Welcome!
CTE Academic Integration Summit

ASSOCIATION FOR CAREER & TECHNICAL EDUCATION®
ACTE Academic Integration Committee

And Today's Presenters

Dr. Jill Ranucci
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Data
International CTE/TVET policy specialist

Committee Members
Michelle Aldrich, Ph.D.
Katie Graham, Ph.D.
Ashley Jenson
Dick Jones, Ph.D.
Susan Leen (NRS Division VP)
Norm Testa
Jennifer Tupper
Today’s Agenda
Together We Will Address

Overview of the Initiative
Defining Academic Integration

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

Setting the stage
Video on the importance of integration to Academics

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

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

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 review the action plan based on that feedback.
3. Subcommittees will be formed to address actions in each topic area.
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)

Effective Academic Integration

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

Jill
Setting the Stage: Importance of Integration to Academics

- Academic Integration and CTE
- Academic Integration and Industry
- Applied Integration

Jill

https://youtu.be/_sNoEndIbxw

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.
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