

Mountain Desert Career Pathways

Date: December 10, 2019

To: MDCP Executive Board

From: Matt Wells, Director

Subject: Approval, November 15, 2019 Meeting Minutes

Action Item 5.1 Approval November 15, 2019 Meeting Minutes

It is recommended that the minutes be approved as presented.



DRAFT

Governing Board Minutes

Friday, November 15, 2019

Location: Teleconference

2:30 p.m. – 3:30 p.m.

In Attendance:

Ryan Holman, Snowline JUSD, Chair

Jesse Najera, Silver Valley USD, Vice Chair

Ted Alejandre, SBCSS

Trenae Nelson, Apple Valley USD

David Olney, Hesperia USD

Peter Livingston, Lucerne Valley USD

1.0 Call To Order

The meeting was called to order at 2:34 p.m.

2.0 Adoption of the Agenda

On a motion by Dave Olney, with a second by Jesse Najera, the agenda was unanimously adopted as-is.

3.0 Closed Session

A closed session was conducted concerning public employment personnel.

4.0 Open Session

The open session was called to order at 3:01 p.m.

4.1 Matters Brought By Citizens

No matters were brought forward.

5.0 Action Items

5.1 Approval of Sep 27, 2019 Meeting Minutes

On a motion by Peter Livingston, with a second by Dave Olney, the September 27, 2019 Meeting Minutes were unanimously approved.

5.2 Approval, ADD & GL Insurance Policies

Matt Wells and Kendle Crowell explained that the proposed General Ledger Policy is the same as the one we currently hold, with not much increase. The current policy expires December 1st, so we must now renew. The insurance broker has suggested MDCP add AD&D language to cover any student events we are hosting, but no estimate of cost has been provided. Matt requested of the

Board the ability to approve and enter into any policy if it is under \$5,000. If for some reason the premium is quoted at more than that amount, it will be brought back to the Board for further discussion and review. The Board agreed to those terms with further no discussion.

On a motion by Dave Olney, with a second by Jesse Najera, the proposal for Matt to approve insurance policies less than \$5,000 was unanimously approved.

6.0 Discussion/Information Items

6.1 WBL and Student Opportunities Update

Matt Wells shared with the Board a spreadsheet indicating the amount of WBL opportunities conducted so far this year in the form of student field trips, seminars, teacher externships, etc. Expanding WBL opportunities is the overall desire of the JPA, as well as an initiative through MDEP, a requirement for CTEIG and a requirement for the K12 SWP grant. As we expand opportunities, we need to ensure that we are upholding strong industry partnerships, that students/teachers are engaged, and that students know what opportunities exist.

Matt shared the WBL numbers from last fiscal year and compared those to the numbers for this year, which have increased substantially and we are only in the first semester.

We have been using monday.com as a project management tool since there are so many moving parts and tasks related to each project. Tasks are assigned to the different Coordinators and due dates are issued so everyone is aware of when to turn things in to the MDCP office.

Some areas for improvement were discussed: 1) We want to make sure that if x number of spots are issued on field trips for a certain district, those spots are filled. If the district can't fill them and MDCP office is notified in time, we can open up the spots to other districts. Some districts are handing off the duties of filling student spots to other staff. The best method is to have a CTE specialist handle the process from start to finish or hand it off to a teacher who knows which students they have and the right audience. 2) Late arrivals for field trips or other WBL opportunities are unacceptable and put a strain on industry partners. 3) Coordinators are now being encouraged to fill spots with students who have a vested interest in the experience, or those students who may be disengaged in school but may have their interests piqued by these experiences. 4) One of the growing pains we have had is that things are being submitted late, spots are not being filled and dates are being cancelled last minute. We need to ensure that we are being respectful to industry partners and not burning any bridges.

Matt reviewed the High Desert Opportunity Summit event and what the Culinary and CTSO students got out of it. CTE students of the MDCP were awarded a check from the VVC Foundation go towards CTE programs; all students were invited on stage to be recognized, which truly painted a picture of the impact CTE is having across the region. The student contributions were really celebrated by attendees and the feedback was very positive.

Matt reviewed the Behavioral Health Career Symposium. 100 students were in attendance and learned about the different career paths in that field and the different school options to pursue for careers in that field. It was an overall success and the hope is to hold them annually.

Competition updated: we have had 3 of our 4 this year and they have all been a success so far. There were six HSs participating in the Auto competition, including 3 all girl teams. 14 teams competed in the Construction competition and it was the best attended yet. The Chopped Competition was a success and VVC was amazed by the quality of food and professionalism of the students.

