

CONVERGENCE

05.15.2009

PROGRAM SUMMARY Convergence II: The State

Presented By:



CAREER AND TECHNICAL EDUCATION, CONVERGENCE LAUDED BY SEN. DARRELL STEINBERG AS KEY TO REGION'S ECONOMIC SUSTAINABILITY

"Someone asked me if I wished I had a magic wand to make all of the budget problems go away. This is why we need Career and Technical Education—we need someone to invent the magic wand that makes the budget problems go away."

-Sen. President Pro Tem Darrell Steinberg at the May 15th Convergence

Senate President Pro Tem Darrell Steinberg appealed to the over 200 business, civic, and education leaders at the May 15th Convergence to work together to strengthen the Career and Technical Education (CTE) programs offered in the region's schools. "The only way to create high wage jobs and sustain them is to do exactly what you are doing today," Steinberg said to Convergence attendees. Sen. Steinberg lauded CTE as a key factor in sustaining the Sacramento region's future economic growth, and praised LEED, Los Rios and Convergence partners in "leading California" to align education and workforce to improve student success and meet critical economic objectives.

CONVERGENCE is a quarterly breakfast series presented by LEED – Linking Education and Economic Development, and the Los Rios Community College District's Business and Economic Development Center. CONVERGENCE showcases the issues that exist at the intersection of education, workforce development, and economic prosperity.

"All of us have a stake in the success of CTE. For the business leader—we are not producing enough skilled workers for critical jobs – jobs that today we fill by importing workers from other countries," said Sen. Steinberg.



Riverview Media Photography

Sen. Darrell Steinberg lauded CTE as a key ingredient in sustaining the Sacramento region's future economic growth.

"For the education leader—one size does not fit all students in their education needs," said Steinberg. "For the environmentalist—we need to create sustainable growth, but we can never truly succeed unless we turn 'green jobs' into something real," he continued, highlighting the important role that CTE plays in preparing students

for skilled jobs, providing students a rigorous and relevant education, and providing students training opportunities in green and clean energy and technology while they are still in school. "We need to create real partnerships to ensure that we have people who will succeed in

green jobs," he stated.

Sen. Steinberg praised local CTE programs in the Folsom Cordova Unified, the Elk Grove Unified, and the Sacramento City Unified School Districts for developing successful programs that have developed strong partnerships with businesses.

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WHAT IS CAREER AND TECHNICAL EDUCATION (CTE)?

CTE is a multiyear sequence of courses that integrates core academic, technical and occupational knowledge to provide students with a pathway to postsecondary education and creates awareness of career options.



To access the full report, visit www.leed.org/downloads/05152009_Convergence_Report.pdf


CTE WHITE PAPER PRESENTATION

Prior to Steinberg's address, Folsom Cordova Unified School District Superintendent Patrick Godwin--who also serves as the Educational Development Committee Chairman for LEED presented the findings of the LEED-authored CTE White Paper titled, *A Position Paper on the Role of Career and Technical Education in a Global Innovation Economy*. The White Paper was endorsed by LEED's board and was released in February. In summary, the white paper discusses the following:

- State leaders support CTE.
- CTE develops core academic skills.
- CTE must support post-secondary admission standards.
- Sacramento success stories prove CTE and academics are compatible.
- Students benefit from comprehensive career counseling.
- Successful CTE implementations require strategies to recruit teachers from business.
- Education and employer partnerships benefit workforce development.
- Workforce development and CTE will require an investment.

To read the entire CTE White Paper, please click [here](#).

**GRANT PRESENTATION:
COMCAST AWARDS \$20,000 TO THE
SACRAMENTO PROJECT LEAD THE WAY
NETWORK**



L-R: David Butler (CEO-LEED), LEED Board Member Patrick Godwin (Folsom Cordova Unified School District), Sen. Darrell Steinberg, LEED Board Member Judy D'Amico (Project Lead The Way), and Sam Rodriguez (Comcast). At the May 15th Convergence, Rodriguez, State Director of Governmental Relations of Comcast, presented LEED and the Sacramento Project Lead The Way (PLTW) Network with a \$20,000 grant to advance the development of middle and high school pre-engineering, biomedical, and green energy technology programs in the Sacramento region.

