



COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING

Apple Valley Unified School District

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Executive Summary to be Included in the Perkins Application

Directions: Complete this Executive Summary after all other sections.

Each question below is meant to be a concise and complete¹ summary of the more in-depth exploration of each section of this CLNA Reporting Template. Each section are based on a separate requirement from the Perkins V law, Section 134, of what must be contained in the CLNA and application.

The responses from the Executive Summary are required to be included in the annual Perkins renewal application via the California Department of Education's (CDE) online Programs Grant Management System (PGMS), Section 4. All other evidence of the complete CLNA process should be kept on file and ready to be reviewed in a Federal Program Monitoring (FPM) visit or upon request.²

Summarize the identified needs and strategies generated in the eligible grant recipient's stakeholder consultation committee as they relate to each required element of the eligible grant recipient's CLNA:

1. Each line item in the eligible grant recipient's budget must serve one of the needs or strategies the eligible grant recipient lists below.

2. Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, Institution, title, phone and email) and sign-in sheets.

1. Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership:

- a) What was the date of the eligible grant recipient's most recent district-wide CTE Advisory meeting that served as the source for filling out this document?**

The most recent district-wide CTE Advisory was held virtually on June 9, 2020 due to the Covid-19 global Pandemic which caused all of our local schools to close their physical campuses and also affected multiple local industry partners' ability to meet in person. In order to be proactive in following the county social distancing guidelines, our CLNA data and CTE 11 Elements were sent out to our stakeholders via email for their review June 3, 2020. Stakeholders provided feedback to the CTE district team to identify strengths and gaps in the CTE programs in order to set goals and improve the outcome of student performance and scope and quality of CTE programs. Our stakeholder representatives for our CTE Advisory and CLNA feedback included: CTE teachers, school site administration, school counselor, staff that work with special populations, students, community college partners, and local industry partners for each of the Industry Sectors offered at Lucerne Valley Unified School District.

- b) The source of that meeting should have been the eligible grant recipient's Perkins indicators plus a self-evaluation, and/or this document. Was the eligible grant recipient's self-evaluation based on the "11 Elements of a High Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, an equivalent, or this document? Explain/describe.**

The CTEIG Self Evaluation Rubric was used previously this year for grant purposes and, for consistency, remains as the primary self-evaluation document.

- c) What is the date of the eligible grant recipient's next district-wide CTE Advisory meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation.**

The next district-wide CTE Advisory meeting is scheduled for September 2, 2020. This is in partnership with MDCP (Mountain Desert Career Pathways), who will host the meeting. Apple Valley Unified School District works alongside MDCP on an annual basis in order to reflect and evaluate the CTE programs that the district is offering. During this time, further development and adjustment of plans to support the growth and implementation of new and/or revised programs of students will take place. We will continue to share data to be reviewed with stakeholders along with priorities, activities and expenditures that came about from the CLNA.

d) What has the eligible grant recipient done or what will the eligible grant recipient do to make sure all required categories of members will attend the eligible grant recipient's next scheduled Stakeholder Consultation per section 134(d)?

Each district in the Mountain Desert Career Pathways (MDCP) JPA consortium collaborated to provide the invite list of key stakeholders, both from a regional standpoint of shared industry partners, and individualized stakeholders within the district. MDCP then used this list to send out invitations via email and calendar invites to track RSVPs. Both MDCP staff and district staff monitored RSVPs as a resource to remind or replace key individuals who were unavailable/unresponsive.

2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)

Student performance in Apple Valley Unified School District for CTE students (both in general and, more specifically, pathway completers) was closely analyzed for this application and our regional partnerships. The good news is that students in CTE programs perform better than the district average in several areas. Most importantly, the graduation rate for CTE completers is 100%, meaning that they all graduate, regardless of the demographic subgroup. Even in general terms, CTE students do better than non-CTE students. The data indicates the need to reach non-traditional students in the various programs to be sure that this excellent outcome is conferred upon all students, including those with the most need. The limiting factor in our experience so far is not interest, but rather lack of space in the programs. Raising awareness of the student populations that are in need of service to the counseling departments will help.

