



19-20

**CAREER TECHNICAL EDUCATION
COMPREHENSIVE LOCAL NEEDS ASSESSMENT**

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Introduction

The *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) require all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career and technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access, for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reduce performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

The following pages contain information that will help eligible grant recipients understand and develop their CLNA.

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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?**

A district-wide CTE advisor was held virtually June 9, 2020 due to COVID-19 pandemic closing of local schools across the county and impacting multiple industry partners' ability to meet in person. BUSD's CLNA data and CTEIG Self-Evaluation were sent out to our stakeholders via email for their review on April 11, 2020. Feedback from stakeholders was disseminated back to the CTE district team that identified strengths and gaps in the CTE program to further propose goals and improvement plans for the CTE program.

- 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 Perkins indicators plus the CTEIG Self Evaluation Rubric were used in completing the CLNA. Stakeholders reviewed the data collected for the Perkins indicators and provided valuable feedback. A copy of the CTEIG Self-Evaluation Rubric was shared with participating stakeholders previously this year for grant purposes and that input was included in completing the CLNA as well. Additionally, Barstow High School conducted a CTE survey to gather feedback from students and plan to utilize this information in future CLNA meetings.

- 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 partnerships with Mountain Desert Career Pathways (MDCP) who will host the meeting. BUSD works in coordination with MDCP on an annual basis in order to reflect and evaluate the CTE programs offered by the district. Data will continue to be reviewed with stakeholders throughout the CLNA process.

BUSD will continue to schedule an individual advisory meeting specific to each industry sector for the 2020-2021 school year. Both the district-wide and individual industry sector advisory meetings will be held with the MDCP and partnering districts.

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)?

In an effort to ensure all required categories of members as identified participated in the Stakeholder Consultation, BUSD partnered with the MDCP to directly invite and follow up on invites with various stakeholders to participate in the district-wide CTE Advisory/Stakeholder Consultation. Invitations were issued using various methods, some of these methods include but are not limited to email, calendar invite, phone call, and face to face discussions. The MDCP also sent out invites using a web-based system to track invites and responses creating an electronic avenue to funnel communication to invitees.

Under the recommendation of the CTE Coordinator, BUSD will appoint a career technical education advisory committee to develop recommendations on the CTE program and to provide a liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about disadvantaged students, students, teachers, business, industry, school administration, and the field office of the Workforce Development Board. This committee will serve as an integral component of the stakeholders participating in the district-wide CTE Advisory/Stakeholder Consultation and CLNA process with increased responsibilities.

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

[CLNA Data and Tables](#) click the link to access district student data.

Strengths: 100% of reported CTE completers graduated high school. 36 out of 51 of BUSD graduates that completed a CTE pathway are placed in post secondary programs. 38% of our CTE completers represent non-traditional areas. This is above the state target of 20.80%.

Gaps: 38% of reported CTE completers reached academic proficiency in Reading Language Arts. This is below the state target of 60.60%. 13% of reported CTE completers reached academic proficiency in Mathematics. This is below the 33% state target. Student data for CTE students that attained a recognized post secondary credential and credits were not collected. Additionally, data for CTE students that participated in work-based learning was also not collected.

Student performance indicators reflect that the general student performance data should be reevaluated in some areas in order to better identify the needs of the sub groups. School closure due to COVID-19 has impacted our scope of work in this area of the CLNA. BUSD was significantly limited in staffing that could be assigned to running reports, cross-referencing data, and establishing the disaggregated

results that could be utilized for a more thorough analysis of the required performance indicators. In subsequent years, BUSD should have access to the staff necessary to establish our performance results, thereby allowing for an analysis that will allow us to seek more detailed stakeholder feedback, replicate best practices, and implement growth efforts. Additionally, we did not previously have a system in place for 5S1-5S3 data tracking. We will be exploring practices to capture this data in subsequent years and have already begun establishing baseline data efforts in WBL and certifications through collaborative efforts with the Mountain Desert Career Pathways JPA.

