

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

Introduction

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. (RCW 28C.04.100)

Washington Career and Technical Education Foundations

1. Students will demonstrate occupationally specific skills and competencies including the application of current state and national core content standards using a contextual approach.
2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students that participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated throughout the content of each course. Students are encouraged to participate in career and technical student leadership organizations related to the program.
5. Employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program.

6. CTE programs of study assist students with career planning, career development, and/or transition to employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE programs are provided resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. Program specific advisory committees guide the relevance and continuous improvement of the program. Advisory committees must include balanced representation from business/industry and labor reflecting the diversity of the community.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

Exploratory and Preparatory Courses

The Career and Technical Education Standards document is organized into two areas: Exploratory and Preparatory.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Exploratory

Exploratory courses will meet the following regulations:

1. Demonstrate application of the state and national core content standards in the context of preparing for living, learning and working.
 - 1.1 Each CTE course will apply and contextualize state and national core content standards.
2. Demonstrate foundational and career cluster specific skills required to meet current industry or nationally defined standards.
 - 2.1 Each CTE course will teach to current industry or nationally defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the CTE program supervisors at OSPI.
 - 2.2 CTE courses will incorporate curriculum focused on the interrelationships of family, career, and community roles and responsibilities.
 - 2.3 Each CTE course will include extended learning into the, community/family, and business/industry. Extended learning is managed and supervised by certified CTE teachers.
 - 2.4 CTE courses must be taught by a certified CTE teacher with appropriate certification, knowledge, skills and occupational experience.
 - 2.4.a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
 - 2.5 Each CTE course will provide safe and appropriate environments that support CTE program standards.
 - 2.5.a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures.
 - 2.5.b Facilities and equipment meet or exceed the related federal, state and county safety standards.
 - 2.5.c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.
 - 2.6 Curriculum is based on occupational needs and is developed and maintained in consultation with program specific advisory committees.
3. Demonstrate knowledge of career options within the related career clusters.
 - 3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study.
 - 3.1.a These learning experiences include exploration of traditional and nontraditional careers in the program of study ranging from entry to professional level positions.
4. Demonstrate leadership skills and employability skills.
 - 4.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.
 - 4.1.a These leadership and employability skills are identified in the CTE Core Leadership Skills document, the CTE Core Employability Skills document and/or 21st Century Skills document.
 - 4.1.b All students demonstrate leadership and employability skills integrated in the approved curriculum framework and applied in real-world family, community, business/industry applications.
 - 4.1.c These skills are developed and practiced at the highest professional level through integration of aligned state-recognized Career and Technical Student Organizations (CTSOs).
 - 4.1.d Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community programs and activities.

CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS – Preparatory

Preparatory courses expand upon exploratory course characteristics in specific and complex ways as regulated below:

1. Demonstrate industry indentified competencies while integrating state and national core standards comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
 - 1.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by a local advisory committee, and approved by the CTE program supervisors at OSPI.
 - 1.1.a The level of competency is defined by industry or national standards.
 - 1.1.b In the absence of national or state standards, locally developed, industry-defined standards will be validated by program-specific advisory committee.
 - 1.1.c Aligns with post-secondary education allowing for articulated credit, where applicable.
 - 1.2 Curriculum based on identified need and developed and maintained in consultation with program specific advisory committees.
 - 1.3 Safe and appropriate environments that support CTE standards.
 - 1.3.a Facilities and equipment meet or exceed the related federal, state and county safety standards.
 - 1.3.b Laboratories and equipment meet industry training standards and facility safety standards.
 - 1.3.c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.
 - 1.4 Certified CTE teachers with appropriate certification, knowledge, skills and occupational experience.
 - 1.4.a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.
 - 1.5 Extended learning into the community.
 - 1.5.a Extended learning is managed and/or supervised by certified CTE teachers.
 - 1.6 Assessment of student competency of knowledge and skills as determined by industry defined standards.
 - 1.7 Instruction that develops an understanding of all aspects of an industry associated with a specific CTE course.
 - 1.8 Work-based learning opportunities as identified in the Washington State work-based learning document.
 - 1.9 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or job advancement in that field and/or articulated college credit leading to post-secondary education.
2. Demonstrate leadership skills and employability skills.
 - 2.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.
 - 2.1.a These leadership and employability skills are identified in the CTE Core Leadership Skills document, CTE Core Employability Skills document and/or 21st Century Skills document.
 - 2.1.b These leadership and employability skills are integrated in the approved curriculum framework and applied in real-world family, community, business and industry applications.
 - 2.1.c These skills are developed and practiced at the highest professional level through integration of aligned state-recognized Career and Technical Student Organizations (CTSOs).
 - 2.1.d Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community programs and activities.
3. Demonstrate employment readiness and/or preparation for postsecondary options using state and local programs of study, including;
 - 3.1 Information about post-secondary education, training options, industry certifications, and employment.
 - 3.2 Articulation with apprenticeship programs and post-secondary education, where feasible.
 - 3.3 Opportunities for nontraditional and special populations to receive training.
 - 3.4 The utilization of data from student follow-up surveys to improve courses.
 - 3.5 The utilization of current national, state or regional labor market information to demonstrate occupational need.

GLOSSARY OF TERMS

Advisory Committee – A committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of these members shall share a working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, delivery, evaluation and continuous improvement of Career and Technical Education programs. The committee meets on a regular basis and minutes are on file in the district. It is the local district’s responsibility to effectively inform committee members of Washington State Career and Technical Education Program Standards and the Federal Perkins Act. (This definition is aligned with the Perkins Act, Washington State RCW28C.04.100 and RCW 28A.150.500 as adopted by Washington state.)