PANEL DISCUSSION 1: CAREER AND TECHNICAL EDUCATION BENEFITS EMPLOYERS AND STUDENTS

A panel moderated by Timothy Taylor (Assistant Superintendent Student Programs, Sacramento County Office of Education) and comprised of Rachele Burton (Public Affairs Manager, Granite Construction), Toni Abney (Student, American River College), Monica Small (Director, Sutter Center for Health Professions), Chloe Simpson (Senior, Health Professions High School, Sacramento City Unified School District), Todd Lindstrom (CEO, Solar Power, Inc.), and Reanna Garnsey (Sophomore, Laguna Creek High School, Green Energy Technology Academy, Elk Grove Unified School District) discussed the value of CTE for employers and its benefits to students.

The employer panelists shared that employees who participated in CTE programs learn required the required skills and safety measures more quickly and become an asset to their business, and that they are more knowledgeable about the profession in which they are working. The student panelists indicated that because their education was more relevant and hands on, their involvement in CTE helped their grades, allowed them to focus on a career pathway, provide them job shadowing and professional involvement opportunities such as career-focused student organizations and competitions.

PANEL II: CHALLENGES/OPPORTUNITIES TO IMPLEMENTING CAREER AND TECHNICAL EDUCATION

A panel moderated by Walt DiMantova (Director, Los Rios Community College District Business and Economic Development Center) and comprised of Patrick Ainsworth (Assistant Superintendent and Director, California Department of Education), Susan Miller (Interim Superintendent, Sacramento City Unified School District), Mike Fischer (Teacher, Physics and Granite Bay IT and ROP Instructor, Granite Bay High School, Roseville Joint Unified High School District), and Whitney Yamamura (Vice President, Instruction and Student Learning, Cosumnes River College) discussed CTE's evolution, its rigor and relevance and, its measures of success.

The panelists shared that CTE has transformed from a vocational education focused program to one that is rich with academic rigor and multiple career pathways. More legislators and decision-makers are aware of the CTE programs and the state's CTE plan is being utilized as a national model. Schools are working in partnership with industry to ensure that the courses are staying current with industry changes.

UPDATE FROM THE FEBRUARY 18TH CONVERGENCE

At the February 18th Convergence program, Rep. Doris Matsui challenged the audience to work together to identify and prioritize opportunities within the federal stimulus bill to fund efforts to train and educate students, job seekers and residents for critical jobs and careers in key industries. Implicit in this challenge was the need to build a coalition to position the Sacramento region to compete for federal funding opportunities. In response to Matsui's comments and to the outcomes from the focused discussion following the Convergence program, LEED and Los Rios Community College District's Business and Economic Development Center, working in collaboration with the Sacramento Employment and Training Agency (SETA) formed a Working Group to inform the Sacramento region about workforce development funding proposals available through the ARRA. Updates will be posted at www.leed.org.

**THANK YOU 5.15.09
CONVERGENCE SPONSORS:**



Table

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CONVERGENCE

2009
ADVOCACY
AND ACTION

05.15.2009

Convergence II:
The State

Presented By:



"Someone asked me if I wished I had a magic wand to make all of the budget problems go away. This is why we need Career and Technical Education—we need someone to invent the magic wand that makes the budget problems go away."

-Sen. President Pro Tem Darrell Steinberg at the May 15th Convergence

Senate President Pro Tem Darrell Steinberg appealed to the over 200 business, civic, and education leaders at the May 15th Convergence to work together to strengthen the Career and Technical Education (CTE) programs offered in the region's schools. "The only way to create high wage jobs and sustain them is to do exactly what you are doing today," Steinberg said to Convergence attendees.

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Sen. Steinberg lauded CTE as a key ingredient in sustaining the Sacramento region's future economic growth. "LEED, Los Rios Community College District, and all of you in this room are leading the way for the rest of California on this critical issue."

"We all have a stake in the success of CTE. For business leaders: We are not producing enough skilled workers for critical jobs – jobs that today we fill by importing workers from other countries.



Riverview Media Photography

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said Sen. Steinberg, highlighting the important role that CTE plays in preparing students for skilled jobs, providing students a rigorous and relevant education, and providing students training opportunities in green and clean energy and technology while

they are still in school. "We need to create real partnerships to ensure that we have people who will succeed in green jobs," he stated.

Sen. Steinberg praised local Career and Technical Education programs in the Elk Grove Unified, Folsom Cordova Unified and the Sacramento City Unified School Districts for developing successful programs that have developed strong partnerships with businesses.

