

# Program Standards

## Career and Technical Education



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# Program Standards

## Career and Technical Education

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# CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS

## Introduction

The Career and Technical Education (CTE) Program Standards are designed to empower students to live, learn and work as productive citizens in a global society. Career and Technical Education programs must meet standards established by the Office of Superintendent of Public Instruction. These CTE standards are designed to ensure high quality, consistent, and relevant CTE programs as essential components of educational and career pathways. These standards provide OSPI approval guidelines for CTE courses and guide the development and continuous improvement of CTE programs in local school districts.

Career and Technical Education is a planned program of courses and learning experiences that begin with the exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, options for high skill, high wage employment preparation, and advanced and continuing education. (RCW 28C.04.100)

### Washington Career and Technical Education Foundations:

1. Students will demonstrate occupationally specific skills and competencies including the application of related Essential Academic Learning Requirements and Grade Level Expectations using a contextual approach.
2. CTE programs are an integral part of the K-20 education system and are coordinated with other workforce development programs.
3. Students who participate in CTE programs develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse society. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.
4. Leadership skills are integrated into the content of each course. Students are encouraged to participate in a career and technical student leadership organization related to the program pathway.

5. Employability skills are integrated into the content of each course, and students in CTE programs participate in some form of work-based learning.
6. CTE programs assist students with career planning and development, transitions, employment and post-secondary options.
7. CTE instructional equipment, facilities and environment are comparable to those used in the workplace.
8. The instructor holds a valid Career and Technical Education teaching certificate for the content area in which he or she is assigned.
9. CTE instructors are provided time and resources to connect student learning with work, home, and community.
10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom.
11. An advisory committee actively guides the relevance and continuous improvement of the program.
12. CTE programs are reviewed annually and the results are used for continuous program improvement.

### Exploratory and Preparatory Courses

The Career and Technical Education Standards document is organized into two areas; Exploratory and Preparatory. Each of these areas are divided into two sections. The first section identifies what a student enrolled in an exploratory or preparatory course will be able to demonstrate. The second section identifies the characteristics of the exploratory or preparatory course.

### Glossary

Since many technical terms are included in the Standards, a Glossary of Terms is provided in an effort to enhance understanding and clarification.

**CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS  
EXPLORATORY COURSES**

<p><b>All students enrolled in Career and Technical Education exploratory courses will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the application of Essential Academic Learning Requirements and Grade Level Expectations in the context of preparing for living, learning and working.</li> </ol>	<p><b>Characteristics of all Career and Technical Education Exploratory courses include:</b></p> <ol style="list-style-type: none"> <li>1.1 Application and contextualization of the related Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) including skills needed to meet state assessments.</li> </ol>
<ol style="list-style-type: none"> <li>2. Demonstrate foundational and occupational specific skills required to meet current industry defined standards.</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the CTE program supervisors at OSPI.</li> <li>2.2 Curriculum related to balancing family, career, and community roles and responsibilities.</li> <li>2.3 Extended learning into the community. Extended learning is managed and supervised by certified CTE teachers.</li> <li>2.4 Certified CTE teachers with appropriate certification, knowledge, skills and occupational experience.             <ol style="list-style-type: none"> <li>2.4a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.</li> </ol> </li> <li>2.5 Safe and appropriate environments that support CTE program standards.             <ol style="list-style-type: none"> <li>2.5a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures.</li> <li>2.5b Facilities and equipment meet or exceed the related federal, state and county safety standards.</li> <li>2.5c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.</li> </ol> </li> <li>2.6 Curriculum is based on identified needs and is developed and maintained in consultation with program specific advisory committees.</li> </ol>

<p>3. Demonstrate knowledge of career options within the related pathway.</p>	<p>3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related pathway.</p> <p>3.1a These learning experiences include exploration of traditional and nontraditional careers in the pathway ranging from entry to professional level positions.</p>
<p>4. Demonstrate leadership skills and employability skills.</p>	<p>4.1 Leadership skill development for all students as a required and integral component.</p> <p>4.1a These leadership skills are identified in the Washington State CTE Core Leadership Skills document.</p> <p>4.1b These leadership skills are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.</p> <p>4.1c These skills are practiced at the highest professional level through aligned Washington State recognized Career and Technical Student Organizations (CTSO) programs and activities.</p> <p>4.2 State defined core employability skills as identified in the Washington State CTE Core Employability Skills document.</p>

