Career Pathway Management

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Session Overview

Career Technical Education programs in California schools have evolved drastically over recent years. CALPADS State reporting and the implementation of the College and Career Indicator component of the California Dashboard has put an emphasis on Career Pathway completion now more than ever. The workshop will debut the newly enhanced Career Pathway Management page in Aeries. Data management in Aeries on College Credit Courses, CTE articulations, and how to ensure CTE students are reported accurately to CALPADS will be discussed in detail.

Session Objectives

❖ Overview of CTE Courses and Pathways

❖ Setup and Discussion of Career Pathway course sequences

❖ Using the Career Pathways Management page to assign students to Pathways and the various levels of participation

❖ Managing Career Pathways participation for individual students

❖ Documenting History, Experiences and Outcomes associated with a student's Pathway participation

❖ Discussion of CTE Dual Enrollment Courses pertaining to College/Career Indicators (CCI) and CTE Articulated Courses

❖ CALPADS reporting and data management

What is College/Career Indicator (CCI)?

California School DASHBOARD

College/Career Readiness

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **College Credit Courses:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **State Seal of Biliteracy (SSB):** SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- **Leadership/Military Science:** Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area
- **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria
- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

APPROACHING PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **College Credit Courses:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course
- **Leadership/Military Science:** Two years of Leadership/Military Science

NOT PREPARED

Did not meet any of the measures or did not graduate.

Criteria Key

- Assessment
- Coursework
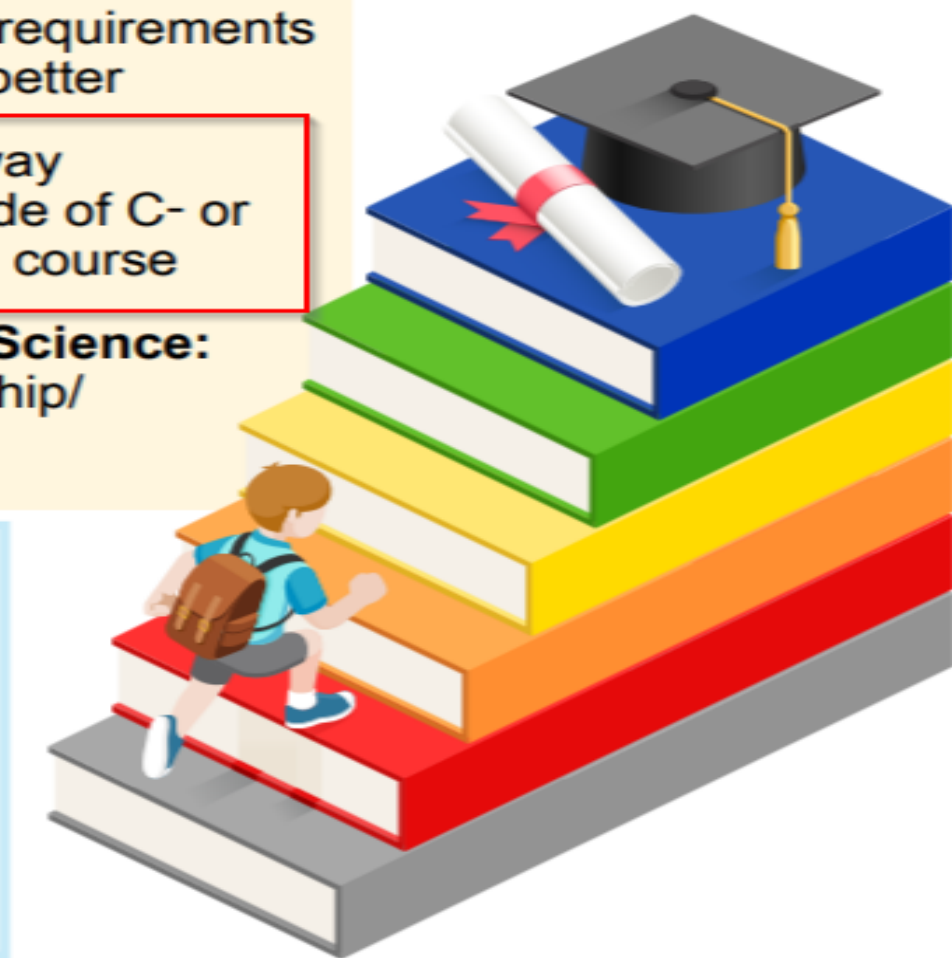
For more information, please visit the California Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/index.asp.

