

**VSBPE**

**Date: May 8, 2019**

**Item: Southern New Hampshire University New Program Review Application**

**ITEM:** Shall the VSBPE approve Southern New Hampshire University's application for a new program review of its Career and Technical Education teacher preparation program?

**AGENCY RECOMMENDED ACTION:**

**That the VSBPE approves Southern New Hampshire University's application for a ROPA new program review of its Career and Technical Education teacher preparation program.**

**BACKGROUND:**

None.

**RATIONALE:**

The application is complete.

**SUPPORTING DOCUMENTS:** SNHU's application and rationale.



## **SNHU Division of Special Programs and Advanced Studies Viability and Opportunity Report for the Vermont CTE Program Development Team**

This brief provides a summary of the internal process and findings regarding the opportunity for the development of a Career and Technical Education Teacher Licensure program for Vermont. What is included assisted the decision-making process to determine if the program should move forward towards full development and implementation. This brief includes:

- Introduction and Mission Alignment

- Preliminary Data and Opportunity Analysis/Career Outlook and Projections for CTE

- Competitive Scan

- Defining the Target Audience

- Recommendations for Strengths Alignment

### **Introduction and Mission Alignment**

Southern New Hampshire University is looking to enter into the ROPA process for a CTE Program with careful consideration.

The university's history has consistently been a story of flexible delivery of learning opportunities, expanding access for learners, and high quality programming. This focus remains today, as does the mission-focused approach to program decision-making.

The approach to CTE program development began after multiple, unconnected conversations with a variety of Vermont CTE stakeholders suggested that a CTE program with alternative access and flexible delivery approach may help a population of teachers with deep content area knowledge and experience, as well as teachers with prior teaching experience, develop towards, attain, or exceed the Vermont CTE teacher standards for Level I Licensure. Providing such an opportunity would put SNHU in a position to help ensure the state has the highest quality CTE instruction.

The initial program development began with a sketch of a possible Vermont CTE program, as any further program development would not occur unless it could be demonstrated that a high-quality, mission-aligned program could be designed and implemented. Only after this first level was satisfied was there a focus on looking at external factors to determine if such a program could be viable and sustained long-term from a financial and demand perspective.

### **Preliminary Data and Opportunity Analysis**

A variety of external data was explored.

Some of this external data examined included national, quantitative data as shown here:

## US Bureau of Labor Teacher Occupation Projections Data:

Occupation Title	SOC Code	Employment 2016 (thousands)	Employment 2026 (thousands)	Employment change, 2016-2026 (thousands)	Employment change, 2016-2026 (percent)	Occupational openings, 2016-2026 annual average (thousands)	2017 median annual wage	Education, work experience, and training			
								Typical entry-level education	Work experience in a related occupation	Typical on-the-job training	
Career and Tech	<input type="text" value="Search"/>										
<b>Total, all occupations</b>	00-0000	156,063.8	167,582.3	11,518.6	7.4	18,742.0	\$37,690	-	-	-	
Educational, guidance, school, and vocational counselors	21-1012	291.7	328.4	36.7	12.6	35.3	55,410	Master's degree	None	None	
Middle school teachers, except special and career/technical education	25-2022	630.3	677.7	47.3	7.5	50.5	57,720	Bachelor's degree	None	None	
Secondary school teachers, except special and career/technical education	25-2031	1,018.7	1,095.5	76.8	7.5	79.5	59,170	Bachelor's degree	None	None	
Vocational education teachers, postsecondary	25-1194	128.0	129.8	1.7	1.4	9.8	51,600	Bachelor's degree	Less than 5 years	None	

Showing 1 to 4 of 4 entries (filtered from 819 total entries)

[Home](#) | [Occupational Projections Data](#) | [Search by Occupation](#) | [Search by Industry](#) | [About the Numbers](#) | [Related Information](#)

