

HUSDCTE

CAREER TECHNICAL EDUCATION

COMPREHENSIVE LOCAL NEEDS ASSESSMENT
June, 2020

Hesperia Unified School District
Att: McKenzie Tarango, Ed.D.
15576 Main Street
Hesperia, CA 92345



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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Non-Discrimination Statement

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

For violations, contact:
Isaac Newman-Gomez
Director, Student Services and Title IX Coordinator
15576 Main Street,
Hesperia, CA 92345
(760) 244-4411, ext. 7316

Executive Summary

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 is 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 district-wide CTE advisory meeting serving as the source for this CLNA was held virtually and in partnership with the Mountain Desert Career Pathways (MDCP) and in coordination with other member districts on May 27, 2020. Prior to the meeting, CTE pathway data and the CTEIG Self Review Rubric results were shared electronically with stakeholders for their review and input. Moving forward the district-wide CTE Advisory will be called the Stakeholder Consultation in alignment with Perkins V.

In addition, through the course of the 2019-20 school year, HUSD in partnership with the Mountain Desert Career Pathways (MDCP) held an advisory meeting for each industry sector within HUSD's CTE pathway offerings. The qualitative and quantitative data collected from these advisory meetings were also used in the CLNA process.

- 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.**

HUSD used a stakeholder guided self-review process to ensure the CTE programs of study are aligned to and validated by local workforce needs and economic priorities with resources being allocated towards pathways and programs of study that lead to high-skill, high-wage, and in-demand occupations and activities that address equity and opportunity gaps.

Specifically, the self-evaluation component of the district-wide CTE advisory meeting was based both on the 11 Elements of a High Quality CTE Program Self-Review and the CTEIG Self Review Rubric. Moreover, a copy of the CTEIG Review Rubric and the Perkins Student Performance Indicators were shared with the participating stakeholders prior to the advisory for review and input.

- 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 also known under Perkins V as the Stakeholder Consultation to review, evaluate, and identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation is scheduled for September 2, 2020. In addition, HUSD will continue to schedule an individual advisory meeting specific to each industry sector for the 2020-21 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 in P5 §134(d), participated in the Stakeholder Consultation per section 134(d), HUSD 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. Invites 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.

In accordance with, 20 U.S.C. § 2354 (b)(5), HUSD invited and engaged parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, representatives of the Economic Development Department (EDD) and other interested individuals in the development, implementation, and evaluation of HUSD CTE programs and the CLNA process. These stakeholders were invited to participate in a CTE program survey overview prior to participating in the District-wide CTE Advisory meeting / Stakeholder Consultation held in partnership with the MDCP on May 27th, 2020 through a virtual forum.

Equally important, with the recommendation of HUSD's College and Career Readiness Coordinator and in alignment with EC § 8070, the HUSD governing board 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)

HUSD utilized student performance data from the Perkins Student Performance Indicators to guide an impactful data-driven and inclusive CLNA with a goal of improving both systems and programs. Below is a summary of the data as it pertains to strengths and gaps.

HUSD Strengths that were identified in the CLNA regarding student performance:

- 1S1: Four-Year Graduation Rate: 99% of reported CTE completers graduated high school
- CTE Enrollment and Completion Data: Close to 30% of eligible students participated in a CTE program of study in 2018-19

HUSD Gaps that were identified in the CLNA regarding student performance:

One major gap identified in the data was the lack of reporting data itself, thus hindering the stakeholders' ability to fully and accurately review the success or lack of each pathway and program of study. Specifically, there was no data reported on obtainment of industry certification, work-based learning, and college credit attainment. Furthermore, upon detailed review of the data it became evident not all CTE participants and completers across all pathways and schools were reported therefore not captured in the data analysis and continuous quality improvement or cycles of inquiry process.

- 2S1: Academic Proficiency in Reading Language Arts: HUSD's CTE proficiency rate was 23.5%, which is far below the state goal of 60.6%
- 2S2: Academic Proficiency in Mathematics: While not as large of a gap as Reading Language Arts, HUSD's mathematics proficiency rate of 24.3% was below the state target of 33%
- 2S3: Academic Proficiency in Science: No data reported as test has yet to be administered by the state
- 4S1: Non-traditional Program Concentration
- 5S2: Program Quality – Obtained Recognized Post-Secondary Credits: HUSD did not collect this data
- 5S3: Program Quality – Participated in Work-Based Learning: HUSD did not collect this data
- The data suggests EL, Homeless, Foster Youth, disabled, and Non-Traditional students would benefit from additional evidence-based services and supports

HUSD Strategies:

- For the 2020-21 school year HUSD is prioritizing identifying and implementing strategies to increase the accuracy of data reporting

- Identify and implement research-based strategies to support EL, Disabled, Homeless, Foster, and Non-Traditional CTE students
- Enhance, develop and streamline Work-Based learning opportunities
- Increase the number of industry recognized certificates CTE students have access to obtain while in high school

Proposed Policies & Procedures:

- Develop a structure for reporting wherein specific individuals are identified to capture and report data, check and balances are identified and implemented to ensure accuracy in 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
- Each pathway will need to identify an industry recognized certificate for students in the capstone class to obtain by the completion of the program

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

Through the CLNA process HUSD analyzed the program size, scope, and quality of each CTE pathway through the lens of meeting the needs of all students.

HUSD Strengths that were identified in the CLNA regarding program, size, scope and quality.

Scope: Each CTE pathway at HUSD prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose. Moreover, each CTE pathway covers all of the CTE Model Curriculum Standards of its pathway as well as the anchor standards and Career Ready standards.

Quality: All HUSD CTE pathways 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. Each pathway is a coherent, non-duplicative series of courses of not less than 300 hours.

HUSD Gaps that were identified in the CLNA regarding program, size, scope and, quality:

Size: There is room to improve and strengthen the number of students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering.

Scope: There is a need to expand upon exploring all aspects of its industry sector.

Quality: There are current pathways that do not result in an industry-recognized certificates, credentials, or degrees upon completion in high school

HUSD Strategies:

Size:

- Arrange the master schedule to ensure there are enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering past the first year of launching the Capstone course
- Counselor and administrator professional development in CTE pathway structure and the 12 Elements of a High Quality CTE program. Program marketing material, videos, and field trips
- Promote and uphold the coherent structure of the CTE pathway
- Increase pathway promotional materials that include K-12 to postsecondary to local career brochures, guides and posters to increase student knowledge

Scope:

- Expand Work Based Learning opportunities across CTE pathways. Increase access to after school CTE program access
- Expand work-based learning opportunities for students through structured and expanded work-based learning framework implementation
- Expand Career Exploration to Elementary and Middle Schools
- Launch a CTE Work Experience Program and align the Experiential Learning Program (ELP) to support CTE students in obtaining worked based learning opportunities
- Increase of regional industry specific competitions for students
- Increase of offerings for industry specific certifications in CTE pathways
-
- Purchase additional equipment to develop work-based learning environments within each CTE classroom. Some examples that were identified in the CLNA process include: SmartShop CNC Router with vacuum table, OmniCam, Computer Automated Dental Devices, High Performance Computers and Dual Screens, Engraving Area Laser, Stoves, Automotive Service Writer, Welding Equipment, Hydromassage Unit, Alte Gravity Treadmill, Rock Blades, Restaurant Furniture and Equipment, Catering Truck, Electric Vehicle, Ambulance, Smartboards, Wood Working Equipment, Barbering Equipment, and, Robotic equipment

Quality:

- Increase the number of teachers participating in externships and industry specific professional development
- Teacher access and participation in externships and industry specific professional development. Increased offering of industry certificate achievement opportunities

- Develop a systematic approach to render career exploration supports and services through utilization of College and Career Readiness Counselors, Career Center Specialist, Work Experience Teachers, Recruitment Placement Specialist
- Purchasing industry equipment, consumables, text books and course materials to provide quality programs for students
- Collaboration with local community college to explore additional opportunities for college articulation
- Increase the number of CTE courses A-G approved

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

HUSD Strengths that were identified in the CLNA regarding progress toward implementation of CTE programs of study:

HUSD has full implementation of equal access to high-quality CTE courses and programs of study for all students. HUSD continues to identify and utilize strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations.

HUSD has enhanced its commitment to work with special population liaisons to identify and provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

HUSD 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 in all CTE programs of study. Each course within the sequence of courses for each pathway addresses both academic and technical knowledge and skills, including employability skills, and is intentional in providing specificity in occupation instruction. Over 75% percent of HUSD's CTE pathways have one or more course articulated with a local college. Because HUSD is a commuter community the HUSD CTE pathways are aligned with the greater Inland Empire / Desert regional and greater Los Angeles area industry and economic needs.

HUSD Gaps that were identified in the CLNA regarding progress toward implementation of CTE programs of study:

There is a need to increase the number of industry certificate achievement opportunities across CTE pathways. There is a need to increase work-based learning opportunities for students across all industry sectors. While current programs are aligned with industry needs, there are many industry needs in the local regions our current CTE programs of study do not address. HUSD needs to assess the cost benefit of using Precision Exams.

HUSD Strategies:

- Identify industry and business partners to develop work-based learning opportunities for students, as evidenced by a signed MOU or affiliation agreement
- Develop a systematic approach for students to access work-based learning opportunities
- Increase Teacher Externships and Industry Specific training / collaboration.
- Identify industry certificates that can be incorporated in to CTE programs of study
- Identify means to secure funds for building development or modification to house CTE programs needed to meet local industry needs.
- Increase participation in CTSOs across all pathways or enhance leadership component
- Increase focus on Essential Skills development
- Engage in a structured Continuous Quality Improvement Process / Cycles of Inquiry
- Have all CTE courses across each pathway A-G approved
- Increase Industry participation at industry specific advisory
- Develop Career Exploration programs at the middle schools
 - A Work-based Learning Committee with representatives from Experiential Learning Program, Work Experience, Secondary Education, and College and Career Readiness has recently been established with the purpose of identifying a work-based learning continuum with a focus on streamlining efforts and creating access. This committee has created a standing agenda item to look at the services and data specific to special populations and is committed to meet regularly with special population representatives to identify methods of better serving the students
 - In the 2020-201 school year the committee seeks to bring on a representative from Workability, and WIOA

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

HUSD Strengths that were identified in the CLNA regarding Improving recruitment, retention, and training of CTE professionals, including underrepresented groups:

- Job shadowing and teacher externships for teachers has increased
- Stakeholder participation in CTE professional development and conferences has increased
- The district has prioritized professional development for CTE teachers
- Tenure of CTE teachers

HUSD Gaps that were identified in the CLNA regarding Improving recruitment, retention, and training of CTE professionals, including underrepresented groups:

- Teachers see “grant funding” as temporary thus are concerned of the longevity of their programs

HUSD Strategies:

- Expand teacher job shadowing opportunities
- Expand partnership with industry in recruiting high quality CTE teachers
- Provide more CTE teacher specific industry professional development
- Implement opportunities for non CTE teachers that work with under-represented student populations to attend CTE professional development
- Purchase high quality equipment that is needed to support the CTE teachers in their classrooms so that they can provide quality CTE programs
- Align teacher externship opportunities with industry during school breaks.
- Provide more teacher tours of industry training sites throughout the school year to develop professional knowledge of current industry trends and needs
- Develop lesson plans/lab experiences in class/at school that highlight industry partnerships for students in the classroom
- Develop online lessons in case distance learning is required

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

HUSD Strengths that were identified in the CLNA regarding Progress Towards Equal Access to CTE Programs for All Students:

- The graduation rate for Special Population CTE completers is above the state average
- 84% of students participating in CTE are socioeconomically disadvantaged
- 14% of students participating in CTE are designated as English Language Learners
- The number of homeless youths participating in CTE programs is comparable to the percent of overall students who are homeless within HUSD

HUSD Gaps that were identified in the CLNA Progress Towards Equal Access to CTE Programs for All Students:

- Increase Special Population data collected on all aspects of the CTE program
 - Articulation Credit – by Special Population
 - Ethnic Diversity within CTE courses
 - Industry Recognized Certificate Obtainment
 - Third Party Assessments
- Develop district wide Ad-Hocs to easily pull CTE data for review and analysis
- Increase training on capturing data in Infinite Campus
- Increase use of Infinite Campus to collect and report CTE data
- Continue and increase collaborations with various stakeholder groups to review equal access data to identify areas of improvement
- There is a need to increase the number of foster youths completing CTE pathways

HUSD Strategies:

- HUSD will review and update where necessary the CTE webpage to ensure updated and clear information pertaining to equal access information is readily available to the public
- HUSD will review all CTE informational material to ensure Spanish translation is accessible to the public.
- HUSD will implement additional professional developments focused on special population access to CTE pathways and identify real or perceived barriers of access

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

HUSD Strengths that were identified in the CLNA regarding Alignment to Labor Market Information:

The Center of Excellence has validated the following pathways as meeting a minimum of two out of the following three criteria... (1) high-skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations:

- [Arts, Media, and Entertainment](#)
- [Building and Construction Trades](#)
- [Business and Finance](#)
- [Education, Child Development, and Family Services](#)
- Fashion and Interior Design
 - [Cosmetology](#)
- [Health Science and Medical Technology](#)
 - [Dental](#)
 - [Sports Medicine](#)
 - [Medical Assistant](#)
- [Hospitality, Tourism, and Recreation](#)
- [Information and Communication Technologies](#)
- [Manufacturing](#)
- [Public Services](#)
- [Transportation](#)

HUSD Gaps that were identified in the CLNA regarding Alignment to Labor Market Information:

Currently all but one of the pathways are aligned with the Inland Empire Desert Regional Consortium workforce needs. The one pathway, Fashion and Interior Design is aligned with the greater Los Angeles area. While the programs are aligned with LMI, HUSD has room to improve the frequency of discussion and review of LMI statistics. In addition, HUSD has identified a need to increase collaboration with Workforce Development Board representatives

HUSD Strategies:

- Increase partnership with Workforce Development representatives
- Increase the review of the Center of Excellence Labor Market Information specific to each program of student within each site's CTE program of study

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:

Perkins V requires HUSD to engage with local stakeholder groups, these local stakeholder groups are to advise on the planning, development, implementation, and evaluation of CTE programs, as well as, validating the CLNA and providing guidance with regard to HUSD's local application plan (Perkins Application).