3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

All pathways are articulated with local colleges.

Articulation agreements are negotiated with Victor Valley College and Barstow Community College through the Mountain Desert Career Pathways JPA and regional advisory meetings. These ensure consistency in programs and transition between K12 and postsecondary.

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Through the Mountain Desert Career Pathways JPA, teachers from each industry sector are able to attend sector-specific professional development usually twice per school year. As a region, teachers from nine school districts will send teachers from like-disciplines to collaboration meetings where teachers will discuss best practices, content challenges, articulation and alignment with postsecondary, work based learning opportunities, and more. Recently, a job shadowing component was added, though only three sectors were able to participate prior to schools closing due to COVID-19. Job shadowing will continue in the fall.

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

The main need in this area is for a middle grades pipeline that is robust and yet flexible enough for the various middle grade programs in our district.

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

Industry-specific advisory meetings are conducted for each sector at least once per school year. At these meetings, regional LMI is reviewed and discussed with local industry partners to ensure a comparison of historical data and what partners are seeing realtime and in the future. Additionally, through the Mountain Desert Career Pathways JPA (MDCP), regional LMI data reports are available to districts to drill down as needed for pathway alignment to regional needs.

Question 1 In-Depth: Stakeholder Consultation on the CLNA, Dates, Content, and Membership

Question 1 In-Depth

Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership

What the Perkins V Law Says About Stakeholders in the Needs Assessment Process

In conducting the CLNA under subsection 134(c), and developing the local application described in subsection 134(b), an eligible grant recipient shall involve a diverse body of stakeholders, including, at a minimum—

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- parents and students;
- representatives of special populations;
- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- any other stakeholders that the eligible agency may require the eligible grant recipient to consult.

1. Please indicate the key stakeholders (individuals and groups) involved in the completion of this CLNA:

District Staff: Human Resources staff for credential analysis (Katrina Hall, Dustin Conrad, Data Team staff (Valarie McKinney, Dana Beller, Greg Taylor), Education Services Staff (Brad Williams, Belen Colon, Pat Schlosser).

Site Staff: All CTE teachers via Survey input and needs assessment.

Industry Partners: Southwest Carpenters Union, Valew Quality Truck and Body, Victorville Motors, Exquadrum, St. Mary's Medical, Desert Valley Medical, Starbucks, ITM Mobile, General Atomics, Mitsubishi Cement, Greiner Buick GMC.

2. List, by name (and optional links to), any other stakeholder groups consulted with (but not directly involved) in the completion of the CLNA:

The CTE Coordinating Council of Mountain Desert Career Pathways consulted together in the completion of each district's individual CLNA.

3. Summarize the key stakeholder feedback:

Stakeholders are interested in increased Work Based Learning (WBL) offerings, including more industry guest speakers and mentors, including those representing special population groups. Advertisement of support services available at the postsecondary level after transition from K12 is an important piece of the puzzle for students to understand their next steps.

NOTE: Evidence of stakeholder engagement would include such documentation as meeting agendas, notes, copies of handouts shared, a list of participants (names, institution, title, phone and email) and sign-in sheets.

Question 2 In-Depth: Student Performance on Required Performance Indicators

Question 2 In-Depth: Data

Section 134(c)(2)(A): Student Performance On Required Performance Indicators

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

1S1: Four-Year Graduation Rate

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018-19	88.1%	88.1%	79.29%	100%	97.2%	100%	97.43%	N/A	N/A	98.68%	N/A	N/A	N/A	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2019-20	89.1%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	89.1%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	91.1%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	91.1%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

2S1: Academic Proficiency in Reading Language Arts

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018-19	60.6%	60.6%	54.54%	49.0%	3.66%	10.4%	11.5%	N/A	N/A	N/A	1.0%	N/A	N/A	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
2019-20	62.0%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	62.0%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	63.4%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	63.4%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

