



PRINT FORM

SUBMIT

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Education Master Plan
Information Submission Form

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As the first step in this planning process, everyone in the GCCCD community (faculty, staff, students and community members) are invited to identify and submit information sources to be reviewed for the trend analysis in one of six areas – society, technology, economy, environment, politics, and education. We are not asking you to do research, only to identify information you already have or that you encounter during the search period (March 21- April 25) and bring it to our attention for review.

Please answer the following questions for each document you submit:

(Feel free to submit as many of these forms as you would like)

- 1) What is the name of the document?
- 2) Author:
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- 4) Which of the following areas does this document best address? (Please select only one)
 - Society
 - Technology
 - Economy
 - Environment
 - Politics and Legal Issues
 - Education
 - Other
- 5) Relevance:
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Career Technical Education: A Critical Component of States' Global Economic Strategy

National Association of State Directors of Career Technical Education Consortium (NASDCTE^c)

Reflect, Transform, Lead: A New Vision for Career Technical Education

Our vision's core principles are:

▶ CTE is critical to ensuring that the United States leads in global competitiveness.

▶ CTE actively partners with employers to design and provide high-quality, dynamic programs.

▶ CTE prepares students to succeed in further education and careers.

▶ CTE is delivered through comprehensive programs of study aligned to The National Career Clusters framework.

▶ CTE is a results-driven system that demonstrates a positive return on investment.

www.careertech.org

“For the United States to assert its leadership in this complex and ever-changing economy, education must be central to our economic strategy.”

In this dynamic global economy, the connection between education and the workforce could not be more apparent.

For the United States to assert its leadership in this complex and ever-changing economy, education must be central to our economic strategy. That means for education programs to truly be effective, we must collaborate with business and industry to align what they teach with what the economy demands. Underscoring the urgency to address this issue, economic forecasts predict that as the U.S. economy fights to recover and excel, disconnect between the types of jobs employees need to fill and the education and technical skills people have to secure those jobs will grow.

Several international rankings suggest that the United States' status in the global economy is already slipping.

In a recent World Economic Forum report, the United States dropped from the number one to the number two rank in the 2009-2010 Global Competitiveness Index. Taking the top spot from the United States is Switzerland. **When looking at the top 10 most competitive nations – European countries have earned 6 of those top 10 rankings.** Further, according to an international student assessment, the United States ranks 25th of 30 industrialized nations in mathematics literacy with an average score of 474, which is below the nations' 498 average.

It is crucial for the United States to address this issue now.

While national leaders have made some progress in connecting education and economic development, there are states that stand out as leaders. Alabama and South Carolina, which are highlighted in this brief, have used their investments in career technical education (CTE) to lure and retain international companies, and prepare students to vie for jobs across the globe. Their forward-thinking approach has helped them partner with leaders of major, burgeoning industries to develop programs that train their students for the jobs of tomorrow, and secure employment and high-wage opportunities for their states' residents.



“A global economy is also characterized by its diversity and agility. Thus, South Carolina has also geared its CTE programs toward high-tech and bio medical industries, a move that the state’s workforce advisory committees have encouraged and policymakers’ have supported.”

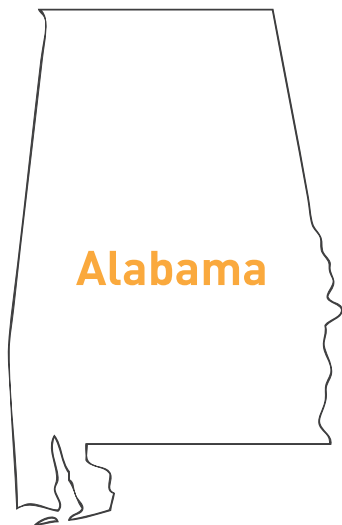
The notion of global competition has long been simmering in South Carolina, which is now an established corridor for the advanced auto manufacturing industry. As early as the 90s, BMW courted the state as a potential site for a manufacturing plant. But before BMW would commit, the company deployed representatives to local workforce and education training sites and schools to assess whether South Carolina sufficiently prepared students to work for their German company, said Dr. James Couch, State Director of Office of Career and Technology Education in the South Carolina Department of Education. When BMW did decide to set up shop in South Carolina, the company offered to help boost education and provide engineers to train school teachers. To date, BMW remains in South Carolina and has more than doubled the number of people it employs in the state.