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Aeries SIS

Key Players in Data Management

❖CTE Coordinators

❖CALPADS and IT Administrators

❖Counselors/ School Site Administrators

❖CTE Teachers

❖Human Resource Staff

Roles

CTE Coordinators

- ❖ Identify true CTE Courses
- ❖ Know the Pathways offered at each school site
- ❖ Know the Course Sequence in each Pathway
- ❖ Know which CTE courses are Articulated or Dual Enrollment
- ❖ Know which CTE Courses are UC/CSU Approved
- ❖ Identify which courses are offered by ROC/P
- ❖ Are any pathways Perkins, CCPT or CTEIG Funded?

Roles

CALPADS and IT Administrators

❖ **Ensure Proper Security Permissions are in place for Users based on their role**

❖ **Know which fields in Aeries need to be populated for proper data extraction**

Roles

CTE Teachers

❖ **Must know the Course Content and the standards for the pathway**

❖ **Is the same Concentrator or Capstone Course in more than one Pathway?**

❖ **Should a student belong in my course?**

Roles

Human Resource Staff

❖ **HR can verify CTE Credential or Single Subject authorized to teach in Industry Sector**

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
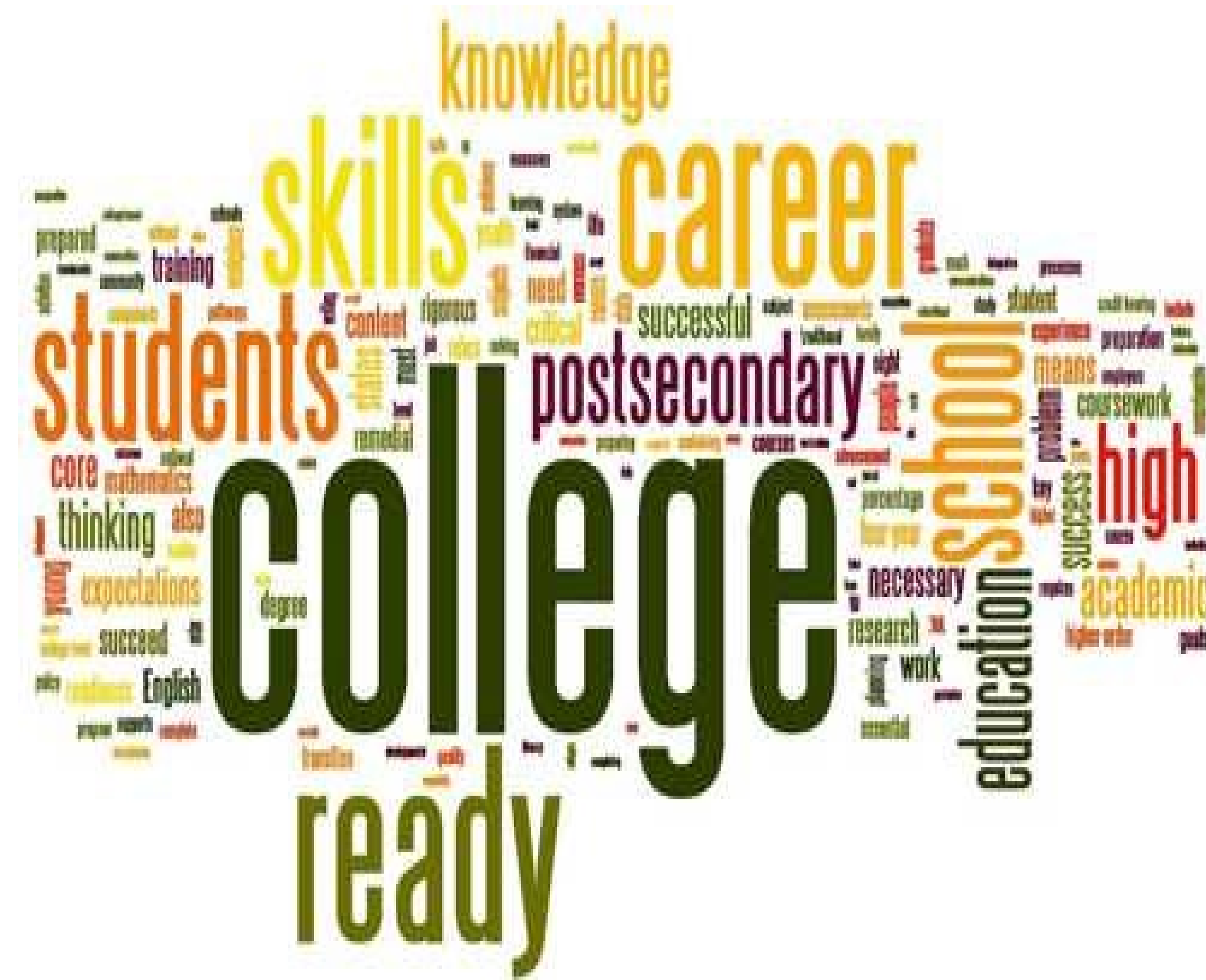
What is a CTE Course?