These stakeholders include the district-wide CTE advisory committee, Superintendent, Assistant Superintendent of Educational Services, Director of Secondary Education, Director of PK-12 Programs, Director of Special Services, Director of Student Services / Title IX Coordinator, Coordinator of College and Career Readiness, Recruitment Placement Specialist, all district CTE teachers, Principals, Assistant Principals, College and Career Readiness Counselors, Director of Special Services, Workforce Development Board, representatives, Parents, Students, Business, and Industry representatives, Community College Deans of CTE, Mountain Desert Career Pathways Staff, Mountain Desert Economic Partnership Business and Community members, SBCSS's Alliance for Education.

In addition, through the course of the 2019-20 school year, HUSD in partnership with the Mountain Desert Career Pathways (MDCP) held an advisory meeting for each industry sector within HUSD's CTE pathway offerings. Participants of these advisories were made up of K12 educators, Post-Secondary Faculty, Representatives from Special Populations, Workforce Development Board, Industry Reps, Labor Representatives, local government, Parents, Students, SELPA representative. Moreover, HUSD participated in larger regional industry advisories organized through the K12 Strong Workforce's Inland Empire / Desert Regional Consortium and their Deputy Sector Navigators.

The qualitative and quantitative data collected from these advisory meetings was used in the CLNA process. Collectively these individuals and groups were the key stakeholders involved in the completion of this CNLA

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

- [Inland Empire / Desert Regional Consortium](#)
- [CA Perkins Joint Special Populations Advisory Committee](#)
- [Southwest Regional Carpenters Union](#)
- [Hesperia Chamber of Commerce](#)
- [The High Desert Hispanic Chamber of Commerce](#)
- [The Victor Valley Chamber of Commerce](#)
- [The City of Hesperia](#)
- [The County of San Bernardino 1st Dist. Supervisor Robert Lovingood](#)
- [BIA Baldy View Chapter](#)
- High Desert Manufacturing Counsel

3. Summarize the key stakeholder feedback:

Essential skills – manufacturing

The stakeholder feedback resulting from the CLNA process can be summarized in the following points:

- Provide career exploration and career development activities through an organized systematic framework designed to aid students in both high and middle schools, both before enrolling and while participating in a career and technical education program
- Provide career guidance and counseling supports to students in making informed plans and decisions about CTE pathways, future education, and career opportunities
- Secure an upgrade appropriate equipment, technology, and instructional materials aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, consumables and other new and emerging instructional materials
- Develop and implement a continuum of work-based learning opportunities, including simulated work environments and student internships, field trips, guest speakers, job shadowing, and a mentor program
- Identify and implement industry-recognized certification examinations or other assessment programs within each pathway that will allow student to obtain a industry certificate upon completion of the CTE pathway, or will lead to the eligible requirement to take a assessment that will lead to the obtainment of an industry specific certificate
- Support the integration of employability skills into career and technical education programs and programs of study
- Support CTE pathway in meeting the leadership component in ways beyond CTSO participation
- Develop school-based enterprise opportunities
- Secure industry specific uniforms for CTE capstone students.
- Support student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula, and CTSOs

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%	100	90%	99.%	9%	84%	.5%	0%	0%	15%	.4%	.004%	0%	<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

1S2: Extended 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		100%	90%	99%	.03%	100%	.5%	0%	0%	.12%	.6%	0%	0%	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2019-20														<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21														<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22														<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23														<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%	23.5%	.01%	100%	NA	NA	NA	.07%	.037%	0%	NA	<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%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<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%	29.7%	24.3%	.01%	100%	NA	NA	NA	.07%	.03%	0%	NA	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
2019-20	34.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	34.5%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	36.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	36.5%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

2S3: Academic Proficiency in Science

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	27.7%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-20	28.2%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	28.2%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	31.2%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	31.2%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

3S1: Post Program-Placement

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	67.2%	67.2%	60.4%											<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-20	68.0%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	68.0%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	69.4%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	69.4%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

4S1: Non-Traditional Program Concentration

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	20.8%	20.8%	18.72%	.5%	50%	75%	NA	NA	NA	.16%	0%	0%	NA	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
2019-20	20.8%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	20.8%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	21.0%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	21.0%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

5S1: Program Quality—Attained Recognized Postsecondary Credential

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		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
2019-20														<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21														<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22														<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23														<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

5S2: Program Quality—Attained Recognized Postsecondary Credits

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	21.6%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-20	23.9%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21	23.9%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22	26.2%													<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23	26.2%													<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

5S3: Program Quality—Participated in Work-Based Learning

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	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	<input type="checkbox"/> YES <input type="checkbox"/> NO
2019-20														<input type="checkbox"/> YES <input type="checkbox"/> NO
2020-21														<input type="checkbox"/> YES <input type="checkbox"/> NO
2021-22														<input type="checkbox"/> YES <input type="checkbox"/> NO
2022-23														<input type="checkbox"/> YES <input type="checkbox"/> NO
Ave.														<input type="checkbox"/> YES <input type="checkbox"/> NO

CTE Enrollment / Completion

Year	All Students Eligible for CTE	All CTE Participants (all students in CTE course)	All CTE Completers (completers in any grade)	Male (Enrolled / Completed)	Female (Enrolled / Completed)	w/ Disabilities (Enrolled / Completed)	Economically Disadvantaged (Enrolled / Completed)	Non-Trads (Enrolled / Completed)	Single Parents (Enrolled / Completed)	Out-Of-Workforce (Enrolled / Completed)	English learners (Enrolled / Completed)	Homeless (Enrolled / Completed)	Foster (Enrolled / Completed)	Parent on Active Duty (Enrolled / Completed)
2017-18	6876	1734	202	65	135	23	149	0	0	0	26	0	0	0
2018-19	6904	1931	54	20	34	4	31	12	0	0	4	0	0	0
2019-20	7135	2081	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
2020-21														
2020-22														
2021-23														

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.

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?

HUSD strengths that were identified in the CLNA regarding student performance:

- 1S1: Four-Year Graduation Rate: 99% of reported CTE completers graduated high school
- CTE Enrollment and Completion Data: Close to 30% of eligible students participated in a CTE program of study in 2018-19

HUSD gaps that were identified in the CLNA regarding student performance:

- One major gap identified in the data was the lack of reporting data itself, thus hindering the stakeholders' ability to fully and accurately review the success or lack of each pathway and program of study. Specifically, there was no data reported on obtainment of industry certification, work-based learning, and college credit attainment. Furthermore, upon detailed review of the data it became evident not all CTE participants and completers across all pathways and schools were reported therefore not captured in the data analysis and continuous quality improvement or cycles of inquiry process
- 2S1: Academic Proficiency in Reading Language Arts: HUSD's CTE proficiency rate was 23.5%, which is far below the state goal of 60.6%
- 2S2: Academic Proficiency in Mathematics: While not as large of a gap as Reading Language Arts, HUSD's mathematics proficiency rate of 24.3% was below the state target of 33%
- 2S3: Academic Proficiency in Science: No data reported as test has yet to be administered by the state
- 4S1: Non-traditional Program Concentration:
- 5S2: Program Quality – Obtained Recognized Post-Secondary Credits: HUSD did not collect this data
- 5S3: Program Quality – Participated in Work-Based Learning: HUSD did not collect this data

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

The data suggests EL, Homeless, Foster Youth, disabled, and Non-Traditional students would benefit from additional evidence-based services and supports.

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?

- 1) For the 2020-21 school year HUSD is prioritizing identifying and implementing strategies to increase the accuracy of data reporting
- 2) Identify and implement research-based strategies to support EL, Disabled, Homeless, Foster, and Non-Traditional CTE students
- 3) Enhance, develop and streamline Work-Based learning opportunities
- 4) Increase the number of industry recognized certificates CTE students have access to obtain while in high school

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

- 1) The Coordinator of College and Career Readiness / CALPADS Staff / District Student Information System Staff
- 2) Director of Secondary Education, Director of K12 Programs, Director of Special Services, Director of Student Services, Family Resource Specialist, RFEP Counselor, Coordinator of College and Career Readiness, Recruitment Placement Specialist, SELPA representative, SBCSS representatives, CCEE
- 3) Director of Secondary Education, Coordinator of College and Career Readiness, Recruitment Placement Specialist, Work Experience Teacher, Local Industry Representatives, Chamber of Commerce
- 4) Industry Representatives, Labor Organizations, Workforce Development Board, MDCP

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

- 1) Develop a structure for reporting wherein specific individuals are identified to capture and report data, check and balances are identified and implemented to ensure accuracy in reporting.

- 2) The district will need to identify and implement research-based strategies to support CTE students from special populations.
- 3) Develop a streamlined systems approach for students to access work-based learning opportunities
- 4) Each pathway will need to identify an industry recognized certificate for students in the capstone class to obtain by the completion of the program

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

Because the data indicated there was a small number of CTE students who were from special populations HUSD will focus on developing marketing materials in English and Spanish with attention to highlighting special populations in each pathway to be distributed and used for the purpose of brining program awareness to special populations. In addition, the CTE team will work with various district leaders and groups such as administrators, counselors, career center specialist, EL representatives, ELAC committee, DLAC, school site council, ASB, and parent groups to further awareness of CTE programs and the benefits of enrollment, as well as identify resources to recruit and retain special population students.

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):
CALPADS, Infinite Campus, Victor Valley College Student Reports

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	2081	1931	1734	NA
Minimum Class Size	6	5	5	NA
# of Dual Enrollment	18	0	0	NA
# of CTE Teachers	26	26	26	NA
# of CTE Pathways	14	14	14	NA
# of Articulations	12	12	14	NA
# of Students In Off-Site Paid WBL	0	0	0	NA
# of Students in Off-Site Unpaid WBL	TBD	NA	NA	NA
# of Industry Recognized Credentials Awarded	NA	NA	NA	NA
# of Classes Aligned w/ Industry	35	38	38	NA
# of Apprenticeships	0	0	0	NA
# of Completers Employed in Sector of Study	TBD	NA	NA	NA

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?

HUSD Strengths that were identified in the CLNA regarding size, scope, and quality:

Scope: Each CTE pathway at HUSD prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose. Moreover, each CTE pathway covers all of the CTE Model Curriculum Standards of its pathway as well as the anchor standards and Career Ready standards.

Quality: All HUSD CTE pathways 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. Each pathway is a coherent, non-duplicative series of courses of not less than 300 hours.

HUSD Gaps that were identified in the CLNA regarding size, scope, and quality:

Size: There is room to improve and strengthen the number of students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering.

Scope: There is a need to expand upon exploring all aspects of its industry sector.

Quality: There are current pathways that do not result in an industry-recognized certificates, credentials, or degrees upon completion in high school.

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?

Size: Arrange the master schedule to ensure there are enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering past the first year of launching the Capstone course.

Scope: Expand Work Based Learning opportunities across CTE pathways. Increase access to after school CTE program access.

Quality: Increase the number of teachers participating in externships and industry specific professional development.

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

Size: Counselor and administrator professional development in CTE pathway structure and the 12 Elements of a High Quality CTE program. Program marketing material, videos, and field trips.

Scope: Launch a CTE Work Experience Program and align the Experiential Learning Program (ELP) to support CTE students in obtaining worked based learning opportunities. Purchase additional equipment to develop work-based learning environments within each CTE classroom. Some examples that were identified in the CLNA process include: SmartShop CNC Router with vacuum table, OmniCam, Computer Automated Dental Devices, High Performance Computers and Dual Screens, Engraving Area Laser, Stoves, Automotive Service Writer, Welding Equipment, Hydromassage Unit, Alte Gravity Treadmill, Rock Blades, Restaurant Furniture and Equipment, Catering Truck, Electric Vehicle, Ambulance, Smartboards, Wood Working Equipment, Barbering Equipment, Robotic equipment,

Quality: Teacher access and participation in externships and industry specific professional development. Increased offering of industry certificate achievement opportunities.

