# California Department of education

February 12, 2019

# Summary of Public Feedback on the

# Guiding Policy Principles to Support K–14+ Pathways

The public feedback window for the *Guiding Policy Principles to Support K–14+ Pathways* opened on August 24, 2018, and closed on November 30, 2018. All comments were obtained through a survey administered by the California Department of Education (CDE). The CDE received feedback from 46 commenters. One commenter was removed because it was determined to be spam, this document contains comments from the remaining 45 commenters. All comments will be shared with the Guiding Policy Principles revision team, and the team(s) developing the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) transition and state plan.

## Preamble

| Commenter | Comment |
| --- | --- |
| Valerie Backus, Career Technical Education (CTE) Coordinator, Murrieta Valley Unified School District (USD) | It's concise and clear. Please remember that in our focus of [Kindergarten through Grade Fourteen] "K-14," 12/14ths of the population is [Kindergarten through Grade Twelve] K-12. Community Colleges are a significantly smaller fraction of the students being served and K-12s need to be able to drive more of the conversation (and funding). |
| Matt Baffunno, Agriculture (Ag.) Department Head, Perkins Coordinator | Very Good. |
| Gina Boster, Director, CTE, Corona-Norco USD | It works. I find it a bit wordy. |
| Eryn Bowers, Teacher, Manteca USD | This survey doesn’t have an “Other” area... When will the push for CTE be a-g recognized and count as a major category? I’ve done my fair share of asking around how often people who work use Art. I’m willing to bet we will have the same results if you asked everybody on the committee for [Workforce Pathways Joint Advisory Committee] WPJAC. We need to push and have a-g change their policy to better serve our students to be career and college ready. Seems like we are continuously making improvements to better serve the students of California and not everyone all students can take advantage of this opportunity because they have to take certain courses for the [University of California] UC system. Thank you for your time. |
| Lisa Castillo, District Director of College and Career, Cutler Orosi Joint USD | Preamble #2 should also include collaborative partnerships and identified shared outcomes with industry and workforce partners or be a separate #3. |
| Chuck Christie, Board Member, Yucaipa-Calimesa Joint USD/Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) | Idealistic, but moving in the right direction. Meaningful collaboration is complex and will depend on strategic allocation of resources best designed to meet regional pathway effectiveness and efficiency of limited State and local resources. |
| Jewyl Clarke, Integrated Curriculum Coordinator, San Diego County Office of Education | If the goal is high quality, the three areas of work don't seem to meet that as there is no listed focus in the preamble on instructional practice. (Only infrastructure, alignment and transition are listed). However, this does seem to be addressed in the sections below. |
| Kimberly Dalton, Director of Human Resources, Long Beach USD | "1) signaling the infrastructure needs"--This seems unclear. Does this mean working with industry to determine expanding job markets and possible programs and classes to prepare for those needed jobs? |
| Lisa Decker, Coordinator of State and Federal Programs, CTE Administration | The goal is applicable and somewhat measurable. The principal of continuous improvement is vital to this program when so many schools are discontinuing the CTE programs. |
| Anna Fontus, Policy Manager, Linked Learning Alliance | It would be great to connect this work to goals for students and the economy. When trying to address workforce shortages and discuss skilled worker pipelines, stakeholders rarely look to high school career pathways as a starting point. Given the investment by the state, it may be prudent to clarify that these educational programs are being built to serve and empower students, but to also provide employers with great workers. |
| Cynthia Gleason, Principal, Fontana Adult School-Fontana USD | 3) Reinforcing student supports during critical transitions leading into high school, community college, and beyond. Is this statement inclusive of students whose transition includes adult education? (See also Guiding Policy 1 and 2, and Essential Elements 11.) |
| Kathy Hamilton, Director, College and Career Connections, Elk Grove USD | Looks good. |
| Thomas Hanson, Administration, Mission Valley Regional Occupational Program (ROP) | If the goal of the WPJAC is to build connected, equitable, accessible, and high-quality K-14+ college and career pathways, I would recommend keeping communication to the field as simple as possible, even though each of these attributes is likely very complex on the local level. What you are going to find in this survey effort is as many different responses as responders to many of these prompts. The chunks of material may be too complex, or too big, or both. I would suggest providing a variety of program models for the field to study and try to emulate - with data correlations to support goals. |
| James Hattar, Community Recruiter (Teacher on Assignment), CRY-ROP | Providing support from middle school to community college. Equity in the pathway offerings and internships opportunities throughout. |
| Elena Hernandez, Peer Coach Leader, CRY-ROP | It is essential to provide support and resources for cross-system collaboration. Ensuring equity in pathway offerings helps to improve and maintain high quality education for all. |
| Crystal Hickey, Advisor, CRY-ROP | Support from all levels from elementary to high school levels. Focusing on key pressure points for supporting cross-system collaboration: Student Support. |
| Charlie Hoffman, Superintendent, ROP | The very first paragraph seems to assume that the desired quality level programs do not exist, or are very rare. This line of thought seems to permeate and pollute the entire roll out, including comments made by presenters at various convenings regarding the Grant program. |
| Stephanie Houston, Superintendent, CRY-ROP | Collaboration for the purpose of improving educational and economic outcomes is complex. Communication, identification of common goals and shared outcome measurements, require that all partners feel mutually respected and accountable. It is imperative that the WPJAC create the conditions that will support leadership, trust, and commitment to keeping students first in practices. Leadership must operate from a place of shared purpose and trust of each other’s intentions. |
| Daphne Hunter, ASL/CTE Teacher, CRY-ROP | Create a framework that provides early career exploration starting prior to student enrollment in high school; like while in middle school and introduce or involve local stakeholders to be part of creating and expanding current pathways, job shadowing opportunities and even internships. |
| Jennifer Johnson, Principal, Education | It is very general and overarching. |
| Laura Koger, CRY-ROP | Infrastructure needs to be addressed would be the modifying of silos that are historical in education regarding elementary, middle and high schools and post-secondary training. It is essential to provide support for cross-system collaboration. |
| Mark Lushenko, CTE Teacher | Change the first sentence to: The California WPJAC reconvened in 2017. Remove passive voice in the second sentence. Remove the phrase "as necessary" at the end--it is not necessary. |
| Wendy Mayea, Assistant Director of Student Support, Simi Valley USD | I agree with the needs identified. |
| Adele McClain, Coordinator of 2 schools and field team member for Adult Education Block Grant (AEBG), member of VVCAERC | Administrators must be reaching out to local employers and start-up companies to assess vacancies. County information is too vague and is often unrealistic for rural providers to create meaningful pathways to sustainable employment. In our Consortia Hesperia Adult School has the best model for pathways using programs on the local [Eligible Training Provider List] ETPL list. |
| Christopher Mcclung, Curriculum Developer, CRY-ROP | Create a structure that supports a streamlined cradle to career path for students. The structure would include career exploration, development of skills across multiple education experiences and connect students to industry professional with guidance and community. |
| Wendy McClung, Teacher, CRY-ROP | Creating a framework that allows for education directly related to the student's career pathway that is cross-cultural, encourages student involvement in the community and industry outreaches or practices, and encourages mentorship through critical transitions. |
