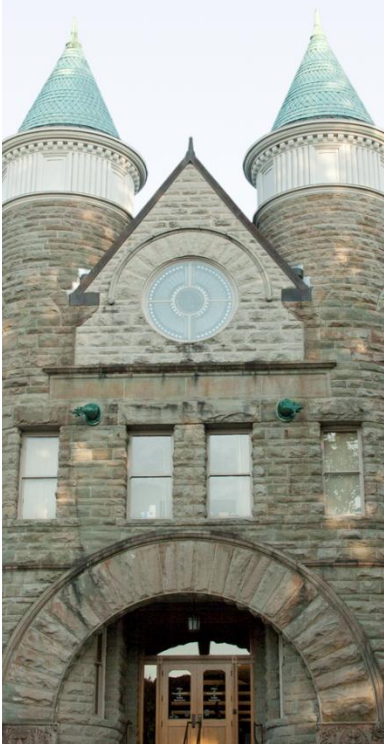


REPORT TO THE LEGISLATURE

# Statewide Strategic Plan for Secondary Career and Technical Education 2011

December 2011



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## **Report to the Legislature**

# Statewide Strategic Plan for Secondary Career and Technical Education 2011

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# Executive Summary

In 2011, the Washington State Legislature passed [Substitute House Bill 1710](#) to direct the Office of Superintendent of Public Instruction (OSPI) to create a statewide strategic plan for Career and Technical Education (CTE). The Legislature directed OSPI to convene a working group to develop a statewide strategic plan for secondary CTE.

In response to the legislation, OSPI called together a strategic planning committee consisting of school district and skill center career and technical education directors, teachers, and school guidance counselors; community and technical college professional-technical faculty; a school director, a principal, a counselor, and a parent; representatives from industry, labor, tech prep consortia, local workforce development councils, private technical colleges, and the Washington Association for Career and Technical Education; and a representative from the Workforce Training and Education Coordinating Board.

The strategic planning committee was divided into four subcommittees: 1) Subcommittee on Graduation Requirements and Access to CTE; 2) Subcommittee on Common Core Standards and 21<sup>st</sup> Century Skills; 3) Subcommittee on Replicating Innovative Programs; and 4) Subcommittee on Transition to Postsecondary Education and Articulation. Each subcommittee was tasked to review current practices in Washington, identify best practices, recommend activities and strategies to advance best practices, and identify next steps for the subcommittee or the committee as a whole.

This report provides the current progress of the committee and subcommittees, and reveals the areas for further examination and consideration as the committee develops the CTE strategic plan. As directed by the Legislature, the final report, due December 1, 2012, will contain the following:

- a) A vision statement, goals, and measurable annual objectives for continuous improvement in the rigor, relevance, recognition, and student access in career and technical education programs that build on current initiatives and progress in improving career and technical education, and are consistent with targets and performance measures required under the federal Carl Perkins Act; and
- b) Recommended activities and strategies, in priority order, to accomplish the objectives and goals, including activities and strategies that:
  - Can be accomplished within current resources and funding formulas;
  - Should receive top priority for additional investment; and
  - Could be phased-in over the next ten years.

Thus far, the committee has held meetings on September 27, October 5, October 25, November 2, and November 30, 2011, and plans to meet throughout 2012. Each subcommittee was tasked to review current practices in Washington, identify best practices, recommend activities and strategies to advance best practices, and identify next steps for the subcommittee or the committee as a whole. During the next year of work, the subcommittees will continue to research each of these areas so as to better assist the committee as a whole with creating the strategic plan.

## Introduction, Including Committee Membership

In 2011, the Washington State Legislature passed [Substitute House Bill 1710](#) to direct the Office of Superintendent of Public Instruction (OSPI) to convene a working group to create a statewide strategic plan for Career and Technical Education (CTE). As stated in the bill:

“The legislature continues to find that access to high quality career and technical education for middle and high school students is a key strategy for reducing the dropout rate and closing the achievement gap. Career and technical education increases the number of young people who obtain a meaningful postsecondary credential. Improving career and technical education is also an efficiency measure, because reductions in the dropout rate are associated with increased earnings for individuals and reduced societal costs in the criminal justice and welfare systems.

