

# Guidance for Improving Career and Technical Education

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February 25, 2025

# Agenda

- Objectives
- Building Quality CTE Programming Guidance
- Building High Quality Work-Based Learning Programs Guidance
- Work-Based Learning Guidance
- Employer Guidance
- Customized Technical Assistance
  - Level Setting
  - Homework
  - In Person Assistance
  - Action Plan
  - Follow Up Assistance



# Objectives



# Objectives

Participants will review the components and descriptions of building quality CTE programming.

Participants will review the state policy definitions of work-based learning.

Participants will learn best practices for beginning to engage with employers.

Participants will review the components of LDOE's structured technical assistance for creating high quality CTE programming.



# Building Quality Career and Technical Education Programming Guidance



# Building Quality CTE Programming Guidance

LDOE has published guidance on [building quality CTE programming](#).

High quality CTE programs are best when alignment exists between business, industry, and local school systems. By aligning goals and resources with workforce needs, school systems can build and expand programs that create rich, thriving economies both locally and statewide while providing students with the skills and knowledge necessary to succeed. This document provides school systems with detailed steps to support the build-out and enhancement of exceptional CTE programs. Each section is designed to equip system leaders with the insights and tools necessary to address their communities workforce and industry needs.

This document is structured to address the major steps that need to be taken with performance indicators under each major component.



# Building Quality CTE Programming Guidance

## Components

- Step 1: Research Employer Demand
  - Objective: Understand workforce demands by gaining insights from industry leaders.

Evaluate region market data, look at the system's Perkins Comprehensive Local Needs Assessment, engage with business and industry leaders and Regional Economic Development Offices to identify where there will be a short and long term need for talent. Research the highly valued skills and qualifications and Industry Based Credentials required for new hires.

Systems are doing this already by engaging for the purposes of cooperative education and internships.



# Building Quality CTE Programming Guidance

- Step 2: Engage with Business and Industry
  - Objective: Build partnerships between businesses and schools that enhance student workforce readiness, align education with industry needs, and support professional development.

Identify the needs for new employees in the region, invite business and industry to your schools, identify the skills sets, technical skills and Industry based credentials these partners desire in new hires.

Systems are doing this already at career fairs and in discussions concerning the forecast for the job market 5-10 years out.





# Building Quality CTE Programming Guidance

- Step 3: Align Programs to Need
  - Objective: Enhance CTE programs by integrating industry input through partnerships, needs assessments, standards alignment, real-world experiences, feedback, and regular updates.

When mapping out current course progressions identify where lower level, basic skills can be downstreamed to lower grades. Identify the course progressions at local 2 and 4 year postsecondary institutions to evaluate where there can be multiple entry and exit points and align to job trends. This will assist in developing new course progressions that match the current economic landscape of the region.

Systems are doing this already for the Perkins CLNA and after having received technical assistance.



# Building Quality CTE Programming Guidance

- Step 4: Assess Human and Physical Capital Needs
  - Objective: Evaluate and optimize the effectiveness of resources, including faculty expertise and facilities, to ensure they meet educational goals, industry standards, and student needs.

Review the qualifications, certifications, and industry experience of all faculty in the school system to aid in developing new progressions, inventory the current facilities and equipment to identify where to focus resources, connect postsecondary and training partners to identify areas in which each partner can support program buildout or support instruction on their campuses.

Systems are doing this to meet the revised accountability standards.



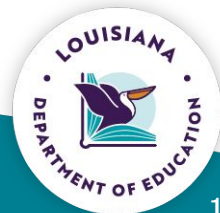
# Building Quality CTE Programming Guidance

- Step 5: Schedule Ongoing Engagement with Business and Industry
  - Objective: Foster sustained and impactful partnerships with business and industry to enhance and support students' career readiness.

Engagement with industry should continue during implementation to ensure fidelity and evolution with changing business and industry needs and evaluate program effectiveness.

Business and industry can engage with students in elementary and middle grades to introduce them to careers.

Systems are engaging with business and industry in career fairs and through business presentations in classrooms.



# Building Quality CTE Programming Guidance

- Step 6: Ongoing Communication Between Students and Counselors
  - Objective: Assist students with choosing a career path, and identifying the course/steps needed to reach their goals.

Counselors should provide ongoing exposure to career exploration while allowing time for students to review, ask questions, and provide feedback on offerings. This should also include opportunities for students to engage with industry professionals, allowing those inside the field to answer questions and build their own capacity for engaging with students.

Counselors are having these conversations to decide diploma tracks and through the IGP process.



# Building Quality CTE Programming Guidance

- Step 7: Celebrate Success in Community with Business and Industry
  - Objective: Foster a sense of accomplishment for students, the community, and business and industry partners.

Celebrate successes involving students and business and industry regularly to recognize student achievement and highlight the importance of CTE programs that prepare students for successful careers.

Systems are doing this by having signing days, showcasing student work in elementary and middle school classrooms, and by having celebrations of this work.



# Building Quality CTE Programming Guidance

The guidance document goes through all the steps that should be taken to ensure the seven steps are implemented with fidelity to meet the objectives of each step.

School systems will be at different stages of the process based on where and how CTE programming has been implemented in the school system.

This guidance is in line to meet the revisited accountability system and in doing what is best for students to meet the needs of being prepared for the world of work after high school.



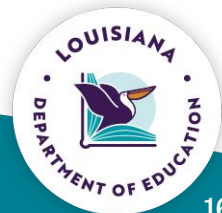
# Building High Quality Work-Based Learning Guidance



# Building High Quality Work-Based Learning Programs Guidance

There is guidance on [building high quality work-based learning programs](#).

