

# Webinar



## Exploring the Research on Innovative CTE Delivery Models

*Haley Wing*

*Senior Policy Associate, Advance CTE*

*May 19, 2022*

# WITHOUT LIMITS

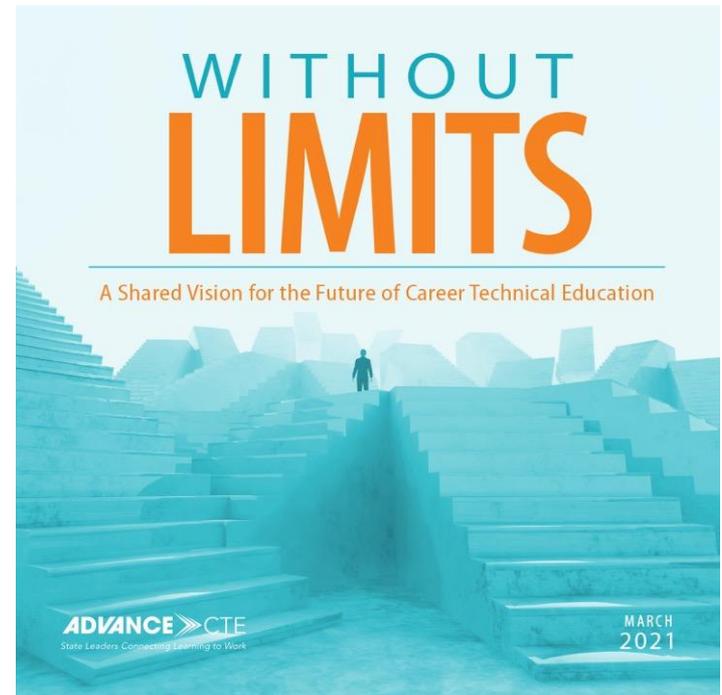
A Shared Vision for  
the Future of Career  
Technical Education



