
<td>Graduates with a college-level performance on an AP and/or IB exam</td>
</tr>
<tr>
<td>Attainment</td>
<td>9th grade students with “on track” to graduation status based on attendance and grades in core courses AND High school graduation</td>
<td>Students in a graduating cohort who earn a college- and career-ready diploma AND Earn industry-recognized credential/certificate AND Complete a pre-apprenticeship program AND Earn an employability or work readiness certificate</td>
<td>Graduates who enroll in postsecondary education with no need for remediation AND Graduates who successfully complete at least one year of postsecondary education or a workforce/military AND Earn academic or technical endorsement on college- and career-ready diploma AND Earn stacked industry credential</td>
</tr>
<tr>
<td>Experiential learning</td>
<td>Participation in a career technical student organization (CTSO) that is aligned to and reinforces the academic and technical content in a CTE pathway Participation in work-based learning Participation in college/career planning</td>
<td>Participation in CTSO competition Successful completion of WBL Completion of portfolio/capstone project</td>
<td>Earn a medal in CTSO competition Earn postsecondary credit through internships, WBL</td>
</tr>
</tbody>
</table>
Major Trends

• **Breadth Over Depth:** More than Half of States Use Career-Focused Readiness Indicators

• **Meta-Indicators:** Many States Are Emphasizing College *or* Career Accountability Indicators

• **Early Models:** Some States Begin To Pave the Way for Systems Valuing College *and* Career Readiness
Trend 1: Breadth Over Depth
More than Half of States Use Career-Focused Readiness Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>States</th>
<th>States*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Reporting (School Report Cards)</td>
<td>24 States*</td>
<td>AK, AR, CA, CT, FL, GA, KS, KY, MD, MA, MI, MO, NV, NJ*, NM, NC, OH, OR, PA, SC, TN*, TX, VA, WA</td>
</tr>
<tr>
<td>Accountability System</td>
<td>14 States</td>
<td>AL, AK, FL, GA, ID, IL, IN, KY, LA, MD, MO, NM, NC, PA</td>
</tr>
<tr>
<td>Bonus Points</td>
<td>9 States</td>
<td>GA, IL, IN, KY, LA, NY, OK, PA, VA</td>
</tr>
<tr>
<td>Total States</td>
<td>31 States*</td>
<td></td>
</tr>
</tbody>
</table>

*NJ and TN have added career readiness indicators to report cards; possible there have been other policy changes
Recommendations

• Use multiple measures of college and career readiness.

• Leverage data at your disposal (e.g., Perkins data)

• Engage state CTE/CCR leaders as well as workforce and economic development leaders.

• Find the appropriate balance of uses across public reporting and accountability.

• Use publicly reported information to inform decisions.
Lingering Challenges

• Focusing on college AND career readiness – or valuing full range of academic, technical, employability skills
• Valuing success over participation
• Data collection
• All students, not just CTE concentrators
• Translating system to teachers, parents, students
Resources You Can Use

- Printable State Snapshots
- Web-based State Profiles
- CTE Blog and Fact Sheets
- Issue Briefs, Papers and Webinars
- CTE State Policy Tracking and Analysis
Great examples of high quality CTE programs of study

CTE State Policy Tracking and Analysis

Me!
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2014 Year in Review

- Found activity in 46 states and D.C.
- CTE is a top priority across states
- College and career readiness
  - Positive: Enhance career readiness
  - Less Positive: CCR as “college for all” agenda
- STEM
- Jobs
<table>
<thead>
<tr>
<th>Policy Area</th>
<th>Number of States Addressing Policy Area in 2014</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding</td>
<td>36</td>
<td>AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, ID, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, NE, NJ, NM, NY, OH, OR, SD, TN, UT, VT, WA, WV, WI</td>
</tr>
<tr>
<td>Industry Partnerships/Work-based Learning</td>
<td>28</td>
<td>AL, AK, AR, CA, CO, CT, DE, GA, IL, IN, IA, LA, ME, MD, MI, MN, MO, NH, NJ, NY, OH, OR, RI, SD, TN, VT, WV, WI</td>
</tr>
<tr>
<td>Dual and Concurrent Enrollment/Early College/Articulation</td>
<td>24</td>
<td>AL, AK, CT, DE, FL, GA, ID, IL, IN, KS, KY, LA, ME, MD, MA, MS, MO, NV, NJ, OH, OR, SD, TN, UT, WV</td>
</tr>
<tr>
<td>Industry-recognized Credentials</td>
<td>19</td>
<td>AZ, CA, DE, FL, GA, ID, IL, IN, KS, LA, MI, MN, MS, MO, OH, RI, TN, UT, WV</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>15</td>
<td>AZ, FL, IL, IN, LA, MI, MN, MS, MO, NY, OH, OK, SC, VA, WA</td>
</tr>
<tr>
<td>Data/Reporting/Accountability</td>
<td>15</td>
<td>CA, CO, CT, FL, IN, IA, KY, LA, ME, MI, MN, MO, NJ, UT, VA</td>
</tr>
<tr>
<td>STEM*</td>
<td>10</td>
<td>AZ, DC, IA, NH, NY, OK, OR, UT, VT, WA</td>
</tr>
<tr>
<td>CTE Standards/Accreditation</td>
<td>10</td>
<td>CO, FL, ID, LA, MN, NJ, OK, TN, WA</td>
</tr>
<tr>
<td>Technical/Employability Assessments</td>
<td>7</td>
<td>AZ, MS, MO, NV, NY, OH, SC</td>
</tr>
<tr>
<td>CTE Teacher Certification/Development</td>
<td>7</td>
<td>IL, ME, NJ, ND, RI, TN, VA</td>
</tr>
<tr>
<td>Career/Academic Counseling</td>
<td>6</td>
<td>AL, AR, CA, KY, OH, RI</td>
</tr>
<tr>
<td>Governance</td>
<td>5</td>
<td>AL, NM, OR, RI, UT</td>
</tr>
</tbody>
</table>
Preliminary 2015 State Policy Trends

• Continued focus on:
  – Increased and/or directed funding*
  – Industry collaboration/work-based learning
  – STEM
  – Dual/Concurrent Enrollment and Articulation

• New trend
  – Governance (major swing from 2014)
  – CTE teacher certification/professional development

• Colorado 12-bill “Ready to Work” package