| Lynn McConville, Assistant Principal, CTAE, Poway USD | Agree with the focus on equity, accessibility, and alignment across systems. Thank you for adding the words 'student-centered delivery of service'. Focus should be on [Kindergarten through Grade Sixteen] K-16+. Less focus should be placed on immediate employment, particularly at the younger grades and more on exploration, transferable skills and a well-rounded education that allows students to find the right education, career and the ability to advance in that career. Collaboration across systems (K-16+) needs to take this into account so that students have success depending on individual maturity and needs, with the necessary tools to transition successfully. Give LEAs and partners time - regional collaboration takes time and resources and should be supported. |
| Brian Miller, Principal, Kern High School District/Regional Occupational Center | Preamble is appropriate and reflective of the intent of the principles. |
| Esteban Monge, Work-Based Learning Specialist, Grossmont Union High School District | I believe that students should have access to CTE pathways and have multiple entry points within a pathway. There needs to be a clear definition in defining a pathway completer. Collaboration across systems takes a lot of time and resources which often time creates a barrier for collaboration. If Collaboration across K-14 will require a cohesive mechanism for moving students along the system to ensure they can make an easy transition post K-12 education. |
| Alma Orozco, Employment Placement Specialist, CRY-ROP | Creating a framework that introduces career exploration starting at the elementary school level. |
| Carmita Pena, Coordinator of College & Careers, Woodlake USD | It's great that it is tied to postsecondary programs. This alignment is much needed. |
| Carol Perea, CTE Instructor- Business Communication | 10 "Signaling the" seems an awkward choice of words for identifying or recognizing infrastructure needs, I know the definition means bring about action but it is not commonly used language structure. In 3) reinforcing student supports....would read more appropriate if it were simply student support. As written it sounds like duct tape being put on crutches. Is it intentional to only have Community Colleges in #3? Suggestion- 3) reinforcing student support during critical transition periods leading from middle school to high school and high school to college and beyond. |
| Irene Perez, Teacher, Business/ROP Teacher | This sounds great in theory and on paper. However, my experience has been that counselors and teachers at the high school level promote [Advanced Placement] AP classes above everything else. We need many paths to get the correct career and skills for all students. |
| Steve Pinning, Director, Linked Learning & CTE, Palm Springs USD/District CTE Administration | Not clear what is meant by "signaling the infrastructure needs." in number 2 on the list consider adding "and supporting" in addition to promoting regional and local educational efforts for alignment. |
| Deidra Puentes, Community Recruiter- Teacher on Assignment, CRY-ROP | I develop a process that will identify best practices in regional and local alignment across all education levels, and evaluate the success of current student support systems. These results will assist in the identification of common infrastructure needs across the state and enable the development of a systemic approach to meeting those needs. |
| Brooke Quinones, Executive Administration Assistant, CRY-ROP | What about shared outcome and accountability? |
| Sheryl Ryder, Executive Director, Career Development, Placer County Office of Education | The Preamble is committee centric. It focuses on the members' thinking processes, rather than just the agreed upon overarching goals. Some sentences can be omitted: "Several common themes have emerged from the work of the California WPJAC since it reconvened in 2017."; "points raised to the WPJAC members since 2017…" It does not highlight industry or community involvement, nor does it include Adult Ed. |
| Brigitte Sarraf, Director of Assessment and Evaluation, Administrator | Ok as stated. |
| Ed Schmalzel, Principal, Clovis Adult Education | Overall report is well-written and an easy read. Absence of adult education is concerning. No mention of adult ed. I cannot tell if we belong in K-14+ or not. Hopefully we are part of these principles and can be part of the solution. |
| Raelynn Sharp, CTE Project Specialist, Sacramento County Office of Education | The document is titled Guiding Policy Principles to Support K-14+ Pathways, yet there is no mention of elementary or middle grades. Career exploration needs to begin in elementary grades and pathway programs AND career exploration must be available in middle grades. 9th grade is too late to begin the exploration process. |
| Teri Sprecco, Director II, College & Career Readiness, Grossmont Union High School District | I appreciate the focus on equity, accessibility, and alignment across systems. However, we must keep in mind where the students are in the pipeline to ensure their developmental needs are addressed. For example: At the high school level, CTE is focused more broadly on preparing students with academic, technical, and work-ready skills, not just immediate employment. Collaboration across systems needs to take this into account so that students have success where they are, with the necessary tools to transition successfully. Regional collaboration takes time and resources and should be supported with ongoing funding. Accountability measures need to be aligned and consistent. |
| Emilio Urioste, Director Adult Education, Burbank Adult School | The Preamble is riddled with vague terms. This statement should be direct and easy to comprehend. Paragraph two is especially awkward and vague. |
| Tracie Zerpoli, Superintendent, CAROCP | It is not clear, provide more detail. For example, what does signaling the infrastructure needs? Of who, what and where? Or What salient points were raised to the WPJAC? |

## Guiding Policy Principles

| Commenter | Comment |
| --- | --- |
| Valerie Backus, CTE Coordinator, Murrieta Valley USD | The policy principals seem very education sector focused. There is little to evidence industry and business is involved in these principles. Also, Advance CTE has done much of the same thing in their Putting Learner Success first (<https://careertech.org/vision>). While it's nice to have "The California Way," there are others who have beaten the path already and it’s a good path. If we are to align systems and resources, we should align with the national work being done. |
| Matt Baffunno, Ag. Department Head, Perkins Coordinator | Good points. |
| Gina Boster, Director, CTE, Corona-Norco USD | I believe you have hit all the key points of a high quality CTE program. |
| Eryn Bowers, Teacher, Manteca USD | Should it be career and college? |
| Lisa Castillo, District Director of College and Career, Cutler Orosi Joint USD | #1 should include "Employability Skills Set" and Industry specific CTE skill set. They are different and both critical to developing the whole student for college and or career. |
| Chuck Christie, Board Member, Yucaipa-Calimesa Joint USD/CRY-ROP | The principles are individually sound as ideals, and especially if we assume unlimited funding. The limited and inadequate funding currently at play will likely lead to winners and losers regionally, and between the competition among guiding policy principles. |
| Kimberly Dalton, Director of Human Resources, LBUSD | "A priority is to pivot towards purposeful integration of the student experience across systems and into college and career"--Pivot indicates a change but for someone outside of the Pathway system it leads to questions which are not answered in this section. I recommend removing "to pivot towards. #5 says "ensure state priorities and direction lead the state plan"--Are these priorities focused on future jobs and the preparation for these jobs? |
| Paul Dautremont, Director, College & Career Readiness, Grossmont Union High School District | Looks good. |
| Lisa Decker, Coordinator of State and Federal Programs, CTE Administration | The guiding principles are comprehensive but how will they be implemented? What will that look like and how will it be measured? |
| Anna Fontus, Policy Manager, Linked Learning Alliance | This section begins with a reference to college AND career pathways, but the end of the sentence separates educational progression from meaningful employment. If we want these programs to truly open as many doors as possible for students, they need to be prepared for both "tracks". To accomplish this, there needs to be a call to action for schools/districts to provide equitable access to programs to complete the a-g sequence and develop industry specific skills while in high school. It is also worth emphasizing that while this document and portions of the CDE website refer to "college and career" pathways/programs, the majority of career pathways still focus on providing a CTE sequence.  |
