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Welcome!
**CTE Academic
Integration Summit**



ASSOCIATION FOR
CAREER & TECHNICAL
EDUCATION®

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ACTE Academic Integration Committee

And Today's Presenters



Dr. Jill Ranucci

Lead

CTE consultant and specialist



Dr. Sumaya Frick

Data

International CTE/TVET
policy specialist



Committee Members

Michelle Aldrich, Ph.D.
Katie Graham, Ph.D.
Ashley Jenson
Dick Jones, Ph.D.
Susan Leon (NRS Division VP)
Norm Testa
Jennifer Tupper

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Today's Agenda

Together We Will Address

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Overview of the Initiative
Defining Academic Integration



Setting the stage
Video on the importance of Integration to Academics



Summary of State Director's Survey
Perceptions, Limitations, Perkins Compliance



Form Breakout Groups

1. Research
2. Policy/state initiatives (historical/Perkins)
3. Local Leadership/teacher roles
4. CTE Professional Development Resources



Report of Breakout Groups
to expand and improve academic integration in CTE instruction.



Prioritize Initiatives

1. Following the Summit, the Academic Integration committee will develop a summary and action plan based on input from the workshop.
2. The Committee will solicit feedback from local and state CTE leaders and revise the action plan based on that feedback.
3. Subcommittees will be formed to address actions in each topic area.

Jill

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Academic Integration and CTE

What is "Academic Integration"?


Is the application of academic knowledge within the mastery of technical skills and the elevation of academic fluency through real world CTE projects.

Academic Integration




Supports CTE students developing the capacity for sustainable life-long learning (Learning, Earning and Living)

Academic Integration



Effective Academic Integration



Requires the CTE teacher as well as the academic teacher to collaboratively create engaging instruction aligned with technical and academic standards.

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Jill

Setting the Stage: Importance of Integration to Academics

- [Academic Integration and CTE](#)
- [Academic Integration and Industry](#)
- [Applied Integration](#)

