



Career Readiness in California

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**Public Schools Accountability Act
Advisory Committee**

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Presentation Overview

1. The new context: the 21st century skills imperative (video)
2. Career education in California
3. Career readiness expectations of California's secondary schools
4. Defining career readiness
5. Elements of a state career readiness policy



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Video: ***21st Century Skills: How Do We Get There?***

- Video not available for viewing.



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Career Education in California

- 58 Career Technical Education pathways across 15 industry sectors
- 450 state-funded California Partnership Academies
- Other locally supported career academies
- Assembly Bill 790 Linked Learning Pilot Program
- 344 local educational agencies receive federal Carl D. Perkins Career and Technical Education Improvement Act funding to support Career Technical Education programs



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- \$113 million in 2013–14 federal Carl D. Perkins Career and Technical Education Improvement Act funding
- \$21.4 million in 2013–14 state funding for California Partnership Academies
- \$15.3 million in 2013–14 Governor’s Career Technical Education Initiative funding pursuant to Senate Bill 1070
- \$4.1 million in 2013–14 state funding for Agriculture Incentive Grant Program
- \$3.3 million in 2013–14 state funding for Specialized Secondary Programs



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Career Education in California

Important definitions:

- **Participant** – A student who has completed the equivalent of a conventional 50-minute Career Technical Education (CTE) class taken five times per week for 180 school days, or approximately 150 hours of instruction in a state-recognized CTE sequence or program.
- **Concentrator** – A student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single, state-recognized, multi-hour course and is enrolled in the second half of that course.



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Important definitions:

- **Sequence of courses:**
 - Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple-hour course that provides sequential units of instruction and has a duration of not less than 300 hours.
 - Be coherent, meaning that the sequence may only include those CTE courses with objectives and content that have a clear and direct relationship to the occupation(s) or career targeted by the program.



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Important definitions:

- **Sequence of courses:**
 - Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.



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Courses assisted with federal Carl D. Perkins Career and Technical Education Improvement Act funding must:

- Be integral to an approved CTE sequence of courses.
- Be explicitly designed to prepare students with career skills that lead to employment (employment could be at the completion of high school, community college, apprenticeship, or four-year college or university).



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Courses assisted with federal Carl D. Perkins Career and Technical Education Improvement Act funding must:

- Have no less than 50 percent of course curriculum and content directly related to the development of career knowledge and skills. (The California CTE Model Curriculum Standards and Framework can be useful tools in ensuring and validating that there is sufficient CTE content embedded in the curriculum.)



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Courses assisted with federal Carl D. Perkins Career and Technical Education Improvement Act funding must:

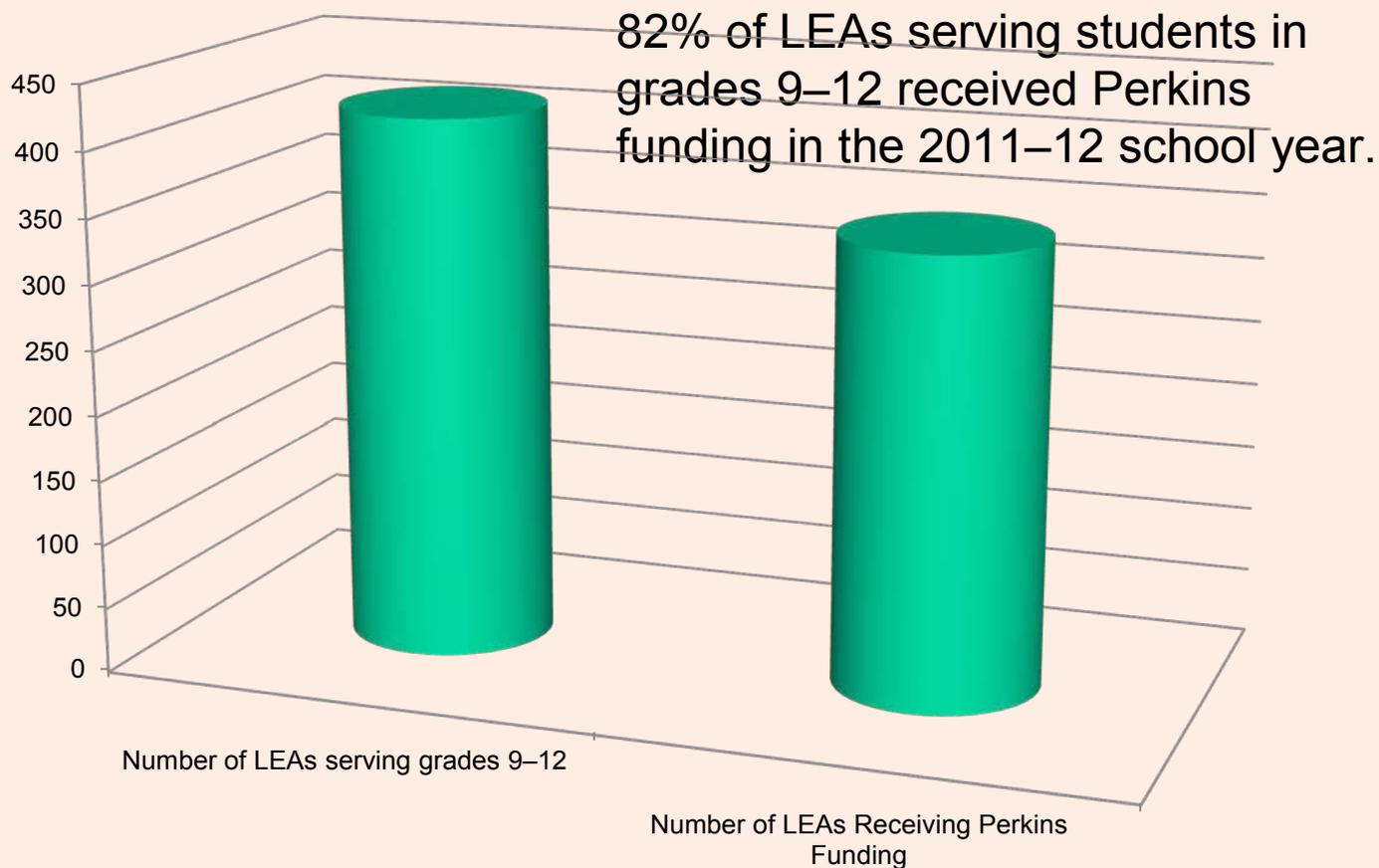
- Have business and industry involvement in the development and validation of the curriculum.
- Be taught by a teacher who meets the CTE teacher credential and occupational experience qualifications.



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Local Educational Agencies (LEAs) Comparison Information

