CALIFORNIA’S CTE RESURGENCE
New Local Control Funding Formula (LCFF)
Subsidiarity:

A central authority should have a subsidiary function, performing only those tasks which cannot be performed effectively at a more immediate or local level.
Old system:

- Revenue Limits
- 50 Categorical programs

- School and Library Block Grant
- Summer School Programs
- Instructional Materials Block Grant
- Deferred Maintenance
- Professional Dev. Block Grant
- Teacher Credentialing Block Grant
- Arts and Music Block Grant
- School Safety
- K-3 Class Size Reduction
- Pupil Retention
- P.D. for Math & English
- Gifted and Talented Education
- CBET

- PE Block Grant
- Alternative Credentialing
- School Safety Competitive Grant
- Educational Technology
- Certificated Staff Mentoring
- Oral Health Assessment
- Economic Impact Aid
- Foster Youth Programs
- Community Day School
- CA School Age Families Education
- Grade 7-12 Counseling
- Charter School Block Grant
- Targeted Instructional Improvement
California State Budget (Prop 98)

40% Education
Local Control Funding Formula

- Base
- Supplemental
- Concentration
Local Control Funding
Formula

Concentration
Supplemental
Base
Local Control Funding Formula

- Concentration
- Supplemental
- Base

K-3, 4-6, 7-8, 9-12
Local Control Funding Formula

- Concentration
  - K-3, 4-6, 7-8, 9-12
- Supplemental
  - Low income
  - English learners
  - Foster youth
- Base
  - K-3, 4-6, 7-8, 9-12
Local Control Funding Formula

- **Concentration**
  - Low income
  - English learners
  - Foster youth

- **Supplemental**
  - Low income
  - English learners
  - Foster youth

- **Base**
  - K-3, 4-6, 7-8, 9-12
Local Control Funding Formula

- Low income
- English Learner
- Foster youth
Local Control Funding Formula

- Concentration
  - Low income
  - English Learner
  - Foster youth

- Supplemental
  - Low income
  - English Learners
  - Foster youth

- Base
  - K-3, 4-6, 7-8, 9-12
Local Control Funding Formula

Concentration
- Low income
- English learners
- Foster youth

Supplemental
- Low income
- English learners
- Foster youth
Specialized CTE Funding

- California Partnership Trust Grants
  - $500 Million through 2019
- California Technical Education Incentive Grants
  - $900 Million over 3 years
- Career Readiness Block Grant
  - $200 Million for 3 years
California needs 1 million more AA, certificates, or industry-valued credentials.

CA’s goal:

California’s Job Openings by Education Level
2015-2025

- HS Diploma or less: 34%
- Some college or Associate's degree: 30%
- Bachelor's degree or higher: 35%

1.9 million job openings will require some college or an Associate's degree.

Analysis: Collaborative Economics
- Base, Supplemental, Concentration $s$
- California Career Pathways Trust Grants
- California Technical Education Incentive Grants
New Accountability Model for 2017
- Multiple measures

- Standardized Test Scores (ELA & Math)
- Chronic Absenteeism
- Graduation Rate
- Suspension Rates
- English Learner Proficiency
- Parent Engagement (To be determined)
- School Climate (To be determined)
- College and Career Readiness (Incomplete)
College and Career Readiness Model

Well Prepared
Prepared
Approaching Prepared
Not Prepared
Not Prepared

- Student did not meet the criteria for Approaching Prepared or Prepared
Approaching Prepared

Graduate must meet at least one of the following measures:

- **A**  CTE Pathway completion
- **B**  “Standard Nearly Met” on Smarter Balanced Exam in ELA and/or Mathematics
- **C**  One semester of Dual Enrollment
- **D**  A-G completion
Prepared

- Graduate must meet at least one of the following measures

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td></td>
<td>CTE Pathway completion plus one of the following:</td>
<td>“Standard Met” and “Standard Nearly Met” on Smarter Balanced Exam in ELA and Mathematics</td>
<td>One year of Dual Enrollment</td>
<td>Passing score on 2 AP exams or passing score on 2 IB Exams</td>
<td>A-G completion plus one of the following:</td>
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<td>- “Standard Met” and “Standard Nearly Met” on Smarter Balanced Exam in ELA and Mathematics</td>
<td>- One semester of Dual Enrollment</td>
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<td>- CTE Pathway completion</td>
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<td>- Passing score on 1 AP exam or 1 IB exam</td>
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Well Prepared

- To be determined
Your feedback

- Prompt – What elements or activities would you use to designate a student Well Prepared for College and Career?

