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The State of Career Technical Education:

An Analysis of State CTE Standards

November 19, 2013

Webinar Overview

- Highlights of national report
- Respondent panel:
  - ACTE President – Doug Major
  - New Jersey – Marie Barry
  - Skills USA – Kelly Horton
- Q&A

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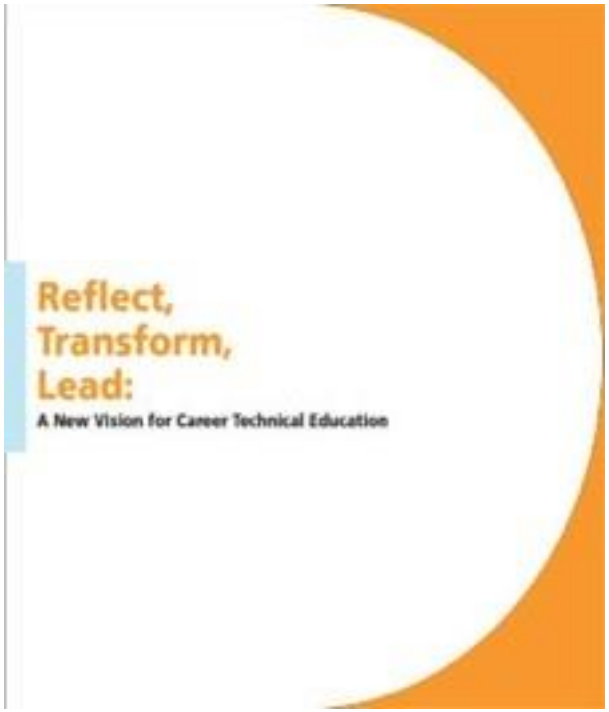
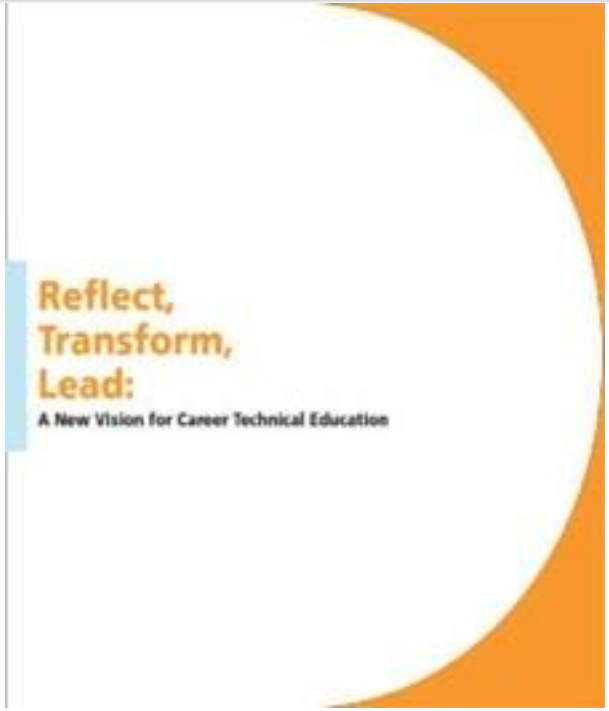
Why the Common Career Technical Core?



