PERKINS V APPLICATION TO INCLUDE CLNA

SNOWLINE JOINT UNIFIED SCHOOL DISTRICT

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https://www.snowlineschools.com/apps/pages/snowline-cte

Perkins Application and CLNA Plan

Section I - State Assurances and Certifications

Assurances, certifications, and other forms required by stature and/or applicable federal regulations, including the Education Department General Administrative Regulations (EDGAR) at 34 CFR Part 76. Snowline JUSD (Snowline) assures that:

a) Snowline has placed links to the State plan public comments on its district CTE webpage, https://www.wested.org/perkinspubliccomment/

b) Snowline plans to use Perkins funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the Inland Empire/Desert Regional Consortium (IE/DRC) who has identified six industry sectors and auxiliary sectors noted in their IE/DRC Strong Workforce Plan (page 9):

IV. Sector Priorities

The IEDRC Steering Committee met in February 2018 to review economic data in order to refresh its Doing What Matters for Jobs and the Economy priority sectors. The region's Center of Excellence prepared a Sector Profile5 report for all DWM sectors. This report, along with information gathered from the two county workforce development plans, resulted in the selection of six priority sectors. In refreshing the region's DWM top six sectors, regional leaders evaluated the labor market data and determined that these sectors continue to provide opportunities for employment in high demand, skilled, and living wage occupations. The six sectors are:

1. Advanced Manufacturing
2. Advanced Transportation and Logistics
3. Business and Entrepreneurship
4. Energy, Construction and Utilities
5. Health
6. Information & Communications Technologies (ICT) & Digital Media

Additionally, while not identified as priority sectors or supported by Doing What Matters funded deputy sector navigators, the region recognizes three auxiliary sectors, which are: 1) economic priorities sub-regionally, 2) are in high demand, and/or 3) offer employment that pays a living wage. These auxiliary sectors are:

1. Retail, Hospitality and Tourism
2. Public Safety
3. Agriculture, Water and Environmental Technology

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https://desertcolleges.org/docs/swp/plan/2019-01-28-final-regional-plan-approved-01282019.pdf

c) Snowline JUSD will provide equal access to activities and programs for all students. No student will be discriminated against if identified as a special population student. All CTE programs are equally offered to all students. All CTE courses prepare students for high-skill, high-wage, or in-demand industry sectors or occupations based on each CTE Industry Sector.

d) Snowline JUSD will comply with the requirements set by the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of a financial review.

e) Snowline JUSD will use funds to bolster, expand, and enhance CTE programs. Funds will not be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity ("supplanting").

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

Appendix A for full reports.

- California Department of Education General Assurances
- Drug-Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins V Assurances and Certifications
- 2020–21 Grant Conditions

Section II – Stakeholders

CLNA Stakeholders
Representatives of Career and Technical Education Advisory's and CLNA feedback included teachers, career guidance, academic counselors, principals, and other school leaders to include administrators, and specialized instructional support personnel. Our feedback also included students, parents, and local industry representatives for each of our Industry Sectors in Snowline JUSD.

Special Populations
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 non-traditional 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.

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students rates of access to or success in career technical education (CTE) programs assisted with grant funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below has contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Appendix B: 2020-21 Stakeholders Signatures
Appendix C: 2020-21 Representatives of Special Populations Sign-Off Form.

2020-2021 Representatives of Special Populations

Students with Disabilities (Special Education Coordinator/Administrator)
Lori Delgado/Diane Hannett/Student Services
Economically Disadvantaged (Title I Coordinator/Administrator)
Pamela Buchanan /Director of Assessment and Accountability
Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)
Kellie Williams/CTE Coordinator
Single Parent or Single Pregnant Woman (Title IX Coordinator/Administrator)
Kirk Strickland/Administrator Student Intervention & Attendance
Out-of-Workforce Individuals (Title IX Coordinator/Administrator)
Kirk Strickland/Administrator Student Intervention & Attendance
English Language Learners (English Learner Coordinator/Administrator)
Charlotte Eckenroth/Coordinator of Program Quality & Learning Support
Homeless
Kirk Strickland/Administrator Student Intervention & Attendance
Youth who are in, or who have aged out of, the Foster Care system
Kirk Strickland/Administrator Student Intervention & Attendance
Youth with a Parent who is Active Duty in the Military
Kirk Strickland/Administrator Student Intervention & Attendance

CTE Teacher Matrix

1) Is the Teacher's Credential CTE-Eligible?						2) Does the Credential Match the Assignment?		
1A) CTE Teacher's Name (as it appears on the CTE-eligible credential)			**1B) Document Number** (of the CTE-eligible credential)	**1C) Document Title** (from CTC website)	**1D) Subject Description** (from CTC website)	**2A) Name of Site of Pathway** (& 1D's Subject Description for Pre-2008 Vocational Credentials)	**2B) Local Name of Pathway**	**2C) CALPADS Pathway Name** (Which CTE Model Curriculum Standards are covered)
First Name	**Middle Name**	**Last Name**						
Tonya	Renee	Arrieta	160058250	Career Technical Education Teaching Credential	Health Science & Medical Technology	Serrano High School Health Science and Medical Technology	Medical	Health Science & Medical Technology/Patient Care
Tyler	Kimble	Bisbee	200028928, 170019854	Career Technical Education Teaching Credential	Health Science & Medical Technology	Chaparral High School Health Science and Medical Technology	Medical	Health Science & Medical Technology/Patient Care
Adam	Matthew	Chacon	200026209	Career Technical Education Teaching Credential	Public Services	Serrano High School Pubic Service	Firefighting	Public Services/Emergency Response
Mike	Allen	Davis	170252419	Career Technical Education Teaching Credential	Building & Construction Trades	Serrano High School Building and Construction Trades Business and Finance	Woodworking	Building & Construction Trades/Cabinetry, Millwork, & Woodworking
Erica	Renee	Greer	190172110	Career Technical Education Teaching Credential	Arts, Media, & Entertainment	Serrano High School Arts, Media, and Entertainment	MMA - Multimedia Academy	Arts, Media, & Entertainment/Design, Visual, & Media Arts

Landis	Lydell	Greer	170203734, 200020201	Career Technical Education Teaching Credential	Information & Communication Technologies	Serrano High School Information and Communication Technologies Arts, Media, and Entertainment Business and Finance Marketing, Sales, and Service	Game Design/3D Animation	Information & Communication Technologies/Games & Simulation
Tamara	Lynne	Griffey	190236716	Career Technical Education Teaching Credential	Arts, Media, & Entertainment	Serrano High School Arts, Media, and Entertainment	Stagecraft Design	Arts, Media, & Entertainment/Game Design & Integration
Jayne	Mae	Harrower	190026258, 081093542	Designated Subjects Vocational Education Teaching Credential	Health Science & Medical Technology	Serrano High School Health Care Information Services Health Care Supportive Services Medical Office Services	Medical	Health Science & Medical Technology/Patient Care
Kaylene	Marie	Maize	160116806, 180136268	Single Subject Teaching Credential	Agriculture & Natural Resources	Serrano High School Agriculture/FFA	Agriculture Science	Agriculture & Natural Resources/Agriscience
Kaylene	Marie	Maize	160116806, 180136268	Single Subject Teaching Credential	Agriculture & Natural Resources	Serrano High School Agriculture/FFA	Environmental Ornamental Horticulture	Agriculture & Natural Resources/Ornamental Horticulture
Kaylene	Marie	Maize	160116806, 180136269	Single Subject Teaching Credential	Agriculture & Natural Resources	Serrano High School Agriculture/FFA	Ag Econ./Gov. Ag Leadership	Agriculture & Natural Resources/Agricultural Business

Michelle	Lynn	Markee	190106919, 081123014	Career Technical Education Teaching Credential	Education, Child Development, & Family Services	Serrano High School Education, Child Development, and Family Services	Child Development Lil'Diamondbacks	Education, Child Development, & Family Services/Child Development
Michelle	Lynn	Markee	150046433	Designated Subjects Vocational Education Teaching Credential	Education, Child Development, & Family Services	Serrano High School Child Care	Child Development Lil'Diamondbacks	Education, Child Development, & Family Services/Child Development
Maurice	Curtis	McIntire	160211464	Career Technical Education Teaching Credential	Hospitality, Tourism, & Recreation	Serrano High School Hospitality, Tourism, and Recreation	Restaurant	Hospitality, Tourism, & Recreation/Food Service & Hospitality
Jack	Edward	Rice	170156967, 170156969	Single Subject Teaching Credential	Agriculture & Natural Resources	Serrano High School Agriculture/FFA	Welding	Agriculture & Natural Resources/Agricultural Mechanics
Jack	Edward	Rice	170156967, 170156969	Single Subject Teaching Credential	Agriculture & Natural Resources	Serrano High School Agriculture/FFA	Animal Science/Veterinary	Agriculture & Natural Resources/Animal Science

Section III - State Determined Performance Levels

The table below lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Rereading Language Ars	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

Snowline JUSD gathered data from CALPADS and Aeries to determine Performance Levels for the 2018-19 school year and will continue to use the same process for subsequent years. The CTE Coordinator and District Technology Coordinator collaborated through the process to ensure the data is accurate.

State Determined Performance levels increase each subsequent year and will be one of our district goals to continue to support 1S1 through 5S3 to support student performance levels.

Cohort Graduation Class of 2019 Student Performance Levels

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

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class and exited secondary education. For requirements involving CTE completion, students must have completed a high-quality program.

All CTE Completers met district agreed goals. Reference charts below for percentages and percentages broken down by Special Population subgroups. Snowline does not tract 1S2: Extended Graduation Rate and 5S1: Program Quality – Attained Recognized Postsecondary Credential (data for Community Colleges and Adult School and extended schools). Snowline does not have data for the 2018/19 school year for 2S3: Academic Proficiency in Science as it was a state baseline report year.

Snowline Student Performance Indicators

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 (Y/N)
2018-19	88.10%	88.10%	79.29%	100.00%	100.00%	100.00%	100.00%	NA	NA	100.00%	100.00%	100.00%	100.00%	Yes

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 (Y/N)
2018-19	60.60%	60.60%	54.54%	61.90%	52.94%	62.16%	65.38%	NA	NA	71.43%	55.56%	100.00%	NA	Yes

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 (Y/N)
2018-19	33.00%	33.00%	29.70%	29.70%	35.29%	22.97%	30.77%	NA	NA	28.57%	44.44%	100.00%	NA	Yes

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 (Y/N)
2018-19	27.70%	27.70%	24.93%	NA										Yes

*District does not have results for 2018-2019 for science. State baseline report year.

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 (Y/N)
2018-19	67.20%	67.20%	60.48%	91.43%	94.12%	87.84%	84.62%	NA	NA	85.71%	100.00%	100.00%	NA	Yes

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 (Y/N)
2018-19	20.80%	20.80%	18.72%	21.90%	11.76%	24.32%	88.46%	NA	NA	14.29%	11.11%	0.00%	NA	Yes

5S2: Program Quality - Obtained Recognized Post-Secondary 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 (Y/N)
2018-19	21.60%	21.60%	19.44%	60.00%	47.06%	62.16%	69.23%	NA	NA	28.57%	55.56%	0.00%	NA	Yes

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 (Y/N)
2018-19		20%	18%	24.76%	23.53%	21.62%	26.92%	NA	NA	28.57%	11.11%	0%	NA	Yes

CTE Enrollment and Completion Data

Year	All Students Eligible for CTE	All CTE Participants	All CTE Completers	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)
2016-17	2,044	191	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2017-18	1,991	676	69	62%	38%	17%	70%	25%	0	NA	3%	4.55%	0%	NA
2018-19	1,990	1138	162	51%	49%	9%	62%	28%	0	NA	1%	4.94%	0.62%	NA

Local CTE Program Summary Analysis

Description	2019-20	2018-19	2017-18	2016-17
# of Students [CTE] Enrolled	1,393/pending CALPADS Certified	1,155/1,349	1,011/1,344	1,453/1,672
Minimum [CTE] Class Size	15	13	11	11
# of Dual Enrollment	0	0	0	0
# of CTE Teachers	17	20	20	22
# of CTE Pathways	14	13	18	17
# of [CTE] Articulations	30	26	26	26
# of Students in Off-Site Paid WBL	0	0	0	0
# of Students in Off-Site Unpaid WBL	131	108	52	67
# of Industry Recognized Credentials Awarded	113	152	NA	NA
# of Classes Aligned w/ Industry	33	43	47	44
# of Apprenticeships	0	0	0	0
# of Completers Employed in Sector of Study	26	NA	NA	NA

Section IV - Comprehensive Local Needs Assessment (CLNA) Executive Summary

Question 1: S134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership:

a) What was the date of your most recent district-wide CTE Advisory meeting that served as the source for filling out this document?

Due to the COVID-19 Global epidemic and closures of many local businesses and our district, our Annual district-wide Advisory meeting will be online, May 27, 2020. On April 21, 2020, our CLNA data and CTE 11-Elements Evaluation was emailed to our Stakeholders to review. Feedback from our stakeholders was provided through a Google Survey. Through their feedback, the CTE district team identified strengths and weaknesses to set goals to improve student performance and strengthen our CTE programs.

