Welcome to the NRCCTE/Omaha Public Schools Programs of Study Webinar

- Thank you for joining us! We are waiting for all attendees to log in. This webinar is meant to be heard over your computer's speakers. Please check your volume.

- The webinar will begin promptly at 2:00 pm EST.

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- All webinar attendees are automatically muted. Please use the chat feature to post questions to the speakers. Time has been reserved at the end of the webinar to answer your questions.

- Once we begin, if you are not able to hear the audio through your computer, you can ask to join the teleconference by clicking "Request" on the Participant's panel on the right side of your screen.

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National Research
Center for Career and
Technical Education

Got a question?

- Have a question for our panelists? Submit your questions through the "Chat" function, at right.

- For two weeks after the webinar, we'll continue to receive and post answers to your questions on our website, www.nrccte.org. Email them to nrccte@louisville.edu.

- An archived version of this webinar will be available at www.nrccte.org after the event.

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Technical Education

Our Guest Panel

NRCCTE Participants

- **James R. Stone III,** Director

- **Ivan Charner,** AED, Director, NRCCTE Technical Assistance Academy on Green-Focused POS

- **Kim Green,** Executive Director, NASDCTEc

- **Corinne Alfeld,** AED, Principal Investigator, *Mature Programs of Study: A Longitudinal Analysis*

- **Kirsten Sundell,** NRCCTE, co-PI, *Rigorous Tests of CTE POS*

OPS participants:

- **Ken Spellman,** Career Education Coordinator, OPS

- **Karen Spencer-May,** Human Services & Resources/Family & Consumer Sciences, OPS

- **DeLayne Havlovic,** Communication & Information Systems, OPS

Programs of Study

James R. Stone III, Director, NRCCTE

Perkins – "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.

Programs of Study – The Law

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.

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Programs of Study: The Law

May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;

Programs of Study: The Law

Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.
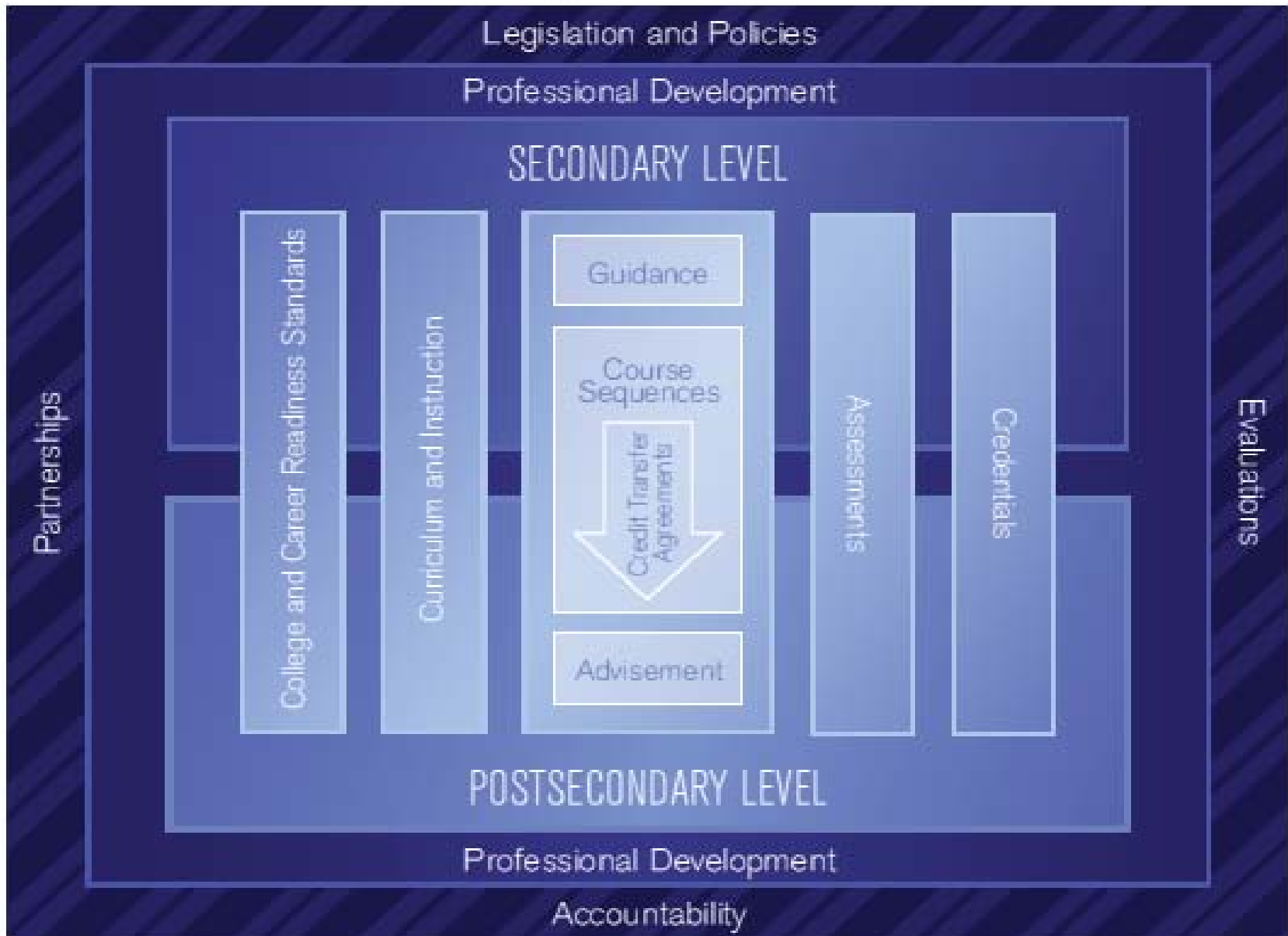
Enhanced POS Should Include . . .