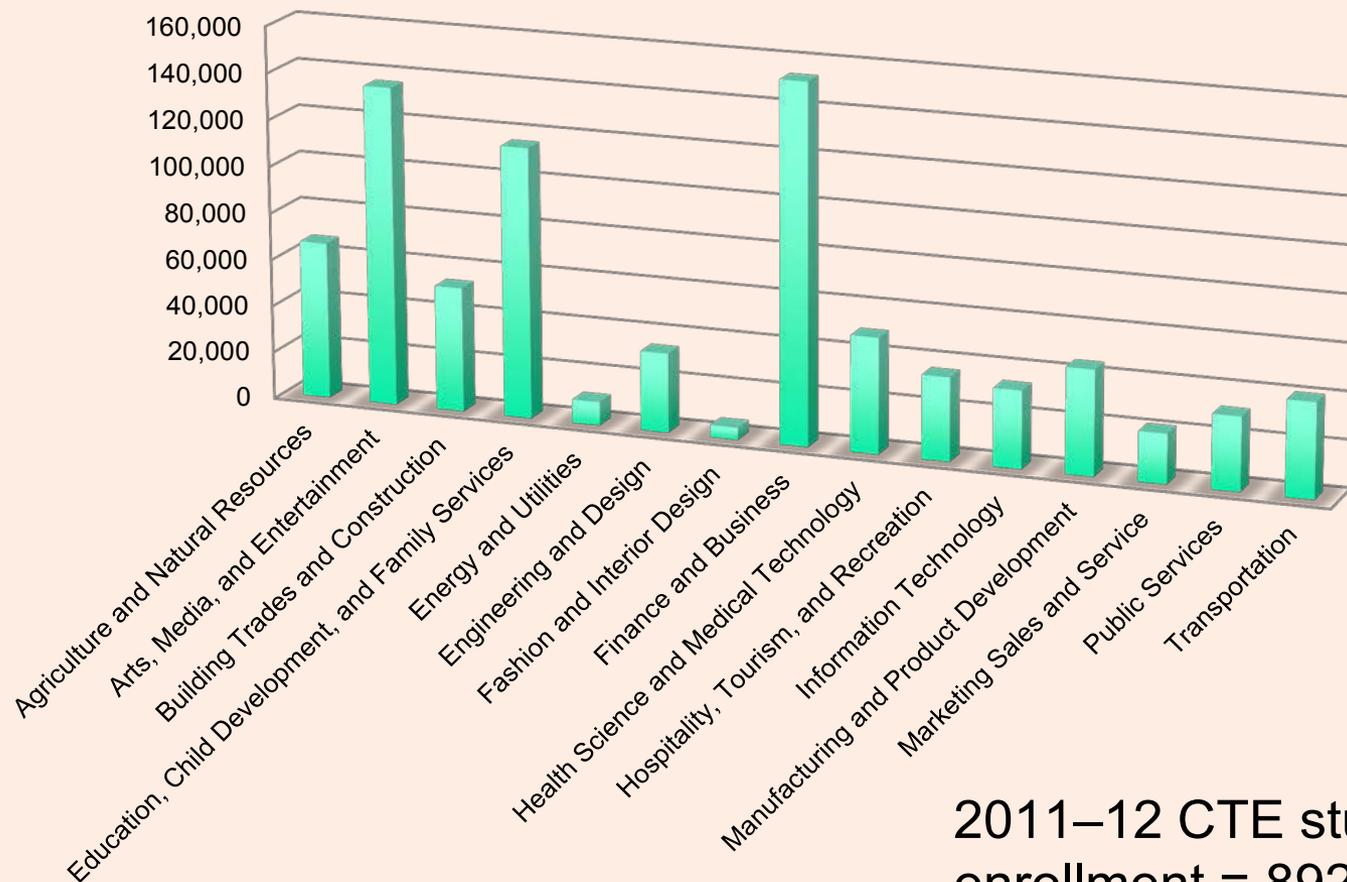




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CTE Course Enrollment by Industry Sector