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CONVERGENCE

CTE WHITE PAPER FINDS THAT CTE IS SUPPORTED BY STATE LEADERS AND DEVELOPS CORE ACADEMIC SKILLS

**“Local, state, and federal leaders must get serious about investing in CTE-- our students deserve it; our economy demands it.”
-CTE White Paper**

Prior to Steinberg's address, Folsom Cordova Unified School District Superintendent Patrick Godwin—who also serves as the Educational Development Committee Chairman for LEED presented the findings of the LEED-authored CTE White Paper titled, *A Position Paper on the Role of Career and Technical Education in a Global Innovation Economy*. The White Paper was endorsed by LEED's board and was released in February. In summary, the white paper discusses the following:

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Godwin also highlighted the problems and challenges associated with the academic language that is prevalent in standardized tests

and curriculum, noting the lack of relevance that the language has to the real world. He used the following examples as comparisons between academic language and applied CTE problems that have the same intended learning outcome:

Academic Language	Applied CTE Problem
Express probabilities as fractions, percents, or decimals.	Calculate the percentage of advertising in a newspaper.
Classify shapes according to angle size and length of sides.	Tour a school and identify examples of parallel lines, planes, and angles.
Determine the mean and mode of real data displayed on a histogram.	Obtain historical data about local weather and predict the chance of snow, rain, or sun during the year.
Calculate the volume of three dimensional shapes.	Calculate the square feet of air in this room.
Given the coordinates of a quadrilateral, plot the formula on a grid.	Display data comparing the earnings of a high school graduate to a college graduate using appropriate tables, charts, or graphs.

Godwin concluded his remarks by stating the conclusions from LEED's CTE White Paper: "A rigorous and relevant education best prepares students for life after high school. Business, education, and civic leaders need to coalesce around guidelines that address the challenges of the future workforce. And local, state, and federal leaders must get serious about investing in CTE-- our students deserve it; our economy demands it." To read the entire CTE White Paper, please click [here](#).

COMCAST AWARDS \$20,000 TO THE SACRAMENTO PROJECT LEAD THE WAY NETWORK



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L-R: David Butler (CEO-LEED), LEED Board Member Patrick Godwin (Folsom Cordova Unified School District), Sen. Darrell Steinberg, LEED Board Member Judy D'Amico (Project Lead The Way), and Sam Rodriguez (Comcast)

Following Godwin's presentation, Sam Rodriguez, State Director of Governmental Relations of Comcast, presented LEED and the Sacramento Project Lead The Way (PLTW) Network with a \$20,000 grant to advance the development of middle and high school pre-engineering, biomedical, and green energy technology programs in the Sacramento region. Project Lead The Way is one example of many successful CTE programs in the Sacramento region. LEED manages the Sacramento Regional PLTW Network as the lead agency working to increase the number of school districts implementing PLTW programs and creating more partnerships between schools and employers in the Sacramento region. For more information, please contact Susan Wheeler, LEED Director of Educational Development at (916) 231-5333 x23 or swheeler@leed.org.



PANEL DISCUSSION 1: CAREER AND TECHNICAL EDUCATION BENEFITS EMPLOYERS AND STUDENTS

A panel moderated by Timothy Taylor (Assistant Superintendent Student Programs, Sacramento County Office of Education) and comprised of Rachele Burton (Public Affairs Manager, Granite Construction), Toni Abney (Student, American River College), Monica Small (Director, Sutter Center for Health Professions), Chloe Simpson (Senior, Health Professions High School, Sacramento City Unified School District), Todd Lindstrom (CEO, Solar Power, Inc.), and Reanna Garnsey (Sophomore, Laguna Creek High School, Green Energy Technology Academy, Elk Grove Unified School District) discussed the value of CTE for different industries and the benefits of CTE to students.



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L-R: Panelists Rachele Burton (Granite Construction), Toni Abney (American River College student), Tim Taylor (Sacramento County Office of Education), LEED Board Member Monica Small (Sutter Center for Health Professions), Chloe Simpson (Health Professions High School student), and Reanna Garnsey (Laguna Creek High School student).

What is the value of CTE to employers?

Rachele Burton: The more we can engage and give students the skills they need, the earlier they will know what courses they want to take. CTE is critical—we need to support schools with the curriculum.

Todd Lindstrom: How fast an employee can be an asset versus their ability to just perform tasks is important to businesses. CTE teaches students how to become employees who can be safe and work with others—for employees who do not have a previous background, these skills need to be trained; there is already more training time required in the solar industry.

