

NASDCTEc Legislative Committee
High School Reform Principles

A major responsibility of the public educational system is to prepare America's students to serve vital roles in our workforce and to ensure the continued security and economic prosperity of our nation. As a critical component of the public education system, career technical education must play a significant and integral role in the federal, state, and local education system and its improvement.

In keeping with the above statements, the following principles should be supported in any NASDCTEc federal secondary education improvement position:

- Any high school reform measure should adopt provisions that seek to **increase the high school graduation rate**. Career technical education provides students with relevancy to their education, and as such has been proven to help decrease the number of disengaged students while increasing the number of students who complete their high school education.
- To ensure fair comparisons and statistical reliability, a **common graduation rate calculation** must be defined so that there is consistency in calculation across all 50 states.
- The current NCLB system of accountability punishes states and schools that make significant progress toward reaching proficiency levels, yet still fail to meet their adequate yearly progress performance target. We support expanded use and approval of **growth models in measuring NCLB accountability systems**.
- Many students are able to learn core academic content and principles more effectively when done through a relevant and rigorous career technical education program. **Integrated academic and career technical education curricula** offered through a program of study as described in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 should be encouraged, recognized, and supported under No Child Left Behind.
- **Expand the use of the NCLB collaborative teaching model**. This model capitalizes on student interest through the utilization of a "highly qualified" academic subject matter teacher and a CTE teacher to deliver highly rigorous integrated technical and academic content.

- Students should be encouraged to excel by enrolling in **accelerated learning programs, including dual and concurrent coursework**, in secondary and postsecondary education. The type of coursework should be reinforced in NCLB as it is in the Perkins programs of study requirement, which will help students make a smooth and successful transition into postsecondary education.
- Many career technical education courses contain and reinforce core academic content. No Child Left Behind should **encourage, recognize and support embedded credit** (*academic credit for CTE courses that contain rigorous academic content*), **dual credit** (*taking college-level coursework and securing credit at both the high school and college levels simultaneously*), **and other versions of cross-crediting**.
- **Secondary and postsecondary education must work together to define and align exit and entrance expectations.** Students should be able to clearly identify what they need to accomplish in high school in order for them to gain entry into postsecondary education without the need for remediation. We hope Congress will encourage states to align secondary graduation requirements with postsecondary entrance requirements. This alignment is critical to ensure reduction in postsecondary remediation and to see greater student success in completing postsecondary education.
- The High Objective Uniform State Standard of Evaluation (HOUSSE) policy allows states flexibility in ensuring that they can attract quality teachers from all walks of life. **The current HOUSSE policy must be maintained** so that schools can recruit highly successful industry professionals and other highly qualified teachers who have valuable experience, knowledge, and a passion to educate.
- Many career technical education teachers bring their knowledge and experience from industry to the classroom. The existing NCLB regulations offer flexibility in **defining ‘highly qualified career technical teachers.’** We support the continuation of this policy.
- **Comprehensive career guidance, including career and academic counseling, should be offered no later than middle school** to ensure that students and parents are informed on options and expectations, including course requirements, postsecondary entrance requirements and employment options.
- Students should be considered customers of the public education system. **Education should be personalized** so that it is responsive to student learning styles, interests and abilities. We must create education and work-based learning opportunities that will maximize student strengths and provide youth leadership

opportunities that help students gain confidence and aspire to higher goals. A graduation plan will assist students and their families in charting the course to achieve their educational and career goals.

Career technical education prepares young Americans for success in postsecondary education, the workforce and the military. Any high school reform measure should include career technical education as a core partner.