

California CTE Alliance

CACTE

CALCP

CAROC

CBEA

CCAE

CITEA

Field Group Discussion: Future of CTE

May 3, 2010

Yolo County Office of Education

1.0 Welcome and Call to Order – Steve Pinning, CAROCP President

The meeting was called to order at 10:00 a.m. by Steve Pinning.

Alliance members present:

CACTE	Mike Brunelle	President
CALCP	Valerie Vuicich	Member
CAROC	Irene Fujii	President-Elect
CAROC	Steve Pinning	President
CBEA	Fred Jones	Legislative Advocate
CCAE	Joanne Durkee	Contra Costa Co Adult Ed
CITEA	Lance Gunnersen	President

Guests present:

CAROC	Randi Scott	Executive Director
CAROC	Norm Kirschenbaum	Supt., Tri Cities ROP
CAROC	Paul Watters	Dir., Butte County ROP
CAROC	Rick Bogart	Supt. Capistrano-Laguna Beach ROP
CAROC	Gayle McLevich	ROP Dir., Yolo Co ROP
CCSA (California Charter School Association)	Colin Miller	Vice President, Policy
CCSESA	Rosaline Zyestra	
	Ronda Adams	CTE Committee Co-Chair; Assoc. Supt., Yolo COE
CDE	Patrick Ainsworth	Asst. Superintendent
	Dennis Guido	Consultant
	Michelle Oliveira	Consultant
	Clay Mitchell	Consultant
	John Dunn	Consultant
	Keith Edmonds	Consultant
CITEA	Chris Walker	Legislative Advocate
ConnectEd	Gary Hoachlander	President
ConnectEd	Rob Atterbury	Director
LAO	Jim Soland	Fiscal & Policy Analyst

2.0 Self-Introductions

Self-introduction of Alliance members and guests. Each person stated one thing that they wanted to accomplish at the end of the meeting.

3.0 Purpose of the Meeting

Steve stated that the purpose of this first meeting of the Alliance was to:

1. Discuss current legislative direction – AB2448 (2006); AB 2446, AB2648, SB1298, etc.
2. Discuss future of CTE/ROP in light of current Categorical, Tier III Flexibility and make recommendations
3. Determine how to unify efforts to strengthen the CTE delivery system in California

4.0 Current State of CTE/ROP

Dr. Patrick Ainsworth reported on the Multiple Pathways Feasibility Report. He said he would discuss the role of CTE in a bigger context within the high school. The Multiple pathways report will be out next week. Pat said that the CDE examined 17 different aspects of high school in the report. The major concepts in the report are:

1. Believe change of concept from a four year model to a system where students will graduate when they have demonstrated mastery.
2. Mastery and student progress through high school would be measured locally using multiple measures.
3. Utilize the adult ed funding to extend the continuum of learning from age 16 and beyond
4. Revise the ed code to reflect the purpose of high school is to prepare every student for postsecondary and career success.
5. Provide statewide equitable amount of funding per each student enrollment.
6. Provide districts capped amounts of incentive funding for dual enrollment/dual credit and excelling in other critical areas of performance.
7. Extend the school day and school year over a ten year period.
8. Expand the measures of API to include CTE completion and certification.

ROP Status / Challenges:

1. Flex funding
2. Ed code still exists
3. System has persisted
4. Legislature supports local control
5. LAO do away with CTE funding?
6. CTE system is fragmented
7. Is **recognized as the largest** reservoir of CTE expertise
8. Adapted course offerings in recent years—because of 2448, and the shifting of funding, a-g
9. Quality of delivery and district connections varies—some ROCPs have great relationships with their districts and others are just brokers of money, keeping track of things, and there are too many.

CDE Proposes to “Re-Purpose” ROCP:

1. Modifying the roCP mission, structure, and functions to provide statewide systemic support to increase school district capacity to offer CTE and to support MPs.
2. Establish a required career prep graduation requirement **career**
3. Increase work-based learning opportunities
4. Build up and consolidate the existing ROP structure on a regional basis
5. Require a regional board **of** participating districts
6. Create funding, support and accountability role
7. Provide leadership and expertise to the high school transformation efforts
8. Could be a JPA or a county model.
9. Provide 50-90% course funding to districts
10. **Provide** Data and quality control
11. **Provide** Professional development and technical assistance
12. Serve as the regional consortium to distribute Perkins funding
13. Distribute all other CTE funding

Ronda Adams asked if there had been any discussion about coordinating the regional services with the regional workforce investment boards. Patrick indicated, “No, we didn’t cover workforce development.”

5.0 How has flexibility impacted CTE due to flexibility of ROCP funds?

Randi Scott reported that last January and February CAROCP Board of Directors each prepared Impact Statements after the first year of Tier III Categorical Flexibility for the legislature. On average the ROCPs have the following decreases and reductions from the 2007-08 to the 2009-2010 school years:

Number of Students Served Reduced	18%
Number of Sections Reduced	19.6%
Number of Administrators Reduced	39.5%
Number of Support Staff Reduced	13.4%
Number of Teachers Reduced	18.4%
Budget Reductions	24%

Randi also reported that about six JPA-operated ROCPs (33% of the JPAs) and about six to eight county-operated ROCPs (16% of the County-operated) are affected by the “cat flex” option for school districts to utilize the ROCP funding for any educational purpose.

