

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