- Validated academic and industry outcomes
- Extended learning opportunities: WBL, CTSOs.
- Professional development for faculty & administrators
- Seamless articulation of technical courses
- Data collection system to document outcomes
- On-going secondary-postsecondary collaboration
- Pre-HS graduation remediation

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Current thinking: POS Components

- **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**

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PROGRAM OF STUDY DESIGN FRAMEWORK

"A program of study is a structured sequence of academic and career and technical courses leading to a postsecondary-level credential."
– Operational definition

Legislation and Policies

Professional Development

SECONDARY LEVEL

Partnerships

College and Career Readiness Standards

Curriculum and Instruction

Guidance

Course Sequences

Credit Transfer Agreements

Advisement

Assessments

Credentials

Evaluations

POSTSECONDARY LEVEL

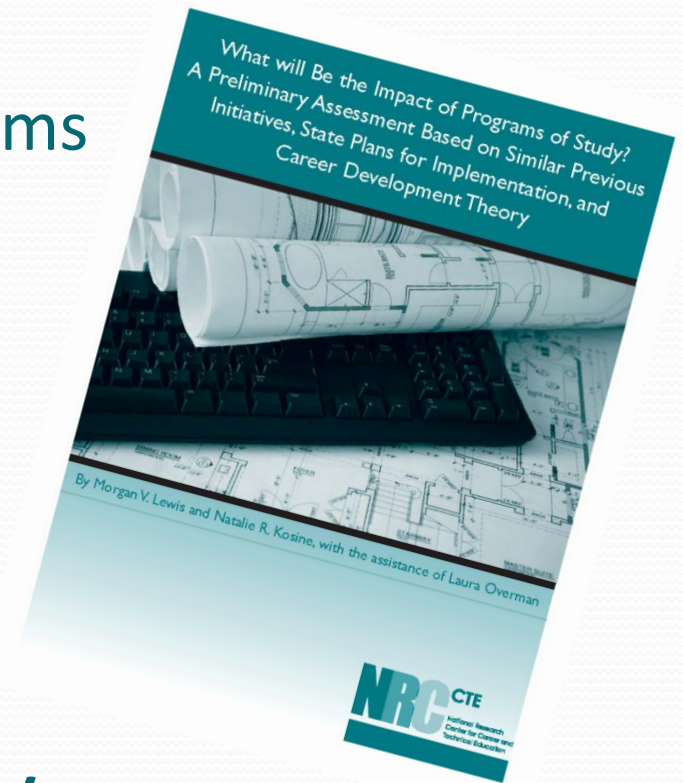Professional Development

Accountability

Programs of Study:

This October 2008 report on Programs of Study was led by

Morgan V. Lewis (NRCCTE) and Natalie R. Kosine (University of Louisville) with the assistance of Laura Overman (UofL)

Available at **http://www.nrccte.org/**

Programs of Study: A Longitudinal Analysis

Alfeld and Charner, AED

- A look at "mature" Programs of Study
- Backward mapping to identify the key ingredients of success
- Does it incorporate all of the components for POS identified by Perkins?
- Are there other components leading to success?
- What are student outcomes?
- Longitudinal

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Rigorous Tests of Student Outcomes in CTE Programs of Study

Castellano and Sundell, NRCCTE

- Assessing the effectiveness of POS in four sites (three randomized controlled trials in one state; one quasi-experiment in a second state)
- Does the POS lead to improved student outcomes compared to outcomes at control/comparison group schools?
- Effectiveness measured in ways consistent with the Perkins IV legislation

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Longitudinal Study of South Carolina's Personal Pathways to Success

Smink and Drew, Clemson

- Examine the impact of a statewide implementation of a Perkins IV-type intervention and POS policy on school and student outcomes
- To what extent are integrated, career-focused programs of study developed through the state policy (EEDA)?
- What impact has the implementation of EEDA had on student high school outcomes, postsecondary employment, and education/training outcomes?
- Which aspects of EEDA or other program elements have been most instrumental in the development of integrated, career-focused programs of study?