6.0 Legislative Review of CTE Bills (Dennis is providing more info here, Steve).

Dennis Guido from the CDE reported on the following CTE bills to watch:

- SB974 (Steinberg) Income tax: credit: career pathways investment credit.
- SB1440
- AB2448
- AB1223 (Block) Linked learning
- AB2211 (Fuentes) Work-based learning
- SB1298 (Hancock) Regional Occupational Centers/Programs
- AB2027(Blumenfield) On-Line Education
- AB1380

7.0 CTE Delivery System Discussion Group with Facilitation

Facilitators

Carolyn Nunes

San Diego COE

Penny Valentine

WHAT IS THE MAJOR THREAT TO CTE?

- Old stereotypes, persistent
- No demand for it—no demand within the system for CTE (system demands accountability, but no demand for CTE competency skills, no grad requirement)
- Lack of a statewide vision
- The amount of remediation students need
- Local budget pressures
- Not part of the accountability for the superintendents so it’s not a priority
- Lack of policy makers understanding
- Lack of professional development
- Isolation from the rest of high school
- Inequitable distribution of funding, some districts are growing and some are declining
- Status quo: capped program, no ability to grow unless somebody else declines
- CTE is not required for graduation or for university admissions
- Finding enough prepared teachers
- Cost of programs/equipment is expensive
- Cultural bias against CTE
- CTE teachers are not valued the same as academic teachers

- Inadequate funding for CTE
- CTE teachers are seen as substandard because of credentialing differences
- Can't have funding flex without policy flex (true local control)
- Either there is a lack of rigor or a lack of recognition of rigor that does exist

GIVEN WHAT YOU'VE JUST HEARD, WHAT'S HERE THAT YOU ANTICIPATED THAT YOU EXPECTED OR DIDN'T EXPECT OR ANTICIPATE?

- What's the definition of core program? Districts are defining what the core is due to budget cuts. CTE is not core; CTE has to be core.

WHAT INSIGHTS WERE TRIGGERED FOR YOU?

- Politics – this group appears to others as self-interest
- Need to get other voices to promote CTE
- We should consider playing offense instead of always being on the defense.
- If we could get CTE embedded in the new high school mission statements, we're going to be in the core.
- Working to make this change for a number of years; always been seen as an "add on"
- We're too dependent on others
- Need to be part of teacher education
- Parents may becoming aware that CTE is a strong possibility for their student
- Look at mission statement's from districts to see if CTE is part/mentioned

WHAT ISSUE REPRESENTS OUR BIGGEST CONCERN?

- The mission statements queue off of the federal and state recommendations for the models.
- We're not working at the federal ESEA level so that career technical education is a compulsory part of the requirement.
- ROCs are on the ropes right now. Stimulus money saved some, but not much carryover. The following year, it's going to be really bad. Time is critical.
- Adult Ed developed a strategic plan, CTE is a challenge for adult ed. They are integrating CTE into literacy and general education programs. All students should get the whole experience.
- With respect to Race to the Top, it points to the fact that these decisions are political decisions; no matter how good or great we are about what we do, One of the major threats is that we need other voices besides us. Broadening the base.
- Better pre-service credential classes for single-subject and multiple subject teachers.
- **Distractions of competing agendas create to what needs to happen for the will of the federal and state government to make change.** Political distractions...like STEM, which is Washington's version of CTE.
- See the threat as an opportunity. Gary Hoachlander has never been more optimistic. connecting CTE to the rest of the high school experience and post-secondary, middle school, and doing it in a way that we stop **talking about** just talking about CTE.
- State is facing a \$20 billion dollar deficit. It's urgent. Can't wait 10 years.

WHAT ISSUE REPRESENTS OUR BIGGEST CONCERN?

- CTE is not held accountable; we're not measured
- CTE is not part of the core expectation
- No one agrees on the purpose of public education
- CTE ~~not~~ seen as anti-college

WHAT IS THE PROBLEM WE'RE TRYING TO FIX?

(What is the negative result of what we're trying to fix?)

- Students don't have access to CTE

- Students dropping out, achievement gap, 46% not going on to college and don't have marketable skills
- Kids that thought they were going to college, were told they couldn't go because of college cutbacks.
- People must eventually go to work. Students should ask, "What's the path I need to take?"
- **CTE is not a valued part, an integral part of the core (essential element), of the K-16 educational system.** It is not seen as an essential element for transforming high schools. It isn't valued so it isn't considered to be essential element of K-16.

PATTERNS AND BEHAVIORS

- CTE classes closed
- Isolated political agendas
- A lot of students are moving out of the traditional K-12 system into alternatives
- Decline of student support services
- CBO search for funding
- Leaders are forced to compromise on previous beliefs
- Districts are forced to compromise on previous beliefs
- Students are getting taken out of CTE programs for remediation
- Breaking down the communication between departments
- Test scores are driving the decisions

WHAT ARE THE EXISTING STRUCTURES, RULES?

