

## **Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

### Current Resources

- 1.4.1 Create worksite experience requirement aligned to WBL Manual and WAC.

### Additional Funding

- 1.4.2 Provide students opportunities to explore occupations of interest in a variety of pathways.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

### Additional Funding

- 1.4.3 Call for the creation of a statewide database that connects students and teachers to job shadow/internship opportunities. Requires legislative action. This is a priority item.
- 1.4.4 Develop incentives for businesses providing industry-based worksite learning activities. Requires legislative action. This is a priority item.

## **Desirable Outcomes**

- All preparatory CTE programs provide the opportunity for students to participate in WBL.
- Every student leaves high school with a performance-based WBL experience.

## **1.5 OBJECTIVE: EXPAND PROGRAM OFFERINGS**

Continue to develop robust CTE program offerings through a variety of delivery models.

## **Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

### Additional Funding

- 1.5.1 Develop delivery models for CTE curriculum that use current and emerging technologies, such as smart phones, tablets, and mobile devices. This is a priority item.
- 1.5.2 Provide professional development that supports project-based learning.

### Phased-In

- 1.5.3 By 2015, implement procedures to eliminate obsolete or poor-quality programs. This is a priority item.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

### Additional Funding

- 1.5.4 Ensure adequate funding for CTE programs. Requires legislative action. This is a priority item.

**Desirable Outcomes**

- Students have the flexibility to transition within and among career pathways as interests change, opportunities emerge, and the economy transforms.
- All Grades 6–12 students have an individualized POS that clearly maps out a comprehensive strategy to achieve their education and career goals.
- Professional development supports project-based learning.
- Learners of all ages have access to the education and training necessary to be highly competitive in the labor market, including ongoing skill development.
- Programs designated as poor quality and obsolete no longer receive CTE funding.

**Goal 2: Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study.**

**2.1. OBJECTIVE: CAREER GUIDANCE COUNSELING**

All students in Grades 6–12 have access to high-quality career guidance that produces their personal POS.

**Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

Current Resources

- 2.1.1 By 2014, develop a framework/model of best practices for career awareness activities.
- 2.1.2 Build economic awareness into comprehensive career guidance.

Phased-In

- 2.1.3 By 2018, develop career guidance and counseling models for all students and professional development resources for all counselors and educators.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

Phased-In

- 2.1.4 By 2018, all schools shall provide comprehensive career guidance counseling. Requires legislative action.

**Desirable Outcomes**

- Individual POS have been developed collaboratively with parents, students, and educators as a part of the HSBP.
- Career guidance is equitable, collaborative, and accountable for all students.

**2.2 OBJECTIVE: PROGRAMS OF STUDY**

POS will be integrated at all grade levels 6–12 and into each student’s HSBP.

## Recommendations

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

### Phased-In

- 2.2.1 By 2016, promote online tools for 6th grade students to explore POS.
- 2.2.2 By 2016, encourage collaboration among multiple school districts for development of POS.
- 2.2.3 By 2016, encourage school districts to host at least two parent meetings per year to inform parents and students about POS.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

### Phased-In

- 2.2.4 By 2017, require that all 6th grade students develop, in person or online, their personal career pathway plan. Requires legislative action.
- 2.2.5 By 2017, integrate POS into HSBP, required by every student. Beginning in 6th grade, students encounter multiple POS and their choices in middle school lead to the eventual incorporation of their personal career pathway plan into their HSBP. Requires legislative action.

## Desirable Outcomes

- Students and parents have a clear understanding of an educational pathway.
- Online career exploration tools are integrated into programs statewide.

## 2.3. OBJECTIVE: PROFESSIONAL DEVELOPMENT

By 2017, through professional development opportunities, all CTE personnel, counselors, and educators have a thorough understanding of POS.

## Recommendations

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

### Current Resources

- 2.3.1 Provide annual CTE presentations at stakeholder conferences to increase understanding of CTE.

### Additional Funding

- 2.3.2 Deliver professional development to teachers and counselors on:
  - Academic alignment of standards
  - Community-based organizations
  - HSBP requirements
  - Industry partnerships
  - Professional associations

- Programs of Study
- Social media integration in the classroom
- Student leadership

This is a priority item.