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

Size: Promote and uphold the coherent structure of the CTE pathway.

Scope: Expand work-based learning opportunities for students through structured and expanded work-based learning framework implementation.

Quality: Develop a systematic approach to render career exploration supports and services through utilization of College and Career Readiness Counselors, Career Center Specialist, Work Experience Teachers, Recruitment Placement Specialist.

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

X COE Data

X EED/Workforce data

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

X Program review/accreditation

X Other (list/describe): Stakeholder Survey Feedback, Industry Advisories

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?

All of HUSD's CTE pathways are a complete program of study. Each pathway 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; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential or certificate either in high school or upon completion in a post-secondary program.

These pathways include: Residential and Commercial Construction #123, Food Service and Hospitality #201, Patient Care #198, Systems Diagnostics, Service, and Repair #221, Machining and Forming Technologies #212, Public Safety #232, Design, Visual, and Media Arts #111, Engineering Technology #153, Child Development #130, Fashion Design and Merchandising #160, Cosmetology #162C, Cabinetry, Millwork, and Woodworking #120, Welding and Materials Joining #213, Networking #172, Software and Systems Development #174, Business Management #182.

2. How has this number changed over time?

Each year HUSD reviews its program of study and increase or decrease program offering as needed due to local industry needs, district budget and or student enrollment.

3. How can it be increased in the future?

In order to increase pathways, there will need to be an increase in budgeting for both teacher salary and facility development and enhancements.

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?

During the 2019-2020 school year on average 90% of eligible students completed the matriculation process and received college credit for articulated courses. This was up from the previous school year. Please see the chart below illustrating the number of students who received credit in various articulated courses.

	School Course	College Course ID	Victor Valley College Course Title	Total Earned Grades in 2017-18	Total Earned Grades in 2018-19
HUSD	Keyboarding	BET-101	Beginning Keyboarding/Typing	0	1
HUSD	Office Operations and Technology Phase II: Microsoft Word Microsoft Office Specialist: Word	BET-104	Beginning Word Processing/Typing: Word for Windows A/B/C	0	1
HUSD	Office Operations and Technology Phase II: Microsoft Excel Microsoft Office Specialist: Excel	BET-112	Spreadsheet: Excel for Windows A/B/C	0	1
HUSD	Office Operations and Technology Phase II: Microsoft PowerPoint Microsoft Office Specialist: PowerPoint	BET-131	Presentation Software: PowerPoint ABC	0	1
HUSD	Digital Design Digital Graphic Design 1	CART-133	Digital Imaging	47	95
HUSD	Medical Core I Medical Core II Intro to Nursing Sports Therapy and Fitness Sports Medicine	ALDH-139	Medical Terminology	96	165
HUSD	ASE Auto I ASE Auto II ASE Auto III Auto Tech I Auto Tech II Auto Tech III Auto NATEF	AUTO-50	Introduction to Automotive Technology	2	91
HUSD	Website Design	CART-134	The Art of Web Design	36	13
HUSD	Child Development Careers Careers with Children Child Dev and Guidance Early Child Ed Life Management and Relationships On Your Own	CHDV-50	Working with Young Children	32	207
HUSD	Fundamentals of Law Criminal Justice I Criminal Justice II Advanced Law Enforcement	CJ-101 Formerly AJ-101	Introduction to Administration of Justice	33	70
HUSD	Construction Technology II	CT-130	Residential Remodeling	0	6

	Const. Tech II Construction Technology III Const. Tech III				
HUSD	Intro to Const. Technology Construction Technology I Const. Tech 1	CTMF- 120A	Woodworking Tools and Equipment	0	0
HUSD	Foods and Nutrition Culinary Arts & Management I Restaurant I	RMGT-81	Prep/Line Cook	42	154
HUSD	Adv Cul Arts Culinary Arts & Management II Culinary Arts & Management III Restaurant II	RMGT-87	Professional Cooking	0	27
HUSD	IT Essentials	ELCT-61	Basic Maintenance of Personal Computers	39	0
HUSD	Internet Engineering, I	ELCT-78A	Network Fundamentals	9	58

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?

Offering an industry recognized certificate in each pathway is an area of growth for Hesperia Unified School District. During the course of the 2019-20 school year the following pathways offered an opportunity for students to earn an industry-recognized credential:

Arts, Media, and Entertainment	None
Building and Construction Trades	SouthWest Carpenters Certificate of Pre-Apprenticeship Completion
Business and Finance	None
Education, Child Development, and Family Services	ROP Cert Title 22 Compliant
Fashion and Interior Design	None
Health Science and Medical Technology	None
Hospitality, Tourism, and Recreation	None
Information and Communication Technologies	CISCO
Public Services	None
Transportation	SP2

2. How has this number changed over time?

This number has remained stagnant for many years. HUSD is actively working with stakeholders to identify industry certificates students can obtain in high school as well as funding sources to support these endeavors.

3. How can it be increased in the future?

The following is a proposal of increased industry recognized certificates in the coming years:

Arts, Media, and Entertainment	Adobe
Building and Construction Trades	Osha

Business and Finance	Microsoft
Education, Child Development, and Family Services	First Aide
Fashion and Interior Design	None
Health Science and Medical Technology	CPR / Medical Assisting
Hospitality, Tourism, and Recreation	Food Handlers / ServSafe
Information and Communication Technologies	CISCO / Red Hat Linux
Public Services	First Aide
Transportation	SP2 / Clean Fuels

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

For each pathway that offers an industry-recognized credential, on average 80 percentage of the students taking the test obtained the credential.

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

HUSD’s partnership with the MDCP allows all of HUSD’s CTE students across each pathway access to Precision Exams, a third-party assessment. Precision Exams validate knowledge and prepares students for careers. Precision Exams allows both students and teachers to identify knowledge obtainment and areas of need while ensuring teachers are assessing students’ knowledge against current industry standards.

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

HUSD is in year three of implementing the Precision Exam, while all CTE pathways had access to Precision Exams not all pathways utilized the assessment. However, each year student utilization of Precision Exams is increasing. Because the data for the first year was not collected, and the third-year assessments were canceled due to the COVID 19 stay at home order, the only pre and post assessment data to analyze is for the 2018-19 school year thus HUSD is un able to identify if scores are rising, falling, or holding steady.

Exam ID	Exam Name	District	Pre				
			Number tested	Avg Exam Score	Points Possible	District %	State %
300Pre	21st Century Success Skills	Hesperia Unified School District	14	6.35	77	8.29	54.55

319Pre	Adult Roles and Financial Literacy	Hesperia Unified School District	30	44.58	90	49.5	49.5
254EPre	Business Web Page Design	Hesperia Unified School District	26	40.21	84	47.88	47.88
320Pre	Child Development	Hesperia Unified School District	54	39.15	75	52.2	46.56
510Pre	Construction Trades Foundation	Hesperia Unified School District	87	28.55	82	34.82	39.87
345Pre	Culinary Arts	Hesperia Unified School District	288	30.25	62	48.4	49.08
403Pre	Customer Service	Hesperia Unified School District	24	20.86	46	45.5	45.57
810Pre	Digital Media IA	Hesperia Unified School District	58	23.01	49	46.97	45.3
323Pre	Early Childhood Education I	Hesperia Unified School District	96	53.41	77	69.3	67.22
505EPre	Introduction To Automotive Service	Hesperia Unified School District	209	38.05	73	52.12	45.73
702EPre	Medical Anatomy and Physiology	Hesperia Unified School District	117	38.08	102	37.3	36.64
	Total		1003	32.96	74.27	44.75	47.99

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?

HUSD Strengths that were identified in the CLNA regarding the program of study:

HUSD 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 in all CTE programs of study. Each course within the sequence of courses for each pathway addresses both academic and technical knowledge and skills, including employability skills, and is intentional in providing specificity in occupation instruction. Over 75% percent of HUSD's CTE pathways have one or more course articulated with a local college. Because HUSD is a commuter community the HUSD CTE pathways are aligned with the greater Inland Empire / Desert regional and greater Los Angeles area industry and economic needs.

HUSD Gaps that were identified in the CLNA regarding the program of study:

There is a need to increase the number of industry certificate achievement opportunities across CTE pathways. There is a need to increase work-based learning opportunities for students across all industry sectors. While current programs are aligned with industry needs, there are many industry needs in the local regions our current CTE programs of study do not address. HUSD needs to assess the cost benefit of using Precision Exams.

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

- Identify industry and business partners to develop work-based learning opportunities for students, as evidenced by a signed MOU or affiliation agreement
- Develop a systematic approach for students to access work-based learning opportunities
- Increase Teacher Externships and Industry Specific training / collaboration.
- Identify industry certificates that can be incorporated in to CTE programs of study
- Identify means to secure funds for building development or modification to house CTE programs needed to meet local industry needs
- Increase participation in CTSOs across all pathways or enhance leadership component
- Increase focus on Essential Skills development

- Engage in a structured Continuous Quality Improvement Process / Cycles of Inquiry.
- Have all CTE courses across each pathway A-G approved
- Increase Industry participation at industry specific advisory
- Develop Career Exploration programs at the middle schools

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?

A Work-based Learning Committee with representatives from Experiential Learning Program, Work Experience, Secondary Education, and College and Career Readiness has recently been established with the purpose of identifying a work-based learning continuum with a focus on streamlining efforts and creating access. This committee has created a standing agenda item to look at the services and data specific to special populations and is committed to meet regularly with special population representatives to identify methods of better serving the students.

In the 2020-201 school year the committee seeks to bring on a representative from Workability, and WIOA.

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?

Ongoing teacher professional development specific to industry standards and alignment with attention to State standards is needed to support each program of study. This professional development includes but is not limited to peer collaboration, advisories, externships, industry conferences and workshops, online learning / training activities.

Provide teachers with additional resources to teach and bring attention to employability / soft / essential skills. Identify and secure additional industry certificate and credential opportunities for high school students.

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?

Currently, CTE teachers have the same opportunities as all other teachers who apply to HUSD. HUSD promotes CTE positions the same as all teaching positions are promoted. In accordance with the bargaining unit contract the positions are first flown in house and then to the public through the public domain EdJoin. CTE positions like other district wide teaching positions are included in regional, state and national recruitment events.

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

Posting on Edjoin, is a method that allows the posting to be sent to one public domain, that many educational institutes in California use. A possible method to increase recruitment of underrepresented groups includes sending posting to Hesperia Chamber of Commerce, Victor Valley Chamber of Commerce, Hispanic Chamber of Commerce, African American Chamber of Commerce, and respective industry unions.

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?**

Most of the CTE teachers within HUSD have been with the district over 10 years, some have been with the district for 20 or more. Moreover, some served as a teacher for HUSD when they were County ROP teachers. Not all teachers disclosed their demographic information thus hindering the ability to calculate the tenure of underrepresented groups.

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

Provide professional development opportunities such as industry trainings, essential skills training, special populations pedagogy training, classroom management training, externships, and collaboration opportunities.

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?**

During the 2019-20 school year 85% of HUSD CTE teachers attended an industry specific advisory, workshop, conference, or industry specific job shadow. While no HUSD teacher participated in a structured paid or unpaid externship, 30% signed up to participate in one for the 2020-21 school year.

- 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?**

During the 2019-20 school year 90% of HUSD CTE teachers attended an industry specific advisory, workshop, CTE or industry conference, or industry specific job shadow.

- 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?**

HUSD offers both a district and site-based teacher support structure where CTE teachers have dedicated time to collaborate within and across various departments. The district English Learning Coordinator and our Special Academic Instruction Team provide supports to teachers for students in underrepresented groups. Both the site and the district offer CTE teachers' opportunities to participate in professional development pertaining to: technology use in the classroom, social emotional, classroom management and classroom culture, 11 Elements of a High Quality CTE program, Industry specific.

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?

HUSD Strengths that were identified in the CLNA regarding Improving recruitment, retention, and training of CTE professionals, including underrepresented groups:

- Job shadowing and teacher externships for teachers has increased
- Stakeholder participation in CTE professional development and conferences has increased
- The district has prioritized professional development for CTE teachers
- Long tenure for CTE teachers

HUSD Gaps that were identified in the CLNA regarding Improving recruitment, retention, and training of CTE professionals, including underrepresented groups:

- Teachers see "grant funding" as temporary thus are concerned of the longevity of their programs.