“The legislature further finds that much progress has been made since 2008 to enhance the rigor and relevance of career and technical education programs and to align and integrate instruction more closely with academic subjects, high demand fields, industry certification, and postsecondary education. Activities to support these objectives have included:

- a) Requiring all preparatory career and technical education programs to lead to industry certification or offer dual high school and college credit;
- b) Expanding state support for middle school career and technical education programs, especially in science, technology, and engineering;
- c) Providing support for schools to develop or upgrade programs in high demand fields and offer pre-apprenticeships;
- d) Developing model career and technical programs of study leading to industry credentials or degrees;
- e) Assisting school districts with identifying academic and career and technical education course equivalencies;
- f) Pilot-testing programs to integrate academic, career and technical, basic skills, and English as a second language instruction; and
- g) Developing performance measures and targets for accountability.

“Therefore, the legislature intends to ensure that progress will be continued and enhanced by providing a mechanism for monitoring continuous improvement in the rigor, relevance, and recognition of secondary career and technical education programs and improvement in students’ access to these programs.”

In response to the legislation, OSPI called together a strategic planning committee consisting of school district and skill center career and technical education directors, teachers, and school guidance counselors; community and technical college professional-technical faculty; a school director, a principal, a counselor, and a parent; representatives from industry, labor, tech prep consortia, local workforce development councils, private technical colleges, and the Washington Association for Career and Technical Education; and a representative from the Workforce Training and Education Coordinating Board.

## **Committee Members**

Betty Klattenhoff	Director, CTE, OSPI
Bobbi Arnold	Career Guidance Specialist, Evergreen School District
Brad Liberg	CTE Director, West Valley School District
Cheryl Fambles	Executive Director, Washington Workforce Association
Christine Cote	President, Perry Technical Institute
Dave Gering	Executive Director, Manufacturing Industry Council
Dennis Milliken	STEM Program Supervisor, OSPI
Dennis Wallace	Skilled and Technical Sciences Program Supervisor, OSPI
Doug Meyer	Engineering Teacher, Yelm High School
Gerry Ringwood	Director, Tri-Tech Skills Center
Jeannie Beierle	Counselor, Yelm High School
Jerry Bender	Director of Governmental Relations, Association of Washington School Principals
Jonelle Adams	Executive Director, Washington State School Directors' Association
Kairie Pierce	K–12 Apprenticeship Director, Washington State Labor Council (WSLC)
Kathe Taylor	Policy Director, State Board of Education
Kathleen Lopp	Assistant Superintendent, Career and College Readiness, OSPI
Lance Wrezinski	Business Education (Washington State Business Education Association), Centralia College
Leska Wetterauer	Independent Consultant
Lori Province	Field Mobilization Director, WSLC
Luis Moscoso	WA State Representative, 1st Legislative District
Marianna Goheen	CTE Director, Highline School District
Robin Barnhart	Business/Marketing/CTE Teacher, Central Valley High School
Susan Mielke	Senior Coordinator/Counsel, Senate Early Learning and K–12 Ed Committee
Tim Knue	Executive Director, Washington Association for Career and Technical Education
Timothy McNeely	Program Supervisor, Methods of Administration, OSPI
Tom Lopp	Governmental Relations Liaison, OSPI
Wes Pruitt	Policy Analyst/Legislative Liaison, Workforce Training and Education Coordinating Board

Thus far, the committee has held meetings on September 27, October 5, October 25, November 2, and November 30, 2011.

# Methodology

It was determined that the period prior to the first report to the Legislature would best be used to establish the committee, set goals, conduct preliminary research, and plan the course of work for the next year. The committee was divided into four subcommittees:

- 1) Subcommittee on Graduation Requirements and Access to CTE
- 2) Subcommittee on Common Core Standards and 21<sup>st</sup> Century Skills
- 3) Subcommittee on Replicating Innovative Programs
- 4) Subcommittee on Transition to Postsecondary Education and Employment, Industry Certifications

Each subcommittee was tasked to review current practices in Washington, identify best practices, recommend activities and strategies to advance best practices, and identify next steps for the subcommittee or the committee as a whole. During the next year of work, the subcommittees will continue to research each of these areas so as to better assist the committee as a whole with creating the strategic plan.

As directed by the Legislature, the final report, due December 1, 2012, will contain the following:

- a) A vision statement, goals, and measurable annual objectives for continuous improvement in the rigor, relevance, recognition, and student access in career and technical education programs that build on current initiatives and progress in improving career and technical education, and are consistent with targets and performance measures required under the federal Carl Perkins Act; and
- b) Recommended activities and strategies, in priority order, to accomplish the objectives and goals, including activities and strategies that:
  - Can be accomplished within current resources and funding formulas;
  - Should receive top priority for additional investment; and
  - Could be phased-in over the next ten years.

