

Career Technical Question and Answer Oct. 9 & 10

DR. STEVE WINLOCK: What resources are available to help teachers integrate California standards, CTE standards in their CTE course content? Rusell?

RUSELL WEIKLE: Great... Thanks, Steve. I would recommend a couple of great sources; one, informal, if i'd recommend that you check out core technical education framework, document that has been put our by CDE. And another great source is called CTE online, and at that source you can find out a multitude of information about the standards.

DR. STEVE WINLOCK: Who should be on the district level CTE advisory committee? Sounds like a Rusell question. What do you think Rusell?

RUSELL WEIKLE: That's right. Thanks, Steve. This requirement is actually described in Ed. Code section 8070 and your advisory committee, your district-wide advisory committee should consist of one or more representatives who have general knowledge about disadvantaged students, teachers, business and industry members, school administration, and a member from the Field Office of the Employment Development Department.

DR. STEVE WINLOCK: Does special populations only refer to special education students? Rusell?

RUSELL WEIKLE: And the answer there would be, no. And while special population does include special education for students and individual with disabilities, special population also includes individuals from economically disadvantage families, including foster children, individuals preparing for non-traditional fields, single parents including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

DR. STEVE WINLOCK: What is a non-traditional occupation or field of work? Rusell, I think that's your questions.

RUSELL WEIKLE: Thank you, Steve. Occupation or fields of work that are classified as non-traditional are those occupations which individuals from one gender comprise less than 25% of the individuals employed in that particular occupation or field of work. So, some examples would be Auto Mechanic Programs for females, Nursing Programs for male students. We provide leas with a list of this non-traditional occupation actually identified by CBET Code on our CTE website. This information is gathered on annual basis using labor marks and information and federal occupational codes.

DR. STEVE WINLOCK: What equipment must the district and sites include in the CTE inventory? Rusell, sounds like your question.

RUSELL WEIKLE: Thank you, Steve. The CTE inventory is actually required for any item with the value of \$500 or more, whether that item was purchased with state dollars or federal dollars. And that inventory needs to include the name of that item, a brief description of that item, any identification numbers, serial numbers and so forth, the original cost of that item of equipment that any--and like I said any piece of equipment with a market value of \$500 or more and that

inventory list also must also the date the equipment was acquired, the location where that equipment is used, the time and mode of disposal, if you have to get rid of that piece of equipment, then there is a method for doing that. We have on-line, at Perkin's CTE website, a full equipment manual that you can download and it will walk you through all of those items that are required on that inventory list.

DR. STEVE WINLOCK: Thank you, Rusell. I just had one question. If it is below \$500, is there need to record that or keep track of it?

RUSELL WEIKLE: Actually there's not, there is no requirement to keep track of any item that, any single item with a value of less than \$500.

DR. STEVE WINLOCK: For CTE advisory members, do the members, committee members have to be board-approved? This was not reflected in the Perkin's guideline. Also, there's a two-part question: How long do districts have to implement their Perkin five-year plans that are due October 31st, 2008? For example, if you're being reviewed in January 2009, what will CTE be looking forward to meet compliance? It's a two-part question.

RUSELL WEIKLE: Actually, the advisory committee question actually takes us back to Ed. Code 8070. And Ed. Code 8070 says that your district-wide advisory committee is to be appointed by the school board. And so, by that way, we interpret that to mean they must be approved by the school board. And if you have program level advisory committees, however, or anything less than a district level advisory committee, then those do not necessarily have to be board approved, but we would encourage you to do so. And then, we do have a new five year plan, local plan for Perkin's and it is due October 31st and you have--we hope that--when you turn that in, it's a visionary plan for what you're going to do over the next five years with the Career Technical Education. And so, to implement your plan, you really have that full five years. But in order to be compliant with the Federal Perkin's Act, you must be compliant now.

DR. STEVE WINLOCK: Can all CTE courses be ROP courses? Rusell?

RUSELL WEIKLE: Steve, that depends. If you are receiving Federal Perkin's dollars, the answer is, no. Any agency receiving federal funds must be an active participant in the delivery of Career Technical Education. And by that, we mean you must offer a minimum of one program of study and at least one course in that program of study must be district-funded. Also, any ROP course the district wishes to fund using Federal Perkin's dollars, they must also be offering a district funded and district run, Career Technical Education course in that same industry sector.

DR. STEVE WINLOCK: Should CTE teacher should provide in district's Sponsored Professional Development and why?

RUSELL WEIKLE: Thank you, Steve.

DR. STEVE WINLOCK: Thank you, Rusell.

RUSELL WEIKLE: Yes, most definitely. Career Technical Education teachers should be participating in the district's Sponsored

Professional Development Programs. These programs are often offered to enhance teaching and classroom management skills, the teachers, and those CTE teachers need to be involved and learn the use of data to improve instruction, implementing the standards, and certainly, effective classroom discipline techniques. But what we often forget is Career Technical Education have additional needs for professional development, and those are around their technical skills and staying current in the occupational area that they're instructing. So teachers need to stay current not only in the classroom instruction techniques, but also in their technical skill area. In fact, Carol Perkin's requires districts to provide Career Technical Education teachers with professional development that is of high quality, intensive, sustained and focused on instruction.

DR. STEVE WINLOCK: How can CTE coordinators provide evidence of evaluating the effectiveness of CTE programs offered in the district? Rusell, could you answer that, please?

RUSELL WEIKLE: Yes, thank you, Steve. Actually there are many forms of evidence that you can provide that would show that you are evaluating annually your CTE programs. CTE requires districts to submit data on enrollment and placement of students enrolling for a technical education programs on an annual basis. Districts should not only be submitting that data, but reviewing and analyzing that data. So, anytime you have a meeting and that data is discussed or reviewed, certainly keeps minutes for those meetings, and have those on hand that is evidence that you've reviewed that data. Also, it would be a great way to get your advisory committee involved in your school is to have those people, especially the business and industry people who sit on your advisory committee to go out, look at your programs and make a formal evaluation of the effectiveness of those programs. And if you have any kind of a document that you use for that, certainly saved those, you can use minutes from your advisory committee meetings to show that that information was discussed. Another thing that you might use is, if you survey students at the end of the year, which often happens because of the requirement for placement data, you can submit some surveys or hold on those surveys as evidence that students have provided information or feedback to you on the effectiveness of your programs. And also, any minutes from board meetings or Career Technical Education is discussed.