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

- Continue to develop partner outreach to bring awareness of the program and program employment opportunities
- Continue to increase access and completion of various forms of professional development
- Increase teacher collaboration across the district and region
- Increase teacher access to industry standards and mentors

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

- Expand teacher job shadowing opportunities
- Expand partnership with industry in recruiting high quality CTE teachers
- Provide more CTE teacher specific industry professional development
- Implement opportunities for non CTE teachers that work with under-represented student populations to attend CTE professional development
- Purchase high quality equipment that is needed to support the CTE teachers in their classrooms so that they can provide quality CTE programs
- Align teacher externship opportunities with industry during school breaks.
- Provide more teacher tours of industry training sites throughout the school year to develop professional knowledge of current industry trends and needs
- Develop lesson plans/lab experiences in class/at school that highlight industry partnerships for students in the classroom
- Develop online lessons in case distance learning is required

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

- Additional support for CTE teachers at the school site level to make sure that part time teachers are included in all school site staff development opportunities
- Align teacher externship opportunities with industry during school breaks
- Provide more teacher tours of industry training sites throughout the school year to develop professional knowledge of current industry trends and needs
- Develop lesson plans/lab experiences in class/at school that highlight industry partnerships for students in the classroom

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

X Consortium member data

X Association reports

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

X 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 identified through the CLNA process regarding equal access to CTE programs for all students.

- The graduation rate for Special Population CTE completers is above the state average
- 84% of students participating in CTE are socioeconomically disadvantaged
- 14% of students participating in CTE are designated as English Language Learners
- The number of homeless youths participating in CTE programs is comparable to the percent of overall students who are homeless within HUSD

Gaps identified through the CLNA process regarding equal access to CTE programs for all students.

- Increase Special Population data collected on all aspects of the CTE program
 - Articulation Credit – by Special Population
 - Ethnic Diversity within CTE courses
 - Industry Recognized Certificate Obtainment
 - Third Party Assessments
- Develop district wide Ad-Hocs to easily pull CTE data for review and analysis
- Increase training on capturing data in Infinite Campus
- Increase use of Infinite Campus to collect and report CTE data
- Continue and increase collaborations with various stakeholder groups to review equal access data to identify areas of improvement
- There is a need to increase the number of foster youths completing CTE pathways

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

HUSD is prioritizing bringing awareness to equal access to CTE programs through the lens of Civil Rights legislation. HUSD will ensure the Civil Rights equal access policies are brought to the forefront, some of these policies include but are not limited to:

Work-Study, Cooperative Education, and Job Placement:

Opportunities in work-study, cooperative education, and job placement programs are available to all students regardless of race, color, national origin, sex, or disability.

Title VI: 34 CFR Section 100.3(b)., Title IX: 34 CFR Section 106.31(d)., 504: 34 CFR Section 104.4(b)., Guidelines: 34 CFR Section 100 Appendix B (VII–A).

A recipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer and prospective employers do not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay.

Title VI: 34 CFR Section 100.3(b)., Title IX: 34 CFR Section 106.38., 504: 34 CFR Section 104.46(b)., Guidelines: 34 CFR Section 100 Appendix B (VII–A).

Apprenticeship Training Program:

A recipient may not enter into an agreement for the provision or support of apprentice training for students or union members with any labor union or other sponsor that discriminates against its members or applicants on the basis of race, color, national origin, sex, or disability. If a recipient enters into a written agreement with a labor union or other sponsor providing for apprentice training, the agreement must contain an assurance from the union or other sponsor: (1) That it does not engage in such discrimination against its membership or applicants for membership; and (2) that apprentice training will be offered and conducted for its membership free of such discrimination.

Title VI: 34 CFR Section 100.3(c)., Title IX: 34 CFR Section 106.31(d).

504: 34 CFR Section 104.11(a)(4). Guidelines: 34 CFR Section 100 Appendix B (VII–B).

Services for Students with Disabilities:

Recipients may not deny students with disabilities access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids.

Guidelines: 34 CFR Section 100 Appendix B (IV–No qualified person with a disability is excluded from, denied benefits of, or subjected to discrimination in any course, program, service, or activity solely on the basis of disability.

504: 34 CFR Section 104.4(a)., Title II: 28 CFR Section 35.130(a).

A recipient that operates an elementary or secondary education program or activity must provide a free, appropriate public education (FAPE) to each qualified disabled person in its jurisdiction, regardless of the nature or severity of the person's disability.

504: 34 CFR Section 104.33(a).,

The recipient must have a system in place for the identification, evaluation, and educational placement persons who, because of a disability, need or are believed to need special education or related services. Placement decisions must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation, data, and the placement options.

504: 34 CFR sections 104.33(b), 104.35(c), and 104.36.

A recipient that operates a public elementary or secondary education program or activity shall establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of a disability, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the person to examine relevant records, an impartial hearing with the opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure.

504: 34 CFR Section 104.36.

Disabled secondary students must be placed in the regular educational environment of any CTE, academic, physical education, athletic, or other school program or activity to the maximum extent appropriate to their needs with the use of supplementary aids and services unless it can be demonstrated that such cannot be achieved satisfactorily.

Guidelines: 34 CFR Section 100 Appendix B (VI–A)., 504: 34 CFR sections 104.34(a) and (b)., Title II: 38 C.F.R. Section 35.130(d).

Secondary students with disabilities are placed in a CTE program only when the 504 FAPE requirements for evaluation, placement, and procedural safeguards have been satisfied.

504: 34 Section CFR 104.35(a)., Guidelines: 34 CFR Section 100 Appendix B (VI–A).

Counseling:

Recipients must ensure that their counseling materials and activities (including student program selection and career/employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability.

Title II: 28 CFR Section 35.130., Title IX: 34 CFR Section 106.36 (a), 106.21(a) and (b), and 106.34., 504: 34 CFR Section 104.4(a), 104.34(a) and (c), and 104.47(b). Guidelines: 34 CFR Section 100 Appendix B (V–A).

Recipients that operate CTE programs must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or disability. Recipients may not counsel students with disabilities toward more restrictive career objectives than nondisabled students with similar abilities and interests. If a vocational program disproportionately enrolls male or female students, minority or nonminority students, or disabled students, recipients must take steps to ensure that the disproportion does not result from unlawful discrimination in counseling activities.

Guidelines: 34 CFR Section 100 Appendix B (V–B)., 504: 34 CFR Section 104.47(b). Title IX: 34 CFR sections 106.34 and 106.36(c).

Districts and schools must ensure that counselors can effectively communicate with students with limited English proficiency and with students with sensory impairments.

Guidelines: 34 CFR Section 100 Appendix B (V–D).

Related California Law:

Related California laws provide added protection on the basis of actual or perceived ancestry, age, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

5 CCR, Section 4900 et seq; EC sections 200 and 220

Limited English Learner Admissions:

Recipients may not restrict admission to CTE programs because the applicant, as a member of a national origin minority group with limited English language skills, cannot participate in and benefit from CTE to the same extent as students whose primary language is English.

It is the responsibility of the recipient to identify such applicants and assess their ability to participate in vocational instruction. Acceptable methods of identification include: (1) Identification by administrative staff, teachers, or parents of secondary level students; (2) identification by the student in postsecondary or adult programs; and (3) appropriate diagnostic procedures, if necessary.

Recipients must take steps to open all vocational programs to these national origin minority students. A recipient must demonstrate that a concentration of students with limited English language skills in one or a few programs is not the result of discriminatory limitations upon the opportunities are available to such students.

Guidelines: 34 CFR Section 100 Appendix B (IV–L).

Student Eligibility:

Recipients may not develop, impose, maintain, approve, or implement student admission eligibility criteria to CTE schools, facilities, and programs that discriminates on the basis of race, color, national origin, sex, or disability.

Guidelines: 34 CFR Section 100 Appendix B (IV–A)

Related California laws provide added protection on the basis of actual or perceived ancestry, age, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

5 CCR, sections 4920–27; EC sections 200, 220 and 221.5.

Admissions:

Recipients may not develop, impose, maintain, approve, or implement student admission eligibility criteria to CTE schools, facilities, and programs that discriminates on the basis of race, color, national origin, sex, or disability.

Guidelines: 34 CFR Section 100 Appendix B (IV–A)

Related California laws provide added protection on the basis of actual or perceived ancestry, age, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

5 CCR, sections 4920–27; EC sections 200, 220 and 221.5.

An introductory, preliminary, or exploratory course may not be established as a prerequisite for admission to a program unless the course has been and is available without regard to race, color, national origin, sex, and handicap. However, a course that was formerly only available on discriminatory basis may be made a prerequisite for admission to a program if the recipient can demonstrate that: (a) The course is essential to participation in the program; and (b) the course is presently available to those seeking enrollment for the first time and to those formerly excluded.

Guidelines: 34 CFR Section 100 Appendix B (IV–K).

A recipient must not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons.

Guidelines: 34 CFR Section 100 Appendix B (IV–N), 504: 34 CFR Section 104.10 and 104.43(c).

Related California laws also provide added protection on the basis of actual or perceived ancestry, age, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

5 CCR, Section 4900 et seq; EC sections 200 and 220.

Recruitment:

Student recruitment activities and materials shall convey the message that all CTE programs are open to all students without regard to race, color, national origin, sex, or disability. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of race, color, national origin, sex, or disability of the students or potential students to whom the presentation is made. To the extent possible, recruiting teams should represent persons of different races, national origins, sexes, and disabilities.

Guidelines: 34 CFR Section 100 Appendix B (V–C) and (V–E).

Related California laws also provide added protection on the basis of actual or perceived ancestry, age, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

5 CCR, Section 4900 et seq; EC sections 200, 220, and 221.5

Promotional Activities:

Districts and schools may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex, or disability. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration.

6.1 If a recipient's service area(s) contains a community of national origin minority persons of limited English language skills, promotional literature must be distributed to that community in its language.

Guidelines: 34 CFR Section 100 Appendix B V–E.

Related California Law:

If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the public school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

EC Section 48985.

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

- HUSD will review and update where necessary the CTE webpage to ensure updated and clear information pertaining to equal access information is readily available to the public
- HUSD will review all CTE informational material to ensure Spanish translation is accessible to the public
- HUSD will implement additional professional developments focused on special population access to CTE pathways and identify real or perceived barriers of access

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

- Teachers, counselors, administrators, and other stakeholders attend the JSPAC conference
- [Teachers, counselors, administrators, and other stakeholders participate in JSPAC webinars](#)
- [Teachers, counselors, administrators, and other stakeholders attend JSPAC E-Seminars](#)
- National Alliance for Partnership and Equity Conference
- National Center for Women and Information Technology
- The Ed Equity Forum
- [Making Good on the Promise: Examining Access and Achievement Gaps](#)
- [Workforce Pathways Guiding Policy Principles](#)

Resources:

- [Nontraditional Occupations](#)
- [Internal Barriers](#)
- [Using Data for Program Improvement](#)
- [Improving Career Advising](#)
- [Enhancing Students 21st Century Competencies](#)

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): Civil Rights Legislation / JSPAC

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?

HUSD Strengths that were identified in the CLNA regarding Alignment to Labor Market Information:

The Center of Excellence has validated the following pathways as meeting a minimum of two out of the following three criteria... (1) high-skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations:

- [Arts, Media, and Entertainment](#)
- [Building and Construction Trades](#)
- [Business and Finance](#)
- [Education, Child Development, and Family Services](#)
- Fashion and Interior Design
 - [Cosmetology](#)
- [Health Science and Medical Technology](#)
 - [Dental](#)
 - [Sports Medicine](#)
 - [Medical Assistant](#)
- [Hospitality, Tourism, and Recreation](#)
- [Information and Communication Technologies](#)
- [Manufacturing](#)
- [Public Services](#)
- [Transportation](#)

HUSD Gaps that were identified in the CLNA regarding Alignment to Labor Market Information:

Currently all but one of the programs are aligned with the Inland Empire Desert Regional Consortium workforce needs. The one program Fashion and Interior Design is aligned with the greater Los Angeles area. While the programs are aligned with LMI, HUSD has room to improve the frequency of discussion and review of LMI statistics. In addition, HUSD has identified a need to increase collaboration with Workforce Development Board representatives

2. What priorities regarding were uncovered in the LMI?

Increase the review of the Center of Excellence Labor Market Information specific to each program of student with in each site's CTE program of study.

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

Bring awareness Perkins V defines quality as a program meeting “two out of the following three criteria... (1) high-skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.”

California defines “high-wage” and “in-demand.”

- High-wage is defined as any occupation meeting or exceeding the median wage in California across all occupations. For program year 2020-21, the criteria for median wage across all occupations is \$20.86 or \$43,400 annually.
- For program year 2020-21, in-demand is defined as any occupation meeting or exceeding projection estimates of 200 jobs annually in California.

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

Increase partnership with Workforce Development representatives

Increase the review of the Center of Excellence Labor Market Information specific to each program of student with in each site’s CTE program of study.

Explore and use O-Net

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):

- [Centers of Excellence](#)
- [Perkins V: Supplemental Guide to Labor Market Information](#)
- [Top 100 Middle Skills Occupations](#)

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 opportunity to discuss various data points as well as the realization of missing data. Through the CLNA process various and more stakeholders engaged in a deeper analysis of the CTE programs than in previous years. In addition to data elements, the CLNA process brought to light policies requirements and they why behind different CTE requirements.

