

General CTE Questions

1. Does an Applied Academics Instructor have to attend training?

All Career and Technical Education instructors of approved applied academic courses must have completed approved preparation and yearly in-service for the course(s) they teach. (Perkins Assurances within the 5-Year Application Plan)

2. What is the “Skills Gap” Tab within the CTE Application?

OSPI recognized two versions of acceptable Skills Gap Statements for submittal within the Course Approval EDS System:

- A. (General or Specific) Advisory Committee Minutes where course(s) were approved to be offered within the district. As an ongoing element of program evaluation, advisory committees routinely review, evaluate and make recommendations regarding curriculum, facilities, equipment and supplies to ensure that they meet industry needs, and are current.

This cooperative effort between education and industry takes into consideration trends within the program areas, processes and needs within the community, region, state and national workforce.

- B. Labor Market Data illustrating a need for this program in your area, region, state or nation. Data can be obtained from a variety of sources, including, but not limited to: [Employment Security](#), [Labor and Industries](#), [Work Source](#), [Workforce Development Councils](#), [ONET](#), [WOIS](#), etc.

3. When do we need to renew our middle school courses? Do we follow the STEM renewal cycle or do we follow the Program Area?

Course/program renewals should be submitted according to the Program Area the course falls under.

4. Are Career & Technical Education instructors required to have a current First Aid and CPR certificate?

Career & Technical Education Instructors: [WAC 181-77-041](#)

Instructors are required to have a course in “General and specific safety.” ([WAC 181-77-003](#) Section (3) and (4)).

In the Perkins Assurances:

Note #1: Although Washington State regulations do not require holding a current, valid, first-aid card, see note #2.

Note #2: Another regulation that requires career and technology education (CTE) instructors to have a current, valid first-aid card is found in the “assurances” of the Carl D. Perkins Act.

“Number 4” on Perkins Assurances within the 5-Year Application Plan:

“All Career and Technical Education teachers in approved Career and Technical Education programs hold a **current first aid and CPR certificate**.”

Exploratory and Preparatory CTE Courses

1. Our district would like to add Career and Technical Education courses. What is an exploratory course? What is a preparatory course? Where do I find this information?

Familiarize yourself with the CTE Program Standards and Requirements. [RCW 28A.700.010 Career and Technical Education — Plans — Standards — Technical Assistance — Leadership Development.](#)

The CTE Program Standards are found on the OSPI website. Using the following link they are found at the bottom of the page Career and Technical Program Standards 2011.

<http://www.k12.wa.us/CareerTechEd/FormsStandards.aspx>

Exploratory courses will meet the following regulations: (CTE Program Standards)

- Demonstrate application of the state and national core content standards in the context of preparing for living, learning and working.
- Demonstrate foundational and career cluster specific skills required to meet current industry or nationally defined standards.
- Demonstrate knowledge of career options within related career clusters.
- Demonstrate leadership skills and employability skills.

Preparatory courses expand upon exploratory course characteristics in specific and complex ways as regulated below: (CTE Program Standards)

- Demonstrate industry identified competencies while integrating state and national core standards comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.
- Demonstrate leadership skills and employability skills.
- Demonstrate employment readiness and/or preparation for postsecondary options using state and local programs of study, including:
 - Information about post-secondary education, training options, industry certifications, and employment.
 - Articulations with apprenticeship programs and post-secondary education, where feasible.
 - Opportunities for nontraditional and special populations to receive training.
 - The utilization of data from student follow-up surveys to improve courses.
 - The utilization of current national, state or regional labor market information to demonstrate occupational need.

In 2008 the RCW was revised to clarify the minimum criteria for an approved preparatory secondary career and technical education program. An approved preparatory secondary career and technical education program must meet the following minimum criteria. ([RCW 28A.700.030](#) **Preparatory secondary career and technical education programs — Criteria.**)

1. Either:
 - a. Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; or
 - b. Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;
2. Be comprised of a sequenced progression of multiple courses that are technically intensive or rigorous; and
3. Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

Carl Perkins

1. Am I eligible for federal Carl Perkins funds if I don't have a state approved state CTE course taught by a CTE certified instructor?