Matt discussed the GA roadshow and a soft skills clinic, which they had at Chaparral HS. It was neat to see the recruiters from GA work with students on what it takes to be successful in an interview process. The take-away was the need to build a positive brand for the schools. The more positive experiences industry has with students from a high school, that brand will become more recognizable. The goal is the same for the JPA as far as leaving a good mark as a region and wanting all districts to be known for their positive attributes and successes.

Matt clarified that the data he was sharing was solely the work the MDCP office is facilitating and doesn't include projects that districts have been working on individually. We are mainly unaware of those projects, so it is a new task to build a shared database so Coordinators can share with us what they are working on and how many students are being impacted.

Externships will continue in the second semester for each industry sector as part of the Teacher Collaborations. Summer externships for teachers will also ramp up this year as we have more industry partners volunteering their sites for teachers.

Coordinating Council meetings will all take place at industry this year to show Coordinators what is taking place with our partners and the kinds of opportunities that exist for our students.

The value proposition and opportunities for WBL materials (MDCP folders), flyers for each district and industry sectors were all created with the intent of building new partnerships with industry and showing them the benefits of participating in WBL at their businesses.

6.2 CTE Grants

Matt shared information on three grants MDCP is applying for, including CTEIG, Perkins V and SWP.

For CTEIG, we applied for \$3 million this year because everyone was able to overmatch so we shot high. The Coordinators planned out narratives and assessments for each district and then we looked at it as a consortium to come up with a plan on how we make those changes. Between SWP and CTEIG, the

match dollars can be matched to 2.5 or 3 years, but with multiple years of match overlapping it can get confusing, so most districts matched for one fiscal year. We need to keep excellent records of WBL, non-traditional special population support, counseling efforts, etc. We will be asking Coordinators to submit their evidence documents so the JPA as a suppository of that information.

The SWP application is due December 18th. Each LEA can only be on three project proposals, whether they are the fiscal agent or not. Max single project award is \$2 million. Last year, we received \$1.6 million among all four of our awards. We need to specifically look at grad rates of underserved populations and develop a plan for how to better serve them. The goal is to keep the project proposals broad so as to use the funds more freely amongst programs. Matt discussed the three ideas the Coordinators came up with:

1. Bolster K12 handoff
2. Increase regional WBL efforts through incentivizing coordination of efforts
3. Improve the recruitment and retention

Matt hasn't written the letter yet for Supts to sign that advocates for 1:1 match not just from ROPs. Stephanie Houston, who is now overseeing the ROP dept invited us to join on their application as an ROP so we can get the 1:1 match. Because a project can only be up to \$2 million, and SB County is so large, it may not be financially beneficial to us, but it is worth exploring. Matt asked for the Board's opinion on that. There were no comments.

Perkins V has substantial changes versus Perkins IV. There is a new book with Perkins V changes and new laws to review. Aside from allowables, non-allowables and special pops considerations, there needs to be a comprehensive needs assessment that the LEA needs to be working on for the application. A Needs Assessment needs to be advocated by a stakeholder group. The advisory group will be more of an approving body versus just a suggestive body. We want the least amount of burden to our industry partners as possible, so that requires more discussion. Still no news on when E2 data is due.

Reporting needs: Most districts are used to Perkins questions that must be asked, but the requirement in documentation from the state is that grads should be surveyed 6 months after graduation. Some districts were surveying before graduation, but there is a huge disparity between what students plan to do and what they actually end up doing after graduation. We need a clear data point for all grant reporting, so the timeline of when surveys are conducted to the questions asked need to be streamlined and the data needs to be tracked by district. Having all questions combined into one survey or call is the goal. Keeping clean data that reports on what students are actually doing after graduation will also serve the needs of MDEP teams.

Currently, we are hitting 5 industry sectors pretty strongly, but the aim is to expand to 15 industry sectors. This is the goal of the Coordinating Council and also in accordance with CTEIG and SWP grant compliance. There is power in the fact that we can approach these opportunities as a consortium with multiple districts taking advantage of things at one time.

Matt and Kendle are struggling to meet some of the compliance things with grants, which are scaling up and continuing to develop the relationships we have and expand to new ones.

Matt identified a few options: staying the course, outsourcing, or adding new staff (see Matt's slideshow).

In summary, there are a lot of good projects in the works, but we want to expand and are looking for ways to do that in a meaningful way and without putting too much stress on our industry partners.

Ryan Holman stated that he will be able to use a good portion of that information and will be taking it to his Board.

