

CTE DESIGN & DELIVERY

Based on Federal and
California laws and plans

DELIVERY OF CTE INSTRUCTION

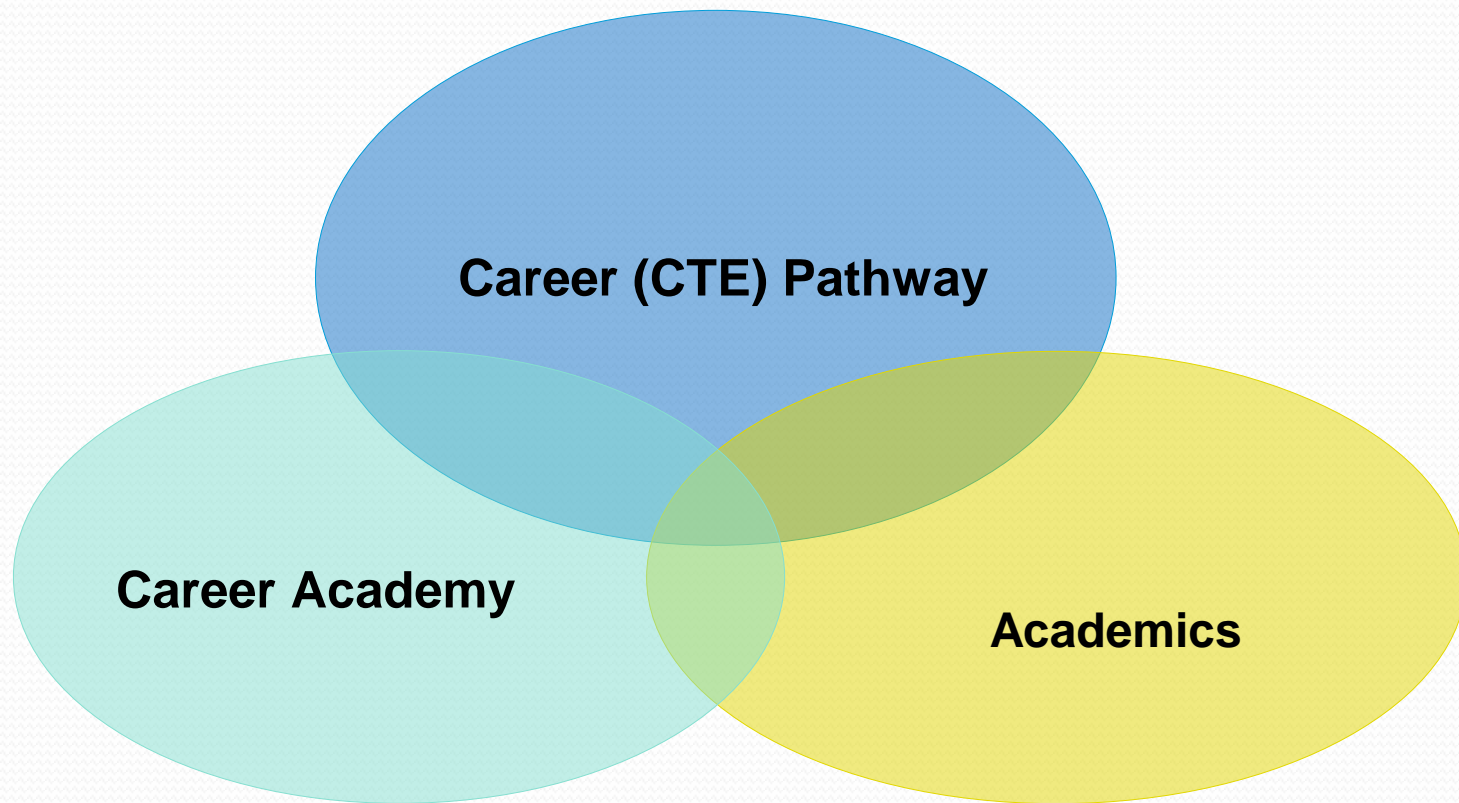
**CTE Pathways -
Electives**

**Career
Academies -
Themed and
integrated**

