

Building Quality Career and Technical Education Programming Guidance

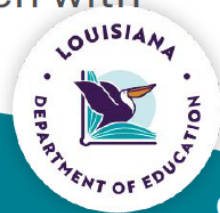


Building Quality CTE Programming Guidance

LDOE has published guidance on [building quality CTE programming](#).

High quality CTE programs are best when alignment exists between business, industry, and local school systems. By aligning goals and resources with workforce needs, school systems can build and expand programs that create rich, thriving economies both locally and statewide while providing students with the skills and knowledge necessary to succeed. This document provides school systems with detailed steps to support the build-out and enhancement of exceptional CTE programs. Each section is designed to equip system leaders with the insights and tools necessary to address their communities workforce and industry needs.

This document is structured to address the major steps that need to be taken with performance indicators under each major component.



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Components

- Step 1: Research Employer Demand
 - Objective: Understand workforce demands by gaining insights from industry leaders.

Evaluate region market data, look at the system's Perkins Comprehensive Local Needs Assessment, engage with business and industry leaders and Regional Economic Development Offices to identify where there will be a short and long term need for talent. Research the highly valued skills and qualifications and Industry Based Credentials required for new hires.

Systems are doing this already by engaging for the purposes of cooperative education and internships.



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- Step 2: Engage with Business and Industry
 - Objective: Build partnerships between businesses and schools that enhance student workforce readiness, align education with industry needs, and support professional development.

Identify the needs for new employees in the region, invite business and industry to your schools, identify the skills sets, technical skills and Industry based credentials these partners desire in new hires.

Systems are doing this already at career fairs and in discussions concerning the forecast for the job market 5-10 years out.

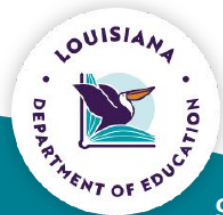


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- Step 3: Align Programs to Need
 - Objective: Enhance CTE programs by integrating industry input through partnerships, needs assessments, standards alignment, real-world experiences, feedback, and regular updates.

When mapping out current course progressions identify where lower level, basic skills can be downstreamed to lower grades. Identify the course progressions at local 2 and 4 year postsecondary institutions to evaluate where there can be multiple entry and exit points and align to job trends. This will assist in developing new course progressions that match the current economic landscape of the region.

Systems are doing this already for the Perkins CLNA and after having received technical assistance.

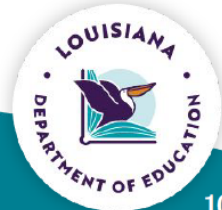


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- Step 4: Assess Human and Physical Capital Needs
 - Objective: Evaluate and optimize the effectiveness of resources, including faculty expertise and facilities, to ensure they meet educational goals, industry standards, and student needs.

Review the qualifications, certifications, and industry experience of all faculty in the school system to aid in developing new progressions, inventory the current facilities and equipment to identify where to focus resources, connect postsecondary and training partners to identify areas in which each partner can support program buildout or support instruction on their campuses.

Systems are doing this to meet the revised accountability standards.



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- Step 5: Schedule Ongoing Engagement with Business and Industry
 - Objective: Foster sustained and impactful partnerships with business and industry to enhance and support students' career readiness.

Engagement with industry should continue during implementation to ensure fidelity and evolution with changing business and industry needs and evaluate program effectiveness.

Business and industry can engage with students in elementary and middle grades to introduce them to careers.

Systems are engaging with business and industry in career fairs and through business presentations in classrooms.

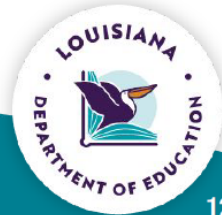


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- Step 6: Ongoing Communication Between Students and Counselors
 - Objective: Assist students with choosing a career path, and identifying the course/steps needed to reach their goals.

Counselors should provide ongoing exposure to career exploration while allowing time for students to review, ask questions, and provide feedback on offerings. This should also include opportunities for students to engage with industry professionals, allowing those inside the field to answer questions and build their own capacity for engaging with students.

Counselors are having these conversations to decide diploma tracks and through the IGP process.

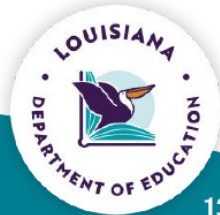


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- Step 7: Celebrate Success in Community with Business and Industry
 - Objective: Foster a sense of accomplishment for students, the community, and business and industry partners.

Celebrate successes involving students and business and industry regularly to recognize student achievement and highlight the importance of CTE programs that prepare students for successful careers.

Systems are doing this by having signing days, showcasing student work in elementary and middle school classrooms, and by having celebrations of this work.



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The guidance document goes through all the steps that should be taken to ensure the seven steps are implemented with fidelity to meet the objectives of each step.

School systems will be at different stages of the process based on where and how CTE programming has been implemented in the school system.

This guidance is in line to meet the revisited accountability system and in doing what is best for students to meet the needs of being prepared for the world of work after high school.

