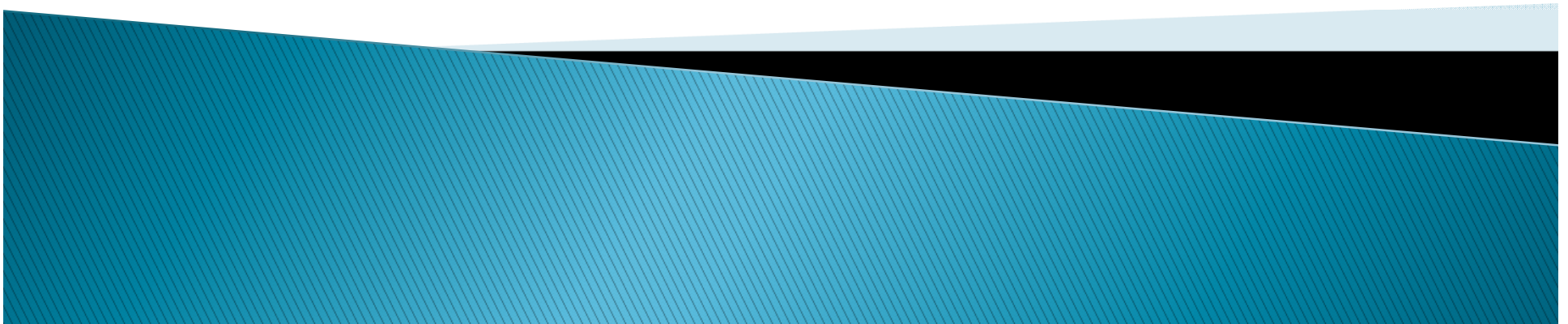


# A Pipeline to College and Careers: Career and Technical Education in the 21<sup>st</sup> Century

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# Career and Technical Education in the 21<sup>st</sup> Century

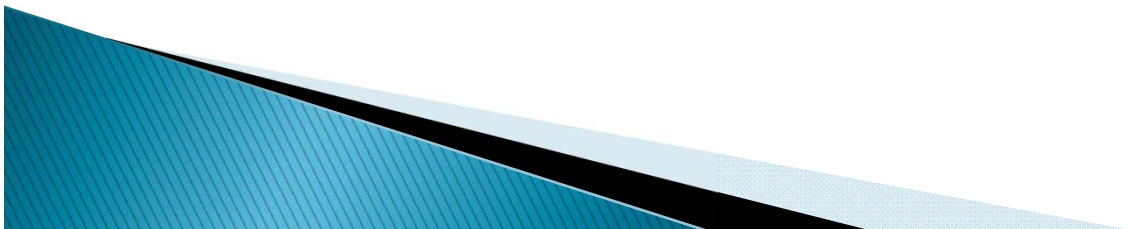
- ▶ DC Task Force on Career and Technical Education
  - CTE Plan Establishment Act of 2012
  - Charged with developing a strategic plan for CTE in DC
  - Made up of top representatives from DME, DCPS, DCPCSB, UDC-CC, WIC, and OSSE
  - Started in September and completed report December



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## ▶ Vision Statement

- The Task Force envisions CTE as a coordinated series of dynamic and engaging programs, operating in elementary, middle, and high schools, that increase student awareness, support student exploration and enable student preparation for the array of promising careers in DC. These programs offer high quality curricula, instruction, and assessment and are linked to the business community in ways that promote real-world experiences and state of the art learning.



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## ▶ Goal

- By 2017, 80 percent of District students concentrating in CTE programs will complete a program of study leading to a certification, credential or diploma associated with one of the District's most promising occupations



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- ▶ Strategic Plan
  - Section 1: Where we are
  - Section 2: Strategies to Improve CTE in the District
  - Section 3: Moving forward



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- ▶ Section 1: Where we are
  - 40% of the District's public and charter high school students were enrolled in a CTE program
  - Programs offered in 12 of the 16 career clusters
  - No uniform policies regarding teacher credentials or experience
  - Some programs used industry approved curricula and some did not; some offer internships; dual enrollment
  - Data are difficult to collect because of different definitions



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- ▶ Section 2: Strategies to Improve CTE in DC
  - 1. Determining Eligibility for Programs of Study
    - Used BLS data, as well as city priorities, existing infrastructure, established business partnerships
    - 240 eligible occupations, prioritized about ¼
    - STEM, IT, Business Management, Architecture and Construction, Law and Public Safety, Transportation, Finance, Education and Training, Health Science, Arts AV and Communications, Hospitality and Tourism



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- ▶ Strategy 2: Establish Rigorous CTE Program Quality Requirements
  - Consist of at least three sequential courses
  - Incorporate work-based learning experiences
  - Assess student skills and employability
  - Align curricula with industry standards
  - Result in an industry recognized credential or a degree
  - Include dual enrollment where appropriate





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- ▶ Strategy 3: Increase student concentration and completion rates
  - CTE Data Collection System and Process
  - Strategies to increase concentration and completion rates
    - Establish 5 year goals so that by 2017 75% of participants and 80 % of concentrators become completers
    - Develop a strategic Communications and Outreach Campaign
    - Promote early awareness and Career Exploration



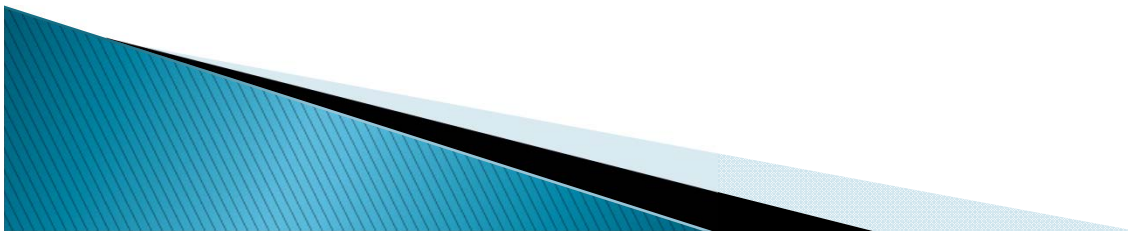
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- ▶ Strategy 4: Implement pilot CTE Transfer program
  - Enabling students to transfer within and across LEAs
  - Challenges include: per pupil funding allocation, scheduling, grading and transcripts, transportation and safety, special education



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- ▶ Strategy 5: Afford LEAs and UDC-CC Flexibility in hiring, scheduling, assessing and compensating CTE faculty
  - Develop adjunct teaching models
  - Support teachers serving in multiple schools



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- ▶ Strategy 6: Reengage Disconnected Youth
  - Research suggests that 10,000 youth in DC are disconnected from school and work
    - Alternative pathways to completion
    - Connected paid employment
    - Extensive support services



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- ▶ Strategy 7: Support and Incentivize CTE Course Offerings for Adult District Residents
  - UDC –CC should continue to offer evening courses and pilot student support programs
  - UDC–CC should work with LEA to offer courses in the evenings at schools that offer CTE during the day
  - Hire well qualified faculty and explore split–funding
  - Explore changing the per pupil funding structure



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- ▶ Section 3: Moving Forward
  
- ▶ Expected outcomes
  - 80% of District students concentrating in CTE complete programs of study – 1000 students annually
  - 100% of programs aligned with DC's high wage, high skill occupations
  - 100% of middle school students will have structured opportunities to learn about career pathways
  - Increased numbers of well qualified CTE teachers
  - Elimination of program duplication
  - Disconnected youth will have access to programs that meet their needs



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## ▶ Next Steps

- Work with inter-agency team to:
  - Conduct briefings with stakeholders
  - Establish the budget
  - Begin implementation where possible