2S2: Academic Proficiency in Mathematics

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018-19	33.0%	33.0%	29.7%	12.0%	0.5%	6.8%	4.7%	N/A	N/A	N/A	0.5%	N/A	N/A	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
2019-20	34.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO

202 0-2 1	34.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO
202 1-2 2	36.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO
202 2-2 3	36.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

Question 2 In-Depth: Identified Needs

Section 134(c)(2)(A): Student Performance On Required Performance Indicators

1. What strengths and gaps were identified by the eligible grant recipient's CLNA regarding student performance?

Student Performance data shows that there is a remarkable increase in the college and career readiness indicator for the most recent year. A close analysis shows that the largest increase came from CTE students who participated in our articulated/ credit granting courses that are linked to our local community college. This in addition to the strong graduation rate for all subgroups shows an overall positive of CTE programs on the school system. CTE enrollment is wide-spread across the system and all of the programs are of sufficient scope to qualify as a full sequence of courses.

2. What subpopulation of students could benefit from additional evidence-based services/supports?

Based on the California School Dashboard, our African American and students with Disabilities subgroups both are in need of additional services and support across the school system. Also, non-traditional students are under-represented in some programs.

Student performance in Apple Valley Unified School District for CTE students (both in general and, more specifically, pathway completers) was closely analyzed for this application and our regional partnerships. The good news is that students in CTE programs perform better than the district average in several areas. Most importantly, the graduation rate for CTE completers is 100%, meaning that they all graduate, regardless of the demographic subgroup. Even in general terms, CTE students do better than non-CTE students. The data indicates the need to reach non-traditional students in the various programs to be sure that this excellent outcome is conferred upon all students, including those with the most need. The limiting factor in our experience so far is not interest, but rather lack of space in the programs. Raising awareness of the student populations that are in need of service to the counseling departments will help.

3. What priorities is the eligible grant recipient setting to address the gaps or challenges identified for this element that will be presented in the eligible grant recipient's CLNA?

AVUSD is working to identify the route cause of the performance gaps evident in student outcomes and as such, we have been working with families and community leaders to determine next steps.

4. What new or current partners will support student performance priorities identified?

Our current industry partners serve as excellent motivators for students and have always been willing to support. We have seen a need for earlier career connections to drive student motivation in the middle grades. Our industry partners have been willing to connect with middle grade students in a variety of ways including: job fairs, field trips, and others.

5. What new and/or modified policies, evidence-based activities, or structures must be developed and implemented in order to improve student performance?

We are working to be sure that all teachers, including CTE teachers, are able to identify areas of needed improvement. Once identified, we are building a team approach to student intervention including a counselor, parent, student, and teacher.

6. What professional development, resources, or support is needed to recruit and retain special population students in the eligible grant recipient's CTE program?

Evaluate recruitment materials to include special population groups. Provide professional development for teachers to ensure understanding of special populations and provide alternative forms of instructional delivery. Offer exploratory programs targeted to underrepresented groups so they can learn about the program and find their interest and motivation. Provide on-campus presentations or field trips so students can hear and meet successful nontraditional professionals. Offer more internships and job shadow experiences. Counseling practices- ensure all counselors are knowledgeable on all CTE programs and careers related to each program.

Data sources used to examine element: (Check all that apply)

- Eligible grant recipient's secondary student data on...enrollment, concentration, completion and ESSA Mathematics and English Language Arts (ELA) achievement
- Eligible grant recipient's postsecondary institution data on enrollment, concentration, completion, or placement.
- Disaggregate data on special populations examined in comparison to total CTE population
- Other (list/describe): California School Dashboard

Question 2 In-Depth: Strategies

Section 134(c)(2)(A): Student Performance On Required Performance Indicators

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(A) Question 2: Improving Student Performance on Required Performance Indicators.