| Cynthia Gleason, Principal, Fontana Adult School-Fontana USD | 5. Ensure that State Priorities and Direction Lead the State Plan with opportunities in Perkins leveraged to assist in accomplishing the state goals and objectives, also known as “the California Way.” Could the last portion, "also known as "the California Way."" be left off? Is that official language that will be used to refer to the State Plan? |
| Kathy Hamilton, Director, College and Career Connections, Elk Grove USD | Looks good. |
| Thomas Hanson, Administration, Mission Valley ROP | Just in the first five guiding policies, there is a lot to consider. The trouble is the state has not funded existing systems to always meet these priority goals, and the systems have been grossly underfunded at that. A competitive funding environment is not likely the way to achieve all these goals for all students - more evidence of an under-funding. |
| James Hattar, Community Recruiter (Teacher on Assignment), CRY-ROP | Expand the introduction of CTE into middle schools. Inform parents about the importance of CTE in their child's future and in their community. |
| Elena Hernandez, Peer Coach Leader, CRY-ROP | True equity and access means that districts do not have to compete for funds. Award funds in an effort to build better pathways that provide opportunities on all levels (elementary, middle, high, continuation, & adult). |
| Crystal Hickey, Advisor, CRY-ROP | Focus on Student-Centered Delivery of Services, promoting and giving student access by learning beyond the classroom structure. Delivering options through virtual learning, and online courses connecting with industry sectors. Promote CTE classes available for students. |
| Charlie Hoffman, Superintendent, ROP | Again, where programs exist that contain and embody these desired principles, the grant program should support and sustain them, not devalue and force contrived expense by assuming that these desired principles do not exist or are very rare. This line of reinventing the wheel everywhere thinking permeates this entire document which will limit the opportunity for high quality program providers to meaningfully pursue grant funds if it restricts use of the funds to the creation of news programs and program expenses. |
| Stephanie Houston, Superintendent, CRY-ROP | Ensure that the student voice is in the room when decisions are being made by the WPJAC. The goals of equity, access, system alignment, building capacity and support of state priorities are indeed important. However, setting those goals within the back drop of a competitive funding environment that is painfully underfunded by design, sends mixed messages. If these elements are priorities, then fund them fully, and do not set up districts and regions with winners and losers based on their ability to win competitive funds. |
| Daphne Hunter, ASL/CTE Teacher, CRY-ROP | Promotion of equity and access to all students to have the opportunity to choose from multiple CTE programs representing all industry sectors regardless of zip code. |
| Jennifer Johnson, Principal, Education | All five principles are important. Equity and access also needs to address students of poverty and eliminating gaps to both college and career paths. |
| Laura Koger, CRY-ROP | Promote Equity and Access by eliminating institutional barriers and achievement gaps for all students to realize their educational and career aspirations: Expand the introduction of CTE into the middle schools, Provide on-line introductions into CTE pathways for middle school students and parents, and Educate parents regarding the opportunities CTE education provides students |
| Wendy Mayea, Assistant Director of Student Support, Simi Valley USD | The accountability model for districts is ever changing and communication about these changes needs to be consistent between the vision for CTE, state documentation and measurements, [California Longitudinal Pupil Achievement Data System] CALPADS training and communication, and county as we work to providing High Quality Pathways. There needs to be a four year plan by which pathways stabilize for this to be a realized model. With "flexibility" at the state, unclear expectations and destabilization have been occurring, equating to unclear and unrealized goals. |
| Adele McClain, Coordinator of 2 schools and field team member for AEBG, member of VVCAERC | Policies and principals need to take into account that those clients with the greatest need (the least education) should be granted payment points based on their progression towards eligibility to CTE classes. |
| Christopher Mcclung, Curriculum Developer, CRY-ROP | The committee’s efforts must be always student-centered. The committee must also focus on aligning the different educational agencies and systems to provide access and equity to all students from K-14+. |
| Wendy McClung, Teacher, CRY-ROP | Education must be focused on individual learning styles and needs, focusing more on socioemotional development and applicable real-life skill building. These real-life learning experiences must begin in elementary school in order to prepare the students for the critical thinking skills needed for higher learning and career readiness. |
| Lynn McConville, Assistant Principal, CTAE, Poway USD | The Principles are valuable concepts. Thank you for adding the words 'student-centered delivery of service'. The principles should allow for flexibility in local implementation, with defined accountability measures and expected outcomes. Long-term success for our economy will be based on our students developing skills that transfer as industry changes, not discrete skills for a particular career pathway. Stakeholder input from the district level should be solicited as these guidelines are developed. Common accountability measures need to be age appropriate. Not sure I understand what the "California Way" is. |
| Brian Miller, Principal, Kern High School District/Regional Occupational Center | We have made great strides in career pathway development the past four years. Relationships between K-14+ partners are at an all-time high and trending upward. In order to be successful in truly creating programs that have a student-centered delivery focus and are aligned to workforce needs we must get have better access to data across K-12, community college, 4 year schools, and the workforce. This is the only way that we will be able to measure whether or not the work that is being done will be successful. I think this focus is reflected in the systems alignment language, but I am not convinced that there is the urgency that is needed at the state level to get this systems aligned and give us at the local level access to the data that we need. |
| Esteban Monge, Work-Based Learning Specialist, Grossmont Union High School District | California has a very diverse business sector and many opportunities exist on a regional level only. It is important to consider that labor markets can quickly change therefore, CTE pathways must me allowed the freedom to adapt to labor market trends by working closely with affiliated Economic Development Councils. Guidelines also need to have very clear accountability measure so that districts can have a clear focus when delivering long-term strategic plans. If our business sectors change, there needs to be mechanisms, support and funding to restructure a district’s CTE pathways. |
| Alma Orozco, Employment Placement Specialist, CRY-ROP | Creating a system that aligns and collaborates between multiple agencies and that strives for continuous improvement. |
| Carmita Pena, Coordinator of College & Careers, Woodlake USD | The state priorities need to be looked at and modified to include credentialed teachers who have single subject credentials but teach a pathway course to count as a high quality CTE pathway program. This is a dilemma for many districts who, under the guidelines of "No Child Left Behind" were no longer hiring CTE credentialed teachers. It does not make sense that a single subject credentialed teacher who has taught Art for over 15 year and has a 3 sequence course pathway cannot count as a highly qualified pathway. These are some of the discussions that need to take place at the state level. |
| Carol Perea, CTE Instructor- Business Communication | 3) What do "economic regions" have to do with system alignment.... 4) Support Continuous Improvement, leave "the" out. And what "components?" what are those?? Leave that word out. |
| Irene Perez, Teacher, Business/ROP Teacher | I think these are honorable goals. I hope they can be achieved. My experience has been that my classes were not seen as classes that "kids going to college" should take. Even though I taught budgeting, writing a resume, interviewing skills, entrepreneurship, management, marketing and more. I also brought in guest speakers from industry to speak on a variety of subjects; and to be judges to students who created their own businesses. |