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Programs of Study in Omaha Public Schools

- **Ken Spellman**, Career Education Coordinator E-mail: ken.spellman@ops.org

- **Karen Spencer-May**, Human Services & Resources/Family & Consumer Sciences Email: karen.spencer-may@ops.org

- **DeLayne Havlovic**, Communication & Information Systems E-mail: delayne.havlovic@ops.org

Program of Study Audit – Originally completed during 2007-2008 school year by Omaha Public Schools Career Education Supervisors.

Career Clusters by School	Benson	Blackburn	Bryan Sr.	Burke	Career Center	Central	North	Northwest	South	Total
Agriculture, Food and Natural Resources										
Plant Systems		■								1
Architecture and Construction										
Construction					■					1
Design and Pre-construction	■									7
Arts, A/V Technology and Communication										
Audio/Video (AV) Technology and Film										0
Journalism & Broadcasting					■					1
Performing Arts					■					1
Telecommunications										0
Visual Arts (Fashion Design)	■									9
Business, Management and Administration										
Administrative Services	■									7
Management and Accounting	■									7
Education and Training										
Early Childhood Education										0
Teaching/Training				■				■		2
Finance										
Securities and Investments	AOF		AOF				AOF	AOF	AOF	5
Banking Services	AOF		AOF				AOF	AOF	AOF	5
Health Science										
Therapeutic Services					■					1
Hospitality and Tourism										
Restaurants and Food and Beverage Services	■									9
Human Services										
Early Childhood Development and Services			■		■				■	4
Family and Community Services				■						1
Information Technology										
Information Support and Services									AOIT	3
Interactive Media/Web & Digital Communications	■		■							8
Network Systems							CISCO		AOIT	2
Programming and Software Development			■						AOIT	6
Visual Arts			■							6
Law, Public Safety and Security										
Law Enforcement Services	■			■				■		3
Manufacturing										
Manufacturing Production Process Development	■		■						■	8
Marketing, Sales and Service										
Management and Entrepreneurship	■		■							6
Professional Sales and Marketing	■									7
Science, Technology, Engineering and Mathematics										
Engineering and Technology	■		■				PLTW		■	6
Transportation, Distribution and Logistics										
Facility and Mobile Equipment Maintenance			*		■					1
TOTAL	13	3	16	15	9	11	16	18	17	118

Architecture & Construction Career Cluster

Program of Study: _Construction_ – Careers involve building and remodeling houses, apartments, industrial buildings and other structures. This pathway also includes the builders of bridges, streets, tunnels and other infrastructure. Careers include, but not limited to: Carpenter, Electrician, General Contractor, Iron/Metalworker and Safety Director.

	Subject	9th Grade	10TH Grade	11TH Grade	12TH Grade	
Required Courses	**English (8 credits)**	English 1-2	English 3-4	English 5-6	English 7-8	
	Math (6 credits)	Algebra 1-2 or Geometry 1-2	Geometry 1-2 or Algebra 3-4	Algebra 3-4 or Pre- Calculus or Trigonometry	Pre- Calculus or A P Calculus	
	Science (6 credits)	Biology 1-2	Chemistry 1-2	Physics 1-2		
	Social Studies (7 credits)	US History 1-2	Geography and Economics	Modern World History 1-2	American Government	
	Other Required Courses	PE/ROTC International Language Academic, Career & Technical	PE/ROTC Human Growth International Language			
Electives	**Suggested Courses of Study**	• Technology Exploration or • Industrial Materials & Processes 1-2	• Industrial Materials & Processes 1-2 or • Industrial Materials & Processes 3-4	Construction Partnership 1-2(*),(~~)	Construction Partnership 3-4(*),(~~)	
	Additional Electives	• CAD/Design Engineering • Art • Engineering Technology • Home Maintenance • Project Lead the Way(++) • Technical Writing				
School to Career	**School Related Activities**	• Metropolitan Omaha Builders Association (MOBA) • Skills USA • Internship				

Transportation, Distribution, & Logistics Career Cluster

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Program of Study: *Facility, Mobile Equipment Maintenance (Automotive Technology)* –
Careers involve the maintenance, repair and servicing of vehicles and transportation facilities, and the refueling of mobile equipment. Careers include, but not limited to: Industrial Equipment Mechanic, Electrician, Facility Maintenance Manager and Mobile Equipment Technician.