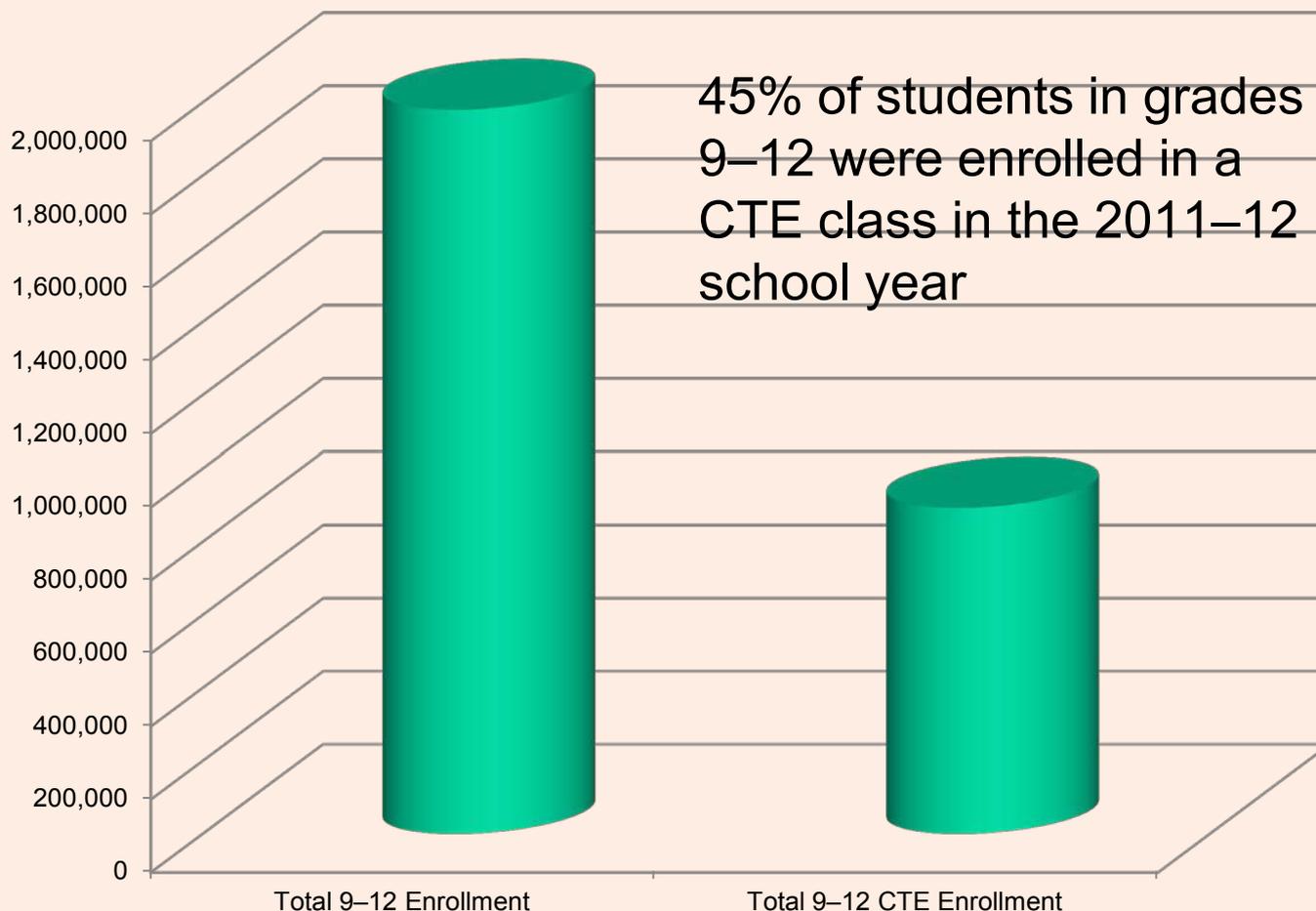
2011–12 CTE student
enrollment = 892,788