Work-based learning (WBL) offers Career and Technical Education (CTE) students on-the-job training and classroom instruction, helping them develop job skills, explore career interests, and gain real-world experience. WBL experiences now include cooperative education, paid internships, and structured on-the-job training through Registered Apprenticeships recognized by the Louisiana Workforce Commission (LWC).





# Building High Quality Work-Based Learning Programs Guidance

This guidance has a series of steps school systems should go through to ensure quality in their WBL programs.

- Step 1: Foundation and Planning
  - Initial Planning and Organization
  - Employer Engagement and Partnership Development
  - Student Recruitment
  - Parent or Guardian Engagement
  - Promote CTE and WBL experiences to all stakeholders
  - Data Collection and Program Evaluation
  - Middle School Engagement



# Building High Quality Work-Based Learning Programs Guidance

- Step 2: Program Design and Structure
  - Curriculum Identification or Development for WBL classroom experience
  - Teacher Identification and Master Schedule Review
  - Develop a Framework for the Memorandum of Understanding between the School System and Employer
  - Transportation



# Building High Quality Work-Based Learning Programs Guidance

- Step 3: Implementation
  - Matching Students to WBL
  - Student Onboarding
  - Communication and Oversight



# Building High Quality Work-Based Learning Programs Guidance

- Step 4: Sustainability and Scaling
  - Provide multiple intervention and feedback opportunities
  - Continuous Review
  - Communicate Successes
  - Build Capacity in Local Schools and Training Providers
  - Measure Impact and Iterate



# Work-Based Learning Guidance



# Work-Based Learning Guidance

The LDOE has published [guidance on work-based learning](#).

This guidance has three main components.

- Internship
  - Internships are work-based activities where students work with an employer for a specified period of time to learn about a particular occupation or industry. The workplace activities involved with an internship could include special projects, a sample of tasks from different jobs, or tasks from a single occupation. An internship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student. This must include financial compensation. Internships must incorporate classroom instruction and on-the-job training



# Work-Based Learning Guidance

- Cooperative Education
  - Cooperative education features an agreement between schools and employers to provide paid on-the-job training that relates to the areas of technical study in school and is based on objectives jointly developed by the school and the employers.



# Work-Based Learning Guidance

- Fast Forward Registered Apprenticeship On the Job Training
  - Fast Forward Registered-Apprenticeship On the Job Trainings are work-based activities where students work with an employer directly aligned to their Fast Forward pathways to gain real-world hands-on experience to strengthen skills learned during classroom instruction. The student should be fully immersed in the work experience with support from an industry supervisor to work towards mastering skills. An apprenticeship agreement is set up prior to the experience that outlines the expected objectives to be accomplished by the student.





# Work-Based Learning Guidance

The work-based learning guidance includes the components and parameters that are needed to meet the policy definition of WBL and implement these programs with fidelity.

It also includes the certification requirements for WBL instructors as well as the general information about WBL that meets policy definitions.



# Employer Guidance

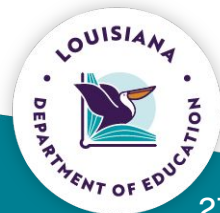


# Employer Guidance

Employer guidance will soon be coming out to give business and industry the tools to employ interns and give information on the considerations that need to happen to ensure fidelity and legality.

Components of this guidance:

- Benefits to hosting interns
- Legal compliance
- Internship definitions and considerations per policy
- School system support
- Summary of best practices



# Employer Benefits to Hosting Interns

Louisiana's commitment to prioritizing high school students' preparation for life beyond graduation underpins the vision for work-based learning (WBL), where schools and employers collaborate to build a skilled, adaptable workforce that meets industry demands and student aspirations.

- Talent Development
- Enhanced Community Reputation
- Fresh Perspectives
- Cost-Effective Workforce



# Customized Technical Assistance



# Guidance In-Action

The agency identified 17 school systems for intensive implementation of the guidance provided. This includes various levels of the following:

- **Level-setting:** a virtual meeting for the system to identify what is the current state of CTE programming and what does the desired future of CTE programming look like.
- **Homework:** both the agency and the system data needed to design a path forward at the next technical assistance meeting.
- **In-person collaboration:** homework is discussed and used to determine actionable items that will allow a system to move towards their desired future of CTE programming culminating with an implementable Action Plan.
- **Follow-up assistance:** a cadence of follow-up meetings occurs, allowing the agency to aid systems in working through perceived barriers and allow all to reevaluate the Action Plan.



# Action Plan Sample

Action Item	Person Responsible	Timeline for Implementation	Milestones	Related Considerations	Metrics
Pilot a summer internship program with the school system as the employer	TBD by school system	February 2025	Coordinate with each department at the central office to identify specific tasks and projects suitable for high school interns	Develop clear internship role descriptions and responsibilities in collaboration with department heads, outlining measurable goals and opportunities for student development body	X internship students 1 internship teacher
	TBD by school system	February 2025	Draft MOU for each internship position		
	TBD by school system	March 2025	Identify and recruit teacher coordinator	Apply for CTIE if teacher is not AG or CTIE certified already	
	TBD by school system	Spring 2025	Support teacher in developing course content for classroom instruction		
	TBD by school system	March 2025	Identify target student population and recruit students	Identify students who have earned or are on track to earn qualifying credentials related to the worksite	
	TBD by school system	April 2025	Establish a process for worker's permit process to be a recruitment tool and apply for worker's permits		
	TBD by school system	August 2025	Transcript student enrollments for summer programs	Ensure that counselors know how to code student course enrollment	

Please contact [name@la.gov](mailto:name@la.gov)



# Questions

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