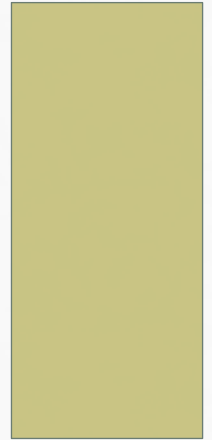


THE CHALLENGES OF CAREER AND TECHNICAL CONCURRENT ENROLLMENT

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OUTLINE

- I. History, Program Context/Description
- II. CTE Challenges, Differences
- III. Recommendations
- IV. Role for NACEP?/Discussion

PROGRAM CONTEXT

Funding

Administration

- 50% full-time director, School-College Partnerships (vacant) Perkins
- 50% full-time director, School-College Partnerships College
- one part-time CEP consultant (600 hrs./yr.) Perkins

Tuition

- 50% On Course for College (Maine Community College System) (first three credit hours/semester, 6 credit hours/academic year) MCCS
- 50% waived by College College
- waiver of tuition beyond On Course for College allocation College

PROGRAM CONTEXT

State Law/State Perkins Guidelines

State Perkins History

academic classes forbidden

State Law

- funding for on-campus CEP classes only
- three credits/semester, six/year limit

PROGRAM CONTEXT

Classes Currently Offered (CTE Only)

Class Code, Name	Program
AEDD 100, Print Reading AEDD 105, CAD Graphics	Architectural & Engineering Design
AUTO 105, Auto Maintenance & Light Repair	Automotive Technology
ECED 100, Intro. to Early Childhood Educ.	Early Childhood Education
EMST 100, Emergency Medical Technician	Emergency Medical Technician
MACH 105, Basic Machine Theory WELD 100, Introduction to Welding	Integrated Manufacturing Technology

PROGRAM CONTEXT

Size

year	2010 - 11	2011 - 12	2012 - 13
enrollment	68	60	36
number of classes	8	9	6
number of sections	12	15	12
number of CTE centers/HS	6	5	7
number SMCC programs	4	5	4
number of instructors	10	10	10

CHALLENGES

IN FIRST THREE YEARS

CHALLENGES

College-Level

- Perkins funding only
- minimal financial incentive to College
- absence from College strategic plan
- little interest among overworked department chairs

CHALLENGES

Programming, Affected by State and Perkins

- only three to four college CEP credits available to most students
- CEP credit only available in students' CTE programs
- academic classes (on campus only) not accessible to many students
- some CTE centers far from College
- academic content apparently not often integrated into technical coursework
- courses not easily transferred within MCCS

CHALLENGES

Instructors

- belief that CTE students should only take CEP classes from college they wish to attend
- experience with “easier” CEP with other colleges
- ambivalence about value of college credentials
- alternative qualifications (at both CTE centers and College)

CHALLENGES

Students

- few students interested
- few students eligible after testing
- student cohort unpredictable
- counseling/advising and academic support very limited

DIFFERENCES

HOW IS CTE CEP DIFFERENT?

DIFFERENCES

in Career and Technical Education

STUDENTS

- less predictable cohort of students
- more special needs students*
- more diverse classrooms*

*p. 47, National Research Center for Career and Technical Education. (2010). *Professional development for secondary career and technical education: Implications for change*. Louisville, Kentucky: University of Louisville. Retrieved from <http://nrccte.org/resources/publications/professional-development-secondary-career-and-technical-education>

DIFFERENCES

in Career and Technical Education

PROGRAMMING/INSTRUCTORS

- “silo” programming
- CTE intended for workforce preparation only until recently
- CTE centers separate from high schools*

*p. 89, Stipanovic, N., Lewis, M. V., & Stringfield, S. (2012). Situating programs of study within current and historical career and technical educational reform efforts. *International Journal of Educational Reform*, 21, 80-97. Retrieved from <http://nrccte.org/resources/external-reports/situating-programs-study-within-current-and-historical-career-and>

DIFFERENCES

in Career and Technical Education

PROGRAMMING/INSTRUCTORS, continued

- alternative qualifications for instructors***
- Perkins funding and mandates
- industry-based standards
- CTE concurrent enrollment partnerships recently established

***Zirkle, C. J., Martin, L., & McCaslin, N. L. (2007, October). *Study of state certification/licensure requirements for secondary career and technical education teachers*. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota. Retrieved from <http://nrccte.org/resources/publications/study-state-certificationlicensure-requirements-secondary-career-and>

RECOMMENDATIONS

FOR COLLEGE AND PERKINS

RECOMMENDATIONS for College

1. Include CEP in College strategic plan.
2. Offer CEP math, English, science classes for CTE students.
3. Involve more department chairs with incentives.
4. Fund liaison positions.
5. Create high quality program materials in-house.
6. Develop technical classes enhanced with academic content and provide professional development for same.

RECOMMENDATIONS for Perkins Legislation

1. *Require* CTE concurrent enrollment.
2. Require that CTE concurrent enrollment classes be included in POS.
3. Encourage/fund CEP academic classes clearly tied to CTE POS.
4. Require academic/career advisors for CTE CEP.
5. Address pedagogy for coursework meeting industry standards.
6. Encourage more flexible programming in CTE centers.
7. Mandate transfer of CEP CTE classes within state community college/university systems that receive Perkins funds.

SUGGESTED WAYS NACEP May Help

NACEP CTE Caucus or Committee could

- Research needs unique to CTE CEP.
- Make recommendations for CTE CEP and possibly write standards for CTE CEP.
- Encourage best practices at annual conferences.
- Advocate at state and federal level.

SUGGESTIONS for Discussion

1. providing sufficient student support and advising
2. seeking greater support for CTE CEP from Perkins
3. integrating academic and technical course content
4. providing professional development to CTE instructors
5. other