Monica Small: We need students to go into healthcare to meet the industry's needs. CTE provides valuable job shadowing to students, so that they know more about the profession about which they are learning.

“The more we can engage and give students the skills they need, the earlier they will know what courses they want to take. CTE is critical—we need to support schools with the curriculum.”

-Rachele Burton, Granite Construction

What is the value for students taking CTE classes? How do they benefit or change as a result of taking these classes?

Reanna Garnsey: I really value green technology. I enjoy school now, as I had a .8 GPA before going into the Green Energy Technology Academy, and now I have a 3.5.

Chloe Simpson: CTE opened my eyes to health education, x-ray technician and other careers in healthcare.

Toni Abney: My CTE story started with an “accidental exposure” to an American River College electronics class for which I did not intend to register. When I informed the instructor of my mistake, he asked me to give the class a chance. In high school, I was not a good student, so I was not confident with college coursework. However, I stayed in the class, and took more English classes to help me out academically. Now, I am pursuing a career in electronics.

Do employers notice differences in entry-level employees who have taken CTE courses versus entry level employees who have not?

Todd Lindstrom: I have found that employees who were involved in CTE as students are safer workers and we can retain them.

Rachele Burton: Workers with a CTE background are quicker to learn required skills.

Monica Small: They are aware of pathways available to them and they see this very early on.

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Event:



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SACRAMENTO-SIERRA BUILDING & CONSTRUCTION TRADES COUNCIL

Table: Crossroads Diversified Services, Inc., Defense MicroElectronics Activity, Five Star Bank, Folsom Cordova Unified School District, Golden Sierra Workforce Investment Board, Intel Corp., Kaweah Construction Co., North State BIA, Placer County Office of Education, Project Lead the Way, Sacramento City Unified School District, Sacramento Metro Chamber of Commerce, Sacramento Municipal Utilities District, Sutter Health-Sacramento Sierra Region, UC Davis, Yuba Community College District

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What types of activities reinforce what students are learning in the classroom?

Toni Abney: Lecture, then hands on. Going out in the field, the industry people ask whether I have worked with the equipment, and I can confirm that I have worked with the equipment they are using.

Reanna Garnsey: Hands-on learning. For example, the hands-on activities taught me about charge controllers and interference with wind turbines and solar panels.

Chloe Simpson: I have been able to work on cadavers and job shadow. In addition, we have clubs at school in which students get to compete in medical related fields. These competitions also provide us valuable networking opportunities.

The expectations of what workers should do is constantly changing. How are K-12, educators, and trainers updated?

Toni Abney: The American River College professors are constantly being retrained. They talk to industry professionals, and update their classes.

Rachele Burton: The involvement of employers in local schools helps to inform teachers of new industry information.

Monica Small: Through a public/private partnership with Los Rios Community College District they have strong ties and can update K-12 educators as soon as possible. We do have a mechanism for this in the healthcare CTE programs.

Todd Lindstrom: Businesses have to reach out and participate. Schools, unions, and organizations should work together for better outreach to businesses. If businesses are not engaged, they cannot help.

Upcoming CONVERGENCE Dates

September 25, 2009
Convergence III - The Region

December 4, 2009
Convergence IV - Education and Workforce Summit

The Convergence Series is held quarterly at the Radisson Hotel, Sacramento.

Main Program 7:30-9:30 a.m.,
Focused Discussion 9:45-11:00 a.m.

Registration or sponsorship information:
www.lead.org/events_convergence.htm



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L-R: Convergence panelists and LEED Board Members Patrick Ainsworth (California Department of Education) and Susan Miller (Sacramento City Unified School District) discuss the evolution of CTE over the past 10 years.

PANEL II: CHALLENGES/OPPORTUNITIES TO IMPLEMENTING CTE

A panel moderated by Walt DiMantova (Director, Los Rios Community College District Business and Economic Development Center) and comprised of Patrick Ainsworth (Assistant Superintendent and Director, California Department of Education), Susan Miller (Interim Superintendent, Sacramento City Unified School District), Mike Fischer (Teacher, Physics and Granite Bay IT and ROP Instructor, Granite Bay High School, Roseville Joint Unified High School District), and Whitney Yamamura (Vice President, Instruction and Student Learning, Cosumnes River College) discussed CTE's evolution, its rigor and relevance and, its measures of success.

How have CTE courses changed over time? How do today's CTE courses differ from those of five years ago?