❖ **A minimum of 150 hours or 1 year of instruction**

❖ **Pathway must meet State specific <u>CTE Model Standards</u>**

❖ **AP/IB Courses must contain a CTE State Course Code as it pertains to the Pathway and Defined in <u>CALPADS Valid Code Combinations</u> (Course Group Master Combos)**

❖ **<u>Career Technical Education Course Code Definitions by Sector and Pathways 2017-18 Users Guide</u>**
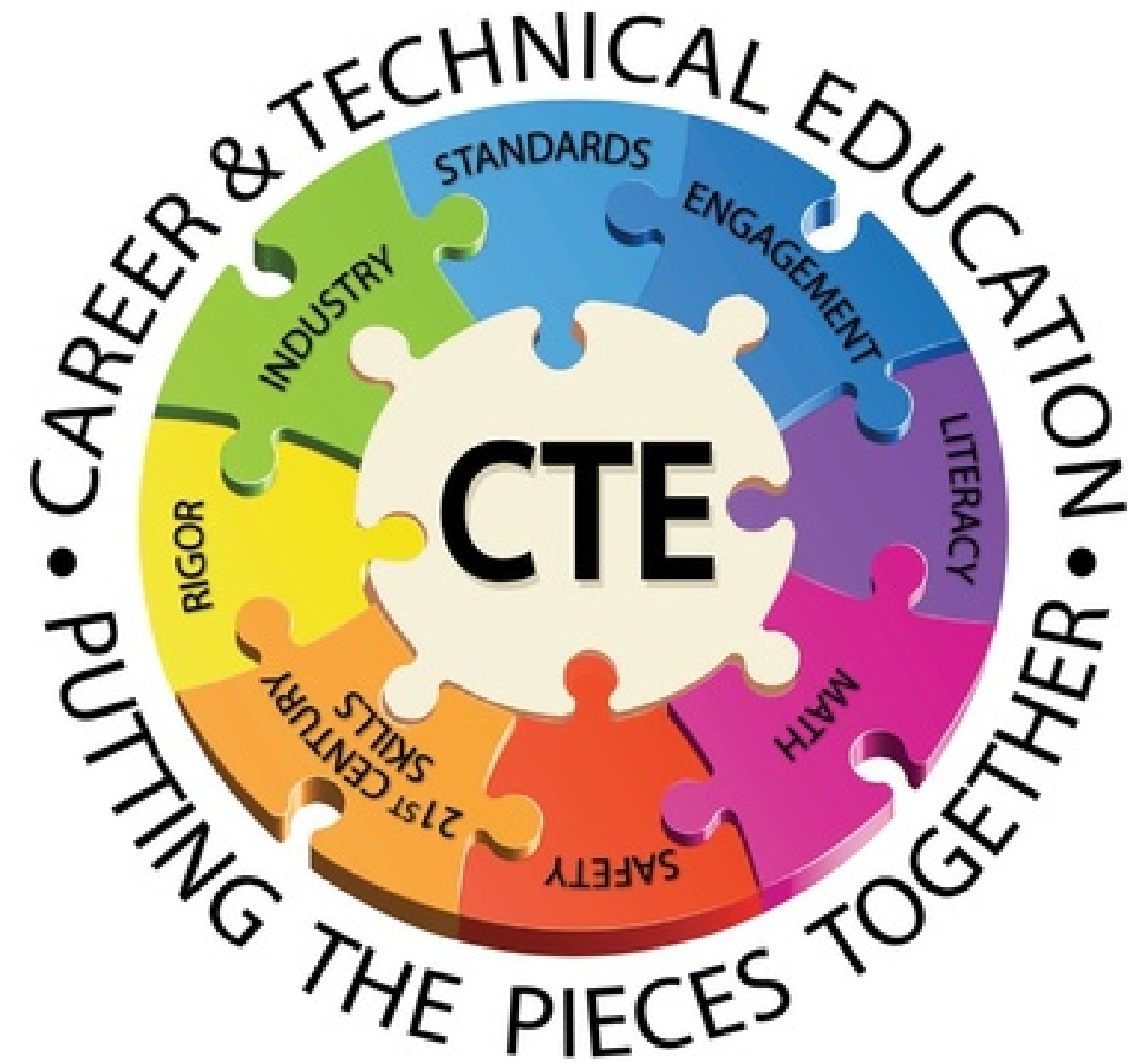
What is a CTE Pathway?

