National Tech Prep Network
NTPN
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CONNECTIONS

EDUCATORS AND EMPLOYERS:
Discovering Solutions Through Partnering

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focusing on
Career Pathways: The Next Generation of Tech Prep

Special Issue

Career Pathways: The Next Generation of Tech Prep

Dan M. Hull, CEO, CORD

This is a challenging time for Tech Prep. Some people want to thank us for what we have accomplished and tell us to "just go home." Others want to take what we have learned and redefine all of CTE along Tech Prep lines, eliminating Tech Prep's ongoing role as the most significant educational change agent of the last fifteen years. Fortunately, many informed observers believe that this country cannot afford to lose the reform momentum that Tech Prep has generated. Our role as a catalyst for positive change is still badly needed. ***So what is Tech Prep's next step, its next challenge in raising the bar toward higher standards and greater educational opportunities for all students?***

I believe we must embark on a major new initiative of continuous program improvement. And I believe that Career Pathways provide us with the vehicle through which to do it. To continue in their leadership role, Tech Prep practitioners must redefine and quantify their goals around the concept of Career Pathways. They must then engage in an ongoing process of tracking the progress of local partnerships toward those goals.

What follows is a challenge to the membership of the National Tech Prep Network to establish and participate in a Career Pathways Strategic Improvement Coalition. This coalition will commit itself to leading the field in shaping the goals, processes, strategies, and annual reporting of progress.

Two Opportunities to Hear about Tech Prep and Career Pathways

Dan Hull and Hans Meeder, Deputy Assistant Secretary, Office of Vocational and Adult Education (OVAE), will be speaking on Thursday, October 14, in the NTPN Conference Opening General Session at 2:45 p.m. and Forum I at 4:30 p.m.

Kristin Zastoupil, Editor
Mark Whitney, Associate Editor
David Bond, Director, NTPN

Visit NTPN on the web at
www.ntpn.info

Connections is published by the National Tech Prep Network, a membership organization of educators and employers dedicated to the advancement of Tech Prep. NTPN assists its members in planning, implementing, evaluating, and improving workforce education programs. NTPN was founded by CORD, a nonprofit organization that has been leading change in education for over twenty years through curriculum development, teacher training, and Tech Prep leadership.

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10/04

What Do the Experts Think?

When this document went to press in late September, those listed below had reviewed this paper, participated in validating the *Excellence in Career Pathways: A Self-Evaluation Tool*, and agreed to have their names listed as supporters.

"This is an important, critical issue in our state."
Deena Allen
Associate Vice Chancellor, Academic Affairs
Minnesota State Colleges and Universities

"I support this concept."
Richard ("Dick") Arndt
Director, K-16 Initiatives
Ohio Board of Regents

"I most enthusiastically endorse this concept."
Nancy Beggs
CTE Director
Alabama Department of Education

"(I)…commend you for your efforts."
Dodie Bemis
Tech Prep Coordinator
Northeast South Dakota Consortium

"(This) is what South Carolina is trying to do. We're on board!"
James R. ("Bob") Couch
CTE Director
South Carolina Department of Education

"You most definitely have my support and buy-in."
Kathy D'Antoni
Vice Chancellor
West Virginia Community and Technical College System

"This reads very well…"
Kathy Jo Elliott
Tech Prep Coordinator
Georgia Department of Education

"I am pleased to sign on as a supporter. I believe this is the next logical step in reforming American Education."
Rob Franks
Director of Perkins Grants Administration
Texas Higher Education Coordinating Board

"I support the concept presented in this document."
Carol Jurgens
Tech Prep Director
Nebraska Department of Education

"I will share these 18 guiding processes with my board."
Timothy Nolan
Tech Prep Director
Greater Cincinnati Tech Prep Consortium

"I would be happy to volunteer Louisiana to participate in this process."
Kelley Rhoe-Collins
State Tech Prep Director
Louisiana Community and Technical Colleges

"(I)…support the concept."
John Townsend
Executive Director for Tech Prep
Tennessee Board of Regents

"Concisely written. Well done."
Mark N. Turner
Learning, Training, and Development
The Boeing Company

"I…offer anything I can in the way of support."
Larry Warford
League for Innovation in the Community College

Introduction

An examination of efforts to improve education for average students over the last twenty years clearly shows that Tech Prep guided most of the effective partnerships seeking change. Are we ready for Tech Prep to lead the way in the next wave of educational change?