Pat Ainsworth: Twelve years ago, the legislature was not in favor of or knowledgeable about CTE. As we have heard today, the head of the legislature says it's one key to our future. We have instituted standards that are being used across the country. We have a plan that other states are looking at.

Susan Miller: Over the past five years, Sacramento City Unified School District has reworked structure and content of CTE through the high school redesign activities. The "old CTE" was vocational education, which trapped students into not going to college. CTE brings more sophistication to the curriculum and students have more pathways to success.

Mike Fisher: Last year's valedictorians at Granite Bay High School were in CTE programs and International Baccalaureate (IB) programs. We now have CTE with Advanced Placement and IB standards.

Whitney Yamamura: The community colleges, schools have been able to leverage and expand resources available to CTE, including funding, job shadowing, internships, and equipment for programs.



**How can educators ensure that there is rigor and relevance in CTE courses?
What methodologies are used measure rigor?**

Mike Fisher: An educator can use high standards, different assessments, and hands-on learning. Students need to see the value of their education. We want to make students employable, not simply fund academic hobbies.

Susan Miller: We need to listen to our students and employers to match CTE courses with the rigor that is necessary to compete in the moment.

Pat Ainsworth: How did we get trapped in a system to prepare people just for admission to college (only 30% of students)? We need to help students to understand the horizon after high school and prepare them for this in partnership with businesses.

Whitney Yamamura: The California Community Colleges CTE organizations have advisory boards with students, employers, and faculty.

What is the number one thing we can do to promote Career and Technical Education?

Whitney Yamamura: We need to use opportunities like Convergence to talk and communicate with business and education leaders.

Pat Ainsworth: Politicians and the governor can create an innovation fund to fund CTE.

Susan Miller: Marketing CTE. This is a change process, and we should promote it through students and the schools' staff members.

Mike Fisher: Partnerships, through programs, guest speakers, and sponsored field trips.

What is the matrix of measurement used in determining the success rate of students? Is it graduating, going to a job, getting post-secondary training and education?

Susan Miller: Yes to all of those. Also, CTE courses need to be woven into the core curriculum and not be just electives so students and parents don't see them as separate.

Pat Ainsworth: Prop 1B polling showed that the public supports CTE. Students do better academically, they graduate, are employed, and go on to post-secondary education or training. We need to get that information for this region and share it.

UPDATE FROM THE FEBRUARY 18TH CONVERGENCE

At the February 18th Convergence program, Rep. Doris Matsui challenged the audience to work together to identify and prioritize opportunities within the federal stimulus bill to fund efforts to train and educate students, job seekers and residents for critical jobs and careers in key industries.

Implicit in this challenge was the need to build a coalition to position the Sacramento region to compete for federal funding opportunities. While much about the American Recovery and Reinvestment Act (ARRA) was murky, it was clear that education and workforce partners in our region needed to act quickly to put funds to work through existing programs...and to act in a collaborative and coordinated manner to compete for competitive grant opportunities.

In response to Matsui's comments and to the outcomes from the focused discussion following the Convergence program, LEED and Los Rios Community College District's Business and Economic Development Center, working in collaboration with the Sacramento Employment and Training Agency (SETA) formed a Working Group to inform the Sacramento region about workforce development funding proposals available through the ARRA.

As an outcome of the February 18th Convergence, a Working Group was formed to inform the Sacramento region about workforce development funding proposals available through the American Recovery and Reinvestment Act.

After obtaining input from regional K-12 school districts, community colleges, universities, workforce investment boards and non-profits, LEED submitted a narrative document representative of our region's workforce and education efforts along with a collective document to Sacramento Area Commerce and Trade Organization (SACTO), which will submitted a Regional Economic Recovery Plan on June 1st to the state.

Much has been accomplished already. For instance, SETA and the Golden Sierra Workforce Investment Board have already approved millions of dollars in grants to employ youth over the summer, and have placed Requests for Proposals to train job seekers for critical industries and support emerging businesses.

Many members of this coalition participated on the Metro Chamber's recent Cap to Cap Trip in April to share their perspective and priorities to our federal representatives. The message was simple: the Sacramento region is a sound investment of federal stimulus dollars because we have a proven track record of collaboration and cooperation across organizational and jurisdictional boundaries to effectively implement programs and strategies that meet federal and regional workforce, education and economic objectives.

LEED will be posting updates on the Working Group's efforts on its website, www.leed.org.