- **A sequence of High Quality CTE Courses create a Pathway**

- **Minimum 2 full year CTE Courses OR a single, multiple-hour CTE course providing sequential units of instruction >= 300 hours**

- **SHOULD include Introductory, MUST have Concentrator and Completer(Capstone) Courses.**

- **One-year pathways MUST consist of only a Completer Course (Capstone Course) and meet the 300 hour minimum requirement.**

Designing Career Pathways

Who's Who, How, and When?

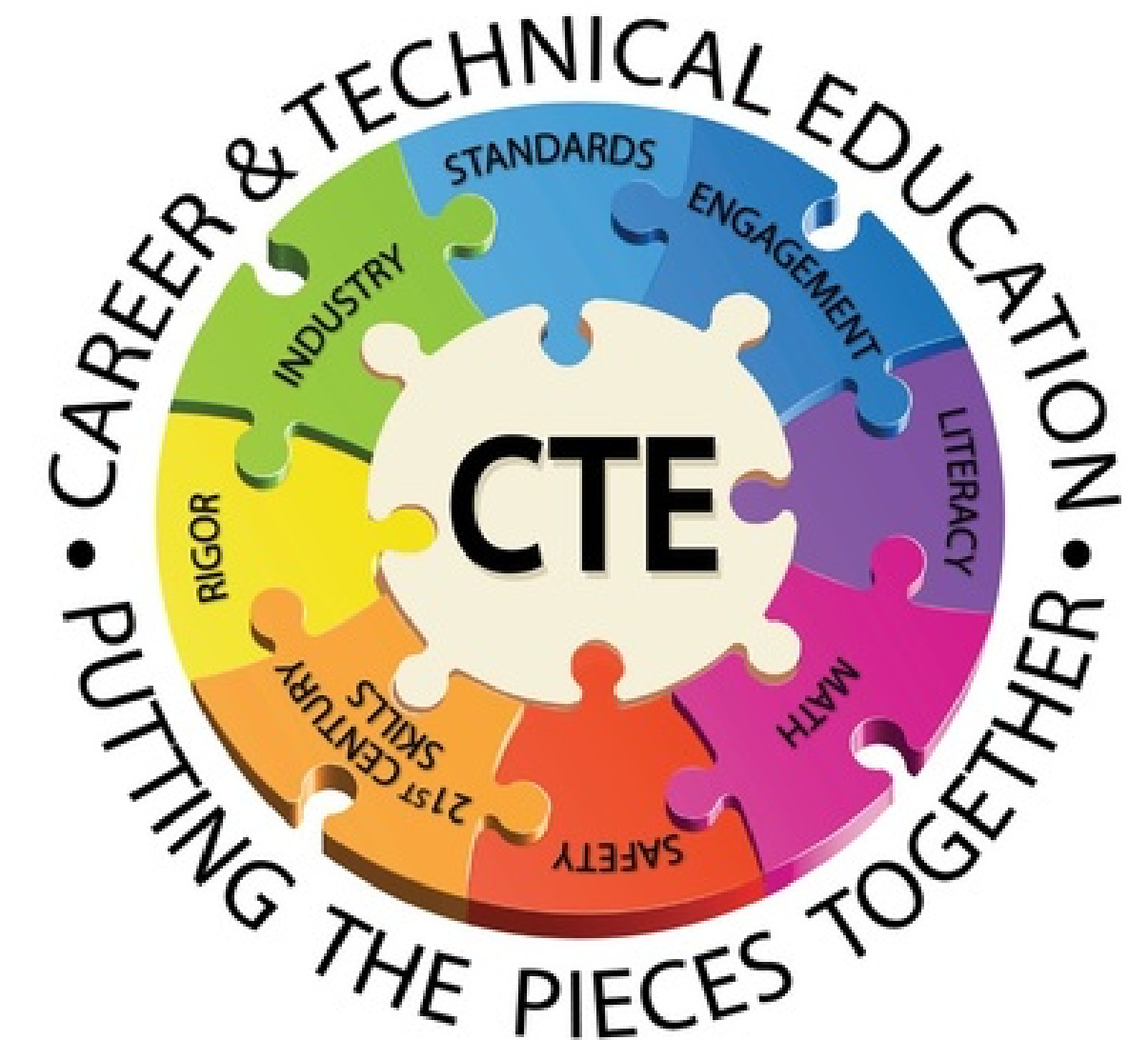- ❖ **Non- Concentrating Participants**