In 1984, Parnell's *Neglected Majority* identified the need to provide focus, foundation, and context for capable, underachieving high school students, and to design and develop an articulated pathway from secondary to postsecondary education. This plan, called the Tech Prep Associate Degree, or TPAD for short, captured the imagination and energy of educational innovators in our nation's high schools and colleges, along with employers seeking candidates for high-skill, high-wage jobs. By 1990, the concept had become a reality in partnerships across the country, and the U.S. Congress set aside funding for Tech Prep within the reauthorized Carl Perkins legislation.

> "...(Tech Prep) has, in reality, been the *change agent* underlying the conceptualization, design, development, and modeling of innovative improvements in education,..."

Tech Prep: The Successful Change Agent

Although Tech Prep has been regarded by some as a separate "track" in career and technical education, it has, in reality, been the *change agent* underlying the conceptualization, design, development, and modeling of innovative improvements in education, particularly for the "middle 65 percent" of high school students (i.e., the *neglected majority*). During its first twelve years (1990–2002) Tech Prep was widely effective in:

- Creating secondary-to-postsecondary articulation agreements,
- Providing opportunities for students to earn advanced standing (postsecondary) credits in high school,
- Developing advanced skills curricula for associate degrees,
- Improving academic achievement through contextual teaching,
- Integrating academic and technical courses, and
- Increasing graduation rates.

> "...I am proposing a framework that will define Career Pathways in a quantitative manner and provide a tool for measuring progress in our 'educational improvement' initiatives."

The Educational Challenge of the Future: Does Tech Prep Have a Role?

Since the turn of the century, with the passage of *No Child Left Behind*, the bar has been raised. NCLB demands that the improvements made in some places be realized—and measurable—in *all locations.* This presents Tech Prep innovators with several challenges:

- Curricula must be based on standards (skill standards, academic standards, and employability standards).
- High school graduation requirements must align with postsecondary entrance requirements.
- All students must be successful in rigorous academics.
- Through dual-enrollment opportunities, the transition from secondary to postsecondary should be made seamless and attractive.
- Secondary students should be in well-defined (clustered) Career Pathways, not narrow job training.

Recently, policymakers and others have been searching for ways to change, or redefine, the Perkins legislation to more adequately address these challenges; closure on this new legislation could come in the next 12–18 months. Regardless of

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Career Pathways

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how and when the next authorization of CTE legislation surfaces, it is likely to be shaped by the following factors:

- All CTE will look like good Tech Prep.
- Secondary-postsecondary partnerships will be a major focus.
- The new legislation will attempt to improve the high school experiences and accomplishments of *neglected majority* students.
- More CTE students will transition to college with postsecondary credits already in hand and without requiring remediation.
- In high school, students—and teachers—may be grouped for four years in small learning communities defined by common student career interests.

> "...Tech Prep practitioners are the best-equipped educational innovaters to create Career Pathways in our secondary and postsecondary institutions."

The Challenge for Tech Prep

A term frequently used to describe this approach is *Career Pathways;* it is the logical extension of Tech Prep. I believe that Tech Prep practitioners are the best-equipped educational innovators to create Career Pathways in our secondary and postsecondary institutions. In fact, all of the elements of Career Pathways are being developed and tested in Tech Prep partnerships today. But I have yet to see a Tech Prep partnership that successfully embraces all the elements of Career Pathways—and **I am challenging all Tech Prep partnerships to become the change agents needed to convert traditional CTE programs to Career Pathways.**

> "...we need to take articulation agreements to the next level with newly designed, 4+2(+2) sequences of courses (curricula)."

I have discussed this challenge with several state and local Tech Prep leaders. Usually I evoke the response, "We're already doing all of this; aren't you just trying to give Tech Prep a new name?" My response is, "Not a single Tech Prep partnership is doing all of this the way it needs to be done, and very few partnerships are collecting the data to show where they are in this process." So to put some substance into what I am asking, I am proposing a framework that will define Career Pathways in a quantitative manner and provide a tool for measuring progress in our "educational improvement" initiatives.