#### Phased-In

- 2.3.3 By 2016, train all 6th grade teachers, in person or online, to support three hours of exploration in POS for all 6th grade students.
- 2.3.4 By 2018, identify strong POS models across the state to support increased access and collaboration among districts in building these programs.

#### **Desirable Outcomes**

- Professional development will have occurred in all areas above.
- Ongoing professional development is provided and integrated into state and district provided professional development opportunities for all educators.

#### **2.4. OBJECTIVE: OUTREACH**

Increase community involvement and outreach. Continue CTE awareness campaign to empower programs, schools, and districts to be able to articulate and promote the answers to the question “Why CTE?”

#### **Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

#### Current Resources

- 2.4.1 Collaborate with families, community, businesses, and workforce development councils to ensure development of quality CTE programs which will meet student needs.
- 2.4.2 Collaborate with the State Board of Community and Technical Colleges (SBCTC), the Washington Student Achievement Council (WSAC), and the Workforce Training and Education Coordinating Board (WTECB) to develop and review POS.
- 2.4.3 Provide outreach to administrators, school directors, parents, and industry on multiple pathways to success.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

#### Current Resources

- 2.4.4 Mandate statewide articulations between secondary and postsecondary education. Requires legislative action. This is a priority item.
- 2.4.5 Charge education agencies to develop statewide articulations from high school to postsecondary education. Requires legislative action. This is a priority item.

#### **Desirable Outcomes**

- Statewide articulations are in place and universal between institutions.

- Number of credits earned at the postsecondary level through articulation agreements continues to increase.

**Goal 3: Require CTE teachers and administrators to be fully prepared and supported in their roles as educators and instructional leaders.**

**3.1 OBJECTIVE: PREPARING LEADERS**

Increase and improve CTE teacher and administrative staff preparation and leadership opportunities.

**Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

Additional Funding

- 3.1.1 CTE directors are included in planned school district professional development for administrators on teacher evaluation and methods to support CTE educators' application of high leverage instructional practices necessary within career and college readiness standards.
- 3.1.2 Provide statewide professional development through multiple venues, on targeted topics necessary to the operation and implementation of quality, successful and contemporary CTE programs, in collaboration with state general education and CTE professional development associations.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS — The Committee recommends that CTSOs engage in the following:

Current Resources

- 3.1.3 Increase teacher prep program visibility and inclusion at CTSO conferences.

Additional Funding

- 3.1.4 Recruit future CTE teachers through CTSO involvement.

BUSINESS AND INDUSTRY PARTNERS — The Committee recommends that business and industry partners take the following actions:

Additional Funding

- 3.1.5 Develop consistent forum for business and industry to work with colleges and universities that provide teacher preparation and professional development.

STATE COLLEGES AND UNIVERSITIES — The Committee recommends that state colleges and universities take the following actions:

Current Resources

- 3.1.6 Work with secondary education and businesses to recruit new CTE instructors.

3.1.7 Increase focus on student leadership development strategies, including CTSOs in teacher preparation programs.

Additional Funding

3.1.8 Develop web-based virtual academies to support CTE teacher and CTE leader education/professional development.

3.1.9 Work with business and industry to validate instructional content and programs.

PROFESSIONAL ORGANIZATIONS — The Committee recommends that professional organizations engage in the following:

Current Resources

3.1.10 Partner with other educational associations to provide professional development for all CTE directors and teachers.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

Phased-In

3.1.11 By 2015, create leadership academy for CTE administrators similar to the principal leadership academy supported by the Legislature. Requires legislative action. This is a priority item.

3.1.12 By 2015, require CTE fundamentals as a component of secondary principal certification. Requires legislative action.

3.1.13 By 2020, work with the Professional Educator Standards Board (PESB) to incorporate CTE more thoroughly into teacher and principal preparation programs. Requires legislative action.

**Desirable Outcomes**

- CTE and academics are considered an equal priority by districts.
- CTE fundamentals are a required component of principal certification.

**3.2. OBJECTIVE: CERTIFICATION**

Strengthen opportunities and requirements for CTE certification.

**Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

Current Resources

3.2.1 Develop new CTE certification programs in collaboration with the PESB. This is a priority item.

Phased-In

3.2.2 By 2015, secondary principal, superintendent, and program office certifications include CTE fundamentals.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

Phased-In

- 3.2.3 By 2017, expand CTE certification programs and options. Requires legislative action.
- 3.2.4 By 2020, attach CTE director certification to enhanced CTE funding. Requires legislative action. This is a priority item.
- 3.2.5 By 2020, support state funded CTE teacher internship/sabbatical opportunities as part of certification. Requires legislative action.

**Desirable Outcomes**

- CTE certification is based upon the standards needed for developing, implementing, instructing, and evaluating quality CTE programs.

**Goal 4: Ensure that Career and Technical Education is a results-driven education system so as to demonstrate a positive return on investment.**

**4.1 OBJECTIVE: EXISTING DATA**

Research current status of CTE in Washington with regard to policies, practices, and other available data in order to provide results-driven programs.

**Recommendations**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

Current Resources

- 4.1.1 By spring of 2013, monitor, using clear measures and targets, the performance of CTE programs in at least the following areas:
  - Student participation in and completion of high-demand programs.
  - Students earning dual credit for high school and college.
  - Performance measures and targets established by the WTECB.If a school district fails to meet the performance targets above, require district to submit an improvement plan. If a district fails to implement improvement plan or continues to fail to meet performance measures, OSPI may use this failure as the basis to deny the approval of one or more of the district's CTE programs.

**Desirable Outcomes**

- The Perkins Performance Plan is a living document, actively utilized to improve performance.

**4.2 OBJECTIVE: RETURN ON INVESTMENT**

Utilize the return on investment model developed by the WTECB for CTE statewide.

## Recommendations

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

### Current Resources

- 4.2.1 Utilize the return on investment model developed by the WTECB that includes fiscal, societal, and economic impacts to demonstrate the success of CTE and improve and enhance CTE policies and programs statewide.
- 4.2.2 Partner with the WTECB to promote the return on investment model broadly within the education and workforce communities.

### Additional Funding

- 4.2.3 Determine best and innovative practices that may be replicated, promoted, and implemented on a larger scale. Publish results statewide.

### **Desirable Outcomes**

- Return on investment model data informs program decisions statewide.

### **4.3 OBJECTIVE: ONGOING DATA COLLECTION**

Make acquisition and distribution of CTE-related data an ongoing priority and utilize reliable data to inform decision-making.

## Recommendations

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

### Current Resources

- 4.3.1 Share data at appropriate venues, collect input, and plan development of performance targets, in collaboration with the WTECB.
- 4.3.2 Lead in the collection, interpretation and distribution of comparable, valid, and reliable data.

### Desirable Outcomes

- By 2015, policies are in place to support the collection of comparable, valid, and reliable data.

### **4.4 OBJECTIVE: TRACKING SUCCESS**

Develop a statewide tracking system for CTE student success, including accurate follow-up post-high school.

## Recommendations

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION — The Committee recommends that OSPI take the following actions:

#### Additional Funding

- 4.4.1 Provide professional development for teachers and administrators in best practices acquired by data gathered and in best practices concerning data gathering. Collaborate in this professional development with appropriate agencies.

#### Phased-In

- 4.4.2 By 2017, define indicators for statewide tracking systems for monitoring CTE progress.
- 4.4.3 By 2019, partner with Workforce Training and Education Coordinating Board to collect external data on employment and industry trends to instigate improvement measures for CTE programs.

LEGISLATURE — The Committee recommends the Legislature take the following actions:

#### Phased-In

- 4.4.4 By 2018, require the creation of a graduate follow-up system to track students after high school, including those who continue on to two-year or four-year colleges, apprenticeships, military service, certification programs, or work. Requires legislative action. This is a priority item.

#### **Desirable Outcomes**

- CTE program data, employment and industry trends, and post-high school follow-up information inform program decisions statewide.

# Top Priorities

Below, by goal and specific recommendation, are the top priorities for implementation and funding by the Legislature, called out from the plan as a whole for special notice.

## **Goal 1: Career and Technical Education prepares students for lifelong learning and employment through the development of adaptable skills and knowledge.**

### Current Resources

- 1.1.1 Rename the one credit Occupational Education requirement in WAC 180-51-066 as “Career and Technical Education.”