## Career projections for CTE fields:

Industry Title	Industry Code	2016 Employment (thousands)	2016 Percent of Occupation	Projected 2026 Employment (thousands)	Projected 2026 Percent of Occupation	Employment change, 2016-2026 (thousands)	Employment change, 2016-2026 (percent)
<input type="text" value="Search"/>	<input type="text" value="Search"/>						
<b>Total employment</b>		128.0	100.0	129.8	100.0	1.7	1.4
Technical and trade schools; private	611505	36.5	28.6	37.1	28.6	0.6	1.5
Junior colleges; local	611203	22.6	17.7	24.8	19.1	2.1	9.5
Junior colleges; state	611202	20.7	16.2	22.2	17.1	1.5	7.1
Junior colleges; private	611205	9.5	7.4	6.5	5.0	-3.0	-31.8
Colleges, universities, and professional schools; private	611305	8.3	6.5	9.5	7.3	1.3	15.3
Colleges, universities, and professional schools; state	611302	5.4	4.2	5.7	4.4	0.3	6.4
Business schools and computer and management training; private	611405	4.8	3.8	3.5	2.7	-1.4	-28.3
Technical and trade schools; state	611502	4.8	3.8	3.8	3.0	-1.0	-20.3
Technical and trade schools; local	611503	3.6	2.8	3.9	3.0	0.3	8.7
State government, excluding education and hospitals	999200	3.2	2.5	3.3	2.6	0.1	3.8
Other schools and instruction; private	611605	1.5	1.2	1.9	1.5	0.4	28.2
Vocational rehabilitation services	624300	1.5	1.2	1.4	1.1	-0.1	-7.7
Educational support services; private	611705	0.8	0.7	1.2	0.9	0.3	38.9
Self-employed workers	TE1100	0.6	0.4	0.6	0.5	0.1	13.7
Local government, excluding education and hospitals	999300	0.5	0.4	0.5	0.4	0.0	7.4
Management, scientific, and technical consulting services	541600	0.4	0.3	0.5	0.4	0.1	25.4
Colleges, universities, and professional schools; local	611303	0.3	0.2	0.3	0.3	0.0	8.8
Computer systems design and related services	541500	0.2	0.2	0.3	0.2	0.0	19.8

In addition to national data, other explorations focused on the state of Vermont. Some of this exploration focused on the emphasis Vermont is placing on links between academic and career readiness, such as what is stated in the Blueprint for VT Ed, page 13 & 14:

- Develop Vermont “as an “education destination,” focused on rigorous personalized education, equity in opportunity for all students, and strong ties between both academics and career readiness starting in the elementary grades” (2019)
  - Improve equity across the state (access to educational opportunities)

- Enable steady stream of qualified employees, allow for contingency planning as demographic shifts lead to retirement of baby-boom population employed in trades (p 13)
- “Cross-pollination of local economic development and educational leadership” (p 14)
- Personalized Education Planning at the individual level (blueprint suggests starting at Kindergarten level)

Further, the Vermont 2018 CTE Strategic Vision was further reviewed to understand the demand and goals as seen at the state level, suggested in the following stated goals:

- Supporting only high-quality, rigorous, aligned CTE career pathway programs that are informed by available state, New England regional, and national labor market data.
- Engaging industry as a full partner in the creation, validation and maintenance of CTE programs.
- Developing and implementing career advisement systems that support career exploration and that allow all learners to be successful in pathways of interest.
- Supporting collaboration among systems and promoting coordination between systems as a means of ensuring equity and of providing students with a high-quality experience.
- Improving the public perception of CTE.

