



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Increase Access to Career and
Technical Education

Session Law 2013-1

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301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

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Establish High School Endorsements

In accordance with Section 1.(b) of Session Law 2013-1, this report describes the progress made by the State Board of Education in establishing specific college and career endorsements.

The Department of Public Instruction gathered data and input related to endorsement criteria for college and career endorsements in early spring 2013. Participating stakeholders included teachers, counselors, school administrators, and business partners. The NC DPI also researched endorsement criteria being used in other states.

In April 2013, the NC DPI staff recommended, and the State Board of Education subsequently approved in May 2013, the following criteria for each type of endorsement:

Criteria	Career	College	
Course of Study	Future Ready Core with a 4 th math aligned with the student's post-secondary plans AND a concentration in a Career and Technical Education Cluster area.	Future Ready Core with a 4 th math aligned with the student's post-secondary plans	Future Ready Core with a 4 th math that meets the minimum admission requirements established by University of North Carolina General Administration.
Grade Point Average	2.6 un-weighted	2.6 un-weighted	2.6 un-weighted
Other	WorkKeys Career Readiness Certificate at Silver level or higher OR another industry recognized credential.		Other requirements of the UNC-GA in science and world languages.

Endorsements will be available for graduates beginning in the 2014-15 academic year. Each endorsement requires students to meet the State Board's requirement for Math Rigor, which includes earning credit for Math I, Math II, and Math III. Students select a fourth required math course ([established by the Future Ready Core standards](#)) based on the student's plan after high school.

Career Endorsement

Students who earn a Career Endorsement may elect to meet the fourth math requirement using a Career and Technical Education (CTE) course. The NC DPI staff has collaborated with teachers and consulted national research to identify which CTE courses can meet the math requirement based on the types of applied mathematics in the course and the number of instances of alignment to mathematics standards. In nearly all 16 Career Cluster areas, at least one course has been identified to count as a mathematics requirement.

To earn this endorsement, students must also complete a CTE concentration. To be a concentrator, a student must complete four credits within a CTE Career Cluster area and at least one of those courses must be an advanced course. Students may earn all four credits from high school offerings or they may combine a Career and College Promise CTE Pathway course with the traditional high school offerings to earn the four credits.

An un-weighted GPA requirement of 2.6 was selected to align with the North Carolina Community College's Multiple Measures for Student Placement Policy. The policy allows students to continue in a Career and Technical Education Pathway without placement in remedial courses and without the requirement for an additional placement test.

In addition to the diploma requirements above, students who earn a Career Endorsement must also have evidence of successfully earning an industry-recognized credential. Third party credentials validate for employers a student's level of knowledge and skills. WorkKeys Career Readiness Certificates (CRC) may serve as evidence. All graduating CTE concentrators must take the ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information, assessments which are the basis for the Career Readiness Certificate. Students who earn a Silver, Gold, or Platinum certificate are eligible for a Career Endorsement. The CRC at the silver level validates the student's foundational skill level for success in nearly two-thirds of profiled careers.

Students may also show demonstration of skills through other industry-recognized credentials/certifications. The NC DPI maintains a list of credentials aligned to CTE courses and collects student level data of the earned credentials each year.

College Endorsement

The policy approved by the State Board of Education aligns with two major post-secondary policies: NC Community College Multiple Measures Policy for Placement and the UNC General Administration minimum admission requirements. Students may earn a college endorsement by meeting either set of criteria.

The multiple measures policy requires an un-weighted GPA of 2.6 and completion of a fourth math from a limited set of mathematics courses beyond Math III (Algebra II). The criteria is based on research that the NC Community College system office conducted to better measure indicators of student success in post-secondary studies. Based on that body of research, the college supports the use of GPA as a better indicator of success than traditional placement exams such as Compass, Accuplacer, etc.

The UNC General Administration established minimum admission requirements for the university system which include a fourth math for which Math III (Algebra II) is a prerequisite, two credits in the same world language, a laboratory based science course, and a weighted GPA of 2.5. The State Board elected to use the 2.6 un-weighted GPA for this endorsement to maintain consistency with the more rigorous requirement of the Multiple Measures policy described above.

Since the State Board of Education approval of the policy, the NC DPI has provided professional development to counselors and career development coordinators at schools throughout the state. The NC DPI also has published supporting documents and suggestions for supporting students in choosing courses that result in career and/or college endorsements.

Some changes to the college endorsement criteria may be forthcoming, and the NC DPI continues to work with post-secondary partners to better measure and report factors that give the best indication of student success at high levels of education.

Increase Access to Career and Technical Education Teachers

In accordance with Section 2.(c) of Session Law 2013-1, this report will describe the progress made by the State Board of Education to increase access to Career and Technical Education teachers.

Strategy	Description
Add to CTE areas through NC Teacher Corps	In early fall 2013, CTE met with representatives from NC Teacher Corps to identify hard to fill program area positions (Health Science and Technology Education) and plan to make Teacher Corps placement and support possible. One of the identified challenges is the non-existence of a pre-service teacher educator program in Health Science. For the 2013-14 school year, three teachers were placed in CTE areas by the NC Teacher Corps one each in Family and Consumer Science, Health Science, and Technology Education.
Modify required induction process	<p>The NC DPI has adjusted the structure of the required induction program in order to:</p> <ul style="list-style-type: none"> • Reduce costs • Reduce the time out of the classroom • Reduce the number of required meeting times from four to three • Streamline learning • Deliver content that is required in routine teaching • Create communities of new teachers <p>The standards for the induction were evaluated and adjusted based on survey data from prior participants and feedback from CTE program administrators. In the new model, teachers are responsible for reading and exploration prior to the face to face meeting. This allows participants to be ready for targeted instruction during the shortened time together. East Carolina University is partnering with the NC DPI to facilitate the modules. At the fall session, there were approximately 335 new teachers at the face to face session. Evaluations from that event were very positive; teachers appreciated that the upfront work made the face to face time more productive.</p>

<p>Adjust licensure policy</p>	<p>In June 2013, the State Board of Education approved revisions to the policies governing requirements for provisional licensing of Career and Technical Education teachers. Policy TCP-A-001 includes requirements for professionals beginning teaching careers with a variety of work experience and education but have not completed an approved teacher education program. Changes became effective July 1, 2013 and were based on feedback from licensure specialist throughout the state, CTE administrators, and teachers.</p> <p>The following changes were made in policy:</p> <ul style="list-style-type: none"> • Greater flexibility in where required courses may be taken; no longer restricted to colleges that have approved teacher education programs in a specific CTE program area • Adjusted the work experience requirement for Health Science to allow three years of work within the past ten years for all education levels • Made allowance for teachers to earn required industry credentials within the first year of teaching • Allowed for licensing of a candidate in Technology Education with an Associate’s Degree in order to teach Game Art Design content
<p>Align program requirements with professional teaching standards</p>	<p>The NC DPI is establishing a work group to examine the program requirements and content of the courses to ensure alignment with North Carolina Professional Teaching Standards. The work group will include members of teacher pre-service programs and may generate an alternative to the current required course work. Teacher licensure programs will have flexibility to design programs of study to address the standards without a specific number of required courses.</p>
<p>Approve additional alternative programs</p>	<p>The State Board has approved an alternative licensing program for Guilford County Schools in the Health Science area. This approval allows Guilford County Schools to provide the required coursework and professional development to new teachers in this area provided they have a Registered Nurse license.</p>