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CTE Student Enrollment

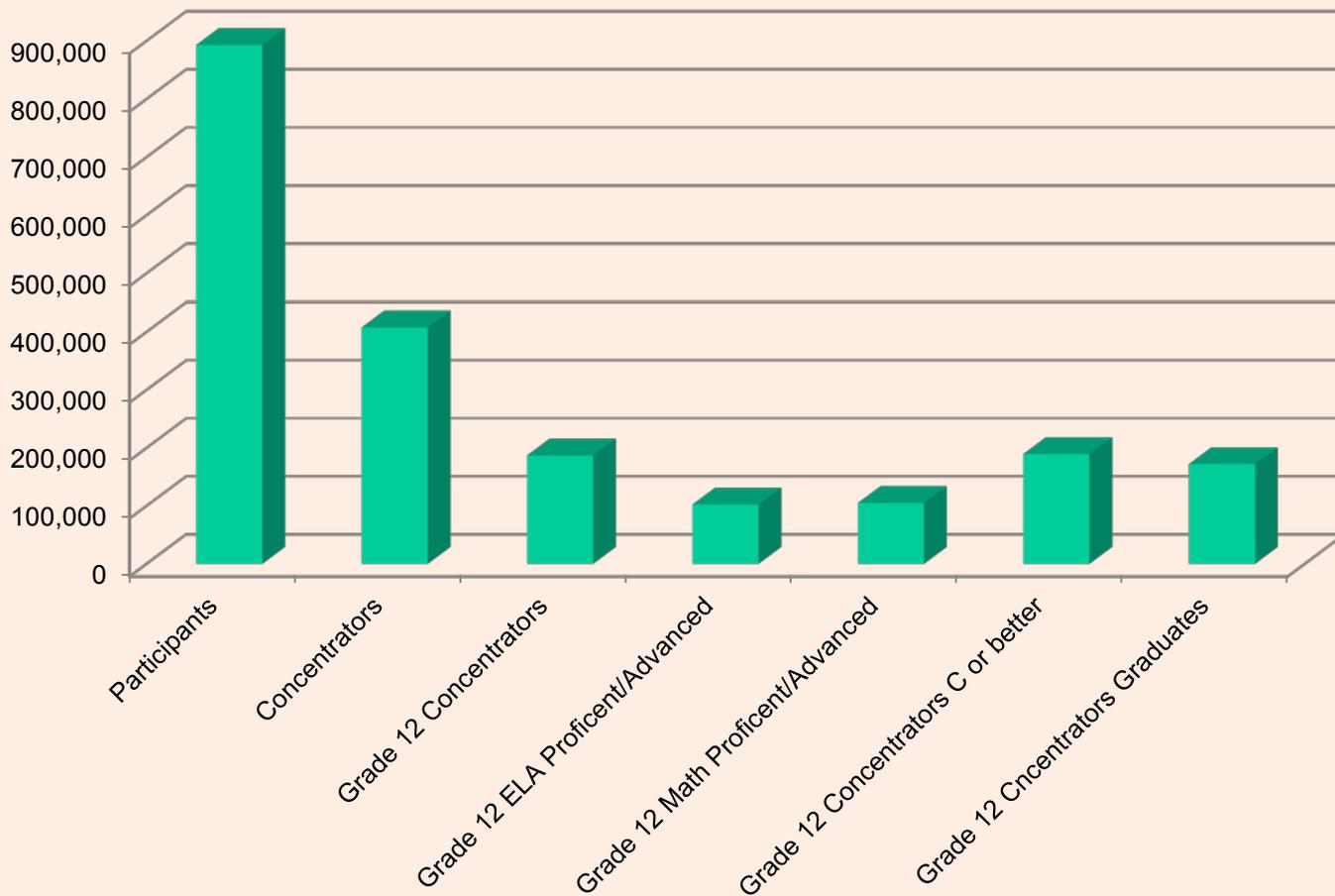




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Career Education in California

Data Collected for Perkins Reporting





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Career Readiness Expectations of California's Secondary Schools

- *Education Code* Section 51220
- *Education Code* Section 51224
- *Education Code* Section 51228
- *Education Code* Section 33126



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Defining Career Readiness

- California has not, to date, adopted a statewide definition of “career readiness.”
- In *Building Blocks for Change: What it Means to be Career Ready* (2012), the Career Readiness Partner Council, a national coalition of leaders from national education and workforce organizations, defined a “career-ready person” as one who “effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure, and successful career.”



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Elements of a State Career Readiness Policy

- Revised *Career Technical Education Model Curriculum Standards* (adopted by the California State Board of Education in January 2013)
- Revised *Career Technical Education Framework* (in development)
- Academic Performance Index reform (pursuant to Senate Bill 1458, Chapter 577, Statutes of 2012)
- Local Control and Accountability Plan requirements (*Education Code* sections 52060 and 52066)



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Elements of a State Career Readiness Policy

- Revised Career Technical Education Model Curriculum Standards (CTEMCS) help ensure students are career and college ready and prepare them for future careers.
- CTEMCS anchor standards aligned to CCSS in English Language Arts, and CTEMCS pathway standards aligned to CCSS in English Language Arts, Mathematics, and History/Social Studies, and to core ideas of NGSS.
- CTEMCS also contain 12 Standards for Career Ready Practice



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Questions?

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