Use Appendix B: Action Plan for Strategy to provide answers to this section. The CDE recommends no more than three strategies under this question. (One sheet per strategy)

Question 3 In-Depth: Program Size, Scope, and Quality to Meet the Needs of All Students

Question 3 In-Depth: Data

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: In addition to the description below, refer to Appendix C: Key questions to ask during the CLNA development process.

California defines size, scope and quality as follows:

- Size:
 - Parameters/resources that affect whether the program can adequately address student-learning outcomes.
 - Are there enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering (having both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?
 - For an averaged sized school, double-rostering can only be used as a temporary tool, for example, for one year as a new program is growing or an old program is closing.
 - For a very small school, it can be appropriate to use double-rostering as a permanent solution.
- Scope:
 - Programs of Study are part of working toward inclusion within a clearly defined career pathway that includes multiple entry and exit points.
 - Each pathway covers all of the CTE Model Curriculum Standards of its pathway.
 - Each pathway explores all aspects of its industry sector.

- Each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose.
- Quality:
 - A program must meet two of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.
 - High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
 - High-wage: High-wage is anything that is above the median wage for all occupations
 - In-demand: Occupations that are identified in the Occupation in Demand index and/or through the CLNA
 - Each pathway must be a coherent, non-duplicative series of courses of not less than 300 hours.
 - Do counselors defend the coherence of a CTE pathway the same as a foreign language or math series?
 - Is the completion of one course in a series a prerequisite for success in the next course?

A suggested activity to test both “size” in “size, scope, & quality” and the “coherence” in “a coherent, non-duplicative series of courses of not less than 300 hours,” is to print out the attendance rosters (redact names but include the grade level of each student) for every section of every course in a pathway and line them up by introductory course, concentrator course, and capstone course.

Based on the data (table 1 and Appendix D, E, or F) provide a local CTE program summary analysis for each CTE program offering that includes analyses of: strength(s), weakness(es), challenges, and opportunities.

Local CTE Program Summary Analysis

Description	2019–20	2018–19	2017–18	2016–17
# of Students Enrolled	2502	1757		
Minimum Class Size	7	5		
# of Dual Enrollment	0	0		
# of CTE Teachers	21	20		
# of CTE Pathways	18	18		
# of Articulations	25	25		
# of Students In Off-Site Paid WBL	N/A	N/A		
# of Students in Off-Site Unpaid WBL	45	52		
# of Industry Recognized Credentials Awarded	N/A	N/A		
# of Classes Aligned w/ Industry	15	15		
# of Apprenticeships	N/A	N/A		
# of Completers Employed in Sector of Study	10	N/A		

Question 3 In-Depth: Identified Needs

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: Use Appendix D, E, and /or F to gather data.

1. What strengths and gaps were identified by the eligible grant recipient's CLNA regarding size, scope, and quality?

There is a noticeable strength in the medical, culinary, AME, Hospitality, and manufacturing pathways based on the definitions provided. The noticeable gaps include the Transportation (Automotive) program, Web Design, and Construction Technology pathways which have been struggling to attract students. However, in at least one case, it was an issue of unchecked program growth that led to more offerings than could properly fill.

2. What priorities were identified to enhance program size, scope, and quality during the CLNA process that will be included in the eligible grant recipient's local application?

Upgraded shop, increased recruitment activities and Middle school involvement.

3. What new and/or modified policies, activities, or structures must be developed and implemented?

Videos of pathways marketing programs, CTE Awareness day.

4. What professional development, resources, or support is required to enhance program size, scope, and quality?

Teacher collaborations, regional advisory meetings, teacher job shadowing and externships.

5. What changes might be made to career exploration/guidance to improve program size, scope, and quality?

More career exploration in middle schools, improve career guidance by giving students the full picture of all CTE programs to increase excitement.

Data sources used to examine element: (Check all that apply)

COE Data

EED/Workforce data

Disaggregate data on special populations examined in comparison to total CTE population

Program review/accreditation

Other (list/describe):

Question 3 In-Depth: Strategies

Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(i) as represented by Question 3: Program Size, Scope, and Quality to Meet the Needs of All Students.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 4 In-Depth: Progress Towards Implementation of CTE Programs of Study

Question 4 In-Depth: Data

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

What is a “Program of Study?”