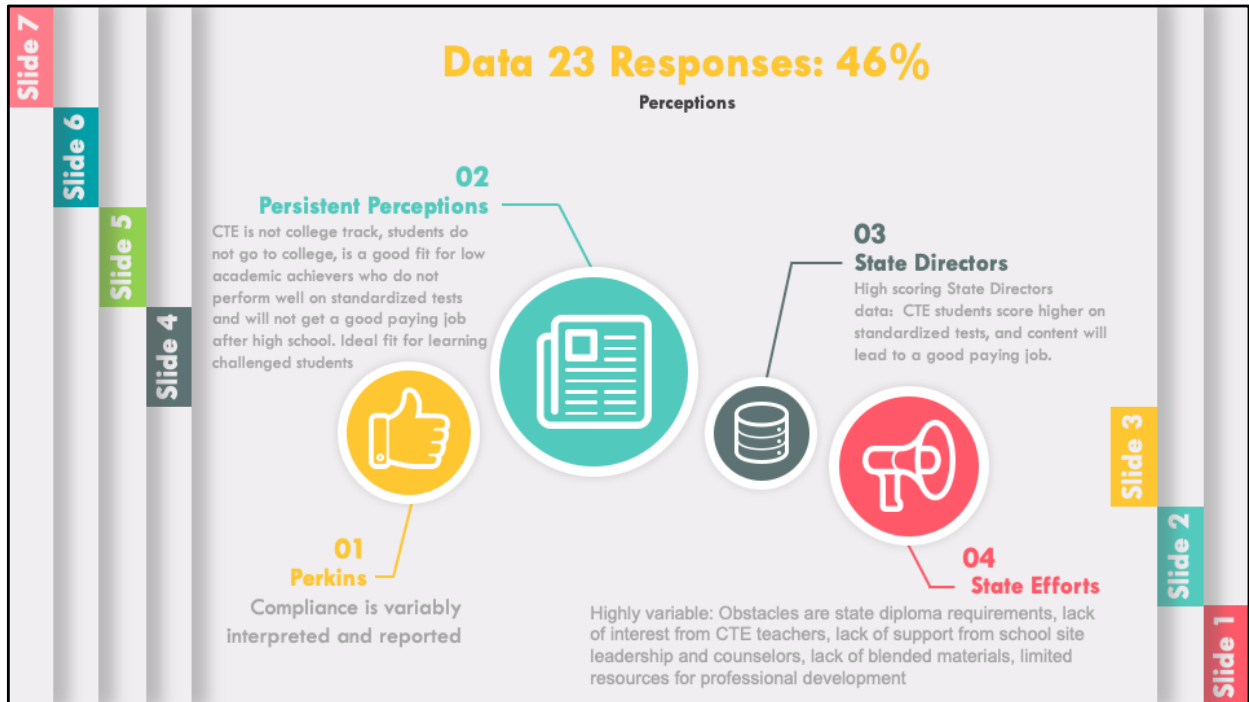


Jill

https://youtu.be/_sNoEndlboxw

https://www.youtube.com/watch?v=H_ENaXucEgc

<https://youtu.be/avPKCmYy5VU?t=63>

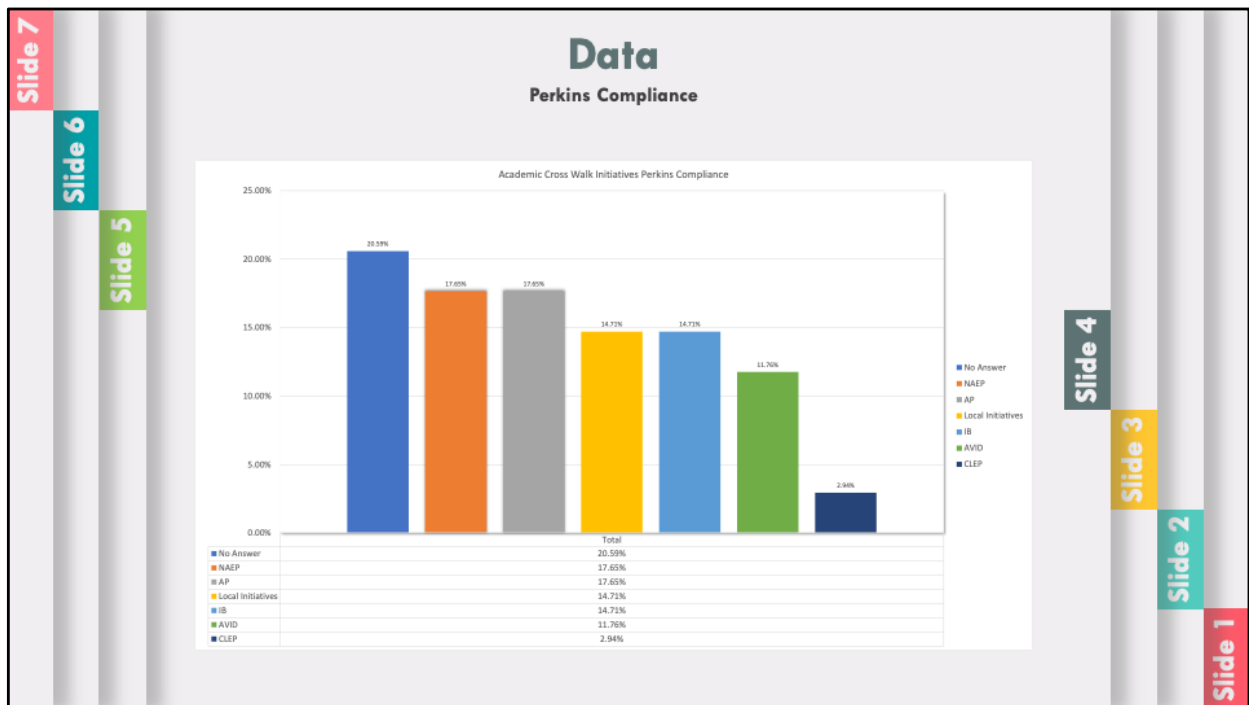


Perkins academic integration compliance is highly variable

Persistent perceptions: CTE is not college track, good fit for low academic achievers, will not get a good paying job after high school and an ideal fit for learning challenged students

In direct contrast State Directors responses were CTE students score higher on standardized tests, and CTE content will lead to a good paying job.

Obstacles to state integration efforts include lack of interest from CTE teachers, school site leadership, lack of blended materials, and resources for professional development