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

The lack of data and consistent data hindered the CLNA process, as we move forward with better data collection the CLNA process will be more effective in reviewing current programs and developing strategies to increase and enhance CTE programs of study.

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?

Parent participation in the CLNA process proved to be a bit more difficult than other stakeholder groups. Moving forward HUSD will seek parent input in parent forums that already exists such as through Parent Teacher Organizations, School Site Councils, DLAC, ELAC, and other established committees in addition to sending out program-wide surveys. In addition, garnering active and present participation from Workforce develop departments also can improve the CLNA process.

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

The CLNA process needs to be a yearlong ongoing continuous quality improvement process where in it is embedded into all CTE actions, such as industry specific advisories, collaborations, CTE department meetings, as well as in site, district, and regional education and workforce committees.

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

The Coordinator of College and Career will work with site, district and regional representatives to ensure CTE is on the agenda for discussion, review, and strategy development. In addition, work-based learning staff will be intentional in going in to the community to develop meaningful relationships with stakeholders to bring awareness and support to the CTE programs.

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

The work based-learning team has developed a by weekly meeting to meet and work together, as well as a monthly larger College & Career Readiness team meeting including the Director of Secondary Education, Coordinator of College and Career Readiness, Recruitment Placement Specialist, Work Experience Teacher, Workability liaison, WIOA liaison, Family Resource Specialist, CCR Counselors, and Career Center Technicians.

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.

Jeff Dunagan, General Atomics
Hesperia Unified School District CTE Advisory Chair - Signature

June 9, 2020
Date

McKenzie Tarango, Ed.D., Coordinator of College and Career Readiness
Hesperia Unified School District Perkins Coordinator – Signature

June 9, 2020
Date

Career Technical Education Civil Rights Annual Public Notification

Purpose: Prior to the beginning of each school year, recipients must advise students, parents, employees, and general public that all vocational or Career Technical Education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability.

Notification:

This CTE Non-Discrimination policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the school district. The Hesperia Unified School District Governing Board prohibits at any District school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expressions; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. Furthermore, all of HUSD District's Vocational or Career Technical Education (CTE) opportunities will be offered regardless of race, color, national origin, sex, or disability. Lack of English language skills will not be a barrier to admission and participation in CTE programs at HUSD.

HUSD will not deny access to CTE and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons. See below for CTE program offerings.

For violations, contact:

Isaac Newman-Gomez, Director, Student Services and Title IX Coordinator
15576 Main Street, Hesperia, CA 92345; (760) 244-4411, ext. 7316

2020-2021 CTE Program Offerings

Canyon Ridge

Industry Sector: Building and Construction Trades				Career Pathway: Residential and Commercial Construction #123			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
123	Construction I	6000	7341	X		Yes	180
123	Construction II	6010	7342		X	Yes	180
Industry Sector: Fashion & Interior Design				Career Pathway: Barbering #162B			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
162B	Barbering	TBD	7835		X	Yes	360

Hesperia High School

Industry Sector: Hospitality, Tourism, and Recreation Sector				Career Pathway: Food Service and Hospitality #201			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
201	Culinary Arts I	7600	8020	x		Yes	180
201	Culinary Arts II	7601	8021		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Medical Core I	6936	7921	x		Yes	180
198	Medical Core II	6938	7922		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours

198	Medical Assistant	6941	7922		x	Yes	360
Industry Sector: Transportation				Career Pathway: Systems Diagnostics, Service, and Repair #221			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	ASE Automotive Technology 1	6055	8531	x		Yes	180
221	ASE Automotive Technology 2	6065	8532		x	Yes	180
Industry Sector: Manufacturing and Product Develop				Career Pathway: Machining and Forming Technologies #212			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
212	Manufacturing Technology	5605	8221		x	Yes	360
Industry Sector: Building and Construction Trades				Career Pathway: Residential and Commercial Construction #123			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
123	Construction I	6000	7341	x		Yes	180
123	Construction II	6010	7342		x	Yes	180
Industry Sector: Public Services Sector				Career Pathway: Public Safety #232			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
232	Criminal Justice	6820	8411	x		Yes	180
232	Criminal Justice II	6822	8412		x	Yes	180
Industry Sector: Arts, Media, and Entertainment				Career Pathway: Design, Visual, and Media Arts #111			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
111	Digital Graphic Design I	6990	7211	x		Yes	180

111	Digital Graphic Design II	6991	7212		x	Yes	180
Industry Sector: Arts, Media, and Entertainment				Career Pathway: Design, Visual, and Media Arts #111			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
111	Digital Photography I	7501	7211	x			180
111	Digital Photography II	7511	7212		x		180
Industry Sector: Engineering and Architecture				Career Pathway: Engineering Technology #153			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
153	Stem Introduction to Robotics	5800	7720	x			180
153	Stem Adv Eng and Robotics	3545	7721		x		180

Hesperia Junior High School

Course Title	Course #	CALPADS	Exploratory Wheel	Hours
Coding and Software Career Exploration	7051M	9228	X	90
Performing Arts & Consumer Science Career Exploration	4880M	9288	X	180
Culinary and Fashion Design Career Exploration	6835M	7000		90
Digital Media, Simulation, & Entrepreneurship Career Exploration	6831M	9288	X	90
Graphic Design, Business and Marketing Career Exploration	6221M	9288	X	90
Education, Child Development, and Family Services Career Exploration	6575M	7500		90
Principals of Engineering Design	6240	7700		180
Construction and Engineering Career Exploration	5975M	9228	X	90

Mojave High School

Industry Sector: Education, Child Development, & Family Services Sector					Career Pathway: Child Development #130		
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Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
130	Child Development & Guidance	6550	7510	x		Yes
130	Early Child Education	6570	7511		x	Yes
Industry Sector: Fashion and Interior Design Sector				Career Pathway: Fashion Design and Merchandising #160		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
160	Fashion Design & Merchandising I	6530	7810	x		Yes
160	Fashion Design & Merchandising II	6540	7811		x	Yes
Industry Sector:				Career Pathway: Business Management #182		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
182	Microsoft Office Specialist: Microsoft Word	6817	7411	x		Yes
182	Microsoft Office Specialist: Microsoft Excel	6818	7412		x	Yes
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
198	Dental Asst. RDA	6850	7922		x	Yes
Industry Sector: Fashion and Interior Design Sector				Career Pathway: Cosmetology #162C		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded
162C	Cosmetology	6860	6860		x	Yes

Sultana High School

Industry Sector: Hospitality, Tourism, and Recreation Sector					Career Pathway: Food Service and Hospitality #201		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
201	Culinary Arts I	7600	8020	x		Yes	180
201	Culinary Arts II	7601	8021		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector					Career Pathway: Patient Care #198		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Medical Core I	6936	7921	x		Yes	180
198	Emergency Medical Responder	6942	7922		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector					Career Pathway: Patient Care #198		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Medical Assistant	6941	7922		x	Yes	360
Industry Sector: Fashion and Interior Design Sector					Career Pathway: Fashion Design and Merchandising # 160		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
160	Fashion Design & Merchandising I	6530	7810	x		Yes	180
160	Fashion Design & Merchandising II	6540	7811		x	Yes	180
Industry Sector: Transportation					Career Pathway: Systems Diagnostics, Service, and Repair #221		
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours

221	ASE Automotive Technology 1	6055	8531	x		Yes	180
221	ASE Automotive Technology 2	6065	8532		x	Yes	180
Industry Sector: Transportation				Career Pathway: Systems Diagnostics, Service, and Repair #221			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
221	Hybrid, Electrical Vehicle and Alternate Propulsion Technology	6086	8532		x	Yes	360
Industry Sector: Education, Child Development, & Family Services Sector				Career Pathway: Child Development #130			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
130	Child Development & Guidance	6550	7510	X		Yes	180
130	Early Child Education	6570	7511		X	Yes	180
Industry Sector: Building and Construction Trades				Career Pathway: Residential and Commercial Construction #123			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
123	Construction I	6000	7341	X		Yes	180
123	Construction II	6010	7342		X	Yes	180
Industry Sector: Building and Construction Trades				Career Pathway: Cabinetry, Millwork, and Woodworking #120			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
120	Woodworking	6101	7312		X	Yes	360

Oak Hills High School

Industry Sector: Hospitality, Tourism, and Recreation Sector				Career Pathway: Food Service and Hospitality #201				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours	
201	Culinary Arts I	7600	8020	x		Yes	180	
201	Culinary Arts II	7601	8021		x	Yes	180	
Industry Sector: Arts, Media, and Entertainment				Career Pathway: Design, Visual, and Media Arts #111				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours	
111	Digital Graphic Design I	6990	7211	x		Yes	180	
111	Digital Graphic Design II	6991	7212		x	Yes	180	
Industry Sector: Transportation				Career Pathway: Systems Diagnostics, Service, and Repair #221				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours	
221	ASE Automotive Technology 1	6055	8531	x		Yes	180	
221	ASE Automotive Technology 2	6065	8532		x	Yes	180	
Industry Sector: Transportation				Career Pathway: Systems Diagnostics, Service, and Repair #221				
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours	
221	Hybrid, Electrical Vehicle and Alternate Propulsion Technology	6086	8532		x	Yes	360	

Industry Sector: Manufacturing & Product Development Sector				Career Pathway: Welding and Materials Joining #213			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
213	Welding Technology I	5950	8230	x		Yes	180
213	Welding Technology II	5951	8231		x	Yes	180
Industry Sector: Information and Communication Technologies Sector				Career Pathway: Networking #172			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
172	Internet Engineering I	7061	8121	x		Yes	180
172	Internet Engineering II	7062	8122		x	Yes	180
Industry Sector: Information and Communication Technologies Sector				Career Pathway: Software and Systems Development #174			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
174	Into to Computer Science	7055	8111	x		Yes	180
174	IT Essentials	7060	8112		x	Yes	180
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Sports Medicine: Athletic Trainer	5400	7922		x	Yes	360- 420
Industry Sector: Health Science & Medical Technology Sector				Career Pathway: Patient Care #198			

Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
198	Sports Medicine: Physical Therapy	6810	7922		x	Yes	360-420
Industry Sector: Public Services Sector				Career Pathway: Public Safety #232			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
232	Criminal Justice I	6820	8411	x		Yes	180
232	Criminal Justice II	6822	8412		x	Yes	180
Industry Sector: Education, Child Development, & Family Services Sector				Career Pathway: Child Development #130			
Pathway #	Course Title	Course #	CALPADS	Con	Cap	Grant Funded	Hours
130	Child Development & Guidance	6550	7510	X		Yes	180
130	Early Child Education	6570	7511		X	Yes	180

Appendix A: Stakeholder Participation List

Appendix B: Action Plan for Elements

Appendix C: Size Scope and Quality Analysis

Appendix D: HUSD: High Quality CTE Program Evaluation

Appendix A: Stakeholders Participation List

Direction: Use this template to list key stakeholders to assist in the Comprehensive Local Needs Assessment process. Use additional sheets, as necessary.