In reviewing these goals, it was seen that any CTE teacher preparation program in Vermont should:

- Uphold high quality standards
- Embed opportunities for the involvement of various stakeholders to be part of the teacher preparation experience.
- Provide teachers with the understanding of instructional strategies that incorporate personalization and student-centered approaches to education
- Develop teacher knowledge of the assessment tools and strategies that can be utilized to ensure ongoing analysis of student progress and generation of individualized next steps.
- Require the focus of educational equity and understanding of available system supports to allow students to reach full potential
- Support the development of effective teacher dispositions
- Support teachers in outreach opportunities to engage community members and organizations

Other Labor Bureau Statistics were explored as well. This was not done to prove a demand, but to ensure understanding of the current context. In many ways, using the data as definitive projections would imply that an improved CTE teaching force would have no connection to

demand for CTE programs. Instead, it is indeed likely that, by supplementing existing opportunities and helping Vermont and those in Vermont to reach CTE goals, the demand for CTE programs could indeed increase. Nonetheless, we did fully explore Labor Bureau Statistics such as those found here to gain a practical regional and national perspective: [LINK](#) to Labor Bureau Statistics

### **Competitive Scan**

In Vermont, one existing program dedicated to CTE teacher preparation was explored. Shared here is a summary of that review:

The program is highly influenced by the Southern Regional Education Board's (SREB) and the National Research Center for Career and Technical Education's (NRCCTE) CTE teacher induction program. The 24-credit program begins with a two-week “boot camp”, and materials indicate that this should be done prior to the teacher beginning in the classroom.

The program itself is a 10 course sequence of courses that are recommended in a specific order, taking place over 3-4 years. Courses are delivered on Saturday’s during the school year and during week-long summer sessions.

The coursework in the existing program offered in Vermont represents a traditional, comprehensive course approach. The 10 courses offered are:

- EDU 2051 – Teaching Methods I (3 credits)
- EDU 2052 – Teaching Methods I Continued (3 credits)
- EDU 2061 – Teaching Methods (3 credits)
- EDU 2062 – Teaching Methods II continued (3 credits)
- PSY 2110 – Educational Psychology (3 credits)
- EDU 2135 – Instruction for Students with Special Needs (3 credits)
- EDU 2115 – Issues & Trends in Technical Education (3 credits)
- EDU 2200 – Assessment in the CTE Classroom (1 credit)
- EDU 2802 – Education Externship (1 credit)
- EDU 2650 – Education Capstone (1 credit)

### **Defining the Target Audience**

SNHU’s focus in Vermont has been on providing atypical synchronous and asynchronous delivery formats for adult learners that maximize access to higher education and professional development. This SNHU focus in Vermont has been focused almost exclusively on teacher education and development.

Given the prescriptive delivery format of the existing program, the target audience for SNHU is to supplement the existing program and provide alternative pathways for CTE teachers or aspiring CTE teachers to earn a Level I Teaching License. The target should also be areas of the state that make travel to a campus-based setting difficult. Such an approach builds on the strengths of existing SNHU Vermont programs and is mission-aligned with the university.

It was further defined that the target audience could also focus on those who may already possess a extensive amount of teaching experience and/or content expertise that requires

synthesis and other development in alignment with teaching standards. Thus, building on SNHU's experience with a "courses with competencies model" fills a need as it allows for customization of the time spent in the teacher development coursework.

### **Recommendations for Strengths Alignment**

Building upon the experiences and strengths Southern New Hampshire University has in developing competency-based programming, as well as field-based programs with practical delivery models, SNHU's CTE Teacher Preparation Program can be designed to develop high quality Career and Technical Education Educators in a format not currently offered in the state.

The university's focus on accessibility and the offering of programming to regions with limited professional development resources ensures all of Vermont has access to the opportunity to have a comprehensive CTE teacher-preparation program. The analysis within the state and national trends, including political trends not stated in the above analysis but often in local, regional, and national press, indicate that ensuring the highest quality possible of CTE teachers is not only in need but part of the ongoing development of the workforce and economy for the state.

### **Conclusion**

SNHU's programming can be aligned with and support the Vermont Agency of Education's efforts for CTE improvement, can achieve the responsibilities and supports that are outlined, and contribute towards improvements for career and technical education. Using the field-based model, this can be done in an efficient delivery model that can maximize the potential for engaging a variety of CTE stakeholders.