NASDCTEc/NCTEF

**Agriculture, Food & Natural Resources Career Cluster® Leadership Pilot**

**Action Template**

This document aims to help participants in the Career Clusters Leadership Pilot (CCLP) identify specific strategies, tactics and deliverables their pilot might undertake over the course of the year-long pilot.[[1]](#footnote-1)

**How to Complete:**

By completing this template, participants will have the opportunity to map current initiatives and resources, conceptualize potential new activities, and prioritize activities for themselves and/or their state. ***NOTE: You are not required to address every topic or question, only those most relevant to you and/or your state.***

* **Step 1:** Read through the entire document.
* **Step 2:** Focus on those topics (e.g., partnerships, course sequences, etc.) that are most important to you based on your role and/or your state’s needs to achieve full implementation of the Career Cluster.
* **Step 3:** As possible and appropriate, fill in the “*Existing Strategies/New Ideas”* column with questions, existing resources, potential deliverables, etc. that should be considered moving forward.
* **Step 4:** Identify the level of priority of this issue for yourself (high, medium, low).
* **Step 5:** List your top five priorities (in order of preference) in the box on page 2 of this document. This will help NASDCTEc create a baseline of priorities for the October 20 kickoff meeting. The top five priorities can come from any category you wish, including multiple from the same category.

**How to Submit**

* All CCLP participants should complete this template using their unique perspectives (business/secondary/ postsecondary, etc.) to identify those topics and issues they consider to be the greatest priority or interest.
* Please return the completed document to [azimmermann@careertech.org](mailto:azimmermann@careertech.org) ***by October 8***. NASDCTEc will analyze all submissions to create a summary document that highlights commonalities, unique ideas and items of note to share at the October 20 kickoff meeting to inform the conversation and decision points.
* During the October 20 meeting, each pilot will decide on those strategies, tactics, and deliverables believed to be most critical in the context of its individual Career Cluster and build action plans around them.

Those items identified with \*\* are preferred topics to be addressed by the Career Cluster Leadership Pilot.

*Please complete the demographic information below to aid NASDCTEc’s analysis.*

Name: Click here to enter text. Title: Click here to enter text.

State: Click here to enter text.

Organization Name: Click here to enter text.

Organization Type (click arrow to choose from list): Choose an item.

If Other, Please Identify: Click here to enter text.

**PRIORITIES:**

Based on the priorities you have listed below, please rank them #1-5 in order of preference:

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| **TOP FIVE PRIORITIES** |
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**PARTNERSHIPS**

*Ongoing relationships among education, business, and other community stakeholders are central to Program of Study (POS) design, implementation, and maintenance.*

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| ***PARTNERSHIPS*** | ***Existing Strategies/New Ideas*** | ***Level of Priority*** |
| 1. What are structures, mechanisms, or models that foster and sustain statewide/regional partnerships?\*\* |  |  |
| 1. What are the structures, mechanisms, or models that leverage economic and workforce trends to identify statewide or regional programs of study to be created, expanded, or discontinued? |  |  |
| 1. What structures, policies or programs encourage and support work-based learning opportunities? (Consider the full range of opportunities from employers visiting the classroom to apprenticeships) |  |  |
| Other: |  |  |

**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 program of study. (Resources to consider:* [*Common Career Technical Core*](http://www.careertech.org/CCTC)*, including the Career Ready Practices)*

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| ***college and career readiness standards*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What are the policies, strategies, or programs that ensure standards are developed and continually validated in collaboration with secondary, postsecondary, and industry partners? |  |  |
| 1. What are the policies, strategies or programs that promote incorporation and adoption of agriculture standards, such as the Common Career Technical Core? |  |  |
| 1. What are the policies, strategies or programs that promote incorporation and adoption of cross-cutting career readiness skills, such as the Career Ready Practices? |  |  |
| Other: |  |  |

**COURSE SEQUENCES**

*Non-duplicative sequences of secondary and postsecondary courses within a program of study ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. A high-quality program of study should include recommended academic and CTE courses in program of study within the Career Cluster that:*

* *Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all programs of study;*
* *Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen program of study;*
* *Offer opportunities for students to earn postsecondary credit for coursework taken during high school; and*
* *Include on- and off-ramps across secondary and postsecondary systems*

*(Resources to consider: Existing* [*plans of study*](http://careertech.org/manufacturing) *for the Agriculture, Food & Natural Resources Career Cluster)*

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| ***COURSE SEQUENCES*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What does a model program of study course sequence within the Agriculture, Food & Natural Resources Career Cluster look like?\*\* |  |  |
| Other: |  |  |

**AWARENESS BUILDING**

*Awareness building is critical to CTE’s continued success on myriad fronts including policy, image, public support, employer engagement, and more.*

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| ***AWARENESS BUILDING*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What are the target key audiences (i.e., parents, guidance counselors, employers, policymakers, etc.) to promote CTE and programs of study as a pathway to postsecondary education? |  |  |
| 1. What are strategies for reaching these target key audiences? |  |  |
| 1. Are there any existing campaigns or communications activities that could or should be elevated? |  |  |
| Other: |  |  |

**GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT**

*Guidance counseling and academic advisement help students to make informed decisions about which program of study to pursue.*

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| ***Guidance counseling and academic advisement*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What policies, strategies, or programs ensure that guidance, counseling, and advisement professionals have access to up-to-date information to aid students in their decision making? |  |  |
| 1. What policies, strategies or programs offer resources to help students identify career interests/aptitudes as well as information and tools about postsecondary education and career options? |  |  |
| Other: |  |  |

**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 program of study. (Resource to consider:* [*Agriculture, Food & Natural Resources Credentials List*](http://careertech.org/manufacturing)*)*

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| ***technical skills assessments*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What are the relevant, valid and reliable industry-recognized credentials aligned to the Career Cluster? \*\* |  |  |
| 1. What are strategies for identifying and validating such assessments/ credentials, which engage the business community? |  |  |
| Other: |  |  |

**CREDIT TRANSFER AGREEMENTS**

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

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| ***CREDIT TRANSFER AGREEMENTS*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What policies, strategies, or programs that 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, and/or * Transfer credit earned at a two-year college to any other two- or four-year institution in the state? |  |  |
| Other: |  |  |

**ACCOUNTABILITY AND EVALUATION**

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

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| ***accountability and evaluation*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
| 1. What are the key indicators of *student* success within a program of study within the Career Cluster?\*\* |  |  |
| 1. What are the key indicators of *programmatic* success within a program of study within the Career Cluster? |  |  |
| 1. What are strategies for collecting and leveraging timely data to evaluate and improve the effectiveness of program of study? |  |  |
| Other: |  |  |

**OTHER**

*Are there any other areas or issues that have not been addressed through the above sections? If so, please list them below:*

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| --- | --- | --- |
| ***OTHER*** | ***Existing Strategies/ New Ideas*** | ***Level of Priority*** |
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1. This document is based loosely on the Rigorous Program of Study Framework. A graphic visualization and additional details about the Programs of Study Design Framework can be found here: <http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm>. [↑](#footnote-ref-1)