National Research Center for Career and Technical Education

Programs of Study Seminar March 9, 2010



The work reported herein was supported under the National Research Center for Career and Technical Education, PR/Award (No. VO51A070003) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education and you should not assume endorsement by the Federal Government.



National Research Center for Career and Technical Education

Introducing our four NRCCTE projects on Programs of Study

carefully chosen high schools from three regions of the statu are being followed over the two years of the study. These schools were cerefully selected from three of the statu's Workdonce Invest meet Areas (Wiks) and

represent a diverse mit of verying levels of commu

and a hool performance outcomes. These sohort

Early Observations Center researches mode some early observation of tends they roted during initiality-risks to stu-shools because fielded, for the project began in early 2003, al observations cartined to law are pertinized.

easily implementation. The ability to build of origing programs seems to influence successful early

policy implementation. Anotheral extense surger

New tohese Perkins dyland PCS in piece.

that schools with stronger CTE programs may be mo

during the study period.

resources, level of policy implementation, locale, size

of students from each x hool site are being follower



ature Proorams of Study: A Long

nd CTE content organized in a coordinated organisation of courses that align secondary with dary education in a particular career d to a portsecondary degree and/or Relation. This project is one of three

asses of mature POI

Site Selection SRES Selection when the transmission and the selection to transmission and the selection and the selec ed this end, this study will identify the plementation. The goal of this project is to wde policymakers with feedback on the ability of the aspect of the legislation and

piecestation that might be used in other and states.

Purpose and Objectives orents of the structure and process of

OS (e.g., what are the elements, how do they c and under what circumstance ndtions?) and how these compare with the



evidence of students moving from a secondary CTE program into a postecondary CTE program in a nonduplicative sequence of courses, as mandates by Perkins N. At only one site had POS directly following are the locations of t selected for longitudinal study:

high school classes. Through this study, we have to





encore in valis for statistic bacilitate the isomation of partnership between secondary and partnership between secondary aducation to create programs of study (POS). A CTE POS must include rigorous academic and CTE content organisate in a concleterid argumention of content from dagn accordary with posteocordary aducation in a relative concentration of partnership and content. Purpose and Objectives This study seeks to assess the effects of South Caroline's EEDA logislation on the development a particular canor field and lead to a postsecondary of ROS in the state, as well as the effects of career degree and/or industry certification. This project is one of three Center studies that are intended to learn pathways and POS on high school students ercacement, achievement, and transition to more about POS and their development, how best to postsecondary education and/or employment. This organize a PCS to meet the needs of students, patents, schools, and the community, and the impact of PCS on student outcomes. study also examines whether the availability of school and community resources and fut we employment opportunities—whether substantial or limited—

South Cambra's Education and Economi soon calonias bolicon and bolicon Development Act (BEDA), enacted in 2005, is inter to improve stuckent achievement and preparatives for postsecondery-education and high skill, high-wage jobs through a focus on-caneer awareness ar The stock consider mixed methods thereofs the rolection of both quantitative and qualitative data collection of both quanteries and quarterie cets from study participants primarly at the secondary level. Including student outcome clats, responses to surveys. early intryfermentation. The abit sploration at all school levels and the creation of locally relevant POS in high schools. EEDA contains interviews, focus groups, and information from

nearly all of the basic requirements of Perford IV plus schools. This moust method approach will helpomete a additionel elements intended to support and suitain the implementation of POS. These include entrs assistance for high risk students the organization Voider undestanding of EEDA's impacts on students. teachers schools and PCS Site Selection
 Site Selection
 While - school reform efforts may provide a here

 forcesservery thigh school in South Cacities is genering under the same state law. Center measures sought to select school are space in the school are space in the state that surveid commonly resources and the state school are space here in the under commonly resources and the that tools define a miler model.

 High School are space
 High School are space in the space of the space in the under commonly resources and the that tools define that tools define an either model.
of high school ourse use another the three career clusters per school an enhanced bie for school counsels, witkines based high school inform, signal education centers charged with facilitating basines-education partner high and gener

Utiversity of Lossifik, College of Biocation and Hamas Development, Lossifik, YV 42592 Nove (502) 5554721 154 Fee, 6175/2722329 Fee, 65214553308 Isolat instabilityperfuede. 1. Web: Hig://www.wstst-org/



Outcomes in CTE Programs of Study

Overview Portics M calls for states to facilitate the tometation of partnership between secondary and postaecondary evaluation to can avoid Programs of Study (POS). A POS must include regroup academic secondary and academic secondary and academic secondary. acidemic and tech ical skillostomes in eletion to typical CTE programs and practices that exist is con tell and compares schools. This study also employs the same occeptual framework guiding the Center's other two studies on POS. As such, it procession of courses that align secondary with acinowieckes three insortiest coals for all his ortecon darveducation in a particular caree school students: engagement in school, academic and technical achievement, and transition to postfield and lead to a postsecondary degree and/or industry certification. This project is one of three high school endemore, whether work or further interstudies that week to keen more about how organize POS to meet the needs of students, ents, schools, and con munities. education.

