Topic: Career Education Teacher Training Certificate and Degree

Time: March 2, 2021, 12:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://cypresscollege-edu.zoom.us/j/8544222537>

**Committee:** CTE Faculty, Amanda Gargano; CTE Counselor, Jane Jepson; CTE Counselor, Jeannie Mitch; CTE Dean, Kathleen Reiland

**Attendees:** List noted in the Appendix.

**Introduction:** To teach in CTE TOP-Coded programs, instructors must meet the California Community College Minimum Qualifications for their particular discipline. The proposed career education core courses and certificate are intended to provide new and aspiring CTE instructors with technical training and teaching strategies in specialized areas of career education.

**Background**: As part of the Perkins V Comprehensive Local Needs Assessment (CLNA), the North Orange County Community College District convened 67 advisory committee stakeholders for the purposes of developing a plan that was consistent with state and federal Perkins V plans, labor market indices, and accountability measures outlined in the act. The result was a diverse constituent group vested in “*Expanding opportunities for every student to explore, choose, and follow career and technical education programs of study and career pathways to earn credentials of value.”* The plan was approved by the state monitor in late summer 2020. A committee began the research and discovery phase of the project in the fall of 2020 to address the one aspect the CLNA’s recommendations, which was to improve the delivery of career education.

**Purpose:** Under the provisions of Perkins V, Sec I-D, #15, it was decided that Cypress College should provide teacher preparation training to aspiring and current career educators in CTE TOP Coded programs who meet minimum qualifications but may have no teaching experience. It was also decided that Cypress should encourage some of the top CTE students to complete the training, especially if they are interested in teaching. By completing this course of study, it would enable students to work as mentors/assistants in their respective career education programs with the possibility of eventually returning to teach once they gain the required industry experience. On March 2, 2021, a campus-wide advisory meeting was convened to solicit feedback on the committee’s recommendations.

**CE Instructor Training Committee Recommendations:** The committee proposed a certificate-based instructor training option to address the needs of adult learners, special populations, and working professionals, while providing educators with essential skills in technology, lab/clinical safety guidelines, on-line teacher training, instructional strategies/pedagogy, program recruitment/development ideas, industry advisory requirements, gender and racial equity in higher wage occupations, labor market indices, Perkins and SWP performance metrics, CTE 2-year program review requirements, work-based learning assessment, internship opportunities, etc.

**Discussion:** The goal is to improve the overall quality of career education. We may also encourage some of our top CE students to complete the training so they can work as mentors/assistants in our career education programs with the possibility of eventually coming back to teach once they gain the required industry experience.

Kathleen Reiland clarified that the CE Teacher Training Certificate and Degree was not intended to replace or compete with our existing teacher prep program for transfer. She indicated that the committee would like to have input from our colleagues who offer teacher prep and/or CTE related courses across the campus. For that reason, faculty who had courses with teaching the name were invited to the meeting as were career education faculty.

The proposed program is still very much a work in progress, but the idea is to provide a certificate-based option that will address the needs of adult learners, special populations, and working professionals, while providing educators with essential skills in technology, lab/clinical safety guidelines, on-line teacher training, instructional strategies/pedagogy, program recruitment/development ideas, industry advisory requirements, gender and racial equity in higher wage occupations, labor market indices, Perkins and SWP performance metrics, CTE 2-year program review requirements, work-based learning assessment, internship opportunities, etc.

The draft course and program outlines were reviewed, and the revised outlines are attached.

With regard to how the Online Teacher Training would be included in the second technology course, it was indicated there were a couple of options: one being that Kathleen McAlister teach that part of the course or that she could provide a train-the-trainer option where she could still do the final assessment.

Lastly, there was discussion about how the programs would select the nine (9) additional units for the program. It was recommended that department faculty select foundational courses that would provide new faculty with the same understanding that that the program worked to instill in their students. The advisory members also discussed using the course units towards class advancement on the salary schedule. Kathleen indicated they would propose that option with the District.

**Conclusion:** It was the general consensus of the advisory attendees that by revising the name from CTE Teacher Prep to Career Education Teacher Training that it better clarified the distinction from the traditional teacher prep program. The name was further clarified by changing teacher to instructor, so it would be called the CE Instructor Training Certificate Program. The program will move forward as revised.