Stakeholder Feedback: School to career roadmap planning, increased work-based learning, and CTE-specific counseling were priorities that would improve student performance. Other secondary priorities to consider were industry to student mentoring, job shadowing, student internships, and apprenticeships. Who will help in this work? K-12 CTE teachers, staff, CTE coordinator, and counselors. For post secondary support counselors, CTE instructors, and CTE dean would support. In the business/industry realm, Signature Auto Collision, Conversions Firestone, Dr. Guatam, Borrego Health, Barstow Community Hospital, Barstow Chamber of Commerce, Best Opportunities, City of Barstow, Burlington Northern Sante Fe, and divisions of armed forces in our region would be supporting the school in developing and implementing strategies for improvement.

Activities and policies to recruit and retain special populations: Establish affiliation agreements with business/industry in each pathway. Define roles, availability, and opportunities for work-based opportunities for students in each pathway. Meet quarterly with partners to develop action plans for priorities that address gaps. Teacher externships with regional businesses. Regional teacher collaboration by industry sector, Implementation/expansion of Career Technical Student Organizations. Regional and CTE specific professional development for teaching staff/administration and non-teaching staff/administration. Instructional resources that are Industry-specific: i.e., equipment, tools, procedures/processes, curriculum. Funding for: subs and over contract time for CTE teachers, CTE conferences for CTE teachers and non CTE counselors/admin.

More discussion is needed to develop the specific roles and actions of post secondary, industry, and workforce development. The next meeting for the CLNA will focus on gathering this information to move forward with specific strategies for all stakeholders.

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

Strengths: The average number of students enrolled in CTE courses has increased over the last three years. The number of high quality CTE pathways increased over the last year. Most CTE pathways are aligned with regional priority sectors listed by the Inland Empire/Desert Regional Consortium.

Gaps: Fashion Design capstone is double rostered with year 1 students due to low enrollment and is not a priority sector for the region. Number of industry-recognized credentials awarded is low and nonexistent in some pathways. Work-based learning opportunities occur in some pathways. The number of students receiving college credit is low compared to the number of students eligible to receive college credit.

Stakeholder Feedback: Create system to develop student-individualized school to career roadmaps, increase field trips to industry and postsecondary partners, and make CTE specific counseling available and a priority for all students.

Activities/Strategies to enhance program, size, scope, and quality: Create a united effort to support student exploration through surveys, counseling, units of study. Increase field trips to industry and postsecondary. Systemize the use of career exploration technology/platform within each pathway. All CTE pathways work collaboratively to develop action plans to achieve goals. Career exploration platform/technology to be used in all CTE classrooms across grades 7-12. Teacher training for career exploration platform. Teacher collaboration time to develop curriculum to be used and lesson plans to support units of study for career exploration. CTE specific professional development for counselors, admin, middle school staff, CTE teachers, and special populations teachers to ensure they understand the CTE pathways all goals that relate to CTE program improvement. Update equipment in programs to represent current industry standards. Funding for software, equipment, WBL, internships, and other opportunities to expand student experiences.

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

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.

Strengths: BUSD articulated 12 out of 19 courses offered this year. Six CTE pathways are a complete program of study. Although this number remained constant from 18-19 to 19-20, two additional pathways were established. Industry-recognized credentials are offered to students in Patient Care and Hospitality, Tourism, and Recreation pathways.

Gaps: Information and Communication Technologies pathways are not in place and will need to be established in the 20-21 school year. The capstone course for Entrepreneurship pathway must be offered in 20-21 for the pathway to be a complete sequence of courses. Both courses in Building and Construction Trades need to be articulated with Victor Valley College. The capstone course for Fashion Design is double rostered with year 1 students due to low numbers and availability of the CTE teacher.