  - ❖ Students ONLY complete the Introductory CTE course or any CTE course not in a declared pathway regardless of the level
    - ❖ These students are NOT included in SCTE EOY extract and are accounted for in the 3.17 and 3.18 <u>CALPADS Reports</u>.
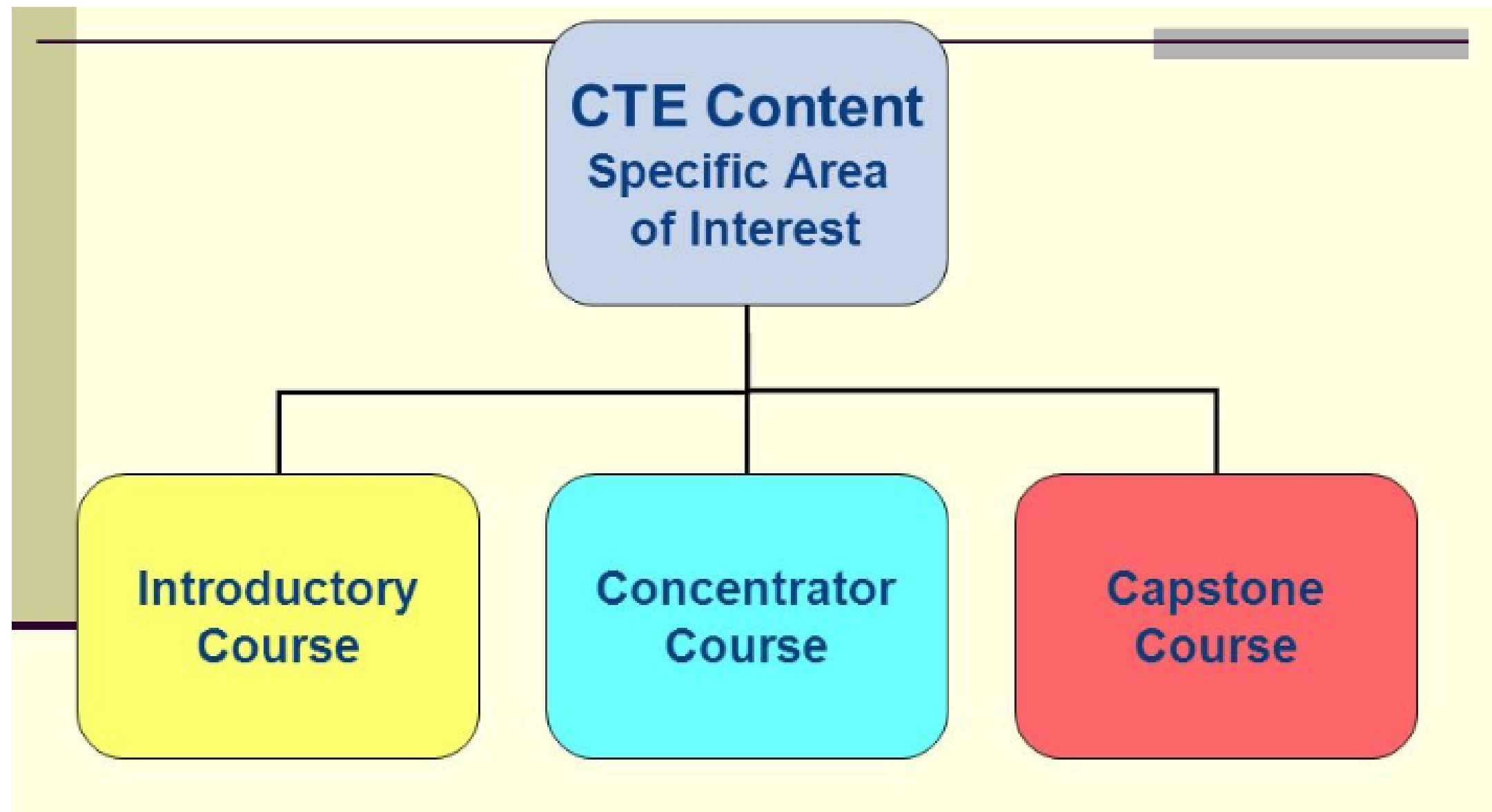
- ❖ **Concentrator**
  - ❖ Completed 50% of a declared pathway
    - ❖ Two-year Pathway – Completed the 1st year Concentrator Course
    - ❖ Three- year Pathway – Completed 1st year CTE Intro course , Enrolls and Completes 2nd year CTE Concentrator Course.

