



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

# What Does "Career Ready" Mean for Our Students: Discussing a Meaningful Definition

David Morse, ASCCC Vice-President  
Wheeler North, ASCCC Treasurer

# Common Core State Standards

- Academic standards in mathematics and English language arts/literacy (ELA)
- Outline what a student should know and be able to do at the end of each grade.
- Ensure that graduates possess the skills and knowledge necessary to succeed in college, career, and life.
- Adopted by Forty-four states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA)

# Common Core State Standards

- State adoption is voluntary
- Designed to replace “No Child Left Behind” standards
- Standards include content and curriculum
- Adoption is having mixed results
  - Raises expectations much higher than NCLB
  - Major do-over requiring a lot of work
  - Rollout fraught with mixed degrees of commitment
  - Student ability often well below the new bar

# Common Core State Standards

- Existing ASCCC Positions include:
- 15.01 F11 ...insist that any discussion... ..be a faculty-led initiative...
- 15.01 F12 ...endorse the intent... ..as sufficient preparation... ..to attend college...
- 13.04 S13 ...take the position that “college readiness” and “career readiness” standards for high school graduates are the same.

# Common Core State Standards

- California Status
- Largely dependent on national effort which is evolving
- Higher Education stake holders involved through advisory processes – not clear who is advising who
  - CCC = Committee on College & Career Readiness and the Common Core
- 2014 – field testing of summative assessments and vetting of career readiness frameworks
- Full implementation targets 2015/2016

# Common Core State Standards

- Full implementation targets 2015/2016
  - Does full implementation mean every school?
  - Does it mean every grade level?

# CCSS Assessment

- Highly charged conversation – two efforts:
  - Smarter Balanced and Partnership for Assessment of Readiness for College and Careers (PARCC)
- Focus on “college and career readiness” as separate assessments
- Adoption has to accommodate existing process
  - EAP, CAHSEE, ETC.
- Adoption can’t strand the underprepared

# Implementation and Messaging

- Full generation is underprepared from NCLB
- Underpreparedness diverges across grade levels and socioeconomic lines
- 70% will not assess to college readiness standard
- Messaging to students and parents is critical and complex
  - Are they really college/life ready?
  - If not what next?
  - How to identify and remediate prior to graduation?



# College or Career Ready?

- What is career ready?
  - Are they different?
  - Is one higher than the other?
- Could the 70% still be some degree of career ready even if they are not college ready?
- Is this sort of messaging regarding different levels of preparation wise?

# Career Ready - Implementation

- 16 sectors represented in career readiness frameworks
- Each framework contains four levels defining ELA and math skill levels: thorough, adequate, partial and minimal
- Sector oriented careers are listed in each level – based upon O\*Net definitions. (US DoL)
  - <http://www.onetonline.org/>
- State adoption entirely optional
  - Framework vetting just closed, next review in May
  - Still unknown where Cal. Dept. of Ed. will go with this

Achievement Level 4	Achievement Level 3	Exemplar Occupations
<p><b>Description:</b> Student demonstrates thorough understanding of and ability to apply the knowledge and skills described in the Common Core State Standards in [math/English].</p>	<p><b>Description:</b> Student demonstrates adequate understanding of and ability to apply the knowledge and skills described in the Common Core State Standards in [math/English].</p>	<ul style="list-style-type: none"> <li>• Aerospace Engineering and Operations Technicians (Associates or Higher)</li> <li>• Avionics Technicians (Associates or Higher)</li> <li>• Industrial Safety and Health Engineers (Bachelors)</li> <li>• Administrative Services Managers (Associates or Higher)</li> <li>• Chief Executives (Graduate or Higher)</li> <li>• Logisticians (Associates or Higher)</li> <li>• Storage and Distribution Managers (Bachelors)</li> <li>• Transportation Managers (Bachelors)</li> </ul>
<p><b>Grade 12 Implications:</b> Student is exempt from developmental course work. Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work. Students are encouraged to take appropriate advanced credit courses leading to college credit while still in high school.</p>	<p><b>Grade 12 Implications:</b> Student is conditionally exempt from developmental course work, <i>contingent on evidence of sufficient continued learning in Grade 12</i>. Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.</p>	<ul style="list-style-type: none"> <li>• Aerospace Engineering and Operations Technicians (Associates or Higher)</li> <li>• Air Traffic Controllers (Associates or Higher)</li> <li>• Airfield Operations Specialists (Associates or Higher)</li> <li>• Airline Pilots, Copilots, and Flight Engineers (Bachelors)</li> <li>• Aviation Safety Inspectors (Bachelors)</li> <li>• Commercial Pilots (Bachelors)</li> <li>• Freight and Cargo Inspectors (Associates or Higher)</li> <li>• Occupational Health and Safety Specialists (Bachelors)</li> <li>• Traffic Technicians (Bachelors)</li> <li>• Transportation Planners (Bachelors or Higher)</li> <li>• Supply Chain Managers (Bachelors or Higher)</li> </ul>
<p><b>Postsecondary Education and Training:</b> Requires a postsecondary degree.</p>	<p><b>Postsecondary Education and Training:</b> Requires a postsecondary degree.</p>	