The results of this feedback can be found at MDCP Office (https://mdcareerpathways.com/) and Google Drive.

Table 1 – Stakeholders Participation List

Role	Name	Organization/Institution	Industry Sector(s)	Title	Email
Local Business & Industry Representative	Chris Cummings	Sheep Creek Water Company	Energy, Environment & Utilities	General Manager	sheepcreek@verizon.net
Local Business & Industry Representative	Don Fish	NewsPlus Publications	Arts, Media & Entertainment	Publisher/Owner	dfishjr@4newsplus.com
Local Business & Industry Representative	Art Rico	Seven 60	Arts, Media & Entertainment	Owner	art.seven60@gmail.com
Local Business & Industry Representative	Crystle Escalona	Victorville Motors	Business & Finance/Transportation	Business & Finance Manager	cescalona@vvmtrs.com
Local Business & Industry Representative	Kevin Mahany	St. Mary's	Medical	Director of Community Health Investment	Kevin.Mahany@stjoe.org
Local Business & Industry Representative	Keith Eads	Desert Valley	Medical	Clinical Educator	keads2@primehealthcare.com
Local Business & Industry Representative	Falan Grunert	Starbucks	Hospitality	Store Manager	fgrunert1211@gmail.com
Local Business & Industry Representative	Thomas Hallin	ITM Mobile	Information Communication Technology	CEO	thomas@itmmobile.com
Local Business & Industry Representative	Joe Affleck	San Bernardino County Fire Dept.	Pub Services: EMS	Firefighter	joeaffleck70@gmail.com
Parents & Students	Christopher Williams	Serrano HS	Student	FFA President	christopherw2027@snowlinestudents.co
Parents & Students	Chris Williams	Serrano HS	Parent	Agriculture Parent	chriswsells4u@gmail.com

Parents & Students	Luis Gutierrez	Serrano HS	Student	HOSA President	luisg5938@snowlinestudents.com
Parents & Students	Jackie Clarke	Serrano HS	Parent	Agriculture Parent	Jackie_clarke@snowlineschools.com
Parents & Students	Tina Ramponi	Serrano HS	Parent	Agriculture Parent	tinaramponi@gmail.com
Representatives of Special Populations	Kirk Strickland	Snowline JUSD	Special Pops	SARB Administrator	kirk_strickland@snowlineschools.com
Representatives of Special Populations	Diane Hannett	Snowline JUSD	Special Pops	Director, Student Support Services	Diane_Hannett@snowlineschools.com
Representatives of Special Populations	Charlotte Eckenroth	Snowline JUSD	Special Pops	Coordinator of Program Quality & Learning Support	charlotte_eckenroth@snowlineschools.com
Representatives of Special Populations	Pamela Buchanan	Snowline JUSD	Special Pops	Director of Assessment and Accountability	pamela_buchanan@snowlineschools.com
Secondary Administrators	Dr. Willie Jones	Serrano High School	Principal	Principal	willie_jones@snowlineschools.com
Secondary Administrators	Chad Brooks	Chaparral HS	Principal	Principal	chad_brooks@snowlineschools.com
Secondary Career Counselors & Academic Counselors	Michele Scribner	Serrano High School	Counselor	School Counselor	michele_scribner@snowlineschools.com
Secondary CTE Faculty	Jayne Harrower	Serrano High School	CTE Teacher	Medical Teacher	jayne_harrower@snowineschools.com
Secondary CTE Faculty	Erica Greer	Serrano High School	CTE Teacher	AME Tacher	erica_greer@snowlineschools.com
Secondary CTE Faculty	Jack Rice	Serrano HS	CTE Teacher	Agriculture Teacher	jack_rice@snowlineschools.com
Secondary CTE Faculty	Kaylen Maize	Serrano HS	CTE Teacher	Agriculture Teacher	kaylene_maize@snowlinschools.com
Secondary CTE Faculty	Landis Greer	Serrano HS	CTE Teacher	ICT Teacher	landis_greer@snowlineschools.com
Secondary CTE Faculty	Michelle Markee	Serrano HS	CTE Teacher	Child Development Teacher	michelle_markee@snowlineschools.com
Secondary CTE Faculty	Mike Davis	Serrano HS	CTE Teacher	Woodshop Teacher	mike_davis@snowlineschools.com
Secondary CTE Faculty	Adam Chacon	Serrano HS	CTE Teacher	Firefighting Teacher	adam_chacon@snowlineschools.com
Secondary CTE Faculty	Tyler Bisbee	Chaparral HS	CTE Teacher	Medical Teacher	tyler_bisbee@snowlineschools.com
Secondary Instructional Support & Paraprofessionals	Kellie Williams	Snowline JUSD	CTE Coordinator	CTE Coordinator	kellie_williams@snowlineschools.com

b) The source of that meeting should have been the eligible grant recipient's Perkins indicators plus a self-evaluation, and 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.

Through our Google Survey and online meetings, our Stakeholders reviewed both the Snowline's self-evaluation and Perkins Indicators to review.

Our CTE programs are governed by a rigorous process of multi-year evaluation with priorities established within our advisory systems. Our self-evaluation process includes a stringent local and regional look at the progress we have made on the 11 Elements of a High-Quality CTE program. We align our CTE Incentive grant priorities, our Strong Workforce grant areas, and our Perkins program funds per the outcomes of this evaluation.

All of this fits within the broader overall framework of our LCAP process, Industry Sector Advisory, and administration committee meetings (non-traditional, NTS). We will continue to work and include our business partners and representatives from our special populations in the 2020 spring needs assessment to ensure that our expenditures align with practical strategies to close the gaps.

Appendix D: High-Quality CTE Program Self Review

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?

Annually, Snowline JUSD works with the MDCP to review and evaluate our programs using the self-evaluation process identified by the 11 Elements of a High-Quality CTE program. Our next annual meeting is scheduled for September 2, 2020. This meeting will be hosted by the Mountain Desert Careers Pathways (MDCP JPA).

MDCP Consortium Annual CTE Advisory will review programs and programs of study offered, as well as the development of plans to support the implementation of new and revised programs of students. Each year, our district participates in MDCP Industry Sector Advisories. During those advisory's, programs are reevaluated and drive programmatic decisions to develop or improve current plans for each unique Industry Sector. Our methods will be in a two-year cycle as the Perkins V CLNA law requires.

The decision-making model process will follow this path:
1. Review Data with Stakeholders
2. Develop Priorities and Plan Activities and Budgets
3. Review priorities, activities, and budgets with stakeholders
4. Submit District Application and Budget through the PGMS System
5. Spend budgets and support student learning
6. Examine Early Impact of Activities
7. Report Impact of Activities to Stakeholders
8. Reevaluate program Spending based on Impact & submit a budget for year two.

Figure 1: Decision-making Model Process

The decision-making model process cycle contains the following steps:
- Review Data with Stakeholders
- Develop Priorities and Plan Activities and Budgets
- Submit District Application and Budget through the PGMS System
- Spend budgets and support student learning
- Examine Early Impact of Activities
- Reevaluate program Spending based on Impact & submit a budget for year 2
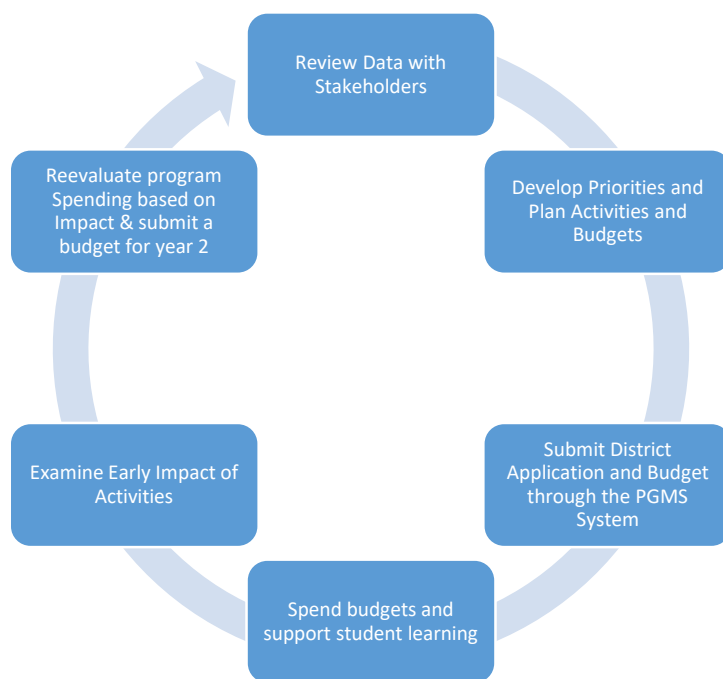
d) What have you done, or what will you do to make sure all required categories of members will attend your next scheduled Stakeholder Consultation per section 134(d)?

Our primary method of invites and marketing our meetings to our key stakeholders is through our MDCP JPA consortium. Snowline JUSD collaboratively works with the MDCP to provide an invite list of key stakeholders, both from a regional standpoint of shared industry partners and individualized stakeholders within our districts. MDCP will use this extensive list to email and personally invite stakeholders to our meetings. MDCP tracks RSVP's and other important messages through their website, https://mdcareerpathways.com/

Our second method of invites relies on our CTE teachers to make contact with industry affiliates in their Industry Sector. We rely on our teachers to reach out and encourage industry partners to attend advisory meetings, support CLNA feedback, and support our students and teachers with externships, internships, job shadow, field trips, and guest speaker experiences. Building these relationships will support our efforts to ensure members will attend our Stakeholder meetings.

To ensure our stakeholders continue to participate and make sense of the data, Snowline JUSD will make use of the MDCP support data staff. A Data Analyst was hired in 2019 to create infographics, charts, informational websites, and turn our raw data into documents our stakeholders can understand. The goal is to produce information to spark conversations on what the data says to avoid poor decisions to appease the group.

1. Summarize the Key Stakeholder Feedback:

Stakeholders provided feedback to the CTE district team to identify strengths and gaps in the CTE programs to set goals and improve the outcome of student performance and scope and quality of CTE programs.

Stakeholders Feedback-Strengths

Strength #1 – High-quality Staff

Our stakeholders recognized our high-quality CTE teacher and administration staff. Preparing students for work and post-secondary education is reflected in the number of students who have received articulations with VVC and our stable enrollment numbers over the past few years.

Strength #2 – Opportunities for ALL Students

Our stakeholders noted we do a decent job of including students with disabilities. Snowline JUSD offers multiple pathways for ALL students, which provides choices based on their interests. The number of CTE classes that are offered and opportunities of industry job shadowing and internships are available considering Snowline JUSD is located in a rural area, and students must drive long distances to participate in Work-Based Learning (WBL) opportunities; all CTE classes are aligned with Industry.

Strength #3 – K16 Alignment and College Readiness Courses

Snowline continues to increase its number of CTE Courses to be college-approved electives or science classes. Our district continues to build connections with Victor Valley College (VVC) to include articulated courses for students to earn college credit and get ahead while in high school. VVC hosts pathway-specific events to encourage students to continue with the pathway and enroll in VVC programs post-graduation; events include Sweet Genius, Chopped, a Dog House Building competitions, field trips, and VVC host on-site events.

Strength #4 – State Target Goals – Met! CTE Model Curriculum Standards

Our stakeholders noticed all State Target goals were met in all areas, which is a definite strength! All CTE courses have been revised to reflect the 2013 CTE Pathway Standards and Knowledge and Performance Anchor Standards. Including these standards demonstrates our student's success on state exams. Most courses are UC approved as an elective or science course.

Snowline JUSD collaborates with the MDCP JPA to provide ongoing professional development activities for pathway CTE teachers to meet with other like pathway CTE teachers to discuss and exchange ideas on how to integrate and teach the California CTE Model Curriculum Standards, a.k.a. MDCP Teacher Collaboration.

Stakeholders Feedback-Weakness

Weakness #1 – Continuation School, Chaparral High School

For our continuation school, Chaparral High School, it was noted their low completer rate. It is difficult to retain students for the required 300 hours to be considered completers due to their unique school model.

Weakness #2 - Counseling

Stakeholders noted the lack of support with counselors. It was also noted counselors do not articulate, and express enthusiasm for all pathways, which may have discourages students from enrolling in classes they have interest based on the Counselor's perception. Suggestion, CTE-specific counseling should be provided from middle school to high school.

Weakness #3 – Student Performance Indicators

Although it was noted as a strength that all State Target Goals were met with State Performance Indicators, it was also pointed out we barely met the English Language Arts State Target Goal, and we just met the Math 90% State Target Goal. There is plenty of room to support our English and Math departments to increase those state scores.

Gap #1 – Teacher Externships, Industry Exams, WBL Opportunities

Increase teacher externships to include additional funding to train teachers, one that pays teachers outside of their normal contract work hours or summer program opportunities. Provide virtual job shadow and internships for students. Increase exposure to Industry for all students in all grade levels to include guest speakers, field trips, student job shadowing, and student internships.