Since, South Carolina has lured a range of auto companies and established a strong network of automobile associations to help update the education systems, specifically CTE programs, as technology in the industry advances. Of recent, CT&T United, a U.S. subsidiary of a South Korean electric car manufacturing company, landed in South Carolina, bringing another internationally-based opportunity into the mix.

State leaders are cognizant of the value CTE has held with sustaining and cultivating such economic growth. In 1998, the Department of Education launched its mission to boost the number of CTE engineering education programs it offered. The state started at zero, but today engineering programs can be found in about 130 high schools, 65 middle schools and 30 elementary schools. The department is in the process of collaborating with industry and postsecondary institutions to develop an advanced manufacturing career cluster pathway that reflects the evolving auto industry and even the aerospace industry.

It is important to note that the state’s investments in CTE programs are not limited to engineering. A global economy is also characterized by its diversity and agility. Thus, South Carolina has also geared its CTE programs toward high-tech and bio medical industries, a move that the state’s workforce advisory committees have encouraged and policymakers’ have supported. Industry partners include CISCO, Oracle and Boeing.

To ensure that students gain a comprehensive CTE experience that prepares them for both college and career, the state’s Education Economic Development Act requires all CTE students to have a work-based learning experience that aligns with the Career Clusters program by which they are enrolled. All learning should be relevant and real, and employers have lauded the thorough intent of that law and other state policies.



“Alabama’s governor has supported strategies that include the collaboration of aerospace engineering companies, and secondary and post secondary institutions.”

In light of global competition, more states have established comprehensive statewide strategies that include improving education and training programs in schools to lure and retain industries. Alabama, for instance, co-founded The Aerospace Alliance with neighboring Mississippi and Louisiana. The initiative aims to assert the region as a corridor for aerospace companies and boast the states’ highly-skilled workforce. That goal places a significant emphasis on CTE and the role such programs play to foster highly-skilled employees, said Sherry Key, Career and Technical Education Director with the Alabama Department of Education.

Alabama’s governor has supported strategies that include the collaboration of aerospace engineering companies, and secondary and post-secondary institutions. The linkages allow for programs that offer seamless transitions across systems and for smoother shifts as changes in the economy occur. Further, Alabama schools participate in international programs such as the NASA Great Moonbuggy Race, a competition in which high school and college students participate, and ties students’ classroom experience with the overall notion of global competition.

The concept of global competition is an issue in itself that the CTE department has worked to embed in all of its programs. For instance, an agricultural program includes exploration in the business aspect of exporting peanut products to countries such as Japan, which consumes Alabama’s resource.

Global competition is not a buzz phrase; it is a reality that education and workforce leaders must embrace in order to prepare the nation’s students to succeed in this dynamic economy. Comprehensive CTE programs can help attract and retain industries that may go abroad if our workforce does not have the skills and knowledge to fill positions. CTE is critical to ensuring that the United States leads in global competitiveness ; NASDCTEc is committed to programs aligned to internationally-benchmarked standards and the real-time demands of the economy.

For more information on this brief, please contact Warren Zentz, Research and Policy Assistant, at the National Association of State Directors of Career Technical Education Consortium. 8484 Georgia Avenue Suite 320, Silver Spring, MD 20910 | 301-588-9630 | www.careertech.org | wzentz@careertech.org

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- iv. Organisation for Economic Co-operation and Development [OECD]. 2007. PISA 2006: Science competencies for tomorrow’s world. Paris: Author.
- v. National Association of State Directors of Career Technical Education, Reflect, Transform, Lead: A New Vision for Career Technical Education. 2010. www.careertech.org



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education news

in brief

By Ken Schroeder, Managing Editor

Jobs and Liberal Arts

A liberal arts degree, a varied background, and a willingness to learn new things and move around from one place to another may turn out to be the best preparation after all for the job market our students will face in the world of tomorrow.