Some occupations require completion of a degree or certificate and/or passage of a licensing or certification examination in order to practice.



Career Readiness Framework  
Transportation, Distribution and Logistics  
DRAFT: February 18, 2014

Achievement Level 2	Exemplar Occupations
<p><b>Description.</b> Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content readiness.</p>	<ul style="list-style-type: none"> <li>• Aircraft Mechanics and Service Technicians (Certificate)</li> <li>• Automotive Body and Related Repairers (Certificate)</li> <li>• Automotive Service Technicians and Mechanics (Certificate)</li> <li>• Bus and Truck Mechanics and Diesel Engine Specialists (Certificate)</li> <li>• Electrical and Electronics Installers and Repairers, Transportation Equipment (Certificate)</li> <li>• Electronic Equipment Installers and Repairers, Motor Vehicles (Certificate and/or OJT)</li> <li>• Mobile Heavy Equipment Mechanics, Except Engines (Certificate)</li> <li>• Motorboat Mechanics and Service Technicians (Certificate)</li> <li>• Motorcycle Mechanics (Certificate)</li> <li>• Rail Car Repairers (Certificate and/or OJT)</li> <li>• Signal and Track Switch Repairers (Certificate and/or OJT)</li> <li>• Locomotive Engineers (Certificate and/or OJT)</li> <li>• Railroad Brake, Signal, and Switch Operators (Certificate and/or OJT)</li> <li>• Billing, Cost, and Rate Clerks (Certificate and/or OJT)</li> <li>• First-Line Supervisors of Office and Administrative Support Workers (Certificate and/or OJT)</li> <li>• Captains, Mates, and Pilots of Water Vessels (Certificate)</li> <li>• Ship Engineers (Certificate)</li> <li>• Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation (Certificate and/or OJT)</li> <li>• Customs Brokers (Certificate or Higher)</li> <li>• Freight Forwarders (Certificate and/or OJT)</li> <li>• Production, Planning, and Expediting Clerks (Certificate and/or OJT)</li> </ul>
<p><b>Grade 12 Implications:</b> Student needs support to meet college content-readiness standard.</p>	
<p><b>Postsecondary Education and Training:</b> Requires a certificate and/or on-the job training. These programs do not require that students are prepared at entry for credit-bearing, transferable courses in mathematics or statistics, or English or composition.</p>	

*Some occupations require completion of a degree or certificate and/or passage of a licensing or certification examination in order to practice.*



Career Readiness Framework  
Transportation, Distribution and Logistics  
DRAFT: February 18, 2014