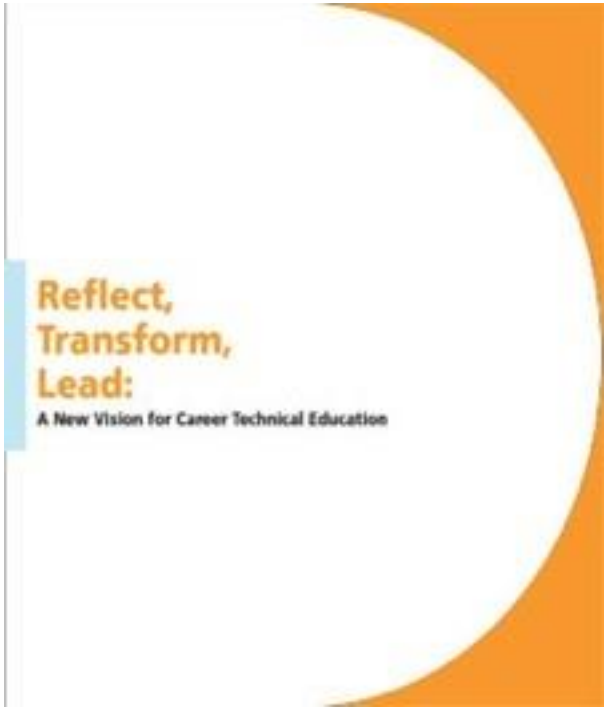
Why the Common Career Technical Core?

Vision calls for the development of world-class CTE program standards.



Why the Common Career Technical Core?

Vision calls for transition to the delivery system to one that is organized by the 16 Career Clusters delivered through programs of study.



Creating Order Out of Chaos

Locally developed standards

State standards

Education consortia standards

Industry standards

Industry certifications

Licensing standards

CCSS

Employability standards

CTSO competitive events

21st century skills

Company-specific standards

Industry certificates

Postsecondary degree requirements

Career Cluster knowledge and skills

The Common Career Technical Core

The Common Career Technical Core are benchmark standards that define what a student should know and be able to do at the end of a program of study.

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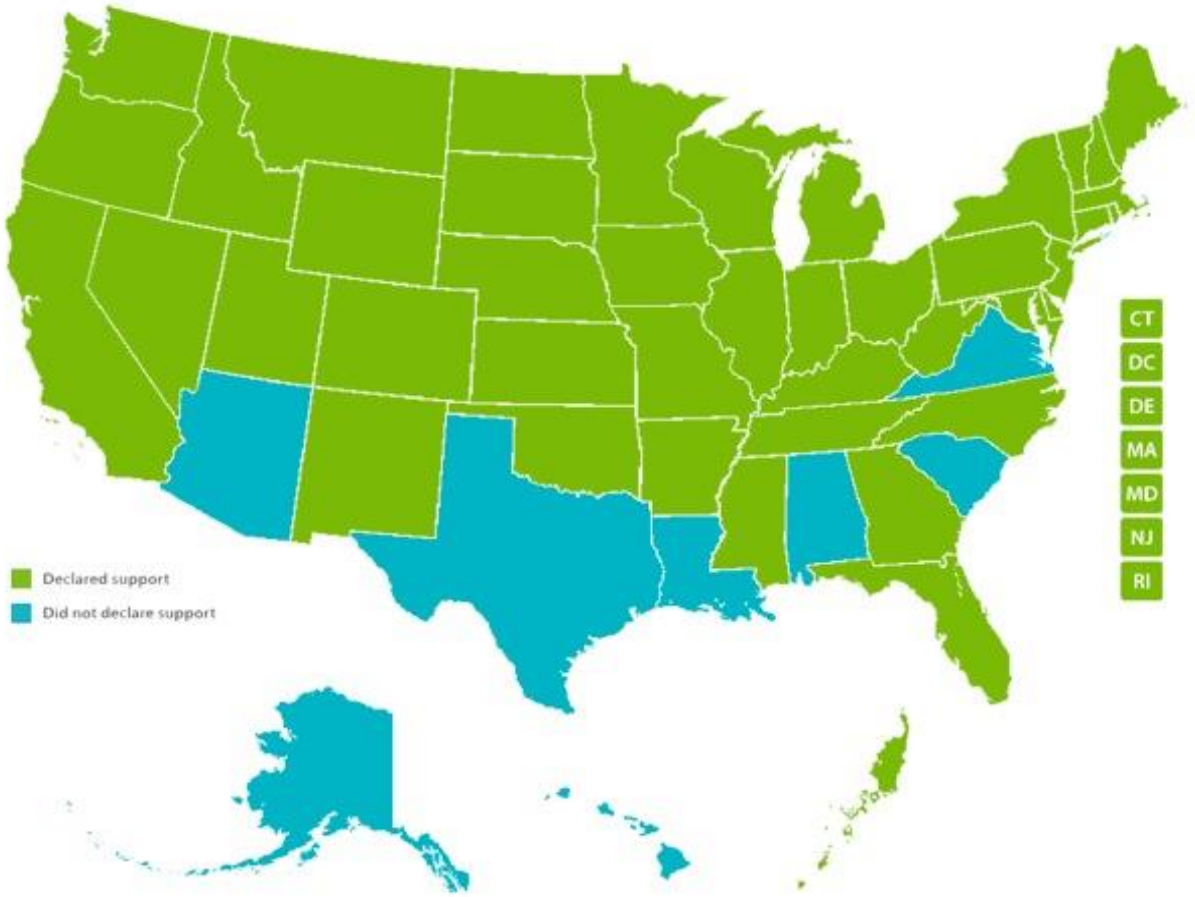
Developed by states for states