<table>
<tr><td rowspan="6">Required Courses</td><td>Subject</td><td>9th Grade</td><td>10th Grade</td><td>11th Grade</td><td>12th Grade</td><td></td></tr>
</table>

	Subject	9th Grade	10th Grade	11th Grade	12th Grade	
Required Courses	**English** (8 credits)	English 1-2	English 3-4	English 5-6	English 7-8	
	Math (6 credits)	Algebra 1-2 or Geometry 1-2	Geometry 1-2 or Algebra 3-4	Algebra 3-4 or Pre- Calculus or Trigonometry	Pre- Calculus or A P Calculus	
	Science (6 credits)	Biology 1-2	Chemistry 1-2	Physics 1-2		
	Social Studies (7 credits)	US History 1-2	Geography and Economics	Modern World History 1-2	American Government	
	Other Required Courses	PE/ROTC International Language Academic, Career & Technical	PE/ROTC Human Growth International Language			
Electives	**Suggested Course of Study**	• Technology Exploration • Industrial Materials & Processes	• Industrial Materials & Processes • Engineering Technology	Automotive Technology 1-2(~~)	Automotive Technology 3-4(~~)	
	Additional Electives	• Marketing • Personal Finance/Economics		• Business Consumer Law • Biotechnical Engineering(++)		
School to Career	**School Related Activities**	• Project Lead The Way(++) • Math Club • MESA • Skills USA				

Dual Enrollment Opportunities in Omaha Public Schools

SECONDARY PARTNERSHIPS DUAL ENROLLMENT AGREEMENT

METROPOLITAN COMMUNITY COLLEGE

AND

OMAHA PUBLIC SCHOOLS

YEAR 2009-2010

The goal of this initiative is to increase the number of dual enrollment courses that OPS Career Education students are able to access, to expose students to the rigor and revelant of college credits obtain by our students. OPS and Metro Community College entered into an agreement to lower the credit tuition for OPS students this summer. OPS Students currently pay $25 per course for dual enrollment courses. Dual enrollment courses are courses that are taught at OPS by OPS staff members. Students receive both OPS credit and Metro Community College credit.

OPS LENGTH/ COURSE #	OPS COURSE	Metro COURSE NUMBER	CREDITS
Yr/120170	Accounting I-2	ACCT 1100	4
Sem/120041	Introduction to Business	BSAD 1000	4.5
Sem/120041	Introduction to Business	BSAD 1000	4.5
Sem/120041	Introduction to Business	BSAD 1000	4.5
Sem/120041	Introduction to Business	BSAD 1000	4.5
Sem/120041	Introduction to Business	BSAD 1000	4.5
Sem/181041	Introduction to Criminal Justice	CRIM 1010	4.5
Sem/181072	Police and Society	CRIM 2030	4.5
Sem/181051	Introduction to Law	LAWS 1101	4.5
Sem/181031	The Constitution	POLS 2060	4.5
YR/120300	Computer Info. Management	INFO 1001	
YR/170250	CAD 1-2	ARCH 1100/1110 (Arch) DRAF 1100 (Mechanical) SCET 1120 (Civil)	9
YR/140350	Culinary Skills 3-4	CHRM 1020 CHRM 1030	4.5
YR/140360	Culinary Skills 5-6	CHRM 1210	4.5
YR/074060	Foundations of Health Careers	HLTH 105	4.5

OPS Culinary Program Alignment

Partnerships

- Teachers
- Industry Partners
- Community College Instructors

Standards Development

- Industry Standards
- Educational Standards (National, State and Local)

Training for Teachers and students

- Training Teachers and Matching Skills to Industry
- Development of Assessments to Match Industry Standards
- Career Student Organizations– ProStart, SkillsUSA

Industry Standards in Omaha Public Schools

- Industry Certifications
  - CAN (Health Science)
  - CISCO (Information Technology)
  - ACF (American Culinary Federation)
- National Program Models
  - National Academy Foundation (NAF)
    - Academy of Finance
    - Academy of Information Technology
  - Project Lead The Way (PLTW)
    - Engineering
    - Bio Tech

Professional Connections

- Career Education Advisory Board
  - Members from the Omaha community representing all six career fields
- Involvement in Education Associations
  - ACTE
  - NBEA
  - ITEA
- Involvement in Standards Writing and Development
  - Local
  - State
  - National

Career Student Organizations (CSOs)

OPS Career Education

What is Career Education?