Trenae Nelson indicated that she recognizes the importance industry relationships and pulling Matt and Kendle out of it would confuse things. If any new relationships need to be built, it should fall with Superintendents first because putting that responsibility on district staff may not be as beneficial in the end.

7.0 *Board Member Comments*

Ryan Holman thanked Dave Olney for speaking on the MDEP panel at the HDOS.

Matt Wells will be in Nashville next week to represent the work of MDCP and MDEP, so Ryan thanked Matt for the representation.

8.0 *JPA Staff Comments*

Matt Wells and Kendle Crowell shared their excitement about how many students are being reached by the efforts of the JPA and they thanked the Board for their continued support. The feedback across the region has been consistently positive and that is a sign of the progress being made.

Matt asked if we could have a meeting sometime in December so as not to have to wait until the February 7th scheduled meeting. The agenda would be more limited and it would be a fast meeting. The group agreed to a meeting in December. Kendle will reach out to schedule something.

9.0 *Adjournment*

On a motion by Dave Olney, with a second by Jesse Najera, the meeting was adjourned at 4:01 p.m.

Mountain Desert Career Pathways

Date: December 10, 2019

To: MDCP Executive Board

From: Matt Wells, Director

Subject: Approval, Additionally Insured Policy

Action Item 5.2 Approval, Additionally Insured Policy

It is recommended that the board approve the Hold Harmless Policy as presented. Having a policy to this nature is recommended per CSRM risk management.

**Mountain Desert Regional Career and Occupational Pathways
Joint Powers Authority**

**POLICY # 06_proposed
JPA LISTED AS ADDITIONALLY INSURED BY MEMBER DISTRICTS**

Each member district of the Mountain Desert Regional Career and Occupational Pathways JPA shall list the JPA as additionally insured on their respective liability insurance policies. This coverage shall be in place for all JPA events including, but not limited to, fieldtrips, student seminars, teacher externships, student internships, and other events where the JPA is a sponsor, participant, or otherwise involved agency.

Mountain Desert Career Pathways

Date: December 10, 2019

To: MDCP Executive Board

From: Matt Wells, Director

Subject: Approval, Hold Harmless Policy

Action Item 5.3 Approval, Hold Harmless Policy

It is recommended that the board approve the Hold Harmless Policy as presented. Having a policy to this nature is recommended per CSRM risk management.

**Mountain Desert Regional Career and Occupational Pathways
Joint Powers Authority**

**POLICY # 07_proposed
HOLD HARMLESS POLICY BETWEEN DISTRICTS**

Each party to this policy shall indemnify, defend, protect, hold harmless, and release the other, its officers, agents, and employees, from and against any and all claims, loss, proceedings, damages, causes of action, liability, costs, or expense, including attorneys' fees and witness fees, arising from, or in connection with, or caused by, any act, failure to act, or negligence of such indemnifying party, to the extent limited in accordance with the laws of the state of California. This indemnification shall not be limited in any way, by any limitation on the amount or type of damages or compensation payable to, or for, the indemnifying party under workers' compensation, disability benefits, or other employee benefit acts.

Each party to this agreement shall assume the risk of any liability arising from its own conduct, including the conduct of its students at JPA-sponsored events, to the extent permitted by the laws of the state of California.

Mountain Desert Career Pathways

Date: December 10, 2019

To: MDCP Executive Board

From: Matt Wells, Director

Subject: K12 Strong Workforce Grant Update

Discussion/Information Item 6.1 K12 Strong Workforce Grant Update

The Director will provide an update regarding the K12 SWP grant application proposals, plans for distribution of potential awards, and general information.

K12 SWP Project Proposal Descriptions

PROJECT 1: Bolstering K14 to Industry Handoff

The handoff points between K12, postsecondary, and industry lack clarity. For a CTE student interested in a career, we lack student-accessible resources that guide and direct to regional opportunities. For example, General Atomics (GA) is a highly engaged industry partner with significant hiring need. Through various touch points, a student in K12 may develop the understanding of what GA does, what careers they offer, and thus have a keen interest to pursue a GA career. The student can choose between multiple postsecondary pathways: 1. Acquire Airframe & Powerplant certs through Victor Valley College (VVC), 2. Complete VVC's Composite program, 3. Complete the GA Avionics Apprenticeship, 4. Direct entry. However, options 1 and 2 have unclear entry dates and processes. Opt 3, though a VVC program, requires entry through the AJCC, and opt 4 is difficult due to the online postings (505 in CA, 77 entry level alone). This challenge is the norm with no comprehensive resources defining entry points. We are scaling up student-industry touch points, but resources on who to talk to, where to apply, training/ed paths, etc, is largely absent. We would fund the development and disbursement of resource solutions for all stakeholders with a design consideration for special and underserved populations. Equipment and professional development needs are also expected to be addressed. This aligns closely with 2 goals of the IEDRC plan: B. Build and Clarify the Path, and C. Enter the Path.

