

California Industrial and Technology Education Association

Center for Technology Education

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Endorsement of the Industrial and Technology Education Report

On March 9th, 2002, at the Annual Conference of the California Industrial and Technology Education Association (CITEA), the CITEA Board of Directors voted unanimously to endorse the report on Industrial and Technology Education prepared by State Center in Fresno for the California Department of Education. That report, *Building for Tomorrow: Industrial and Technology Education in California*, is now delivered to the public and is available through the Center for Technology Education at CSU Los Angeles (address above). This report will provide the impetus for legislation and systemic changes to address the educational needs of young and older Californians at all levels from elementary through postsecondary schools.

The Report has a long and tumultuous history beginning with the work of the Industrial and Technology Education Task Force (ITETF) convened by California Superintendent of Public Instruction Delaine Easton in Spring of 1998. After eighteen months of meetings, focus groups, data collection, and discussions, the original Industrial and Technology Education Task Force Report was delivered to the California Department of Education (CDE) for approval and dissemination in the Fall of 2000. The contents of that report can be viewed or downloaded at the CITEA web site, resources page <www.citea.org>.

The ITETF Report was not well received by the CDE. It was contentious, alarming, and lacked political adeptness. The ITETF, through its initiatives, data collection, and review of materials provided to it, found that California's Technology Education system in was alarming condition. For example, survey data supported the finding that, since 1978, fully three quarters of our high school technology education delivery system had disappeared, and that the closures of programs continued unabated. Given a straight-line projection from those data, the Task Force concluded that all remaining programs were in jeopardy over the next seven years. Aging of the ITE teaching faculty and very slow production of new teachers has contributed to the problem, as has competition for scarce financial and space resources, and pressure from the University of California and others to turn our high schools into college preparatory schools.

Since the delivery of the original ITETF Report to the CDE, the ITE community has been in dialog with the CDE and its chosen group for finalizing the report, State Center in Fresno. A draft of *Building for Tomorrow* which was provided to CITEA in Fall of 2001 was condemned by the ITE community as lacking objectivity and accuracy, and for not providing a clear enough picture of the serious problem that our state now faces in preparing its young people for productive and rewarding lives. It also incorrectly represented several of the recommendations of the original report.

CITEA and the ITE community, including several members of the original ITETF, were invited to provide suggestions to the draft in late 2001. That input has resulted in the current report, *Building for Tomorrow: Industrial and Technology Education in California*. This report has the full support of CITEA.

Definitions and Clarification of Terminology

Because certain terminology in the Report is unclear or ambiguous, CITEA and the ITE community voted to include notes of clarification in this letter of endorsement. The following definitions and meanings are provided to guide the reader in understanding of this report. These have been edited and reviewed by a wide range of professionals in the ITE delivery system.

Terms

Industrial and Technology Education is a comprehensive discipline and system of technological explorations of careers, principles, skills, and techniques. While ITE programs develop skills that are useful in preparing for careers, that is not its primary goal. **Goals** include development of technological literacy, understanding the relevance of basic mathematics and sciences in the real world, increasing interest in further education in technology and engineering technology areas, and preparation for further skills development through vocational education.

ITE is delivered in all grades in differing forms to provide technological literacy, understanding of the interrelationship of technology and society, and specific knowledge and skills leading to either careers or further education. The system includes all forms of high school and extracurricular vocational and technical education. A comprehensive overview of the Industrial and Technology Education system, called the “**ITE Pull Model**” is available from the CITEA web site, <www.citea.org> on the resources page.

Technology does not mean “computers”:

The most common misuse and abuse of the term ‘technology’ as applied to K-12 education is using it as a synonym for ‘computers’ or ‘computer technology’. This misuse is dangerous due to its effect on uninformed teachers and administrators, who have frequently blindly replaced real technology programs with narrowly focused computer programs. Some such programs teach nothing beyond simple keyboarding skills – what used to be called “typing classes”. Most of them do nothing to further the goals of ITE (see above)

Technology encompasses the entirety of knowledge, tools, and techniques used to develop and construct products and systems for addressing the needs and desires of humans.

Computer Technology encompasses the knowledge, tools, and techniques used to develop and construct computers, computer peripherals, and computer communications.

Competitive Exit Strategies refers to positioning programs to provide suitable points of exit at many places along the **ITE Pull Model** (see above) such as high school graduation, ROP programs, Community (2-year) Colleges, and Colleges and Universities.

Foundations of Integrated Technologies (page 7) is equivalent to the generally accepted phrases “Exploring Technology” (middle school) and “Technology Core” (9th & 10th grade).

Vocational Education

Vocational Education refers to programs in a wide range of disciplines whose design is specifically to prepare students for fulfilling and rewarding careers in society. Vocational Education programs cover automotive technology, drafting and design, electronics, carpentry, and a host of other disciplines. In classic ITE curriculum design, the majority of technologies represented are divided into five broad areas: Power and Energy, Manufacturing, Drafting and Design, Electronics and Communications, and Graphic Communications.