In particular, the working group must examine:

- a) Proposed changes to high school graduation requirements and strategies to ensure that students continue to have opportunities to pursue career and technical education career and college pathways along with a meaningful high school diploma;
- b) How career and technical education courses can be used to meet the common core standards and how in turn the standards can be used to enhance the rigor of career and technical education;
- c) Ways to improve student access to high quality career and technical education courses and work experiences, not only in skill centers but also in middle school, comprehensive high schools, and rural areas;
- d) Ways to improve the transition from K–12 to community and technical college, university, and private technical college programs;
- e) Methods for replicating innovative middle and high schools that engage students in exploring careers, use project-based learning, and build meaningful partnerships with businesses and the community; and

- f) A framework for a series of career and technical education certifications that are:
- Transferable between and among secondary schools and postsecondary institutions; and
  - Articulated across secondary and postsecondary levels so that students receive credit for knowledge and skills they have already mastered.

## Vision Statement, Goals, and Measurable Annual Objectives

As of December 1, 2011, the strategic planning committee has begun, but not completed, the work of creating a vision statement, goals, and measurable annual objectives.

## Recommended Activities and Strategies

### **Graduation Requirements and Access to CTE Courses**

The subcommittee on Graduation Requirements and Access to CTE Courses was challenged to examine proposed changes to high school graduation requirements and strategies to ensure that students continue to have opportunities to pursue career and technical education career and college pathways along with a meaningful high school diploma, and examine ways to improve student access to high quality career and technical education courses and work experiences, not only in skills centers but also in middle school, comprehensive high schools, alternative learning programs, and rural areas.

### **Current Practice in Washington State**

The [Basic Education Act](#) specifies that “school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship.” The State Board of Education (SBE) is moving the state toward graduation requirements more likely to accomplish these instructional requirements. The state graduation requirements adopted for the graduating classes of 2012, 2013, and 2016 are portrayed in the following table.

**Table 1: Graduation Requirements for 2012, 2013, and 2016:  
Adopted November 2011**

<b>Requirement</b>	<b>2012 Credits</b>	<b>2013 Credits</b>	<b>2016 Credits*</b>
English	3	3	4
Math	2	3	3
Science	2 (1 lab)	2 (1 lab)	2 (1 lab)
Social Studies	2.5	2.5	3 (including .5 civics)
Arts	1	1	1
Occupational Education	1	1	1
Health and Fitness	2	2	2 (.5 health; 1.5 fitness)
Electives	5.5	5.5	4
<b>Total State-Prescribed Credits</b>	<b>19</b>	<b>20</b>	<b>20</b>
High School and Beyond Plan	Non-credit	Non-credit	Non-credit
Culminating Project	Non-credit	Non-credit	Non-credit
Proficiency in Reading and Writing HSPE, and in math exam OR earn 2 credits of math after 10 <sup>th</sup> grade	Non-credit		
Proficiency in Reading and Writing HSPE; Algebra or Geometry EOC		Non-credit	
Proficiency in Reading and Writing HSPE; Algebra and Geometry EOC; Science EOC			Non-credit
District Requirements	Vary	Vary	Vary

*\*Note: Over 80 percent of districts with high schools currently meet the English and social studies requirements for the class of 2016. Districts that do not require 4 credits of English or 3 credits of social studies may request an extension to implement the graduation requirements for the class of 2018. Districts that choose to delay implementation must submit a local board resolution to the State Board of Education by June 1, 2012.*

### **Proposed Changes**

The State Board of Education (SBE) has approved, but not yet adopted into rule, a 24-credit framework of Washington State Career and College Ready Requirements. The framework, shown in Table 2, would require 17 mandatory credits, and 7 credits of student choice (including 2 credits of career concentration) that are based on a student’s High School and Beyond Plan (HSBP). The SBE took the first step in implementing this framework in November 2011, by adopting the English, Social Studies, and elective changes noted in Table 1. A student choosing to pursue a career and technical (CTE) pathway could take 3 credits of CTE (1 credit of occupational education plus 2 credits of career concentration), and begin earning credits as early as middle school, assuming such opportunities were provided by the district. Under the newly-approved requirements, students could add CTE depth through the judicious selection of electives, substitution of arts and/or world languages, and CTE-equivalent courses. RCW [28A.230.097](#) requires districts to adopt course equivalencies for CTE high school courses offered to students in high schools and skill centers.