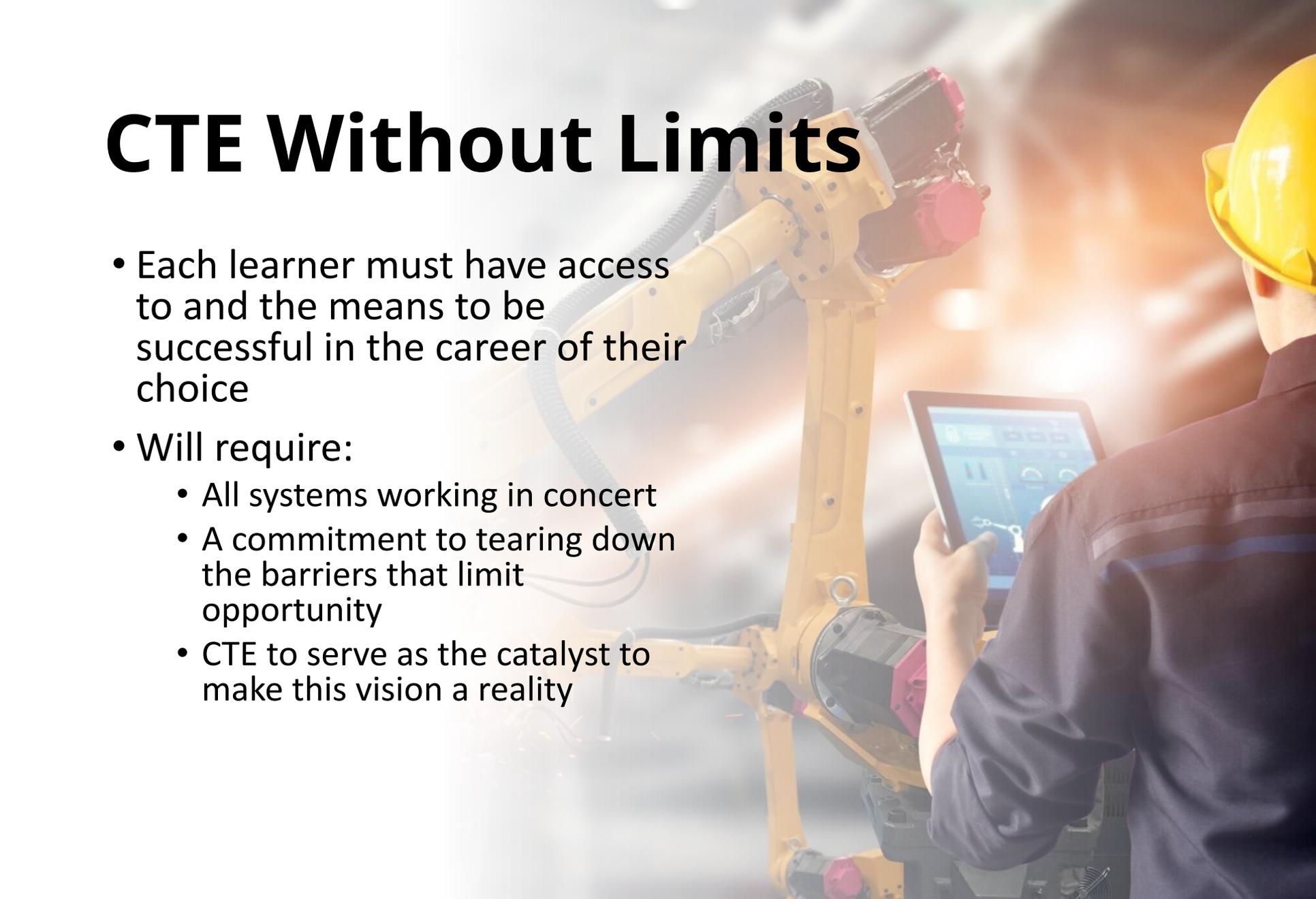
**ADVANCE** >>> **CTE**  
State Leaders Connecting Learning to Work

# Without Limits: A Shared Vision for the Future of Career Technical Education

- Worked with partner organizations and members to synthesize and prioritize the ideas, strategies and goals generated during the Summit
- Published March 2021



# CTE Without Limits

A worker in a yellow hard hat and dark blue uniform is seen from the back, holding a tablet that displays a control interface. In the foreground, a yellow industrial robotic arm is visible, with sparks flying from its base. The background is a blurred industrial environment with warm lighting.

- Each learner must have access to and the means to be successful in the career of their choice
- Will require:
  - All systems working in concert
  - A commitment to tearing down the barriers that limit opportunity
  - CTE to serve as the catalyst to make this vision a reality

# A Shared Vision



The five principles of this vision identify the systems and structures that need to be challenged and, in some cases, dismantled to achieve our vision:

 Principle 1: Each learner engages in a cohesive, flexible and responsive career preparation ecosystem

 Principle 2: Each learner feels welcome in, is supported by and has the means to succeed in the career preparation ecosystem

 Principle 3: Each learner skillfully navigates their own career journey

 Principle 4: Each learner's skills are counted, valued and portable

 Principle 5: Each learner can access CTE without borders

Our vision:

**CTE**  
without  
limits

To achieve this vision, a set of foundational commitments must be in place, including a commitment to:



Equity



Quality Programs & Instructors



Meaningful Public-Private Partnerships



Actionable Data



Continuous Improvement & Collaboration

# Foundational Commitments to Achieve the Vision



Equity



Quality programs and instructors



Meaningful public-private partnerships



Actionable data



Continuous improvement and collaborative leadership

# Five Principles

## Call on the CTE field to remove the limitations of:

- Siloed systems and funding and accountability models that drive the wrong outcomes
- Racist and discriminatory systems, policies and practices
- Barriers that prevent learners from navigating their career progression seamlessly
- Seat time and degrees so we can value all learning and all skills wherever they occur
- Geography through cross-state collaboration and open access