**Appendix:** Invited and Attended Noted in Bold

Counselors:

T**eacher Prep Committee: Mymy Lam** [**mlam@cypresscollege.edu**](mailto:mlam@cypresscollege.edu)

**Teacher Prep Committee: Daniel Pelletier** [**dpelletier@cypresscollege.edu**](mailto:dpelletier@cypresscollege.edu)

**CTE Counselor, Jane Jepson** [**jjepson@cypresscollege.edu**](mailto:jjepson@cypresscollege.edu)

**CTE Counselor, Jeannie Mitch** [**jmitsch@cypresscollege.edu**](mailto:jmitsch@cypresscollege.edu)

Curriculum Committee Representatives:

Chair: Silvie Grote [sgrote@cypresscollege.edu](mailto:sgrote@cypresscollege.edu)

Coordinator: Marbelly Jairam [mjairam@cypresscollege.edu](mailto:mjairam@cypresscollege.edu)

Assistant: Terry Carpenter [tcarpenter@cypresscollege.edu](mailto:tcarpenter@cypresscollege.edu)

**Articulation Officer: Jacquelyn Rangel** [**jrangel@cypresscollege.edu**](mailto:jrangel@cypresscollege.edu)

Deans:

**Business/CIS: Henry Hua** [**hhua@cypresscollege.edu**](mailto:hhua@cypresscollege.edu)

**CTE: Kathleen Reiland** [**kreiland@cypresscollege.edu**](mailto:kreiland@cypresscollege.edu)

**Fine Arts: Katy Realista** [**krealista@cypresscollege.edu**](mailto:krealista@cypresscollege.edu)

**Health Sciences: Rebecca Gomez** [**rgomez@cypresscollege.edu**](mailto:rgomez@cypresscollege.edu)

Social Sciences: Lisa Gaetje [lgaetje@cypresscollege.edu](mailto:lgaetje@cypresscollege.edu)

Disabled Student Services: **Deborah Michelle** [**dmichelle@cypresscollege.edu**](mailto:dmichelle@cypresscollege.edu)

Faculty:

**Business/CIS: Ben Izadi** [**bizadi.cypress@gmail.com**](mailto:bizadi.cypress@gmail.com)

**Business/CIS: Rassoul Alizadeh** [RAlizadeh@cypresscollege.edu](mailto:RAlizadeh@cypresscollege.edu)

Auto Tech: Luciano Orozco [lorozco@cypresscollege.edu](mailto:lorozco@cypresscollege.edu)

Auto Collision Repair: Larry Ramos [lramos@cypresscollege.edu](mailto:lramos@cypresscollege.edu)

**Hotel, Restaurant, Culinary: Amanda Gargano** [agargano@cypresscollege.edu](mailto:agargano@cypresscollege.edu)

**Air Conditioning & Refrigeration: Douglas Sallade** [**dsallade@cypresscollege.edu**](mailto:dsallade@cypresscollege.edu)

Aviation & Travel: Edilberto Valdez [evaldez@cypresscollege.edu](mailto:evaldez@cypresscollege.edu)

Dental Hygiene: Kendra Velasco [kvelasco@cypresscollege.edu](mailto:kvelasco@cypresscollege.edu)

Ethnic Studies: Daniel Lind [dlind@cypresscollege.edu](mailto:dlind@cypresscollege.edu)

Vice President of Instruction, Lee Douglas [ldouglas@cypresscollege.edu](mailto:ldouglas@cypresscollege.edu)

**Perkins V Plan (excerpt):**

Through the Cypress and Fullerton College Program Review process, industry advisory meetings, campus support services, and workforce development collaboration, faculty and counselors will work to incorporate strategies to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency by providing targeted outreach, counseling, tutoring, mentoring, access to specialized lab experiences, and hands-on equipment skills training. Professional development in the form of career education teacher preparation will provide faculty, counselors, and support staff with targeted training to include an emphasis on how to engage and retain special populations, including nontraditional, disabled, and economically disadvantaged students.

The Chancellor's Office of the California Community Colleges funds a Joint Special Population Group through Title I-B Leadership funding whose mission is to empower with equity of access and enhance the Career Education field for Community Colleges to encourage girls, woman, boys, and men to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand. This offers a yearly conference, e-seminars, and webinars that are taped and available online. In addition, they have resources showing best practices with a full section on non-traditional careers. Faulty is encouraged to take advantage of these resources.

The Chancellor's Office of the California Community Colleges funds a Joint Special Population Group through Title I-B Leadership funding whose mission is to empower with equity of access and enhance the Career Education field for Community Colleges to encourage girls, woman, boys, and men to explore and enter into training programs and careers that are non-traditional by gender as well as high-wage and high-demand. This offers a yearly conference, e-seminars, and webinars that are taped and available online. In addition, they have resources showing best practices with a full section on non-traditional careers. Faulty is encouraged to take advantage of these resources.