Stakeholder Feedback: Survey results indicated stakeholders feel some of BHS's CTE programs are aligned and articulated with post secondary. BHS instructors work with VVC and BCC instructors to develop articulation agreements for courses at different times each year. 18-19 was the first year students received college credit. The number of coherent pathways has increased from five to seven. The survey indicated that better and frequent communication across secondary and post secondary are needed to provide pathways for students to transition. Involving counseling at each level would support dual enrollment and transitioning students. Availability of information in a digital or print format that is easy for students and staff to understand what is offered at post secondary institutions are key to support student enrollment in post secondary programs. Include LMI and other data when developing secondary and post secondary pathways.

Activities/Strategies to enhance program, size, scope, and quality: The district will continue participating in regional teacher collaboration by industry sector through MDCP partnerships. Create partnerships with industry in efforts to establish CTE teachers externships with regional businesses. The district will also work with CTE teachers to seek industry-specific professional development opportunities. BUSD will continue developing CTE promotional resources that highlight special populations and showcase their CTE involvement. The district will also include developing a structure for reporting wherein specific individuals are identified to capture and report data, checks and balances identified and implemented to ensure accuracy and reporting. The district will continue to identify and implement research-based strategies to support CTE students from special populations. Develop a streamlined systems approach for students to access work-based learning opportunities. Ensure that each pathway identify an industry recognized certificate for students in the capstone class to obtain by the completion of the program. Site admin, counselors, and CTE staff establish a plan to support students in developing a "School to Career Roadmap". Include community college counselors support this project.

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

BUSD does not have CTE specific recruitment practices in place and will need to establish personnel policies to reach all possible candidates for CTE specific positions. For example, job postings in and around industry and posting positions on employment sites other than EdJoin. Continue to offer district wide training and budget for CTE specific training each year. The district must look into regional salaries for CTE teachers to ensure they are offering competitive wages at BUSD.

Continue industry-specific CTE teacher training. Provide additional teacher externships during summer. Offer CTE teachers a mentor teacher to support with academic instructional practices.

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

Strengths: All high school students are eligible to enroll in CTE courses starting in 9th grade. An increased amount of courses are offered to BUSD students in grades 10-12. Increased number of students participating in CTE programs over the last three years.

Gaps: Lack of CTE counseling for all students. Missing data collected on all aspects of the CTE program for all student subgroups.

Activities/Strategies to enhance access to CTE programs for all students: BUSD will develop district-wide process to capture all relevant data in Infinite Campus. Increase the admin and counselor understanding of the goals of CTE programs and the importance of developing the master schedule to reflect those goals. Develop CTE program specific counseling program beginning in grade 9 and continuing in each following year. Counselors are kept informed and aware of all possible CTE pathways and opportunities for students. CTE admin and counseling department must meet regularly to develop ways to support and promote CTE course offerings to students.

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 MDCP, regional LMI data reports are available to districts to drill down as needed for pathway alignment to regional need.

Strengths: All but one CTE pathway aligned with LMI priorities.

Gaps: Fashion Design pathway is not aligned with LMI priorities.

The survey indicated that more training is needed in regional labor market information report analysis for CTE/administration. Additionally, there is a need to increase collaboration with Workforce Development Board representatives to better align our pathways and inform decision making that reflect current LMI.

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:

Respondents	Agency
Jeffrey Dunagan Salvatore Monica Barbara Bononer	General Atomics ASI Workforce Development Department Hesperia Unified School District Registered Dental Assistant Hesperia Unified SD

