



Career Technical Education & Native Youth

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Advance CTE

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About Advance CTE



- **About:** Advance CTE is the longest-standing national non-profit that represents State CTE Directors and other state leaders responsible for secondary, postsecondary, and adult CTE across all 50 states, DC, and U.S. territories
- **Mission:** Support state CTE leadership to advance high-quality and equitable CTE policies, programs and pathways that ensure career and college success for each learner.
- **Website:** <https://careertech.org/>

CTE – The Basics

Defining CTE



- Career Technical Education (CTE) is a proven strategy to build economic self-sufficiency and expand opportunities for postsecondary education and lifelong learning.

SHIFT FROM VOCATIONAL EDUCATION TO CTE

THEN
VOCATIONAL
EDUCATION

vs.

NOW
CAREER TECHNICAL
EDUCATION



for a Few Students

vs.



for **ALL** STUDENTS



for a Few "Jobs"

vs.



for **ALL** CAREERS



Terminal

vs.



LIFE-LONG LEARNING

SHIFT FROM VOCATIONAL EDUCATION TO CTE

THEN
VOCATIONAL
EDUCATION

vs.

NOW
CAREER TECHNICAL
EDUCATION



In lieu of Academics

vs.



ALIGNS & SUPPORTS
ACADEMICS

6 to 7
"Program Areas"

vs.

16
CAREER CLUSTERS®
79
CAREER PATHWAYS



High-School Focused

vs.



HIGH SCHOOL & POSTSECONDARY
ALIGNMENT

Components of High-Quality CTE – Program of Study

Defined by Strengthening Career and Technical Education for the 21st Century Act:

- Coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that:
- Incorporates challenging state academic standards
- Addresses both academic and technical knowledge and skills, including employability skills
- Is aligned with the needs of industries in the economy
- Progresses in specificity
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

CTE Families More Satisfied with Education Quality and Opportunities

CTE Fact:



Almost 90% of families enrolled in CTE are **satisfied with their education experience**, compared to 75% of families not in CTE.

CTE Fact:




Almost 85% of families in CTE are **satisfied** with opportunities for both **career exploration and skill building** compared to only 54% of families considering CTE.


CTE Fact:




Over 80% of families currently participating in CTE are **satisfied** with opportunities to **earn college credit and take advanced classes** compared to 60% of perspective families.


The five principles of this vision identify the systems and structures that need to be challenged and, in some cases, dismantled to achieve our vision:

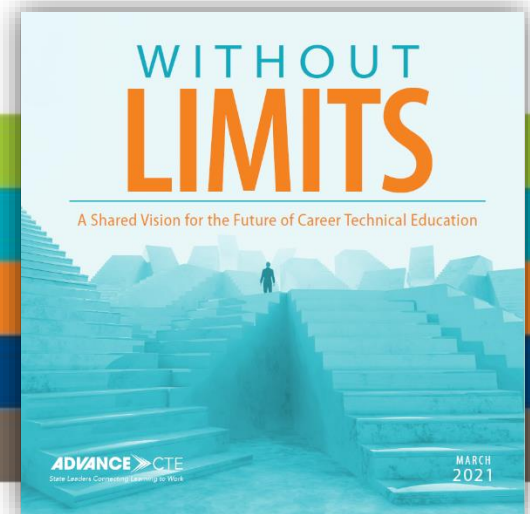
 **Principle 1:** Each learner engages in a cohesive, flexible and responsive career preparation ecosystem

 **Principle 2:** Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

 **Principle 3:** Each learner skillfully navigates their own career journey

 **Principle 4:** Each learner's skills are counted, valued and portable

 **Principle 5:** Each learner can access CTE without borders



To achieve this vision, a set of foundational commitments must be in place, including a commitment to:



Equity



Quality Programs & Instructors



Meaningful Public-Private Partnerships



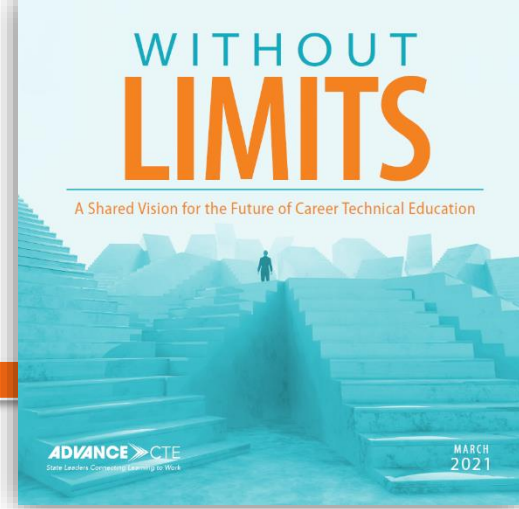
Actionable Data



Continuous Improvement & Collaboration

www.careertech.org/without-limits

A Shared Vision



Perkins V - A Focus on Equity

Special Populations

- ✓ Individuals with disabilities
- ✓ Individuals from economically disadvantaged families, including low-income youth and adults
- ✓ Individuals preparing for non-traditional fields
- ✓ Single parents, including single pregnant women
- ✓ Out-of-workforce individuals
- ✓ English learners
- ✓ Individuals experiencing homelessness
- ✓ Youth who are in, or have aged out of, the foster care system
- ✓ Youth with a parent who is a member of the armed forces and is on active duty.

Special Populations



- ✓ Other populations of focus in Perkins V include racially or ethnically minoritized learners, migrant learners and justice-involved individuals.

Expanding Access for Special Populations

- ✓ To expand access and support success for learners who fit into one or more of these special population categories, the law:
 - ✓ Requires states to develop four-year state plans in consultation with:
 - ✓ Members and representatives of special populations;
 - ✓ Representatives of agencies serving out-of-school youth, children and youth experiencing homelessness, and at-risk youth, including the state coordinator for education of homeless children and youths established or designated under the McKinney-Vento Homeless Assistance Act;
 - ✓ Representatives of Indian Tribes and Tribal organizations located in, or providing services in, the state; and
 - ✓ Individuals with disabilities.

Expanding Access for Special Populations

- ✓ Requires local recipients to complete a Comprehensive Local Needs Assessment (CLNA) and local application with consultation from a diverse body of stakeholders including representatives of special populations; representatives of regional or local agencies that serve out-of-school youth, children and youth experiencing homelessness, and at-risk youth; **and representatives of Indian Tribes and Tribal organizations.**
- ✓ Requires local recipients to consult stakeholders on an ongoing basis.

State Examples

- Washington:
 - Office of Native Education
 - CTE Liaison is the connection to the tribes
 - Tribal compact schools operate as LEA
 - Goal to employ scholars in their communities
 - A need to recognize teachers who are attending tribal colleges and provide them certification
 - Four major priorities for CTE pathways:
 - Gaming
 - Natural Resources
 - Health Sciences
 - Construction

State Examples

From Wyoming's Perkins plan:

- In addition, The WDE-CTE team is currently working with the Open Range (OER) developer to create two-hour (2-hour) courses using a learning management system using content area specialists for each special population identified in Perkins V. The courses, Special Populations on Target (SPOT), are a new concept that draws from across the WDE divisions including the specialists in Native American studies, English Language Learners, McKinney Vento, and Special Education. Educators will be able to watch the recorded trainings on their own terms and after completing four (4) of the two-hour (2-hour) sessions will be able to earn professional development continuing education units from the Wyoming Professional Teaching Standards Board.

Recommendations

Connect

- Get to know your state and local CTE leaders ([State CTE Directors](#))
- Ask local leaders about the upcoming Comprehensive Local Needs Assessment

Engage:

- With representatives that can provide perspective about the needs of native youth
- Create bridges to support native youth

Opportunities

- Collaboration with CTE leaders
- Support Work-based learning and Mentorships for native youth

For more information



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