| Steve Pinning, Director, Linked Learning & CTE, Palm Springs USD/District CTE Administration | In Number 5 ...leveraged to assist in accomplishing the state goals and objectives... Maybe specify the state goals and objectives. As stated now it is wide open. Overall, I like these as guiding policies. |
| Deidra Puentes, Community Recruiter- Teacher on Assignment, CRY-ROP | Ensure that all stakeholders are using the same definition for the Guiding Policy Principles. This will enable the WPJAC to provide a clear and consistent message across the state regarding the needs and expected outcomes for each of the Guiding Policy Principles. For example, how will Student-Centered Delivery of Services be measured, what are the specific benchmarks that should be present to demonstrate that it is happening across the state, regardless of where a student attends school? |
| Brooke Quinones, Executive Administration Assistant, CRY-ROP | CTE needs to be specifically stated. Promoting equity and access are priority however without fully funded programs there isn't support for all students. |
| Sheryl Ryder, Executive Director, Career Development, Placer County Office of Education | Replace "pivot toward" with "ensure." |
| Brigitte Sarraf, Director of Assessment and Evaluation, Administrator | OK as stated. |
| Raelynn Sharp, CTE Project Specialist, Sacramento County Office of Education | Principle B - Promoting equity and access is important. It's also important to recognize and address the fact that in many schools, CTE courses are "dumping grounds" for special pops, under performing, and problem or difficult students. Often the value of CTE courses is not recognized by site administration, counselors or both. Principle E - Most people have never heard of "the California Way" much less know what it means. |
| Teri Sprecco, Director II, College & Career Readiness, Grossmont Union High School District | The Principles are valuable concepts. California is a big state with diverse regions and populations. The guidelines developed to implement these principles need to be clear and manageable. They should be based on student needs, as well as the on regional workforce demands, while allowing for flexibility in local implementation. Labor Market changes over time. Long-term success for our economy will be based on our students developing skills that transfer as industry changes. Stakeholder input from the district level should be solicited as these guidelines are developed. This input needs to be incorporated to ensure that guidelines are reasonable and manageable at the district level. Common accountability measures need to be age appropriate. |
| Emilio Urioste, Director Adult Education, Burbank Adult School | The bolded terms are very helpful to the reader. Much more direct than the preamble. |
| Tracie Zerpoli, Superintendent, CAROCP | Excellent, most all of the principals are clear and defined well. Number 4 could use more explanation. It is very close to number 3. Also “The California Way" is not well defined. Is it different from the National Way? I believe you are missing some very important principles like, making sure we create a data system that can capture REAL data of what happens to our students when they leave us and also what about business and industry they are key to our success. What do they want? How do we align our programs to their needs? |

## Essential Elements

| Commenter | Comment |
| --- | --- |
| Valerie Backus, CTE Coordinator, Murrieta Valley USD | Is this akin to the K-12 11 elements of a high-quality (HQ) CTE model? If not, why? How will the two be aligned, especially considering all the work that's been done in K-12 as they use the self-review tool provided by the CDE? And again, where is the industry, [Employment Development Department] EDD, labor market input as part of this ultimate alignment? Also, how are we aligning to the national system (<https://careertech.org/cctc-alignment-study>)? |
| Matt Baffunno, Ag. Department Head, Perkins Coordinator | Looks good. |
| Gina Boster, Director, CTE, Corona-Norco USD | #2 Why are only two sub groups identified? Should the language more closely align to the [Local Control and Accountability Plan] LCAP? #4 Does this include the State Superintendent of Instruction? #5 is very thorough - good. #7 Need to promote more communication between CDE and CTC for proper teacher credentialing and the State’s accountability system. #8 The system needs to do a better job of promoting/requiring K-12, community colleges, and 4 year college to collaborate. |
| Lisa Castillo, District Director of College and Career, Cutler Orosi Joint USD | Use language from service review tool. Simple. Districts have to report this to all stakeholders at advisory board meetings, parents, community, and school boards. #5 Add certifications to badging and credentials #9 Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught - This needs to be revisited because when [California Career Pathways Trust] CCPT 1/2 funds came about the purpose was to establish industry specific pathways and academies. Many districts partnered with Project Lead the Way and sent content specific math/science teachers to receive professional development, training and certification- very rigorous and costly.  |
| Chuck Christie, Board Member, Yucaipa-Calimesa Joint USD/CRY-ROP | The "Essential Elements..." are on target and can provide incremental improvement to current practice. However, without major funding increases attainment of the objectives are likely to be highly limited. |
| Jewyl Clarke, Integrated Curriculum Coordinator, San Diego County Office of Education | These do not match the 11 elements currently part of the self-studies in K-12 CTE. There is no reason to have two separate lists of essential elements of a high quality pathway, so either these should be based on the current 11 element self-study or replace the current elements (however that leaves a few key elements out that districts have been working on), or else you could potentially rename this. It seems to be very confusing to have two different lists of the 11 elements of a high quality pathway. |
| Kimberly Dalton, Director of Human Resources, LBUSD | This section is clear and expands upon what the actions will be throughout the system. |
| Paul Dautremont, Director, College & Career Readiness, Grossmont Union High School District | Looks good. |
| Jamie Davenport, CTE Curriculum Specialist, Grossmont Union High School District | I would like to see something included in this section regarding increasing the level of state support for [California Partnership academies] CPAs and Linked Learning pathways as they are both proven models for rigorous, integrated curriculum that effectively incorporates work based learning. The school-within-a-school structure of a CPA is specifically designed to offer additional support to at-risk students and is therefore, focused specifically on increasing both equity and access. CPAs have a proven track record of graduating students at a higher rate and effectively preparing them for post-secondary opportunities, and this should be acknowledged. Consistent (and even increased) funding for both CPAs and Linked Learning Pathways should play a central role. |
| Lisa Decker, Coordinator of State and Federal Programs, CTE Administration | Will this become the new self-evaluation tool and replace the old one? It looks very similar to the existing document. |
| Anna Fontus, Policy Manager, Linked Learning Alliance | Again, this definition assumes that programs are already integrating college and career preparation. This section should make a clear call to action for districts to offer supports for all students to be successful in a four year college AND a living wage job placement. The first element discusses systemic barriers to a successful college and career system--one of the barriers is a separation of these two modes of preparation. |
| Cynthia Gleason, Principal, Fontana Adult School-Fontana USD | 1. Appreciate the language "multiple entry points". 7. " (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid)" Should the word "for" be removed between "to," and "students"? 8. "Ensures equity and access for all students." Will this include adult learners at adult schools operated on the K-12 side? 11. "This includes but is not limited to K–12 Education, Adult Education” Appreciate the inclusion of AE. Does this mean K-12 adult school are eligible for inclusion in district Perkins plans and may receive funding as well? |
| Kathy Hamilton, Director, College and Career Connections, Elk Grove USD | Looks good. |