Paula	Desert Valley Hospital
Keith Eads	Barstow Community College
Michelle Colleoc	Greiner Buick GMC
David Greiner	Adult Education Center
Bunnie Cervantes	Victor Valley College
Frank Castanos	San Bernardino County Workforce Development
Cheryl Shelby	WOOD SHOP
robert kramer	Hesperia Unified School District
Robert Hughes	Barstow High School
Holly Bowser	Hesperia Unified School District
robert hughes	Barstow Unified School District
Russell Swallow	Barstow USD
Lorena Delton	Industry
Stephen Tyrrell	BUSD, Barstow High, CTE (ICT)
Sandra Oberlies	San Bernardino county
Joe Affleck	Barstow high school
douglas seibert	Tri-Community NewsPlus
Don Fish Jr	BARSTOW UNIFIED SCHOOL DISTRICT
CLAYTON LELEIMENE	Victor Valley College
Todd Scott	BUSD
Joshua O'Neal	Culture Plug, LLC.
Brian Maust	Barstow High School
Tracie Espinoza	Barstow High School/ Barstow Unified School District
Shawna Santos	Barstow Unified
Carrie O'Neal	AHS
William McCarter	VVUHSD Hook Jr. High
Judith Ware	Hesperia Unified School District
Paula MacDonald	Barstow Unified
Scott Godfrey	Barstow Community College
James Lee	

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 MDCP consulted together in the completion of each district's individual CLNA.

3. Summarize the key stakeholder feedback:

[Summary from stakeholders](#)

[19-20 Student Reflections on CTE Programs](#)

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.

[CLNA Data and Tables](#) **click the link to access district student data.**

For this table and for reporting purposes in Perkins V, a “completer” is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a “concentrator” as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California’s College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

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?

Overall, stakeholder data from the CLNA survey was vague for this indicator. Responses indicated that more discussion and data are needed to make specific conclusions.

Strengths: Strong student involvement in some CTE pathways. **Gaps:** Low placement of job opportunities, missing data in some areas, no CTE counselors, low enrollment in Fashion pathway.

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

Students with disabilities and economically disadvantaged students (approximately 80%) are the largest subgroups within the school and should be targeted for additional supports and services.

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?

The feedback from stakeholders indicated school to career roadmap planning, increased work-based learning, and CTE-specific counseling were priorities that would improve student performance. Additionally, focus should be on establishing apprenticeships, student internships, job shadowing, and industry to student mentoring.

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

K-12: CTE teachers, staff, coordinator, and counselors. Postsecondary: counselors, CTE instructors, CTE Dean. Business/industry: Signature Auto Collision, Conversions Firestone, Dr. Guatam, Borrego Health, Barstow Community Hospital, Barstow Chamber of Commerce, Best Opportunities, City of Barstow, and BNSF.

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

Establish affiliation agreements with business/industry in each pathway. Define roles, availability, and opportunities for work-based opportunities for students in each pathway. Meet quarterly with partners to develop action plans for priorities that address gaps.

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

Teacher externships with regional businesses. Regional teacher collaboration by industry sector, Implementation/expansion of Career Technical Student Organizations. Regional and CTE specific professional development for teaching staff/administration and non-teaching staff/administration. Instructional resources that are Industry-specific: i.e., equipment, tools, procedures/processes, curriculum. Funding for: subs and over contract time for CTE teachers, CTE conferences for CTE teachers and non CTE counselors/admin.

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):

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:
 - o 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
 - o 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	1404	1344	932	
Minimum Class Size	2	7	5	
# of Dual Enrollment	N/A	123	0	
# of CTE Teachers	13	12	12	
# of CTE Pathways	7	5	3	
# of Articulations	12	12	0	
# of Students In Off-Site Paid WBL	0	0	0	
# of Students in Off-Site Unpaid WBL	150	100	N/A	
# of Industry Recognized Credentials Awarded	75	82	N/A	
# of Classes Aligned w/ Industry	18	16	N/A	
# of Apprenticeships	0	0	N/A	
# of Completers Employed in Sector of Study	N/A	N/A	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?

The average number of CTE students is very high (1226/1450). There are 7 high quality CTE pathways, 2 pathways are building, and 3 are in discussion. All are aligned with industry standards taken from advisory meeting feedback and CTE Model Curriculum Standards. 12 out of 19 CTE courses are articulated with postsecondary.