The Omaha Public Schools Department of Career Education has a long history of preparing students for the workplace and for life. More than 15,000 students enroll in career education each year. In addition, over 300 students take part in student organizations and over 400 students are involved in internships.

Career Student Organizations

DECA	FBLA	FCCLA	FFA	HOSA	SkillsUSA
DECA – An Association of Marketing Students	Future Business Leaders of America	Family, Career, and Community Leaders of America	The FFA Organization for Agricultural Education	Health Occupations Students of America	Skills USA – to ensure America has a skilled workforce
Chapters at: Benson, Bryan, Burke, Central, North, Northwest, & South	Chapters at: Benson, Bryan, Burke, Central, North, Northwest & South	Chapter at: Bryan	Chapter at: North	Chapter at: Career Center	Chapter at Bryan, Northwest, Career Center & Blackburn Alternative

Career Specialization Programs vs. Programs of Study

Career Specialization Programs-

- 8-courses/credits one discipline
- Courses that implement inter-disciplinary units
- Minimum of 100 students

Programs of Study-

4-courses/credits one discipline

- Rigor and relevant career courses
- Courses that lead to high wage/high demand jobs
- Courses that tie to Career Clusters, Fields and Pathways
- Capstone course that may incorporate; senior projects, dual enrollment, service learning, apprenticeships, licensing or certifications

OMAHA PUBLIC SCHOOLS

High School Programs and Future Program Considerations

Burke High

Career Specialization
Aeronautics and Space Technology

Central High

Proposed Special Program
International Baccalaureate
Hospitality and Tourism (IB)

North High
Magnet Program
Engineering, Biotechnology, Science and Mathematics

Bryan High

Career Specialization
Transportation, Distribution and Logistics

Benson High
Magnet Program
Center for Academic Research and Innovation
AVID

Northwest High

Proposed Magnet Program
Accelerated Learning with Law, Government, and Public Safety

South High
Magnet Program
Visual/Performing Arts and Information Technology

Future Enhancements
All High Schools

1. Increase graduation requirements in core subject areas

2. Provide more opportunities to earn college credits at each high school: Dual Credit and AP courses

3. Require Service Learning as a condition of graduation

★ Proposed Programs

OMAHA PUBLIC SCHOOLS

Introducing the...

NEBRASKA CAREER EDUCATION MODEL

The diagram to the right is a visual map of the organizing structure used by Nebraska Career Education (NCE) to arrange courses that prepare individuals for a career in a specific Cluster or Pathway. These courses are offered in middle school, high school, and at two- and four-year colleges and universities.
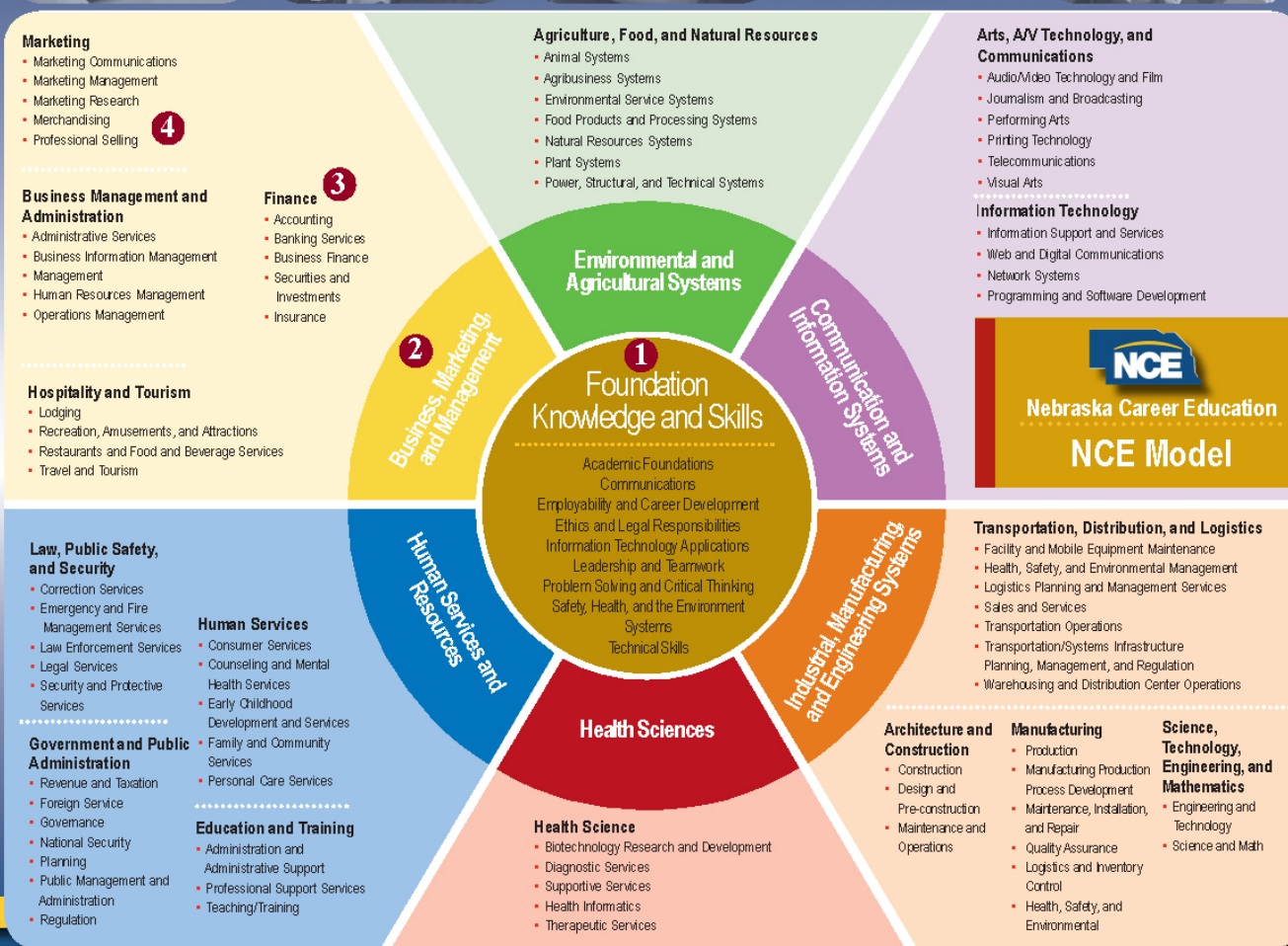
The NCE model is built on the following sequence, each with its own specific set of knowledge and skill statements:

1 **Foundation Knowledge and Skills** (located in the center of the model) are a set of knowledge and skills common to all 16 Career Clusters.

2 **Career Fields** are listed in the ring surrounding the Foundation Knowledge and Skills. Career Fields are broad groupings of the 16 Career Clusters based on commonalities among Clusters.

3 **Career Clusters** are a grouping of careers with similar skills or common themes based on industry groupings and all educational levels.

4 **Career Pathways** are listed below each cluster and further define the types of career opportunities within the Cluster.

5 **Career Specialties** (not shown on the model) are specific job titles within a Pathway within a Cluster.

For additional information, visit:
- www.nde.state.ne.us/NCE
- www.careerclusters.org
- www.NebraskaCareerConnections.org

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Selling

Business Management and Administration
- Administrative Services
- Business Information Management
- Management
- Human Resources Management
- Operations Management

Finance
- Accounting
- Banking Services
- Business Finance
- Securities and Investments
- Insurance

Hospitality and Tourism
- Lodging
- Recreation, Amusements, and Attractions
- Restaurants and Food and Beverage Services
- Travel and Tourism

Law, Public Safety, and Security
- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Government and Public Administration
- Revenue and Taxation
- Foreign Service
- Governance
- National Security
- Planning
- Public Management and Administration
- Regulation

Human Services
- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Education and Training
- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

Agriculture, Food, and Natural Resources
- Animal Systems
- Agribusiness Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

Arts, A/V Technology, and Communications
- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Information Technology
- Information Support and Services
- Web and Digital Communications
- Network Systems
- Programming and Software Development

Transportation, Distribution, and Logistics
- Facility and Mobile Equipment Maintenance
- Health, Safety, and Environmental Management
- Logistics Planning and Management Services
- Sales and Services
- Transportation Operations
- Transportation/Systems Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

Architecture and Construction
- Construction
- Design and Pre-construction
- Maintenance and Operations

Manufacturing
- Production
- Manufacturing Production Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety, and Environmental

Science, Technology, Engineering, and Mathematics
- Engineering and Technology
- Science and Math

Health Science
- Biotechnology Research and Development
- Diagnostic Services
- Supportive Services
- Health Informatics
- Therapeutic Services

Foundation Knowledge and Skills
Academic Foundations
Communications
Employability and Career Development
Ethics and Legal Responsibilities
Information Technology Applications
Leadership and Teamwork
Problem Solving and Critical Thinking
Safety, Health, and the Environment
Systems
Technical Skills

Environmental and Agricultural Systems

Communication and Information Systems

Business, Marketing, and Management

Human Services and Resources

Industrial, Manufacturing, and Engineering Systems

Health Sciences

NCE — Nebraska Career Education
NCE Model

OMAHA PUBLIC SCHOOLS

Omaha Public Schools Career Education

preparing for a world of Opportunities!