| Thomas Hanson, Administration, Mission Valley ROP | I am aware of many of my biases working in a [Joint Powers Authorities] JPA/ROP, but I really do think the best way to provide these high quality elements in programming is through ROPs that have always been able to focus on how to do this work as a highest priority and central mission. This is just not true for other CTE systems that are internally at conflict with delivering core content - which is commonly the K-12 district's main priority. I think the list of HQ elements is great - you should focus on how and who is best designed to deliver them. |
| James Hattar, Community Recruiter (Teacher on Assignment), CRY-ROP | Building student interests through programs that allow students to discover engaging career pathways. |
| Elena Hernandez, Peer Coach Leader, CRY-ROP | High-Quality, Integrated Curriculum and Instruction informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Labor market information needs to be broadly communicated through all levels of K-14 starting in elementary school. Families need to be educated as to the opportunities, both regional and global that are unseen in their own neighborhoods and beyond the scope of their direct experience in the workforce. |
| Crystal Hickey, Advisor, CRY-ROP | High-quality, Integrated Curriculum and Instruction - Rigorous programs should be supported to guide students through courses (online, virtual, job shadow etc.) Real work-based learning opportunities is justified to support and prepare our students. |
| Charlie Hoffman, Superintendent, ROP | The essential elements for HQ CTE are right on target. LEAs that offer programs that meet this definition should be supported by this grant with the opportunity to simply sustain their HQ CTE programs/pathways in order that that they may serve as models for LEAs that seek to develop such programs/pathways. |
| Stephanie Houston, Superintendent, CRY-ROP | The essential elements of a high-quality college and career pathway are on point. However, CTE in support of college and career pathways continues to fall further and further behind industry standards. In the past, education drove workforce and economic development. Now education is not able to keep pace with workforce innovation. Since there is not adequate funding for education as a whole and certainly woefully underfunded CTE programs, absent an intentional investment in CTE, in a non-competitive environment, the goals will be nothing more than words on paper. We must invest green dollars, not just lip service, and create commitment to true accountability for the elements. |
| Daphne Hunter, ASL/CTE Teacher, CRY-ROP | Establishing high quality, integrated curriculum and instruction, based on real world experience and industry standards and relevant learning opportunities is essential to prepare students to transition into college and/or the workplace. That is an on-going goal; however, not fully realized and some CTE programs are still behind due to lacking the funding necessary to make this a reality. Therefore, accountability will need to be just as important in its implementation. |
| Jennifer Johnson, Principal, Education | While all 11 must be in place, the most essential element is funding that is consistent and has local control at each level. Allowing one level of the education system to control the funding or part of the funding stream for others will be problematic. |
| Laura Koger, CRY-ROP | Career Exploration is essential to providing post-secondary training for all students. Up-to-date technology is pivotal as it provides students the opportunity to take on-line coursework, viral fieldtrips, and work-based learning opportunities. Innovative technology may become a valuable marketing tool for CTE. |
| Wendy Mayea, Assistant Director of Student Support, Simi Valley USD | I liked these as a former administrator at a demonstration site, school of choice. Ensure state accountability measurements are consistent with these elements without placing additional burden on classroom teachers by having to do extra work outside of the classroom to receive funding. |
| Adele McClain, Coordinator of 2 schools and field team member for AEBG, member of VVCAERC | Pathways should be led by the local employer's needs. Training must be sequential with work language content embedded in instruction. Internships must be offered to accelerate learning. |
| Christopher Mcclung, Curriculum Developer, CRY-ROP | Cross-system alignment by the committee of educational agencies and systems must result in high-quality, integrated, and data-driven opportunities for all students K-14+ with a focus on continuous improvement. Streamlining these pathways via a K-14+ cross-system will provide the access and equity for all students to be able and receive high-quality career and exploration and instruction. |
| Wendy McClung, Teacher, CRY-ROP | Student-Centered Delivery of Services: education, as it stands, is a one-size-fits-all approach to learning. There must be equity in learning that allows mentorship, student leadership, and student voice in the educational process. Students who are given choices, support, and can find their "why" for reaching their goal will have intrinsic motivation to do so. |
| Lynn McConville, Assistant Principal, CTAE, Poway USD | The Essential Elements are well written and align to the 11 elements of high quality that most have been working towards for years. The CA State Plan should be developed to assist districts in implementing quality pathways and remove unnecessary barriers and rigid interpretations. Local input should be incorporated and valued. |
| Brian Miller, Principal, Kern High School District/Regional Occupational Center | The language is appropriate and reflective of what we have all been focusing on in regards to high quality programs. Again though, we must have better access to quality and robust data at both the micro and macro levels. The state should take the lead on this and not leave it to be done at the local level. |
| Esteban Monge, Work-Based Learning Specialist, Grossmont Union High School District | If the focus is student centered, more articulation needs to occur, especially in sectors such as healthcare, since they have been very regimented in their course sequences. Student data needs to be more readily available for educators to see where and how access and achievement gaps are presented in their classrooms. In order for this to occur, there needs to be more training for teachers to not only identify achievement gaps in their classes but how to incorporate interventions. The CTE credentialed process need to be readdressed in order to recruit individuals from industry to step into the classroom or their needs to be less restrictive requirements for the CTE credentialing process. |
| Alma Orozco, Employment Placement Specialist, CRY-ROP | With access to innovative technologies, students can have high-quality faculty, curriculum, and resources to support them in their academics. |
| Carmita Pena, Coordinator of College & Careers, Woodlake USD | It's great that you have tied into the 11 essential elements as this is a great tool that is used to evaluate our pathways. An area of need would be the relevant work industry information that focus on employer’s needs. This is an area that we struggle in. We have industry partners that we collaborate with and sit on our advisory board. They listen to what we are doing for Project Based Learning and they assist by working with students or participating in the final student showcase as a judge/evaluate. This has been a great connection for our students. Our dilemma is that we would like more feedback from employers as we coordinate and plan the projects so that we make sure we are teaching our students what they need to know. |
| Carol Perea, CTE Instructor- Business Communication | 1) "Removal institutional”? Mean removal of institutional 4) CONFUSING- trying to put too much into it. This whole statement is poorly worded. 5) 8TH LINE “Seamless student experience”. Maybe seamless academic or educational experience, to avoid unnecessary repeating... 6) 3rd line "the key field talent" leave "the" out, just other field talent. 6) 1st line Provided by or demonstrated by. Not "informed by". The use of the word supports is off putting. Student Support can be plural. Also career Exploration and student support are two separate entities not one “Are essential components" "individualized support" 8) "outcome" based not outcomes. Stackable badges are not industry based. |
| Irene Perez, Teacher, Business/ROP Teacher | These are excellent! But, how will these be accomplished? That is the question that needs to be addressed. Since I was a business teacher and ROP teacher for over 20 years, I would like to be part of the solution. If counselors keep putting 'those kids" into these classes, it will not be access for all. Counselors and teachers need to see that these classes are valuable. When I retired, all my classes were eliminated and AP classes were put in their place instead. This happened after a parent spoke up at a parent meeting and stated that every student should be taught the skills that I am teaching in my classes. |
