

VISION ELEMENTS
WITH
BRIDGING
STRATEGIES
FOR THE
2023 STRATEGIC
PLAN FOR CTE

Vision Statement:

Career and Technical Education in Arizona adds so much value to the lives of its citizens and the state's economy that every parent and student considers it an indispensable part of a quality comprehensive education.

**Students experience a
seamless college and
career development
process.**

Vision Element:

Students experience a seamless college and career development process.

Bridging Strategies:

- Collaboratively with all stakeholders develop a P-20 seamless college and career development system building on systems currently in place that ensures students can efficiently attain their college and career ready goals.
- Provide professional development resources to the systems content and implementation.
- Identify the resources, remove barriers and secure stakeholder commitment that will be needed to sustain the system over time.
- Provide professional development to ensure that those who counsel students have the complete skill set needed to guide students to successful engagement in a seamless college and/or career development process.
- Career exploration provided through a variety of programs including, but not limited to, job shadowing, apprenticeships, and internships.

**Students acquire the
knowledge, skills, and
behaviors needed for
college and career
success.**

Vision Element:

Students acquire the knowledge, skills, and behaviors needed for college and career success.

Bridging Strategies:

- The Arizona Department of Education will identify the knowledge skill and behaviors for career success.
- Develop the curriculum (standards, mapping, lessons plans, and assessments) to ensure that all teachers and their students are provided relevant and engaging lessons.
- Provide professional development to teachers to effectively utilize the curriculum in a way that engages students.
- Students graduating from high school in 2018 will demonstrate through a variety of assessments that they possess the knowledge, skills and behaviors for entry level career success.

Contextual and applied learning is utilized by all schools as the primary method of delivering all educational content.

Vision Element:

Contextual and applied learning is utilized by all schools as the primary method of delivering all educational content.

Bridging Strategies:

- Provide professional development that ensures CTE teachers have the skills needed to unpack the Common Core Skills and integrate them into CTE programs.
- Provide resources to support the best practices in Common Core integration in CTE programs that can be replicated across school districts.
- Provide professional development for teachers at all levels in applied learning including pre-service teacher education programs.
- The State teacher evaluation system includes evaluative criteria on applied learning methods.

**All high school
students have the
opportunity to obtain
core subject credit
through CTE
programs.**

Vision Element:

All high school students have the opportunity to obtain core subject credit through CTE programs.

Bridging Strategies:

- Overcome “Highly Qualified” as an obstacle to teacher certification with regard to CTE teachers delivering academic content for credit.
- Identify the requirements and processes for gaining State Board of Education, NCAA, and Arizona Board of Regents approval for academic credit for CTE courses.
- Identify CTE Programs/Courses for which academic credit should be awarded
- Develop Curriculum (Standards, Lessons, Assessments) that meets , if when taught with fidelity, the Arizona Board of Regents, State Board of Education and NCAA standards for awarding academic credit for CTE programs/courses
- Develop and implement a comprehensive professional development program for CTE teachers to ensure students academic success through CTE coursework.

All CTE programs are delivered through a totally integrated CTE delivery model that includes classroom instruction, laboratory instruction, applied core and technology concepts, work-based learning with community partnerships, and personal/leadership development.

Vision Element:

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Bridging Strategies:

- Review the current program quality evaluation criteria to determine if there is a need for revision.
- Using the revised quality evaluation criteria assess the current state of all CTE programs in terms of their delivery of a totally integrated CTE delivery model.
- Ensure that funding is available to support the totally integrated CTE delivery model.
- Programs not currently providing students with a totally integrated CTE delivery model must submit improvement plans with no more than a three year time line or forfeit state and federal CTE funds.

**All students have access
to at least one
quality CTE program -
without restrictions of
time of day, type of
learning environment,
and geographic location.**

Vision Element:

All students have access to at least one quality CTE program - without restrictions of time of day, type of learning environment, and geographic location.

Bridging Strategies:

- Identify options for improving student access to quality CTE programs.

**Career and Technical
Education is viewed as
an essential part of a
world-class education.**

Vision Element:

Career and Technical Education is viewed as an essential part of a world-class education.

Bridging Strategies:

- Develop a data driven comprehensive marketing plan targeted at specific audiences whose intent is to position CTE as an equally valuable pathway for an individual to achieve economic independence.
- Identify and implement a funding mechanism for CTE teacher recruitment and retention.

**All CTE teachers
participate in continuous
professional development
to ensure
quality instruction
and alignment with
industry standards.**

Vision Element:

All CTE teachers participate in continuous professional development to ensure quality instruction and alignment with industry standards.

Bridging Strategies:

- Identify, in the next 12 months, the professional standards for CTE teachers.
- Align the professional development standards with those mandated by state and local entities to avoid unnecessary duplication.
- Identify options for teachers to meet their professional development requirements.
- Develop and implement a plan to recruit and retain high quality CTE teachers at the secondary school level.