PROJECT 2: CTE recruitment and retention, including WBL expansion

Recruitment and retention of high quality CTE staff and students in high-demand sectors, particularly from underserved populations, remains a challenge. We educate 9-12 students about CTE opportunities, but expansion to lower grades is needed. The self-eval of current practices revealed a need for improved CTE counseling and direct industry engagement, such as through WBL. Also, stronger marketing campaigns for stakeholders will better inform key individuals about existing career opportunities and related pathways that are often unknown or overlooked, which strains industry partners with unfilled critical-need positions. Through the Mountain Desert Career Pathways (MDCP) regionalization and Mountain Desert Economic Partnership (MDEP) collective, K12-Industry relationships grow stronger. Partners are largely willing and able to provide WBL opportunities for K12 students and can help expand WBL from five sectors currently covered to all sectors, though lack of dedicated personnel strains efforts. Also, many LEAs are conducting WBL in isolation, at various levels. Programs are often unaware of other's efforts (e.g. CTE Placement Specialists, MDCP plans, WIOA placements, Workability efforts, etc.). Convening a regional WBL council would benefit regional implementation, depth, and consistency. Current opportunities can be built upon rather than duplicated. This ties into the IEDRC plan to provide "diverse opportunities that prepare students for a seamless transition" to careers.

PROJECT 3: Industry-Standard Equipment Upgrades

One of the issues that faces our JPA's regionalized efforts to increase access and engagement in CTE is student access to equipment and instructional material that meet industry standard equipment and tools. As we continue to work towards strengthening our CTE pathways to align with the community college CTE programs, investment in equipment and materials is needed in order for curriculum to align to industry standards. This will support our efforts to increase college articulation opportunities for students to provide a seamless transition into college pathways to support career advancement. This will also support our efforts to build additional apprenticeship and certificate opportunities with our industry partners in increase the likelihood of student employment. As a JPA we want to make sure that our students are exposed to materials and equipments used in industry and at community college before they leave the K12. It is important that as we collaborate with the community college and industry partners to provide additional out of school activities and competitions such as our Construction Competition and Auto competition, students have equal access to industry standard equipment and materials to create simulated work based learning that will prepare them for occupations in demand.