Our stakeholders recognized low numbers of students passing industry exams in ratio to our CTE enrollment. Our stakeholders would like to see more WBL opportunities across more pathways. Although WBL was noted as a strength, our current WBL opportunities are fantastic, but these opportunities are not offered in all pathways. It was noted by one stakeholder if more students passed an industry exam, this may motivate them to look for opportunities to work in the Industry and thus increase our WBL numbers.

Gap #2 -

Snowline offers multiple pathways but the facilities to do match industry expectations to include space and equipment.

Question 2: S134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)

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 non-traditional 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.

Snowline JUSD met all Goal Targets on all Student Performance data collected on 1S1, 2S1, 2S2, 2S3, 3S1, 4S1, 5S2, and 5S3.

1S1: Four-Year Graduation Rate, Snowline JUSD had 100% of all CTE Completers graduate. Per our data collected from our Senior Survey (SNAP data), Class of 2019, 98 seniors completed a CTE pathway. Eighty of our 98 senior completers are attending public education, 2 of our 98 senior completers are attending a "for-profit" school, and 2 of the 98 senior completers didn't know. Of our 98 senior completers, 26 students are employed in an industry sector: 1 in Agriculture, 4 in Building and Construction, 3 in Information and Communications, 3 in Health Science, 8 in Hospitality, 1 in Marketing, Sales, and Service, 4 in Public Saftey (firefighting), and 2 in transportation.

2S1: Academic Proficiency in Reading Language Arts, 61.90% of All CTE Completers met the District Agreed Target goal of 60.60% and the State Target of 60.60%. Students with Disabilities and Homeless students fell below 90% of Agreed upon Target. Support will be provided to help increase our Special Population in their Reading Language Arts scores.

2S2: Academic Proficiency in Mathematics, 29.70% fo All CTE Completers met 90% of Agreed upon Target goal of 29.70% exactly. The District Agreed and state target was 60.60%. Snowline JUSD will focus on math standards in the CTE course curriculum to support all CTE students to include Special Populations.

2S3: Academic Proficiency in Science, Snowline JUSD Senior Class of 2019 took their science exams 2018. The results of their exam was a state reporting year to establish a baseline percentage. No data can be generated for this table for the Class of 2019.

3S1: Post Program-Placement, 91.43% of All CTE Completers met the District Agreed and State Target of 67.20%. All Special Population subgroups met their targets.

4S1: Non-Traditional Program Concentration, 21.90% of All CTE Completers met the District Agreed and State Target goal of 20.80%. Continued support will be provided to encourage non-traditional genders to be successful in non-traditional pathways.

5S2: Program Quality – Obtained Recognized Post-Secondary Credits, 60% of All CTE Completers the District Agreed, and State Target goal of 21.60%.

5S3: Program Quality – Participated in Work-Based Learning, 24.76% of All CTE Completers met the District Agreed and State Target of 20%.

CTE Enrollment and Completion Data demonstrate our number of females increased from 38% to 49%, and our CTE Completers increased from 69 to 162 students, and our CTE Participants increased from 676 to 1,138 students while our overall student population stayed the same at 1,991 students to 1,990 students. However, I would like to note that our data input was not consistent, and as we move forward with our data collection for our CTE programs, this number will be more realistic in subsequent years.

Our local CTE Program Summary Analysis Data demonstrate a decrease in CTE Pathways offered and fewer CTE employed by Snowline with an increase in CTE enrollment. This is due to the efforts to bolster our CTE programs with strong 300-hour pathways with clear sequenced courses. Having a clear sequenced pathway offered has increased by one in the past year. Our Work-Based Learning opportunities have increased from 108 to and our Industry Certification awarded has decreased from 152 to 113 in the past two years while in 2017-18, we only had 52. Our articulations with Victor Valley College has increased from 26 to 30.

Question 3: S134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students

Snowline JUSD is located in a rural area and is known as a bedroom community. Many barriers hinder our programs to offer students the ability to interact and get experience with actual industry professionals other than the teacher. To address the size, scope, and quality of our CTE programs to make them manageable under grant funding and sustainable financially for our district while providing high-quality education to our students has been an undertaking task for the past two years. Instead of offering the most CTE classes in the high desert, we have been bolstering each CTE pathway to strive for high-quality programs.

Size
Snowline Joint Unified School District has inspired, guided, and supported students as they establish and reach their personal goals. Each student deserves the chance to develop knowledge and skills to prepare for a successful future. Career Technical Education (CTE) courses are offered on two campuses at Snowline JUSD; Serrano High School and Chaparral High School. The staff and community take pride in providing a wide variety of high impact offerings that are well tied to the local Industry and allow students to build relevant skills for

future work or continued training. Our School Board supports CTE. They want to ensure all students, graduating from Snowline JUSD, have the preparation necessary to be successful in any post-secondary pursuit, whether it is work, university studies, or technical training.

Our School Board, administration, and counselors have encouraged us to build healthy pathways. They have given our new pathways grace to allow time to build student interest and enrollment.

Scope

The scope of each pathway ensures each pathway is high-quality. Each pathway includes a high-quality CTE teacher, a two-year sequence (300 hours), and covers all the CTE Model Curriculum Standards. And last, each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or information on how to continue study towards the same purpose.

Quality

Each of our high-quality programs has quantifiable evidence to ensure our CTE Pathways are preparing our students for post-secondary opportunities. This evidence includes local labor market data to ensure students have a chance to apply for livable wage jobs after high school. All CTE classes include Career Readiness Standards to prepare students for the workforce after high school. Our pathways are coherent, non-duplicative series of courses of not less than 300 hours.

Our programs strive to meet the three following criteria to prepare students

1. High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
2. High-wage: High-wage is anything that is above the median wage for all occupations
3. In-demand: Occupations that are identified in the Inland Empire/Desert Regional Consortium (IE/DRC) and through the CLNA

Snowline offers CTE counseling at both Serrano and Chaparral High Schools. At each site, there's a K16 Bridge Counselor to support transitional advice to Victor Valley Community College. Our counselors speak and recruit students into our programs like any other non-CTE program.

All of our courses are sequenced and are highly recommended by our counselors and teachers to take them in sequential order. However, few classes can be taught concurrently the same year (concentrator and capstone course at the same time) under special circumstances and situations. Many seniors have come to realize our capstone courses offer certifications and job readiness skills. We want our students to succeed and not lose out on learning opportunities because they did not take a concentrator course in earlier years. Under these special circumstances and isolated cases, students can opt to take the concentrator and capstone course their senior year at the same time. Some pathways do not allow this, such as Medical and Culinary Arts, as they are impacted pathways.

Snowline JUSD CTE student numbers had grown over the past few years from 1,453 in 2016-17 to 1,155 in 2018-19. Our minimum class size has increased from 13 to 15 students. The increase in class size show strength in our programs and will most likely not lead to classes being cut from the master schedule.

Our number of CTE Teachers have declined over the past few years, from 22 in 2016-17 to 17 in 2019-20. Our district is currently bolstering our CTE pathways into high-quality. As teachers retire, move, or acquire different positions in the district, those positions are not being replaced

to allow our district to cut single classes, non-high-quality CTE pathways, and courses that do not have a high labor market demand. Our number of articulations has increased from 26 to 30 with Victor Valley Community College, and our number of students in off-site unpaid WBL opportunities has risen from 67 to 131. Our number of Industry Recognized Credentials Awarded has declined from 152 to 113. All of our 33 CTE courses are aligned with the Industry.

Last, only 26 of our students are employed in the Sector of Study, but according to our Senior SNAP Survey, 81% of our students are enrolled in post-secondary education.

CTE Enrollment/Completion

Year	All Students Eligible for CTE	All CTE Participants	All CTE Completers	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)
2016-17	2,044	191	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2017-18	1,991	676	69	62%	38%	17%	70%	25%	0	NA	3%	4.55%	0%	NA
2018-19	1,990	1138	162	51%	49%	9%	62%	28%	0	NA	1%	4.94%	0.62%	NA

Size Scope and Quality Analysis

	Direction: Use this proposed table to display data about each program to be funded in 2020-21			
	District:	Template (Please duplicate sheet before adding your info)		
	Program: Snowline JUSD	**Career Cluster:** Agriculture and Natural Resources (AGR)		
# Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1 # of CTE Students Enrolled	NA	379	291	335
2 Min. Class Size	15	18	12	15
3 # of Dual Enrollment	0	0	0	0
4 # of CTE Instructors	2	3	3	2.666666667
5 # of faculty with industry credential	2	3	3	2.666666667
6 # of CTE Counselors	0	0	0	0
7 # of Career pathways	3	3	3	3
8 # of Articulations	3	3	3	3
9 Existence of WBL (Y/N)	Y	Y	Y	0
10 # Credential Awarded	0	0	0	0
11 # Classes Aligned with Industry	12	9	10	10.33333333
12 # of Apprenticeship	0	0	0	0
13 # of Job opening	366	NA	NA	366
14 Advisory Committee (Y/N)	Y	Y	Y	0
15 # of Females Enrolled	NA	176	139	157.5

		Direction: Use this proposed table to display data about each program to be funded in 2020-21			
	District:	Template (Please duplicate sheet before adding your info)			
	Program: **Snowline JUSD**	**Career Cluster:** **Arts, Media, and Entertainment (AME)**			
#	**Description**	*FY 2019-20*	*FY 2018-19*	*FY 2017-18*	*Average*
1	# of CTE Students Enrolled	NA	130	136	133
2	Min. Class Size	13	13	14	13.33333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	2	2	2	2
5	# of faculty with industry credential	2	2	2	2
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	2	2	2	2
8	# of Articulations	3	3	3	3
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	NA	11	NA	11
11	# Classes Aligned with Industry	4	4	4	4
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	97	NA	NA	97
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	62	66	64

	Direction: Use this proposed table to display data about each program to be funded in 2020-21				
	District:	Template (Please duplicate sheet before adding your info)			
	Program: Snowline JUSD	**Career Cluster: Building, Trades, and Construction (BLD)**			
#	*Description*	*FY 2019-20*	*FY 2018-19*	*FY 2017-18*	*Average*
1	# of CTE Students Enrolled	NA	131	152	141.5
2	Min. Class Size	19	14	17	16.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	2	2	1.666666667
5	# of faculty with industry credential	1	2	2	1.666666667
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	2	2	1.666666667
8	# of Articulations	2	2	2	2
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	10	NA	10
11	# Classes Aligned with Industry	2	3	3	2.666666667
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	1,901	NA	NA	1,901
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	17	21	19

	Direction: Use this proposed table to display data about each program to be funded in 2020-21				
	District:	Template (Please duplicate sheet before adding your info)			
	Program: Snowline JUSD	**Career Cluster:** Education, Child Development, and Family Services (EDU)			
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	NA	136	107	121.5
2	Min. Class Size	19	16	16	17
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	1	1	1	1
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	1	1	1
8	# of Articulations	2	2	2	2
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	NA	27	NA	27
11	# Classes Aligned with Industry	3	3	3	3
12	# of Apprenticeship	12	10	10	10.66666667
13	# of Job opening	940	NA	NA	940
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	125	91	108

	Direction: Use this proposed table to display data about each program to be funded in 2020-21				
	District:	Template (Please duplicate sheet before adding your info)			
	Program: Snowline JUSD	**Career Cluster:** Health Science and Medical Technology (HLT)			
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	NA	238	238	238
2	Min. Class Size	23	21	13	19
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	3	3	3	3
5	# of faculty with industry credential	3	3	3	3
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	1	1	1
8	# of Articulations	3	3	3	3
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	115	44	NA	44
11	# Classes Aligned with Industry	4	4	4	4
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	2,307	NA	NA	2,307
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	204	197	200.5

		Direction: Use this proposed table to display data about each program to be funded in 2020-21			
	District:	Template (Please duplicate sheet before adding your info)			
	Program:	**Snowline JUSD**	**Career Cluster:**	**Hospitality, Tourism, and Recreation (HOS)**	
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	NA	116	122	119
2	Min. Class Size	16	17	21	18
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	1	1	1	1
6	# of CTE Counselors	0	0	0	0
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	0	NA	0
11	# Classes Aligned with Industry	2	2	2	2
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	3,078	NA	NA	3,078
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	46	58	52

		Direction: Use this proposed table to display data about each program to be funded in 2020-21			
	District:	Template (Please duplicate sheet before adding your info)			
	Program:	**Snowline JUSD**	**Career Cluster:**	**Information and Communication Technologies Technology (INF)**	
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	NA	116	142	129
2	Min. Class Size	17	12	4	11
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	2	3	2
5	# of faculty with industry credential	1	2	3	2
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	2	2	1.666666667
8	# of Articulations	3	3	3	3
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	3	4	5	4
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	310	NA	NA	310
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	15	24	19.5

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

	District:	Template (Please duplicate sheet before adding your info)			
	Program:	**Snowline JUSD**	**Career Cluster:**	**Public Services (PUB)**	
#	*Description*	*FY 2019-20*	*FY 2018-19*	*FY 2017-18*	*Average*
1	# of CTE Students Enrolled	NA	103	107	105
2	Min. Class Size	19	15	10	14.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	1	1	1	1
5	# of faculty with industry credential	1	1	1	1
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	2	2	4	2.666666667
12	# of Apprenticeship	0	0		0
13	# of Job opening	482	NA	NA	482
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of Females Enrolled	NA	18	30	24