Perkins V Section 3 Paragraph 41:

PROGRAM OF STUDY.—The term ‘program of study’ means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

Broadly, a program of study answers the question, “When a student completes an eligible grant recipient’s high quality CTE pathway, what does he/she do over the next two years to be qualified for entry-level employment in their industry sector?”

For the purposes of meeting minimum requirements under the Perkins V law, California defines this more specifically:

A pathway that meets all of the requirements of a high-quality CTE program as defined by California’s Federal Perkins V State Plan (formerly the “2008-2012 California State

Plan for Career Technical Education”), and has a credit transfer agreement³ with a local community college, is a complete “program of study.”

Ultimately, the test is that if a student who completes the high school pathway starts further along in the local community college’s sequence than a student who hasn’t, and if that is formalized in a written agreement, then the eligible grant recipient is meeting the requirement of a program of study.

Keep in mind that a program of study, that is further (postsecondary) study in the same sector, serves the same purpose as the secondary pathway itself: that is, that students in the pathway may continue to study in the same sector in order to gain the knowledge, skills or industry-recognized credentials for entry-level employment in their sector, especially those knowledge, skills, or industry-recognized credentials not available to minors/high school-age students.

NOTE: Refer back to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions.

³. It can be any form of a credit transfer agreement, including but not limited to an articulation agreement, or dual enrollment agreement, concurrent enrollment agreement, or equivalent.

Programs of Study & Credit Transfer Agreements

1. How many pathways and which pathways are a complete program of study as defined above?

12 Total- 2 Agriculture and Natural Resources, 2 Art Media and Entertainment, 1 Building and construction, 1 Engineering and Architecture, 1 health Science and Medical Technology, 1 Information & Communication Technologies, 2 Hospitality, Tourism & Recreation, 1 Manufacturing & Product Development, 1 Transportation.

2. How has this number changed over time?

We have increased articulations in the last 3 years and have doubled the number of students receiving college credit.

3. How can it be increased in the future?

By continuing to align courses with local colleges.

Through MDCP, the district continues to partner with other regional K12s to identify and address gaps in postsecondary articulation as well as collaborate around where new articulation agreements are available. (Reference dual enrollment?)

4. For each pathway that is a complete program of study, what percentage of students are taking advantage of the credit transfer agreements with the local community college?

For 2018/2019 AVUSD students earned articulated credit in 744 instances. There are some duplicates, but this represents nearly 30% of the CTE students typically in the completer or final level of the course sequence. This has been on an increasing growth rate and helped by a newly willing community college staff as well as our local JPA.

What is an “Industry-Recognized Credential?”

To answer the broader question presented by the idea of a program of study, it is still important to think about industry-recognized credentials.

An industry-recognized credential passes this test:

- If someone were to quit their job, what certification would they earn to prove they have the skill to get a job in the industry sector of their choice?

- The industry-recognized credential is valued by the employers of an industry sector, and its value is independent of educators' opinion of them.
- Some industry-recognized credentials are valued locally, regionally, but ideally, nationally.
- There is a continuum, from "third-party assessment" which holds educational value but are not valued by an industry sector, to truly industry-recognized as described above.

Programs of Study and Industry-Recognized Credentials

NOTE: Refer back to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions.

1. How many pathways and which pathways offer an opportunity for its students to earn an industry-recognized credential? Is each recognized locally, regionally, or nationally?

Medical Assisting - NHA certification, Automotive- ASE student certification, Culinary/Baking-Surf Safe, Medical Pathways-CPR/First Aid

All pathways offer some form of certification whether regionally or nationally recognized. All programs have access to Precision Exams if there are no other nationally-recognized certification exams. All industry advisory committees acknowledged that Precision Exams certifications would be a benefit to students applying for entry level positions.

2. How has this number changed over time?

This number will continue to increase as more certifications become available for teachers such as National Health Association and Automotive Service Excellence.