		AVUSD	BUSD	HUSD	LVUSD	SVUSD	SJUSD	VVUHSD	Total		
	Financial Match	\$1,000,000.00	\$580,000.00	\$1,825,000.00	\$364,269.00	\$23,580.00	\$634,200.00	\$2,805,000.00	\$7,232,049.00		
	In-Kind Match	\$0	\$656,100	\$1,150,000	\$0	\$0	\$0	\$1,050,000	\$2,856,100		
	Industry in-kind	\$83,941.35	\$34,702.18	\$147,010.22	\$4,424.30	\$10,368.52	\$50,698.89	\$147,732.55	\$478,878.00	This row distributed by ADA	
	Redistribution of HUSD & VVUHSD industry dollars	\$83,941.35	\$34,702.18	\$0.00	\$151,795.69	\$157,739.90	\$50,698.89	\$0.00	\$478,878.00	Redistribution of HUSD & VVUHSD to districts with ADA enrollment adjustment (LVUSD, SVUSD)	
	Totals	\$1,083,941.35	\$1,270,802.18	\$2,975,000.00	\$516,064.69	\$181,319.90	\$684,898.89	\$3,855,000.00	\$10,567,027.00		
Award by match proportion scenario	Project 1 ask	\$50,000	\$158,400	\$495,833	\$57,884	\$1,790	\$20,475	\$642,000			
	P1 % of ask	10.00%	25.63%	33.33%	31.78%	15.18%	6.46%	33.31%			
	Project 1 supplemental from industry	\$4,197.07	\$4,446.91	\$0.00	\$24,121.02	\$11,974.32	\$1,636.80	\$0.00	Total ask:		
	P1 Total potential award	\$54,197.07	\$162,846.91	\$495,833.00	\$82,005.02	\$13,764.32	\$22,111.80	\$642,000.00	\$1,472,758.12		
	Project 2 ask	\$225,000	\$220,500	\$495,833	\$59,251	\$5,000	\$34,125	\$642,000			
	P2 % of ask	45.00%	35.68%	33.33%	32.53%	42.41%	10.76%	33.31%			
	Project 2 supplemental from industry	\$18,886.80	\$6,190.30	\$0.00	\$24,690.46	\$33,447.82	\$2,728.00	\$0.00	Total ask:		
	P2 Total potential award	\$243,886.80	\$226,690.30	\$495,833.00	\$83,940.96	\$38,447.82	\$36,853.00	\$642,000.00	\$1,767,651.89		
	Project 3 ask	\$225,000	\$239,150	\$495,834	\$65,000	\$5,000	\$262,500	\$643,500			
	P3 % of ask	45.00%	38.69%	33.33%	35.69%	42.41%	82.78%	33.39%			
	Project 3 supplemental from industry	\$18,886.80	\$6,713.88	\$0.00	\$27,086.36	\$33,447.82	\$20,984.64	\$0.00	Total ask:		
	P3 Total potential award	\$243,886.80	\$245,863.88	\$495,834.00	\$92,086.36	\$38,447.82	\$283,484.64	\$643,500.00	\$2,043,103.49		
	Percent of ask compared to contributed match	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%			
	Difference	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		Ask allowed per match:	Difference:
	Total potential award if distributed by match	\$541,970.67	\$635,401.09	\$1,487,500.00	\$258,032.34	\$90,659.95	\$342,449.44	\$1,927,500.00	\$5,283,513.50	\$5,283,513.50	\$0.00
Award by ADA scenario	2017-18 P2 ADA Calculation	5,578	2,306	9,769	294	689	3,369	9,817	31,822		
	project 1	\$258,156.14	\$106,724.29	\$452,120.36	\$13,606.65	\$31,887.70	\$155,921.13	\$454,341.85	\$1,472,758.12		
	project 2	\$309,847.35	\$128,093.94	\$542,649.46	\$16,331.14	\$38,272.65	\$187,141.58	\$545,315.77	\$1,767,651.89		
	project 3	\$358,130.58	\$148,054.70	\$627,210.04	\$18,876.01	\$44,236.64	\$216,303.68	\$630,291.84	\$2,043,103.49		
	total potential award if distributed by ADA	\$926,134.07	\$382,872.92	\$1,621,979.87	\$48,813.81	\$114,396.98	\$559,366.38	\$1,629,949.47	\$5,283,513.50		
	difference of ADA and match contribution scenarios	\$384,163.40	-\$252,528.17	\$134,479.87	-\$209,218.54	\$23,737.03	\$216,916.94	-\$297,550.53	\$0.00		

Mountain Desert Career Pathways

Date: December 10, 2019

To: MDCP Executive Board

From: Matt Wells, Director

Subject: CTEIG Grant Update

Discussion/Information Item 6.2 CTEIG Update

The Director will provide an update regarding the next cycle of CTEIG funding and will provide review information around the recent CTEIG self-assessment outcomes.

Attachment I: 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>		

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<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>		

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<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>		

Mountain Desert Career Pathways

Date: December 10, 2019

To: MDCP Executive Board

From: Matt Wells, Director

Subject: MDCP Survey Draft

Discussion/Information Item 6.5 MDCP Survey

The board will have a discussion regarding content for a potential upcoming survey the Director would like to conduct soliciting feedback from stakeholders. An initial draft of questions is provided to kickstart the conversation.

MDCP Survey Potential Questions

For Industry & Elected:

1. How has engagement with MDCP impacted your work with K12 districts?
2. Do you believe that working with MDCP will help address your agency's needs?
3. What value do you attribute to engagement with MDCP?
4. What could MDCP do more of to help address your employment and business needs?
(provide list of options)
5. Rate each of the following on its responsiveness: 1. Director. 2. MDCP districts
6. Rate from order of priority where MDCP should focus efforts? (provide list of options)
7. Do you feel informed about the work that MDCP is doing?
8. Do you believe you have an active role in that work?
9. Rate each regarding benefit to your agency or the overall economy.
 - a. WBL How To guide (*not actually using WBL acronym on survey)
 - b. Examples/Testimonials of impact from other industry partners
 - c. Quarterly check-ins with MDCP (catch up if needed)
 - d. Local student/industry highlights
 - e. WBL options
 - f. Other options to be added

For Coordinators & Superintendents and other CTE admin:

1. What would could JPA do to better benefit classroom outcomes?
 - a. Provide WBL options
 - b. Provide externship options
 - c. Duplicate lists from questions above
2. What could JPA do to acquire more timely response on information for grants, participant names, etc.?
3. What should the JPA do more of?
4. What should the JPA do less of?
5. What work of the JPA has been particularly effective?
6. What work should be reviewed/reworked and how?