How were the standards developed?

- Organized by The National Career Clusters Framework
- Informed by state and industry standards
- Guidance from educators, state leaders, business & industry
- Feedback from the public
- Review, validation and consensus from state-nominated working groups

Components of CCTC

Career Ready Practices

- 12 practices with suggested indicators
- Positioned to be applied across the entire continuum of instruction
- Modeled after Common Core's Standards for Mathematical Practice

Career Cluster- & Career Pathway-Level Content Standards

- Expectations within Career Cluster and Career Pathways that frame a Program of Study
- Based on Validated Knowledge and Skills Statements
- Used to align expectations across states

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An Analysis of State CTE Standards

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CCTC Alignment Study

- First-ever analysis of state-approved standards for secondary and postsecondary CTE
- Compare state-approved standards to CCTC
- Look at state policies and practices
- Individual state reports and national report

What this report is NOT

- This is NOT an evaluation of or determination of rigor of existing state standards
- Goal is NOT to rank states

What did we learn?

- CTE is very diverse
- Not a shared definition of what is a standard
- Majority of states have the authority to adopt both secondary and postsecondary standards BUT…..
- Most only exercise the authority at the secondary level.

What did we learn?

- 46 states and three territories have state-approved secondary CTE standards
- 13 states and two territories have state-approved CTE standards at the post secondary level
- Two states and one territory have shared standards between secondary and postsecondary CTE.
- Most states have course-level standards that are largely occupationally or job-specific.

What did we learn?

- Perkins drives secondary CTE monitoring and evaluation
- Accreditation drives postsecondary CTE monitoring and evaluation

What did we learn?

- Nearly all states provide guidance on CTE dual enrollment and articulation
- ½ of states have guidance for credit transfer agreements
- 1/3 states have some statewide credit transfer programs
- 9 states have full statewide credit transfer programs for CTE