Role	Name	Organization	Industry Sector(s)	Title	Email
Local Business & Industry Representative	Crystle Escalona	Victorville Motors	Business and Finance	Business & Finance Manager	cescalona@vwmtrs.com
Local Business & Industry Representative	Shannon Shannon	Saddlerock Reverse Mortgage	Business and Finance	Owner	slshannon@saddlerockreverse.com
Local Business & Industry Representative	Jennie Morris	Just4Kids	Education Child Development and Family Services	Director	director@4kpreschool.com
Local Business & Industry Representative	Carol Thomas-Keefer	Liberty Utilities	Energy Environment and Utilities	Operations Manager	Carol.Thomas-Keefer@libertyutilities.com
Local Business & Industry Representative	Eric Schmidt	Exquadrum	Engineering and Architecture	President	eric.schmidt@exquadrum.com
Local Business & Industry Representative	Kevin Mahany	St. Mary's	Health Science and Medical Technology	Director of Community Health In	Kevin.Mahany@stjoe.org
Local Business & Industry Representative	Keith Eads	Desert Valley	Health Science and Medical Technology	Clinical Educator	keads2@primehealthcare.com
Local Business & Industry Representative	Falan Grunert	Starbucks	Information and Communication Technologies	Store Manager	fgrunert1211@gmail.com
Local Business & Industry Representative	Thomas Hallin	ITM Mobile		CEO	thomas@itmmobile.com
Local Business & Industry Representative	Jeff Dunagan	General Atomics	Transportation	Program Planning & Operations	Jeffrey.Dunagan@ga-asi.com
Local Business & Industry Representative	Steve Tyrrell	Mitsubishi Cement	Manufacturing and Product Development	Maintenance Manager	sttyrrell@mitsubishicement.com
Local Business & Industry Representative	Brian Maust	Culture Plug	Marketing Sales and Service	Founder	brian@cultureplug.com
Local Business & Industry Representative	Lana Tomlin	San Bernardino County Sheriff's	Public Services	Assistant Sheriff	ltomlin@sbcasd.org
Local Business & Industry Representative	Joe Affleck	San Bernardino County Fire Dep	Public Services	Firefighter	joeaffleck70@gmail.com
Local Business & Industry Representative	David Greiner	Greiner Buick GMC	Transportation	President/CEO	dgreiner@greinergm.com
Local Business & Industry Representative	Gabby Martinez	Mars Graphix	Arts Media and Entertainment	Owner	marsgraphix123@gmail.com
Local Business & Industry Representative	Jeffrey Scott	Southwest Carpenters Union	Building and Construction Trades	Director	jscott@swcarpenters.org
Local Business & Industry Representative	Jacob Kaaekuahiwi	Chop Shop	Hospitality Tourism and Recreation	Owner	jacob.kaaekuahiwi@hoperealestate.org
Local Workforce Development Board Member	Michael Holtz	Workforce Development Board	All	Workforce Development Board	mholtz@wdd.sbcounty.gov
Local Workforce Development Board Member	Sal Monica	Workforce Development Board	All	Workforce Development Board	salm@wdd.sbcounty.gov
Local Workforce Development Board Member	Cheryl Shelby	Workforce Development Board	All	Workforce Development Board	cshelby@wdd.sbcounty.gov
Representatives of Special Populations	Frank Kelly	No Drugs America	All	CEO	nodrugsamerica@aol.com
Parents & Students	Jessica Swift	Sultana High School	Health Science and Medical Technology	Medical Parent	jesst421@yahoo.com
Parents & Students	Lianna McNeely	Sultana High School	Building and Construction Trades	Construction Parent	arias.lianna1080@gmail.com
Postsecondary Administration	Crystal Nasio	Barstow Community College	All	CTE Interim Dean	crystal.nasio@busdk12.com
Postsecondary Administration	Todd Scott	Victor Valley College	All	CTE Dean	todd.scott@vvc.edu
Postsecondary CTE Faculty	Tyler Busch	Victor Valley College	Hospitality Tourism and Recreation	CTE Department Chair	tyler.busch@vvc.edu
Postsecondary CTE Faculty	Lee Bennett	Victor Valley College	Transportation	Academic Senate	harry.bennettjr@vvc.edu
Representatives of Special Populations	Matthew Fedders	Hesperia Unified School District	All	Director of Special Education	Matthew.Fedders@hesperiausd.org
Representatives of Special Populations	Alex Cristales	Hesperia Unified School District	All	Director of PK-12 Programs	alex.cristales@hesperiausd.org
Representatives of Special Populations	Isaac Newman-Gomez	Hesperia Unified School District	All	Director of Student Services	Isaac.Newman-Gomez@hesperiausd.org
Secondary Administrators	Nichole Rodriguez	Hesperia High School	All	Assistant Principal	nichole.rodriguez@hesperiausd.org
Secondary Administrators	Michael Everett	Hesperia High School	All	Principal	Michael.Everett@hesperiausd.org
Secondary Administrators	Michael Capps	Oak Hills High School	All	Principal	Michael.Capps@hesperiausd.org
Secondary Administrators	Matthew Johnson	Oak Hills High School	All	Assistant Principal	Matthew.Johnson@hesperiausd.org
Secondary Administrators	Jerry Kaufer	Sultana High School	All	Assistant Principal	Jerry.Kaufer@hesperiausd.org
Secondary Administrators	Larry Bird	Sultana High School	All	Principal	Larry.Bird@hesperiausd.org
Secondary Administrators	Danny Polmounter	Mojave High School	All	Principal	Danny.Polmounter@hesperiausd.org
Secondary Administrators	Donald Wilkinson	Mojave High School	All	Assistant Principal	Donald.Wilkinson@hesperiausd.org
Secondary Administrators	Scott Ahlgren	Canyon Ridge High School	All	Principal	Scott.Ahlgren@hesperiausd.org
Secondary Administrators	Jace Biendara	Canyon Ridge High School	All	Assistant Principal	Jace.Biendara@hesperiausd.org
Secondary Administrators	Michelle Smith	Hesperia Unified School District	All	Director Secondary Education	Michelle.Smith@Hesperiausd.org
Secondary Administrators	Jovy Yankaskas	Hesperia Unified School District	All	Deputy Superintendent	Jovy.Yankaskas@hesperiausd.org

Secondary Administrators	David Olney	Hesperia Unified School District	All	Superintendent	David.Olney@hesperiausd.org
Secondary Career Counselors & Academic Cou	LaRae Harguess	Oak Hills High School	All	College and Career Readiness Counselor	larae.harguess@hesperiausd.org
Secondary Career Counselors & Academic Cou	Kimberlee Falahee	Sultana High School	All	College and Career Readiness Counselor	
Secondary Career Counselors & Academic Cou	Victoria Rosenfield	Hesperia High School	All	College and Career Readiness Counselor	
Secondary CTE Faculty	James Hodkinson	Sultana High School	Health Science and Medical Technology	Teacher	james_hodkinson@lucernevalleyusd.org
Secondary CTE Faculty	B. Bonner	Mojave High School	Health Science and Medical Technology	Teacher	barbara.bonner@hesperiausd.org
Secondary CTE Faculty	S. Dahn	Mojave High School	Health Science and Medical Technology	Teacher	susan.dahn@hesperiausd.org
Secondary CTE Faculty	M. Robinson	Mojave High School	Fashion and Interior Design	Teacher	michelle.robinson@hesperiausd.org
Secondary CTE Faculty	K. McLauchlin	Mojave High School	Fashion and Interior Design	Teacher	katie.mclauchlin@hesperiausd.org
Secondary CTE Faculty	V. Guillen	Mojave High School	Fashion and Interior Design	Teacher	valerie.guillen@hesperiausd.org
Secondary CTE Faculty	B. Cervantes	Hesperia Adult School	Health Science and Medical Technology	Teacher	bunnie.cervantes@hesperiausd.org
Secondary CTE Faculty	J. Melero	Canyon Ridge	Building and Construction Trades	Teacher	juan.melero@hesperiausd.org
Secondary CTE Faculty	C. Piscioti	Hesperia High School	Hospitality Tourism and Recreation	Teacher	Christopher.pisciotti@hesperiausd.org
Secondary CTE Faculty	J. Rivera	Hesperia High School	Health Science and Medical Technology	Teacher	Jacqueline.rivera@hesperiausd.org
Secondary CTE Faculty	R. Lockie	Hesperia High School	Transportation	Teacher	randy.lockie@hesperiausd.org
Secondary CTE Faculty	A. Atkins	Hesperia High School	Building and Construction Trades	Teacher	aaron.atkins@hesperiausd.org
Secondary CTE Faculty	N. Boruff	Hesperia High School	Arts Media and Entertainment	Teacher	nickoli.boruff@hesperiausd.org
Secondary CTE Faculty	J. VanOverbeke	Hesperia High School	Arts Media and Entertainment	Teacher	Jessica.VanOverbeke@hesperiausd.org
Secondary CTE Faculty	E. Sheffield	Mojave High School	Business and Finance	Teacher	evelyn.sheffield@hesperiausd.org
Secondary CTE Faculty	S. Glick	Oak Hills High School	Arts Media and Entertainment	Teacher	sandy.glick@hesperiausd.org
Secondary CTE Faculty	R. Hughes	Oak Hills High School	Public Services	Teacher	Robert.hughes@hesperiausd.org
Secondary CTE Faculty	J. Boulanger	Oak Hills High School	Transportation	Teacher	john.boulanger@hesperiausd.org
Secondary CTE Faculty	M. Smith	Oak Hills High School	Information and Communication Technologies	Teacher	mark.smith@hesperiausd.org
Secondary CTE Faculty	S. Webber	Oak Hills High School	Hospitality Tourism and Recreation	Teacher	sarah.webber@hesperiausd.org
Secondary CTE Faculty	J. Kaufer	Oak Hills High School	Health Science and Medical Technology	Teacher	judy.kaufer@hesperiausd.org
Secondary CTE Faculty	E. Lovewell	Oak Hills High School	Education Child Development and Family Services	Teacher	erin.lovewell@hesperiausd.org
Secondary CTE Faculty	J. Hodkinson	Sultana High School	Health Science and Medical Technology	Teacher	James.hodkinson@hesperiausd.org
Secondary CTE Faculty	C. Strahl	Sultana High School	Education Child Development and Family Services	Teacher	christina.strahl@hesperiausd.org
Secondary CTE Faculty	B. Suggs	Sultana High School	Transportation	Teacher	brian.suggs@hesperiausd.org
Secondary CTE Faculty	K. Chapman	Sultana High School	Building and Construction Trades	Teacher	kurt.chapman@hesperiausd.org
Secondary CTE Faculty	R. Cabrera	Sultana High School	Hospitality Tourism and Recreation	Teacher	ricardo.cabrera@hesperiausd.org
Secondary CTE Faculty	N. Koltoniuk	Sultana High School	Fashion and Interior Design	Teacher	nancy.koltoniuk@hesperiausd.org
Secondary Instructional Support & Paraprofessi	Mary Cardoza	HUSD	Education Child Development and Family Services	Instructional Assistant	mary.cardoza@hesperiausd.org

Section 4: Action Plan for Student Performance

Direction: Use this template for each strategy listed under this element

Strategy:

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
K-12				<input type="checkbox"/> YES <input type="checkbox"/> NO
Postsecondary				<input type="checkbox"/> YES <input type="checkbox"/> NO
Business/Industry				<input type="checkbox"/> YES <input type="checkbox"/> NO
Workforce Dev.				<input type="checkbox"/> YES <input type="checkbox"/> NO

What federal or state programs will be leveraged in this Perkins plan? (Check all that apply)

PROGRAMS TO LEVERAGE WITH PERKINS	
<input type="checkbox"/> AGRICULTURE INCENTIVE GRANT <input type="checkbox"/> CAREER PATHWAYS INITIATIVE <input type="checkbox"/> ECONOMIC WORKFORCE DEVELOPMENT <input type="checkbox"/> APPRENTICESHIPS	<input type="checkbox"/> CTE INCENTIVE GRANTS <input type="checkbox"/> CONTRACT EDUCATION <input type="checkbox"/> CA PARTNERSHIPS ACADEMIES <input type="checkbox"/> K-12 STRONG WORKFORCE PROGRAM

Appendix B: Action Plan for Elements

<input type="checkbox"/> PERKINS <input type="checkbox"/> STRONG WORKFORCE <input type="checkbox"/> CA ADULT EDUCATION PROGRAM (CAEP)	<input type="checkbox"/> WIOA TITLE I AND II <input type="checkbox"/> OTHER (List the federal or state programs):
---	--

Section 4: Action Plan for Program Size, Scope, and Quality to meet the needs of all Students

Direction: Use this template for each strategy listed under this element

Strategy:

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
K-12				<input type="checkbox"/> YES <input type="checkbox"/> NO
Postsecondary				<input type="checkbox"/> YES <input type="checkbox"/> NO
Business/Industry				<input type="checkbox"/> YES <input type="checkbox"/> NO
Workforce Dev.				<input type="checkbox"/> YES <input type="checkbox"/> NO

What federal or state programs will be leveraged in this Perkins plan? (Check all that apply)

PROGRAMS TO LEVERAGE WITH PERKINS <input type="checkbox"/> AGRICULTURE INCENTIVE GRANT <input type="checkbox"/> CAREER PATHWAYS INITIATIVE <input type="checkbox"/> ECONOMIC WORKFORCE DEVELOPMENT <input type="checkbox"/> APPRENTICESHIPS	<input type="checkbox"/> CTE INCENTIVE GRANTS <input type="checkbox"/> CONTRACT EDUCATION <input type="checkbox"/> CA PARTNERSHIPS ACADEMIES <input type="checkbox"/> K-12 STRONG WORKFORCE PROGRAM
--	--

Appendix B: Action Plan for Elements

<input type="checkbox"/> PERKINS <input type="checkbox"/> STRONG WORKFORCE <input type="checkbox"/> CA ADULT EDUCATION PROGRAM (CAEP)	<input type="checkbox"/> WIOA TITLE I AND II <input type="checkbox"/> OTHER (List the federal or state programs):
---	--

Description and Measure:

Section 4: Action Plan for Progress towards Implementation of CTE Programs of Study/Career Pathways

Direction: Use this template for each strategy listed under this element

Strategy:

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
K-12				<input type="checkbox"/> YES <input type="checkbox"/> NO
Postsecondary				<input type="checkbox"/> YES <input type="checkbox"/> NO
Business/Industry				<input type="checkbox"/> YES <input type="checkbox"/> NO
Workforce Dev.				<input type="checkbox"/> YES <input type="checkbox"/> NO

What federal or state programs will be leveraged in this Perkins plan? (Check all that apply)

PROGRAMS TO LEVERAGE WITH PERKINS	
<input type="checkbox"/> AGRICULTURE INCENTIVE GRANT <input type="checkbox"/> CAREER PATHWAYS INITIATIVE <input type="checkbox"/> ECONOMIC WORKFORCE DEVELOPMENT	<input type="checkbox"/> CTE INCENTIVE GRANTS <input type="checkbox"/> CONTRACT EDUCATION <input type="checkbox"/> CA PARTNERSHIPS ACADEMIES