Local CTE Program Summary Analysis – Snowline JUSD

Local CTE Program Summary Analysis				
Description	**2019-20**	**2018-19**	**2017-18**	**2016-17**
# of Students [CTE] Enrolled	1,393/pending CALPADS Certified	1,155/1,349	1,011/1,344	1,453/1,672
	duplicated/unduplicated			
Minimum [CTE] Class Size	15	13	11	11
# of Dual Enrollment	0	0	0	0
# of CTE Teachers	17	20	20	22
# of CTE Pathways	12	13	18	17
# of [CTE] Articulations	30	26	26	26
# of Students in Off-Site Paid WBL	0	0	0	0
# of Students in Off-Sife Unpaid WBL	131	108	52	67
# of Industry Recognized Credentials Awarded	228	152	NA	NA
# of Classes Aligned w/ Industry	33	43	47	44
# of Apprenticeships	0	0	0	0
# of Completers Employed in Sector of Study	26	NA	NA	NA

Local CTE Program Summary Analysis – by Industry Sector

**Program Year: 2019-2020**
*Direction: Use this proposed table to gather data about each career cluster for most recent program year*
#	*Career Cluster*	*CTE Student*	*# CTE Instructor*	*Min Class Size*	*# Dual Enrollment*	*# CTE Counselor*	*# Articulation*	*# Industry Certifications Awarded*	*Advisory Committee (Y/N)*	*# of Females Enrolled (2018-2019)*	*# of Job Openings*
1	**Agriculture & Natural Resources**	252	2	15	0	0	6	NA	Y	176	366
2	Arts, Media, & Entertainment	110	2	18	0	0	1	NA	Y	62	97
3	**Building & Construction Trades**	136	1	19	0	0	2	NA	Y	17	1,901
4	Business & Finance									21	1,744
5	**Education, Child Development, & Family Services**	131	1	19	0	0	2	28	Y	125	940
9	Health Science & Medical Technology	407	3	21	0	0	3	115	Y	204	2,307
10	**Hospitality, Tourism, & Recreation**	139	1	19	0	0	2	33	Y	46	3,078
11	Information & Communications Technologies	126	1	17	0	0	3	NA	Y	15	310
13	**Marketing, Sales, & Services**									24	871
14	Public Services	92	1	19	0	0	1	NA	Y	18	482
	Averages	174.125	1.5	18.375	0	0	2.5	23.66666667	0	70.8	1209.6

Question 4: S134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

Our Program of Study is designed to encourage students to pursue post-secondary education or training in their industry sector of study. Our programs also offer industry-recognized certification that allows high school students to acquire and practice some of the most crucial college and career-readiness skills to be competitive for job opportunities. Recognized certifications address both academic and technical knowledge and skills, including employability skills aligned with the needs of industries in our area.

All of Snowline JUSD students are members of state-recognized Career Technical Student Organizations (CTSO) to include FFA, HOSA, and Skills USA. Each of these organizations provides leadership training and activities. Our local Mountain Desert Career Pathways (MDCP JPA) is working with our local Mountain Desert Economic Partnership(MDEP) to collaboratively work with Industry to put together an MDEP Essential Skills Booklet. This booklet contains soft skill training information to prepare our students for the workplace. https://www.flipsnack.com/mdcpmdep/mdep-essential-skills-guide.html

When our students complete a high-quality CTE Pathway, they have soft skills, academic skills, and technical skills to attain a job and hold a job. Our students are also successful in post-secondary education, and they seek a higher level of degrees and training for higher-paying jobs. This work had just begun in 2018; MDEP support is one part of the progress towards the implementation of our CTE Programs of Study.

Snowline collaborates with Victor Valley Community College, Barstow Community College, and Chaffey Community College to transition students into their programs. Currently, Snowline JUSD has MOU's with Victor Valley Community College and Chaffey Community College. The goal is to transition students from high school to college and for students who complete the high school pathway to start further along in the local community college's sequences.

To progress and move towards implementation of CTE Programs of Study, Snowline JUSD will reflect on the data provided by the CLNA process. The process will allow Snowline JUSD to set goals and develop a plan to increase student success using the Action Plan model and to set SMART goals.

As a team, CTE teachers will:

1. Review the specific goals of this CLNA report
2. Determine a measurable tool to track progress or success quantifiably
3. Attain realistic timelines to acquire needed tools and resources
4. Justify that our goals are relevant to both, Serrano and Chaparral High Schools missions, our Districts mission and board goals
5. Set a realistic time with deadlines

After reviewing the CLNA data, the following goals were established for Snowline JUSD for the next five years as gaps that need to be improved.

Priority Goals for Snowline CTE

1. Support All CTE students with Mathematics skills to increase state test scores.
2. Support All CTE students with Reading Language Arts skills to increase state test scores.
3. Continue our efforts to increase non-traditional students in non-traditional fields, working with the counseling department.

4. Support All CTE students to increase the number of students to pass an Industry Recognized Credential or Award by providing proper facilities and space.
5. Increase our Completer numbers, retain students in a 300-hour pathway.

To support the success of our goals, we will seek support from the district to include our Student Learning and Support Services on how CTE teachers can improve lessons and teaching strategies for English and Math. Our district already includes our CTE teachers in all district-wide training. However, we will seek additional support for English and math. We will find assistance through our district to support our CTE teachers with professional development, externships, on the job training opportunities, and other resources on how to recruit and retain special population students in our CTE pathways.

Timeline and Key Stakeholders

The Performance Indicators identified multiple strengths for Snowline JUSD. Snowline JUSD has 100% of CTE students graduate, and 91.43% of our CTE students have Post Program-Placement. We have 24.76% of our CTE students participate in Work-based Learning opportunities, that's a quarter of our students, and we offer 12 of the 15 CTE Industry Sectors at Snowline JUSD. All the strengths mentioned above are topics for discussion with our key stakeholders. However, time will be spent discussing our priority goals and how Snowline JUSD can improve those Performance Indicators.

Snowline JUSD will collaborate monthly internally with CTE Teachers, administration, district personal, and MDCP JPA to review the success of our goals. Snowline JUSD will also include external support to involve key stakeholders, industry partners, parents, and students annually during Industry Advisory's and our Annual Advisory meetings.

During the 2020-21 school year, an action plan will be developed using the SMART model on how to address the five priority goals listed above. During the 2021-22 school year, implementation of the plan will begin, and at the end of the school year, feedback will be gathered. During the 2022-23 school year, the updated plan from the input will be implemented, and feedback will be collected at the end of the school year. During the 2023-24 school year, data will be collected, and reports will be generated on the goals mentioned above. In the fifth and final year, 2024-25, Snowline JUSD should see an improvement in the above five goals and have a robust system in place.

History of CTE at Snowline JUSD

Snowline JUSD has bolstered its pathways to develop high-quality CTE programs transitioning from ROP to CTE.

History of CTE/ROP Course Offerings - Snowline												
CTE Coordinator		*Williams*			*Last year - ROP*		*Wells*					*Mullin*
Agriculture and Natural Resources (AGR)	**2021**	**2020**	**2019**	**2018**	**2017**	**2016**	**2015**	**2014**	**2013**	**2012**	**2011**	**2010**
Introduction to Agriculture	x											
Agriculture Business Pathway	yes	yes	yes	yes	yes	yes	yes	-	-	-	-	-
Ag Communications & Leadership	x											
Ag Leadership				closed	x	x	x					
Agricultural Economics	x	x	x	x								
Agricultural Government	x	x	x	x								
Agricultural Mechanics Pathway	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Intro to Ag Mechanics	x	x	x	x								
ROP Fund of Electrical Repair (not FFA)											closed	x
Agricultural Mechanics I	x	x	x	x	x	x	x					
Agricultural Mechanics II	x	x	x	x	x	x	x					
Ag Mechanics A							closed	x	x	x	x	x
Ag Mechanics B							closed	x	x	x	x	x
Agriscience Pathway	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Biology and Sustainable Agriculture	x	x	x	x	x	x	x	x	x	x	x	x
Agricultural Chemistry	x	x	x	x								
Ag Earth Science	closed	x	x	x	x	x	x	x	x	x	x	x
Animal Science Pathway	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Animal Science II/Ag BIO II	x	x	x	x	x	x	x	x	x	x	x	x
Veterinary Science	x		x	x								
ROP Vet Asst (not FFA)							closed	x	x	x	x	x
Ornamental Horticulture Pathway	yes	-	-	-	-	-	yes	yes	yes	yes	yes	yes
Environmental Ornamental Horticulture (Ag Earth embeded)	x											
ROP Landscape Occ (not FFA)							closed	x	x	x	x	x
Total Courses	12	9	10	10	6	6	8	7	7	7	7	7
Total Pathways	5	4	4	4	4	4	5	4	4	4	4	4
Arts, Media, and Entertainment (AME)	**2021**	**2020**	**2019**	**2018**	**2017**	**2016**	**2015**	**2014**	**2013**	**2012**	**2011**	**2010**
Design, Visual, and Media Arts Pathway (MMA)	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**	**yes**
Multimedia Graphic Design	x	x	x	x	x	x	x	x	x	x	x	x
Multimedia Video Production	x	x	x	x	x	x	x	x	x	x	x	x
PA Visual Graphic Art Design	x	x	x	x	x	x	x	x	x	x	x	x
Production and Managerial Arts	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Stagecraft I	x	x	x	x								
ROP Stagecraft					closed	x	x	x	x	x	x	x
Stagecraft II	x											
Total Courses	5	4	4	4	4	4	4	4	4	4	4	4
Total Pathways	2	2	2	2	2	2	2	2	2	2	2	2

CTE Coordinator			Williams		Last year - ROP		Wells					Mullin
Building, Trades, and Construction (BLD)	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	210
Cabinetry, Millwork, and Woodworking Pathway	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Woodworking I	x	x	x									
ROP Woodworking			closed	x	x	x	x	x	x	x	x	x
Woodworking II/Fun/Cab	x	x	x									
ROP Fun/Cab			closed	x	x	x						x
Total Courses	2	2	2	2	2	2	1	1	1	1	1	2
Total Pathways	1	1	1	1	1	1	1	1	1	1	1	1

Education, Child Development, and Family Services (EDU)	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Education, Child Development, and Family Services (EDU)	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Psychology and Education of Young Children	x	x	x	x	x							
Careers with Children	x	x	x	x								
ROP Child Development						closed	x	x	x	x		
ROP Child Care								closed	x	x	x	
Child Development					closed	x	x	x	x	x	x	x
ROP Careers with Children								closed	x	x	x	x
Child Growth and Development 100	x	x	x	x	x							
Human & Fam Development					closed	x	x	x	x	x	x	x
Fam and Con Sci					closed	x	x					
Total Courses	3	3	3	3	2	3	4	3	5	5	4	3
Total Pathways	1	1	1	1	1	1	1	1	1	1	1	1

Health Science and Medical Technology (HLT)	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Introduction to Nursing Careers	x	x	x	x								
ROP Intro to Nursing				closed	x							
ROP Int Health Careers				closed	x	x	x	x	x	x	x	x
Patient Care Pathway	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Medical Core I	x	x	x	x								
ROP Med Core I				closed	x							
EKG Monitor Technician	x	x	x	x								
ROP EKG Technician				closed	x	x	x	x	x	x	x	x
Medical Assistant	x	x	x	x								
ROP Med Asst.				closed	x	x	x	x				
ROP Pers Fitness					closed	x	x	x	x	x	x	x
ROP Sports Therapy						closed	x	x			x	x
ROP Sport Med 1				closed	x	x	x					
ROP Medical Term A						closed	x	x	x	x	x	x
ROP Medical Term B						closed	x	x	x	x	x	x
ROP Med Records						closed	x					
Total Courses	4	4	4	4	5	5	9	7	5	5	6	6
Total Pathways	1	1	1	1	1	1	1	1	1	1	1	1