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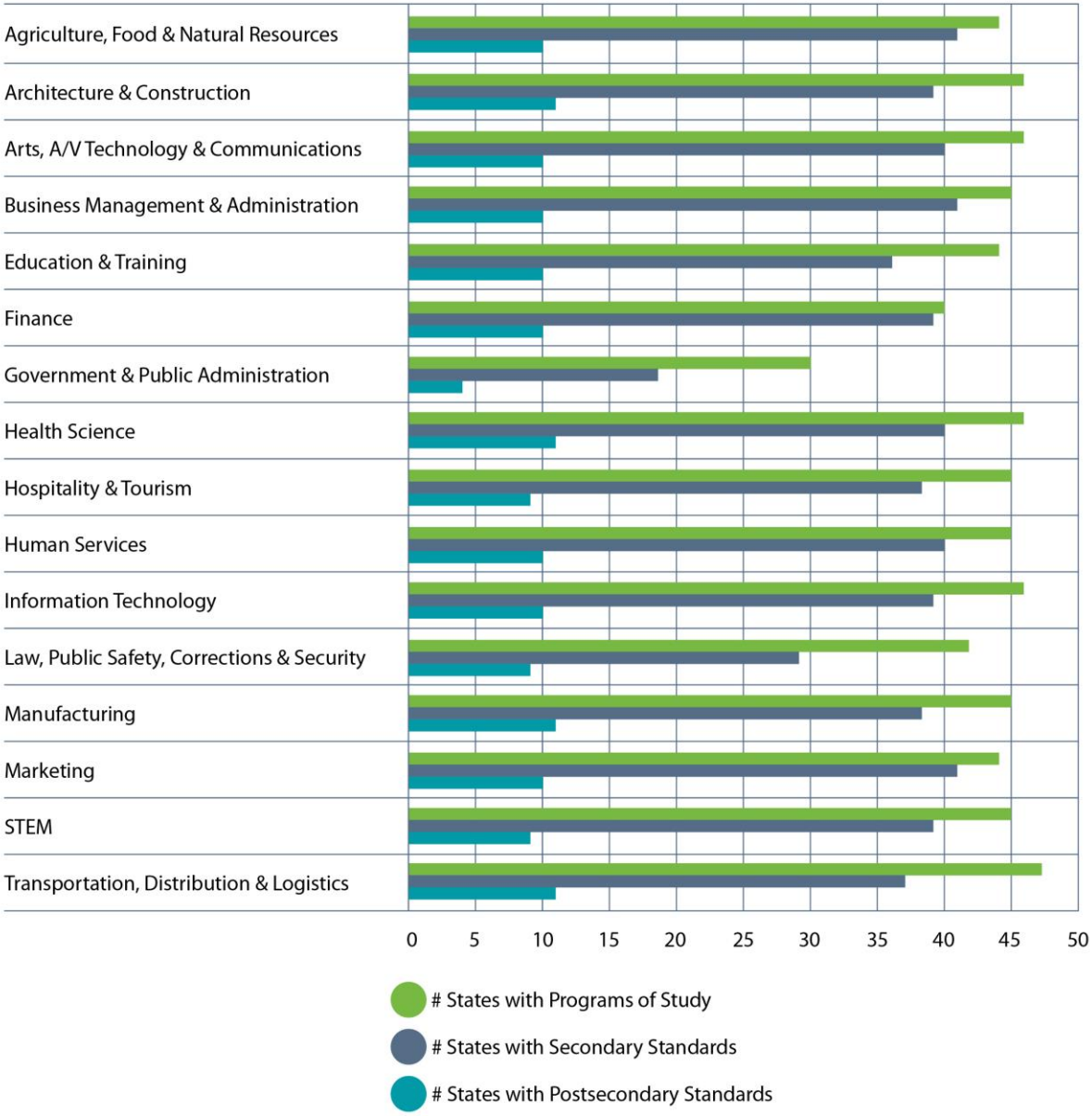
What did we learn?

States use The National Career Clusters Framework as the way they describe CTE – but have also made it their own