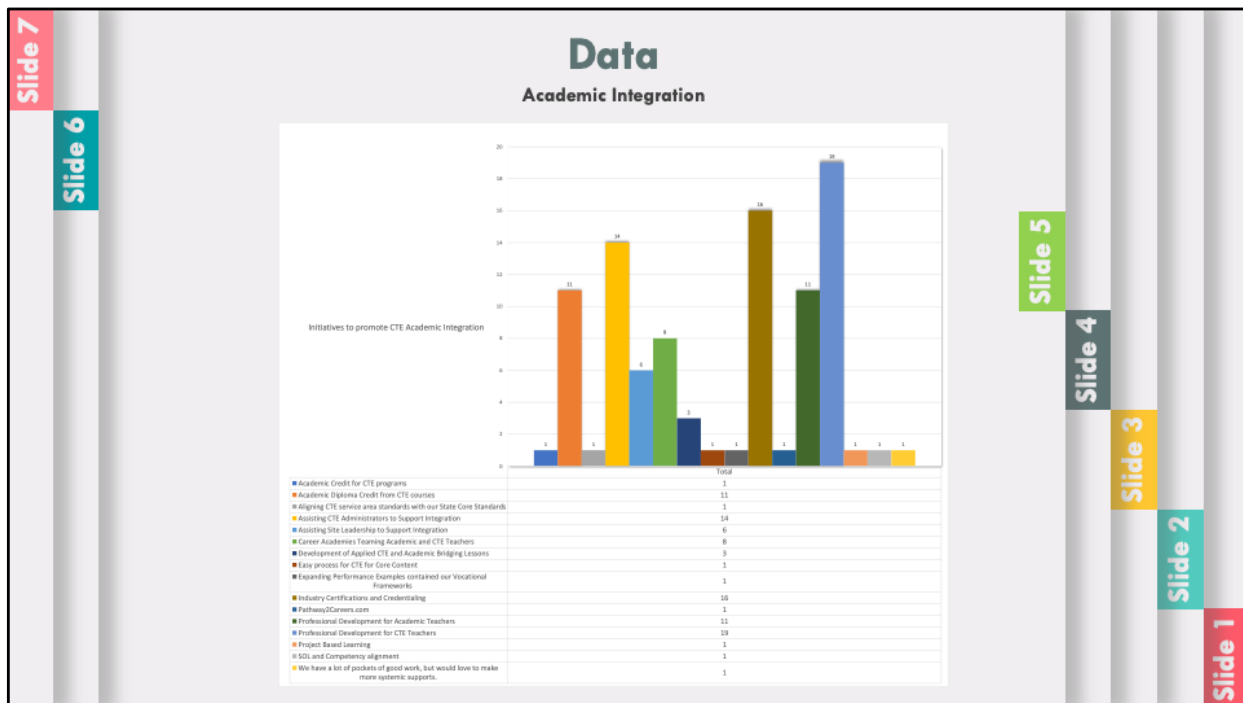
Of the 22 respondent states, Interestingly 26% of the respondents gave no answer.

Primary Perkins compliance efforts are NAEP and AP. NAEP is an academic snapshot meant to be comparative across the states, which similar to International PISA and TIMMS , while AP is College bound academic.

We will see in the summary slide how these two assessments play out in perceptions of CTE.

Local initiatives and IB (International Baccalaureate) follow the same perceptions data to follow, while AVID typically targets low and middle achiever Title 1 populations.

There often is a conflict with AVID and CTE since some states offer each as an elective credit, reducing or competing with CTE enrollments. The implication will also be seen in the perceptions slide.



The primary Initiative to promote CTE Academic Integration is to increase academic integration is PD for CTE teachers at 19 responses, however data coming up will show that is a source of resistance.

This is followed by Industry Certifications and Credentialing at 16

Industry Certifications and Credentialing, also has another tie-in to the following data on perceptions.

At 14, Assisting CTE administrators to support Integration, will show the same buy-in resisters also indicated in the targets data to follow.


Finally: equally rated are Academic Diploma Credit from CTE Courses and PD for Academic Teachers, while academic credit for CTE programs rates are very low indicating a disjuncture that will also be clarified in the perceptions data.

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Issues


Data suggests a roadmap

State Integration Policy




Varies but central are teacher (CTE and Academic) PD strategies, CTE Administrator support, and academic credit for CTE. Concretely. **What are our strategies and how do we measure effectiveness?**

Issue Targets or Opportunities



Classroom management, Instructional methodology, Lack academic integration crosswalk training, Site level Teacher Hierarchy, Academics part of Teacher Certification requirements, limited time for curriculum planning and lack of support from CTE Directors.

Perceptions and Messaging



Vocational or college track? State diploma requirements, lack of interest from CTE teachers, lack of support from school site leadership and counselors, lack of blended materials. **How do we communicate relevance of integration?**

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Integration Bold

Targets title summarize

Perceptions Bold

These data I hope will invoke a starting point for our break-out sessions.



Thank You!

Now we will assemble into breakout groups

Groups:

1. Policy/State Initiatives (Historical & Perkins)
2. Local Leadership/Teacher Roles (Academic & CTE)
3. CTE Professional Development Resources

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