| Steve Pinning, Director, Linked Learning & CTE, Palm Springs USD/District CTE Administration | Typo in number 1, second line...incorporates the removal OF institutional or systemic... Number 5, High Quality, Integrated Curriculum and Instruction. I hope we are not moving toward requiring formal integration of CTE and academic content as with CPAs or Linked Learning. While these are great and we have several of both in our district, we also have rich CTE pathways not formally tied to academic courses. I want to be sure we don't lose the ability to run CTE sequences. Clarify now you define integrated curriculum and instruction. This sounds like Linked Learning Alliance input. Like the concept but not always a functional choice in all settings. |
| Deidra Puentes, Community Recruiter- Teacher on Assignment, CRY-ROP | Increased collaboration between all stakeholders is a must to ensure that the implementation of High-Quality College and Career Pathways. This collaboration will increase the alignment of curriculum across all levels of education that will address the needs of the local and regional labor markets. |
| Brooke Quinones, Executive Administration Assistant, CRY-ROP | The elements are there but student opportunities are still going to be limited if the resources are restricted by funding. |
| Sheryl Ryder, Executive Director, Career Development, Placer County Office of Education | The CTE community has focused on the 11 Elements of HQ CTE over the past several years. These Essential Elements do address most of them in a different way. CTEIG legislation also calls out HQ CTE with different language. Will there be a crosswalk or an alignment of language? Student data collection systems need to be fixed for accurate measures. ACCESS -- will there be an effort to utilize online tools to reach small/rural schools and students? No mention of proper CTE teacher credentialing. |
| Brigitte Sarraf, Director of Assessment and Evaluation, Administrator | Pertaining to #4, not sure that this is comprehensible as written. Leadership at all levels is key and central to the mission of a establishing a High-Quality College and Career Pathway, however, the statement lacks in providing clear directions. Too general!! |
| Raelynn Sharp, CTE Project Specialist, Sacramento County Office of Education | Element C - As a parent of a high school student, I have found that counselors are unaware of or do not know much about CTE programs at their own schools. Counselors are almost always carry an extremely unreasonable number of students in their caseload. Element D - Leadership is very important. CDE currently recognizes only 6 CTSOs. There are other, very good organizations that have the ability to better serve the leadership needs of pathway students than just the "blessed six". Element F - CTE faculty should have professional experience in the field that they teach & do annual externships in their field. If a teacher holds a Single Subject [Industrial and Technology Education] ITE credential he CAN teach in 6 different sectors- that doesn't mean he SHOULD teach those sectors. |
| Teri Sprecco, Director II, College & Career Readiness, Grossmont Union High School District | The Essential Elements reflect key components for high quality pathways. The CA State Plan should be developed to assist districts in implementing quality pathways and remove unnecessary barriers and rigid interpretations. Examples of where changes could be made: CDE support for districts in learning and continual improvement, Ongoing and consistent funding for CTE with a reasonable application/reporting process, Allowing for ongoing professional development as an option to the required industry hours for the CTE credential Flexible leadership development based on local needs, An accountability system that is manageable, consistent across funding, and that gives district the information they need to meet their student and regional needs. |
| Emilio Urioste, Director Adult Education, Burbank Adult School | Nicely done for the most part. The bolded terms are very helpful to the reader. Good explanation of the elements. On Number 5, High Quality, Integrated Curriculum and Instruction...remove "cross-system strategies like". Just say...Courses and programs may be designed to use dual-enrollment and/or dual credit with community colleges... |
| Tracie Zerpoli, Superintendent, CAROCP | I am not sure why this is different from the 11 elements of a high quality CTE program that we have been using for several years in CA. We absolutely need to be consistent. When we change things it confuses people. Please use the 11 elements that have already been developed. This is important!! Also we continue to speak about data, but both CALPADS and Cal-PASS are NOT working or reliable. |

## Working Norms

| Commenter | Comment |
| --- | --- |
| Valerie Backus, CTE Coordinator, Murrieta Valley USD | The goal should be to coordinate our resources for student success that directly translates to students supplying workforce demands in high skill, high wage, and high demand careers. The goals listed seem to aim to procure funding for the community colleges rather than student success because of K-14. |
| Matt Baffunno, Ag. Department Head, Perkins Coordinator | Really good norms. |
| Gina Boster, Director, CTE, Corona-Norco USD | Thorough, but who is in charge? |
| Lisa Castillo, District Director of College and Career, Cutler Orosi Joint USD | Good. |
| Chuck Christie, Board Member, Yucaipa-Calimesa Joint USD/CRY-ROP | The working norms appear instrumental to obtaining our long term goals but only to the extent that we continue to have a neutral, committed coordinating structure, such as the WPJAC. We have a long way to go. |
| Jewyl Clarke, Integrated Curriculum Coordinator, San Diego County Office of Education | The relationship should extend to family, community, and industry engagement. |
| Kimberly Dalton, Director of Human Resources, LBUSD | Many of the items seem more like tasks than norms. |
| Paul Dautremont, Director, College & Career Readiness, Grossmont Union High School District | Item number six is critically important and I feel ties back to norms #2 and #5. We all need to continue to advocate for ongoing dedicated funding for CTE; a manageable and reasonable application and reporting process; common metrics across CTE funding that is age appropriate; and flexibility for local implementation based on regional needs. |
| Lisa Decker, Coordinator of State and Federal Programs, CTE Administration | The working norms seem applicable and valuable. We live in an isolated area and it is often difficult to hire and retain qualified CTE teachers. It is also difficult to establish industry partnerships. |
| Anna Fontus, Policy Manager, Linked Learning Alliance | #6 could incorporate a wish for further development and integration of the college and career pathway system. |
| Cynthia Gleason, Principal, Fontana Adult School-Fontana USD | Would this include the existing consortiums created statewide connecting community college and K-12 adult education programs as well as other agencies? |
| Kathy Hamilton, Director, College and Career Connections, Elk Grove USD | Looks good. |
| Thomas Hanson, Administration, Mission Valley ROP | How would all the attributes of these relationships be managed/evaluated/validated? Each one of the entities in a given region could and likely will have slightly differing views on how to accomplish part or all of these mutually-beneficial benchmarks. These relationships would require a lot of guidance and care. |
| James Hattar, Community Recruiter (Teacher on Assignment), CRY-ROP | To build mutually beneficial relationships through a shared vision and mission. |
| Elena Hernandez, Peer Coach Leader, CRY-ROP | Coordination of systems, strengthen partnerships, solid communication, culture building, sustainability, shared mission and vision. |
| Crystal Hickey, Advisor, CRY-ROP | Must have the same working standards and vision to create a set goal and maximize the use of shared resources. A higher level of communication between all agencies: workforce, education, etc. |
| Charlie Hoffman, Superintendent, ROP | While these are appropriate and desirable norms, the section seems to assume that the desirable relationships do not exist, or are rare. At our ROP, 100% of our courses provide either Dual Enrollment or Articulation credit opportunities in pathway courses that align to documented local workforce needs. The grant should support this relationship by providing funds to simply sustain the pathway courses that will cease to exist without funding from the grant, rather than assuming that something new must always be built, everywhere. |