PRINCIPLE

5

**Each learner can access  
CTE without borders**



# Principle 5

**To accomplish this, we must:**

- ✓ Leverage a national framework for connecting education and the workforce
- ✓ Develop inter-state compacts that support collaboration and remove barriers
- ✓ Invest in research and development to ensure that virtual opportunities are quality, equitable and meaningful



# Panelists

# Speakers



**Shayne Spaulding**  
Senior Fellow,  
Urban Institute



**John "Al" Leaston**  
Instructor/Program  
Director,  
Wake Technical  
Community College



**Tara Smith**  
Associate Research  
Director,  
JFF

# Innovative Delivery Methods in Postsecondary CTE

*May 19, 2022*

*Shayne Spaulding  
Senior Fellow*



# About the Urban Institute

- The Urban Institute is the trusted source for unbiased, authoritative insights that inform consequential choices about **the well-being of people and places** in the United States. We are a nonprofit research organization that believes decisions shaped by facts, rather than ideology, have the power to improve public policy and practice, strengthen communities, and transform people's lives for the better.

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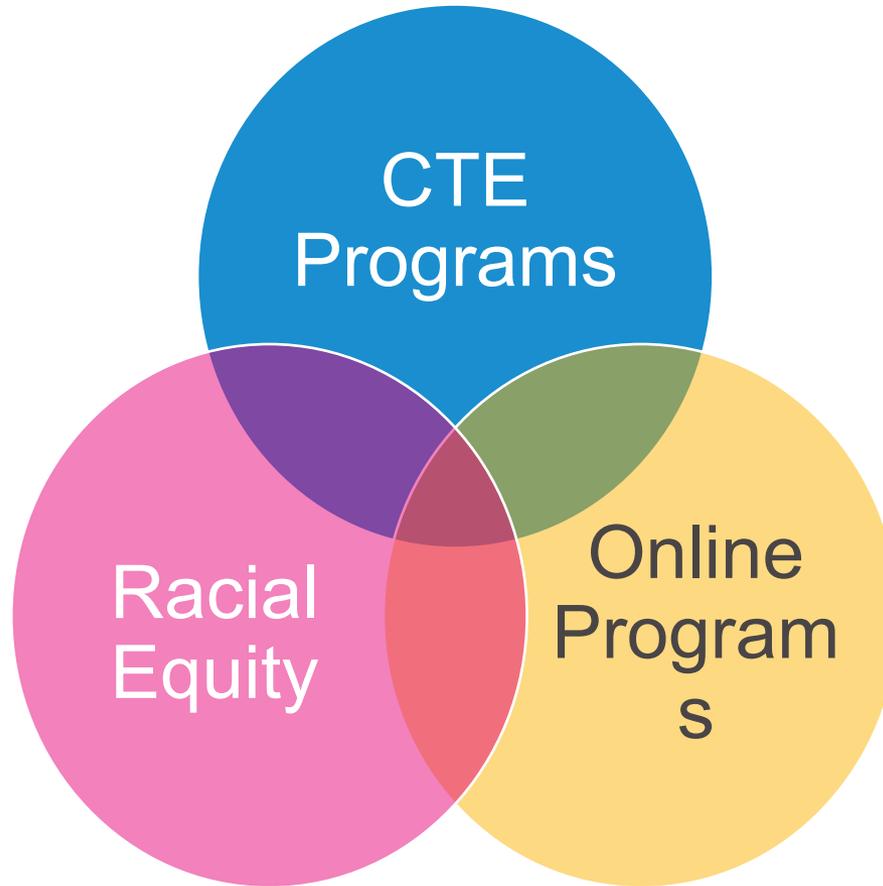
OUR MISSION IS TO OPEN MINDS, SHAPE DECISIONS, AND OFFER SOLUTIONS THROUGH ECONOMIC AND SOCIAL POLICY RESEARCH.