PATHWAYS TO COLLEGE & CAREER READINESS
Career Clusters®

Figure 1: State Programs of Study, by Career Cluster

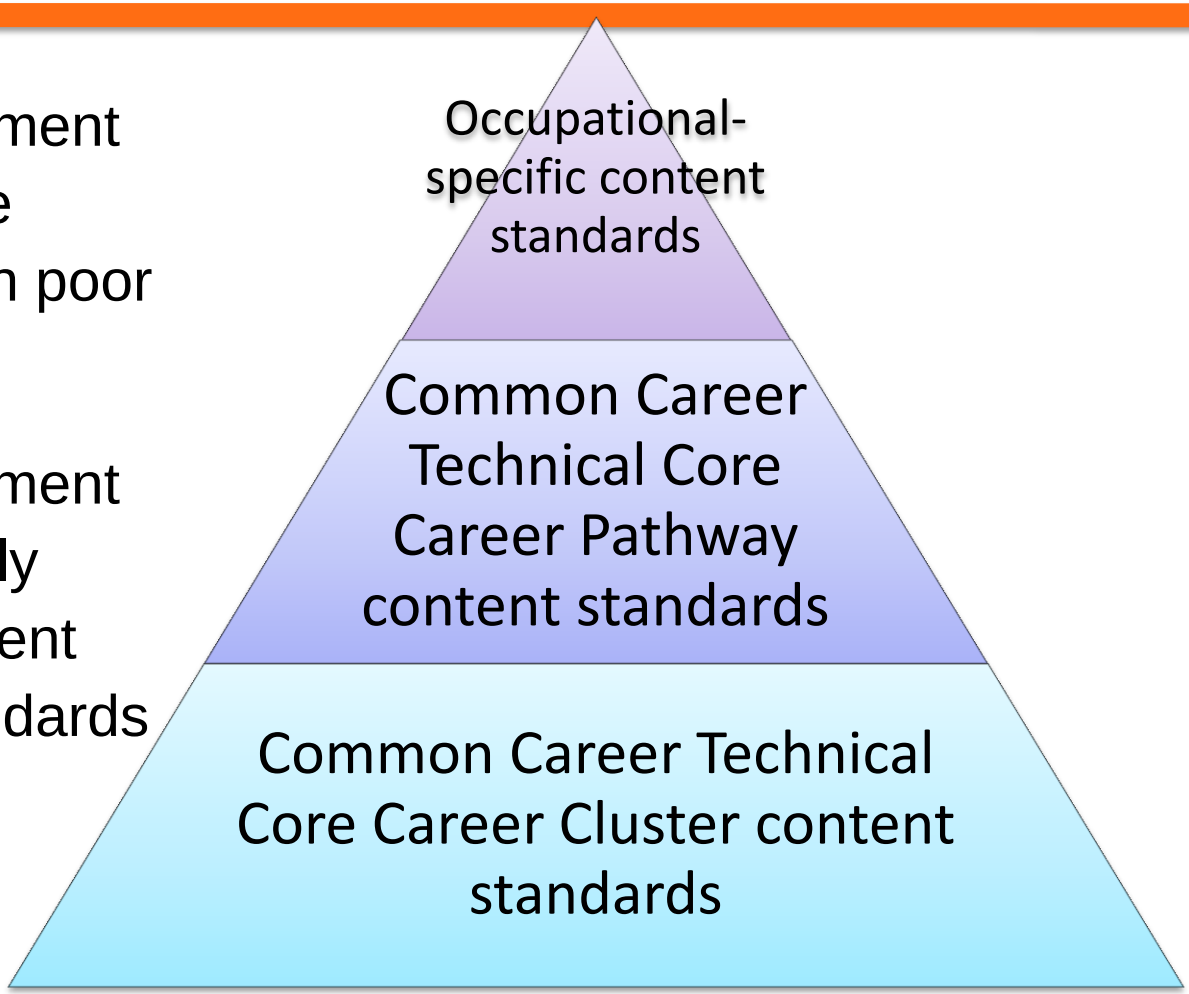


What did we learn?

- Most aligned – secondary: Business and Marketing
- Most aligned – postsecondary: Health Science, IT and Business
- Least aligned – Transportation and Law

What did we learn?

- Lack of alignment should not be confused with poor quality
- Lack of alignment reflects largely reflects different levels of standards



What did we learn?

- Good alignment with most of the Career Ready Practices
- Work still to be done to integrate
  - Demonstrate creativity and innovation
  - Employ valid and reliable research strategies

Looking ahead

- Fill the postsecondary CTE standards gap
- Implementation of standards with fidelity
- Continued progress on programs of study
- Implementation of the CCTC

Looking ahead

- Begin a conversation in states about:
  - Standards
  - Learner level alignment
  - Programs of study
  - Assessment
  - Policies, practices and lever

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