ALABAMA CAREER AND TECHNICAL EDUCATION

“Student Success - Professional Development - Program Achievement”

Presented by Dr. Philip Cleveland
Interim State Superintendent of Education
Alabama State Department of Education
2016 Alabama Professional Development Conference
Birmingham, Alabama
Preparing Alabama’s College+Career-Ready Leaders
ALABAMA

388,046
STUDENTS GRADES 6-12

177,912
CTE STUDENTS

78,202
CTSO+CTE MEMBERS

Source: Preliminary ALSDE Reports, 2015-2016 Year
Alabama CTSOs and CTE programs are the best and most dynamic delivery channel for the essential skills to prepare College+Career-Ready Learners for high-potential careers in Alabama.
College+Career Connection

500+
Career Development Competitions spanning every Career Cluster®

16
Career Clusters® help students navigate career choices

79
Career Pathways for students to achieve success

7
CTSOs in Alabama (DECA, FBLA-PBL, FCCLA, FFA, HOSA, SkillsUSA, TSA)

2
CTE programs in Alabama (JAG, JROTC)
Success for Alabama means bringing together the four pillars of economic partnership:

- STUDENT
- Parent
- Public
- Private Sectors
GOALS:

• More students in CTE programs.
• More students in CTSOs.
• More students developing soft skills.
How do we accomplish this?
We Achieve Success by...

1. Grow the number of students engaged in CTSO and CTE programs.
2. Grow the quality of CTSO and CTE career and college preparation experiences.
3. Grow local educator’s skill and integration of CTSOs and CTE programs as instructional tools.
4. Engage support of administrators, counselors, and industry as a dynamic and central component of the local school ecosystem.
5. Grow student leadership and overall career development activity participation.
6. Sustain and scale Alabama CTSO and CTE programs and maximize resources.
Alabama’s Best Solution for Career Ready Workers
Career Readiness Indicators: “Their Role in Accountability”
Working Together for SUCCESS:
“Learners, Professionals, and School Systems”
Questions to Answer (Objectives):
“Learners, Professionals, and School Systems”

1. What are Career Readiness Indicators?
2. Who gets them and how?
3. How do Career Readiness Indicators impact accountability?
The Conundrum
Part 1: No Skills
The Conundrum
Part 2: The Wrong Skills
College- and Career-Ready

“The goal for Alabama education is that each student graduates from high school with the knowledge and skills to succeed in post-high school education and the workforce without the need for remediation.”
Did you know?

• The college and career indicators are “separate and apart” from the students’ eligibility to graduate from high school.
• Student do not have to meet these indicators to graduate.
• A student may possess only one of these indicators OR multiple indicators to meet the criteria.
• ACT, ACT WorkKeys, and Industry Credentials are state-funded!
Graduation Rate
Alabama defines a student as college- and career-ready if the student earns at least one OR a combination of the following six indicators:

1. Benchmark score on any section of the ACT test. *(Entered into INow by ALSDE)*
2. Qualifying score on an AP or IB exam. *(Entered into INow by ALSDE)*
3. Approved transcripted college or postsecondary credit while in high school. *(Entered into INow by LEA)*
4. Benchmark level on the ACT WorkKeys. *(Entered into INow by ALSDE)*
5. Accepted for enlistment into the Military *(Entered into INow by LEA)*
6. Approved industry credential. *(Entered into INow by LEA)*

*(NOTE: At this time, there are six indicators; however, others can be added in the future.)*
What is a benchmark score on the ACT test?

- The benchmark score on each ACT subtest equates to a 50% chance of getting a “B” or above in a credit-bearing course in the same subject in a student’s freshman year in college:
  - English = 18
  - Math = 22
  - Reading = 22
  - Science = 23
    - Students only have to meet ONE of these benchmarks!
What is a qualifying score on an AP or IB exam?

• AP Qualifying Score = 3, 4, or 5

• IB Qualifying Score = 4, 5, 6, or 7
What is “approved transcripted college or postsecondary credit while in high school?”

This encompasses more than “dual enrollment.” It takes into consideration other venues as well like Early College, Summer Programs, etc., and it applies to both in-state and out-of-state schools.
What is WorkKeys?

WorkKeys® is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.
What is benchmark level on the ACT WorkKeys?