This number has increased significantly over time due to Precision Exams becoming available in recent years.

3. How can it be increased in the future?

Current-NHA Cert., ASE Cert., SurfSafe, CPR/First Aid

Through MDCP, we will continue to approach industry partners to validate and provide feedback on industry-recognized credential options. This will lead to an increase in adoption of existing solutions or adoption of new solutions to address gaps.

4. For each pathway that offers an industry-recognized credential, what percentage of the students taking the test obtain the credential?

At least 70% Precision Exams, 78% NHA, ServSafe 98%, CPR/First Aid 100%, ASE 52%

5. How many pathways and which pathways offer an opportunity for its students to take a third-party assessment?

All pathways offer Precision Exams as a third-party assessment. Medical Assisting - NHA certification, Automotive- ASE student certification, Culinary/Baking-Serv Safe, Medical Pathways-CPR/First Aid.

6. Are scores rising, falling, or holding steady year-over-year?

Scores are rising each year particularly for precision exams. Steady increase in all testing areas.

Question 4 In-Depth: Identified Needs

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

- 1. What strengths and gaps were identified by the eligible grant recipient's CLNA regarding CTE programs of study?**

The strong articulations with our community college and the excellent graduation rate for our students in CTE pathways are all strengths. There are programs with greater student retention and continuity that are accomplishing excellent outcomes.

- 2. What priorities have been identified in the CLNA process to address gaps or deficits in CTE programs of study?**

There is a need to carefully align our middle school programs so that students have a better understanding of the choice of a pathway. There is a lingering sense of choosing an "elective" that is an old mindset. Helping to address the ideas of career pathways at a younger age will help.

- 3. What new and/or modified policies, activities, or structures must be developed and implemented, especially to ensure participation and success of special population groups with regard to CTE programs of study?**

Provide professional development for teachers to increase awareness of special population groups. (District-specific answer required - we can address regionally if warranted)

- 4. What professional development, resources, or support is needed to enhance the structure of and enhance student opportunity to progress within a CTE program of study?**

Data sources used to examine element: (Check all that apply)

- Consortium member data
- Projected employment needs by cluster
- DEED/Workforce data
- Other (list/describe):

Question 4 In-Depth: Strategies

Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(C) as represented by Question 4: Progress Towards Implementation of CTE Programs of Study.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 5 In-Depth: Improving Recruitment, Retention, Training, Including Underrepresented Groups

Question 5 In-Depth: Data

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented⁴ Groups

For the purposes of the Perkins V grant and California's Federal Perkins V State Plan (formerly the "2008-2012 California State Plan for Career Technical Education"), not all professional development activities are created equal. The kind of professional development that is fundable with Perkins V dollars are industry specific, i.e., primarily designed for and attended by members of the industry sector, and not educators.

However, professional development that is CTE specific, but not industry specific, and designed to be primarily attended by educators, is also fundable; for example, the annual Educating for Careers Conference.

With the exception of project based learning, a professional development training or conference that makes someone a better teacher independent of the subject they are teaching is important but not fundable with Perkins V funds.

NOTE: Use the CTE Teacher Matrix linked in Section 4 of the eligible grant recipient's online Perkins V Application in PGMS, the eligible grant recipient's human resource's office, and the eligible grant recipient's records of professional development to answer the following questions.

Recruitment:

⁴. Underrepresented refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).

1. What structures does the eligible grant recipient have in place to create a recruitment pipeline so that high quality CTE teachers with both a CTE eligible credential and industry experience are available as needed?

We have no formal recruitment pipeline other than the relationships we have with industry. Many of our CTE teachers were single subject teachers who went back to get training in an industry field or who came from industry.

2. What elements of those structures will help to recruit new teachers from underrepresented groups?

We do not have a legal process to hire based on any protected class. Our recruitment for CTE teachers is so infrequent and typically we do not have more than a small number of candidates.