| Stephanie Houston, Superintendent, CRY-ROP | The norms support the five conditions of collective impact. However, there is no mention of the need for a backbone organization. If the WPJAC is intended to be the backbone organization of this extremely macro-level collective impact partnership, then there must be a commitment that the WPJAC serves as a neutral, coordinating entity that convenes stakeholder and manages activity. The WPJAC must hold the vision, support aligned activities, establish shared measurement practices, build public will, advance policy and mobilize funding. Characteristics of a strong backbone organization include: well established and respected; proven track record; politically neutral; invested in long-term economic vitality of the state.  |
| Daphne Hunter, ASL/CTE Teacher, CRY-ROP | Communication needs to begin by inviting all the educational agencies, work-force agencies, and employers to the table with a list of their programs, resources, and currently offered opportunities, vision and mission statements, so they have an understanding what each group has to contribute and create a shared vision, mission and further strengthen their partnership. Continue to keep communication open, frequent and intentional as they share resources, build a new culture amongst them as they coordinate their systems and reach the community's students to take full advantage of what this alliance offers. |
| Jennifer Johnson, Principal, Education | Alignment, commitment and stability are important as a student moves through the various levels. Community partners and work force development agencies and non-profits will play key roles. Building a model program that can be duplicated to serve the needs of specific reasons, based on their economic forecasts and priorities, is essential. |
| Laura Koger, CRY-ROP | Frequent, Open, and Intentional Communication between educational agencies, workforce agencies and employers that is student centered is vital to the expansion of CTE. System alignment will insure the success of students in the "cradle to career” vision shared in California. |
| Wendy Mayea, Assistant Director of Student Support, Simi Valley USD | Seems as though state is looking not only for schools to partner with businesses for student experience, but now also to include funding from businesses. State needs to consider consistent funding of CTE programs if they want them to be successful as opposed to expecting teachers to build partnerships that also include fundraising from their business partners. It goes back to the max workload a teacher can handle. |
| Adele McClain, Coordinator of 2 schools and field team member for AEBG, member of VVCAERC | Quarterly meetings with employers, educational providers, and meaningful partners need to be maintained so that courses and pathways remain relevant and well maintained and supported. |
| Christopher Mcclung, Curriculum Developer, CRY-ROP | The working norms must guide the committee to deliver a student-centered K-14+ system through an “interdependent implementation of systems” and “frequent, open, and intentional communication between educational agencies, workforce agencies, and employers.” |
| Wendy McClung, Teacher, CRY-ROP | Both the educational system and workforce must share the same "why" when it comes to being focused on incoming students. There must be regular communication between the two sectors and a common interest in the student outcome. At this time there appears to be a gap between these areas as there is not much in the way of mutual benefit for the workforce to take on a minor and train them. |
| Lynn McConville, Assistant Principal, CTAE, Poway USD | Collaboration across agencies takes time and resources and needs dedicated personnel to support and maintain these efforts. The norms are well written and expansion of the dissemination and replication of models and practices that work should be demonstrated and emphasized. |
| Brian Miller, Principal, Kern High School District/Regional Occupational Center | Appropriate and reflective of how we should be working together. |
| Esteban Monge, Work-Based Learning Specialist, Grossmont Union High School District | Coordinated work between agencies takes a lot of time and resources (funds). What is the state proposing to help facilitate this type of collaboration? There needs to be more regional collaboration between K-14 and higher education institutions. CTE needs to be at the same table as AP and [International Baccalaureate] IB credit, to achieve this, administrators and counselors need to value and allocate resources to CTE. |
| Alma Orozco, Employment Placement Specialist, CRY-ROP | CRY-ROP and its partnered districts have created ongoing alliances to help sustain funding and mutual agreements. Through such partnerships, it has helped improve program outcomes and shared mission and vision. |
| Carmita Pena, Coordinator of College & Careers, Woodlake USD | The norms fit well. |
| Irene Perez, Teacher, Business/ROP Teacher | I think this document is on the right track. It is also important that we have "buy-in" from everyone at the school level from the Superintendent to the instructional aides. |
| Steve Pinning, Director, Linked Learning & CTE, Palm Springs USD/District CTE Administration | Opening line wording missing the work "to" I believe. "The working norms are designed TO help guide..." |
| Deidra Puentes, Community Recruiter- Teacher on Assignment, CRY-ROP | Communication of a clear message is key to the development and sustainability of a mutually beneficial relationship across all stakeholders. WPJAC will need to clearly define their role to all stakeholders to ensure the timely actions that is consistent with the collective input from all stakeholders. |
| Brooke Quinones, Executive Administration Assistant, CRY-ROP | Yes, these norms are all necessary, but how will the work be done? |
| Sheryl Ryder, Executive Director, Career Development, Placer County Office of Education | While I agree with the working norms, some of them have not been adhered to by the committee. For example -- the [California Community Colleges Chancellor’s Office] CCCCO rolled out their change from CTE to "Career Education" without communicating with the rest of the members. Data collection challenges are still being explored at this late date. CCCCO representatives do not always include CDE representatives when announcing SWP information. |
| Brigitte Sarraf, Director of Assessment and Evaluation, Administrator | I like this! |
| Raelynn Sharp, CTE Project Specialist, Sacramento County Office of Education | These are good working norms. California educators and local education agencies should stop working in silos and begin to work, as much as possible, collaboratively and regionally. |
| Teri Sprecco, Director II, College & Career Readiness, Grossmont Union High School District | The key to these norms is the term, “Mutually-Beneficial Intersegmental Relationship,” for all partners. Regional collaboration across agencies should be focused on the common goal of preparing our students to be successful while they are with us, and as they transition to the next level. Each agency and partner will come into the collaboration with their own wish list of what they want from the funding and the collaboration. We need to start with our common goal in mind, develop an understanding of our partners’ needs, and then focus our collaboration on the “sweet spot’ that best meets our common goal. Again, real collaboration across agencies takes time and resources and needs dedicated personnel to support and maintain these efforts. |
| Emilio Urioste, Director Adult Education, Burbank Adult School | Having norms is a good idea. On number two, do not bold A Mindset Shift is not a norm and if it is that is a vague and useless norm. The norm is coordination of planning and Interdependent Implementation Systems. Number six, Commitment is not a norm and should not be bolded. |
| Tracie Zerpoli, Superintendent, CAROCP | 2, 3, 4 are not clear. What exactly are you trying to say? If you want the field to follow these norms they have to be crystal clear. Use language that is understandable to all and they should not be ambiguous. Number 1 and 6 are understandable and can be followed. |

## Glossary

| Commenter | Comment |
| --- | --- |
| Matt Baffunno, Ag. Department Head, Perkins Coordinator | Great list of terms. |
| Gina Boster, Director, CTE, Corona-Norco USD | Looks appropriate. |
| Eryn Bowers, Teacher, Manteca USD | Everything looks great and easy reading. Aligns with our business department beliefs where I teach at and my previous school. |