Achievement Level 1	Exemplar Occupations	
<p><b>Description.</b> Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content readiness.</p>	<ul style="list-style-type: none"> <li>• Aircraft Structure, Surfaces, Rigging, and Systems Assemblers (OJT)</li> <li>• Automotive Glass Installers and Repairers (OJT)</li> <li>• Bicycle Repairers (OJT)</li> <li>• Cleaners of Vehicles and Equipment (OJT)</li> <li>• Construction Carpenters (OJT)</li> <li>• Engine and Other Machine Assemblers (OJT)</li> <li>• Outdoor Power Equipment and Other Small Engine Mechanics (OJT)</li> </ul>	<ul style="list-style-type: none"> <li>• First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators (OJT, Associates, and/or Bachelors)</li> <li>• Flight Attendants (OJT)</li> <li>• Hoist and Winch Operators (OJT)</li> <li>• Industrial Truck and Tractor Operators (OJT)</li> <li>• Commercial Divers (Varies by Classification)</li> <li>• Heavy and Tractor-Trailer Truck Drivers (Varies by Classification)</li> </ul>
<p><b>Grade 12 Implications:</b> Student needs substantial support to meet college content-readiness standard.</p>	<ul style="list-style-type: none"> <li>• Painters, Transportation Equipment (OJT)</li> <li>• Recreational Vehicle Service Technicians (OJT)</li> <li>• Tire Repairers and Changers (OJT)</li> <li>• Statement Clerks (OJT)</li> <li>• Cargo and Freight Agents (OJT)</li> <li>• Parts Salespersons (OJT)</li> <li>• Reservation and Transportation Ticket Agents and Travel Clerks (OJT)</li> <li>• Aircraft Cargo Handling Supervisors (OJT)</li> <li>• Automotive and Watercraft Service Attendants (OJT)</li> <li>• Boilermakers (Apprenticeship)</li> <li>• Bridge and Lock Tenders (OJT)</li> <li>• Bus Drivers, School or Special Client (OJT)</li> <li>• Bus Drivers, Transit and Intercity (OJT)</li> <li>• Crane and Tower Operators (OJT)</li> <li>• Dispatchers, Except Police, Fire, and Ambulance (OJT)</li> <li>• Excavating and Loading Machine and Dragline Operators (OJT)</li> <li>• First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand (OJT, Associates, and/or Bachelors)</li> </ul>	<ul style="list-style-type: none"> <li>• Laborers and Freight, Stock, and Material Movers, Hand (OJT)</li> <li>• Light Truck or Delivery Services Drivers (OJT)</li> <li>• Rail-Track Laying and Maintenance Equipment Operators (OJT)</li> <li>• Locomotive Firers (OJT)</li> <li>• Rail Yard Engineers, Dinkey Operators, and Hostlers (OJT)</li> <li>• Railroad Conductors and Yardmasters (OJT)</li> <li>• Motorboat Operators (OJT)</li> <li>• Operating Engineers and Other Construction Equipment Operators (OJT)</li> <li>• Parking Lot Attendants (OJT)</li> <li>• Sailors and Marine Oilers (OJT)</li> <li>• Subway and Streetcar Operators (OJT)</li> <li>• Taxi Drivers and Chauffeurs (Certification/OJT)</li> <li>• Shipping, Receiving, and Traffic Clerks (OJT)</li> <li>• Tank Car, Truck, and Ship Loaders (OJT)</li> </ul>
<p><b>Postsecondary Education and Training:</b> Requires on the job training only.</p>		

*Some occupations require completion of a degree or certificate and/or passage of a licensing or certification examination in order to practice.*

# Are we confused, or not?

- Are these frameworks accurate or realistic?
- Does CDE adoption make them universal?
- Does local adaptation impair portability?
- Do these rubrics affect existing curriculum alignment? (local, regional and state)
- What is the potential effect of the message “You don’t have to be college ready to be CTE ready?”

# The Train has left the Station

- Local implementation is in progress
  - More so for ELA and math right now
- Like all curriculum alignment, this will take resources and commitment
- Statewide discipline groups need to weigh in
- Sectors and Industry need to weigh in
- Faculty need to be at the helm determining which ELA and math skills are required
- CTE programs need valid prerequisites and effective pathways

# Is this Enough?

- The current ASCCC stance is college and career readiness are the same – is more needed?
- What state and regional infrastructure is needed?
- What professional development is needed?



# Questions

- <http://www.onetonline.org/>
- <http://www.smarterbalanced.org/>
- <https://www.parcconline.org/>
- <http://www.corestandards.org/>
- <http://www.cde.ca.gov/re/cc/>
- <http://www.ascgcc.org/>