OPS Career Education

What is OPS Career Education?

The Omaha Public Schools Career Education has a long history of preparing students for the workplace and for life. More than 15,000 students enroll in career education each year. In addition, over 300 students take part in student organizations and over 400 students are involved in internships.

Opportunities!

There are many career education opportunities for students in the Omaha Public Schools. Our schools offer nationally recognized programs such as Project Lead the Way (PLTW), National Academy Foundation (Academy of Finance; and Information Technology), Culinary ProStart, and National Automotive Technology Education Foundation (NATEF). We also offer award-winning programs in photography, broadcasting, health occupations, building construction, and computer-aided design (CAD). College articulation and dual credit opportunities provide students with college credit and more advanced placement in post secondary courses, all of which provide students with enhanced learning opportunities about the world of work.

We look forward to working with you.

-Ken Spellman
OPS Career Education Coordinator

What students are saying about OPS Career Education:

My eBusiness class at the Career Center has prepared me for my career through teaching business ethics, social skills in the business world, character, and how to maintain professional relationships. The Career Center class is what I really look forward to. I am on time for school and have more drive for schoolwork and life in general. The Career Center has impacted me in more than just business – it has taught me how to take charge of my career plans.

Career education courses prepared me for all the demanding college courses and opportunities in the past four years out of high school. By learning basic business fundamentals before entering college, I had a head start on my higher education that I use on a daily basis and will continue to use in the future.

• Kristy, OPS, Business, Central H.S.

After high school I plan on going to college to study pre-med. I now understand that to become a pediatrician, I have to be very dedicated to what it is I want to do. My teachers greatly encourage me. They never give up on me and are always there to make sure I am on the right track.

• DaNeisha, Child Development, Bryan H.S.

Omaha Public Schools Career Education
Contact Information

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List of OPS Career Education Courses by Career Cluster Pathways

Business, Marketing & Management
- Accounting
- Business Management
- Culinary Arts
- Finance
- Marketing
- Microcomputer Office Professional

Communication & Information Systems
- CISCO Networking
- Fashion Design
- Graphic Design
- Information Technology
- Journalism & Broadcasting
- Programming & Software Development
- Technical Support Specialist
- Web Authoring & Interactive Media

Environmental & Agricultural Systems
- Horticulture
- Zoo Partnership

Health Sciences
- Health Occupations

Human Services & Resources
- Early Childhood Education
- Human Services
- Law, Public Safety & Security
- Teacher Education

Industrial, Manufacturing & Engineering Systems
- Auto Body Technology
- Automotive Technology
- CAD/Design Engineering
- Construction Academy
- Engineering Technology
- Materials & Processes

Marketing
- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Selling

Business Management and Administration
- Administrative Services
- Business Information Management
- Management
- Human Resources Management
- Operations Management

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- Restaurants and Food and Beverage Services
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- Legal Services
- Security and Protective Services

Government and Public Administration
- Revenue and Taxation
- Foreign Service
- Governance
- National Security
- Planning
- Public Management and Administration
- Regulation

Human Service...
- Consumer Serv...
- Counseling and Health Services
- Early Childhood Development a...
- Family and Co... Services
- Personal Care...

Education and...
- Administration a... Administrative S...
- Professional Su...
- Teaching/Traini...

Internships

Paid and unpaid internships provide a short-term work experience in a chosen field of interest at an entry-level career path. These programs include structured plans whereby students in the 11th and 12th grade receive career-based instruction and related work-site experience that prepare students for a smooth transition into the workforce or post secondary education upon high school graduation.

Career Education Student Organizations

Career Education student organizations can provide valuable leadership, career related experience and support for students. This list presents a brief description of some organizations in which OPS students can choose to participate.

POS Framework

A Program of Study is a... structured sequence of academic and career and technical education courses that lead to a postsecondary-level credential

Perkins Definition of POS

Core Elements:

❖ Incorporate and align secondary and postsecondary education elements

❖ Include academic and CTE content in a coordinated, non-duplicative progression of courses

❖ Offer the opportunity for secondary students to acquire postsecondary credits

❖ Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

Supporting Components

1. Legislation and Policies
   - Promote development and sustain partnerships

2. Partnerships among key stakeholders
   - Involvement of education and business leaders

3. Sustainable Leadership and Shared Planning
   - Common vision for POS development
   - Joint planning between education sectors

Supporting Components

4. Rigorous Academic and Technical Standards
   - Incorporate state academic and industry-recognized standards

   - Use industry-based technical assessments

5. Aligned Secondary and Postsecondary Elements
   - Vertical and horizontal content alignment

   - Sequential coursework (moving from broad to specific)

