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# CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION (CCSESA)

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## **Policy Framework for Career Technical Education *Priority Recommendations for Implementation***

*Timeline: Given the Governor's expansion funding in 2007-08, and implementation of AB 2448, we recommend that the action steps outlined below be considered in the anticipated continued discussion in the Governor's agenda for 2008-09.*

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- I. Standards-Based Curriculum and Instruction**
  - II. Teachers and Administrators**
  - III. Student Support**
  - IV. Accountability**
  - V. Community Alliances**
  - VI. Funding**
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### **I. Standards-Based Curriculum and Instruction**

Career Technical Education (CTE), properly planned and implemented, will provide rigorous and challenging academic content standards and the necessary technical and work behavior knowledge and skills for success in a career as well as lifelong learning. In order for this to become a reality in our K-12 schools, a number of changes must occur.

- A. Provide multiple pathways for students that create strong connections between classroom curriculum and the real world.**
- B. Provide courses that build upon academic content standards and career technical education (CTE) standards (i.e. rigorous and relevant, standards-based and integrated career technical education and college preparation content).**
- C. Increase involvement of business and industry with educational partners to ensure coursework is current and meets the needs of appropriate industries (i.e. education workforce development councils, P-16 councils, education/business partnerships).**

ACTION STEP 1: We recommend creating sequences of courses that include a range of both academic and career/industry content to provide all students with options.
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ACTION STEP 2: We recommend bringing existing CTE instructors or members of the business and industry workforce into core academic content classrooms to co-teach with core academic content teachers. Adequate staff development and planning time would be required to build a successful partnership between the teacher and business/industry person.
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**ACTION STEP 3:** We recommend teams of core content area teachers and CTE teachers work in business and industry during summer months so they can gain a better understanding of the knowledge and skills required in various work environments.

## **II. Teachers and Administrators**

Strong teaching practices are an essential element in establishing and maintaining a strong career technical education (CTE) program. Strong credentialing and induction programs are vital to ensure quality professional practice. The credentialing programs must train teachers in how to effectively present academic content in the context of real-world application and problem solving.

- A. Redesign teacher credentialing programs to prepare secondary teachers to teach courses that integrate academics and real-world applications.**
- B. Expand the variety of entities that can offer teacher credentialing programs (i.e. county offices of education, school districts and private providers).**
- C. Modify existing induction programs for secondary teachers to support integrated academics and real-world applications and build on initial preparation (i.e. Beginning Teacher Support and Assessment)**

**ACTION STEP 1:** We recommend that the California Commission on Teacher Credentialing (CTC), in the context of a larger policy discussion around CTE, revise the standards of program quality and effectiveness that form the basis for approving teacher preparation programs to include training for teachers on how subject area content is presented in the context of real applications used in business and industry and how academic standards can be embedded and explicitly taught within the CTE content areas. Likewise, program standards for the Designated Subjects credential should include training on how to embed the academic subject content in delivery of CTE courses.

**ACTION STEP 2:** We recommend that each county superintendent examine their own capacity to offer a district internship program, either independently or under the umbrella of an existing county program, for Multiple Subjects, Single Subjects, and Designated Subjects credentials.

**ACTION STEP 3:** We recommend that the California Commission on Teacher Credentialing (CTC), in the context of a larger policy discussion around CTE, provide increased recognition for credit for previous business experience for Designated Subjects credentials.

**ACTION STEP 4:** We recommend that CISC work with CTC/CDE/BTSA Leadership to enrich the BTSA curriculum to include training on how to integrate subject area content with real world applications for core academic content teachers and to increase familiarity of CTE teachers with how academic content standards can be embedded in CTE courses.

### **III Student Support**

The students in today's schools come from a wide array of family structures, income levels, ability levels and support systems. All students need and deserve access to support, counseling, guidance and life planning to help them succeed. Such services enhance the relevance and effectiveness of the student's educational experience and foster interpersonal relationships for the student with caring adults. By increasing the quantity and quality of support services offered, it becomes more likely that the needs of all students will be met.

Current counselor preparation programs fall short in the area of career counseling and the CTE options available to support student comprehensive high school plans. Counselors must increase their understanding of career preparation pathways for students so they can develop meaningful high school guidance plans for students. Moreover, the number of counselors must be increased to reduce the quantity of individual case loads counselors face.

When students are able to interact with adult workplace mentors, they benefit in a number of ways. The students build a relationship with someone in the work world that can educate them on the expectations of work. They get a better understanding of the realities of the career path they are studying. Students may develop relationships and contacts that can help them in their post-secondary career pursuits.