**15. Provide a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.**

Cypress and Fullerton Colleges’ Recruitment and Retention Policy requires Career Education faculty to meet the minimum qualifications that are based on a combination of degrees and industry experience. Faculty must have a Master’s, Bachelor’s, or Associate’s Degree. To teach with a Bachelor’s Degree, individuals must have two years of experience in their career area; if they have an Associate’s Degree, they must have six years of experience in their career area. Counselor training programs focus predominantly on academic counseling, rather than on career counseling. However, embedded Career Education counselors attend industry advisory meetings and participate career-related activities to offset their lack direct experience in occupations outside of the education sector. Challenges to recruiting and retaining staff include low pay compared to the private sector; an inadequate supply of individuals who have the breadth of skills required; difficulties in retaining faculty for part-time positions; challenges in training Career Education faculty about teaching pedagogy; and pressures on staff due to a continual need to retrain to keep pace with trends in industry.  
  
Cypress and Fullerton Colleges offer professional development (PD) through the District and the college advisory committees and collaboratives, Academic Senate, Regional Consortium, content area conferences, and sabbaticals. The District also pays for “flexible PD,” called “flex,” whereby faculty participate in PD activities each year to strengthen their programs. In addition, the CCCCO also offers PD on special topics, such as integrating curricula, effective practice in developmental education, and assessing student learning. Initiatives reflecting system priorities are usually addressed through PD offered in workshops during the year. The CCCCO has covered faculty stipends and substitutes whereby project leaders my use Perkins V funds to train large groups of faculty on their campuses as needed.  
  
Cypress College will fund programs that will include teacher preparation training and professional development, including Career Education teachers, counselors, and support staff preparation to enhance the depth, breadth, and currency in their understanding of special populations of students in career education. Perkins funding will also be used to address identified aggregate needs to improve recruitment, retention, and discipline-related training, and to develop survey tools measuring learning outcome. This comprehensive professional development will be documented by a certificate and delivered to those interested in improving their career counseling, instruction, and teaching strategies. For discipline-related skills training, staff will attend specialized educational and/or industry training and share their knowledge with colleagues and students to improve overall competency levels.

**District**

North Orange County CCD

**Grant ID**

20-C01-860

**General Assurances**

1. No Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V or Act) funds will be used to acquire equipment/software in any instance in which the acquisition will result in a direct financial benefit to any organization representing the interests of the district, its employees, or affiliates.
2. No Perkins V funds shall be used to mandate that any individual will be required to participate in a CTE program, including a program that requires the attainment of a federally funded skill level, standard or certificate of mastery.
3. Perkins V funds shall supplement, and shall not supplant, nonfederal funds expended to carry out CTE activities.
4. All the funds made available under Perkins V shall be used in accordance with the requirements of the Act.
5. Sufficient demographic information and reports will be provided to the Chancellor’s Office to permit it to carry out the administration and reporting activities required by Perkins V and the California State Plan for CTE.
6. Perkins V  requires that a group of individuals, comprised of Business, Industry, Labor Organizations, Special Populations, Academic Faculty and CTE Faculty\*, Career Guidance and Academic Counselors, Students, Others, be involved in the development, implementation, and evaluation of CTE programs assisted with Title I, Part C funds.
7. Every career and technical training program offered by a community college district shall be reviewed every two years by the governing board to ensure it meets documented labor market demand, does not represent unnecessary duplication, and is effective as measured by the employment and completion success of its students of the California Education Code].

\* The majority of faculty should be representatives of CTE. (NOTE: If you are unable to recruit a representative of any of the required groups, you must attach to this form a plan how this requirement will be addressed.)

**Specific Assurances**

Perkins V Act identifies six required characteristics of programs in which the funds are to be used. To comply with these requirements for local uses of funds, the district assures that the program(s) to be assisted with Perkins V funds will—

1. strengthen the academic and career and technical skills of students participating in CTE programs, by strengthening the academic and CTE components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study, to ensure learning in the core academic subjects and career and technical subjects;

2. link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;

3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4. develop, improve, or expand the use of technology in CTE, which may include—

a) training of CTE teachers, faculty, and administrators to use technology, which may include distance learning;

b) providing CTE students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

c) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

5. provide professional development programs that are consistent with §122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, including—

a) in-service and preservice training on—

(i) effective integration and use of challenging academic and CTE provided jointly with academic teachers to the extent practicable;        -

(ii) effective teaching skills based on research that includes promising practices;        -

(iii) effective practices to improve parental and community involvement; and        -

(iv) effective use of scientifically based research and data to improve instruction;

b) support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry;

c) internship programs that provide relevant business experience; and

d) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

6. develop and implement evaluations of the CTE programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

7. initiate, improve, expand, and modernize quality CTE programs, including relevant technology;

8. provide services and activities that are of sufficient size, scope, and quality to be effective] and

9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

\* The majority of faculty should be representatives of CTE. (NOTE: If you are unable to recruit a representative of any of the required groups, you must attach to this form a plan how this requirement will be addressed.)