- General Advisory Committee – provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution.
- Program Specific Advisory Committee – provides direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a district or institution.

All Aspects of Industry – All aspects of the industry or industry sector, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues and work environment issues.

Apprenticeship – Relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a registered program sponsored jointly by employers and labor unions or operated by a plant, employers, and employee associations. Training programs are required to have a paid on-the-job work experience and related classroom instruction.

Career and Technical Education (CTE) – A planned program of courses and learning experiences that begins with exploration of career options,

supports basic academic and life skills and enables achievement of high academic standards, leadership options for high skill, high wage employment preparation, and advanced and continuing education.

Career and Technical Student Organization (CTSO) – A Washington State recognized organization for individuals enrolled in a Career and Technical Education program that engages in CTE leadership skill development activities as an integral part of the instructional program. For additional information, please refer to the Washington CTE Core Leadership Skills document. (See Appendix A)

Career Cluster – A national model for the grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, skill centers, academies, and magnet schools. Students will use these models to explore educational options that lead to employment.

Career Concentrator – A secondary student who has enrolled in two or more CTE courses above the exploratory level in a single career cluster.

Articulated College Credit- Courses offered at the secondary level that have been aligned to postsecondary courses in which students receive college credit, such as Tech Prep, College in the High School, Advanced Placement, International Baccalaureate, and Running Start.

Certified CTE Teacher – A teacher that holds a CTE teaching certificate in an approved content area as documented by work experience and education endorsements. (See OSPI Certification requirements)

Course Equivalency – Full or partial academic credit is earned when a CTE course or sequence of CTE courses satisfies one or more academic subject areas required for graduation.

CTE Teaching Certificate – A document from OSPI designating CTE certification.

Curriculum Framework – Approved curriculum frameworks identify the required components of a CTE course. The components are Performance Assessments, Industry Defined Standards, Essential Academic Learning Requirements and Grade Level Expectations, Learning Standards, Performance Expectations, Thinking Skills, Leadership Skills, Employability Skills and Relevance to Work.

Employability Skills – These skills are defined as 21st Century Skills (Appendix B)

Employment – The work in which one is engaged.

Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs), and Performance Expectations (PE) – Statewide academic standards for reading, writing, communication, mathematics, science, history, geography, civics, economics, arts, and health & fitness. These standards represent the specific academic skills and knowledge students will be required to meet in the classroom.

Exploratory Courses – CTE courses in which students demonstrate the application of EALRs, GLEs, and PEs in the context of preparing for living, learning and working; demonstrate foundational and occupational-specific skills required to meet current industry standards; explore and demonstrate knowledge of career options within the related career cluster; and demonstrate leadership and employability skills.

Extended Learning – Learning and teaching activities related to career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher.

High Demand Occupation – An occupation with a substantial number of current or projected employment opportunities as identified by local, state, and/or federal entities who provide occupational demand analysis.

High Demand Program – A CTE program that prepares students for either a high employer program of study or a high demand occupation.

High Employer Demand Program of Study – an apprenticeship or an

undergraduate or graduate certificate or degree program in which the number of students per year prepared for employment for in-state programs is substantially fewer than the number of projected job openings per year in that field either statewide or in a sub state region.

Identified Occupational Need – Career and technical education programs will ensure academic rigor; align with the state's education reform requirements and; helps address the skills gap of Washington's economy as validated by a CTE advisory committee.

Industry Defined Standards – Standards that specify the knowledge, skills and competencies required to perform successfully in the workplace. These standards define the technical content of CTE courses as defined in the OSPI/CTE model curriculum frameworks. In the absence of industry defined skill standards developed at the national or state level, local advisory committee validation will be required.

Leadership Skills – The ability to preside, guide or manage self, others, activities or events with responsibility for the final outcome. All students will demonstrate leadership skills in real-world, family, community, and business and industry settings. For further information, please see the Washington CTE Core Leadership Skills document. (Appendix A)

Nontraditional Training and Employment – Occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work.

Occupational Specific Skills – Technical competencies and skill standards unique to a specific occupation that are required for successful workplace performance.

Pre-Apprenticeship – A program that prepares individuals to apply and enter an apprenticeship program.

Preparatory Courses – A technically intensive and rigorous CTE course or sequence of courses in which students demonstrate mastery of occupational specific skills including the application of EALRs and GLEs as required to meet industry defined standards needed for a specific career; leads to a certificate or credential

necessary for employment or offers dual credit; and leads to workforce entry, approved apprenticeships, or postsecondary education in a related field.

Program – A sequence of CTE courses and related learning experiences that is based on identified nontraditional, state, and regional employment needs that prepare students for responsible roles in employment, family community and continuing education.

Program Completer – A secondary student who has completed a CTE instructional program

Program of Study – A coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to enter into post-secondary education, an apprenticeship, and/or employment.

Special Populations – The term 'special populations' means:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Student Leadership Development – An integral part of the CTE instructional program; the process that enables students to fully utilize the subject matter content they receive through the Career & Technical Education program. Leadership skills empower each student to assume responsible roles in family, community, and business and industry environments. Through state recognized CTSOs, students have leadership skill development opportunities available at the local, state, national, and international level.

Worksite Learning document – Learning experiences that connect knowledge and skills obtained in the classroom to those needed

outside the classroom, and comprise a range of activities and instructional strategies designed to assist students in developing or fulfilling their education plans. For additional information, please refer to the OSPI Work-site Learning document.

Workplace – Anywhere work is done.