

Adult, Alternative, and Career Technical Education

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MAJOR POLICY – Immediate Action (2/3rd vote required)

None

MAJOR POLICY – First Reading

Online Courses (page 373, under Technology: Internet – prior to Use of Instructional Technology)

CTA believes that online learning ~~can be~~ **is** a powerful instructional supplement to traditional classroom instruction. Online learning can provide flexible options for ~~highly~~ motivated students who are computer literate, possess above average time management skills and are fully prepared to work independently. ~~However,~~ **Online** education can only be effective for those who have access to the technological tools requisite to access and success in an online learning environment.

Students should have access to a teacher appropriately credentialed in California, or in the case of higher education should be taught by a faculty member in the content area of the course for which the student is enrolled. As research demonstrates, interaction with and connection to their instructor is every bit as important for students in online classes as it is for students in traditional classrooms. Online learning educators should be regular faculty unit employees of the local public California school district or the higher education institution where the student is enrolled. Educators should be provided professional development in the area of online teaching and learning prior to ~~her or his~~ assignment to online instruction and should be afforded the requisite technological infrastructure and technical support.

Teachers of online courses should control course content and should retain the academic freedom to choose appropriate instructional activities for their students. Assessments for online courses should be administered under the direct supervision of a credentialed teacher or qualified instructor. Ownership of any educator-created instructional materials or resources should remain with the creator. Higher education faculty should retain intellectual property rights over content, delivery and assessments in line with the provisions of their respective bargaining agreements.

Online curriculum should meet the same rigorous standards and be subject to the same review processes as curriculum used in traditional classrooms. The preferred use of online instruction is in a hybrid model where no more than 60% of the course is online instruction. All online classes should include some synchronous classroom instruction, including but not limited to team assignments, weekly discussions, audiocasts, cybercafes, etc.

Online curriculum must be as affordable, accessible and equitable as traditional instruction. Enrollment in online learning should be voluntary. Students enrolled in online learning should have access to all programs and services of the district or institution in which they are enrolled, including but not limited to special education, electives, fine arts, guidance and career counseling services, physical education and extra-curricular activities. Higher education students should have access to the same financial support resources as traditional classroom students.

Revenues associated with online instruction should be devoted to the instructional benefit of students, funding appropriate class sizes, technologic resources and the recruitment and retention of quality educators. Public dollars should be used for public instruction.

Outsourcing of instruction and instructional support functions to “for profit” vendors should be ~~avoided~~ prohibited as this approach increases costs and weakens both transparency and public accountability.

Class size, workload and educator compensation should be comparable to face-to-face classes. In order to ensure optimal student learning conditions, local bargaining agreements for K-12 instruction should address class size and educator working conditions for online learning. In higher education, class size and other issues related to faculty working conditions and student learning conditions should be determined through the appropriate shared governance or collective bargaining processes.

MAJOR POLICY – Second Reading

A. Career/Technical Education (pgs. 262-263, under Curriculum)

CTA believes a comprehensive program of career/technical education must be available to all students from the elementary level through college. Career/technical education is defined as that segment of education which relates to ~~agriculture; distributive education; industrial arts; consumer homemaking; home economics; office occupations; trade, industry, work experience, and technological education~~ **the fifteen recognized Industry Sectors in California:**

Agriculture and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development, and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality Tourism, and Recreation; information Technology; Manufacturing and Product Development; Marketing, Sales, and Service; Public Services; Transportation. These components aid the student in the marketplace and in the orientation to, selection of, preparation for, and placement in a job.

CTA further believes:

1. A comprehensive career education program at the elementary level assists the classroom teacher in utilizing job-related activities which emphasize planning and construction to reinforce learning experiences related to English, science, mathematics, and social science and gives the student an awareness of and an orientation to the world of work.
2. The industrial arts and career education programs in the **elementary**, middle school, junior high and high school segments provide the student the opportunity for exploration, development and understanding of the technical, consumer, occupational, organizational, managerial, social and culture aspects of agriculture, industry and technology. The program also provides a link between abstract educational concepts and the practical use of basic occupational and technical skills.
3. The career/technical education components should represent a continuum starting in ~~high school~~ **pre-K** and extending to the college **through the postsecondary** level to provide preparation, work experience and placement services and activities that will lead to meaningful and informed occupational choices and to the development of sufficient skills and knowledge for the student to enter and advance in a gainful, satisfying career. (*VED: June 1980; ACT: January 2008*)

OTHER ITEMS FOR IMMEDIATE ACTION

None

REFERRALS TO THE BOARD OF DIRECTORS

1. That CTA acknowledge Manufacturing Day, October 3, 2014 through existing media the board feels is appropriate.
2. Resolved that CTA advocate for statutory or regulatory language that insures that any new state funds for adult education be available only to public agencies, and prohibits any new public funds from being used by private for profit and private non-profit entities, including subcontracting to these entities.

MATTERS PENDING

None

INFORMATIONAL ITEMS

1. Three students from Carson High School's HOSA: Future health Professionals program presented an overview of their program to ACT. They are in a career pathway academy within the larger high school. HOSA helps students' emotional, physical and social well-being by promoting healthy lifestyles, fostering leadership skills and college and career readiness. Most students are part of a Career Pathway in the health sciences. HOSA is one of the six CTE student organizations supported by the CA Dept. of Education. They also compete in state and national HOSA competitions and participate in service projects benefiting many organizations that raise money for medical research, including juvenile diabetes and cystic fibrosis. 88% of seniors in Cal-HOSA went on four-year College after graduation last year!
2. The California Pathway Trust grants were announced on Friday, May 30, 2014. 39 recipients were chosen to receive the \$250 million for career pathways over the next 5 years.