**Table 2: Washington State Career and College Ready Credit and Non-Credit Graduation Requirements, State Assessment Requirements, and Local Requirements**

Subject Area	Credits	
English	4	Mandatory
Math	3	
Science	3 (2 labs)	
Social Studies	3	
Arts	1	
Occupational Education	1	
Health	.5	
Fitness*	1.5	
<b>High School and Beyond Plan (beginning in middle school)</b>	Non-credit	Student Choice
Arts**	1	
World Language**	2	
Career Concentration	2	
Electives	2	
<b>Culminating Project</b>	Non-credit	
Proficiency in: State Assessments prescribed by the Legislature	Non-credit	
District Requirements	Vary	

\* *Fitness is unique in that it is governed by a statute that allows students to be excused from physical education.*

\*\* *Students may substitute coursework for 1 credit of art and 2 credits of world language if other courses would better help them meet their educational and career goals as expressed in their High School and Beyond Plans.*

**Resources for Research-Based Best Practices**

- *What is “Career Ready”?* Association for Career and Technical Education (April 2010). The article defines three sets of skills students need to be career ready—core academic skills, employability skills, and technical skills. Available online at: [http://www.acteonline.org/uploadedFiles/Publications\\_and\\_Online\\_Media/files/Career\\_Readiness\\_Paper\\_COLOR.pdf](http://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Career_Readiness_Paper_COLOR.pdf).
- *The Daggett System for Effective Instruction—Where Research and Best Practices Meet.* Daggett, W. R., International Center for Leadership in Education (June 2011). The article references recent research and its relationship to Daggett’s instructional approach. Available online at: <http://www.leadered.com/pdf/DSEI%20White%20Paper%207-11.pdf>.

- *The Condition of College and Career Readiness 2011*. ACT Inc. (July 2011). The article analyzes the performance of 2011 ACT-tested high school graduates and recommends six policies and practices that are designed to systematically increase the percentage of students who are ready for college-level work. Available online at: <http://www.act.org/research/policymakers/cccr11/pdf/ConditionofCollegeandCareerReadiness2011.pdf>.
- *Ready for Tomorrow: Six Proven Ideas to Graduate and Prepare More Students for College and 21st Century Careers*. Southern Regional Education Board (November 2009). Summarizes the six conditions that enable career-focused programs of study to increase students' college and career readiness, including equipping all students with 21<sup>st</sup> century skills through high-quality career/technical programs. Available online at: [http://publications.sreb.org/2009/09V20\\_Ready\\_for\\_Tomorrow.pdf](http://publications.sreb.org/2009/09V20_Ready_for_Tomorrow.pdf).
- *The Next Step for Career/Technical Programs: Project Lead the Way and the Merging of Academic and Career/Technical Studies*. Southern Regional Education Board (July 2009). Compares students' results on the 2008 *High Schools That Work* Assessment with students in other pre-engineering programs and with students in all CTE programs. Available online at: [http://publications.sreb.org/2009/09V15\\_PLTW\\_Research\\_Brief.pdf](http://publications.sreb.org/2009/09V15_PLTW_Research_Brief.pdf).
- *Help Wanted: Projections of Jobs and Education Requirements Through 2018. State-Level Analysis*. Georgetown University Center on Education and the Workforce (June 2010). Provides state-level analysis of percentage of jobs that will require postsecondary education. Available online at: <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/washington.pdf>.

### Recommended Activities and Strategies

Below is a list of recommendations agreed upon by the Graduation Requirements and Access to CTE Courses subcommittee to direct planning and efforts in the coming year.

**Table 3: Recommended Activities and Strategies—Graduation Requirements and Access to CTE Courses**

<b>1. Examine proposed changes to high school graduation requirements and strategies to ensure that students continue to have opportunities to pursue career and technical education career and college pathways, along with a meaningful high school diploma.</b>	
<b>Recommended Activities and Strategies</b>	<b>Challenges to Implementation</b>
Ask the State Board of Education (SBE) to rename the 1 credit Occupational Education requirement in WAC 180-51-066 "Career and Technical Education."	SBE has encountered resistance to this idea because some stakeholders are concerned that if the requirement is called CTE, it will impact teacher scheduling flexibility. This stakeholder concern would need to be addressed.

(Continued on next page.)