To meet this challenge, most, if not all, Tech Prep partnerships will have to set new goals, replace some initiatives, and be more realistic about the progress they are (or are not) making. For example, let's think for a minute about *articulation agreements.* In 1990, we asked all Tech Prep consortia to bring together teachers from the high school and the college to align their technical courses and reach agreements that would eliminate redundancy in subject matter. Where a technical subject required by the college was being taught in the high school, students who successfully completed the high school course would be given postsecondary credit, or *advanced standing* in the college. Initially, this process was used to link traditional high school vocational courses to traditional college technical education courses; very little had changed. In some places today, we're still just writing articulation agreements around traditional vocational programs. In Career Pathways, we need to take articulation agreements to the next level with newly designed, 4+2 (+2) sequences of courses (curricula).

Defining Career Clusters and Career Pathways

Career clusters—Shortly after the skill standards work became established in the mid-nineties, educators began looking at how those national (and state) standards

could be used to guide changes in CTE. It eventually became apparent that to be useful in education, careers would have to be clustered according to common knowledge and skills, not common industries. In the early years of high school, careers are treated as an interest area, alongside other interest areas such as art, music, sports, and journalism. For many students in the *neglected majority*, the interest area of careers also provides a valuable *context* in which they are better able to learn challenging concepts in academic areas such as mathematics, science, and language arts. In the later years of high school, career *clusters* define the foundational skills and knowledge needed for occupations within given career areas. Career clusters are *not* a vehicle for tracking students or channeling them into narrow job training in high school.

In this line of thinking, *a career cluster is a grouping of occupations according to common knowledge and skills for the purpose of organizing educational programs and curricula.* In 1999, the U.S. Department of Education identified 16 career clusters (see http://www.careerclusters.org/16clusters.htm). Few high schools are able to support all 16 clusters; usually two or more of the 16 are grouped.

Career Pathways—A *Career Pathway is a 4+2(+2) sequence of courses leading to employment in an occupational field and/or further education.* Each career cluster encompasses many Career Pathways. Career Pathways are useful in providing guidance counseling and assisting students in setting goals for high school graduation and further education. Career Pathways provide the basis for organizing small learning communities such as high school career academies. Career Pathways do not limit choices; students can change from one Career Pathway to another. The articulated curriculum of a Career Pathway provides the opportunity for dual enrollment and the earning of postsecondary credits while still in high school.

"The articulated curriculum of a Career Pathway provides the opportunity for dual enrollment and the earning of postsecondary credits while still in high school."

Setting Benchmarks for Improvement in Career Pathways

In May 2003 the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) asked CORD to develop the National Clearinghouse for Career Pathways (NCCP), an initiative designed to identify successful Career Pathways using the five success criteria established by OVAE. Career Pathways that met the OVAE criteria were analyzed, summarized, and placed in a searchable database intended to serve as a resource for other schools interested in starting similar Career Pathways. The overall goal of the project was to foster successful CTE partnerships. As of March 31, 2004, the criteria had been developed, over 50 sites had applied to be added to NCCP, the data on the sites had been analyzed, and 19 sites had been placed into a searchable database. Twenty-one additional sites have submitted information and expressed interest in being added to NCCP. Most sites that applied to the NCCP were Tech Prep consortia.

"Career Pathways are useful in providing guidance counseling and assisting students in setting goals for high school graduation and further education."

One thing that the NCCP initiative made clear was that, although dedicated and hard working, all of the programs could—and should—be improved. The secondary-postsecondary partnerships identified through NCCP are well organized, committed to

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Career Pathways

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change, and dedicated to helping their students become successful through Tech Prep and other initiatives. But they had not previously been confronted with the clear benchmarks set forth in NCCP. Because virtually all partnerships will need significant improvement, the launch of the Clearinghouse was delayed so that it could be reconfigured to become the catalyst for a new evaluation and improvement process discussed below.

In January, NCCP staff met with the College and Career Transitions Initiative (CCTI) staff and representative partners to reconfigure each of the five NCCP criteria as a succinct definition of a Career Pathway followed by "essential characteristics" for the secondary and postsecondary components (Appendix A).

Since then CORD has identified the research base for these essential characteristics and produced a draft set of "benchmarks" (Appendix B). The benchmarks were then configured as an evaluation tool (Appendix C) that a partnership could use as the basis for assessing itself (or being assessed), formulating strategies for improvement, and periodically measuring improvement. The benchmarks can provide current and future Career Pathway partnerships the guidance they will need to become more successful. Since the Career Pathway definition is built on (but not limited to) successful Tech Prep practices, it seems logical that, through the National Tech Prep Network, Tech Prep consortia could pioneer the development of Career Pathways by becoming involved in a systematic improvement process.

