



## Principal/Superintendent Preparation... for Career and Technical Education (CTE) Understanding

### BACKGROUND

Washington State is striving to have high-quality Career and Technical Education (CTE) programs in all school districts that meet the needs of ALL students. These programs require supervision and administration to meet all 12 of the required CTE Program Standards as directed by #12: *“CTE programs are reviewed annually, and the results are used for continuous program improvement.”* This annual report is required at the end of each year.

With the current focus by the State Board of Education in education, new and current administrators are called on to serve in ever-widening roles and responsibilities who do not have the knowledge or understanding of the complexities of administrating a high-quality CTE program for a school district.

### CURRENT PERFORMANCE

Principal/Superintendent candidate preparation programs are not required to provide instruction in CTE and what is required in delivering high-quality CTE programs.

However, administrative candidates are often given the duties of managing their district program with little to no understanding of what it takes to manage and navigate the complex rules for state and federal compliance required to deliver high-quality CTE in Washington State.

Currently, CTE directors have increasingly complex requirements as state and federal changes are implemented to Career and Technical Education. Having just a traditional administration credential does not fully prepare one for the unique challenges that face Career and Technical Education directors. Completing the comprehensive local needs assessment, determining the Perkins assurances, understanding FTE and enhanced funding, ensuring access and equity for all in Career and Technical Education programs, and preparing for end-of-year reporting requirements are just a few of the unique aspects CTE directors must face.

Districts have increasingly reduced the number of full-time CTE directors preferring alternative models where it is one of the many assignments an administrator takes on within the district. Particularly in smaller districts, there are situations where current CTE teachers are paid an additional stipend or have an extra planning period to also perform the responsibilities of the CTE director. This model is seen in up to 2/3 of small districts.

### IMPROVEMENT

Washington ACTE is seeking either in legislation or policy that will provide greater administrative support through increased instruction and understanding of CTE administration.

#### Key elements:

- Programs would provide administration candidates to assure introductory CTE program standards are provided ensuring they are prepared to meet student and staff needs in CTE.
- In addition, provide an option for the development of a program instruction framework for demonstrating evidence of understanding CTE performance standards. Preparation programs would submit proof of these additions to their program instruction to PESB for approval.

### REQUEST

Charge the Professional Educators Standards Board to amend administrative standards to include understanding of CTE requirements and performance standards including renewal and out-of-state candidates.