This prediction comes from Joyce Gioia, a strategic consulting futurist concentrating on workforce and workplace trends, and from her partner, Roger Herman, with whom she has written 11 books and over 1,000 articles and white papers. Herman is a contributing editor for workforce and workplace trends for *The Futurist*, which published their prognostications as part of its special publication, *Future Careers*. Contact them at the Herman Group, 4057 Battleground Avenue, Greensboro, NC 27410 (www.hermangroup.com).

They anticipate that many of today's young people will hold jobs in their lifetimes that don't even exist currently. The best preparation for that employment situation, they say, is probably a formal liberal arts education combined with skill and specialty development through internships, work, or other nonacademic experiences.

Job candidates with broad, interdisciplinary backgrounds, they

note, have become increasingly attractive to the employers out there, and this trend is likely to continue during the future as more professionals are called upon to perform an increasingly expanding range of tasks. Students who have studied in the liberal arts will be uniquely suited to meet these looming challenges because of their having developed a familiarity with a wide variety of ideas in both science and culture.

Gioia and Herman see this broad worldview as enabling youngsters to understand the relevance and context of seemingly disconnected ideas. These well-rounded workers, they presage, will possess a nice mix of hard skills and soft skills, which they will be able to apply to tasks ranging from delicate negotiations with people from other nations to daily interaction with complicated equipment and computer programs, all of which skills they see as essential in the job market of tomorrow.

Indications are that the economy will continue to grow in the United States and around the world for at least another decade. According to the Bureau of Labor Statistics Occupational Outlook Report for 2005, the U.S. economy is expected to add 21 million jobs by 2012. In the near term, jobs will

continue to move from place to place, and so will workers. New jobs will be created at a rate that will give workers a variety of choices about where they work and what kind of work they'll do.

The World Future Society's 2005 Outlook report states that the fastest-growing field will be in the areas of professional and business services, which are expected to gain 5 million new jobs by 2012. At the same time, low-skilled and menial jobs in areas like manufacturing and mining will face continued threats from outsourcing and automation.

Gioia and Herman expect some job changes to be more radical than others, involving new positions which will be created to do work that has never been done before. Most of these jobs, they say, will develop in response to shifts in the marketplace or due to advancing technologies.

Such radical changes are anticipated to have tremendous influence on how people work. As we contemplate these future career opportunities, they note, it is important to consider how the job fits in the employment marketplace, what characteristics and qualifications will contribute to high performance and job satisfaction, and what preparation will be required before applicants are qualified for the positions.

In the years ahead, more employment choices will be based on values, they predict. Both workers and bosses will be looking for the ethical "why" behind each

task, each decision, and each policy. As the two futurists observe workforce trends, they indicate they are seeing this attitude becoming more prevalent: Having the right people onboard is not enough; those people need to be there for the *right reasons*, too.

Gioia and Herman see competition for talented workers empowering people to choose their jobs, their employers, their location, and even how and when they will work. The sellers' market for labor will give sought-after specialists the privilege of designing their jobs to fit their preferences, leaving the employer to modify other roles to adjust the distribution of tasks. The workers of tomorrow will need to be as versatile as they are hard working, and as creative as they are knowledgeable, the futurists advise.

calendar

april

Apr. 1-3, Association for Supervision and Curriculum Development, Chicago, IL

Apr. 5-9, Council for Exceptional Children, Salt Lake City, UT

Apr. 8-11, National School Boards Association, Chicago, IL

Apr. 8-12, American Educational Research Association, San Francisco, CA

Apr. 26-28, American Alliance of Health, Physical Education, Recreation, and Dance, Salt Lake City, UT

Apr. 26-29, National Council of Teachers of Mathematics, St. Louis, MO

Apr. 30-May 4, International Reading Association, Chicago, IL

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