- Flexibility shifted accountability for decisions
- Categorical nature of funds
- Statutory Graduation requirements
- Ed code and Title V mandated how funds were to be used
- Perkins has become the funding in California for CTE; not supplemental
- CTE pipeline of course sequencing from middle school-high school-ROCP is broken
- UC/CSU Structure of a-g is the default for rigor
- Fiscal structure creates political barriers to reform
- Because of a shortage of funds, people don't want to see new uses of existing funds for reform
- Lost the teacher pipeline
- Finding a structure that doesn't marginalize CTE.
If we're designing high schools that attract kids, and involve industry support, that by design is going to demand more CTE and make it more difficult to cut
- Lack of students' life goal, guidance and counseling

WHAT ARE THE MENTAL MODELS VALUES AND BELIEFS OF THE ARCHITECTS OF OUR SYSTEM?

- College is considered the "end point", rather than a "way point"
- College defines success
- Remediate with more of the same
- Can't teach academic content in CTE
- CTE designated for a particular type of student tracking
- Loss of appreciation for the intrinsic value of top-quality CTE
- Rigor not recognized in CTE

NEW VALUES AND DESIRED OUTCOMES

- Recognize the inherent rigor of a quality CTE class
- No. of assessments: Model schools for CTE, 12 elements for Perkins, CTE course of study, etc.
- ~~Recognize the inherent rigor of a quality CTE class.~~
- Collaboration of CTE and academic teachers needs to be a two-way street

- Every student has the opportunity to take a CTE course
- Every student has an ILP, Individual Learning Plan, signed and monitored

NEW APPROACH THAT MODEL VALUES AND BELIEFS

- Effective industry partners
- Provide all teachers with student interest/aptitude data to guide lesson development
- Sharing of CTE and academic standards equally across education
- Inclusion of CTE in assessments
- Assessment of career readiness
- Gather data on how CTE improves academic performance
- Appreciate the gifts and interests that students have as they enter class.
- Creating an assessment to show the measured outcomes
- Collect CTE **data** on how it enhances academic performance
- All classes taught at the highest level of rigor and relevance
- Effective industry partners
- Get key policy makers out to see what is going on in CTE
- Look at Ag Ed programs and see what parts of that model we should use
- Students and Parents need to be our advocates
- CTE is part of the solution—to stop students from dropping out
- Need a more coordinated CTE effort
- Expand the students' intern experience beyond the classroom
- Pathway and ROCP expand the conversations in multiple areas
- **Determine** How **it** is going to be funded?
- Confluence of CDE departments showing interconnectedness between all factions
- Define quality CTE
- Solano COE working to become one system; sharing resources and coordinating work

NEW OPERATING PRINCIPLES

- Alignment of all resources at the state level to drive high school reform
- CTE costs more than traditional class; cost more expensive delivery system
- **Define** a CTE class. Sequence of courses from middle school, rules
- **Define** a CTE program of study.
- CCTC operating principles—legislative level needs to define quality CTE
- Strong demand so UC's will accept
- Equitable and adequate funding
- Counseling training programs
- Program that is outcome driven
- Expand regional governance structure

POSITIVE EVIDENCE OF SUCCESS

- Increased student graduation rates
- Increased student enrollment in CTE
- Decreased student drop-outs
- **CTE is an essential element that is required, funded, and measured**
- Increase in local demand for CTE
- Superintendents' are requesting more CTE
- Increased employment rate for hard-to-fill positions (ages 18-25)
- **Increase in number of employees with a** shortage of skills (Skills gap **increasing**)
- Local regional increase in economic development

- Students make informed choices in post-secondary options
- Business and industry influences key policymakers to support CTE
- CTE is part of schools' WASC accreditation process
- Expansion of CTE Alliance in support of CTE
- Students focus on careers
- CTE **has positive impact on** academic performance

WHAT CAN WE DO IN THE NEXT SIX MONTHS?

- As we go back to our constituents, start having conversations
- Start working on policy tasks, goals
- Indirect Lobbying (Marketing plan)
- Get a handle on the Multiple Pathways vision for regional CTE delivery model
- Read the Multiple Pathways Feasibility Report and see how we align with the recommendations
- Take today's work and put into a form that categorizes the big ideas and then list the ideas and tasks.

MAJOR PROBLEM SUMMARIZED

Summarizing statement from group: CTE is not a valued, integral part, or essential element, of the K-12 educational system.

MAJOR SOLUTION SUMMARIZED

Summarized statement from group: Define a quality CTE program, adequately and equitably fund it, and in a coordinated statewide CTE system, assess student outcomes and recognize success.

8.0 Next Meeting, date, time and place

The next meeting of the CTE Alliance and invited guests will be **Friday, May 14, 2010 at the California Manufacturing & Technology Association (CMTA) offices, 1115 Eleventh Street, Sacramento, CA.** Lunch will be provided. CITEA President, Lance Gunnerson, will be facilitating this meeting.