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# Building America's Workforce



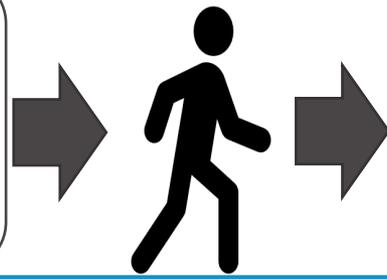
# Career and Technical Education CoLab



**12 Credit-Bearing Online CTE Programs at Community and Technical Colleges**

### Prior Factors

- Instructor background, awareness, and skills
- Student goals, personal assets, resources, and life circumstances
- Program culture, resources, and policies
- College culture, programs, resources, and policies
- Systemic barriers to education and employment success
- External policy environment and constraints



### Outcomes

- Instructional quality and course outcomes
- Student program, employment, and life outcomes
- Program quality, partnerships, and alumni success
- College innovation, inclusion, and alumni success
- Positive effects on systems

### Online Classroom

-  Infuse equity consciousness into curriculum design and delivery
-  Examine engagement and outcome data, by student demographics
-  Consider for online: Synchronous/asynchronous/Blendflex, cameras, technology
-  Encourage engagement – student to faculty, peer to peer, and with course content
-  Assess learners' needs and technology access – be aware of resources for students

### Program

-  Infuse equity consciousness and ensure representation – among students and faculty
-  Examine engagement and outcome data, by student demographics
-  Consider for online: Technology access and support for students; preparation for instructors
-  Identify tripping points that lead to attrition and address issues
-  Promote equity in on-the-job training experiences and equitable employment opportunities
-  Ensure program alignment with the labor market and quality career pathways

### Institution

-  Infuse equity consciousness across the college and define key terms related to equity goals
-  Examine enrollment, engagement, and outcome data, by student demographics and separately for online
-  Consider for online: Capacity for transitioning content online and staff resources needed
-  Understand and seek to Examine student sorting into programs and if college advising or requirements reinforce sorting
-  address affordability of the full cost of attendance, including adequate food and housing
-  Understand faculty/administrator characteristics and prioritize representation
-  Seek input and listen to students
-  Identify strategies and redesign student experiences/supports

# Equity Implementation Areas

Overarching  
Racial & Ethnic  
Equity Practices

Curriculum  
Design &  
Delivery

Student  
Supports &  
Engagement

Pathways to  
Further  
Education &  
Employment



**CTE** | Career & Technical Education  
RESEARCH NETWORK

# CTE Programs and the COVID-19 Pandemic

## Responses, Innovations, and Implications for Future Research

Tara Smith, JFF

Exploring the Research on Innovative CTE Delivery Models Webinar

May 19, 2022

The work of the CTE Research Network Lead is supported by the Institute of Education Sciences at the U.S. Department of Education with funds provided under the *Carl D. Perkins Career and Technical Education Act* through Grant R305N180005 to the American Institutes for Research (AIR). The work of the Network member projects is supported by the Institute. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education

# CTE Research Network Activities

## Our Primary Areas of Focus



### Research

Increase the number of studies examining the impact of CTE policies, programs, and practices on student outcomes



### Training

Strengthen the capacity of researchers and practitioners to conduct, use, and share rigorous and causal CTE research



### Coordination

Improve coherence among CTE research projects, identify new research priorities, and share strategies to address research challenges



### Dissemination

Engage stakeholders in network activities and share findings to inform efforts to improve CTE programs and student outcomes