**CAREER AND TECHNICAL EDUCATION PROGRAM STANDARDS  
PREPARATORY COURSES**

**Preparatory courses expand upon exploratory course characteristics in specific and complex ways.**

<p><b>All students enrolled in Career &amp; Technical Education Preparatory courses will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate mastery of competencies including the application of EALRs and GLEs as required to meet industry defined standards needed for a specific career.</li> </ol>	<p><b>Characteristics of all Career and Technical Education Preparatory courses include:</b></p> <ol style="list-style-type: none"> <li>1.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by a local advisory committee, and approved by the CTE program supervisors at OSPI.             <ol style="list-style-type: none"> <li>1.1a The level of competency is defined by industry standards.</li> <li>1.1b In the absence of national or state standards, locally developed industry defined standards will be validated by program specific advisory committee.</li> </ol> </li> <li>1.2 Curriculum based on identified need, and developed and maintained in consultation with program specific advisory committees.</li> <li>1.3 Safe and appropriate environments that support CTE standards.             <ol style="list-style-type: none"> <li>1.3a Facilities and equipment meet or exceed the related federal, state and county safety standards.</li> <li>1.3b Laboratories and equipment meet industry training standards and facility safety standards.</li> <li>1.3c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development.</li> </ol> </li> <li>1.4 Certified CTE teachers with appropriate certification, knowledge, skills and occupational experience.             <ol style="list-style-type: none"> <li>1.4a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.</li> </ol> </li> <li>1.5 Extended learning into the community. Extended learning is managed and supervised by certified CTE teachers.</li> <li>1.6 assessment of student competency of knowledge and skills as determined by industry defined standards.</li> <li>1.7 Instruction in all aspects of an industry associated with a specific CTE course.</li> <li>1.8 Work-based learning opportunities as identified in the Washington State work-based learning document.</li> </ol>
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<p>2. Demonstrate leadership skills and employability skills.</p>	<p>2.1 Leadership skill development for all students as a required and integral component.</p> <p>2.1a These leadership skills are identified in the Washington State CTE Core Leadership Skills document.</p> <p>2.1b These leadership skills are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications.</p> <p>2.1c These skills are practiced at the highest professional level through aligned Washington State recognized Career and Technical Student Organizations (CTSO) programs and activities.</p> <p>2.2 State defined core employability skills as identified in the Washington State CTE Core Employability Skills document.</p>
<p>3. Be employment ready and/or be prepared for post-secondary options.</p>	<p>3.1 Information about post-secondary education, training options, industry certifications, and employment.</p> <p>3.2 Articulation with apprenticeship programs and post-secondary education, where feasible.</p> <p>3.3 Opportunities for nontraditional and special populations to receive training.</p> <p>3.4 The utilization of data from student follow-up surveys to improve courses.</p> <p>3.5 The utilization of current national, state or regional labor market information to demonstrate occupational need.</p>

## Glossary of Terms

**Advisory Committee** – A committee whose members should represent business and industry, education, labor organizations, special populations, community, government, students, parents and teachers. A majority of these members shall share an expert working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs. The committee provides advice in the design, development, delivery, evaluation and continuous improvement of Career and Technical Education programs. The committee meets on a regular basis and minutes are on file in the district. It is the local district's responsibility to effectively inform committee members of Washington State Career and Technical Education Program Standards and the Federal Perkins Act. (This definition is aligned with the Perkins Act 1998, Washington State RCW28C.04.100 and RCW 28A.150.500.

- **General Advisory Committee** – provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution.
- **Program Specific Advisory Committee** – provides direction and guidance to administrators and governing boards for a specific Career and Technical Education program offered by a district or institution.

**All Aspects of Industry** – All aspects of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues and work environment issues, related to such industry or industry sector.

**Apprenticeship** – Relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a registered program sponsored jointly by employers and labor unions or operated by a plant, employers, and employee associations. Training programs are required to

have a paid on-the-job work experience and related classroom instruction.

**Career and Technical Education (CTE)** – A planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills and enables achievement of high academic standards, leadership options for high skill, high wage employment preparation, and advanced and continuing education.