Site Selection This study consists of two strands: a random controlled triel and a quasi-experiment. The Purnose and Objectives ion to led trial and a quasi-experiment, ine study learn will gether outcomes measures from systems inge several aspects of the default high speciesce. First, they represent an upgr data that are of operical interest to schools including academic outcomes data is Skinally considered less academically rigorous state test scores) and technical skills achievement has college preparation tracks in high school. CTE (course grades, local or commencially developed program assessments, work machines assessments s often been targeted at students not interacted program assessments, work madrines assessmenolities, POS infrare CTE with rigorous academics and data on high school completion and data in content This shade will be in determine the overall instart

inder a variety of conditions District 1 is located in a large city in a Western a two different states. The results will show the state. Its POS high schools seek to improv



offer the latest in CTE technology and curricular

postsecondary credits, partnerships with industry)

shaden to who participated in a lottery to enter their PCS. These structurally different school sites are participating in this strand, seffecting the versions pencies are ployed in many high school-implementing POS across the country. One school

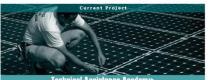
built a reputation of "academic distinction and

technological encellence. 1 and the third was just

opened in the last few years. Each school delivers POS slightly differently: one through a project.

maltinia mannat remonants across all reache soar

based controlum, another through an agad



Technical Assistance Academy Green-Focused Programs of Study

Project and Objectives Summary As part of the facilitated NA Academy right base will deploy an action plan At the outset of Center work on develo Green Focused POS 19, Academy projet to link their work to the Centerfuction

The control extinct Automatics (IA) Accounty supports status in improving the quality of CTE instruction provided to seconcizy and postseconcier, education students by supporting their accountability and program needs. The Academy for Educational Development (AED) serves as the lead on this project. identifying critical elements and teaming with NPR Associates, Inc. and the National PCG as well as in the identification of context Association of State Develops of Cases Technical Education Consortium (NASDCTEC) to design and defeer technical assistance experts. In addition to planning the context of the green-focused POS T4 Academy for the fixe state teams chosen to perficipate, the project team door

In 2009-2010 the TA Aradiam will aid state in building capacity for assetting local aducation agencies and postsecondary institutions in developing "preve focused" programs of study (PCS) models of PCS as detailed in the Reviews M incellation by These models will be developed for both urban and "unpacking" each into its subcomponents as well as rural settings. File states—Georgia, Illinos, New Jersey, Ohio, and Oregon—will disign POS model: identifying additional components that support PCS implementation. This work was done in o with the Office of Vocational and Adult & (OVAE), U.S. Department of Education. high-skill high-wage, high-clam terox housing and construction. Sample PCS might

exercised individual state meetings an collective, national getherings. The content of the TA Academy will be organized according to a POS framework: developed by OVAS and refined nclude biotechnology sustainable building practices. and clean, efficient energy sources, such as solar and wind energy and alternative fuels. The intent of the by OMAE, AED, MIRR Associates, and NASDCTE: States participating in the TA Academy will use thi Academy is to build replicable implementation ideb for bringing POS to scale within states.





nd ruralsettings by July 1, 2010. Each state will b

apigned a facilitator t

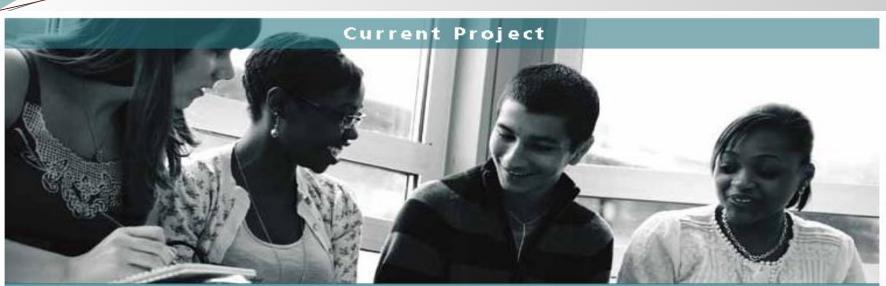
during the term of the project. Co Increasing of PCS development, s





Corinne Alfeld, Academy for Educational Development, Principal Investigator

National Research Center for Career and Technical Education



A Longitudinal Study of the South Carolina Personal Pathways to Success Initiative

Cathy Hammond, National Dropout Prevention Center, Clemson UniversitySam Drew and Jay Smink, co-Principal Investigators





Rigorous Tests of Student Outcomes in CTE Programs of Study

Kirsten Sundell, NRCCTE, Co-Principal Investigator **Marisa Castellano**, NRCCTE, Co-Principal Investigator





Technical Assistance Academy: Green-Focused Programs of Study

Ivan Charner, Academy for Educational Development, Project Director



Perkins IV – Programs of Study

• State approved programs, which may be adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework, for career and technical content areas.



