Welcome to CCTC: the Basics

SLIDE 2
- In 2010, state CTE directors from all 50 states came together around a common vision for what CTE can and should be to meet its full promise
- The vision sets expectations for CTE and promotes specific policy and programmatic action steps to achieve the vision.
- Specifically, the state directors laid out 5 principles, under which were specific actions the community would take
- One of these actions was the development of a set of world-class CTE program standards--the Common Career Technical Core.
- This was an important call to action from a content perspective but also from a common sense perspective – to allow for more cross-state comparability, student mobility, sharing of best practices and economies of scale to emerge

SLIDE 3
- Thus, in 2012, the CCTC were released after a two-year development process that directly engaged 42 states, DC, Palau and involved over 3,500 stakeholders from across the nation

SLIDE 4
- The CCTC are benchmark standards that define what a student should know/be able to do after completing a program of study
- I'm going to unpack this definition to show what makes the CCTC so unique compared to most CTE standards

SLIDE 5
- The first term is "program of study"
- Non-duplicative sequence of academic AND technical courses that encompasses learning at both the secondary and postsecondary levels
- Provides opportunities for students to earn postsecondary credits while still enrolled in HS – and culminates in an industry-recognized credential and/or a postsecondary degree, as appropriate for the field of study
- Therefore, these standards demonstrate what a student should know/be able to do after completing a sequence of courses- which is a major shift from how current standards are organized

SLIDE 6
- The other key term is "benchmark standard"
- Importantly, not curriculum, or course standards but rather standards against which states and can compare their standards, curriculum, programs
- In practice, serve as anchor

SLIDE 7
- Importantly, these standards are intended to be flexible so they can be used and inform CTE across diff delivery systems
- Because they are end of POS, they also focus on the FOUNDATIONAL and HIGHER-ORDER concepts/skills. Again, because they are not curriculum level standards, they are written to be

purposefully broad to represent the core, foundational knowledge and skills students need to possess at the end of a POS. but because POS include postsecondary-level content, they are also quite demanding and rigorous

- As mentioned, also serve as a bridge across CTE standards, curriculum certifications and other CTE programs

SLIDE 8
- So what do the CCTC look like?

SLIDE 9
- There are two major components of the CCTC

SLIDE 10
- Here are the Career Ready Practices…

SLIDE 12
- As mentioned, the CCTC also include content standards for the 16 Career Clusters and their 79 corresponding Career Pathways

SLIDE 13
- And here is an example from the Business Management & Admin Career Cluster
- You can see the Career Cluster-level CCTC standards, which apply to all Career Pathways – and therefore the industry as a whole
- As well as the more specialized, but still fairly broad, Career Pathway-level standards
- As you can imagine, many existing state, local and industry standards can and do fit under these standards as the CCTC aren't intending to replace these standards, rather provide an anchor for them all

SLIDE 14
- And here is where you can find more resources on the CCTC on our website including the standards themselves, background info on their development and materials to support the use of the CCTC in your states and communities
- Thank you