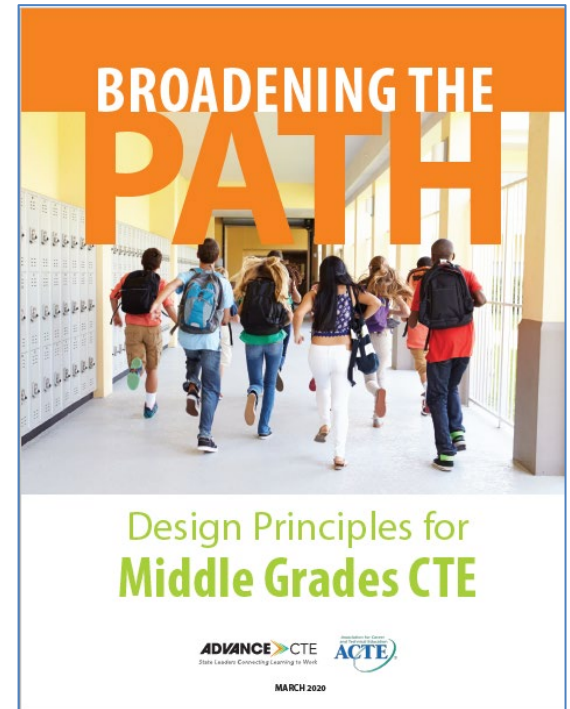


CTE Learning in Middle School: A National Scan of Best Practices

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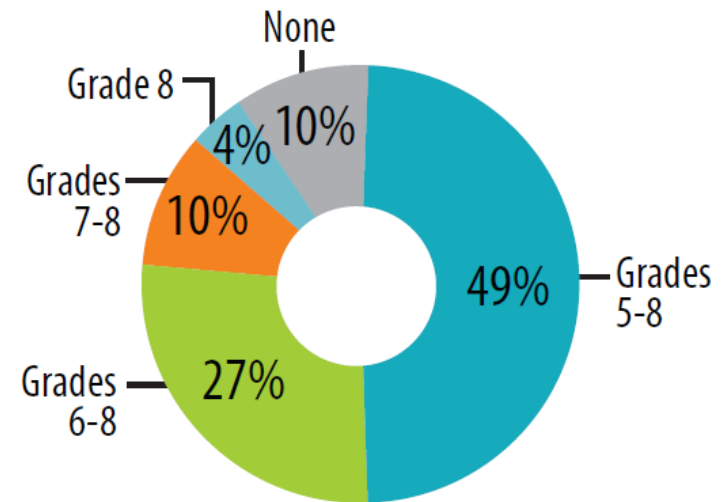
Resources

- [Broadening the Path: Design Principles for Middle Grades CTE](#) (Advance CTE & ACTE)
 - [Blog series](#)
 - [State repository](#)
- [Student Career Development](#) series (ACTE)
- [Perkins V Opens Access to Middle Grades](#) (Advance CTE)
- [The State of Career Technical Education: An Analysis of States' Perkins V Priorities](#) (Advance CTE)



Perkins V State Plans

- Nearly all states are allowing funds to support middle grades CTE
- About half of states are allowing funds to be used as early as grade 5
- Strategies:
 - Prioritizing in CLNA/local application
 - Developing standards/curriculum
 - Directing State Leadership funds



PERCENTAGE OF STATES

Chart from [The State of Career Technical Education: An Analysis of States' Perkins V Priorities](#) (Advance CTE)

Theory of Action

IF

states design middle grades CTE to:

- 1 Be equitable and inclusive of each student
- 2 Be anchored in careers
- 3 Be standards based
- 4 Be grounded in experiential and hands-on learning
- 5 Balance breadth and depth across the curriculum
- 6 Be integrated into the broader K-12 — or P-20 — career development system
- 7 Include intentional and meaningful employer engagement
- 8 Involve dedicated instructional time
- 9 Be communicated effectively to students and their families
- 10 Focus on student growth

AND

they apply these principles through the core
programmatic elements of middle grades CTE:



Standards,
curriculum
and
assessment



Course/activity
structure and
scheduling



Career
advisement



Experiential
learning



Teachers
and leaders



Data and
measurement

THEN

middle grades CTE students will:

- ✓ Gain awareness of and exposure to a wide array of careers
- ✓ Increase self-awareness and begin to form their potential occupational identity
- ✓ Develop employability skills
- ✓ Develop foundational technical skills as appropriate
- ✓ Be positioned to make more informed educational choices
- ✓ Transition to high school with an actionable plan for next steps

Standards, Curriculum and Assessment

- Are there middle grades CTE standards that apply to all students or only to students who choose to enroll in specific courses?
- If there are standards, are they designed to support learners at different academic levels, and are they free from bias?
- Are the standards flexible enough to enable a mix of instructional strategies, including experiential or hands-on projects?
- Do the standards and related curriculum balance breadth of career exploration with depth of knowledge?

Examples: Standards, Curriculum and Assessment

- Middle grades CTE standards development in **Iowa** and **Nebraska**
- Career and Career Awareness course in **Utah**
- Technology, Life & Careers curriculum in **Peoria (AZ)**

Course/Activity Structure and Scheduling

- Are CTE courses or experiences structured in such a way that all students have access — or do students have to make choices?
- Are there efforts to identify and eliminate barriers to participation and success in CTE courses or experiences?
- How are experiences/courses sequenced as part of a broader continuum?
- Is CTE content delivered through dedicated instructional time, or does it primarily occur outside of the school day?

Examples: Course/Activity Structure and Scheduling

- Multiple models in **Maine**
- CareerStart in **Winston-Salem/Forsyth (NC)**
- Summer exploration at **Delta-Schoolcraft Career Tech Center (MI)**

Career Advisement

- Is career advisement provided to all students? Is it designed to provide individualized supports to students?
- Are career advisement activities sequenced as part of a broader continuum?
- Are career advisement activities prioritized within instructional time?
- Do counseling professionals get the supports, training and tools necessary to deliver effective career advisement?
- How are families appropriately involved in student career planning activities?

Examples: Career Advisement

- **Arkansas** College and Career Coach program
- Academic and Career Planning (ACP) in **Wisconsin**
- Career development coordinators in **North Carolina**

Experiential Learning

- Are experiential learning activities, such as work-based learning and CTSOs, available to all middle grades students?
- Are there efforts to identify and eliminate barriers to access, participation and success in experiential learning?
- Are there clear standards for experiential learning opportunities?
- Is there a clear continuum of experiential learning experiences?
- How are employers involved in offering these experiences to students or supporting their work?

Examples: Experiential Learning

- Early work-based learning in **Denver (CO), Utah**
- CTSOs in **Wyoming**

Teachers and Leaders

- Are there currently enough qualified and certified educators to deliver quality CTE content to all middle grades students?
- Do teachers and administrators have access to meaningful professional development?
- How can all teachers and staff in the school be involved in delivering quality middle grades career development experiences?
- How can new educators be recruited or resources used creatively to build capacity?

Examples: Teachers and Leaders

- Middle grades CTE teacher licensing in **Ohio**
- **Georgia** Teachers-as-Advisors Framework

Data and Measurement

- How can data on the full range of students participating in CTE-related activities be collected?
- How might data already being collected within the broader educational system be used to evaluate middle grades CTE programs?
- What new data need to be collected, and how can burden of new data collection be reduced?
- What are the priority indicators of success for middle grades programs?

Examples: Data and Measurement

- **Delaware** teacher evaluation
- Readiness indicators in **Georgia**

Thank you!

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