Alternative Structures for CTE Issue Caucus

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Today’s Agenda:

- Introductions and Session Overview (15)
- Rationale and What the Research Says (25)
- Activity: Group work and Meta “Driver” Diagram (40)
- Wrap Up (10)
Who is in the room?

- Faculty: CTE, Basic Skills, Counselors?
- Researchers?
- Administrators/Coordinators?
- CCCCCO?
- Affiliates?
- Others?
Session Objectives:

• focus on outcomes desired through pathway programs;
• identify innovations (drivers) that can help students move through a pathway;
• identify interventions that will help students complete programs.
Why use a pathway model?

Think about your students...

- Where do they stop out before completing a certificate, degree or transfer?
Why use a pathway model?
Why use a pathway model?

Research suggests...

– A lack of structure can impede students’ connection, entry, progress & completion

– A “best process” approach can support student outcomes


Key Elements of “Stackable Certificate” Curriculum Model

• Aligned with industry-defined career pathways and job classifications
• Progression of courses and short-term certificates that build credits toward 1 and 2 year CTE Certificates of Achievement and AS Degree / Transfer
• May start with Non-credit “Bridge” or “Prep” program but leads to entry into credit-bearing college classes
• From student perspective, points of entry into and exit from program (“On and Off Ramp”) very easy to understand
• Makes explicit what jobs are available upon completion of each certificate and, ideally, local wage range of those jobs
• Linked to contextualized Basic Skills English, Math, and ESL where needed
National Pathways work

• At least 10 states have significant career pathway efforts aimed at adults or out of school youth.
  – AR, CA, KY, IL, MA, OH, OR, VA, WA, WI
  – Perkins: every state must have pathways for high school students.
• Half a dozen states have career pathway bridge initiatives
  – IL, IN, MD, MN, OH, OR, WA, WI
  – New Gates’ Accelerating Opportunity grants will expand this.
  – Some states have focused state adult ed plans/RFP’s on this. IL, IN
  – CA new ABE strategic plan moving in this direction.
• Career pathways and bridges becoming a focus of federal policy.
  – DOL TAACCCT grants, Career Pathway Innovation Grants, Career Pathway TA Institute; ED’s Career Connections and Pathways to Prosperity; DHHS’ Innovative Strategies to Self-Sufficiency. Pathways and bridges part of President’s jobs proposal and the likely focus of forthcoming Innovation Fund.
Stackable Certificate and Degree Programs
LATTC

- Liberal Arts Courses Required to Satisfy AA/AS Degree Requirements or for Transfer to 4-Year University
- Focuses on Advanced Technical Skills, Management/Professional Skills
- Includes Competencies to Pursue Multiple Career Pathways
- Focuses on Occupation-Specific Technical Skills and Competencies
- Focuses on Industry-Wide Skills and Competencies
- Typically Includes Applied Mathematics/Algebra

Prep Programs - Trade Bridge Academy
Skyline Allied Health

SMCCD Allied Health Career Advancement Academy

Skyline College
Respiratory Therapy
Associate Degree Program

College of San Mateo
Nursing
Associate Degree Program

Cañada College
Radiologic Technician
Associate Degree Program

Prerequisites
Participants may complete prerequisites at any college and go into any of the three higher level healthcare programs

Students earn certificates in one or two semesters, and go directly into high paying Allied Health jobs and careers.

Gateway to Allied Health Careers: CAA Bridge (1)

Student learning community cohorts
Contextualized basic skills including Math and English or English Speakers of Other Languages Course
Orientation to Allied Health Careers/Healthcare Gateway, involving employers and worksites
Collaborative student support services integrated with WIB Services

Participants enter Gateway at Cañada College or Skyline College then go up the career ladder at any of the three colleges.

(1) or (2) represent the number of semesters required for accelerated certificate completion.
South Texas College Accelerated Electrician Career Pathway

On Ramp:
- Foundation ESL for Electricians
- Spanish for Electricians
- GED Prep

6th Grade Ready in Reading, Writing & Math

Electrician Aide MSAA:
ELPT 1419
ELPT 1325
ELPT 1429

JOB

GED

GED Complete

Electrician Assistant Certificate:
Electrician Aide MSAA +
ELPT 1411  ELPT 1420  Elective
ELPT 1445  ELPT 2325
ELPT 2447

JOB

South Texas College Accelerated Electrician Career Pathway

On Ramp:
- 6th Grade Ready in Reading, Writing & Math
- High-Intermediate/Advanced ESL

Contextualized ESL
Contextualized Technical Spanish
Contextualized Math

8th Grade Ready in Reading, Writing & Math
High-Advanced/Exit ESL

Electrician Aide MSAA:
ELPT 1419
ELPT 1325
If pass, apply for financial aid; then
ELPT 1429

JOB

Electrician Assistant Certificate:
Electrician Aide MSAA +
ELPT 1411  ELPT 1420  Elective
ELPT 1445  ELPT 2325
ELPT 2447

JOB
Activity: Group work and Meta “Driver” Diagram

• identify innovations (drivers) that can help students move through a pathway;
• identify interventions that will help students complete programs
Why use visual tools?

Reasons for using visual tools:
- Focus a potentially unwieldy conversation
- Provide a frame or skeleton for analysis
- Illustrate complexities and interconnections
- Show different takes on an issue – different analyses may lead to different conclusions
- Point to action
- Give people a chance to think out loud
**Increased World History Comprehension from a multi-nation perspective**

**Drivers**

- Pedagogy
  - Teacher training
  - Increase knowledge beyond traditional topics
  - World view vs. political correctness

- Reading Material
  - Increase primary sources
  - Public access to world communications e.g. previously censored

- Research Topics
  - Assignments with world view perspective, asking questions in a different way

**Example provided by Scott Rowland, 9th grade**
Small Group Work

- agree on one driver of interest,
- develop related interventions,
- think about how to apply at local college and district levels
Wrap Up

• What is one new thought/discovery/action step you are taking away from this session?
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