Career and Technical Education Review

School Board Update
August 19, 2024
Presented by:
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Miles Lawson, Secondary Curriculum Coordinator

Review Process Summary

Review team was comprised of:

- Secondary Career and Technical Education (CTE) Teachers
- Building and district administrators

Review Team

- Meet six times between Spring 2022 and May 2024 with representation in the areas of Business, Family and Consumer Science, Technology Education, Center for Applied Professional Studies (CAPS) and Work-Based Learning (WBL)

Review Process Summary

The Career and Technical Education (CTE) Curriculum Team;

- Reviewed national, state and regional requirements in Career and Technical Education (CTE) programs
- Conducted internal and external environmental scans of CTE programs
- Consulted with advisory committees locally and regionally
- Surveyed students, staff and families
- Reviewed important state and national research and guidance
- Reviewed a variety of data related to CTE programming
- Began early implementation of emerging courses and programs
- Completed an educational equity analysis

Career and Technical Education (CTE) Revision & Implementation

2021 - 2022: Year 0 Curriculum Review (Preparing for upcoming process)

2022 - 2023 and 2024 - 2024: Year 1 Curriculum Review (Self-Study)

2024 - 2025: Year 2 Curriculum Review (Resource Review)

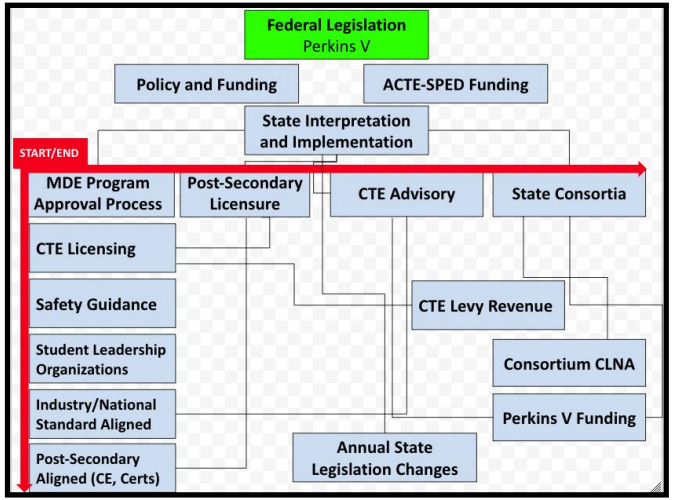
2025 - 2026: Year 3 Curriculum Review (Installation)

2026 - 2027: Full Implementation

Background

Disclaimer: The Career and Technical Education (CTE) Review report is one that is unique in nature and different than any other curriculum area.

The specific and precise work that is involved with licensure, funding, state-approval process, and how the CTE programs and courses connect with our taxpayers in our community and industries is important.



Environmental Scan: Internal Review

Summary: The team reviewed the following information related to CTE programming.

- Prior curriculum review process
- Funding mechanisms supporting CTE
- Perkins V Legislation Requirements
- MDE CTE Program Approval Requirements
- Dakota County Perkins Consortium Updates
- Feedback from ISD 197's CTE Advisory Committee
- Safety Requirements for CTE courses
- Licensure Requirements for CTE and MDE programs
- Student Leadership Opportunities