No. All CTE classes/programs receiving state and/or federal CTE funding are currently approved by the Office of Superintendent of Public Instruction and are taught by an instructor who has a current CTE certification and whose certification matches the instructional area.

2. Can Perkins funds be used for a school remodel for a CTE class?

No. Renovation of the school facility cannot be funded by federal funds. However, equipment required to startup or upgrade CTE programs is an allowable charge to Perkins.

3. Can Perkins funds be used to pay staff salaries?

Yes. Perkins funds may support a teacher and/or staff member's salary.

4. Can Perkins funds be used to purchase promotional items, such as pens, sticky notes, tote bags, etc.?

No. Perkins funds cannot be used to purchase promotional items.

5. Are CTE instructors required to hold a secondary CTE teacher licensure?

Yes. All CTE instructors must have a CTE endorsement in each specific program they are teaching.

6. Are districts required to add a new program of study each year?

No. Perkins IV Act require districts to have at least one program of study for the duration of Perkins IV.

7. Can Perkins funds pay for a teacher's college tuition?

No. A teacher's college tuition for an advanced degree or across endorsement is not an allowable expense. However, course work necessary to enhance teacher knowledge directly related to CTE curriculum improvements or student instruction is permissible.

8. Can districts use Perkins funds to pay for trophies, pins, dues or travel, etc.?

No. Perkins funds cannot be utilized for any individual student expenditure.

Advisory Committees

[RCW 28A.150.500](#) Educational agencies offering vocational education programs — Local advisory committees — Advice on current job needs.

- (1) Each local education agency or college district offering vocational educational programs shall establish local advisory committees to provide that agency or district with advice on current job needs and on the courses necessary to meet these needs.

- (2) The local program committees shall:
- (a) Participate in the determination of program goals;
 - (b) Review and evaluate program curricula, equipment, and effectiveness;
 - (c) Include representatives of business and labor who reflect the local industry, and the community; and
 - (d) Actively consult with other representatives of business, industry, labor, and agriculture.

1. Who is a member of an Advisory Committee? (Definition from Program Standards)

Advisory Committee members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. (CTE Program Standards)

Advisory committees must include balanced representation from business/industry and labor reflecting the diversity of the community.

A majority of these members shall share a working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. (CTE Program Standards)

2. What is the Advisory Committee responsible for doing?

The committee provides advice in the design, development, delivery, evaluation and continuous improvement of Career and Technical Education programs. (CTE Program Standards)

Identified Occupational Need – Career and technical education programs will ensure academic rigor; align with the state's education reform requirements and; help address the skills gap of Washington's economy as validated by a CTE advisory committee. (CTE Program Standards)

Validate Industry Defined Standards – Standards that specify the knowledge, skills and competencies required to perform successfully in the workplace. In the absence of industry defined skill standards developed at the national or state level, local advisory committee validation will be required. (CTE Program Standards)

It is the local district's responsibility to effectively inform committee members of Washington State Career and Technical Education Program Standards and the Federal Perkins Act.

3. What types of Advisory committees are there?

Program Specific Advisory Committees guide the relevance and continuous improvement of the program. They provide direction and guidance to administrators and teachers for a specific Career and Technical Education program offered by a district or institution.

General Advisory Committees provide direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution.

4. How often do they meet?

The committee meets on a regular basis and minutes are on file in the district.

It is suggested in the Advisory Board brochure that the General advisory committees meet 3 to 4 times per year for 1–2 hours each time during the school year.

(<http://www.k12.wa.us/CareerTechEd/Forms/AdvisoryBrochure.pdf>)

Program Evaluation

1. What is a Program Evaluation?

RCW 28A.700.010 Career and Technical Education — Plans — Standards — Technical Assistance — Leadership Development.