Gap: Fashion pathway is double rostered for capstone and is not a priority sector for the region. Number of industry-recognized credentials awarded. Work-based learning opportunities. Articulation agreements and number of students receiving college credit.

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?

Student-individualized school to career roadmaps, increase field trips to industry and postsecondary partners, and CTE specific counseling.

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

United effort to support student exploration through surveys, counseling, units of study, field trips to industry and postsecondary, and use of career exploration technology/platform. All CTE pathways work collaboratively to develop action plans to achieve goals.

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

Career exploration platform/technology to be used across grades 7-12. Teacher training for career exploration programs. Teacher collaboration time to develop curriculum to be used and lesson plans to support units of study. CTE specific professional development for counselors, admin, middle school staff, CTE teachers, and special populations teachers. Update equipment in programs that represent current industry standards. Funding for software, equipment, WBL, internships, and other opportunities to expand student experiences.

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

Stakeholder feedback indicated that the following be considered to improve program size, scope, and quality: increase field trips to industry and post secondary partners, develop student-individualized school to career roadmaps, and establish CTE-specific counseling for all students.

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): Stakeholder survey results.

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?

A total of 6 pathways are a complete program of study: Design, Visual, and Media Arts; Patient Care; Public Safety; Food Service and Hospitality; Systems Diagnostics, Service, and Repair; Welding and Materials Joining.

2. How has this number changed over time?

This has been relatively constant over the past two years. Two pathways were re-established this school year (Transportation and Manufacturing).

3. How can it be increased in the future?

Barstow is a smaller district offering pathways in alignment with WDB priority and emerging sectors. Only one pathway does not align, Fashion Design, with the IEDRC priority and emerging sectors.

The current Building and Constructions Trades pathway could be articulated with VVC to link our students to postsecondary. BHS could offer Entrepreneurship II (second year) and establish articulation agreements with BCC. The Information and Communications Technologies pathways at BHS could be developed so they are a complete sequence of courses. Networking and Software and Systems Development are two pathways that could be developed and articulated with either BCC or VVC.

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.

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?

18-19 was the first year our CTE students received any college credit from articulation agreements with BCC and VVC. 123 students earned college credit in CTE courses (Medical Core I, Culinary Arts I and II, Criminal Justice I and II, Multimedia I and II, and Computer Concepts). Approximately 12% of CTE students took advantage of the college credit opportunities ($123/1020=12$).

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?

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. Hospitality Tourism and Recreation offers food handlers certificates for all 1st year students. Patient Care offers First Aid and CPR to second year students.

2. How has this number changed over time?

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?

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?

95% of Hospitality students obtain credentials their first year. Patient care offers First Aid and CPR to year two students, however did not offer the cert in 18-19.

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.

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

There are specific challenges and barriers with the current third party assessment. We see the numbers of students taking pre tests increase but don't see the number of students passing the post test increasing.

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?

Strengths: Survey results indicated stakeholders feel some of BHS's CTE programs are aligned and articulated with post secondary. BHS instructors work with VVC and BCC instructors to develop articulation agreements for courses at different times each year. 18-19 was the first year students received college credit. The number of coherent pathways has increased from five to seven.

Gaps: The survey indicated that better and frequent communication across secondary and post secondary are needed to provide pathways for students to transition. Involving counseling at each level would support dual enrollment and transitioning students. Availability of information in a digital or print format that is easy for students and staff to understand what is offered at post secondary institutions. Include LMI and other data when developing secondary and post secondary pathways.

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

The CLNA survey results will support the priorities to address gaps in the CTE programs of study. The district will continue with regional teacher collaboration by industry sector through MDCP partnerships and teacher externships with regional businesses. The district will also work with CTE teachers to provide industry-specific professional development. Admin will need to establish a plan that offers after school CTE experiences and opportunities.

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?