Perkins IV – Programs of Study

- Incorporate secondary education and postsecondary education elements and include:
- coherent and rigorous content aligned with challenging academic standards and relevant career and technical content;
- in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education
- . . . to adequately prepare students to succeed in postsecondary education;



Perkins IV – Programs of Study

- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.



Evolving Components of POS

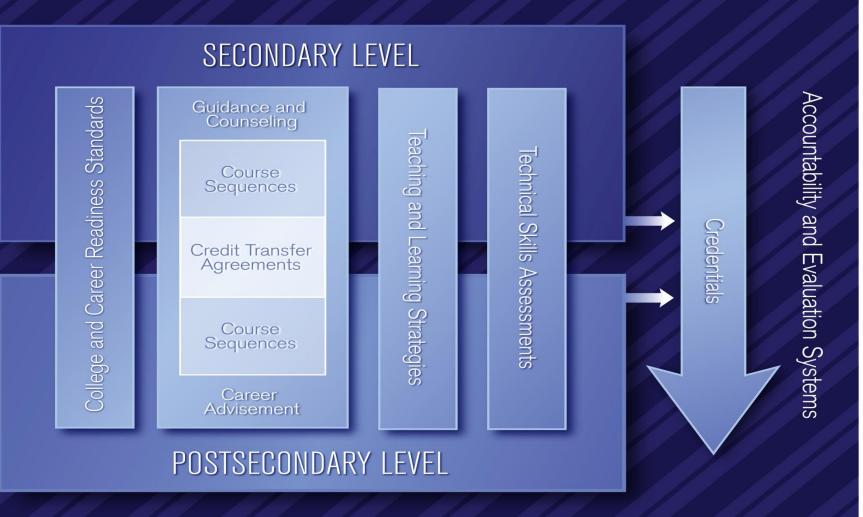
- Legislation and Policies
- Partnerships among Education, Business, and Other Community Stakeholders
- Sustainable Leadership and Shared Planning
- Rigorous Academic and Technical Standards Aligned with Curriculum and Assessments
- Aligned Secondary and Postsecondary Education Elements
- Credit Transfer Agreements
- Accountability and Evaluation Criteria
- Guidance, Counseling and Advisement
- Professional development
- Innovative Teaching and Learning Strategies



PROGRAM OF STUDY DESIGN FRAMEWORK

"A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success." - Operational definition

Legislation and Policies



Professional Development

NRCCTE Reports:

- Programs of Study Joint Technical Working Group. (2010, January). Programs of study: Year 2 joint technical report.
- Lewis, M. V., & Kosine, N. R. (with Overman, L.). (2008, October). What will be the impact of programs of study? A preliminary assessment based on similar previous initiatives, state plans for implementation, and career development theory.



LOUISVILLI



- How did the state or district decide which POS to develop?
- From a more conceptual perspective, are POS seen in the context of occupational/workforce development or as an alternative college preparation pathway?



- What do you see as the driving force behind the design?
- How have districts or states defined the "end game?" For example, the legislation mentions industry-recognized credentials or certificates and traditional college degrees. How targeted or general is the POS goal?
- What role does business and industry play in this process?



- What does a POS look like to the high school partner?
- What does a POS look like to the postsecondary partner?



Evaluation

- First, how are POS students being identified and what kind of measures are being used to assess the impact of POS (e.g., grades, credit acquisition)?
- Second, how would you assess the level of support for POS, both within the schools and colleges as well as in the community, among parents, and in the business community?



• If we are expecting teachers to behave in different ways (e.g., deliver their curricula consistent with a POS approach), we might assume that we need to provide professional development. What kinds of professional development are your schools, districts, and colleges providing?

Thank you for joining us.

For additional information on the Center's research and technical assistance activities related to Programs of Study, including related research reports, podcasts, videos, and webinars, please visit our website:

www.nrccte.org

A video of this seminar and an archived version of the webinar will be placed on the website. To receive a notice of their availability, please subscribe to our mailing list by emailing **nrccte@louisville.edu**.