Appendix B: Action Plan for Elements

<input type="checkbox"/> APPRENTICESHIPS <input type="checkbox"/> PERKINS <input type="checkbox"/> STRONG WORKFORCE <input type="checkbox"/> CA ADULT EDUCATION PROGRAM (CAEP)	<input type="checkbox"/> K-12 STRONG WORKFORCE PROGRAM <input type="checkbox"/> WIOA TITLE I AND II <input type="checkbox"/> OTHER (List the federal or state programs):
---	--

Description and Measure:

Section 4: Action Plan for

Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

Direction: Use this template for each strategy listed under this element

Strategy: *“Underrepresented” as used here, refers to individuals belonging to groups that are underrepresented in these professions. Refer to Perkins V, Sec 134(c)(2)(D).*

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
K-12				<input type="checkbox"/> YES <input type="checkbox"/> NO
Postsecondary				<input type="checkbox"/> YES <input type="checkbox"/> NO
Business/Industry				<input type="checkbox"/> YES <input type="checkbox"/> NO
Workforce Dev.				<input type="checkbox"/> YES <input type="checkbox"/> NO

What federal or state programs will be leveraged in this Perkins plan? (Check all that apply)

PROGRAMS TO LEVERAGE WITH PERKINS	
<input type="checkbox"/> AGRICULTURE INCENTIVE GRANT <input type="checkbox"/> CAREER PATHWAYS INITIATIVE	<input type="checkbox"/> CTE INCENTIVE GRANTS <input type="checkbox"/> CONTRACT EDUCATION

Appendix B: Action Plan for Elements

<input type="checkbox"/> ECONOMIC WORKFORCE DEVELOPMENT <input type="checkbox"/> APPRENTICESHIPS <input type="checkbox"/> PERKINS <input type="checkbox"/> STRONG WORKFORCE <input type="checkbox"/> CA ADULT EDUCATION PROGRAM (CAEP)	<input type="checkbox"/> CA PARTNERSHIPS ACADEMIES <input type="checkbox"/> K-12 STRONG WORKFORCE PROGRAM <input type="checkbox"/> WIOA TITLE I AND II <input type="checkbox"/> OTHER (List the federal or state programs):
--	--

Description and Measure:

Section 4: Action Plan for Progress towards equal access to CTE programs for all students

Direction: Use this template for each strategy listed under this element

Strategy:

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
K-12				<input type="checkbox"/> YES <input type="checkbox"/> NO
Postsecondary				<input type="checkbox"/> YES <input type="checkbox"/> NO
Business/Industry				<input type="checkbox"/> YES <input type="checkbox"/> NO
Workforce Dev.				<input type="checkbox"/> YES <input type="checkbox"/> NO

What federal or state programs will be leveraged in this Perkins plan? (Check all that apply)

PROGRAMS TO LEVERAGE WITH PERKINS	
<input type="checkbox"/> AGRICULTURE INCENTIVE GRANT <input type="checkbox"/> CAREER PATHWAYS INITIATIVE	<input type="checkbox"/> CTE INCENTIVE GRANTS <input type="checkbox"/> CONTRACT EDUCATION

Appendix B: Action Plan for Elements

<input type="checkbox"/> ECONOMIC WORKFORCE DEVELOPMENT <input type="checkbox"/> APPRENTICESHIPS <input type="checkbox"/> PERKINS <input type="checkbox"/> STRONG WORKFORCE <input type="checkbox"/> CA ADULT EDUCATION PROGRAM (CAEP)	<input type="checkbox"/> CA PARTNERSHIPS ACADEMIES <input type="checkbox"/> K-12 STRONG WORKFORCE PROGRAM <input type="checkbox"/> WIOA TITLE I AND II <input type="checkbox"/> OTHER (List the federal or state programs):
--	--

Description and Measure:

Section 4: Action Plan for Alignment to Labor Market Information (LMI)

Direction: Use this template for each strategy listed under this element

Strategy:

Entity	Role & Responsibility	Description & Measures	Timelines (Start- End date)	Entity Action Required
K-12				<input type="checkbox"/> YES <input type="checkbox"/> NO
Postsecondary				<input type="checkbox"/> YES <input type="checkbox"/> NO
Business/Industry				<input type="checkbox"/> YES <input type="checkbox"/> NO
Workforce Dev.				<input type="checkbox"/> YES <input type="checkbox"/> NO

What federal or state programs will be leveraged in this Perkins plan? (Check all that apply)

PROGRAMS TO LEVERAGE WITH PERKINS	
<input type="checkbox"/> AGRICULTURE INCENTIVE GRANT <input type="checkbox"/> CAREER PATHWAYS INITIATIVE	<input type="checkbox"/> CTE INCENTIVE GRANTS <input type="checkbox"/> CONTRACT EDUCATION

Appendix B: Action Plan for Elements

- ECONOMIC WORKFORCE DEVELOPMENT
- APPRENTICESHIPS
- PERKINS
- STRONG WORKFORCE
- CA ADULT EDUCATION PROGRAM (CAEP

- CA PARTNERSHIPS ACADEMIES
- K-12 STRONG WORKFORCE PROGRAM
- WIOA TITLE I AND II
- OTHER (List the federal or state programs):

Description and Measure:

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Arts, Media, & En **Career Cluster:** Design, Visual and Media Arts

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	218	212	219	216.3333333
2	Min. Class Size	10	11		10.5
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	2	2		2
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	2	1.333333333
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	2		2
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	-1	NA	NA	-1
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Females Enrolled	89	67	69	75

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
What is an "Industry-Recognized Credential?"
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-recognized credential is valued by the employers of an industry sector, and its value is*
 - *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*
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Appendix C: Size Scope and Quality Analysis

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Building & Constr **Career Cluster:** Residential & Commercial Const

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	168	99	36	101
2	Min. Class Size	10	3	6	6.333333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	3	2	2	2.333333333
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	2	2	2	2
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	4	4	4	4
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	82	NA	NA	82
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	14	20	4	12.66666667

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
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An industry-recognized credential passes this test:
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 - There is a continuum, from "third-party assessment" which holds educational value but are not valued by an
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Business & Finance **Career Cluster:** Business Management

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	80	76	21	59
2	Min. Class Size	15	6	10	10.33333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	2	2	1.666666667
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	2	2	1.666666667
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	4	4	3.333333333
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	43	NA	NA	43
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	28	28	13	23

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no

10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:

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industry-recognized credentials.

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- *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*

- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Education, Child I **Career Cluster:** Child Development

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	301	313	307	307
2	Min. Class Size	6	8	5	6.333333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	3	3	3	3
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	4	4	4	4
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	68	NA	NA	68
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	268	255	261	261.3333333

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
What is an "Industry-Recognized Credential?"
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-recognized credential is valued by the employers of an industry sector, and its value is*
 - *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*
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Engineering & Art **Career Cluster:** Engineering Technology

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	24	6	10	13.33333333
2	Min. Class Size	24	6	10	13.33333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	0	0	0	0
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	1	1	1.333333333
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	9	NA	NA	9
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	3	0	1	1.333333333

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no

10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:

What is an "Industry-Recognized Credential?"

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-recognized credential is valued by the employers of an industry sector, and its value is*
- *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*

- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Fashion & Interior **Career Cluster:** Fashion Design and Merchandis

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	25	NA	41	33
2	Min. Class Size	25	NA	21	23
3	# of Dual Enrollment	0	NA	0	0
4	# of CTE Instructors	1	NA	1	1
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	NA	3	3
7	# of Career pathways	1	NA	1	1
8	# of Articulations	0	NA	0	0
9	Existence of WBL (Y/N)	N	NA	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	1	NA	1	1
12	# of Apprenticeship	0	NA	0	0
13	# of Job opening	7	NA	NA	7
14	Advisory Committee (Y/N)	Y	NA	Y	0
15	# Female Enrolled	19	NA	16	17.5

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
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 - *There is a continuum, from "third-party assessment" which holds educational value but are not valued by an*
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Fashion & Interior **Career Cluster:** Cosmetology

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled				0
2	Min. Class Size				0
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors				0
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations				0
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry				0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening				0
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled				0

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
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 - *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*
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Health Science & **Career Cluster:** Patient Care

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	251	299	270	273.3333333
2	Min. Class Size	8	18	5	10.33333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	5	5	5	5
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	4	4	4	4
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	167	NA	NA	167
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	216	250	203	223

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
What is an "Industry-Recognized Credential?"
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-recognized credential is valued by the employers of an industry sector, and its value is*
 - *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*
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Hospitality, Touri **Career Cluster:** Food Service & Hospitality

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	361	328	314	334.3333333
2	Min. Class Size	8	6	5	6.333333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	3	3	3	3
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	2	2	2	2
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	4	4	3.333333333
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	208	NA	NA	208
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	183	178	164	175

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no

10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:

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- *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*

11) Number of classes aligned with industry: number of classes offered (all courses)

12) Number of Apprenticeships: all should be "0"

13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)

14) Advisory committees: yes for all

15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District
Program: Information & Co **Career Cluster:** Information Support & Services

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	87	80	55	74
2	Min. Class Size	18	15	17	16.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	2	1	1.666666667
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	53	NA	NA	53
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	9	13	12	11.33333333

Coordinating Council Agreed-upon Definitions

- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
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 - There is a continuum, from "third-party assessment" which holds educational value but are not valued by an
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Transportation **Career Cluster:** Systems Diagnostics, Service, a

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	315	298	248	287
2	Min. Class Size	5	5	22	10.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	3	3	3	3
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	5	5	5	5
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	91	NA	NA	91
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Females Enrolled	29	34	22	28.33333333

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no

10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:

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- *There is a continuum, from "third-party assessment" which holds educational value but are not valued by an*

11) Number of classes aligned with industry: number of classes offered (all courses)

12) Number of Apprenticeships: all should be "0"

13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)

14) Advisory committees: yes for all

15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Information & Co **Career Cluster:** Networking

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	23	19	12	18
2	Min. Class Size	4	19	12	11.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	1	1	1.333333333
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	53	NA	NA	53
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	2	1	4	2.333333333

Coordinating Council Agreed-upon Definitions

- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no
- 10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:
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 - *There is a continuum, from "third-party assessment" which holds educational value but are not valued by an*
- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Manufacturing & **Career Cluster:** Machining & Forming Technology

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	66	56	64	62
2	Min. Class Size	10	26	28	21.33333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	0	0	0	0
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	1	1	1	1
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	-23	NA	NA	-23
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	7	10	12	9.666666667

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
- 5) Number of faculty with credentials: those with industry recognized credentials, not CTE credentials
- 6) *Number of CTE counselors: number of counselors specifically dedicated to CTE*
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- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Direction: Use this proposed table to display data about each program to be funded in 2020-21

District: Hesperia Unified School District

Program: Public Services **Career Cluster:** Public Safety

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	162	145	134	147
2	Min. Class Size	9	10	9	9.333333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	3	3	3	3
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	2	2	2
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	12	NA	NA	12
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# Female Enrolled	62	69	62	64.33333333

Coordinating Council Agreed-upon Definitions

- 1) # CTE students enrolled: end of school year enrollment
- 2) Min. class size: number from smallest class
- 3) Number Dual enrollment: number of students who are enrolled in CTE dual enrolled class
- 4) Number of CTE instructors: number of CTE instructors in that career cluster
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- 7) Number of career pathways: number of pathways within an industry sector
- 8) Number of articulations: number of articulated agreements awarded for all students in each cluster
- 9) WBL: yes or no

10) Number of credentials awarded: The following is from page 29 of 44 of the CLNA Template from CDE:

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- *There is a continuum, from "third-party assessment" which holds educational value but are not valued by an*

- 11) Number of classes aligned with industry: number of classes offered (all courses)
- 12) Number of Apprenticeships: all should be "0"
- 13) Number of job openings: numbers pulled from CHMURA reports for 19-20 year (Andy will pull and share)
- 14) Advisory committees: yes for all
- 15) Number of females enrolled: change to "Number of non-traditional enrolled", which can be pulled from

Appendix D: HUSD: High Quality CTE Program Evaluation

Name of Local Education Agency (LEA):

Total Score: _____
(TO BE COMPLETED BY LEA)

Directions: The metrics in this rubric apply to students that are enrolled in Career Technical Education (CTE) programs, programs of study (POS) and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

Total Score: _____
(TO BE VERIFIED BY CDE)

