



Apprenticeship

CALIFORNIA

California K-12 Career Technical Education(CTE) Landscape

Connecting CA Youth
Apprenticeship to Career
Education

Overview

- Basic terms and definitions used in CTE
- CTE alignment with Youth Apprenticeship
- High Quality CTE and the California Workforce Pathways Joint Advisory Committee (CWPJAC)
- Types of CTE “Pathways” and programs
- Legislative and Funding Updates
- CTE Model Curriculum Standards Update

Career Technical Education (CTE) Basic Definitions

Concentrator Course: Intermediate level course in a 300 hour sequence

Capstone Course: Advanced level course in a 300 hour sequence

Completer: A student that completes a 300 hour CTE Pathway

CTE Pathway: 300 hour minimum course sequence within an industry sector that integrates MCS and Work-based learning.

Dual Enrollment, Concurrent Enrollment, Credit By Exam: Different ways K-12 students can take CTE courses offered by community colleges.

Industry Sector: 15 in California (see next slide)

Model Curriculum Standards: Instructional and curricular guidance for CTE pathways

Industry Sectors in California CTE

- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Services
- Public Services
- Transportation
- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design

2021-22 Enrollment across all industry sectors: 989,800 students

2021-22 Completers across all industry sectors: 99,675 students

High Quality CTE Programs and CA Youth Apprenticeship Alignment

(Federal Perkins V State Plan, Part IIB, Program Administration and Implementation, p. 60; 20 U.S.C. Section 2355[b])

Provide practical applications and experiences through actual or simulated work-based learning assignments and include planned career awareness and exploration experiences.

Integrate work-based learning, career awareness and exploration.

High Quality CTE Programs and CA Youth Apprenticeship Alignment

Alignment to current or emerging high skill, high wage, or high demand occupations

Provide students with strong experience in and understanding of all aspects of an industry, focus on current or emerging high skill, high wage, or high demand occupations, and be aligned with the State's CTE Model Curriculum Standards and Framework.

(20 U.S.C. Section 2355[b][3])

State Oversight: Workforce Guiding Policy Principles

Joseph Williams

<https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>

California Workforce Pathways Joint Advisory Committee (CWPJAC) makes recommendations for connected, equitable, accessible, and high-quality K–14+ college and career pathways for all students by:

- (1) signaling the infrastructure needs
- (2) promoting regional and local educational agency efforts for alignment and
- (3) reinforcing student supports during critical transitions leading into high school, community college, and beyond.

Strengthening California's Career Technical Education (CTE) Landscape



CALIFORNIA WORKFORCE PATHWAYS JOINT ADVISORY COMMITTEE (CWPJAC)

The CWPJAC is a committee formed to advise the California Department of Education and the California Community Colleges Chancellor's Office on policies and strategies to strengthen and expand CTE programs in the state.



THE GUIDING POLICY PRINCIPLES FOR CALIFORNIA'S CTE

Are a set of principles developed by the California Department of Education to guide the development and implementation of CTE programs in the state.



OBJECTIVES OF THE CWPJAC

Include aligning CTE programs with industry needs, expanding work-based learning opportunities, strengthening career guidance and counseling services, and promoting equity and access for all students.

CALIFORNIA'S CAREER TECHNICAL EDUCATION (CTE) LANDSCAPE IS GUIDED BY THE GUIDING POLICY PRINCIPLES FOR CALIFORNIA'S CTE, WHICH ARE DESIGNED TO ENSURE THAT CTE PROGRAMS ARE ALIGNED WITH INDUSTRY NEEDS, PREPARE STUDENTS FOR COLLEGE AND CAREER SUCCESS, AND PROMOTE EQUITY AND ACCESS FOR ALL STUDENTS.

Types of “Pathways” in CA Schools

Pre-apprenticeship and Related Instruction Alignment with Career and Technical Education for High School Students



Can occur in CTE Pathways with the CTE Model Curriculum Standards (Last updated in 2013)



Can occur through dual enrollment, industry training programs and other early college options



Can occur in California Partnership Academies, Linked Learning, and special school programs

CTE Pathways in K-12

300 hour course sequence related to specific occupation(s) or career(s) in one of the 15 California Industry Sectors.

A coherent sequence of CTE courses, consisting 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, with objectives and content having a direct relationship to the occupation(s) or career(s) targeted by the program.

(Federal Perkins V State Plan, Part IIB, Program Administration and Implementation, p.63; 20 U.S.C. Section 2355[b][1])

California Partnership Academies



Established in CA Education Code in 1987 [California Education Code Section 54690-54697](#)



Small learning community model with embedded mentorship and work-based learning.



Combine academic and occupational training to high school pupils who present a high risk of dropping out of school.
<https://www.cde.ca.gov/ci/gs/hs/cpagen.asp>

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The Linked Learning Alliance

Driving the movement to help every young person determine their own future through Linked Learning



Our GOAL

Education systems equipped to strengthen workforce readiness and economic justice



- Ensure CTE is a pathway to postsecondary
- Grow local economies and improve workforce development
- Provide interdisciplinary models for learning
- Develop career readiness through meaningful work-based learning opportunities
- Prepare students to contribute to communities

Linked Learning by the Numbers



20+ Linked Learning **directors**



635 Linked Learning **pathways**



303 **schools** with Linked Learning pathways



126 **districts** with Linked Learning pathways



200,000+ **students** in Linked Learning pathways

CDE Career and College Transition Division Special Projects

Pete Callas, Director of the Career and College Transition Division

CTE Model Curriculum Standards (MCS) Update

- The 2012 MCS are currently undergoing a review and update process:
 - To ensure CTE programs focus on “*current or emerging high skill, high wage, or high demand occupations*” as outlined in the Perkins V State Plan.
 - To ensure CTE can effectively map to pre-apprenticeship and youth apprenticeship classroom-based instruction.
 - To support CTE teachers in staying current with industry.

Existing K-12 CTE Funding Sources

Funding Updates

State:

- Career Technical Education Incentive Grant
- K-12 Strong Workforce Grant
- California Partnership Academies
- Golden State Pathways

Federal:

- Perkins
- Workforce Innovation and Opportunity Act (WIOA)

Legislative Updates

Pending legislation that could influence and/or shape CTE and Youth Apprenticeship work in California.





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Thank You

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