High-Quality CTE Programs

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state’s economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.

Delaware

According to Delaware’s Perkins V plan the career pathways system is designed to align to in-demand occupations and occupational clusters to “help youth and adult learners advance through higher levels of education and employment.” Delaware’s Perkins plan was developed as part of the Workforce Innovation and Opportunity Act combined plan.

Delaware’s CTE programs of study each have an accompanying labor market assessment and memoranda of understanding that define articulated and dual enrollment coursework at the secondary program level. Each state-model CTE program of study is mapped to a demand-driven occupation or occupational grouping and includes a defined course sequence and instructional outline, as well as opportunities for students to earn college credit and industry-recognized credential(s) and participate in work-based learning experiences. All state-model programs of study are developed in conjunction with business, industry, secondary and postsecondary. The state-model CTE programs of study are available across secondary and postsecondary institutions.

OPPORTUNITY TO STRENGTHEN

Delaware can conduct a thorough audit of its existing K–12 and postsecondary CTE programs of study to (a) ensure that the programs of study align with state workforce and economic demands and projections in high-demand, high-skill and high-wage occupations; (b) determine where there are program gap opportunities; and (c) ascertain program quality. A plan should be developed and implemented to phase out all misaligned or low-quality programs of study and phase in revised or new high-quality programs of study fully reflective of the state’s priorities.

RESOURCES
- Delaware CTE
- Delaware Perkins V Plan
- Career and Technical Education Policies and Procedures

POLICIES
- DE Admin. Code Title 14.525, CTE Programs
High-Quality CTE Programs

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Indiana

The State Board of Education adopted CTE program standards in 2002, as required by statute. The Indiana CTE program standards and related curriculum content standards are intended to be used together to design quality courses (program standards) and develop students’ technical skills and academic proficiency (curriculum content standards). The Department of Workforce Development must designate each CTE program by category from among a list provided in the Indiana Code (i.e., apprenticeship program; cooperative education program; work-based learning; high-, moderate- or low-value program), using labor market demand data and average wage level data. The recently established Governor’s Workforce Cabinet is working on a large-scale revision of CTE efforts, known as Next Level Programs of Study (NLPS). This initiative is intended to increase vertical program alignment of CTE NLPS between secondary and postsecondary educational levels and strengthen their responsiveness to the state’s economy. Among the Cabinet’s current efforts is the development of Cooperative Education course standards.

OPPORTUNITY TO STRENGTHEN

As part of its current ongoing efforts to strengthen CTE and its alignment to postsecondary credentials, Indiana can evaluate its CTE programs of study to ensure they are aligned to high-demand, high-skill and high-wage occupations. Doing so will mean sunsetting or phasing out existing low-wage, low-skill pathways that Indiana schools and districts currently offer.

RESOURCES

- NLPS
- Career and Technical Education Course Framework—Cooperative Education

POLICIES

- Indiana Standards for Career and Technical Programs
- IN Code 22-4.1 Article 4.1: Department of Workforce Development
- IN Code 4-3-27 Chapter 27: Governor’s Workforce Cabinet
High-Quality CTE Programs

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state’s economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.

Louisiana

Louisiana statute requires the education sector, including the State Board of Elementary and Secondary Education, the Department of Education, the Board of Regents and the postsecondary education management boards, to work with the Louisiana Workforce Commission to identify workforce needs in the state, as well as educational and training opportunities, to ensure coordination in the delivery of CTE within the state.

In 2014 the Louisiana Board of Education launched the Jump Start Program. Students are required to attain industry-promulgated, industry-valued credentials to graduate with a Career Diploma. The Jump Start Program prepares students to continue their education at a technical school or community college and earn an industry credential that will help them attain entry-level employment.

CTE programs of study in the state, both secondary and postsecondary curriculum, aim to prepare students to earn a postsecondary credential. Louisiana has also created content standards for a wide variety of CTE programs—all of which appear to set expectations for academic performance, technical performance and employability.

OPPORTUNITY TO STRENGTHEN

While the Jump Start Program is well realized and coordinated, many of its pathways are still aligned to low-wage occupations. However, the August 2020 updates that added more career offerings and certifications may help strengthen the alignment to high-demand, high-skill, high-wage pathways.

Louisiana can conduct a thorough audit of its existing K–12 and postsecondary CTE programs of study to (a) ensure that the programs of study align with state workforce and economic demands and projections in high-demand, high-skill and high-wage occupations; (b) determine where there are program gap opportunities; and (c) ascertain program quality. A plan can be developed and implemented to phase out all misaligned or low-quality programs of study and phase in revise or new high-quality programs of study fully reflective of the state’s priorities.

RESOURCES
• All Things Jump Start
• Draft Jump Start 2.0 Enhancements
• Continuous Education Toolkit for School Systems: Academic Resources
• 2016–26 Long Term High Demand/High Wage Jobs
• Workforce Commission
• Perkins V State Plan

POLICIES
• Louisiana R.S. 2930, Collaboration with Business and Industry; Coordination with Workforce Needs
• Louisiana Board of Elementary and Secondary Education Bulletin 138, Jump Start Program
High-Quality CTE Programs

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state’s economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.

Tennessee

There is no formal statute in place to address vertically aligned, high-quality state CTE programs of study. Program development and approval occur separately for K–12 and postsecondary.

Tennessee has a long history of supporting CTE. Over the past decade, Tennessee has engaged business and industry to strengthen vertical alignment with postsecondary and workforce and ensure the state standards are reflective of current expectations. Tennessee aligns with the 16 nationally recognized career clusters. At the K–12 level, the state annually reviews the programs of study, comparing the courses to labor and economic development data as well as reviewing postsecondary and certification programs to ensure the programs of study are aligned to state priorities. Tennessee’s vertical alignment and quality programs of study are supported by the Tennessee Pathways Initiative. Tennessee Pathways creates alignment between K–12, postsecondary education and employers so that students have a clear and guided pathway to move seamlessly into the workforce. Tennessee Pathways has nine regional coordinators, who help lead the alignment of local education agencies and employers.

At the postsecondary level, the Tennessee Board of Regents (TBR) has a separate review and approval process outlined in the Approval of Academic Programs, Units, and Modifications. The Tennessee Colleges of Applied Technology (TCAT) system has industry councils that provide regular feedback and discussion around the skills training and employability of TCAT graduates.

OPPORTUNITY TO STRENGTHEN
Tennessee can continue to integrate and strengthen the vertical alignment across K–12 and postsecondary, particularly with the community college system, to ensure alignment across the systems and with the state economic and workforce priorities. Postsecondary can continue to increase engagement with industry advisory councils, particularly with the community college system, in reviewing and adding CTE-related credentialed programs.

RESOURCES
- TN Perkins V State Plan
- Tennessee Department of Education (TDOE) Career Clusters
- Program of Study Justification Process
- Tennessee Pathways
- Tennessee Board of Regents

POLICIES
- TBR Policies 2.01.01.00. Approval of Academic Programs, Units, and Modifications
- TN Code Annotated 49-11-104. CTE