

**MA in CTE Portfolio**  
EVT 6948 - Practicum in CTE – Summer 2013  
**Section II. Core Understanding of CTE**  
**Part 2: Articulation of Core Understandings**  
**External Supports**

**What the particular domain means in the context of CTE**

Public involvement in the improvement of American education, which is worth, increased awareness and spending needs to be something administrators acknowledge (Fiore, 2010). In a society where, “the leadership skills, the human skills relation skills, and the communication skills need to be such a leader are changing rapidly as the way in which the public perceives their role in education” (Fiore, 2010, Pg4). It is imperative that school administration pays attention to and informs the schools community. Administrators ought to have a coordinated school-community relations plan to engage the public with the school that *is simple, visible and accountable* (Fiore, 2010). In times of negative community support and a culture in a school that can change day to day, a school cannot survive and continue to develop pinnacle student performance if it ignores the opinions of its community. Administrators shall be aware and not ignore public opinions, while assuming an active role in their communities. Administrators shall attempt to regain public approval for schools through community relations, in order to continue to develop a more effective learning environment for today’s students.

**The nature of the key elements of the domain**

One of the largest issues CTE faces is reflection of something one does if they cannot succeed into college. The status of career and technical education varies in social groups and countries. According to Johanna Lasonen (2010, p. 429-30), measures of education can be referred to *1) improving access and entry to employment, career development and progression; 2) the diversity of quality learning environments (meeting the needs and aspirations of different learners; 3) self-development choices as a citizen and individual; and 4) country’s willingness to invest in vocational education*. Those working in the profession of career and technical education must take a proactive approach to improving the image of career and technical education (Lasonen, 2010).

**How your understanding of the domain translates into actual practice**

As of 2010, according to census.gov, the population of Manatee County is 322,833. Although it is a predominantly white population (81.9%), Manatee County has a very diverse population with cultures of Hispanic or Latino (73.4%), and black (8.7%) (<http://quickfacts.census.gov/qfd/states/12/12081.html>). The Homeownership rate as of 2006-2010 is 74.1%, with 83% living in their homes for 1 year or more.

Manatee County is a large area for manufacturing; however the largest employer is the Manatee County School Board with 5,300 employees. Beall’s is a distant second largest, employing 1,671 of Manatees residents (<http://quickfacts.census.gov/qfd/states/12/12081.html>).

Manatee County is home to many other national and international companies such as Chris Craft, Eaton, Pierce Manufacturing, Sysco and Tropicana (<http://www.manateeedc.com/LargestEmployers.aspx>).

Residents and employers want to continue to bring and keep high paying jobs in the Manatee County area. To do this education and training of adults and students needs to continue to be a high priority.

Community groups such as Advisory Councils and SAC(School and Community) committees continue to be a vital communication line between school and community. It is essential that the community has a voice in the positive day to day learning that is going on in the schools, it just as important that the school has a pulse on the community workforce needs. Business sponsorships play a large role in Manatee students attending state and national competitions. In times of budget crisis, many vocational programs would not have the funding to send students to compete against the nations top students in organizations such as SkillsUSA (<http://www.skillsusa.org/>), TSA(<http://www.tsaweb.org/>) or FFA(<https://www.ffa.org/Pages/default.aspx#>) without the support of local business sponsors.

### **How or what program courses/experiences contributed to the understanding of the domain**

Experiences and learning in courses such as School-Community Relations, Emerging Workplace Competencies and Improvement of CTE programs have contributed to the understanding of the role of external supports in career and technical education. Initiative are needed to change the image of career and technical education in the United States. Efforts addressing this issue can start within a schools community and branch outward. Advisory groups developed to form relationships and inform the public of CTE programs are a great way to build a positive image.

## **References**

Douglas, Fiore (2010). School-Community Relations, 3<sup>rd</sup> Edition. Larchmont, NY; Eye on Education.