

PERKINS V

CAREER PATHWAYS/PROGRAMS OF STUDY

The Strengthening Career and Technical Education for the 21st Century Act (“Perkins V”) gives us an important opportunity to expand opportunities for every student to explore, choose, and follow career technical education programs of study and career pathways to earn credentials of value. Simply stated, a program of study helps to accelerate a student’s process of completing a post-secondary credential because it:

- Relies on coordination between middle grades, high schools, technical centers, and post-secondary education and training providers,
- Requires non-duplication of content/courses,
- Addresses both academic and technical knowledge and skills, including employability and transferrable skills,
- Is aligned with and informed by the needs of key industries in our state and regional economies,
- Progresses in specificity from general knowledge of an industry or career cluster to more occupation specific instruction,
- Has multiple entry and exit points,
- Ends in the attainment of a meaningful credential.

As a state we use career pathways and programs of study interchangeable, but in a broader sense, a program of study is a way of coordinating and articulating programming between high schools, CTE centers, and post-secondary entities. A career pathway is a broader approach aimed a better coordination of education and training systems for everyone in the state. The graphic on the other side depicts how the approaches are aligned, it comes from the U. S. Department of Education’s report entitled “Advancing Career and Technical Education in State and Local Career Pathways Systems.”

In order for these approaches to be effective, parents, students, counselors, community members, and other partners need to be familiar with the concept, and need to be able to access the documented pathways to understand how to take advantage of them.

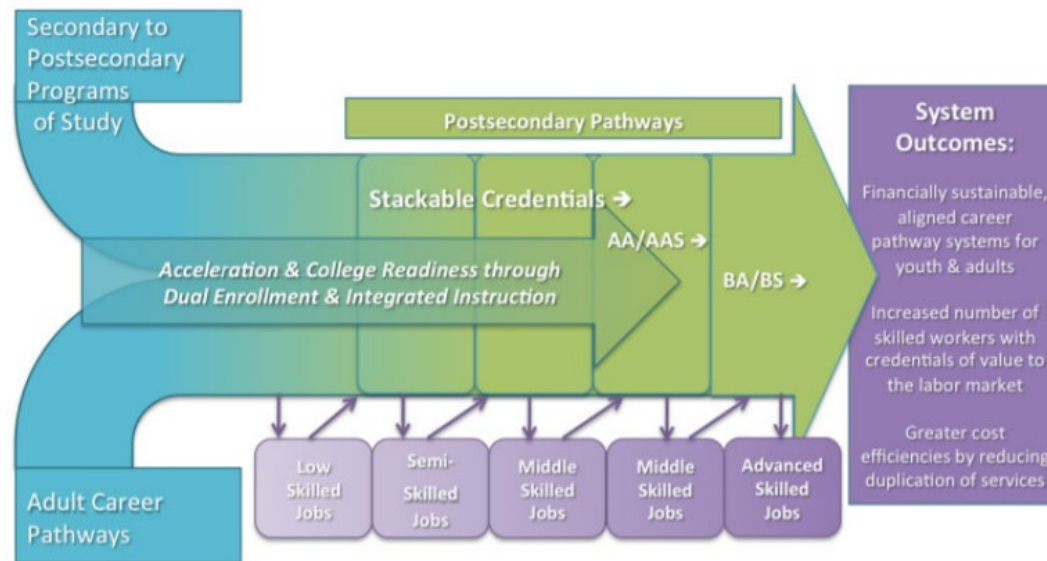
Several components, not yet consistently in place across the state, are necessary to sustain the implementation of all Career Pathways/Programs of Study. One key component, identified in our strategic goals, is to develop and implement career advisement systems that support career exploration and foster all learners’ success in pathways of interest. Another key component is a focus on development of math skills early on as part of the career pathways initiatives. Currently, the Agency is in its third year of a partnership with the Vermont State Colleges and Vermont Student Assistance Corporation to develop and implement a math program that delivers essential mathematical content to senior high school students to ensure they enter post-secondary without the

PERKINS V

need for remediation and ready to engage in advanced mathematical study. This year’s pilot schools have included both high schools and CTE centers. Additionally, the Agency has offered two years of statewide training as part of the All Learners Math Network to ensure rigorous and effective mathematical instruction for all learners in grades K – 3.

The Agency plans to continue providing cross-disciplinary professional development for teachers, particularly those in the middle grades and high schools, with their colleagues in CTE. Other state-level initiatives that provide additional support to the development of programs of study include (1) adding CTE components to 7th and 8th grade programming, (2) expanding implementation of introductory programs for 9th and 10th graders, and (3) leveraging our substantial State investment in secondary school work-based learning coordinators by ensuring alignment of opportunities across contexts and within pathways.

Joint professional development between secondary CTE and post-secondary CTE teachers is also a priority, especially professional development that sustains our focus on consistent implementation of program study elements across all education providers.



[Advancing Career and Technical Education \(CTE\) in State and Local Career Pathways Project: Final Report \(December 2015\)](#)