**2. Examine proposed changes to high school graduation requirements and strategies to ensure that students continue to have opportunities to pursue career and technical education career and college pathways, along with a meaningful high school diploma.**  
*(continued)*

<b>Recommended Activities and Strategies</b>	<b>Challenges to Implementation</b>
<p>Design the High School and Beyond Planning (HSBP) Process to produce a program of study that drives the selection of student-choice courses.</p>	<p>The HSBP process is not currently prescribed in WAC, and determinations as to whether a student has met the HSBP requirements are determined at the local level by statute. SBE approved adding new elements to the HSBP, based on the work of the Meaningful High School Diploma Advisory Committee. A determination would need to be made about whether this process should be state-prescribed or locally-determined.</p> <p>Professional development will be needed to help administrators, counselors, and teachers understand the intent and implementation of a Program of Study.</p>
<p>Ask the SBE to consider changing the mandatory third credit of science in the Board’s approved career and college ready framework of graduation requirements to a student-choice option in order to create more flexibility for students to enroll in skills centers. The proposed 3-credit requirement may decrease the flexibility of students to attend skills centers before their senior year. A similar request may be made for the fourth credit of English.</p>	<p>The SBE approved the changes to graduation requirements after a lengthy review process, and took into consideration the preparation expected of students in other states. Thirty-six states require 3 or more credits of science of all students.</p>
<p>Explore the possibility of creating state models that districts could adapt in the following areas: CTE science course equivalencies that are algebra-based, or CTE course equivalencies in algebra and geometry. (The Higher Education Coordinating Board College Admission Distribution Requirements include 2 credits of algebra-based lab science.)</p>	<p>Requires resources for curriculum development and piloting.</p>

*(Continued on next page.)*

**3. Examine ways to improve student access to high quality career and technical education courses and work experiences, in skills centers, middle schools, comprehensive high schools, and rural areas.**

<b>Recommended Activities and Strategies</b>	<b>Challenges to Implementation</b>
Begin the discussion of careers in 6 <sup>th</sup> grade so students have multiple opportunities to explore what they want to do and how to get there.	Teachers may perceive that they have insufficient time to incorporate career exploration into academic courses, and administrators may not give priority to a schedule that includes career exploration.
Expand middle school level CTE opportunities.	Requires resources and leadership.
Engage external partners to provide career exploration opportunities for middle and high school students outside of the regular school day or year (e.g., organizations to provide after-school activities; community and technical colleges partnering with school districts to provide summer opportunities, and others.)	Requires leadership to broker the partnerships.
Provide, at a minimum, state visibility for CTE models that will enable districts to incorporate the launch year requirements of E2SHB 1808 (e.g., CTE Advanced Placement courses; successful collaborations among high schools, skills centers, and districts with apprenticeship programs or community and technical colleges.)	Requires leadership and perhaps resources to incentivize creation of model collaborations.
Consider creating magnet, “choice” technical high schools that teach academic and CTE courses.	There are likely to be capital costs to convert facilities.
Expand course-equivalent opportunities at skills centers, comprehensive high schools and alternative learning programs to provide students more flexibility to meet career and college ready graduation requirements.	Requires resources, leadership, and buy in within the school districts. Issues include local control and the diversity of implementation, transportability of credits between districts, and the uniformity of implementation.

## Next Steps

Long-term, two important systems issues will need to be addressed in order to facilitate a ten-year CTE Strategic Plan:

1. The system needs to build in the supports needed to help students achieve so that they are prepared to do grade-level work and to successfully complete their courses without needing to repeat them. The pattern of student failure, documented in the SBE's 2008 transcript study, is unacceptable.
2. Funding policy that funds on seat-time needs to be aligned with academic policy that enables and encourages credit to be awarded on the basis of competency. Unless this disconnect is reconciled, districts will not be receptive to investing the resources needed to build student-centered systems that enable students to move forward at their own pace, when they have demonstrated proficiency (as opposed to when they have completed an academic term or year).

## Common Core State Standards and 21st Century Skills

The subcommittee for Common Core State Standards (CCSS) and 21<sup>st</sup> Century Skills was charged to examine how CTE courses can be used to meet the CCSS and how in turn the standards can be used to enhance the rigor of CTE.

CTE courses can meet the CCSS in multiple ways. The common practice currently is through the equivalency credit. The common core standards may be used in CTE courses for showing where they support, supplement, or are equivalent to an academic core course. They also provide the foundational content in teaching literacy and mathematics through an applied model.