> "The benchmarks can provide current and future Career Pathway partnerships the guidance they will need to become more successful."

The Career Pathways Strategic Improvement Coalition (CPSIC): A Proposal

I believe that Career Pathways are the logical next step for Tech Prep. If we want Tech Prep to have continued support it should be as a *change agent,* not as a separate track in CTE. The reauthorized Perkins legislation will probably define CTE along the lines of what we have already developed and demonstrated in Tech Prep. So Tech Prep needs to "look ahead," and the elements of Career Pathways look to me like the "next generation of Tech Prep."

> "Career clusters are *not* a vehicle for tracking students or channeling them into narrow job training in high school."

Now, take another look at the Career Pathways evaluation tool shown in Appendix C. Most of these criteria come directly from the new definition of Career Pathways (Appendix A) and they are based on educational research (see "Benchmarks," Appendix B). The scale (0–4) on the evaluation tool is currently a subjective rating. (Mark 0 if you think the activity or characteristic identified does **not** describe your consortium or partnership **at all**. Mark 4 if you think the activity or characteristic identified describes your consortium or partnership **very well**. If your program is somewhere between those two extremes, mark an intermediate number accordingly.) I have used this evaluation tool with several Tech Prep groups. The results are interesting and stimulate considerable conversation about ways to make, and measure, progress. NTPN staff members have begun to develop a quantitative assessment rating for the tool; we will need help from the Tech Prep field to accomplish this. We will also need to identify strategies for continuous improvement in each of the 18 categories.

I would like to begin the formation of the CPSIC with 50 Tech Prep consortia. Would you be willing to volunteer?

Appendix A

Definition of Career Pathway

A **Career Pathway** is a coherent, articulated sequence of rigorous academic and career/technical courses, commencing in the ninth grade and leading to an associate degree, baccalaureate degree and beyond, an industry recognized certificate, and/or licensure. The Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners, and lead to rewarding careers.

The essential characteristics of an ideal **Career Pathway** include the following:

1. The Secondary Pathway component:
   - Meets state academic standards and grade-level expectations.
   - Meets high school testing and exit requirements.
   - Meets postsecondary (college) entry/placement requirements.
   - Provides foundation knowledge and skills in a chosen career cluster.
   - Provides opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
2. The Postsecondary Pathway component provides:
   - Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
   - Alignment and articulation with baccalaureate programs, where appropriate.
   - Industry-recognized skills and knowledge in each cluster area.
   - Opportunities for placement in the chosen career clusters at multiple exit points.
3. Pathway partners ensure that a culture of empirical evidence is maintained by:
   - Regularly collecting qualitative and quantitative data.
   - Using data for planning and decision-making for continuous pathway improvement.
   - Ongoing dialog among secondary, postsecondary, and business partners.

The above definition of Career Pathways was jointly developed by CORD and the College and Career Transitions Initiative (The League for Innovation in the Community College) and approved by the Office of Vocational and Adult Education (U.S. Department of Education).

Appendix B

Career Pathways: Benchmarks for Improvement

The following benchmarks for evidence-based practices have been constructed by CORD using the criteria in Appendix A.

I. The secondary-postsecondary partnership has implemented a 4+2 curriculum framework designed to meet postsecondary (college) entry/placement requirements.

Rationale—The transition from high school to college can be improved by better cooperation and communication between secondary and postsecondary systems (Bailey, Hughes, & Karp, 2002). Many models of curriculum design seem to produce knowledge and skills that are disconnected rather than organized into coherent wholes. In mathematics, for example, problems are solved not by observing and responding to the natural landscape through which the mathematics curriculum passes, but by mastering time-tested routines, conveniently placed along the path (National Research Council, 1990). The alternative to a "meandering path" curriculum is one of "learning the landscape" (Greeno, 1991), in which there is a progressive formalization framework to teach what is developmentally appropriate at various ages. A systems approach is needed to promote coordination among activities in the design of learning environments (Brown & Campione, 1996).

II. The secondary-postsecondary partnership includes comprehensive student guidance and career planning as part of a curricular program.

Rationale—Traditionally, career exploration has focused on interest inventories as a means of suggesting individual-to-career fit. Although useful, interest information alone does not provide individuals with an understanding of the kinds of skills required for various occupations (Smith & Campbell, 2003). A longitudinal study of students involved in a partnership involving a high school, a technical institute, and a manufacturer demonstrated that a focused program of study in engineering that provided informed choices about career pathways supported transition to work, apprenticeship, and/or further study (Smith, Henry, & Munro, 2002). In addition to more informed choices about careers, these students also possessed greater propositional, procedural, and dispositional knowledge of their field.