- ❖ **Completer**
  - ❖ Completed all CTE Courses **sequentially** with a minimum 2.00 GPA on the Capstone Course
    - ❖ LEA's may validate GPA between terms

Why is Course Sequence Important?

CTE Content
Specific Area of Interest

Introductory Course — Concentrator Course — Capstone Course

CALPADS validates the student's reported status in the following manner –

❖ Concentrator – Student <u>MUST</u> have Concentrator Course in transcript the same academic year this status is being reported.
  ❖ **CERT122 – Missing SCSC Record or Incorrect Pathway for CTE Concentrator**

❖ Completer – Student <u>MUST</u> have Capstone Course in transcript the same academic year this status is being reported.
  ❖ **CERT124 – Missing SCSC Record for CTE Completer**

Why is Course Sequence Important?

Scenario #1 – The high school offers a two-year pathway. The counselor schedules a student into the Capstone Course their Junior year and then the Concentrator Course their Senior. Is the student a Completer?

Answer – NO – Although the student did complete the sequence and the minimum 300 hours requirement between the two courses, the status will not be allowed to report to the State and the completion will not count towards the CCI. This will trigger a CERT124 error. However, the student should still receive a Certificate of Completion.

Scenario #2 - A Junior is in a three-year pathway where the Introductory Course is required. The student completed the Introductory Course their Sophomore year and at the end of their Junior year, completed the Capstone Course with a "B+". Is the student a Completer or Concentrator?