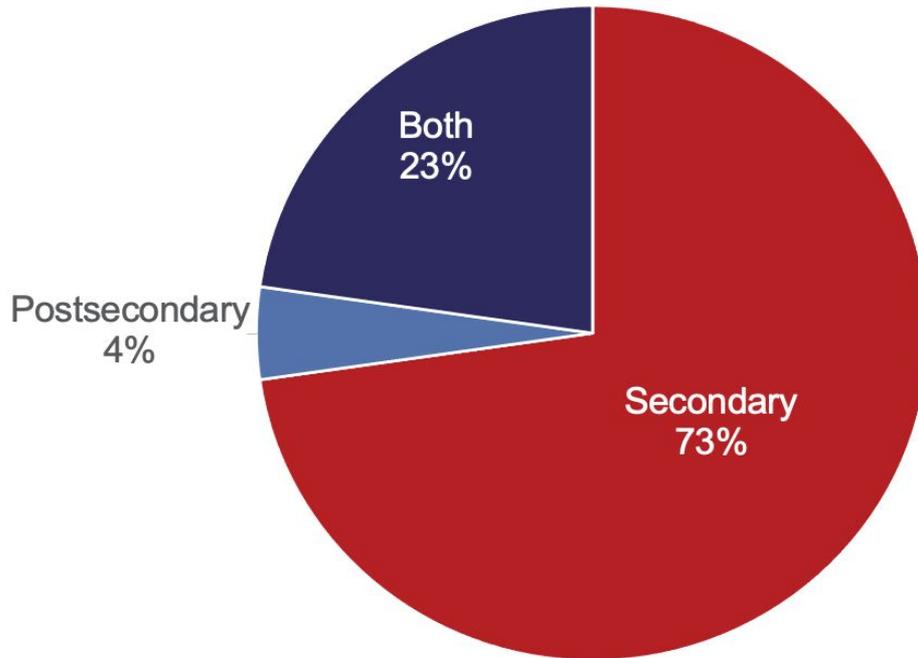
The CTE Research Network is funded by the **Institute of Education Sciences (IES)**, the nonpartisan research and statistics arm of the U.S. Department of Education.

<https://cteresearchnetwork.org/>

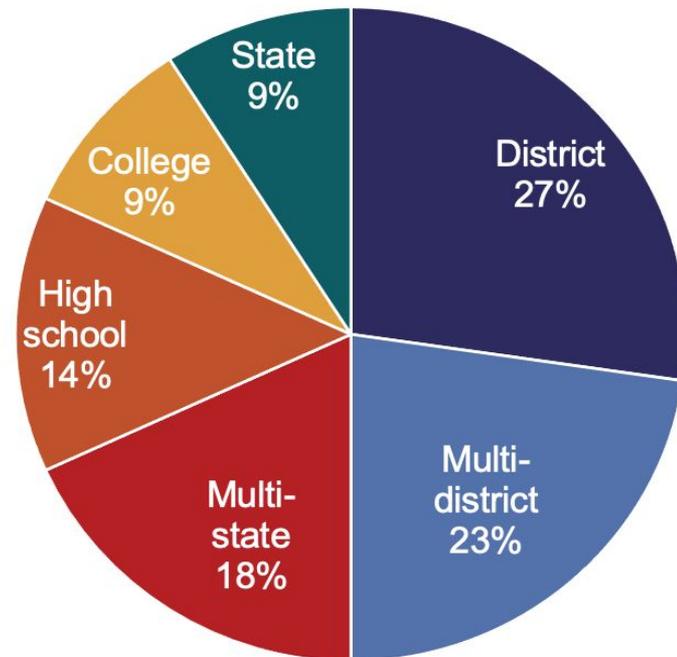
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# Who We Talked With: The Study Sample

