Vermont Career Technical Education (CTE) Program Critical Proficiencies

Human Services, Childhood Education, Teacher Education CTE Programs

The Critical Proficiencies identify the essential knowledge, skills, and abilities that VT CTE students need to demonstrate (1) to be program completers, and (2) to be prepared for future learning. Critical proficiencies promote high expectations for all students, and support students' personal, professional, and academic development. At the high school level, VT's Proficiency-Based Graduation Requirements (PBGRs) reflect the critical proficiencies that lead to postsecondary career and college readiness.

For each of the unique program areas which categorize VT's CTE programs, the proficiency template includes:
- Program-Area Descriptions
- Career Ready Practices
- Career Cluster(s) and Pathway(s)
- Anchor Standards
- Program Technical Standards
- Academic Alignment
- CTE Program Elements

Advance CTE Common Career Technical Core - Career Ready Practices

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The CCTC includes a set of standards for each Career Cluster® and corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include statements that address the knowledge, skills, and dispositions that are important to becoming career ready.

The Career Ready Practices were developed from a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC).

> Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEC, 2012)

The Career Ready Practices
- are applicable across all program areas.
- align with the VT Transferable Skills Proficiency-Based Graduation Requirements (PBGRs) and VT Portrait of a Graduate.
- are the *transferable skills* of the Common Career Technical Core and the *portrait* of a VT CTE program completer.

Advance CTE Common Career Technical Core - Career Cluster and Pathway Standards

The Common Career Technical Core is divided into Career Cluster and Pathway standards. Each Career Cluster contains one or more pathways with pathway-specific technical standards. The template shows which CCTC Career Cluster and Pathway standards are relevant to VT CTE programs.

Anchor Standards

The Anchor Standards build upon the Career Ready Practices and show the overarching standards categories which are common across all technical programs within their Career Cluster(s) and Pathway(s). The VT CTE Anchor Standards are derived from and align with the CCTC Anchor Standards.

Program Technical Standards

The Program Technical Standards build on and continue the Anchor Standards with more complexity, rigor, and career specificity. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction. The VT CTE Program Technical Standards are tailored to the unique characteristics and structure of each of the program areas.

Academic Alignment

Each program-area template includes academic alignment with the VT Content-Area Sample Graduation Proficiencies as part of VT's Proficiency-Based Graduation Requirements (PBGRs). These include Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards, as well as other adopted national and state academic standards.

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CTE Critical Proficiency Template

Critical Proficiency Template:	Attributes:
Program-Area Descriptions	For VT CTE Program Areas
Common Career Technical Core - Career Ready Practices	1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 3. Attend to personal health and financial well-being. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 10. Plan education and career paths aligned to personal goals. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence.
Common Career Technical Core - Career Cluster(s) and Pathway(s)	Relevant to VT CTE Program Areas
Anchor Standards	1. Academics 2. Communication 3. Problem Solving and Critical Thinking 4. Technology 5. Systems (Responsibility and Flexibility) 6. Health and Safety 7. Leadership and Teamwork 8. Ethics and Legal Responsibilities 9. Career Planning and Management 10. Technical Knowledge and Skills (see Program Technical Standards) 11. Demonstration and Application (see CTE Program Elements)
Program Technical	Build on the Anchor Standards with more complexity, rigor,

Critical Proficiency Template:	Attributes:
Standards	and career specificity
Academic Alignment	With VT Content-Area Graduation Proficiencies
CTE Program Elements	Demonstration and application: ● Dual Enrollment/Fast Forward Courses ● Industry Recognized Credentials (IRCs) ● Work-Based Learning/Co-op/Apprenticeship ● National Career Technical Student Organizations ● Entrepreneurship ● Portfolio/Personalized Learning Plan

VT Human Services, Childhood Education, Teacher Education CTE Programs

Students in **Human Services** programs have in-depth, hands-on experiences in family and social services; stages of human growth and development throughout the lifespan; developmental stages and influences on physical, intellectual, social, and emotional growth.

Students in **Childhood Education** programs have in-depth, hands-on experiences in child care, childhood education, and development; a child's physical, intellectual, emotional, and social growth and development; and elements of effective learning environments for the childhood classroom.

Students in **Teacher Education** programs have in-depth, hands-on experiences in teacher preparation topics; the education industry; elements of physical, intellectual, emotional, and social development of children and adolescents; standards-based instruction and assessment; elements of effective learning environments for individuals and groups.