   - Culminate in postsecondary credential, certificate or degree

6. Credit Transfer Agreements
   - College-credit earned for high school coursework

Supporting Components

7. Accountability and Evaluation
   - Systems in place to track program outcomes
   - Yield valid and reliable data

8. Guidance Counseling and Advising
   - Provide resources to students and parents

9. Professional Development
   - Supports academic integration efforts
   - Promotes connections between secondary and postsecondary administrators and teachers/faculty
   - Communicates POS purposes and design

10. Innovative Teaching and Learning Strategies
    - Teach work readiness and SCANS skills
    - Offer project-based and work-based learning

Program Benefits

❖ Relevance
  - Rigorous academic standards
  - Industry-recognized technical content
  - Integrated academic and technical instruction
  - Context for learning

❖ Alignment
  - Curriculum and assessments connected to standards
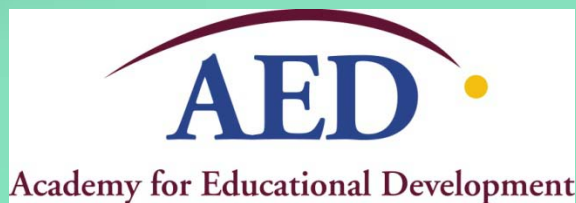 - Sequenced, non-duplicative coursework within and across education sectors

Program Benefits

❖ Enhanced Transitions
- Diminished need for postsecondary remediation
- Opportunities for dual credit or dual enrollment

❖ Career Preparation
- Understanding of career options and coursework needed
- Opportunities for work-based learning

Study Sample and Design

- 8 recommended sites "scouted" to look for evidence of students moving from HS to college in the POS

- 3 community colleges and their feeder high schools selected for longitudinal study

- Rich case studies of 3 communities

- "Backward mapping" of findings onto elements of POS in legislation

AED
Academy for Educational Development

NRC CTE
National Research
Center for Career and
Technical Education

Sample Site Visit Questions

- Teacher & Administrator Interviews
  - Who are the stakeholders and what are their roles?
  - What were the catalysts in implementation? Challenges?
  - What would you do differently?

- Student focus groups
  - Perceptions of POS (positive/negative)
  - Role of POS in career plans
  - How can POS be improved?

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Preliminary Findings

- Construction of POS need to be done by *dedicated* staff at college and/or district level

- Successful POS have active advisory committees with representation from HS, college, and local business

- Logistical challenges of dual credit overcome creatively and collaboratively in each community (give and take)

- Dual/concurrent credit should be…
    - 1) transcripted automatically by the college
    - 2) transferable to any college in the state

- HS guidance counselors need more information about POS to pass on to parents and students (get counselors "on board")

- Strong POS do not necessarily guarantee student transition

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Questions, Comments, or Suggestions?

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Project information, reports, and podcast updates are available on http://www.nrccte.org

Future of CTE: Programs of Study

- Comprehensive vehicle to accomplish many things we have tried to do a piecemeal way
- The future of CTE?
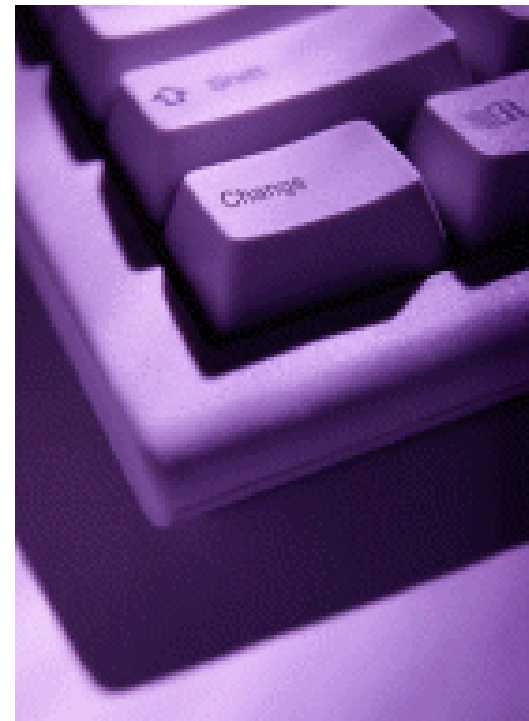
Moving Beyond What is Required

- *"Change is the law of life and those who look only to the past or present are certain to miss the future."*

    -President John F. Kennedy

POS are not …

- just relabeled, repackaged, reorganized, restructured existing courses.

New Visibility Brings Opportunity for CTE

- Incredible interest and opportunity for CTE
- POS has central role to play
- Solutions:
  - Workforce pipeline
  - Relevance
  - Academic achievement
  - College and career readiness

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