CTE Transformation Strategy

U.S. Department of Education
Office of Vocational and Adult Education
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By 2020, this nation will once again have the highest proportion of college graduates in the world. - President Obama

I ask every American to commit to at least one year or more of higher education or career training. - President Obama

College and career ready must become a “both/and” reality, not an “either/or” proposition. - Secretary Duncan

All students will graduate prepared for further education, training and employment on a pathway to a meaningful career. - CTE Work Group Vision
WHAT DOES CTE LOOK LIKE TODAY?

- Federal Perkins formula funds represent a minimal share (5-7%) of all funding for CTE
  + Formula grants weighted toward high poverty populations

- CTE represents a significant part of secondary and postsecondary education
  + Nearly every secondary student takes at least one CTE course
  + 20 percent of secondary students take 3 or more CTE courses
  + CTE is available in 2/3 of the nation’s high schools, 900 full time CTE high schools, and 1,200 area CTE centers
  + One third of postsecondary undergraduates earn at least 12 credits in CTE
  + CTE is offered in 1,128 public 2-year and 615 public 4-year institutions

- State-reported data (2009-2010) are generally positive
  + 92% of secondary CTE concentrators* graduate high school
  + 83% of secondary CTE concentrators enter postsecondary education and/or employment.
  + 54% of postsecondary CTE concentrators earn a certificate, credential or degree

* A student is typically designated a “CTE concentrator” in the 11th grade, at which point they may already be more likely to graduate.
THE CTE CHALLENGE

- Federal Perkins law, which drives much of current CTE-funded programs and policy, needs additional clarity and focus

- There are too few systematic partnerships to support student achievement and entry into postsecondary education

- Teachers and leaders need additional professional development and support

- Many programs emphasize skill standards that are poorly matched to employer demands

- Nationally comparable data on CTE students’ educational and employment outcomes is not readily available
APPROACH TO REFORM

- Internal Department working group (June 2010 – May 2011)
  - **Charge:** Develop the Department’s vision for CTE and needed reforms to achieve that vision
  - **Group composition:** 44 staff members representing 14 program offices
  - **Result:** Department-approved CTE vision and 3 “game changers”

- Consultation with the field (September 2010 – Ongoing)
  - **Goal:** Gather views on effective approaches for, and challenges facing CTE
  - **Participant composition:** 30 CTE Community Conversations with over 500 stakeholders
  - **Result:** Written and oral feedback to inform the CTE transformation teams (see below)

- CTE transformation implementation teams (May 2011 – Present)
  - **Goal:** Develop and implement CTE vision and reforms
  - **Team composition:** Five (5) OVAE-led, Department-wide working groups (Programs, Policy, Evidence, Partnerships, and Bully Pulpit)
  - **Interim result:** Work plans for each of the groups; national activities projects underway
THREE KEY REFORMS

- Scale high-impact CTE programs of study
  - Strengthen the link from secondary to postsecondary through articulation agreements
  - Use professional development to expand teacher and leader capacity and to improve effectiveness
  - Support teaching and learning strategies that integrate rigorous academic, technical, and career skill instruction
  - Provide academic and career counseling to students
  - Support partnerships between secondary, postsecondary, and employers
  - Create work-based learning opportunities and jobs for students
  - Ensure that programs result in industry-recognized credentials, certificates or degrees

- Promote career (employability) skills for all students
  - Support development of higher order workplace skills that are required of all employees: oral and written communication; problem solving and critical thinking; leadership; teamwork; and self-management
  - Create a rubric for assessing these skills

- Remake the CTE accountability system
  - Strengthen accountability systems to create common performance and participation definitions
OVAE CONTACTS

- Steering Committee
  + Brenda Dann-Messier
  + Johan Uvin
  + George Smith
  + Alicia Board

- Program Team Co-Leads
  + Sharon Miller
  + Annie Blackledge
  + Margaret Romer

- Policy Team Co-Leads
  + Frank Chong
  + Libby Livings-Eassa
  + Gail Schwartz

- Evidence Team Co-Leads
  + John Haigh
  + Jose Figueroa
  + Ric Hernandez

- Partnerships Team Co-Leads
  + Adrienne Will
  + Scott Hess

- Bully Pulpit Team Co-Leads
  + Ed Smith
  + Marilyn Fountain