| Lisa Castillo, District Director of College and Career, Cutler Orosi Joint USD | Terms to add: Mindset Shift to what? Be explicit, Work Based Learning, What are the states "Student Outcomes" every district has their own how does this align to state student outcomes - once again using these resources to share with all stakeholders: Parents, community, staff, students, industry partners, Recognized Certifications career pathway completer, Define difference between Workforce Pathway vs Career Pathway, vs Career Pathway academy, dual enrollment. Will you be providing Spanish materials? |
| Kimberly Dalton, Director of Human Resources, LBUSD | Glossary is informative. |
| Paul Dautremont, Director, College & Career Readiness, Grossmont Union High School District | Looks good. |
| Lisa Decker, Coordinator of State and Federal Programs, CTE Administration | The glossary defines terms in simple to read language. It is helpful to have these terms defined in respect to this document. |
| Anna Fontus, Policy Manager, Linked Learning Alliance | I think 21st century skills, and perhaps the differences between certificate, credential, and program completion might be valuable. Perhaps this section will be flushed out once specific data metrics are approved. |
| Cynthia Gleason, Principal, Fontana Adult School-Fontana USD | Socioeconomically Disadvantaged has statements related to K-12 and the lunch program, and college, however, it does not appear to include language related to adult education programs offered through K-12 districts. System Alignment does not specifically call out adult education associated with K-12 districts. Will these students be included as they would have a very immediate impact on the workforce as well as on their children since they are filling gaps, completing certificate programs leading to employment via adult education? |
| Kathy Hamilton, Director, College and Career Connections, Elk Grove USD | Looks good. |
| Thomas Hanson, Administration, Mission Valley ROP | Funding at levels that lift California from 48th to at least 20th in the country would be a start - I am reading a glossary which includes a definition for "all students" and immediately throws out the "deep responsibility to ensure that each and every student...." language. California public schools are almost 50th in funding - it can almost not get any worse for the state's children. Why would we even bother with definitions about gap, access, equality, SED, and student centeredness when lawmakers won't adequately FUND the programs? |
| James Hattar, Community Recruiter (Teacher on Assignment), CRY-ROP | Glossary of terms ensures comprehensive definitions for all members when collaborating to create workforce opportunities for students. |
| Elena Hernandez, Peer Coach Leader, CRY-ROP | The glossary of terms creates a common language between all stakeholders and provides clear definitions for accomplishing tasks and goals. |
| Crystal Hickey, Advisor, CRY-ROP | As we are committed to the higher level learning for all students there should be a commitment to ongoing funding to allow the ongoing support for all students. |
| Charlie Hoffman, Superintendent, ROP | On target. However much of this already exists in many LEAs and does not need to be remanufactured for this grant, but should be sustained by this grant. |
| Stephanie Houston, Superintendent, CRY-ROP | All of the elements in the glossary require funding support. Education in California is underfunded. CTE funding is set up as competitive, creating winner and loser regions. If we are committed to serving ALL STUDENTS, with equality, equity, in a student-centered, aligned system, then there must be a commitment to ongoing, reliable, and funding. |
| Daphne Hunter, ASL/CTE Teacher, CRY-ROP | The glossary of terms is necessary to create valuable dialogue while communicating, making communication clear, concise, efficient and effective. Then the important decisions can be made due to the collective awareness gained by "speaking the same language" will support access and work on diminishing the attainment gap. |
| Jennifer Johnson, Principal, Education | Well done. |
| Laura Koger, CRY-ROP | The glossary provides comprehensive definitions for the terms. The terms will allow clear communication between stakeholders for accomplishing common goals for all students. |
| Mark Lushenko, CTE Teacher | Under "Access": access should not be defined as responsiveness. Access is not responsiveness. Under "All Students" don't say "each and every student". Just say "every student". Please stop saying "21st century education"--all K-12 students were already born in the 21st century and are receiving education in the century that they were born. Using the term only shows the 20th century thinking of the document writer(s). Under "System Alignment" you seem to mix plurals with "education and training system"--perhaps "systems" is a better fit. |
| Wendy Mayea, Assistant Director of Student Support, Simi Valley USD | It would seem the glossary is provided for a community of broader users outside of the Workforce Commission. However the rest of the document is quite technical that it may lack relevance to the everyday user. Hope all this feedback helps. |
| Christopher Mcclung, Curriculum Developer, CRY-ROP | Glossary of terms ensures all committee members are speaking the same language when collaborating to create workforce opportunities for all students. |
| Wendy McClung, Teacher, CRY-ROP | These are all lofty and admirable goals defined here. I want to know where the funding will come from to support them. Can we add language that explains the options for viable and long-term funding options? |
| Lynn McConville, Assistant Principal, CTAE, Poway USD | Well written, no additional comment. |
| Brian Miller, Principal, Kern High School District/Regional Occupational Center | Include something about "data systems & easy access to data" in the System Alignment definition. |
| Esteban Monge, Work-Based Learning Specialist, Grossmont Union High School District | All of the terms seem relevant and appropriate. |
| Alma Orozco, Employment Placement Specialist, CRY-ROP | The glossary of terms provides a mutual understanding between all stakeholders. |
| Carmita Pena, Coordinator of College & Careers, Woodlake USD | Helpful. |
| Irene Perez, Teacher, Business/ROP Teacher | Good start on the Glossary. |
| Steve Pinning, Director, Linked Learning & CTE, Palm Springs USD/District CTE Administration | Define "Regional." There is a lot of debate on what this means. In today's mobile society, kids can go virtually anywhere to enter a career. In the Coachella Valley, opportunities for high wage growth careers exist but are limited. If we limit "Region" to the desert region we look at service industry, agriculture and healthcare as our primary growth industries. The service and Ag. are largely low wage. Our students go to post-secondary opportunities across the state and nation. What is regional? This has impact on the new K-12 CTE funding coming through the CCCCO. |
| Deidra Puentes, Community Recruiter- Teacher on Assignment, CRY-ROP | Many of the terms that are key to all stakeholders having a firm understanding of their meanings are defined in a very broad manner. While these terms are very common among stakeholders the perception and interpretation of each are left up to the individual who is reading/using the term. This can cause issues with communication among all stakeholders due to the uniqueness of each region. |
| Brooke Quinones, Executive Administration Assistant, CRY-ROP | What about funding, sustainability, dual enrollment (articulation). |
| Sheryl Ryder, Executive Director, Career Development, Placer County Office of Education | I'm not sure if these definitions should be part of this documents, but the field needs clarity on: Program of Study, Pathway, CTE Course, Leadership, Work-based Learning, Dual Enrollment, and Skilled Faculty. |
| Brigitte Sarraf, Director of Assessment and Evaluation, Administrator | OK as stated. |
| Ed Schmalzel, Principal, Clovis Adult Education | Thank you. |
| Teri Sprecco, Director II, College & Career Readiness, Grossmont Union High School District | The glossary seems clear and current. My only recommendation would be to add a definition for, “Public Workforce System,” and to explain how quality online CTE options would be offered and accessed. |
| Emilio Urioste, Director Adult Education, Burbank Adult School | This glossary omits many of the terms utilized in this document that warrant a definition. Why is All Students a term? I would scrap this glossary and generate one that contains many of the terms that need definition such as dual-enrollment. I know what it means but do all of the readers? Another would be stackable badging. |
| Tracie Zerpoli, Superintendent, CAROCP | Excellent! I would add more terms, i.e. ego system, career pathway, cross-system alignment, California Way, etc. I appreciate the effort that has gone in producing this document as well as the WPJAC. Thank you. |