III. The secondary component of the secondary-postsecondary partnership meets academic standards and grade level requirements that are assessed using reliable measures that have been validated as indicators of proficiency with the standards.

Rationale—Under the No Child Left Behind act's accountability provisions (U.S. Department of Education, 2003), states and schools must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency.

IV. The secondary component of the secondary-postsecondary partnership provides academic and technical foundation knowledge/skills in a chosen cluster.

Rationale—Labor market data on America's youth have been viewed by some as an indication of the inadequate preparation of high school graduates for entry-level jobs and decisions about career fields and occupations (as cited in Griffith & Wade, 2001). Young adults between the ages of 18 and 25 years have changed occupations, employers, or jobs on the average of six times (Stern, Finkelstein, Stone, Latting, & Dornsife, 1995; U.S. Department of Labor, 1993). Young adults 18 to 19 years old also have among the highest rates of unemployment (Stern et al., 1995). One explanation of these statistics is that a lack of preparation by the public educational system has caused graduates to "flounder" after high school, i.e., going from job to job, school to work, or work to school, with little sense of purpose and career

direction (Hamilton, 1990; Osterman & Iannozzi, 1993).

V. The secondary and postsecondary components of the secondary-postsecondary partnership provide opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

Rationale—Studies show that dual enrollment partnerships are beneficial to students, parents, high schools, and postsecondary institutions alike (Greenburg, 1989). Motivated students earn college credit in high school, parents realize substantial financial savings, high schools are able to expand their course offerings, and colleges gain access to some of the high schools' brightest students.

VI. The postsecondary component of the secondary-postsecondary partnership provides opportunities for alignment and/or articulation with baccalaureate programs.

Rationale—Over half of all first-year college students in the United States are enrolled in community colleges (Cohen & Brawer, 1996) and 80 percent of those students indicate that they plan to transfer to four-year institutions (Cejda, 1997). Moreover, the number of community college students who plan to transfer to four-year institutions continues to rise (Cejda, Kaylor, & Rewey, 1998). Yet less than 40 percent of community college students end up in college transfer tracks, and only about 10 percent of those students actually transfer to four-year institutions (Conklin, 1993).

VII. The postsecondary component of the secondary-postsecondary partnership provides industry-recognized skills/knowledge that are current and in demand.

Rationale—Many studies find substantial employment benefits from career and technical education (CTE) courses immediately after high school (e.g., Arum & Shavit, 1995; Campbell, Basinger, Dauner, & Parks, 1986; Kang & Bishop, 1986). A comprehensive review of research on vocational education concluded that "the strongest, most consistent finding throughout the literature [on vocational education] is that improved earnings do accrue in situations where vocational training is directly related to job tasks" (Boesel, Hudson, Deich, & Masten, 1994). This means that CTE programs must offer skills in areas that are in demand in the labor market, and it may also mean that programs should assist students in finding appropriate jobs (Rosenbaum & Person, 2003). Bragg (2001) found that Tech Prep graduates, whether attending college or not, were more likely to work and to work full time than their non-Tech Prep counterparts.

VIII. The business component of the secondary-postsecondary partnership provides student internships after 11th grade.

Rationale—In an ongoing national evaluation of work-based learning (Haimson & Bellotti, 2001), most students reported that internships helped them clarify their career goals. Students gave high ratings to their internships when they were customized to their individual needs and provided one-on-one contact. Students involved in internships place a high value on the skills they acquire in decision making, problem solving, teamwork, interpersonal and communication skills, customer relations, performance of complex multistep tasks, and appropriate job behaviors (Hughes, Bailey, & Mechur, 2001). Students have also reported that internships facilitate acquisition and production of new knowledge, application of knowledge to real-world situations, and motivation for taking personal responsibility for their own learning and career development (Hernandez-Gantes & Sanchez, 1996).

IX. The partnership ensures a culture focused on improvement by regularly collecting qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation. In addition, the

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Appendix B - Continued

Career Pathways: Benchmarks for Improvement

partnership ensures a culture focused on improvement by using data for planning and decision making.