## Current Practice in Washington State

Washington State adopted the CCSS for English language arts and mathematics in July 2011. Some districts across the state are beginning their transition to the CCSS English language arts and mathematics standards this year; however the standards will not be measured through the state's assessment system until the 2014–15 school year. As such, many districts throughout the state that developed power standards based on Washington's reading, writing, and mathematics standards (that will be measured through 2013–14) are aligning their power standards with the CCSS in order to begin making the transition. OSPI, in partnership with the state's nine regional Educational Service Districts (ESD), and other professional learning partners, including CTE state, district, and association partners, is developing transition plans to support a variety of audiences in learning more about the standards and digging into them. Currently webinars and ESD meetings are being held to introduce the CCSS across the state. The first focus is for curriculum leaders and district administrators, including CTE directors and instructors. Programs of study are a model where academic and technical courses are aligned and sequenced to meet the requirements for a focus in a theme-based area. Core academics can deliver standards-based courses through complex, authentic, career, or industry application.

## Resources for Research-Based Best Practices

The [Linked Learning](#) model in California is one model that deserves further investigation during the planning year. The recent *Techniques* magazine from the Association for Career and Technical Education focused on the common core and CTE and best practices.

Relevant articles include the following:

- [“CTE and the Common Core State Standards.”](#) Susan Reese. *Techniques: Connecting Education and Careers*. (October 2011).
- [“Preparing Now for Common Core: A State and Local View.”](#) Stephen DeWitt. *Techniques*. (October 2011).
- [“Setting a New Standard with a Common Career Technical Core.”](#) Dean Folkers. *Techniques*. (October 2011).
- [“Alignment with the Common Core Standards: A 21<sup>st</sup> Century How-to Model for Successful CTE Programs.”](#) Scott Burke. *Techniques*. (October 2011).

As the CCSS is new, additional research will need to be done during the planning year and as implementation begins.

**Table 4: Recommended Activities and Strategies—Common Core State Standards and 21st Century Skills**

<b>Recommended Activities and Strategies</b>	<b>Challenges to Implementation</b>
Update Equivalency model tool kit	Resources – time and funding
Linking CTE instructors and teams with the OSPI teams	Dedicated time
Updating current framework process to include CCSS	Professional development
Professional development for instructors and directors	Resources – time and funding
Incorporate 21st Century Skills	Professional Development

### Next Steps

Further research is needed. Tentative sketches of what it might look like to link the CCSS and 21<sup>st</sup> Century Skills in CTE include:

- The model for curriculum becomes integrated where instruction is inquiry-based and students experience authentic theme-based situations that are integrated themselves and multidisciplinary. Through this approach, students also master the 21<sup>st</sup> century skills that are taught and assessed.
- Curricula are aligned through a program of study.
- Teachers collaborate within and across disciplines and grade levels for a coordinated, coherent curriculum. A project-based approach where students participate in several extended multidisciplinary projects that integrate academic and technical course content.

### Replicating Innovative Programs

The Replicating Innovative Programs subcommittee is charged to examine methods for replicating innovative middle school and high schools that engage students in exploring careers, use project-based learning, and build meaningful partnerships with businesses and the community.

It was determined that in addition to identifying processes for implementation, the subcommittee will also provide a means by which innovative programs would be identified. Preliminarily, the subcommittee identified several key elements of an innovative program and worked to clarify the definition of *innovation* as “innovative programs that are relevant to short and long-term employment need forecasts and articulated postsecondary education that lead to family wage jobs.”

In the 2011 Legislative Session, the Legislature spoke encouragingly of innovation in education in [HB 1521](#) and [E2SHB 1546](#) and commissioned OSPI to designate “innovative schools” that:

- Implement bold, creative, and innovative educational ideas.
- Restructure school operations and implement evidence-based practices.
- Hold students and educators to high expectations and standards.
- Provide students with a diverse array of educational options.
- Improve staff capacity and effectiveness.
- Have active and meaningful parent, family, and community involvement and partnerships.
- Engage project-based or hands on learning.

### **Current Practice in Washington State and Research-Based Best Practices**

There is a need to identify current practices and research-based best practices being used in Washington State. The subcommittee did preliminary work to identify current practices and best practices with respect to project-based learning, career exploration, and partnerships with businesses and the community. The committee is also considering exploring current and research-based best practices in equivalency crediting and work-based learning experiences.