**High school graduates
complete a quality
career concentration
program that offers the
opportunity to obtain
dual enrollment and/or
industry credentials.**

Vision Element:

High school graduates complete a quality career concentration program that offers the opportunity to obtain dual enrollment and/or industry credentials.

Bridging Strategies:

- Create a statewide dual enrollment plan that is honored by all School Districts, Community Colleges and Universities in Arizona.
- Develop a statewide industry credentialing process in conjunction with school districts, Community Colleges, business and industry and credentialing organizations.
- Identify resources to support student participation in industry credentialing.
- Petition the State Board of Education to rescind the increase in graduation requirements adopted in 2007.
- Provide opportunities (coursework, curriculum) that allow students to earn weighted credit through their CTE programs.
- Petition the Arizona Board of Regents to require at least one credit of CTE for University admission.

CTE programs are continually evaluated to ensure alignment with career opportunities that provide economic independence and self-sufficiency.

Vision Element:

CTE programs are continually evaluated to ensure alignment with career opportunities that provide economic independence and self-sufficiency.

Bridging Strategies:

- CTE programs must establish that they are current with employment trends for program completers and the standards have been validated by business and industry to be eligible for state or federal funds.

**All Students complete
work-based experience
programs and
demonstrate workplace
employability skills.**

Vision Element:

All Students complete work-based experience programs and demonstrate workplace employability skills.

Bridging Strategies:

- A state curriculum addressing the Arizona Workplace Employability Skills is created and disseminated to all schools in the state.
- The Arizona Department of Education will work in concert with stakeholders to define the specifications for what constitutes an approved work experience program.
- Establish a Task Force to identify and eliminate obstacles to work-based learning and institutionalizing the practice as part of a student's educational experience.
- Establish a process for verifying that all students have had a work based learning experience.
- Starting with the graduating class of 2016 all high school graduates must demonstrate attainment of employability standards and a work experience program.

**A coalition of
community, education,
governmental, and
industry sources provide
resources to ensure the
quality delivery of the
total CTE delivery model.**

Vision Element:

A coalition of community, education, governmental, and industry sources provide resources to ensure the quality delivery of the total CTE delivery model.

Bridging Strategies:

- Establish a base cost for delivering quality CTE programs by program type.
- Establish the resource gap that exists between the cost of delivering quality programs and the current resources in the system and develop strategies for closing those gaps by expanding resources from a variety of sources (business and industry, federal, state, local, foundations, etc.).

Instructional Delivery of Secondary CTE Programs

CTE Funding Source:

- ▣ Carl D. Perkins Career and Technical Education Grant (federal)
- ▣ State Block Grant
- ▣ Joint Technical Education District funds (state)



What Programs are funded?

- ▣ CTE Program List developed:
 - Compiled every two years in collaboration with the Commerce Authority
 - Based on Arizona Labor Market Data
 - Focused on occupations that meet criteria of:
 - ▣ high wage,
 - ▣ high skill or
 - ▣ high demand
- ▣ Local Occupational Programs
 - ▣ A new process developed for districts to offer programs that meet local labor demand

CTE Program Delivery:

- ▣ Industry Validated Technical Standards
 - Teams of industry specific incumbent workers, educators and content experts develop industry standards for each program

- Program Assessment
 - ▣ Technical Skill Assessments are developed and delivered at the end of each program
 - ▣ Industry specific assessments are identified and encouraged where applicable

CTE Program Delivery:

▣ Course Sequence

- Must be at least 2 Carnegie Units (credits)
- Must have a work based learning component
- Internships and Cooperative Education courses encouraged
- Academic content is integrated into technical skill courses

■ Programs of Study

- ▣ Program of Study format aligns secondary CTE programs with postsecondary CTE programs for seamless transition to postsecondary programs

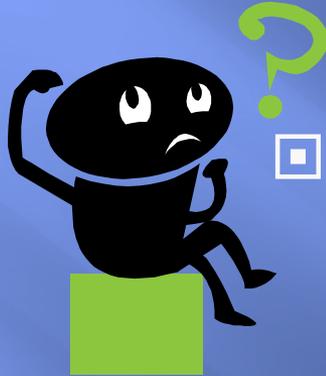
CTE Program Delivery:

- ▣ Arizona Workplace Employability Skills
 - Research project conducted from 2010-2012
 - Series of “town hall” meetings held across the state with business, industries and public employers
- Goal:
 - ▣ Learn the essential employability skill that are currently sought by today’s employers
 - ▣ Develop an instructional resource document that outlines workplace employability skills that are needed in today’s global workplace

CTE Program Delivery:

- ▣ Arizona Workplace Employability Skill project “Listening to the Voices of Arizona Business & Industry” outcome:
 - Identification of Workplace Employability Standards
 - Development of instructional rubrics
 - Development of instructional /teacher resources
- Arizona Workplace Employability Skill project “Listening to the Voices of Arizona Business & Industry” can be accessed at:
<http://www.azed.gov/career-technical-education/workplace-employability-skills/>

Questions?



- ▣ Perhaps Answers!
 - ▣ Contact:
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