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>1.A. Offers high-quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p>	<p>There is no evidence that the CTE curricula or instruction are aligned to the CTE Model Curriculum Standards.</p>	<p>Some CTE curricula and instruction are aligned to the CTE Model Curriculum Standards.</p> <p>Some instruction shows evidence of alignment with the CTE Model Curriculum Standards.</p>	<p>All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards.</p> <p>All instruction shows evidence of alignment with the CTE Model Curriculum Standards.</p>	<p>All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards.</p> <p>All instruction shows evidence of alignment with the CTE Model Curriculum Standards.</p> <p>All CTE curricula are aligned to all appropriate Academic standards.</p> <p>Integration of CTE and Academic Standards is demonstrated.</p>	<p>Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards.</p> <p>Alignment matrix of CTE curriculum syllabi and academic standards.</p> <p>Course outlines.</p> <p>Lesson plans.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in CALPADS as CTE.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p>	<p>No clear sequential progression of courses.</p> <p>No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment.</p> <p>Some or no courses are reported in California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.</p>	<p>Offers a CTE pathway where some courses show a clear sequential progression of courses.</p> <p>Some courses are reported in CALPADS as CTE.</p>	<p>Offers a CTE pathway where all courses show a clear sequential progression of courses.</p> <p>All courses are reported in CALPADS as CTE.</p>	<p>Offers a CTE pathway with clear sequential pathways.</p> <p>Provides a catalog of programs and courses required at each grade.</p>	<p>Provides list and description of pathway courses, identifying the planned sequence of courses.</p> <p>Provides document listing CTE pathway courses reported as CTE in CALPADS.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 Points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>2. Provides career exploration and guidance opportunities for all pathway learners.</p> <p>Essential Element: Career Exploration and Student supports.</p>	<p>There is no formalized career exploration and guidance program offered.</p>	<p>Some students participate in a formalized career exploration program and receive some guidance through counseling services.</p>	<p>All students participate in a formalized career exploration program and receive career guidance through program of study and counseling services.</p>	<p>All students participate in a formalized career exploration program and have a individualized education plan on file.</p> <p>Career guidance is provided through the POS, through industry mentors, and through counseling services.</p>	<p>California Career Resource Network (CALCRN), Kuder, Career Cruiser, Naviance, etc.</p> <p>Example of plan.</p> <p>Description of career guidance provided.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 Points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>3.A. Provides support services for students, including counseling.</p> <p>Essential Element: Career Exploration and Student supports.</p>	<p>There is no evidence that CTE pathway students have had career and/or academic needs assessed or addressed.</p> <p>Career counseling services are not specifically available.</p>	<p>CTE pathway students career and/or academic needs and gaps have not been specifically identified, or for only some students.</p> <p>Supports offered are the standard supports available to all students in the school.</p> <p>Students are referred to counseling services on an as-needed basis.</p> <p>No data on effectiveness is collected.</p>	<p>CTE pathway students career and academic needs and gaps have been identified.</p> <p>Supports addressing identified needs/gaps for special populations (i.e. Individualized Education Programs [IEPs], at-risk, etc.) have been developed, obtained, offered, and are being implemented.</p> <p>Counseling services are welcoming and offered to all students.</p> <p>Data on effectiveness is collected and continuous improvement principles are applied.</p>	<p>An assessment of CTE pathway students' career and academic needs occurs annually.</p> <p>This is an annual process in which the entire CTE pathway faculty, associated academic faculty, counselors and administration collaborate to determine needed supports for CTE pathway students.</p> <p>A plan of support services is developed for each special population (i.e. IEP, at-risk, etc.) CTE pathway student, and a plan of support for all CTE pathway students is developed.</p>	<p>List of identified student career and academic needs/gaps and the supports that have been provided to address those needs.</p> <p>Tools used to determine student career and learning needs.</p> <p>Data on effectiveness of supports provided.</p> <p>Description of counseling services provided.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 Points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>3.B. Student leadership development is embedded into career pathway teaching and learning.</p> <p>Essential Element: Career Exploration and Student supports.</p>	<p>There is no evidence that CTE pathway student leadership development is addressed.</p>	<p>Student leadership development is embedded into the career pathway through an alternative leadership strategy.</p>	<p>Student leadership development is embedded into the career pathway through one of the six recognized Career Technical Student Organizations (CTSOs) and some CTE pathway students participate.</p>	<p>Student leadership development is embedded into the career pathway through one of the six recognized CTSOs and all CTE pathway students participate.</p>	<p>Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 Points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.</p> <p>Essential Element: Cross-System Alignment.</p>	<p>Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate.</p>	<p>K–12 and postsecondary core CTE pathway faculty are members of an advisory committee.</p> <p>Curriculum, instruction, transitions and outcomes are reviewed at Advisory Committee meetings.</p> <p>There are no formal agreements other than advisory committee responsibilities.</p>	<p>K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements.</p> <p>Formal agreements are developed that define participants, roles, activities, products, and timeline.</p>	<p>K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements.</p> <p>K–12 and postsecondary educational institutions collaborate on a local or regional basis to create transition agreements, guides, and plans for each CTE pathway.</p> <p>Articulation/dual credit agreements apply to all participating educational institutions.</p> <p>Formal agreements are developed that define participants, roles, activities, products, and timeline.</p>	<p>Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options.</p> <p>Memorandums of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually.</p> <p>Secondary and postsecondary curriculum outlines showing coordinated curriculum/transitions.</p> <p>Other products from collaboration.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 Points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.</p> <p>Essential Element: Appropriate Use of Data and Continuous Improvement.</p>	<p>There are no industry/labor partnership agreements.</p> <p>An advisory committee has not been formed.</p>	<p>Agreements with labor/industry partners are informal and verbal.</p> <p>An advisory committee is established representing a limited number of stakeholders and employers.</p>	<p>Most partnerships are solidified through written agreements, and some are made as verbal agreements.</p> <p>An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.</p>	<p>All partnerships are solidified through written agreements that detail the responsibilities and roles of each party.</p> <p>An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils.</p> <p>The advisory committee is integral to the operation of the CTE pathway(s).</p>	<p>MOUs, written agreements, contracts, description of verbal agreements.</p> <p>Copy of Advisory meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization.</p> <p>A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty and students.</p> <p>A list of advisory members identified by name, business, etc.</p>		

Attachment I: High-Quality CTE Program Evaluation

Minimum Eligibility Standards	Not Yet In Practice (0 Points)	Emerging Practice (1 point)	Quality Practice (2 points)	Exemplary Practice (3 points)	Potential Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
<p>5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p>	<p>Does not provide opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p>	<p>Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is little evidence of a link between course assignments opportunities and experiences provided.</p>	<p>Provides opportunities for many pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is a documented training plan and assignments are related to all WBL.</p> <p>There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers.</p>	<p>Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is a documented training plan and assignments are related to all WBL.</p> <p>Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.</p>	<p>List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity.</p> <p>Student logs of WBL activities.</p> <p>Schedule of WBL for each grade level.</p> <p>Training plan for WBL at each grade level.</p> <p>Student WBL portfolios.</p> <p>Program and student assessments from WBL supervisors.</p> <p>Nepris.</p>		

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<p>6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.</p> <p>Essential Element: Career Exploration and Student Supports.</p>	<p>After school, extended day, and out-of-school activities and competitions are not provided.</p>	<p>After school, extended day, and out-of-school activities and competitions are provided to some students.</p> <p>These activities may be developed or supervised by the CTE pathway faculty.</p>	<p>After school, extended day, and out-of-school activities and competitions are provided to all students.</p> <p>These activities are developed and supervised by the CTE pathway faculty.</p>	<p>After school, extended day, and out-of-school activities and competitions are provided to all students.</p> <p>These activities are developed, supervised, and evaluated by the CTE pathway faculty.</p> <p>Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.</p>	<p>List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.</p>		

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<p>7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.</p> <p>Essential Element: Appropriate Use of Data and Continuous Improvement.</p>	<p>There is no evidence that the CTE pathway is aligned with economic needs and labor market information.</p> <p>CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.</p>	<p>There is a minimal alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs.</p> <p>Evidence only identifies a need in the industry sector or general category of employment, but not for the specific CTE pathway.</p>	<p>There is a general alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs.</p> <p>There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided.</p>	<p>There is a clear and specific alignment of CTE pathway design, delivery, and outcomes and current and projected regional labor market needs.</p> <p>Evidence provides a clear case for a current and projected local and regional labor market need for the CTE pathway.</p> <p>A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.</p>	<p>K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports.</p> <p>Regional and local labor market reports from valid sources, correlated with CTE sequence of courses.</p> <p>Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.</p>		

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<p>7.B. Is informed by the regional plan of the local SWP consortium.</p> <p>Essential Element: Cross-System Alignment.</p>	<p>The CTE pathways are not part of the local SWP consortium and does not collaborate or seek to align with the regional plan of the local SWP.</p>	<p>The CTE pathways are aware of the regional plan of the local SWP consortium.</p>	<p>The CTE pathways are involved in the regional SWP consortium and is aware of the regional plan.</p> <p>The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.</p>	<p>The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium.</p> <p>The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes.</p> <p>Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.</p>	<p>Document identifying members of local SWP consortium members.</p> <p>Local SWP plan.</p> <p>CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes</p> <p>The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.</p>		

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<p>8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p>	<p>The CTE pathways are not aligned to industry credentialing.</p> <p>There is no support or guidance to assist students in pursuing postsecondary education, training, or employment.</p> <p>No data is collected to determine postsecondary choices or success.</p>	<p>Some CTE pathway students have the opportunity at receiving an industry credential that may or may not qualify them for entry-level employment.</p> <p>Some programs lead to postsecondary education or training, employment, or postsecondary degree.</p> <p>Collects some CTE student survey data on postsecondary choices and success without any follow-up.</p>	<p>All students in the CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualify students for entry-level employment.</p> <p>The majority of CTE programs lead to postsecondary education or training, employment or postsecondary degree.</p> <p>Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.</p>	<p>All students in CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies students for entry-level employment.</p> <p>The technical assessment is nationally benchmarked and includes a skills-based component. Certifications are industry-recognized and portable.</p> <p>All CTE programs lead to postsecondary education or training, employment or postsecondary degree.</p> <p>Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.</p>	<p>List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification.</p> <p>Description of organization providing exam(s), general content of exam(s), portability of certification.</p> <p>Type of employment opportunities for which each exam qualifies students.</p> <p>List of postsecondary education, training, employment, or postsecondary degree options for each CTE programs.</p> <p>Student surveys for postsecondary education, training, or employment plans.</p>		

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<p>9.A. CTE courses are staffed by skilled teachers or faculty.</p> <p>Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.</p>	<p>There is no evidence that the CTE pathway has CTE credentialed teachers.</p>	<p>Some CTE pathway teachers have the correct CTE credential or Single Subject Credential without experience.</p>	<p>All CTE pathway teachers have the correct CTE credential or Single Subject Credential with some industry experience and have completed some CTE professional development during the past three years.</p>	<p>All CTE pathway teachers have the correct CTE credential or Single Subject Credential with industry experience and completed specific CTE professional development during each of the past three years.</p>	<p>List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.</p>		

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<p>9.B. Dedicates resources for professional development for CTE teachers including educator externships with industry.</p> <p>Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.</p>	<p>Resources are not provided for professional development of CTE pathway teachers.</p>	<p>CTE teachers are provided resources to attend conferences and workshops that interest them.</p> <p>Externships are pursued upon request.</p>	<p>CTE teachers attend specific CTE conferences and workshops each year.</p> <p>These events have strands or workshops specific to CTE curriculum and instruction and CTE pathway.</p> <p>CTE teachers are encouraged to engage in educator externships during school breaks.</p>	<p>CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</p> <p>The CTE professional development needs are evaluated each year and are allocated the resources to access appropriate training based on assessed needs.</p> <p>Most CTE pathway and core teachers engage in teacher externships.</p>	<p>Professional development needs assessment for CTE teachers.</p> <p>List of events, classes and workshops that CTE teachers accessed, and the number of CTE teachers that attended.</p> <p>List of curricular or instructional products or changes that resulted from CTE professional development.</p> <p>List of teacher externships and outcomes.</p>		

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<p>10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.</p> <p>Essential Element: Equity.</p> <p>Essential Element: Access.</p>	<p>The institution where the CTE pathway program is offered has policies in place to ensure the learning environment is accessible to all students.</p>	<p>CTE pathway program offerings are promoted to all students through the recruitment and registration process.</p> <p>The program ensures accessibility through reasonable accommodations and modifications.</p>	<p>All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs.</p> <p>CTE program utilizes multiple strategies to recruit, retain and support special populations.</p> <p>Promotional materials and curriculum welcome diversity and are delivered in a non-discriminatory manner.</p> <p>The program ensures accessibility through reasonable accommodations and modifications.</p>	<p>All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs.</p> <p>CTE program utilizes multiple strategies to recruit, retain and support special populations, and works with families.</p> <p>Promotional materials present a broad range of career options; are translated into languages spoken by families in the school community; and highlight supports for special populations.</p> <p>Instruction and materials are accessible and differentiated to student needs.</p> <p>Appropriate adaptations, modifications, and supports are provided.</p>	<p>School and program equity and access policies.</p> <p>Promotional materials.</p> <p>Accommodations and modifications in place for special populations students.</p> <p>Strategies and supports provided that promote recruitment, retention, and success of special population students.</p>		