- (1) To ensure high quality career and technical programs, the Office of the Superintendent of Public Instruction shall periodically review and approve the plans of local districts for the delivery of career and technical education.
- (2) To receive approval, school district plans must:
 - (a) Demonstrate how career and technical education programs will ensure academic rigor; align with the state's education reform requirements; help address the skills gap of Washington's economy; and maintain strong relationships with local career and technical education advisory councils for the design and delivery of career and technical education;
 - (b) Demonstrate a strategy to align the five-year planning requirement under the federal Carl Perkins act with the state and district career and technical program planning requirements that include:
 - (i) An assessment of equipment and technology needs to support the skills training of technical students;
 - (ii) An assessment of industry internships required for teachers to ensure the ability to prepare students for industry-defined standards or certifications, or both;
 - (iii) An assessment of the costs of supporting job shadows, mentors, community service and industry internships, and other activities for student learning in the community;
 - (iv) A description of the leadership activities to be provided for technical education students; and
 - (v) Annual local school board approval.

- (c) Demonstrate that all preparatory career and technical education courses offered by the district meet the requirements of [RCW 28A.700.030](#);
- (d) Demonstrate progress toward meeting or exceeding the targets established under [RCW 28A.700.040](#) of an increased number of career and technical programs in high-demand fields; and
- (e) Demonstrate that approved career and technical programs maximize opportunities for students to earn dual credit for high school and college.

The Program Evaluation is an annual evaluation and review of the Career and Technical Education program in the district.

Each recipient of financial assistance shall annually evaluate the effectiveness of the program. As part of each such evaluation, each recipient shall (1) review programs with the full and informed participation of representatives of individuals who are members of special populations, and (2) evaluate the progress of Career and Technical Education programs assisted under this Act in providing Career and Technical Education students with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter. (Perkins Assurances within the 5-Year Application Plan)

The district has conducted an evaluation of Career and Technical Education programs using the current standards and indicators, contracted evaluation services, or other local indicators. (Perkins Assurances within the 5-Year Application Plan)

Section 135(6) of the Perkins Act of 2006 addresses evaluation. Funds made available to eligible recipients under this part shall be used to support CTE programs that develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

The yearly functions of the advisory committee along with the program evaluation generate the district wide plan.

A sample CTE Program Planning Checklist can be found at:

<http://www.k12.wa.us/CareerTechEd/FormsStandards.aspx>

2. What is the Five-Year Planning Requirement under the Carl Perkins Act?

[RCW 28A.700.010](#) states districts must “demonstrate a strategy to align the five-year planning requirement under the federal Carl Perkins Act with the state and district career and technical program planning requirements”. What is the five year planning requirement under the federal Carl Perkins Act?

Section 134 (a) of the Perkins Act of 2006 addresses the local plan requirement. Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the state plan submitted under section 122. Under Section 122 (a) (1) "Each eligible agency desiring assistance under this title for any fiscal year shall prepare and submit to the Secretary a State plan for a 6-year period, together with such annual revisions as the eligible agency determines to be necessary...." (Perkins Act of 2006, The Official Guide, page 120, Section 122, The State Plan)

3. How often is a Program Evaluation done?

Annually

Through a planned process, CTE programs will be evaluated and reviewed annually and the results are used for continuous program improvement. Program evaluation is consistent with CTE standards and course framework on file. (Program Approval/Re-Approval Assurances; CTE Program Standards)

The local Career and Technical Education program has identified goals and objectives that have been developed in relation to the career and technical standards and indicators and are the basis for federal, state, and special grant funding requirements. (Perkins Assurances within the 5-Year Application Plan)

Annually the plan receives local school board approval. ([RCW 28A.700.010](#))

4. Who participates in the Program Evaluation?

The local Career and Technical Education plan was developed in consultation with the local general advisory council (GAC). (Perkins Assurances within the 5-Year Application Plan)

The local Career and Technical Education plan was developed in consultation with representatives of the educational and training resources available in the area to be served by the applicant, such as private business schools, skills centers, and other public or private agencies. (Perkins Assurances within the 5-Year Application Plan)

Leadership Equivalency

1. What is a Leadership Equivalency?

OSPI recognizes a plan for leadership development for 21st century skill integration is at a standard equivalent to the relevant CTSO. (Program Approval/Re-Approval EDS)

For submittal within the Course Approval EDS System the district uploads the locally developed plan:

- A. Describing the co-curricular activities/projects that students will be engaged in that enhance or extend the learning beyond the classroom/laboratory into the community and provide real world value
- B. Identifying and aligning the 21st Century Skills standards which will be applied and developed
- C. Explaining how the locally developed model will:
 - be equal to or exceed the appropriate CTSO standards for leadership development and 21st Century Skills integration
 - provide opportunities for students to participate in community service activities related to this course, and allow students to participate in related leadership activities outside the classroom at the local, regional, state, and/or national level

Leadership equivalent is using knowledge and skills learned in the classroom to meet a real community need.