History of CTE/ROP Course Offerings - Snowline												
CTE Coordinator			*Williams*		*Last year - ROP*	*Wells*						*Mullin*
Hospitality, Tourism, and Recreation (HOS)	*2021*	*2020*	*2019*	*2018*	*2017*	*2016*	*2015*	*2014*	*2013*	*2012*	*2011*	*2010*
Food Service and Hospitality Pathway	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Restaurant I	x	x	x	x								
ROP Rest I				closed	x	x	x	x				
ROP Rest Occupations							closed	x	x	x	x	x
Restaurant II	x	x	x	x								
ROP Rest II				closed	x	x	x	x				
ROP Bakery Occupations											closed	x
Total Courses	2	2	2	2	2	2	2	3	1	1	1	2
Total Pathways	1	1	1	1	1	1	1	1	1	1	1	1
Information and Communication Technologies Technology (INF)	*2021*	*2020*	*2019*	*2018*	*2017*	*2016*	*2015*	*2014*	*2013*	*2012*	*2011*	*2010*
Introduction to Computer Science	x	x	x	x	x	x	x	x	x	x	x	x
Games and Simulation Pathway	yes	yes	yes	yes	yes	yes	yes	-	-	-	-	-
3-D Digital Animation	x	x	x	x								
ROP 3D Animation				closed	x	x	x					
Computer Game Design	x	x	x	x								
ROP Comp Game				closed	x	x	x					
Software and Systems Development	-	-	yes	yes	yes		yes	yes	yes	yes	yes	yes
AP Computer Science (not CTE as of 2019)	non-CTE	non-CTE	x	x	x							
Computer Prog						closed	x	x	x	x	x	x
Web and Social Media Programming and Design	-	-	-	yes	yes	yes	yes	yes	yes	yes	yes	yes
Web Page Design				x	x	x	x					
Web Page Design with HTML							closed	x	x	x	x	x
Web Page Design with Dreamweaver							closed	x	x	x	x	x
Networking	-	-	-	-	-	-	-	yes	-	-	yes	yes
Computer Network Tech I							closed	x			x	x
Total Courses	3	3	4	5	5	4	5	5	4	4	5	5
Total Pathways	1	1	2	3	3	2	3	3	2	2	3	3
Public Services (PUB)	*2021*	*2020*	*2019*	*2018*	*2017*	*2016*	*2015*	*2014*	*2013*	*2012*	*2011*	*2010*
Emergency Response Pathway	*yes*	*yes*	*yes*	*yes*	*yes*	*-*	*-*	*-*	*-*	*-*	*-*	*-*
Firefighting I	x	x	x	x								
ROP Firefight 1				closed	x							
Firefighting II	x	x	x	x								
ROP Firefight 2				closed	x							
Firefighting III	x											
Wildland Fire			closed	x								
ROP Wildland Fire			closed	x	x	x	x	x	x	x	x	x
ROP Emer Rsp			closed	x		x	x	x	x		x	x
ROP Fire Sci Tech					closed	x	x	x	x			x
Intro EMR							closed	x			x	
Legal Practices	-	-	-	-	-	-	-	-	-	-	yes	yes
ROP Fund Law Enforcement											closed	x
ROP Adv Law Enforcement											closed	x
Rop Fund Law En										closed	x	
ROP Legal Offic Occ										closed	x	x
Total Courses	3	2	2	4	3	3	3	4	3	1	5	6
Total Pathways	1	1	0	1	1	0	0	0	0	0	1	1

History of CTE/ROP Course Offerings - Snowline

CTE Coordinator	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
			Williams		*Last year - ROP*		*Wells*					*Mullin*

Business and Finance

	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Business Management	-	-	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Bus Tech/Comm I		closed	x	x								
Accounting I		closed	x	x	x	x	x	x	x			
Computer Apps I			closed	x	x	x	x	x	x	x	x	x
Computer Apps II			closed	x	x	x	x	x	x	x	x	
ROP Mind Your Bus								x	x	x	x	x
FACTS/Typing												x
Total Courses	0	0	1	2	3	3	3	4	4	4	3	3
Total Pathways	0	0	1	1	1	1	1	1	1	1	1	1

Marketing, Sales, and Services

	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Marketing	-	-	yes	yes	yes	yes	-	-	-	yes	-	yes
Marketing I		closed	x	x								
Dig Marketing I					x							
Marketing Essentials						x						
Marketing										x		x
Marketing II		closed	x	x								
Dig Marketing II				closed	x							
Bus Adv Media				closed	x	x						
Business Leadership				closed	x	x						
Economics for Business									closed	x	x	x
Total Courses	0	0	2	2	4	3	0	0	0	2	1	2
Total Pathways	0	0	1	1	1	1	0	0	0	1	0	1

Engineering (not CTE as of 2020)

	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Engineering Design			yes	yes	yes	yes	yes	yes	yes	yes	yes	-
IED Intr Eng De		non-CTE	x	x	x	x	x	x	x	x	x	
POE Prin Eng		non-CTE	x	x	x	x	x	x	x	x		
AE Aero Eng.		non-CTE	x	x	x	x	x	x				
Robotics AB		non-CTE	x	x	x							
Total Courses		0	4	4	4	3	3	3	2	2	1	0
Total Pathways		0	1	1	1	1	1	1	1	1	1	0

Manufacturing and Product Development

	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Graphic Production Technologies	-	-	-	-	-	-	yes	yes	yes	yes	yes	yes
ROP Digital Design						closed	x	x	x	x	x	x
ROP Screenprinting						closed	x	x	x	x	x	x
Total Courses	0	0	0	0	0	0	2	2	2	2	2	2
Total Pathways	0	0	0	0	0	0	1	1	1	1	1	1

Serrano CTE History and Projection Graph

Serrano High School CTE History												
	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Total Courses	34	29	38	42	40	38	44	43	38	38	40	42
Total Pathways	13	12	15	17	17	15	17	16	15	16	17	17
Total Sectors	8	8	10	11	11	10	10	10	10	11	11	11

Serrano CTE History
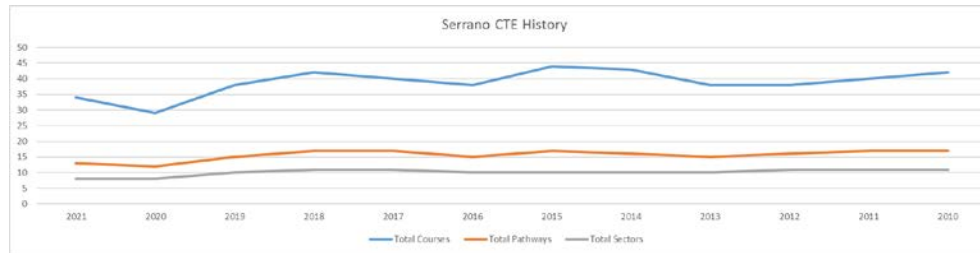
	Projections 2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
AGR Courses	12	9	10	10	6	6	8	7	7	7	7	7
AME Courses	5	4	4	4	4	4	4	4	4	4	4	4
BLD Courses	2	2	2	2	2	2	1	1	1	1	1	2
EDU Courses	3	3	3	3	2	3	4	3	5	5	4	3
HTL Courses	4	4	4	4	5	5	9	7	5	5	6	6
HOS Courses	2	2	2	2	2	2	2	3	1	1	1	2
INF Courses	3	3	4	5	5	4	5	5	4	4	5	5
PUB Courses	3	2	2	4	3	3	3	4	3	1	5	6
BUS Courses	0	0	1	2	3	3	3	4	4	4	3	3
MKT Courses	0	0	2	2	4	3	0	0	0	2	1	2
ENG Courses	0	0	4	4	4	3	3	3	2	2	1	0
MAF Courses	0	0	0	0	0	0	2	2	2	2	2	2
Total Courses	34	29	38	42	40	38	44	43	38	38	40	42

	Projectons 2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
Agriculture and Natural Resources (AGR)	5	4	4	4	4	4	5	4	4	4	4	4
Arts, Media, and Entertainment (AME)	2	2	2	2	2	2	2	2	2	2	2	2
Building, Trades, and Construction (BLD)	1	1	1	1	1	1	1	1	1	1	1	1
Education, Child Development, and Family Services (EDU)	1	1	1	1	1	1	1	1	1	1	1	1
Health Science and Medical Technology (HLT)	1	1	1	1	1	1	1	1	1	1	1	1
Hospitality, Tourism, and Recreation (HOS)	1	1	1	1	1	1	1	1	1	1	1	1
Information and Communication Technologies Technology (INF)	1	1	2	3	3	2	3	3	2	2	3	3
Public Services (PUB)	1	1	0	1	1	0	0	0	0	0	1	1
Business and Finance	0	0	1	1	1	1	1	1	1	1	1	1
Marketing, Sales, and Services	0	0	1	1	1	1	0	0	0	1	0	1
Engineering (not CTE as of 2020)	0	0	1	1	1	1	1	1	1	1	1	0
Manufacturing and Product Development	0	0	0	0	0	0	1	1	1	1	1	1
Total Pathways	13	12	15	17	17	15	17	16	15	16	17	17
Total Sectors	8	8	10	11	11	10	10	10	10	11	11	11

Victor Valley College Articulation Agreements History

VVC Articulation Historical Overview	
VVC Articulation Data	
	Snowline
2010-11	78
2011-12	304
2012-13	142
2014-15	562
2015-16	553
2016-17	422
2017-18	416
2018-19	297
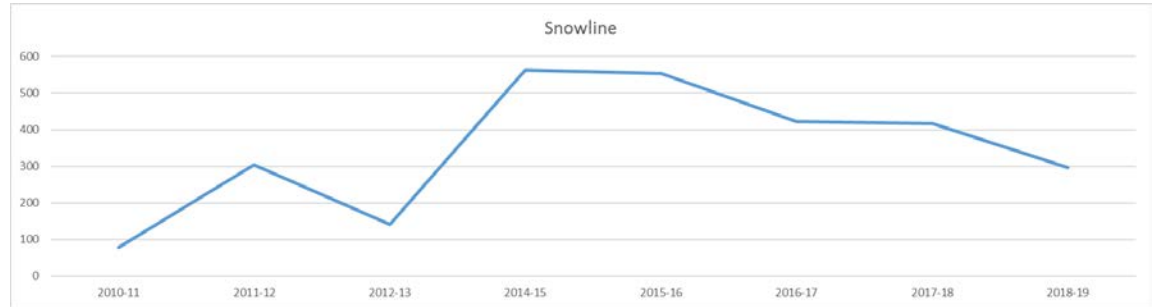
VVC Articulation by Site Courses

VVC Articulation by Site Course

School	School Course Title	Industry Sector	Industry Pathway	VVC Course ID	VVC Course Title	# of Grades Awarded 2017-18	# of Grades Awarded 2018-19
Serrano HS	Agriculture Biology II	Agriculture & Natural Resources	Agriscience	AGNR-100	General Animal Science	15	3
Serrano HS	Veterinary Science	Agriculture & Natural Resources	Animal Science	AGNR-106	Veterinary Terminology and Technology	9	3
Serrano HS	Biology and Sustainable Agriculture	Agriculture & Natural Resources	Agriscience	AGNR-170	Environmental Science and Sustainability	6	4
Serrano HS	Medical Core 1 Medical Terminology	Health Science & Medical Technology	Patient Care	ALDH-139	Medical Terminology	37	45
Serrano HS	Medical Assisting	Health Science & Medical Technology	Patient Care	ALDH-82	Medical Office Procedures		19
Serrano HS	EKG Monitoring Technician	Health Science & Medical Technology	Patient Care	ALDH-83	Basic Arrhythmia	20	20
Serrano HS	Aerospace Engineering	Engineering & Architecture	Engineering Design	AVA-50	Aviation Technology Survey	4	1
Serrano HS	Accounting I	Business & Finance	Financial Services	BADM-50	Applied Accounting I	14	0
Serrano HS	Business Technology and Communications I	Business & Finance	Business Management	BET-100	Introduction to Computers	34	6
Serrano HS	Academy Graphic Design	Arts, Media, & Entertainment	Design, Visual & Media Arts	CART-133	Digital Imaging	35	25
Serrano HS	Child Growth & Development	Education, Child Development, & Family Services	Child Development	CHDV-100	Child Growth and Development	5	4
Serrano HS	Careers with Children	Education, Child Development, & Family Services	Child Development	CHDV-50	Working with Young Children	4	8
Serrano HS	3d Animation	Information & Communications Technologies	Games & Simulation	CIDG-160 ANIM-160	3ds Max Fundamentals	21	25
Serrano HS	Introduction to Computer Science	Information & Communications Technologies	Software & Systems Development	CIS-101	Computer Literacy	24	3
Serrano HS	Web Page Design	Information & Communications Technologies	Software & Systems Development	CIS-137	Introduction to HTML	3	0
Serrano HS	Woodworking Occupations	Building & Construction Trades	Residential & Commercial Construction	CTMF-120A	Woodworking Tools and Equipment	54	34
Serrano HS	Furniture, Cabinet Making & Finishing	Building & Construction Trades	Residential & Commercial Construction	CTMF-121A	Woodworking	7	9
Serrano HS	Emergency Medical Responder Firefighter 1: Wildland Fire and Emergency Medical Response	Public Services	Emergency Response	EMS-50	Emergency Medical Responder	21	14
Serrano HS	Academy Video Production	Arts, Media, & Entertainment	Design, Visual & Media Arts	MERT-74	Digital Video Production	30	28
Serrano HS	Restaurant 1	Hospitality, Tourism, & Recreation	Food Service & Hospitality	RMGT-81	Prep/Line Cook	39	21
Serrano HS	Restaurant 2	Hospitality, Tourism, & Recreation	Food Service & Hospitality	RMGT-82	Customer Service	14	N/A
Serrano HS	Restaurant 2	Hospitality, Tourism, & Recreation	Food Service & Hospitality	RMGT-87	Prin of Prof Cooking	N/A	11
Serrano HS	Stagecraft Design	Arts, Media, & Entertainment	Production & Managerial Arts	TA-111	Technical Stage Production	13	9
Serrano HS	Ag Mechanics II	Agriculture & Natural Resources	Agricultural Mechanics	WELD-52	Shielded Metal Arc Welding-Basic	7	5