### Additional Funding

- 1.1.7 Create state model course equivalencies that districts could adapt to local requirements.
- 1.2.3 Expand middle school level CTE course opportunities, including that all middle schools offer students access to multiple programs of study within career pathways that meet defined POS standards and build into students’ High School and Beyond Plans. Requires legislative action.
- 1.3.10 Encourage that all CTE courses are a sequential part of a POS. Requires legislative action.
- 1.4.3 Call for the creation of a statewide database that connects students and teachers to job shadow/internship opportunities. Requires legislative action.
- 1.4.4 Develop incentives for businesses providing industry-based worksite learning activities. Requires legislative action.
- 1.5.1 Develop delivery models for CTE curriculum that use current and emerging technologies, such as smart phones, tablets, and mobile devices.
- 1.5.4 Ensure adequate funding for CTE programs. Requires legislative action.

### Phased-In

- 1.1.10 By 2016, reduce barriers for external partners to provide career exploration opportunities for high school students outside of the regular school day or year (e.g., organizations to provide after-school activities and/or events; community and technical colleges partnering with school districts to provide summer opportunities, and others.) Promote the creation of such opportunities and recognize partner participants. Include workforce development councils as a possible conduit for this partner engagement. Requires legislative action.
- 1.3.6 By 2016, work with the business community to ensure that the credentials earned by students enrolled in CTE programs are valued and validated by the labor market.
- 1.5.3 By 2015, implement procedures to eliminate obsolete or poor-quality programs.

**Goal 2: Ensure that every student receives comprehensive career guidance that leads to a personalized Program of Study.**

Current Resources

- 2.4.4 Mandate statewide articulations between secondary and postsecondary education. Requires legislative action.
- 2.4.5 Charge education agencies to develop statewide articulations from high school to postsecondary education. Requires legislative action.

Additional Funding

- 2.3.2 Deliver professional development to teachers and counselors on:
- Academic alignment of standards
  - Community-based organizations
  - High School and Beyond Plan requirements
  - Industry partnerships
  - Professional associations
  - Programs of Study
  - Social media integration in the classroom
  - Student leadership

**Goal 3: Require CTE teachers and administrators to be fully prepared and supported in their roles as educators and instructional leaders.**

Current Resources

- 3.1.11 By 2015, create leadership academy for CTE administrators similar to the principal leadership academy supported by Legislature. Requires legislative action.
- 3.2.1 Develop new CTE certification programs in collaboration with the Professional Educator Standards Board.

Phased-In

- 3.2.4 By 2020, attach CTE director certification to enhanced CTE funding. Requires legislative action.

**Goal 4: Ensure that Career and Technical Education is a results-driven education system so as to demonstrate a positive return on investment.**

Phased-In

- 4.4.4 By 2018, require the creation of a graduate follow-up system to track students after high school, including those who continue on to two-year or four-year colleges, apprenticeships, military service, certification programs, or work. Requires legislative action.

## Conclusion

The Strategic Planning Committee encourages the Legislature to endorse and support career and technical education and the CTE program in Washington as outlined in the Statewide Strategic Plan for Career and Technical Education.

It is common today to speak of “college and career readiness,” or occasionally, “career and college readiness.” It is the CTE program that speaks to this desire for education—to prepare all students to be ready for all of life to come after graduation. CTE leads the way.

In order for students to succeed, we need to prepare them for the ever-changing world of work, which means not only college readiness, but career readiness. Students with access to postsecondary education and skills attainment possibilities will be prepared to achieve in the 21st century.

CTE is the innovator and leader for education today in Washington, offering courses of study to ensure students explore, compete, and succeed as lifelong learners in the world of work.

CTE offers a unique opportunity to engage students in an enormous variety of subjects, incorporating academic, creative and technical skills, with the specific goal, nowhere else represented in education, of preparing students for all of life that comes after high school.

CTE needs to be an integral part of every student’s education in order that every student might graduate from high school globally competitive for work, prepared postsecondary education, and ready for life as positive, contributing members of society in the 21st century. With CTE, students succeed.



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