- A. Increase access to student support systems (i.e. AVID-like, personal planning/individual career plans).**
- B. Expand the number of counselors and provide professional development for all counselors to ensure students are aware of multiple pathways to careers.**
- C. Increase access to mentor programs that are connected to current and relevant business and industry (i.e. internships/mentorships for students).**

**ACTION STEP 1:** We recommend that the AVID support structure for students be expanded to assist all students to focus on higher education and careers.

**ACTION STEP 2:** We recommend that the California Commission on Teacher Credentialing (CTC) incorporate training for counselors in pre-service programs on multiple pathways in CTE and require in-service training for existing counselors on multiple pathways in CTE and developing academic and career plans with students.

**ACTION STEP 3:** We recommend that the state include county programs in the supplemental counseling program to increase the access of the most at-risk students to career preparation counseling.

**ACTION STEP 4:** We recommend that various state professional organizations and unions support business participation in student internship programs to expand existing internship program options.

#### **IV. Accountability**

CTE must be accountable through formalized internal and external review processes that use data from a variety of sources to annually review the total program as well as individual student success. Accountability measures would be established based on students completing CTE coursework and program success would be assessed based on those measures.

- A. Collect longitudinal data on students upon leaving high school, linked to CSIS and related to coursework completed (i.e. working in apprenticeship programs or jobs with career ladders, enlisting in military, two-year and four-year colleges with or without remediation, two-year technical preparation programs)**
- B. Establish appropriate accountability measures for students completing CTE coursework (e.g. workforce readiness certificates, competency-based certificates).**
- C. Assess academic content through real world contexts in the statewide accountability system**

**ACTION STEP 1:** We recommend that the SPSSC work with CDE to identify data to be collected and linked to CSIS that identifies what options students chose upon leaving high school and coursework completed during high school.

**ACTION STEP 2:** We recommend that SPSSC work with CDE to establish workforce readiness certificates, competency-based certificates and industry-based certificates for the 15 industry sectors that can be issued locally based on statewide criteria.

**ACTION STEP 3:** We recommend that SPSSC work with CDE/SBE to add additional outcome measures to the Accountability Report Card that include: workforce and industry certificates issued; CTE course sequence/pathway/ academy completion rates; job placement/employment rates; matriculation rates into advanced training programs and/or postsecondary institutions; completion rates for CTE-related activities (CTE student organizations, service learning, project-based activities, community-based internships, cooperative vocational education experiences, and job shadowing); UC a-g CTE course completion rates.

**ACTION STEP 4:** We recommend the SPSSC work with CDE/SBE to develop and include performance-based assessments as part of the STAR CST tests for grades 9-12.

## V. Community Alliances

Career and Technical Education programs should be developed, implemented and maintained in partnership with secondary and postsecondary education, business, labor and other employers and agencies as necessary within each county. Incentives would fully engage business and industry in the identification, development and delivery of CTE programs. County-wide Community Alliances build strong partnerships that support students' education and transition to a career and/or higher education.

A county-wide Community alliance values:

- Sustainable and effective partnerships
- Defined outcomes at all levels of participation
- Delineation of roles and responsibilities at all levels of participation
- Diverse representation of the members of the alliance including:
  - Business and Industry, both large and small
  - Labor
  - Community Organizations
  - Parent Groups
  - Student Groups
  - Post-Secondary Institutions
  - K-12 Institutions
  - Other agencies or institutions as needed by individual counties

**A. Form a county-wide Community Alliance that incorporates existing advisory committees within local communities into one consolidated body that would review and recommend workforce development training programs in the county-wide area, assist with finding workplace internship opportunities for students in local businesses and industries, and assist with finding workplace internship opportunities for teachers in local business and industry.**

**ACTION STEP 1:** We recommend that each county superintendent establish a county-wide community alliance that embraces the values noted above. The purpose is to reduce the expectation for business/labor and other employers to serve on several different committees in the communities within the county.

**ACTION STEP 2:** We recommend that each county superintendent, in partnership with district superintendents, build stronger linkages with higher educational institutions to focus members of the alliance on student achievement goals (e.g. algebra, geometry) that support students' transition to careers and higher education.

## **VI. Funding**

Career and Technical Education is more expensive to provide the specialized training, equipment and facilities required for specific programs.

**ACTION STEP:** Significant new resources are needed to implement a robust, comprehensive education for California's students. To the extent resources are increased to support expanded CTE opportunities, they should be used to support the action steps outlined above in the high leverage policy areas:

- Standards-Based Curriculum and Instruction
- Teachers and Administrators
- Student Support
- Accountability

*Approved by CCSESA General Membership on October 16, 2007*