Industry-Recognized Credential

Snowline CTE Certifications	
Class	**Exam**
Acad Graph Design	ACA - Adobe Photoshop, Certiport Compass for Adobe
Acad Video Production	ACA - Adobe Premiere & After Effects
Acad Visual Art	ACA - Photoshop, Premiere & After Effects (retake or update if needed)
Ag Communication and Leadership	Precision Exams - 300, 418, or 419
Ag Econ/Gov	Precision Exams 1003
Ag Mech I	Precision Exams - 596
Ag Mech II	Precision Exams - 597
Ag Mech Intro	OSHA/CareerSafe &/or Precision Exams - 595
Animal Science I	Precision Exams - 120
Animal Science II	Precision Exams - 123
Animal Science III, Vet Science	Precision Exams - 124, or 125
Child 1 - Psy/Ed Yng Child	Precision Exams - 323
Child 2 - Child Growth and Development	Precision Exams - 320
Child 3 - Careers with Child	Precision Exams - 323
Fire I	CERT Training & S-130
Fire II	CERT Training & S-190
Fire III	TBD
ICT - Games 2 - 3D Animation	Precision Exams - 818 - Certiport Autodesk ACU
ICT - Games 3 - Computer Game	Precision Exams - 896 or Unity
ICT - Software 2 - Intro to Computer Science	Precision Exams - 250, TestOut Desktop Pro Test - Computer Science
ICT - Software 3 - Web Page Design	Precision Exams - 893
Ornamental Horticulture	Precision Exams - 130, 133, or 134
Patient 1 - Intro to Nurs	N/A
Patient 2 - Med Core I	Precision Exams - 704, First Aid
Patient 3 - EKG	CPR
Patient 3 - Medical Asst.	Precision Exams - 710, 712, 716, CPR
Patient Care - Chaparral	Precision Exams - 700, 702
Rest I	State Food Safety
Rest II	Precision Exams - 347 and State Food Safety
Stage Design I	TBD
Stage Design II	TBD
Woodworking I	Precision Exams - 520, or OSHA
Woodworking II	Precision Exams - 522 or 524

Question 5: S134(c)(2)(D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

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

Recruitment
To recruit for CTE teachers, we utilize local CTE colleges teaching programs to post available jobs. We also reach out to Universities and post available jobs on their job boards. For example, for the Agriculture teacher position, we reached out to California Agriculture Teacher Association (CATA) at Cal Poly, SLO, and Cal Poly Pomona.

We also reach out to local companies to recruit individuals who have industry experience and educate them on the teaching credential pathway. Using this information, hopefully, we can recruit people to go back to school to earn their CTE credential or hire on emergency credentials while they enroll in CTE credentialing programs. Stipends are offered for professional development during their educational journey.

All CTE jobs are posted on Edjoin.

Teacher Underrepresented Groups
"The Snowline Joint Unified School District is committed to equal opportunity for all individuals in education. Snowline programs, activities and employment shall be free from discrimination based on race or ethnicity, color, age, religion, political affiliation, veteran status, disability, gender, gender identity, marital or parental status, sexual orientation or any other basis protected by federal, state or local law, ordinance or regulation."

Retention
Snowline JUSD offers incentives for CTE teachers to continue working in our district. Our turn-over for CTE teachers is low. We do our best to provide teachers with the ability for teacher professional development by attending industry-specific conferences, workshops, or externships. We also consider class size and resources available for our teachers. When teachers feel they are valued and wanted, they will continue to work for our district.

Training Professional Development
Snowline also leverages Perkins funds to prepare CTE teachers, school principals, administrators, and specialized instructional support personnel to improve teaching practices and create a learning environment to motivate and retain students to complete a 300-hour pathway. This will include professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

Furthermore, regional district CTE coordinators collaborate monthly to discuss program alignment, local industry needs, and regional professional development for teachers. These meetings have led to regionally-based teacher collaboration around individual industry sectors. Locally, CTE teachers participated in a weekly collaboration that includes topics such as non-traditional enrollment, how to recruit and retain special populations, and how to address the curricular needs of special populations in the CTE classroom.

Teachers are encouraged to participate in summer externships and attend industry-specific workshops and training, and while funds are available and allowable under CTEIG and Strong Workforce for various professional development opportunities, under the new Perkins V Professional Development is an allowable expense.

Snowline JUSD leverages Perkins funds to provide facilities with industry-standard equipment and a learning environment to mimic Industry. CTE teachers need to create environments that are conducive to lifelong learning, with work-based activities and professional opportunities that captivate their students' attention and engage their minds. Perkins funds are used to support teachers to recreate real-life situations to increase students' personal confidence in the industry field while developing the knowledge, skills, and abilities they need to be successful.

Student: Improving recruitment, retention, and training of of CTE students, including underrepresented groups

Recruitment
Annually, to recruit and retain students to include underrepresented groups, CTE teachers, administration, and CTE students attend local community events and host events to market our CTE Pathways to all current students and upcoming freshman to include:

1. Participation and booth at our regional Pathways to Success event hosted by Victorville Motors
2. Tours at local aviation companies: General Atomics and ComAv
3. Mountain Desert Career Pathways JPA (MDCP) consortium
4. Booths at our local Phelan Phamily Phun Days
5. Snowline CTE Facebook, district Facebook and Twitter, Serrano HS Facebook and Twitter
6. Featured CTE Page in our local News Paper
7. Snowline's CTE Pathway brochure
8. Serrano's Freshman Night (eighth-grade recruitment)
9. Serrano's Open House
10. Serrano's Back to School Night
11. Annual CTE presentation to the School Board
12. Annual CTSO's presentations to the school board
13. Marketing students using instructional resources to create flyers, banners, and flags which they display around the school and in the community
14. Program promotion, marketing materials, pathway brochures, handouts, etc. are updated across the region in the coming year
15. Signage and CTE Flags showcasing underrepresented students
16. Advisory Committee meetings

Snowline JUSD CTE has also increased our presence on Social Media in the 2019-20 school year; https://www.facebook.com/SnowlineCTE.

Retention
Perkins funds are used in areas that have disparities in enrollment and performance among population groups that have been identified by Perkins as special populations. CTSO leadership, regional, and state conferences are designed to motivate and excite students in their

industry pathway through various activities, workshops, competitive events, and much more. Perkins funds will be leveraged to support identified special population students to attend multiple CTSO events. By leveraging Perkins for CTSO events, this seeks to close achievement gaps and open opportunities for students who have been traditionally underserved in CTE. Taking advantage of the flexible state funding allows our district to be successful in allowing non-traditional students to further their exposure and opportunities in a high-quality CTE program.

Question 6: S134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students

Equal Access Strengths and Gaps

Snowline JUSD will provide equal access to activities and programs for all students. No student will be discriminated against if identified as a special population student. All CTE programs are equally offered to all students. All CTE courses prepare students for high-skill, high-wage, or in-demand industry sectors or occupations based on each CTE Industry Sector.

Snowline JUSD will work on strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Snowline JUSD will work towards providing programs that are designed to enable special populations to meet the local levels of performance and give activities to prepare special populations for high-skill, high wage, or in-demand industry sectors.

Snowline JUSD Administration and CTE Coordinator work closely with all key stakeholders to ensure our Special Populations students are successful. Student plans and PBIS interventions are utilized to support those subgroups.

Equal access uncovered in the CLNA? What new/modified activities must be developed?

Snowline JUSD CTE ethnic population does not reflect the ethnic population of the district as a whole. Snowline CTE has focused on non-trad (gender) for various marketing materials. There will be more emphasis on highlighting different ethnicities in marketing materials to recruit and retain special population students.

Equal Access Professional Development

For the past two years, Snowline JUSD has sent two CTE Teachers to training and conferences on Special Populations and Project-Based Learning. The CTE Coordinator attended the PoPPCon in San Diego to learn more about the Power of Pathways and Partnerships.

Question 7: S134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)

Snowline plans to use Perkins funds to promote preparation for high-skill, high-wage, or in-demand industry sectors as identified by the Inland Empire/Desert Regional Consortium (IE/DRC). IE/DRC has identified six industry sectors and auxiliary sectors noted in their IE/DRC Strong Workforce Plan:

1. Advanced Manufacturing
2. Advance Transportation and Logistics
3. Business and Entrepreneurship (Child Development and Cosmetology)
4. Energy, Construction, and Utilities
5. Health
6. Information & Communications Technologies (ICT) & Digital Media.

Additionally, while not identified as a priority sector or supported by Doing What Matters funded Deputy Sector Navigators, the region recognizes three other auxiliary sectors, which are: 1. Economic priorities sub-regionally, 2. Are in high demand, and 3. Offer employment that pays a living wage.

These auxiliary sectors are:

1. Retail, Hospitality, and Tourism
2. Public Safety
3. Agriculture, Water, and Environmental technology

https://desertcolleges.org/docs/swp/plan/2019-01-28-final-regional-plan-approved-01282019.pdf

Project Labor Market Index (LMI) for Snowline JUSD Pathways:
Projected Jobs in Riverside, San Bernardino/Ontario (CA MSA, 2019q41) as of April 2020

- **Agr, Food and Nat. Resource (CTE Cluster):** Current Employment 29,236 with 1.3% Projection Growth.
- **Arts, Audio/Video Technology, and Communications (CTE Cluster):** Current Employment 19,136 with 0.5% Projection Growth.
- **Building/Architecture and Construction (CTE Cluster):** Current Employment 133,469 with 1.4% Projection Growth.
- **Education/Child Development (CTE Cluster):** Current Employment 124,296 with 0.8% Projection Growth.
- **Health Science (CTE Cluster):** Current Employment 127,596 with 1.8% Projection Growth.
- **Hospitality and Tourism (CTE Cluster):** Current Employment 29,236, with 1.3% Projection % Growth.
- **Information Technology (CTE Cluster):** Current Employment 222,080 with 1.4% Projection Growth.
- **Public Safety, Corrections, and Security (CTE Cluster):** Current Employment 55,443 with 0.9% Projection Growth.

LMI Strengths and gaps
All Pathways offered at Snowline JUSD show current employment opportunities in all Industry Sectors. As the High Desert Region's population continues to grow and huge plans have been

presented to build a high-speed train from Apple Valley to Las Vegas, Nevada, we are encouraged there will be growth and job opportunities in all CTE Industry Sectors. The efforts of the Mountain Desert Economic Partnership have broken into four teams to include (https://mdcareerpathways.com/):

Team 1 – Innovation, Incubation, and Training
Team 2 – College Degree Access
Team 3 – Tiered Economic Opportunity
Team 4 – Essential Skills

The Mountain Desert Economic Partnership, facilitated by MDCP, is a collaborative, collective impact approach aiming to transform the economic landscape of the High Desert over the next 15 years. Consisting of Industry, government, education, and community representatives, MDEP focuses on building a sustainable culture of high-quality, local employees surrounded by an engaging and attractive community. MDEP participants are working toward the following long-term outcomes.

1. High Desert residents learn, work, stay, and play in the HD.
2. The HD is defined and recognized as a collaborative, action-oriented ecosystem.
3. We have adaptive, future-ready students.
4. The HD is a Hub for innovators and entrepreneurs.

LMI Priorities
Snowline JUSD priorities are to provide all students with endless possibilities through high levels of learning. Through this mission, CTE plays a considerable role. It is important for us to provide training and skills for our students to be successful in the workforce and post-secondary education. It is a priority to offer pathways to prepare students for a livable wage and to be happy in our local area.

LMI Response
Snowline JUSD is making an effort to bolster their current Industry Sector's where some sectors include multiple pathways. In education, it's not easy to add or cancel classes on the whim of the economic pressures. It is important to be aware and mindful of the opportunities surrounding our district boundaries and being creative on how we can include LMI demands in our existing pathways. For example, we offer Agriculture Mechanics, and one of our most active Industry Partners is General Atomics. General Atomics is in the business to design and build drones. We embed the manufacturing skills needed to work for General Atomics in our Agriculture Welding classes.

It's also important to mimic the industry environment. As the need for local industry changes in our growing area, there will be a need for additional equipment and facility space to train and educate our students. Facilities cost money and are an unallowable expense under Perkins.

LMI Professional Development
It is essential to continue to train our teachers to teach new emerging technologies and industry opportunities to our students. Teachers are encouraged to attend industry-specific conferences, participate in teacher externships, and look for job shadow experiences. Snowline JUSD has been very supportive and open to provide compensation for teachers for Professional Development as funds are available.

2020-21 Section V - Budget Builder

Due to COVID-19, Snowline JUSD will follow guidelines and set "what-if" scenarios for state budget cuts to our CTE program. This report reflects a plan based on a non-COVID world and school as normal in the Fall of 2020.