Retention:

- 3. What is the average tenure of CTE teachers compared to non-CTE teachers in the eligible grant recipient’s institution? For those from underrepresented groups?**

The average tenure for non CTE teachers is just under 12 years in the district. For the CTE teachers, it is almost 13 years. However, we do not have any teachers in some subgroups. For example, there is no African American represented in the CTE teacher group.

- 4. How might the eligible grant recipient improve the length of tenure of CTE teachers in their program? For teachers from underrepresented groups?**

Training:

- 5. What percentage of the eligible grant recipient’s CTE teachers are attending industry-specific trainings on an annual basis, for example a paid or unpaid externship? For teachers from underrepresented groups?**

At least 10% (2-3 per year) attend industry externships or other training in their field.

- 6. What percentage of the eligible grant recipient’s CTE teachers are attending CTE-specific professional development on an annual basis? For teachers from underrepresented groups?**

75% of the CTE teachers attend at least one CTE specific training each year.

- 7. What site-based teacher-support structures does the eligible grant recipient have in place to increase CTE teachers’ traditional educational and pedagogical skills? For teachers from underrepresented groups?**

All school sites enjoy the support of an instructional coach who is available to help all teachers with pedagogy without regard to specific topics. Further, CTE teachers participate in all staff wide efforts to include site selected instructional methods.

Question 5 In-Depth: Identified Needs

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups

1. What strengths and gaps were identified by the eligible grant recipient's CLNA regarding recruitment, retention, and training of CTE professionals, including underrepresented groups?

There is a lack of underrepresented groups in the CTE professional staff.

2. What priorities regarding recruitment, retention and training of a diverse field of CTE professionals were uncovered in the needs assessment process?

Our recruitment process has been limited to the EdJoin website and local industry partners.

3. What new and/or modified policies, activities or structures must be developed and implemented?

Guest speakers and mentors from special population groups, Recruitment materials highlighting special populations representatives, Cohort scheduling for students in special populations (e.g. rather than one female per period of construction, all females scheduled during one period), Advertisement of support services available at the postsecondary level after transition from K12.

4. What professional development, resources, or supports are needed to improve consortium performance on recruitment, retention and training of CTE professionals?

Regional teacher collaboration by industry sector, Teacher externships with regional businesses, Implementation/Expansion of Career Technical Student Organizations (CTSOs - DECA, FBLA, FCCLA, FFA, HOSA, Skills USA), Expansion of Work Based Learning at each grade level, Increase after school program offerings & access, Regional professional development for non-teaching staff (counselors, administrators, etc.) on regional career opportunities and pathways.

Data sources used to examine element: (Check all that apply)

- Consortium member data
- Association reports
- Disaggregate data on special populations examined in comparison to total CTE population
- Program review/accreditation
- Other (list/describe):

Question 5 In-Depth: Strategies

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented Groups

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(D) as represented by Question 5: Improving Recruitment, Retention, and Training of CTE Professionals, Including from Underrepresented Groups.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy)

Question 6 In-Depth: Progress Towards Equal Access to CTE Programs for All Students

Question 6 In-Depth: Identified Needs

Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

NOTE: To answer the questions from this section, review the eligible grant recipient's data documented in Question 2 In-Depth: Student Performance on Required Performance Indicators.

1. What strengths and gaps were identified by the eligible grant recipient's CLNA regarding equal access to CTE programs for all students?

Program access seems to be most critical at the entry to the pipeline. The relative strength of the AVUSD system is the success of the pathway programs. The gap or need is for younger students to have an earlier interest for the types of offerings that would help them to reach their goals. There is indeed a middle grade career exploration that connects to our high school pathways. Since we do not have traditional middle schools and middle grade experiences differ dramatically from school to school, this has proven to be difficult.

2. What priorities regarding equal access for all students were uncovered in the CLNA?

See above.

3. What new and/or modified policies, activities, or structures must be developed and implemented?

There is a need to create and deliver a viable middle grades career exploration model that connects to the pathway offerings that are available at the district high schools.