BUSD should continue developing CTE promotional resources that highlight special populations and showcase their CTE involvement. CTE teachers should seek guest speakers and work based learning opportunities with a focus on nontraditional roles to attract students of different populations. Site admin and CTE staff should come up with a plan to support students in developing a "School to Career Roadmap". This should involve counseling support from district and community college.

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?

Training and collaboration on best practices to support and recruit special populations. Time to meet with college instructors and counseling to develop a "School to Career Roadmap" to be used in high school and college that supports students in completing a pathway to post secondary education/training. Funding for CTE promotional production and materials that showcase nontraditional roles. Funding for work based learning opportunities. Funding for field trips to visit post secondary CTE programs.

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:

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?

None are in place besides the general hiring practices for all credentialed teachers.

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

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

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?**

Data not available at this time.

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

Competitive pay and benefits that match other teachers. Tuition reimbursement for newly hired CTE teachers without credential. Assigning mentor teachers to support CTE teachers. Greater effort in developing recruitment materials and procedures that inform potential candidates about positions, in addition to EdJoin. Updated training opportunities. Increased collaboration opportunities with industry-alike teachers across the region.

Training:

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

10%

- 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?**

35%-75%. BUSD is a smaller district that must use grant funds across all pathways for a number of reasons. Each year priorities for pathways are established to allocate funding to improve experiences for students.

- 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?**

Collaboration opportunities with peers. Site and district sponsored professional development opportunities throughout the year.

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?**

The survey results indicated that the district has no hiring policies specific to recruit CTE teachers. CTE teachers are paid hourly and have no union contract or health benefits. CTE staff receive district wide training and have additional training opportunities relative to their industry and based on availability of CTE grant funding.

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

Personnel policies should be established to reach all possible candidates for CTE specific positions. For example, job postings in and around industry and post positions on employment sites other than EdJoin. Continue to offer district wide training and budget for CTE specific training each year. Encourage the district to look into regional salaries for CTE teachers to offer competitive wages.

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

Create employment information and print resources for recruiting new CTE teachers. Establish policies for placing the job postings at industry sites and other web sites. Consider creating a professional development budget for CTE teachers using grant funding. Also, request the district consider CTE specific professional development when creating yearly PD opportunities for staff.

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

Continue industry-specific CTE teacher training. Provide additional teacher externships during summer. Offer CTE teachers a mentor teacher to support with academic instructional practices.

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?

Strengths: All high school students are eligible to enroll in CTE courses starting in 9th grade. More courses are offered to 10-12 students.

Gaps: CTE counseling for all students

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

The survey indicated that schools are lacking CTE counseling during their high school years.

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

Counselors should be kept informed and aware of all possible CTE pathways and opportunities for students.

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

CTE admin and counseling department meet regularly to develop ways to support and promote CTE course offerings to students.

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?

Strengths: All but one CTE pathway aligned with LMI priorities.

Gaps: Fashion Design pathway is not aligned with LMI priorities.

2. What priorities regarding LMI were uncovered in the CLNA?

There is a very general knowledge on understanding labor market information and how to use that to inform CTE decision making.

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

Decisions regarding pathway development must be reflective of the demands of regional LMI.

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

The survey indicated that more training is needed in regional labor market information report analysis for CTE/administration.

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?

Considering the restrictions set forth by state and local governmental agencies on health and safety, we were able to communicate with a large number of stakeholders and gather important data on our CTE program.

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

Given the circumstances, we could have included a separate survey for students instead of giving them the same survey.

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?

Special Education teachers and administrator. I'm not sure why but in the future I will reach out by phone to capture their feedback.

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

Adding this work to what the LCAP committee is already doing would be a smart way to ensure the work to be done is viewing on a wider platform and also help promote support within the community.

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

One way to build connections is through collaborative meetings with district and site administration.

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

This work will be ongoing and continue quarterly.

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

Create a calendar of meetings and invite all stakeholders, take minutes and share them with all stakeholders, create agenda and shared goals during meetings. Further develop timelines to meet shared goals and how all stakeholders can support in reaching them.

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