Answer – NEITHER – Although the student has completed 50% of the pathway the student is NOT a Concentrator since the course sequence was broken. Reporting the student to CALPADS as a Concentrator will trigger the CERT122 error since the Capstone Course is in this year's transcript and not the Concentrator Course. The student may not be reported as a Completer since the student has not completed the Concentrator Course.

Career Pathway Management Page

CTE Articulations and Dual Enrollment

❖ **College Articulation**
  ❖ Written agreement between a Community College and the District
  ❖ Curriculum is provided to a High School teacher by the College
  ❖ College Credit is conditional

❖ **Dual Enrollment**
  ❖ ANY course which earns college credit- no conditions
  ❖ Typically taught by a College Professor
  ❖ CAN earn high School credit

Where does the data pull?

Dual Enrollment

❖ Course level (CRS.CL) must equal a "40- College Level"
    ❖ Value translates as College Credit code "16" (CALPADS field 9.19 in Course Section and Student Course Section files)

❖ State Course Code (CRS.C3) must either be a CTE State Course Code or a Dual Enrollment College Credit State course code

❖ Articulated Courses
❖ Only CTE Articulated courses are reported
❖ These courses do not qualify towards the CCI Dashboard
❖ Course Type (CRS.TY) value can only be a "32 – Technical Prep Higher Ed Institutions" or "33- Technical Prep and ROC/P Higher Ed Institutions"

Where does the data pull?

Where does the data pull from the Course Section?

Master Schedule

2082	Go

Section	CrsID	Crs Title
2082	0223	AdvGra

Master Schedule

Section	Period	Blk	Sem	Course	Teacher	Highly Qlfd Tchr	Room	Tag
2082	2	1	S	0223 - AdvGraphicProd	727 – Parslow		B3	

Credit	School (if other than the current)	Prgm	Hrly Prg	Exclude	ADA	Supp Att	Tch#2	HQT	Tch#3	HQT	MultiTchr
5.00						☐					

Grd Range	SchGrp	TmCrsGp	Team#	SemGp	Track	Sex	SplitTerm	Mon	Tue	Wed	Thu	Fri	Sat
9-12			0	C			MTWTF	☑	☑	☑	☑	☑	☐

Class ID	Max	Total	Boys	Girls	Left
0	36	32	25	7	4

Ed Svc	Lang Instr	Instr Strategy	Fund Src	CTE Prvdr	Ind Study	Dist Lrng	Itinerant Teacher
ELD and SDAIE But Not Primary Language	English	Structured English Immersion		ROC/P			

User1	User2	User3	User4	User5	User6	User7	User8

MST.TEP

Add	Copy	Change	Delete	Print Class Rosters	Print Master Schedule Details

Guidelines

❖ Courses will NOT count towards <u>Dual Enrollment</u> if the courses are not tagged correctly in Aeries

❖ The same course for the same student will not earn student CCI credit in more than one category.

  ❖ A Dual Enrollment Capstone course will not count towards Pathway Completion AND Dual Enrollment

  ❖ The Dual Enrollment College Credit Capstone course will count towards the completion status first

    ❖ Student would need to take another Dual Enrollment course or meet another measure in CCI.

Career Measures

Beginning this academic year, the California Department of Education (CDE) will collect **seven work-based learning and certificate completion career measures** for *potential* use in the College/Career Indicator (CCI) on the California School Dashboard.

Career Measures

The following career measures will be collected in CALPADS during the End-of-Year 3 submission which opens in May and closes on August 30, 2019:

❖ Workforce Readiness (Strategic Skills) Certificate Program Completion
❖ Food Handler Certification Program Completion
❖ Pre-Apprenticeship Certification Program Completion
❖ Pre-Apprenticeship Program (non-certified) Completion
❖ State or Federal Job Program Completion

Career Measures

New Career Measures Collected in CASEMIS
The following career measures are due in CASEMIS by August 9, 2019:

❖ WorkAbility I Work-Based Learning Program Completion
❖ Transition Partnership Program and Work-based Learning Completion

Please note that, beginning in the 2019–20 school year, the two measures identified above will be collected in CALPADS as part of the CASEMIS to CALPADS transition.

SENR Indicators

CTE FAQs