Webinar

Exploring the Research on Innovative CTE Delivery Models

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Without Limits: A Shared Vision for the Future of Career Technical Education

• Worked with partner organizations and members to synthesize and prioritize the ideas, strategies and goals generated during the Summit

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CTE Without Limits

• Each learner must have access to and the means to be successful in the career of their choice

• Will require:
  • All systems working in concert
  • A commitment to tearing down the barriers that limit opportunity
  • CTE to serve as the catalyst to make this vision a reality
A Shared Vision
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:

2. Principle 2: Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem.
4. Principle 4: Each learner’s skills are counted, valued and portable.
5. Principle 5: Each learner can access CTE without borders.

Our vision: **CTE without limits**

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**
Foundational Commitments to Achieve the Vision

- Equity
- Quality programs and instructors
- Meaningful public-private partnerships
- Actionable data
- Continuous improvement and collaborative leadership
Five Principles

Call on the CTE field to remove the limitations of:

• Siloed systems and funding and accountability models that drive the wrong outcomes
• Racist and discriminatory systems, policies and practices
• Barriers that prevent learners from navigating their career progression seamlessly
• Seat time and degrees so we can value all learning and all skills wherever they occur
• Geography through cross-state collaboration and open access
Each learner can access CTE without borders
Principle 5

To accomplish this, we must:

✔ Leverage a national framework for connecting education and the workforce

✔ Develop inter-state compacts that support collaboration and remove barriers

✔ Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful
Panelists
Speakers

Shayne Spaulding
Senior Fellow, Urban Institute

John “Al” Leaston
Instructor/Program Director, Wake Technical Community College

Tara Smith
Associate Research Director, JFF
Innovative Delivery Methods in Postsecondary CTE

May 19, 2022

Shayne Spaulding
Senior Fellow
About the Urban Institute

- The Urban Institute is the trusted source for unbiased, authoritative insights that inform consequential choices about **the well-being of people and places** in the United States. We are a nonprofit research organization that believes decisions shaped by facts, rather than ideology, have the power to improve public policy and practice, strengthen communities, and transform people’s lives for the better.

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Research

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Job Quality and Employer Practices

Postsecondary Education and Training

Employer Engagement

Workforce Systems
Career and Technical Education CoLab

12 Credit-Bearing Online CTE Programs at Community and Technical Colleges
Prior Factors
- Instructor background, awareness, and skills
- Student goals, personal assets, resources, and life circumstances
- Program culture, resources, and policies
- College culture, programs, resources, and policies
- Systemic barriers to education and employment success
- External policy environment and constraints

Outcomes
- Instructional quality and course outcomes
- Student program, employment, and life outcomes
- Program quality, partnerships, and alumni success
- College innovation, inclusion, and alumni success
- Positive effects on systems

Online Classroom
- Infuse equity consciousness into curriculum design and delivery
- Examine engagement and outcome data, by student demographics
- Consider for online: Synchronous/asynchronous/Blendflex, cameras, technology
- Encourage engagement – student to faculty, peer to peer, and with course content
- Assess learners’ needs and technology access – be aware of resources for students

Program
- Infuse equity consciousness and ensure representation – among students and faculty
- Examine engagement and outcome data, by student demographics
- Consider for online: Technology access and support for students; preparation for instructors
- Identify tripping points that lead to attrition and address issues
- Promote equity in on-the-job training experiences and equitable employment opportunities
- Ensure program alignment with the labor market and quality career pathways

Institution
- Infuse equity consciousness across the college and define key terms related to equity goals
- Examine enrollment, engagement, and outcome data, by student demographics and separately for online
- Consider for online: Capacity for transitioning content online and staff resources needed
- Understand and seek toExamine student sorting into programs and if college advising or requirements reinforce sorting
- address affordability of the full cost of attendance, including adequate food and housing
- Understand faculty/administrator characteristics and prioritize representation
- Seek input and listen to students
- Identify strategies and redesign student experiences/supports
Equity Implementation Areas

Overarching Racial & Ethnic Equity Practices

Curriculum Design & Delivery

Student Supports & Engagement

Pathways to Further Education & Employment
CTE Programs and the COVID-19 Pandemic
Responses, Innovations, and Implications for Future Research

Tara Smith, JFF
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CTE Research Network Activities

Our Primary Areas of Focus

Research
Increase the number of studies examining the impact of CTE policies, programs, and practices on student outcomes

Training
Strengthen the capacity of researchers and practitioners to conduct, use, and share rigorous and causal CTE research

Coordination
Improve coherence among CTE research projects, identify new research priorities, and share strategies to address research challenges

Dissemination
Engage stakeholders in network activities and share findings to inform efforts to improve CTE programs and student outcomes

The CTE Research Network is funded by the Institute of Education Sciences (IES), the nonpartisan research and statistics arm of the U.S. Department of Education.

https://cteresearchnetwork.org/
Who We Talked With: The Study Sample

CTE Program Level
- Both: 23%
- Secondary: 73%
- Postsecondary: 4%

CTE Program Scale
- District: 27%
- Multi-district: 23%
- Multi-state: 18%
- High school: 14%
- College: 9%
- State: 9%
How CTE Program Delivery Changed

Spring 2020:
- virtual only

2020-2021:
- multiple formats simultaneously
- multiple formats over time
- hybrid
- virtual only
- in-person only
- ceased operations
CTE Program Changes and Innovations

- Learning Activities
  - Hands-on opportunities
  - Work-based learning
  - New materials or components
- Teacher Professional Development
- Employer Engagement
Thank you!
View shared resources from today’s presentation, and many more, by visiting the Learning that Works Resource Center!

www.careertech.org/Resource-center
Questions?

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