The standards in this program area are designed to prepare students for technical training, postsecondary education, and/or entry-level employment in human services, childhood education, and teacher education fields. Students engage in an instructional program that integrates academic and technical preparation, career exploration, and preparation for postsecondary education and/or training. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction.

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Advance CTE Common Career Technical Core - Career Ready Practices:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
1. Act as a responsible and contributing citizen and employee.	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
2. Apply appropriate academic and technical skills.	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
3. Attend to personal health and financial well-being.	Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

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Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
4. Communicate clearly and effectively and with reason.	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
5. Consider the environmental, social, and economic impacts of decisions.	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and the profitability of the organization.
6. Demonstrate creativity and innovation.	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
7. Employ valid and reliable research strategies.	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use reliable research processes to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
8. Utilize critical thinking to make sense of problems and persevere in solving them.	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
9. Model integrity, ethical leadership, and effective management.	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals, and organizational culture.
10. Plan education and career paths aligned to personal goals.	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
11. Use technology to enhance productivity.	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.
12. Work productively in teams while using cultural global competence.	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Advance CTE Common Career Technical Core - Human Services and Education and Training Career Cluster and Pathway Standards

The following Career Cluster and Pathway standards are relevant to VT Human Services, Childhood Education, Teacher Education CTE programs:	The following Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.
Human Services Career Cluster	1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services. 2. Evaluate the role of family, community, and human services in society and the economy. 3. Use effective communication with human services clients and their families. 4. Demonstrate ethical and legal conduct in human services settings. 5. Evaluate career opportunities in the Human Services Pathways. 6. Explain how human development principles enhance the wellbeing of families and individuals.

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The following Career Cluster and Pathway standards are relevant to VT Human Services, Childhood Education, Teacher Education CTE programs:	The following Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.
Early Childhood Development and Services Pathway	1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning. 2. Communicate effectively with fellow staff members to facilitate child development activities. 3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedure and changes. 4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning. 5. Evaluate safety and sanitation procedures associated with the early development education environment to assure compliance and prevent potential hazards. 6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families. 7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings. 8. Evaluate curriculum for inclusiveness of children with special needs.
Family and Community Services Pathway	1. Use formal and informal assessment practices to create and evaluate a prevention or treatment plan. 2. Identify community resources to provide family and community services. 3. Communicate effectively to gain support from the client's family and other support groups. 4. Comply with laws and procedures that govern abuse, neglect, confidentiality, and other health and safety situations. 5. Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans.
	The following Career Cluster® is focused on planning, managing and providing education and training services, and related learning support services.

The following Career Cluster and Pathway standards are relevant to VT Human Services, Childhood Education, Teacher Education CTE programs:	The following Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.
Education and Training Career Cluster	1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. 2. Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. 3. Use critical thinking to interpret educational communications, perspectives, policies, and other procedures. 4. Evaluate and manage risks to safety, health, and the environment in education and training settings. 5. Demonstrate group collaboration skills to enhance professional education and training practice. 6. Analyze ethical and legal policies of professional education and training practice. 7. Explain legal rights that apply to individuals and practitioners within education and training settings. 8. Demonstrate ethical and legal behavior within and outside of education and training settings. 9. Explore state-specific professional development requirements to maintain employment and to advance in an education and training setting. 10. Apply organizational skills and logic to enhance professional education and training practice. 11. Demonstrate group management skills that enhance professional education and training practice.
Professional Support Services Pathway	1. Identify strategies, techniques, and tools used to determine the needs of diverse learners. 2. Implement methods to enhance learner success. 3. Identify resources and support services to meet learners' needs. 4. Identify resources and support services available in the learning organization to enhance the learning environment.

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The following Career Cluster and Pathway standards are relevant to VT Human Services, Childhood Education, Teacher Education CTE programs:	The following Career Cluster® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.
Teaching and Training Pathway	1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. 2. Employ knowledge of learning and development theory to describe individual learners. 3. Use content knowledge and skills of instruction to develop standards-based goals and assessments. 4. Identify materials and resources needed to support instructional plans. 5. Establish a positive climate to promote learning and wellbeing. 6. Identify motivational, social, and psychological practices that guide personal conduct. 7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. 8. Demonstrate flexibility and adaptability in instructional planning. 9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. 10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development. 11. Implement strategies to maintain relationships with others to increase support for the teaching and/or training organizations.

VT CTE Program Anchor Standards

Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
1. Academics	Achieve additional academic knowledge and skills required to pursue the full-range of career and postsecondary education opportunities.

Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
2. Communication	Acquire and accurately use terminology and information at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
3. Problem Solving and Critical Thinking	Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
4. Technology	Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the workplace environment.
5. Systems (Responsibility and Flexibility)	Initiate, and participate in, a range of collaborations to demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the workplace environment and community settings.
6. Health and Safety	Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the workplace environment.
7. Leadership and Teamwork	Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.
8. Ethics and Legal Responsibilities	Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
9. Career Planning and Management	Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
10. Technical Knowledge and Skills (see Program Technical Standards)	Apply essential technical knowledge and skills common to the Career Cluster and Pathway(s), following procedures when carrying out experiments and/or performing technical tasks.

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Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
11. Demonstration and Application (see CTE Program Elements)	Demonstrate and apply technical knowledge and skills across a variety of CTE-specific opportunities in classroom, laboratory, and workplace settings.

VT Human Services CTE Program Technical Standards

Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Academic and Technical Foundations	a. Explain important aspects of the family and human services industry and the role of the industry in local, state, national, and global economies. b. Describe and interpret the stages of human development and the related needs of individuals and families. c. Describe the basic principles that promote health and well-being throughout the life span. d. Recognize and integrate positive guidance and its application in helping individuals and families.
2. Communication	a. Recognize and develop the interpersonal skills required to interact effectively with individuals and families of all ages and abilities. b. Communicate with a culturally competent and culturally responsive approach.
3. Problem Solving and Critical Thinking	a. Develop methods to facilitate daily living activities of individuals and families. b. Distinguish common problems and crises affecting individuals and families of all ages. c. Evaluate the importance of social involvement for individuals and families.
4. Safety, Health and Environmental	a. Practice important safety, emergency, and disaster procedures to use for a variety of populations.
5. Leadership and Teamwork	a. Describe the principles of effective workforce and organizational management, including the roles and responsibilities of management and employees. b. Engage in professional development activities in the human services field.

Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
6. Ethics and Legal Responsibilities	a. Summarize the facilities and operational procedures used in the family and human services industry. b. Describe, assess, and demonstrate rules and laws which should be followed in a human services setting to promote occupational safety and health. c. Recognize and uphold ethical and other early childhood professional guidelines. d. Research and observe factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations in the human services setting.
7. Career Development	a. Explore, describe, and determine career options using research skills in order to plan for a career in human services. b. Summarize necessary education and state-specific requirements in order to practice within early childhood development and human services organizations.

VT Childhood Education CTE Program Technical Standards

Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Academic and Technical Foundations	a. Recognize the essential aspects of the early childhood education, child care, and development industry and the industry's role in state and local economies. b. Summarize child care and development standards, licensing, regulations, and codes. c. Explain important elements of a child's physical, intellectual, emotional, and social growth and development. d. Compare and apply the essential components of an effective learning environment for the early childhood classroom.

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Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
2. Communication	a. Employ the principles of positive interactions, guidance, and discipline in the workplace. b. Communicate and interact effectively with families and communities.
3. Problem Solving and Critical Thinking	a. Select and apply developmentally appropriate practices for curriculum development. b. Evaluate teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, child care, and development programs. c. Analyze child development progress and summarize developmental strides and/or concerns.
4. Safety, Health and Environmental	a. Practice the principles of good nutrition, health, and safety for infants, toddlers, and children. b. Recognize and apply critical safety, emergency, and disaster procedures at the work site.
5. Leadership and Teamwork	a. Illustrate how to support the learning process in an assisting role. b. Engage in professional development activities in the childhood education field.
6. Ethics and Legal Responsibilities	a. Identify and interpret operational procedures and organizational policies at various early childhood education, child care, and development facilities. b. Apply professional ethical standards as accepted by recognized professional organizations (i.e., NAEYC).
7. Career Development	a. Explore, describe, and determine career options using research skills in order to plan for a career in early childhood education. b. Summarize necessary education and state-specific requirements in order to practice within early childhood education institutions and organizations.

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VT Teacher Education CTE Program Technical Standards

Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Academic and Technical Foundations	a. Describe the structure of the education industry and its role in local, state, and global economies. b. Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents. c. Recognize the role and purpose of standards-based instruction and assessment. d. Articulate and apply the essential components of an effective learning environment for the child and adolescent classroom. e. Explain the components of effective after-school and recreational programs for individuals and groups.
2. Communication	a. Recognize and integrate positive interaction, guidance, and discipline in the educational environment. b. Assess how to communicate and interact effectively with school administration and staff, families, and community groups.
3. Problem Solving and Critical Thinking	a. Analyze the process of developing quality teaching materials and resources for classroom instruction. b. Connect learning goals with progress; analyze strides and/or concerns.
4. Safety, Health and Environmental	a. Practice critical emergency and disaster procedures at a school site. b. Explain the basic principles and practices of health, wellness, and safety for children and adolescents.
5. Leadership and Teamwork	a. Evaluate the role(s) of instructional staff in supporting the learning process. b. Engage in professional development activities in education.
6. Ethics and Legal Responsibilities	a. Interpret operational procedures and organizational policies at various levels in education. b. State specific applications of government regulations in the education industry.