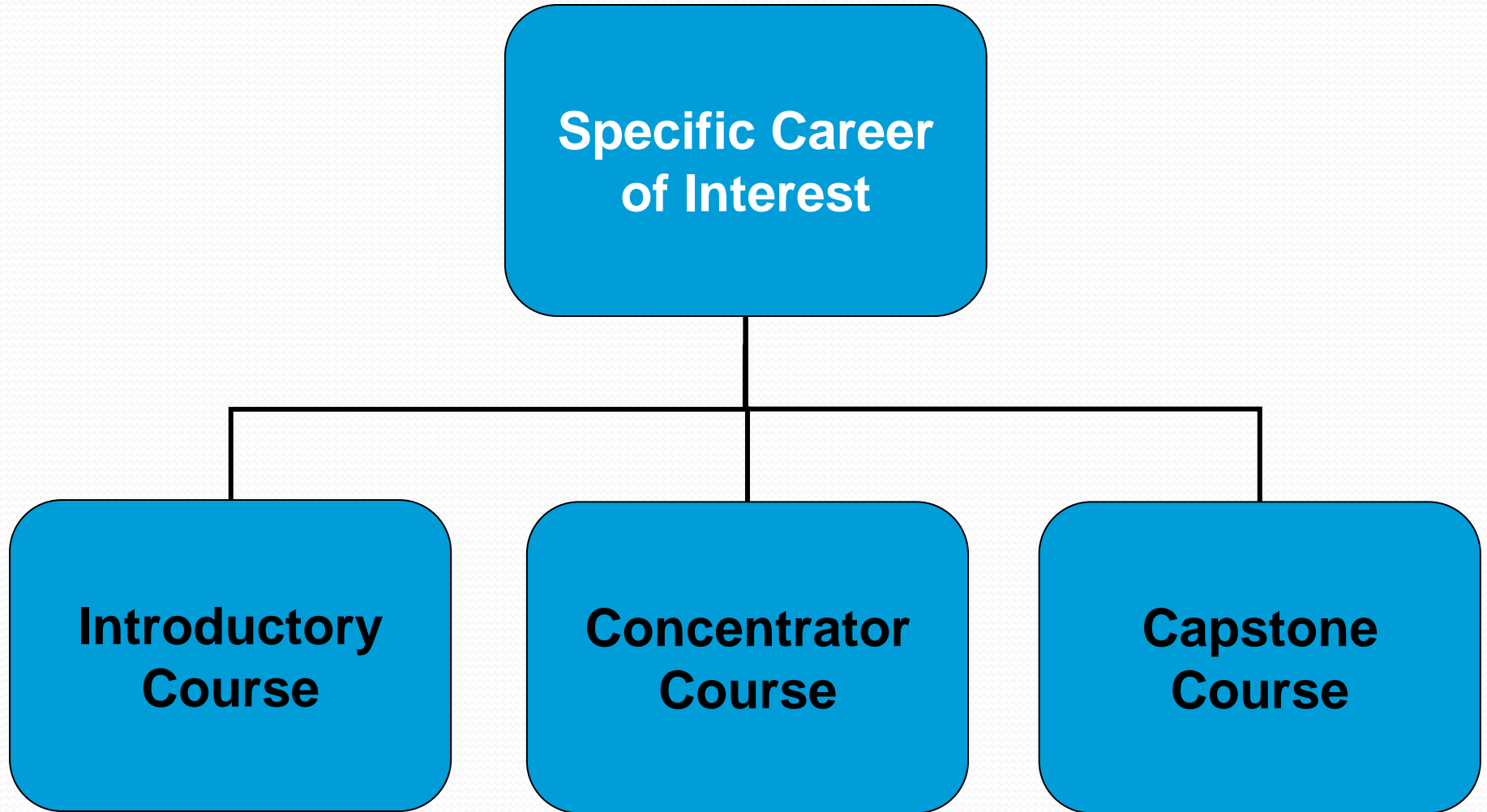
**Contain one or
more CTE
Pathways**



CAREER TECHNICAL EDUCATION (CTE)



CTE Pathway Course Sequence



Key Requirements of Sequences of Courses for CTE Programs

Sequences of courses for CTE programs must:

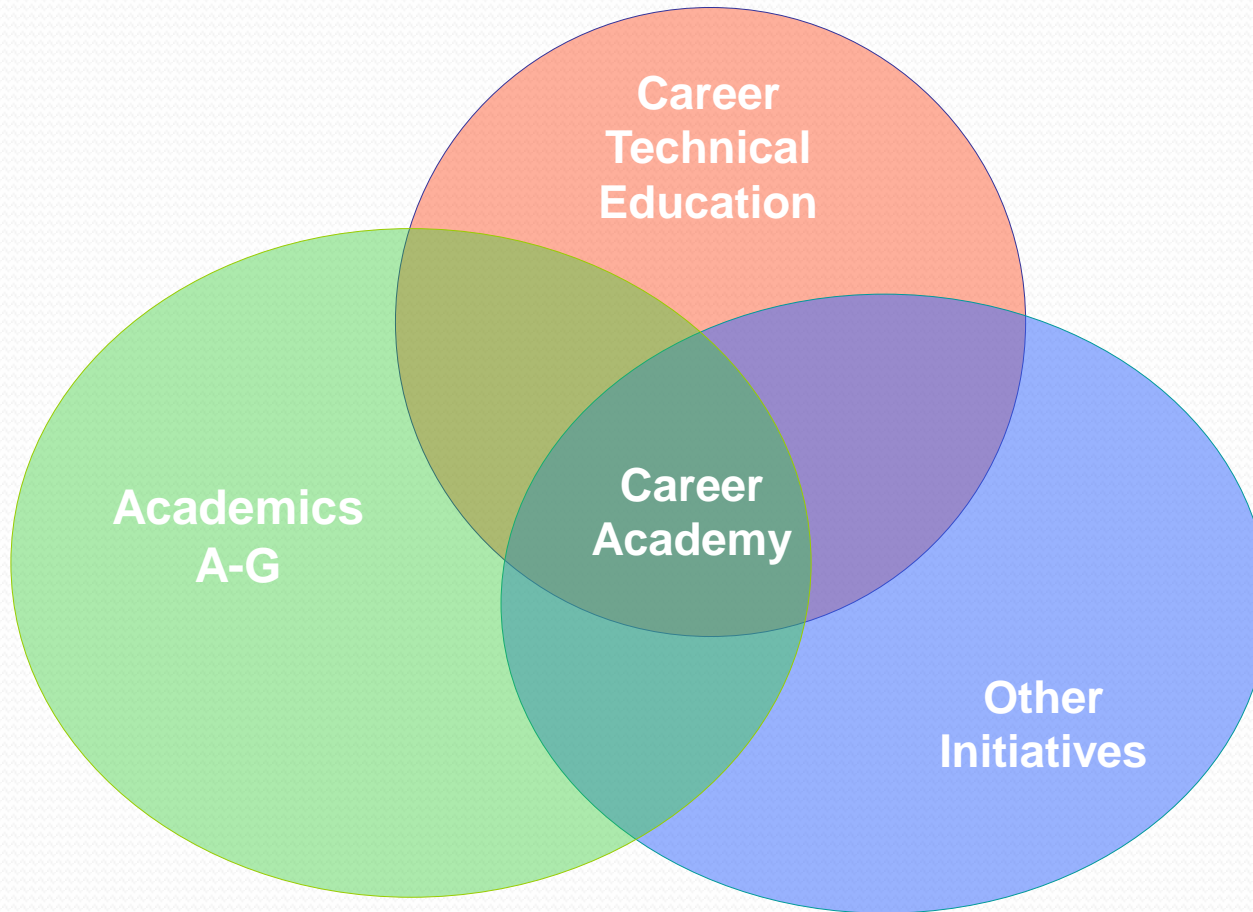
- Consist of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple-hour course which provides sequential units of instruction and has a duration of not less than 300 hours.
- Include sufficient introductory and concentration CTE courses to provide students with the instruction necessary to develop the skill and knowledge levels required for employment and postsecondary education or training.

Integration Models

“Many high school CTE programs have integrated core academic content into their CTE classes. Similarly, many academic courses provide career-related context for their material. Two programs administered by the CDE foster this type of integration: California Partnership Academies, which require that programs have career themes, and Specialized Secondary Programs, which often have career themes but are not required to do so.” (CDE)

THE CAREER ACADEMY MODEL

INTEGRATED INSTRUCTION



COMPLEMENTARY INITIATIVES

Career Academy Components

School within-a-school; classes primarily for academy students

Students self-select; focus on "at risk" students

Teachers plan as a team; common plan

Usually grades 10-12

Integrated curriculum - academic content taught w/career focus

Typically 3 academic and 1 technical (career) class in 10th & 11th, plus 1 technical (career) & 1 additional career specific in 12th

Dedicated counselor

Business partnership - advisory council

Mentoring in classroom and job sites

Internships in grades 11 or 12

Parents actively involved in academy

Assistance with college or job placement

Specialized Secondary Programs (SSPs)

“Another vehicle for integrated learning, these programs provide students with advanced learning opportunities in academic disciplines, and often include a career focus to develop students’ talents, skills, and interests as they prepare for work and higher education. Out of the 59 SSPs currently funded in California, 21 have a career focus.”

Program of Study Requirement

- Each district must provide least one program of study that incorporates secondary and postsecondary elements; includes coherent and rigorous content aligned with challenging academic standards and relevant CTE in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Program of Study Requirement

Programs of study developed by districts receiving Section 131 funds must include not less than one district-funded course.

The state must see that the school district receiving grant funds is committed, both philosophically and financially, to its CTE programs.

Senate Bill 52: Teacher Credentialing: Career Technical Education

A very important component in the efforts to rebuild and expand CTE opportunities is ensuring pupils have qualified instructors teaching CTE courses. SB 52 renames the designated subjects vocational education teaching credential the designated subjects preliminary career technical education teaching credential, streamlines and aligns the “designated subjects” to the 15 industry sectors established in the California CTE Model Curriculum Standards and Framework, and limits the barriers to part-time service, thus facilitating the recruitment of interested individuals, such as industry representatives, as part-time instructors.