**Career Readiness Certificate Levels & Employability Skills**

- **Bronze**
  - AM: 3
  - RI: 3
  - LI: 3
  - Core employability skills for approximately 30% of the jobs

- **Silver**
  - AM: 4
  - RI: 4
  - LI: 4
  - Core employability skills for approximately 65% of the jobs

- **Gold**
  - AM: 5
  - RI: 5
  - LI: 5
  - Core employability skills for approximately 90% of the jobs

- **Platinum**
  - AM: 6
  - RI: 6
  - LI: 6
  - Core employability skills for nearly 100% of the jobs

**Benchmark Level**
What are the parameters of military enlistment?

“A student must have completed the formal enlistment process and provide documentation.”
What is an approved industry credential?

www.alsde.edu

This link provides the current state-approved industry credential list for meeting your industry credential accountability indicator.
Credentials

American Welding Society
ServSafe
Adobe
IC²
Master Service Technician
ASE
National Institute for Automotive Service Excellence
Microsoft Office Specialist
Certified Pharmacy Technician
Certified Nursing Assistant
National Institute for Metalworking Skills
CompTIA A+ Certified
College & Career Readiness Dashboard

College and Career Readiness Dashboard

Cohort/Grad Year
2011-2012; 2014-2015; Fall

System
(041) Lee County

School
All Schools

Sub Population
All students

College and Career Readiness Indicators (Cohort data is not official)

<table>
<thead>
<tr>
<th>Overall</th>
<th>ACT</th>
<th>IB</th>
<th>AP</th>
<th>ACT Work Keys</th>
<th>College Credit</th>
<th>Career Tech Credential</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>0.0044</td>
<td>0.0044</td>
<td>0.0044</td>
<td>0.0044</td>
<td>0.0044</td>
<td>0.0044</td>
<td>0.0044</td>
</tr>
<tr>
<td>In Population</td>
<td>0.0046</td>
<td>0.0039</td>
<td>0.0000</td>
<td>0.0042</td>
<td>0.0000</td>
<td>0.0023</td>
<td>0.0033</td>
</tr>
<tr>
<td>Meets CCR</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
</tr>
<tr>
<td>Graduates</td>
<td>0.0387</td>
<td>0.0315</td>
<td>0.0000</td>
<td>0.0040</td>
<td>0.0000</td>
<td>0.0023</td>
<td>0.0012</td>
</tr>
<tr>
<td>In Population</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
<td>0.0069</td>
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</tr>
<tr>
<td>Meets CCR</td>
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<td>0.0069</td>
<td>0.0069</td>
</tr>
</tbody>
</table>

Select Fields  Show All Fields  Reset Fields
ACADEMIC ACHIEVEMENT:
“The Key to Our Continued Success!”
Items included in “Student NTHS Award Kits”
Items included – “NTHS Awards Kit”
Continued CTE Success: “The Role of Your Advisory Committee”
Industry Advisory Committees

1. An active and engaged industry advisory committee is the single most effective way to make sure your program is teaching the right things and getting what you need to do it.

2. Business and Industry Certification (BIC) is centered around the idea that your programs have the backing of industry - they are the source of validation for everything you do.
Industry Advisory Committees

• Who are they?
• What are the required qualifications?
• What do we want them to do?
• Common questions
Who Are They?

1. The most senior level people you can reasonably get
2. Employers
   - in your industry
   - in your geographical area
3. Expertise and experience in the things you teach
4. Continuing education providers in your field
5. Outside of K-12 Education
Federal Requirements for Advisory Committee Members

**What are the required qualifications?**

<table>
<thead>
<tr>
<th>D. Advisory Council – AAC 290-6-1-06; Perkins IV</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
<th>TA</th>
<th>DOCUMENTS THAT MAY SUPPORT COMPLIANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Does the membership of the system level Advisory Council consist of a minimum of seven (7) persons of which at least five (5) must be business and industry persons and one (1) must be a student officer representing a student organization in the system and at least one (1) additional person with interest in the career and technical education (educators, former students, administrators, government officials, etc.)?</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Roster of members with categories of membership outlined to show that the council is broadly based and includes all of the required categories</td>
</tr>
<tr>
<td>7. Does at least 51% of the council convene at least two (2) times a year and:</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Written operation guidelines</td>
</tr>
<tr>
<td>• Have written operation guidelines?</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Current year Program of Work</td>
</tr>
<tr>
<td>• Provide counsel, assistance, and information from the community served by the career tech programs?</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Minutes from at least two (2) meetings</td>
</tr>
<tr>
<td>• Approve a Program of Work that includes time lines, activities, long-and short-range goals, objectives, and council member responsibilities improvement?</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Evidence that the Program of Work has been implemented?</td>
</tr>
<tr>
<td>• Implement the Program of Work?</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Roster of membership with required information</td>
</tr>
<tr>
<td>8. Is the name, business address, occupation/job title or student’s school and home address documented for each council member?</td>
<td>Y</td>
<td>N</td>
<td>N/A</td>
<td>TA</td>
<td>• Roster of membership with required information</td>
</tr>
</tbody>
</table>
BIC Requirements for Advisory Committee Members