Perkins Budget Spend Down Plan

District	Industry Sector	Required CLNA Component	Equipment	Amount	$57,925
SJUSD	Agriculture and Natural Resources	Section 134(c)(2)(B)(i): Program Size Scope and Quality to Meet the Needs of All Students	To maintain our size, scope, and quality for all CTE students, it will benefit our program to mimic industry working environments. Purchasing items to mimic Industry and moving our CTE spaces away from a typical high school classroom (desk and chairs in a row) will increase motivation to learn industry standards; the environment is everything. Items to include steel top tables, wood top tables with vises, steel stools, outlet cords for each station, steel tables for culinary, induction cooking, and industrial cooking equipment. The cost will be split with other funding sources to include CTEIG, Strong Workforce, AIG, and Partnership Academy.	$8,963	
SJUSD	Hospitality Tourism and Recreation	Section 134(c)(2)(B)(i): Program Size Scope and Quality to Meet the Needs of All Students		$8,962	
SJUSD	Across Multiple Sectors	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	To progress towards Implementation of CTE Programs of Study and meet our priority goals, it will be necessary to purchase computers (not Google Chromebooks) to run industry software. The cost will be split with other funding sources to include CTEIG, Strong Workforce, AIG, and Partnership Academy.	$25,000	
SJUSD	Agriculture and Natural Resources	Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)	Alignment to Labor Market Information (LMI) is a continuous effort in our programs. The 2020-21 school year, Serrano High School, will offer new CTE courses that will need new textbooks and materials. Classes were created to complete a 300-hour pathway and align with CALPADS guidelines for sequence. These courses include Stage Craft II, Ag Leadership and Communication, Intro to Agriculture, Ag Biology and Sustainability, Ag Soil and Chemistry, Ag Vet Science, and Firefighting III. The cost will be split with other funding sources to include CTEIG, Strong Workforce, AIG, and Partnership Academy.	$3,801	
SJUSD	Arts Media and Entertainment	Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)		$3,801	
SJUSD	Public Services	Section 134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)		$3,801	
SJUSD	Administration/Indirect	Administration/Indirect	6.21% https://www.cde.ca.gov/fg/ac/ic/	$3,597	
			Total	**$57,925**	

The Budget Process

Snowline JUSD is a collaborative district were teachers, students, CTE coordinators, district accountants, Advisory members, and administrators have input regarding the budgets. Each year, reporting expenditures are reported to the local school board to ensure alignment with spending between Industry and the schools to include the stakeholders mentioned.

At Snowline JUSD, our business office staff ensures that all program expenditures related to CTE are tagged with Goal Code 3800. Funding sources that included the 3800 goal code for CTE expenditures include Perkins, Ag Incentive Grant (AIG), the CTE Incentive Grant (CTEIG), Partnership Academy Grant (MMA), Strong Workforce grants (SWP), and local LCAP funds dedicated to CTE. To ensure that the 3800 goal code is used appropriately, teacher credentials, support staff time, and contracted services are reviewed annually to ensure that proper percentages are charged to the appropriate accounting codes.

Verification of correctly coded funds goes through a lengthy sequenced process. The process starts with our CTE Specialist who enters the purchase requests into our county Financial 2000 system and identifies the Resource and Goal codes. Next, the request is reviewed and approved by our CTE Coordinator and then followed by our district Accountant. The order is then reviewed by our purchasing department (making sure we get the best deal) and then back to our Business Services department for final reviews and approvals. Snowline runs frequent quarterly Financial Activity Reports (FAR) to confirm the use of appropriate codes. A Financial Activity Report (FAR) is reviewed by our CTE Specialist, CTE Coordinator, and district accountants.

Capital Outlays are reviewed by our MDCP JPA Fiscal Agent's CTE Coordinator, Apple Valley USD, for CTEIG and SWP grants. Capital Outlay requests for Perkins are reviewed by our Non-Traditional Team (NTS). The approved requests are sent to our State Perkins consultant for approval. Our state, Perkins Consultant, also verifies our eligible Perkins pathways and verifies our CTE teacher credentials.

Inventory

Describe how your LEA manages the Perkins purchasing process so that all expenditures over $500 and the highly pilfer able items are added to the historical inventory as required by both federal regulations and California Education Code.

Items are required to be tagged according to federal and Ed Code regulations, items over $500 receive a bar code from our purchasing department and tagged into our district inventory system. Previously, CTE teachers would keep their inventory list using a shared Google Sheet with the CTE Coordinator and CTE Specialist. During the school year, 2017-2018, our CTE Marketing pathway inventory was inventoried into the district database. This process required the district to create a new category in its inventory database specific to CTE items. The pilot in the Marketing pathway was successful. Therefore, our goal is to have all CTE items inventoried in the district database system by the end of the 2020 school year and archive the old Google Sheet inventory lists. Teachers will be encouraged to update and modify the inventory database actively throughout the school year.

The district inventory is reviewed annually as part of the end of year teacher check-out process. The CTE teacher's inventory will is overseen by the CTE Coordinator, CTE Specialist, CTE Site Team Leader (TLL), and CTE teachers, with the support from our district purchasing department. The CTE Coordinator and assistant staff will perform periodic physical checks of

inventory to ensure accuracy between the database and what's housed in various CTE classrooms.

Inventory takes place in April and May of the school year. Due to COVID-19, inventory has been placed on hold for the 2019-2020 school year. Teachers were asked to update their Google Sheets from home as best as they could from their memory of items received. The goal is to inventory items in the Fall or once teachers can return to their classrooms.

Student Leadership

Please describe how student leadership development is included as an integral part of the CTE sequence of courses in pathways offered by your LEA.

We have integrated leadership development in several pathways across the industry sectors that Snowline offers. Snowline is active in three CTSO programs: FFA, HOSA, Skills USA. Due to teachers moving and bolstering our CTE Programs, our Business and Marketing courses were closed at Serrano HS; therefore, DECA last year was 2018-2019. Within all of our CTE classes, teachers are integrating rubrics and guidelines (such as those found within CTSO handbooks) to facilitate student leadership growth within the classroom.

Our FFA classes focus on public speaking, parliamentary procedure, code of ethics, and much more. Students in FFA are also able to attend public speaking contests and conferences throughout the school year. Our freshman agriculture students attend the Greenhand conference, our sophomore agriculture students participate in the Made for Excellence (MFE) conference, and our juniors and seniors attend the Advanced Leadership Academy (ALA) conference to increase their leadership skills. Over summer, the newly elected FFA Officer team spends the weekend together for a leadership training to organize and plan activities for the school year.

Within our Patient Care program, students acquiring leadership training through coordinating and planning two blood drives, conducting handwashing lessons, assisting with vision and hearing screenings at our district elementary and middle schools, and helping with the district's annual senior citizen health fair. HOSA students also attend leadership conferences and compete at regional and state conferences.

Skills USA chapter provides an official CTSO venue for all students within our CTE programs. Now completing their 4th year, we had students compete in construction, computer science, and child development at the regional and state levels.

Outside of the recognized CTSO's, teachers have also integrated leadership development using a variety of strategies available to them locally. For example, with Arts, Media, and Entertainment, students train for different roles within the Industry that they then practice within the classroom, such as production managers, directors, and overseeing equipment check-in/check out. Additionally, students develop teamwork skills and begin interacting with clients for multimedia projects. While the teacher supports the groups in their efforts and provides guidance where needed, the students are meeting with clients, providing updates, settings schedules, and assessing client need(s) using the leadership skills that are acquired through the curriculum.

Similar strategies are either being used or introduced within other programs such as our Cabinetry/Furniture Making classes as students will begin working with clients. Our Child Development program foster students to plan, develop, and run sessions and stations with

preschool students. Our Firefighting sequence works closely with our local Fire Explorers program. It utilizes resources to support student leadership growth so that they can connect with and continue their career development with the local Fire Explorers chapter. Our Medical students participate in a Medical Explorers program where students from our MDCP JPA apply and interview for a competitive spot to job shadow at Desert Valley Medical Center over the next six months.

Our Culinary sequence, students assume different roles in the kitchen and perform both the front of the house and kitchen tasks to learn how to run, operate, and lead a successful restaurant. Also locally, our MDCP JPA organizes and collaborates with our local college to host a regional Chopped and Sweet Genius competition for our culinary art students. These competitions mimic the famous Chopped television show where students work in teams to develop a meal using pre-determined ingredients and a secret ingredient that is revealed on the day of the competition.

For our construction and Cabinetry/Furniture pathways, Victor Valley Community College hosts a dog house competition where students work in teams to read blueprints, measure, and build a dog house within an allotted amount of time.

For our non-traditional school, Chaparral will be looking into alternative methods of leadership development opportunities to meet the needs of their schools' flexible schedule and high rate mobility of students. As of today, Chaparral students participate in Skills USA for their Medical pathway. However, after reviewing the effectiveness and outcomes of Skills USA in a non-traditional school did not have positive results. The alternative method is still under review and will include our state CTE Perkins consultant for approval if any changes in the 2020-2021 school year. All CTE Pathways integrate the Standards for Career Ready Practice at Snowline JUSD.

Ensuring Completion Rates

Currently, our focus is on ensuring Industry Sectors are aligned to CTE standards and increasing our enrollment and completion rates. Monthly, our CTE staff meets to discuss across Industry Sectors regarding best practices to improve our enrollments and completion rates. Great ideas have emerged from these meetings. One idea that emerged from these meetings is to showcase our unique Pathways to our counselors and administration with a CTE Field Day. The goal is to increase awareness about our programs internally for better student placements and general awareness and knowledge of our programs. Our programs have evolved over the years to include new equipment, tools, and updated resources with CTEIG dollars. Not only has our CTE programs evolved over the years, but also our staff in the counseling and administration offices has changed, and it's our CTE responsibility to educate our new staff about our CTE programs.

To ensure our completion rates are reported accurately, our CTE Coordinator has worked closely with our district Technology Coordinator, Assistant Principal at Serrano, and our district Human Resource department to ensure our courses are coded correctly in Aeries. This data is uploaded to the California School Dashboard and recorded under The College/Career Indicator measurements on how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Completion of a CTE Pathway is one of the criteria noted under this measurement. Each year, our district measures this outcome to improve our program's completion rates to support College/Career Indicators, as pointed out on the California School Dashboard.

Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE program for 2020? ☑ *Yes*

Transitioning from Perkins IV to V, Snowline JUSD CTE plan has changed to include the CLNA data, as presented in Section IV. These changes reflect the strengthening of our CTE program to include Special Populations, ensuring our programs address all 11 Elements of a Highly Effective CTE Program.

The most significant changes include:

- Snowline JUSD is offering new courses to existing programs to ensure pathways are 300 hours (2 years) and are sequenced correctly. Under Perkins V, a CTE concentrator is "a student who completes at least two courses in a single program or program of study." Remember: under Perkins IV, a student had to complete three courses to be considered a CTE concentrator. So, you'll likely see more CTE concentrators, while at the same time experience an initial dip in CTE concentrator performance.
- Programs of study must culminate in an industry certification or a post-secondary credential for higher education. You'll also need to pay attention to the definition for "program of study." Under Perkins V, the program of study is "a coordinated, non-duplicative sequence of academic and technical content" that:
  - Incorporates state standards
  - Addresses both academic and technical knowledge/skills, including employability skills
  - Aligns with the needs of the local economy
  - Progresses in specificity, beginning with all aspects of an industry and leading to occupation-specific instruction
  - Incorporates credentialing and culminates in a post-secondary credential
- States are now responsible for determining performance objectives.
  - Under Perkins IV, the US Department of Education was responsible for approving performance metrics. Perkins V, however, shifts that responsibility to the states. In the new model, states will be responsible for evaluating how well CTE concentrators perform in a combination of the following metrics:
    - Graduation rates
    - Academic proficiency
    - Post-secondary placement
    - A measure of CTE quality, as determined by the CTE Self Evaluation tool.
- Focusing on "employability skills," Perkins V aligns itself with local employment needs.
  - Perkins V focuses a lot more on both technical skills and, for the first time, on employability skills. While there's no definition to explain what "employability skills" are, Perkins V references the need to prepare students for "in-demand industry sectors or occupations."

Appendices

Appendix A: Assurances, Certifications, and Grant Conditions
California Department of Education General Assurances

California DEPARTMENT OF
EDUCATION

General Assurances and Certifications 2020-21

General Assurances and Certifications required for grants supported by state or federal funds in 2020-21.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321; PL 114-95, §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111(d)(1)(2))
10. The LEA will use fiscal control and sound accounting procedures that will ensure proper disbursement for federal funds paid to that agency under each program. (20 USC §6491; PL 114-95, §1501(d)(1)(H))
11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an

effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)

12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))

16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))

17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))

18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.) Every English learner will be assessed annually using the Summative English Language Proficiency Assessment for California. (5 CCR §11306, EC §313(c))

19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))

20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following:
    a. to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society;
    b. to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home;
    c. to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities;
    d. to train teachers and administrators to communicate effectively with parents; and
    e. to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)

22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)

24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI are spent for direct services to students. Ninety eight percent of Title III funds are spent for direct services to English learner and immigrant students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))

25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)

26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving,"
October 1, 2009.

28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management web page at https://www.sam.gov/SAM/ .