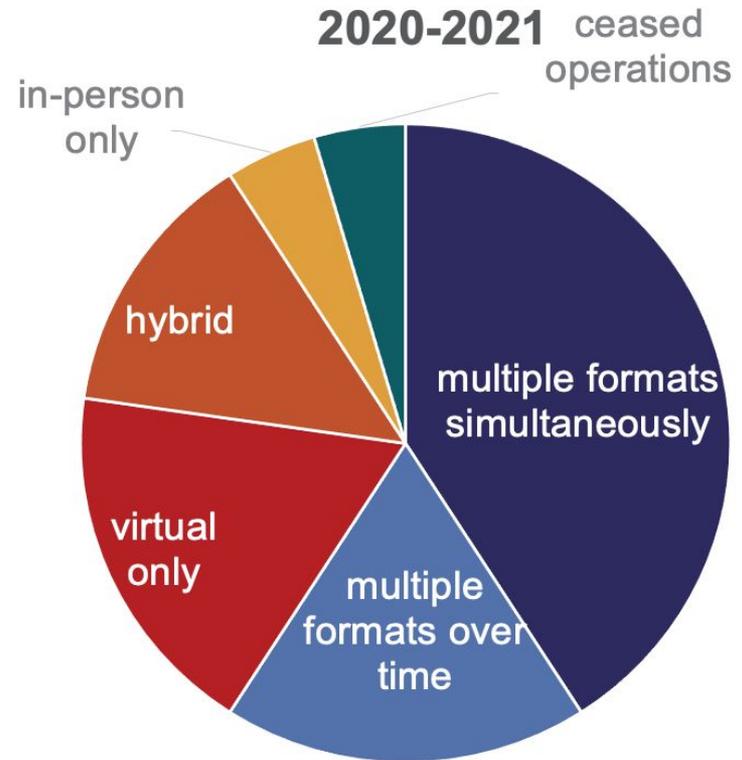
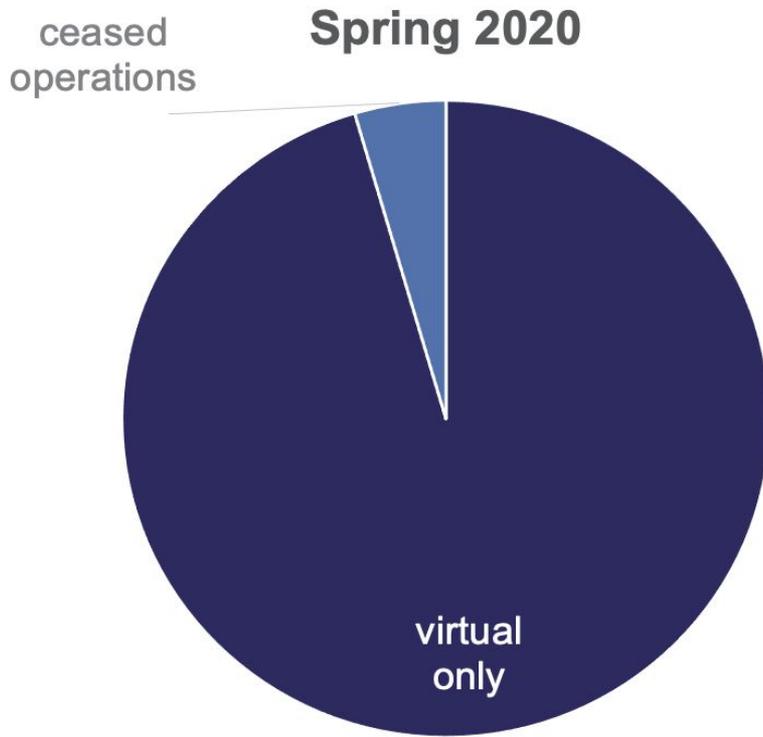
## CTE Program Level



## CTE Program Scale



# How CTE Program Delivery Changed





# CTE Program Changes and Innovations

- Learning Activities
  - Hands-on opportunities
  - Work-based learning
  - New materials or components
- Teacher Professional Development
- Employer Engagement

**Thank you!**

- Communications
- Credentials and Assessments
- Data and Accountability
- Dual Enrollment, Articulation and Transfer
- Employer Engagement
- Funding and Finance
- Graduation and Completion Requirements



View shared resources from today's presentation, and many more, by visiting the Learning that Works Resource Center!

[www.careertech.org/Resource-center](http://www.careertech.org/Resource-center)

# Questions?



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