Rationale—Before Perkins II, little accountability was required of states beyond reporting enrollment numbers and policy compliance (Hoachlander, 1995). Now, states have been told to develop performance measures, to determine standards for those measures, and to base student and program evaluations on those standards. The legislation identified six outcomes: enrollment, academic skills, occupational skills, school completion, job placement, and wages or job retention (Stecher, Farris, & Hamilton, 1998). With Perkins III came even further emphasis on accountability. Four core indicators of performance for federally funded secondary and postsecondary CTE programs were established. These included student achievement; credential acquisition; transition to and completion of postsecondary education or advanced training, the military, or employment; and nontraditional training and employment. Under Perkins III, states have been required to identify measures to evaluate performance on those indicators, and to demonstrate annual student performance on those four indicators.

X. The partnership ensures a culture focused on improvement by providing targeted professional development for teachers/faculty to improve teaching/learning and technical/academic integration.

Rationale—Beginning with preservice education and continuing throughout a teacher's career, teacher development must focus on deepening teachers' understanding of the processes of teaching and learning and of the students they teach. Effective professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role (Darling-Hammond, 1995). Effective professional development has a number of distinct characteristics:

- It must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development.
- It must be grounded in inquiry, reflection, and experimentation that are participant-driven.
- It must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers.
- It must be connected to and derived from teachers' work with their students.
- It must be sustained, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice.
- It must be connected to other aspects of school change.

Collaboration between teachers is one of the more important elements in the successful integration of academic and technical content. Teachers must have the opportunity to identify similarities in course content and redesign their courses around common themes that emphasize the development of both academic and technical skills (Smith and Edmunds, 1999).

The strategies available for professional development of teachers in career education are numerous and should be determined based upon the goals, knowledge base, and context for the professional development experience (Loucks-Horsley, Hewson, Love, & Stiles, 1998).

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Appendix C

Excellence in Career Pathways: A Self-Evaluation Tool

Date _____ Secondary Partner _____ Postsecondary Partner _____

Career Pathway _____ Cluster _____ Submitted by [name/title/e-mail] _____

Scale: 0 = This is NOT being done. 4 = This is being done VERY WELL.

	0	1	2	3	4
1. Guided by a 4+2 (+2) curriculum framework.					
2. Includes comprehensive student guidance and career planning.					
Secondary component:					
3. Meets academic standards and grade level requirements.					
4. Meets high school testing and exit requirements.					
5. Meets postsecondary (college) entry and placement requirements.					
6. Provides academic and technical foundation knowledge and skills in a chosen cluster.					
7. Provides opportunities for students to earn college credit through dual/concurrent enrollment (4) or articulation agreements (2).					
Postsecondary component provides:					
8. Opportunities for students to earn college credit through dual/concurrent enrollment (4) or articulation agreements (2).					
9. Alignment and/or articulation with baccalaureate programs.					
10. Industry-recognized knowledge and skills.					
11. Employment opportunities in chosen cluster with multiple exit points.					
Business:					
12. Ensures that students are learning current, in-demand skills.					
13. Provides student work-based learning experiences after 11th grade.					
14. Supports student recruitment and ongoing support.					
Partnership ensures a culture focused improvement by:					
15. Regularly collecting qualitative and quantitative data on academic and career success, dropouts, graduation, transitions, and remediation.					
16. Using data for planning and decision making.					
17. Providing targeted professional development for teachers/faculty, administrators, and counselors to improve teaching/learning and integration of technical and academic instruction.					
18. Maintaining ongoing dialogue among secondary, postsecondary, and business partners.					

Career Pathways Strategic Improvement Coalition (CPSIC)

Response Form

Criteria for Membership in CPSIC

1. Commitment to the CPSIC benchmark improvement process
2. Member of the National Tech Prep Network
3. Completion of Excellence in *Career Pathways Self-Evaluation Tool*
4. Commitment to sending a representative to a 2 day CPSIC workshop

After reading and hearing about Career Pathways: The Next Generation of Tech Prep. I am interested in learning more about how my organization can participate in this strategic improvement initiative. Please contact me regarding the Career Pathways Strategic Improvement Coalition (CPSIC).

Contact Person: _____

Title: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

E-mail Address: _____

Fax Number: _____

Please mail completed response form to:

CORD
Attn: Tara Jones
Director of Career Pathways
601 Lake Air Dr.
Waco, TX 76710-5841

or fax to:

Attn: Tara Jones, (254) 772-8972

Thank you for your interest in CPSIC! We will be in touch soon!