### **Recommended Activities and Strategies and Next Steps**

The subcommittee will:

- Design and administer a survey to identify current and researched-based best practices.
- Research best practices in project-based learning, career exploration, and partnerships with businesses and the community.
- Research best practices in replicating innovative programs.
- Replicate shared facilities model programs.
- Expand secondary and postsecondary education opportunities in cooperative programs.

Based on research, the subcommittee will recommend strategies for ongoing identification and replication of innovative programs.

The subcommittee will conduct a thorough survey of CTE directors and other audiences.

## Transition to Postsecondary Education and Employment, Industry Certifications

The task of the Transition to Postsecondary Education and Employment, Industry Certifications subcommittee was to:

- Examine ways to improve the transition from K–12 to community and technical college, university, apprenticeships (recommendation by subcommittee) and private technical college programs.
- Examine a framework for a series of CTE that are:
  - Transferrable between and among secondary schools and postsecondary institutions, and
  - Articulated across secondary and postsecondary levels so that students receive credit for knowledge and skills they have already mastered.

**Table 5: Recommended Activities and Strategies—Transition to Postsecondary Education and Employment, Industry Certifications**

Recommended Activities and Strategies	Challenges to Implementation
The program of study initiative can build on promising programs in Washington that can be improved and/or replicated based on “lessons learned” from other models such as Virginia and other states that appear to improve secondary student transitions to postsecondary opportunities including more effective use of certificate-based learning, more employer buy-in and enhanced student job and career readiness.	Dedicated time for further research.
Research how programs of study help expose and prepare students for postsecondary opportunities and careers in aerospace, agriculture, health care and information technology.	Dedicated time for further research.
Assignment should be expanded to include improved transition to apprenticeship programs.	Dedicated time for further research.

*(Continued on next page.)*

<b>Recommended Activities and Strategies</b>	<b>Challenges to Implementation</b>
<p>Document the successes and relevance of transition programs from other states and regions that can be replicated and/or improved on in Washington.</p>	<p>Lack of research resources is a major challenge. Compensate by collaborating with national groups that recognize successful programs. Give successful people and programs opportunities to publicize their accomplishments through the SHB 1710 strategic effort.</p>
<p>Identify ways to improve and/or highlight the career relevance of certificate-based learning opportunities in Washington’s secondary and postsecondary systems.</p>	<p>Lack of research resources is a major challenge. Compensate by collaborating with community college, baccalaureate, apprenticeship and secondary programs that are using or could be using certificate-based learning to support successful secondary student transitions to postsecondary opportunities and employment.</p>
<p>Utilize the SHB 1710 strategic effort to highlight the need for more Washington students to benefit from the career opportunities that can result from successful secondary student transitions to postsecondary opportunities and the value of mitigating the decade of “drift” that can occur between education and meaningful employment.</p>	<p>Lack of research and communication resources are challenges. Compensate by collaborating with national, statewide, and local groups that share the goal of helping more young people make more successful transitions from secondary to postsecondary learning and career opportunities. Collaborate with like-minded advocates and practitioners from community colleges, baccalaureate programs, apprenticeship programs (including business and labor groups), professional associations, business organizations, K–12 advocates and practitioners, workforce development councils, and the WTECB.</p>

## Next Steps

- Solicit input about transition best practices in the nation and the state.
- Identify potential measures to improve the career relevance of certificate-based learning systems in Washington and opportunities to better connect related secondary and postsecondary programs.
- Articulate the career and life advantages of helping more Washington students make more successful transitions from secondary to postsecondary, with an initial focus on economic sectors already targeted for Programs of Study (agriculture, health care, information technology, aerospace, and other advanced manufacturing sectors).
- Use the December 1, 2011, progress report to document the need for more successful student transitions from secondary to postsecondary learning and career opportunities and the personal and social costs of education/employment gap (“drift”). Documentation is available through dropout rates in the secondary and postsecondary systems, demographics of students engaged in postsecondary and certificate-based, career-related learning, and the demographic workforce changes that are creating new labor demands in aerospace, health care, agricultural services, and other key state economic sectors requiring high skills and offering high pay.
- Find and highlight student success stories that are so compelling they will encourage state and local education leaders to search for ways to implement the SHB 1710 strategic plan that is due by December 1, 2012.

## Next Steps for the Committee

The Strategic Planning Committee is meeting throughout the year in 2012, with a final report to the Legislature, including a completed ten-year plan, due by December 1, 2012.

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