Service learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. (*Learning in Deed*)

Guidelines for a leadership equivalent plan of work include the following components aligned to the 21st Century Skills:

Components for Community Service Learning (National Service Learning)

1. **Investigation:** Identify problems/issues that exist and their causes and effects.
2. **Preparation:** Selection of the project and the development of the knowledge and skills to implement it.
3. **Action:** Meaningful project provided by the students for the community (can be direct service in which students perform the service in the community and have personal contact with the recipient; in-direct service in which students prepare things to be used by others in the community but have no personal contact; or advocacy in which students take social action to identify and eliminate problems in society).
4. **Reflection:** Incorporated in all stages of the project; it is the processing of the service experience and making the connection to learning.
5. **Celebration/Demonstration:** Celebrate success and completion of the Project.

Based on the National Service Learning Standards for Quality Practice include the following:
(Go to the National Youth Leadership Council website at <http://nylc.org/standards>)

Duration and Intensity: Sufficient duration and intensity to address community needs and meet specified outcomes.

Link to Curriculum: Instructional strategy to meet learning goals and/or content standards (leadership).

Partnerships: Collaborative, mutually beneficial and address community needs (youth, educators, families, community-based organizations, and/business who communicate frequently and regularly so that all partners are well-informed, share common vision and goals and work collaboratively together.

Meaningful Service: Engage in meaningful and personally relevant activities that lead to attainable and visible outcomes that are valued by those being served.

Youth Voice: Strong voice for youth in planning, implementing, and evaluating learning experience with guidance from adults.

Diversity: Understanding of diversity and mutual respect among all participants.

Reflection: Multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Progress Monitoring: Engage participant in an ongoing process to assess the quality of the implementation and progress meeting specified goals, and use results for improvement and sustainability.

Extended Learning

One of the components of the Consolidated Program Review, Perkins/CTE, asks the district to provide documentation that learning is extended into the community and documentation that time is allowed for staff coordination of extended learning.

1. What is Extended Learning?

Learning and teaching activities related to career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher. (Program Standards)

Under the leadership tab in the program approvals, districts with locally developed leadership equivalencies are required to describe co-curricular activities/projects that enhance or extend learning beyond the classroom/laboratory into the community and provide real world value. (Program Approval/Re-Approval Assurances)

In the Program Approval/Re-Approval Assurances districts assure that CTE instructors are provided the time and resources to connect student learning with work, home and community.

- If work-based learning opportunities are provided in the course, procedures for placement in and travel to and from work-based learning sites assures compliance with all regulations in current work-based learning manual.
- If off-campus industry instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion.

The program standards for an **Exploratory** program require:

- Each CTE course will include extended learning into the, community/family, and business/industry. Extended learning is managed and supervised by certified CTE teachers.

A **Preparatory** program requires:

- Extended learning into the community. Extended learning is managed and/or supervised by certified CTE teachers.

Leadership Employability

1. I am creating a framework for a course. It requires that I complete the Leadership alignment row. What happened to the Leadership and Employability requirement?

The Washington Career and Technical Education Foundation standards state:

- Leadership skills are integrated throughout the content of each course. Students are encouraged to participate in career and technical student leadership organizations related to the program.
- Employability skills are integrated throughout the content of each course, and students in CTE programs apply these skills in each program.

Beginning in 2013 all course applications were to be aligned to the 21st Century Skills. The 21st Century Skills align to and expand upon the Leadership and Employability Skills Standards, and increase the rigor and relevance of leadership and employability integration in CTE courses. It is expected that over a student's CTE career they will learn all of these standards. It is up to each district and instructor to determine where these standards will be learned, how they will be learned and how they will be assessed.

When a district checks the assurances in the Program Approval/Re-Approval Process they assure that:

- Time and resources will be allocated for the teachers/advisors to manage and supervise leadership activities.

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