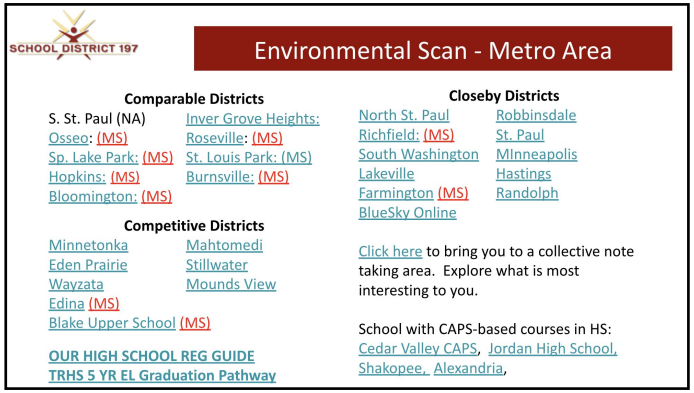


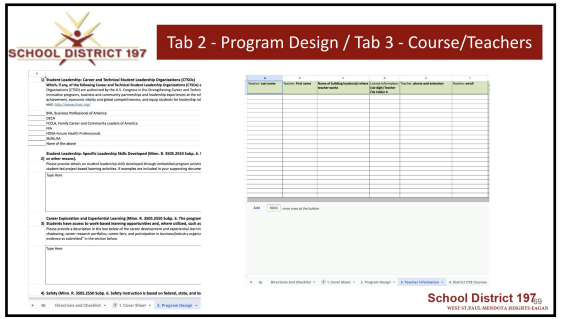


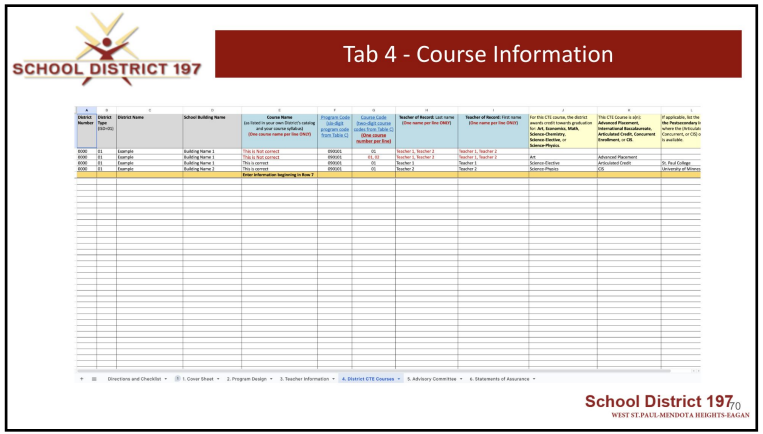
Environmental Scan: External Review

Summary: The team reviewed the following external information related to CTE programming.

- Metro approaches to CTE programming
- MDE resources for CTE programming
- MDE resources for submitting CTE program approval applications







Survey Data/Input Gathering

Curriculum review teams gather input from students, staff, families, and the community through surveys, panels, focus groups, and advisory committees.



In addition to input that was gathered using those approaches, the CTE review team benefits from a dedicated CTE advisory committee comprised of post-secondary partners and local businesses.

Key Takeaways

- Focus on improving communication with students about CTE opportunities
- Continue expanding the number of pathways and courses to meet student and industry needs
- Continue developing multiple access points for CTE programs, including at the middle school level
- Adequate funding for facilities, equipment, and program expansion is crucial.
- Collaborating with post-secondary and industry partners is vital.
- Continue offering both certifications and college credential opportunities in CTE courses
- Continue working towards expanding work-based learning and internship opportunities

Data Analysis

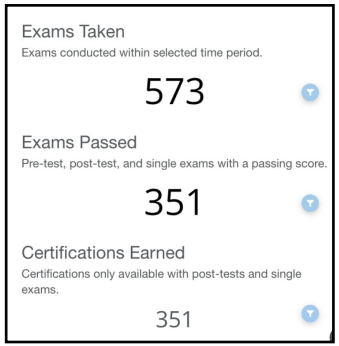
A large difference between how and when data is collected within the CTE department and other curricular areas is that the CTE department, due to the need to stay industry-relevant, the team is continually integrating new information all the time.

Accessing CTE programs at TRHS:

	African American	American Indian	Asian	Caucasian	Hawaiian / PI	Hispanic	Multi-Racial
6Yr Trend	13%	~1%	5%	49%	<1%	29%	3%
2021-22	11%	~1%	4%	50%	<1%	27%	7%
2022-23	12%	~1%	3%	50%	<1%	29%	6%
Actual	11%	~1%	4%	50%	NA	28%	6%

Therefore, the examples included below are a sampling of the data that was collected this year during the process as a way to indicate the types of information they are reviewing and integrating continually.

- Industry-relevant certifications
- Immersive Experiences
- Data collected in the Middle School Schedule Change Process
- CTE Course Enrollment data



Four Way Equity Test Overview

- Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?
- Does this help to ensure equitable access for all?
- Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age or other protected group?
- Does this ensure the same rigorous standards for academic performance exist for all students?

Early Implementation Actions

- Implementing CTE-related courses in grades 7 and 8 at both middle schools to provide earlier opportunities for exploring CTE concepts
- Implementing new CTE courses at Two Rivers High School beginning in fall, 2024.

Next Steps - Near Future Needs

In addition to the typical work conducted in year 2 of curriculum review, the CTE curriculum team will begin prioritizing and work on the topics listed below.

- Submitting the paperwork necessary for program approval with MDE
- Integrating feedback from MDE following submission to ensure program approval
- Supporting the installation of all new middle and high school CTE courses in 2024-2025.
- Purchasing essential tools and equipment for various programs
- Explore ways to fund field trips and other experiential opportunities
- Continue tracking and meeting, the Personal Finance requirements
- Proposing a fifth CAPS course in Agriculture, food, and natural resources.
- Creating a method in which to collect data related to certification attempts and completion across all CTE courses and assessment platforms
- Creating a method in which to collect data on CTE-related immersive experiences (e.g., number of students participating, which courses)

Next Steps - Later Needs

- Explore ways for utilizing the funds collected through the CTE Levy for CTE purposes
- Explore hybrid or online opportunities in applicable courses
- Expanding certifications
- Expanding concurrent enrollment opportunities in CTE programs
- Explore EL Co-Taught or EL Sheltered courses in applicable courses
- Explore how to potentially create double-hour sections of courses to utilize limited space (such as running more foods courses in limited kitchen space)
- Continued expansion of work-based learning
- Explore ways for expanding TRHS CTE opportunities for students in Branch Out
- Explore opportunities for integrating Drivers Education in school-day courses
- Explore new courses that integrate other areas (science and CTE, math and CTE)