What are the required qualifications?

| √ I am an active member of this program’s advisory committee. |
| √ I do not represent a vendor that could benefit financially through participation in this process. |
| √ I am not a current employee of the system being reviewed. |
| √ I have not worked for the system being reviewed within the past five years. |
| √ I am not related to any of the persons (administrator, counselor, teacher, etc.) involved with the program being reviewed. |
| √ I am employed in a field directly related to the program being reviewed, with five or more years of experience. |

√ I am currently employed in or retired less than three years from a business/industry directly related to this program.

I agree that the above statements are true and that I will conduct this review jointly with the other team member(s) in a fair and impartial manner. I will uphold the integrity of the review process and hold all program information confidential.

Team Member’s Signature: ________________________ Date: ____________________
What Do We Need from Them?

• Meet at least twice annually in order to:
  – Provide direct validation of the appropriateness of the training being provided
  – Review program facilities and equipment needs
  – Review and make recommendations regarding program budgeting priorities

• Provide opportunities to help expose students to careers in the field
  – Industry tours
  – Guest speakers

• Reinforce to your students the truth of what you tell them about employability skills, workplace expectations, career growth opportunities, etc.

*Directly asking for financial support will drive people away. Let them learn how your work is going to help their employment needs and then let the partnerships occur naturally.*
What do Employers Say they Need?

EVERY company in
EVERY industry in
EVERY part of Alabama
needs the same thing...
Employability Skills
What do Employers Say they Need?

**Employability Skills**

1. Show up on time
2. Show up every day
3. Get along with others
4. Pass drug tests
5. Put up the smart phones
6. Others?
Simulated Workplace

- Why are we doing it?
- What is it?
- How do we utilize it?
What do these things look like in the workplace?

1. Application and interview
2. Formal attendance process
3. Random drug testing
4. Company procedures manual
5. Safety training
6. Quarterly and Annual reporting
7. Work teams and structure
8. Practical evaluations
9. Portfolio system
10. Celebrating accomplishments!

Are there any of these we can’t do in the classroom?
“NOT” Simulated Workplace!

- A curriculum
- Traditional CTE (instructor-led) environment
- More work on the instructor (once established)
- A rigid, prescribed, instructional model
- 1970’s vocational instructional delivery
What is Simulated Workplace?

• A cultural change
• A student-led environment
• An opportunity for students to be accountable for their own learning
• An opportunity for instructors to be flexible and creative in delivering engaging curriculum
• High-level academic and technical learning
What is Simulated Workplace?

1. Students no longer go to CTE “classes” – they go to a high quality business/learning environment.

2. The “company” must meet the same standards of quality, productivity, and financial performance as a “real-world” environment.
What is Simulated Workplace?

“There is a focus on applications of knowledge”
Easily Incorporated Workplace Practice

5S - a philosophy and a way of organizing and managing the workplace, especially a shared workplace (like a shop floor or an office space) and keeping it organized.

[Logos of Toyota, IBM, Harley-Davidson, Hewlett Packard]
5S Explanation

- **Sort**: When in doubt, move it out – Red Tag technique
- **Set in Order**: A place for everything and everything in its place
- **Shine**: Clean and inspect through cleaning
- **Standardize**: Make up the rules, follow and enforce them
- **Sustain**: Part of daily work and it becomes a habit
How to Perform Simulated Workplace?

Use the

“Alabama Simulated Workplace Manual”
Alabama Simulated Workplace Training

- www.alsde.edu
- Look for the Workforce Development link under the “Department Offices” area
- Then click-on the Simulated Workplace tab (blue button)
- Click the link for the manual and fillable forms
Thank You for Attending this Conference!
“Questions or Comments”