4. What professional development, resources, or supports are needed to improve equal access to CTE programs for all students?

Middle School teacher training for both self-contained and subject specific teachers at the various types of 6-8 programs across the district.

Data sources used to examine element: (Check all that apply)

- Consortium member data
- Regional/State demographics
- Disaggregate data on special populations examined in comparison to total CTE population
- Results from NAPE Equity self-assessment
- Local Equity & Inclusion Plan
- Other (list/describe):

Question 6 In-Depth: Strategies

Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(E) as represented by Question 6: Progress Towards Equal Access to CTE Programs for All.

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Question 7 In-Depth: Alignment to Labor Market Information

Question 7 In-Depth: Identified Needs

Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

NOTE: To answer the questions from this section, review the eligible grant recipient's data from Question 1 In-Depth: Stakeholder Consultation on CLNA, Dates, Content, Membership, as well as the eligible grant recipient's own records, handouts, minutes, etc. from their most recent district-wide CTE advisory committee meeting or Stakeholder Consultation meeting.

1. What strengths and gaps were identified by the eligible grant recipient's CLNA regarding LMI?

In our region the LMI may not be accurate such as Manufacturing and Product development shows -23 jobs but we have students getting Welding and Precision Machining jobs.

Strengths in our region continue to be in healthcare, computer systems and design, and manufacturing in the areas of machining and welding.

2. What priorities regarding were uncovered in the LMI?

The priorities continue to be healthcare which is a strong area for our system but the most difficult to articulate to the community college.

3. What new and/or modified policies, activities, or structures must be developed and implemented in response to the LMI?

New activities include the expansion into public safety to meet that need and the need to be sure that our Agricultural Engineering program can support the needs for general maintenance at the local mining operations.

4. What professional development, resources, or support is needed to improve data driven decision-making using LMI?

Data sources used to examine element: (Check all that apply)

- Consortium member data
- Regional/State demographics
- Disaggregate data on special populations examined in comparison to total CTE population
- Results from NAPE Equity self-assessment
- Local Equity & Inclusion Plan
- Other (list/describe):

Question 7 In-Depth: Strategies

Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

Directions: Determine the strategies/action steps to reach the aims of Section 134(c)(2)(B)(ii) as represented in Question 7: Alignment to Labor Market Information (LMI).

Use Appendix B: Action plan for strategy to provide answers to this section. The CDE recommends no more than three strategies under this element. (One sheet per strategy).

Coordination Strategy

Use the following questions to develop an ongoing strategy, process, or mechanism to ensure the CLNA is used, with fidelity, to inform local and regional planning and decision-making.

1. What went well in the eligible grant recipient's CLNA process?

The process of engaging with local businesses is always excellent and built upon longstanding relationships and trust.

2. What could have been done differently to achieve better results?

There was a struggle to understand the template and the data gathering tool. Obviously, the closure due to Covid-19 had an impact as well.

3. What individual or groups were invited but did not participate? Why did they not participate? What future steps will the eligible grant recipient take to engage them?

4. What other initiatives can be leveraged and aligned across sectors to make this work successful?

5. How will the eligible grant recipient build connections to and through those other initiatives?

6. On what established schedule will the eligible grant recipient continue to meet and work together?

The regional advisories by industry as well as the overall regional CTE convening are excellent venues for continued discussion of needs and help us to course correct twice per year.

7. How will the eligible grant recipient demonstrate collective commitment to on-going engagement in this work?

In partnership with our CTE JPA we remain committed to this frequency of connection to industry and the labor market.

CLNA Review and Affirmation

I have reviewed this CLNA document and confirm, to the best of my knowledge, that it is complete and meets the requirements set forth in Perkins V.

Eligible Grant Recipient’s Advisory/Stakeholder Chair—Printed Name

Eligible Grant Recipient’s Advisory/Stakeholder Chair —Signature

Date

Eligible Grant Recipient’s Perkins Coordinator—Printed Name

Eligible Grant Recipient’s Perkins Coordinator—Signature

Date