**Career and Technical Student Organization (CTSO)** – A Washington State recognized organization for individuals enrolled in a Career and Technical Education program that engages in CTE leadership skill development activities as an integral part of the instructional program. For additional information, please refer to the Washington CTE Core Leadership Skills document.

**Career Cluster** – A grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools.

**Certified CTE Teacher** – The teacher holds a CTE teaching certificate.

**CTE Teaching Certificate** – A document from OSPI designating CTE certification by V-Code.

**Curriculum Framework** – Curriculum frameworks identify the required components of a CTE course. The components are Performance Assessments, Industry Defined Standards, Essential Academic Learning Requirements and Grade Level Expectations, Thinking Skills, Leadership Skills, Employability Skills and Relevance to Work. An OSPI/CTE developed model curriculum framework delineates approved industry standards as well as suggested standards in other components.

**Employability Skills** – These skills are defined as the five SCANS (Secretaries Commission on Achieving Necessary Skills) competencies: Resources, Interpersonal, Information, Systems and Technology. For additional information, please refer to the Core Employability Skills document.

**Employment** – The work in which one is engaged.

**Essential Academic Learning Requirements and Grade Level Expectations (EALRs and GLEs)** – Statewide academic standards for reading, writing, communication, mathematics, science, history, geography, civics, economics, arts, and health & fitness. These standards represent the specific academic skills and knowledge students will be required to meet in the classroom.

**Exploratory Courses** – CTE courses in which students demonstrate the application of Essential Academic Learning Requirements and Grade Level Expectations in the context of preparing for living, learning and working; demonstrate foundational and occupational-specific skills required to meet current industry standards; explore and demonstrate knowledge of career options within the related pathway; and demonstrate leadership and employability skills.

**Extended Learning** – Learning and teaching activities related to career and technical education course or program competencies which occur beyond the scheduled school day and/or school year under the supervision of a certified CTE teacher. The extended learning is guided and managed by a written extended learning project agreement which has measurable learning objectives, a clear definition of the learning project, an outline of the project plan, and defines how the learning and project will be evaluated.

The agreement must be signed by the student, parent, teacher, and community member where appropriate.

**Identified Need** – For exploratory courses, identified need is determined by the local advisory board; for preparatory courses, advisory boards use regional, state, or national labor market data to identify need.

**Industry Defined Standards** – Standards that specify the knowledge, skills and competencies required to perform successfully in the workplace. These standards define the technical content of CTE courses as defined in the OSPI/CTE model curriculum frameworks. In the absence of industry defined skill standards developed at the national or state level, local advisory committee validation will be required.

**Leadership Skills** – The ability to preside, guide or manage self, others, activities or events with responsibility for the final outcome. All students will apply leadership skills in real-world, family, community, and business and industry applications. For further information, please see the Washington CTE Core Leadership Skills document.

**Nontraditional Training and Employment** – Occupations or fields of work in which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work.

**Occupational Specific Skills** – Technical competencies unique to a specific occupation that are required for successful workplace performance.

**Pathway** – A sequence of courses and activities organized around an occupational theme that prepares students for both continuing education and employment.

**Preparatory Courses** – CTE courses in which students demonstrate mastery of competencies including the application of EALRs and GLEs as required to meet industry defined standards needed for a specific career; demonstrate leadership skills and employability skills; be employment ready and/or be prepared for postsecondary options.

**Program** – A sequence of related learning experiences that is based on identified nontraditional, state, and regional employment needs that prepare students for responsible roles in employment, family community and continuing education.

**Special Populations** – The term `special populations' means:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

**Student Leadership Development** – An integral part of the CTE instructional program; the process that enables students to fully utilize the subject matter content they receive through the Career & Technical Education program. Leadership skills empower each student to assume responsible roles in family, community and business and industry environments. Through state recognized Career and Technical Student Organizations, students have leadership skill development opportunities available at the local, state, national and international levels.

**Work-based Learning document** – Please find this document on the CTE portion of the OSPI Web site.

**Work-based Learning** – A learning experience that connects knowledge and skills obtained in the classroom to those needed outside the classroom, and comprises a range of activities and instructional strategies designed to assist students in developing or fulfilling their education plans. For additional information, please refer to the OSPI Work-based Learning document.

**Workplace** – Anywhere work is done.