Reinventing the American High School for the 21st Century

Strengthening a New Vision for the American High School Through the Experiences and Resources of Career and Technical Education

SITE: http://www.acteonline.org/uploadedFiles/Issues and Advocacy/files/ACTEHSReform Full.pdf

Recommendation 1: Establish a clear system goal of career and college readiness for all students

- Same Vision as SB 311 (Ohio Core)
- 21st Century Skills (Focusing on Content & Skills)

Recommendation 2: Create a positive school culture that stresses personalization in planning and decision-making

- Develop an individual plan for graduation and beyond OCIS/Individual Academic & Career Plan (one Ohio tool)
- Need for career awareness, self-assessment of interests, awareness of labor trends

Recommendation 3: Create a positive school culture that stresses personalization in relationships

- Advisory periods
- Small learning communities, career academies
- Interest-based activities (CTSO)

Recommendation 4: Dramatically improve how and where academic content is taught

- Academic skills can be acquired in a variety of settings
- Integration of academic competencies and CTE with real world content and applied methods
- Keep expectations constant, but vary time and teaching style
- Use policy language that focuses on standards for knowledge and skills, rather than just on course-taking requirements
- Allow for flexible ways of delivering academic content across the curriculum

Recommendation 5: Create incentives for students to pursue the core curriculum in an interest-based context

- Interest-based curriculum helps connect students to learning
- Arts, biotechnology, hospitality

Recommendation 6: Support high quality teaching in all content areas

- CTE teachers already engage students in demonstrating mastery
- Courses can be co-taught or use teachers of record to maximize qualified resources

Recommendation 7: Offer flexible learning opportunities to encourage re-entry and completion

- Re-engage & connect young people
- Continuum of flexible interest-based learning tailored to students varied needs and life circumstances (not always directly provided by schools or tech centers)

Recommendation 8: Create system incentives and supports for connection of CTE and high school redesign efforts

- CTE provides resources for rethinking instructional and organization design
- Academic and interest-based are complementary (not competitive)

Recommendation 9: Move beyond "Seat-Time" and narrowly defined knowledge and skills

- Shift the focus to performance and demonstration
- "Earlier" engaging the middle grades is important

NOTE: Recommendations in **bold** are closely linked to Credit Flexibility policy

Steps to College and Career Readiness

- 1. Require or strongly encourage a rigorous career and college readiness academic and technical programs for each and every student
- 2. Provide research-based literacy and mathematics interventions for all ninth grade students who have not yet mastered grade-level content, based on data from eighth grade assessments and grades
- 3. Provide every student with sophisticated career exploration and career development services (Web-based where possible), and make it completely integrated with college awareness and postsecondary counseling services
- 4. Allow students to pursue interest-based programs in and out of school beginning in ninth grade (if not earlier), even for students who are also receiving academic remediation, to strengthen learning skills and motivation
- 5. Encourage qualified students to take advanced placement and dual enrollment coursework as early as 10th and 11th grades or when ready in areas of personal strength
- 6. Emphasize the use of challenging projects that integrate learning and leadership development and encourage seniors to undertake capstone projects that integrate learning and skills from several disciplines
- 7. Encourage internships and work-based learning to help students grow in maturity, gain exposure to the adult world of work, and develop strong social skills
- 8. Require career-themed programs to be directly linked to industry-recognized standards and certifications and to use curriculum frameworks jointly developed between secondary, postsecondary, apprenticeship councils, and business