- Instructions (www.polleverywhere.com)
  - First
    - Text to: 37607
    - Message: CTECS
  - You will receive a confirmation, then simply use the message box to send your suggestions.
Local Efforts

- Career Readiness Skills

“Develop and implement highly engaging modules of learning that teach and measure career readiness skills in grades K through 14 with immediate attention in grades 7 through 9.”
CAI Instructional Model

Curriculum (Standards)

Assessment

Instruction (Pedagogy & materials)
<table>
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<tr>
<th>Resource</th>
<th>Applied Knowledge</th>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
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<tr>
<td>The Career and Technical Education Consortium of States (CTECS)</td>
<td>X</td>
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<tr>
<td>California Standards for Career Readiness Practice (CDE)</td>
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<td>21st Century Skills for Workplace Success, NOCTI</td>
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<td>Arizona's New Workplace Skills, Arizona Department of Education</td>
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<td>Assessing 21st Century Skills, Board on Testing and Assessment, the National Research Council</td>
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<td>Assessment and Teaching of 21st Century Skills, Cisco, Intel, and Microsoft</td>
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<tr>
<td>Career Clusters Framework, National Association of State Directors of Career Technical Education Consortium</td>
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<td>Citizenship Foundation Skills and Knowledge Clusters, U.S. Citizenship and Immigration Services</td>
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<td>Employability Assessment Rubric, Chicago Public Schools</td>
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<td>Employability Skills 2000+, Conference Board of Canada</td>
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<td>Employability Skills Blueprint, SkillsUSA</td>
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<td>Equipped for the Future, Center for Literacy Studies, University of Tennessee</td>
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<td>Industry Competency Models, Employment and Training Administration, U.S. Department of Labor</td>
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<td>Maryland Skills for Success, Maryland State Department of Education</td>
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<td>National Career Readiness Certificate, ACT</td>
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<tr>
<td>National Work Readiness Credential</td>
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<td>O*NET, Employment and Training Administration, U.S. Department of Labor</td>
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<td>Partnership for 21st Century Skills</td>
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<tr>
<td>Secretary's Commission on Achieving Necessary Skills (SCANS), U.S. Department of Labor</td>
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<tr>
<td>Workforce Skills Certification System, CASAS and Learning Resources, Inc.</td>
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**Table:** Employability Skills Framework - Standards

- **Applied Academic Skills:** X
- **Critical Thinking Skills:** X
- **Interpersonal Skills:** X
- **Personal Qualities:** X
- **Resource Management:** X
- **Information Use:** X
- **Communication Skills:** X
- **Systems Thinking:** X
- **Technology Use:** X
Standards to Skills

Standards for Career Ready Practice

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, but are technical skills (CTE) eligible for study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curricula, with increasing levels of competency and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and PTEB work groups to design curricula and lessons that teach and reinforce the career-ready skills of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.
Care-care individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, identifying measures, and performing other non-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; there are active listeners who speak clearly with purpose, and they are comfortable with terminology that is common to the environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their educational and career goals and manage their educational and career plans. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

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**Standard 1: Applies appropriate academic and technical skills**

**Areas:** Academic Attainment • Technical Skill Attainment • Strategic Thinking

<table>
<thead>
<tr>
<th>Level 0 (not proficient)</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
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<tr>
<td>• Does not demonstrate proficiency in mathematics English skills</td>
<td>Demonstrates proficiency in academic core standards (mathematics, English/language arts, science, and social studies)</td>
<td>Has completed some training or program of study in a related career</td>
<td>Has attained a related and/or required postsecondary credential (degree, certificate, etc.)</td>
</tr>
<tr>
<td>• Has no training or preparation in any career field</td>
<td>Has completed a related career education program of study (high school and/or postsecondary)</td>
<td>Has prepared for and/or started the process to qualify for licensure and/or certification required for the occupation</td>
<td>Has qualified for licensure and/or certification required for the occupation</td>
</tr>
<tr>
<td>• Cannot demonstrate technical skills related to the occupation</td>
<td>Repeatedly relies on others to understand processes or systems related to the occupation</td>
<td>Reasons through issues typical in processes or systems related to the occupation</td>
<td>Uses acquired academic and technical skills to improve a situation or process</td>
</tr>
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**Standard 2: Communicates effectively and appropriately**

**Areas:** Speaking • Writing • Presentations • Professional Etiquette • Customer Service

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<tr>
<td>• Does not listen to instructions provided by manager or co-workers</td>
<td>Usually listens to instructions provided by manager or co-workers and occasionally asks clarifying questions</td>
<td>Practices active and attentive listening skills</td>
<td>Effective at interpreting non-verbal messages</td>
</tr>
<tr>
<td>• Provides incomplete information or misinformation to others</td>
<td>Explains ideas, asks questions, and shares information in a way that can be understood but may be incomplete or occasionally confusing</td>
<td>Converses with diverse individuals in an inclusive manner</td>
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</tr>
<tr>
<td>• Fails to communicate important facts in a timely manner</td>
<td>Completes written records as directed and writes brief notes that are typically understandable</td>
<td>Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents</td>
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<tr>
<td>• Makes customers feel frustrated, misunderstood, and/or confused</td>
<td>Usually makes an effort to understand and meet customer needs when the customer is helpful and informative</td>
<td>Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view</td>
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<td>• Is regularly rude and/or inappropriate to others in a way that disrupts the workplace</td>
<td>Almost always identifies and addresses customer's needs and wants and maintains a patient and helpful tone</td>
<td>Deliver presentations that sustain listeners' attention and interest</td>
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</tr>
<tr>
<td>• Written statements are often difficult to comprehend</td>
<td>Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers</td>
<td>Practices appropriate use of social media in personal and professional environments</td>
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</tr>
<tr>
<td>• Does not listen to instructions provided by manager or co-workers</td>
<td>Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers</td>
<td>Proactively establishes positive relationships with internal/external customers</td>
<td>Proactively establishes positive relationships with internal/external customers</td>
</tr>
</tbody>
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Questions?