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Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
7. Career Development	a. Explore, describe, and determine career options using research skills in order to plan for a career in education. b. Summarize necessary education and state-specific requirements in order to practice within education institutions and organizations.

VT Human Services, Childhood Education, Teacher Education CTE Program - Academic Alignment with VT Content Area Graduation Proficiencies (PBGRs)

Graduation Proficiencies:	Indicators:
English Language Arts	High School 1. **Reading**: a, b, c, d, g, h, i 2. **Writing**: a, b, c, d, e 3. **Writing**: a, b, c 4. **Speaking and Listening**: a, b, c, d 5. **Speaking and Listening**: a, b, c, d, e 6. **Language**: a, c, e
Mathematics	High School 1. **Modeling**: a, b, d 2. **Number and Quantity**: c
Science	High School 5. **Life Sciences**: Growth, Development and Reproduction of Organisms, Natural Selection and Adaptations: a, b, c
Global Citizenship/Social Studies	End of Gr. 12 **Inquiry**: Constructing compelling and supporting questions: a, b, c, d; Determining helpful sources: a **Civics**: Civic and Political Institutions: d; Processes, Rules, and Laws: a **Economics**: Economic Decision Making: a; Exchange and Markets: a **Geography**: Human Environment Interaction: Place, Regions, and Culture: a **Evaluating Sources and Using Evidence:** Gathering and Evaluating Sources: a; Developing claims and Using Evidence: a, b

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Graduation Proficiencies:	Indicators:
	Communicating Conclusions and Taking Informed Action: Communicating: a, b; Taking Informed Action: c
Health	High School 1. **Core Concepts**: a, b, c, d, e 2. **Analyze Influences**: a, b, c 3. **Access Information**: a, b 4. **Interpersonal Communication and Advocacy**: a, b, c, d, e, f 5. **Decision Making and Goal Setting**: a, b, c, d, e, f, g 6. **Self-Management**: a

VT Human Services, Childhood Education, Teacher Education CTE Program Elements

Demonstration and Application:	Available Options:
Dual Enrollment/Fast Forward Courses	● **CCV:** Intro to Early Childhood Education (EDU-1030), Communication in the ECE Workplace (COM-1015), Fostering Creative Learning (EDU-1250), Infant & Toddler Development (PSY-2020), Child Development (PSY-2020), Intro to Human Services (SWK-1010), Human Growth & Development (PSY-1050-VC50), Intro to Business (BUS-1010-VC50), Startup 802: An Entrepreneurial Mindset (BUS-1125-VC50) ● **VTC:** First Aid & CPR (AHS 2035), Human Growth & Development (PSY 1050), Introduction to Psychology (PSY 1010) ● **River Valley Community College:** Foundations in ECE (ECE 101R)
Industry Recognized Credentials (IRCs)	**Tier 1:** ● American Heart Association - CPR or CPR/AED ● American Heart Association - First Aid ● American Heart Association - First Aid, CPR/AED ● American Heart Association - Pediatric First Aid and CPR ● American Red Cross - CPR/AED ● American Red Cross - First Aid ● American Red Cross - First Aid, CPR/AED

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Demonstration and Application:	Available Options:
	• American Red Cross - Child, Infant, and Adult CPR • American Red Cross - Blood Borne Pathogens • Conscious Discipline • OSHA 10 • Vermont Department for Children and Families (DCF) Online Training for Mandated Reporters **Tier 2:** • Council for Professional Recognition - Child Development Associate (CDA) Family Childcare • Council for Professional Recognition - Child Development Associate (CDA) Home Visitor • Council for Professional Recognition - Child Development Associate (CDA) Infant-Toddler • Council for Professional Recognition - Child Development Associate (CDA) Preschool • ACT - National Career Readiness Certificate - Levels 5, 6, or 7
National Career Technical Student Organizations (CTSOs)	• SkillsUSA • Educators Rising
Work-Based Learning/Co-op (WBL)	Varies by CTE Center
Entrepreneurship Opportunities	Varies by CTE Center
Portfolio/Personalized Learning Plan (PLP)	Varies by CTE Center

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