Questions: Education Data Office| connappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Friday, February 7, 2020

California DEPARTMENT OF EDUCATION

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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
  a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
  b. Establishing an on-going drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace
    2. The grantee's policy of maintaining a drug-free workplace
    3. Any available drug counseling, rehabilitation, and employee assistance programs
    4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
  c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
  d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
    1. Abide by the terms of the statement
    2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
  e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
  f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
    1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
    2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law

enforcement, or other appropriate agency

    g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

  B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address. city, county, state, zip code)

Snowline JUSD   Chaparral HS   Serrano HS
4075 Nielson Rd.   9258 Malpaso Rd.   9292 Sheep Creek Rd.
Phelan, CA 92371   Phelan, CA 92371   Phelan, CA 92371

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

  A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

  B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: _Snowline JUSD_

Name of Program: _CTE_

Printed Name and Title of Authorized Representative: _Kellie Williams, CTE Coordinator_

Signature: _Kellie Williams_   Date: _5-15-2020_

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov I 916-322-5111

Last Reviewed: Monday, October 28, 2019

California DEPARTMENT OF
EDUCATION

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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 2 *Code of Federal Regulations* Parts 180 and 3485, for all lower tier transactions meeting the threshold and tier requirements stated at Section 3485.220.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: _Snowline JUSD_

Name of Program: _CTE_

Printed Name and Title of Authorized Representative: _Kellie Williams – CTE Coordinator_

Signature: _[signature]_ Date: _5-15-2020_

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Monday, October 21, 2019

California DEPARTMENT OF
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Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Lobbying Activities" ☑ (DOC), in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: _Snowline JUSD_

Name of Program: _CTE_

Printed Name and Title of Authorized Representative: _Kellie Williams, CTE Coordinator_

Signature: _[signature]_   Date: _5-15-2020_

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Monday, October 21, 2019

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2020-21 ASSURANCES AND CERTIFICATIONS

Perkins V Special Assurances Are Required For Funding

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to be effective. (Perkins V, Section 135[b])

2. The eligible recipient that uses funds under Perkins V for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins V, Section 217[a])

3. The eligible recipient may, upon written request, use funds made available under Perkins V to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins V, Section 217[b])

4. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins V, Section 217[b][2])

5. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins V, Section 216)

6. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins V Funds

1. Funds made available under the Perkins V for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. (Perkins V, Section 211[a])

2. All of the funds made available under Perkins V will be used in accordance with the requirements of this Act. (Perkins V, Section 6)

3. No funds made available under Perkins V shall be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins V, Section 214)

4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the middle grades (any of grades 5-8) except that equipment and facilities purchased with funds under the Perkins V may be used for such students. (Perkins V, Section 215)

5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins V, Section 122[d][13][B]])

6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in *California's Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) will be limited to programs as described in the local CTE plan that (a) begin no earlier than the middle grades; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.

7. The eligible recipient will comply with the requirements of Perkins V, Title I, and the provisions of California's *Federal Perkins V State Plan* (formerly the *California State Plan for Career Technical Education)*, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins V, Section 122[d][13][A])

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.

2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins V, sections 131[f][2] and 132[a][3][B])

Requirements of Local CTE Programs Assisted with Perkins funds

LEAs will ensure that each of the following requirements in Perkins V Section 135(b) are met in each program that uses Perkins IV funds.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 49l–2(e)(2)(C));

(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed

under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

State Established CTE Quality Criteria for Programs Assisted with Perkins V funds

Perkins V Section 135(b) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective. California's *Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education)* identifies 12 essential planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.

B. Student **Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.

C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.

D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.

E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement

through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate "on-time" postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.

F. **Skilled Instruction and Educational Leadership, informed by Professional Learning,** is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.

G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.

H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students' and employers' needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant outcomes. Responsible data use is to inform practice and improve programs, not to track students.

I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.

J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high quality   K–14+ college and career pathway programs.

K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to Kindergarten through grades twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.

L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

Signatures:

Perkins Coordinator

Printed Name: _Kellie Williams_

Title: _CTE Coordinator_

Signature: _____

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2020-21 GRANT CONDITIONS

Note: The application for funds can be completed and submitted online through the California Department of Education (CDE) Programs Grant Management System (PGMS) Web page at http://www3.cde.ca.gov/pgms/logon.aspx. All other forms related to this grant, as well as anything referenced in these grant conditions, can be found on the CDE Perkins Web page at http://www.cde.ca.gov/ci/ct/pk/.

1. Your local educational agency's (LEA's) 2020-21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Career, Technical, and Adult Education. The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to the *Education Department General Administrative Regulations* 74, 76 (except 76.103), 77, 79, 80, 81, 82, and 85; the *Office of Civil Rights Guidelines for Vocational Education*; and compliance requirements discussed in the *Office of Management and Budget Circulars* A-87 and A-133.

2. In order to accept Perkins V funds, the LEA must have:

   - At least one complete "program of study" as defined by Perkins V Section 3 Paragraph 41.

   - A completed Comprehensive Local Needs Assessment that meets the requirements as defined by Perkins 5 Section 134 parts (c), (d), and (e).

   - An approved 2020-21 online application submitted through the online Programs Grant Management System (PGMS) and approved by the CDE.

3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.

4. Funds awarded under Perkins V shall be used to **supplement, and shall not supplant,** non-federal funds expended to carry out CTE program activities.

5. The LEA must meet all federal statutes and regulations applicable to Perkins V in its administration of the program.

6. Perkins V requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) and the Report on CTE Placement (CDE 101 E2) data may be submitted annually by the prescribed deadlines and methods. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins V funds for the program year be returned for failure to adhere to the Perkins V data requirements.

7. All Perkins V funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by June 30, 2021. Any funds left unclaimed after September 30, 2020, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed**.

8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.

9. Federal law Title 34 of the *Code of Federal Regulations* 80.21(i) requires that any interest earned by grantees on federal dollars be returned to the ED if the amount is in excess of $100.

10. Any single expenditure of $5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior written CDE approval, separate from their entry into the Strategic Spending Plan (budget) in PGMS.

11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through PGMS. Filing a second quarter claim and fourth-quarter claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:

- First quarter (July 1–September 30): due before or on October 31, 2020

- Second quarter (October 1–December 31): due before or on January 31, 2021

- Third quarter (January 1–March 31): due before or on April 30, 2021

- Fourth quarter/Final (April 1–June 30): due before or on July 31, 2021

12. A budget revision is required through PGMS for new expenditures or if expenditures for any budget category will be exceeded by 20 percent or more of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.

13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.

14. Federal regulations governing the Perkins V will overrule any errors inadvertently made by the CDE.

Signatures:

Perkins Coordinator

Printed Name: *Kellie Williams*

Title: *CTE Coordinator*

Signature: *[signature]*

Appendix B: 2020-21 Stakeholders Signatures

GET COPY FROM MR. WELLS AFTER OUR ANNNAUL ADVISORY REVIEW IN JUNE

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2020-21 REPRESENTATIVES OF SPECIAL POPULATIONS

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Students with Disabilities (Special Education Coordinator/Administrator)

Printed Name _DAVID WINWARD_ Title _TECHNOLOGY COORDINATOR_

Signature _David Winward_ Date _4/23/2020_

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name _Pamela Buchanan / DAVID WINWARD_ Title _Director of Assessment & Accountability / TECHNOLOGY COORDINATOR_

Signature _David Winward_ Date _4/23/20_ _4/23/2020_

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Printed Name _Kirk Strickland_ Title _Administrator, STA_

Signature _Kirk Strickland_ Date _4/23/2020_

David Winward _4/23/2020_

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Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name _Kirk Strickland_ Title _Administrator, SIA_

Signature _Kirk Strickland_ Date _4/23/2020_

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name _Kirk Strickland_ Title _Administrator, SIA_

Signature _Kirk Strickland_ Date _4/23/2020_

English Language Learners (English Learner Coordinator/Administrator)

Printed Name _Charlotte Eckenroth_ Title _EL Coordinator_ (Coordinator of Program Quality & Learning Support)

Signature _Charlotte Eckenroth_ Date _4/9/20_

Homeless

Printed Name _Kirk Strickland_ Title _Administrator, SIA_

Signature _Kirk Strickland_ Date _4/23/2020_

Youth who are in, or who have aged out of, the foster care system

Printed Name _Kirk Strickland_ Title _Administrator, SIA_

Signature _Kirk Strickland_ Date _4/23/2020_

Youth with a parent who is on active duty in the military

Printed Name _Kirk Strickland_ Title _Administrator, SIA_

Signature _Kirk Strickland_ Date _4/23/2020_

Appendix D: High-Quality CTE Program Self Evaluation

Attachment I: High-Quality CTE Program Evaluation

Name of Local Education Agency (LEA): (Snowline JUSD)

Total Score: 31
(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
1.A. Offers high-quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	☐ There is no evidence that the CTE curricula or instruction are aligned to the CTE Model Curriculum Standards.	☑ Some CTE curricula and instruction are aligned to the CTE Model Curriculum Standards. Some instruction shows evidence of alignment with the CTE Model Curriculum Standards.	☐ All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All instruction shows evidence of alignment with the CTE Model Curriculum Standards.	☐ All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All instruction shows evidence of alignment with the CTE Model Curriculum Standards. All CTE curricula are aligned to all appropriate Academic standards. Integration of CTE and Academic Standards is demonstrated.	Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.	Most courses have printed and on file their industry sector alignment matrix of CTE curriculum and standards on file with the LEA. Most courses have a Course syllabi on file with the LEA.	*All CTE courses follow the CTE Standards and curriculum outlines provided by the CTE Model Curriculum Standards but not all teachers have their standards alignments to instruction written down in a document. Currently, pull out time, paid weekends, and collaboration with other schools in the MDCP JPA region are working together to align curriculum and industry sector standards. * Teachers are encouraged to work on curriculum outside their normal workday and are compensated for their time. *Teachers are encouraged to work on curriculum development with neighboring districts. These dates are arranged by the local MDCP JPA and pull out time is paid for by the LEA.

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
1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in CALPADS as CTE. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	☐ No clear sequential progression of courses. No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. Some or no courses are reported in California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.	☐ Offers a CTE pathway where some courses show a clear sequential progression of courses. Some courses are reported in CALPADS as CTE.	☐ Offers a CTE pathway where all courses show a clear sequential progression of courses. All courses are reported in CALPADS as CTE.	■ Offers a CTE pathway with clear sequential pathways. Provides a catalog of programs and courses required at each grade.	Provides list and description of pathway courses, identifying the planned sequence of courses. Provides document listing CTE pathway courses reported as CTE in CALPADS.	*Course description published in the school course catalog. *Course outlines *Dual enrollment and articulated course matrix in course catalog and CRC's *Serrano HS CTE Course Pathway brochure *Mountain Desert Career Pathways JPA MOU *Articulation agreements on file with the LEA and JPA to include descriptions of dual and/or articulated credit courses offered. *MOU with postsecondary institutions on file with the JPA *CALPADS data *Hanover and Workforce Development research on regional labor market data on file with the LEA *Workforce Development Department Inland Empire Regional Plan meeting minutes Inland Empire Regional Planning Unit	*CTE Coordinator works with LEA's data management director for Aeries and CALPADS support. * All courses and data are reported in CALPADS. * Continuing efforts to improve data entry and collection in CALPADS to meet ongoing data collection changes and requirements. * Ongoing pathway collaboration and curriculum development across district and the region. Pull out time or hourly rate utilized by LEA. * CTE Coordinator works with high school counselors to ensure course catalogs and CTE course sequences are clear, provides list and descriptions of pathway courses.

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
2. Provides career exploration and guidance opportunities for all pathway learners. **Essential Element:** Career Exploration and Student supports.	☐ There is no formalized career exploration and guidance program offered.	☐ Some students participate in a formalized career exploration program and receive some guidance through counseling services.	☐ All students participate in a formalized career exploration program and receive career guidance through counseling services.	☑ All students participate in a formalized career exploration program and have a individualized education plan on file. Career guidance is provided through the POS, through industry mentors, and through counseling services.	California Career Resource Network (CALCRN), Kuder, Career Cruiser, Naviance, etc. Example of plan. Description of career guidance provided.	* Lesson Plans on Career Exploration. * Eureka/Eureka Express (Career Education) online results; K16 Bridge. * Identify K16 Bridge Counselor, name of counselors. * Soft Skills Training testing results, lessons printed from various soft skills online training used by CTE teachers. * LEA counselors meet with all students to develop a 4-year plan. Completed 4-year plan printed (sample size). * Number of students participating in Medical internships. * List participating business who accepts our students in Medical internships. * Number of students participating in Medical Explorers program. * Community Day hours for Medical and Child Development. *Regional CTE Pathway Advisory list of Industry Partners who attend. * Annual College, CTE, & CarrerCareerir with over 52 vendors representing industry for all 8 CTE Pathways offered at Serrano.	* All courses teach a unit to include a formalized career exploration program to include: CTSO leadership activities, K16 Bridge, Soft Skills training and certifications (Adobe, food handlers, CPR, CERT, etc.). * Some pathways offer mentor, job shadow, and internship opportunities. * Snowline JUSD plans to expand internship for students to all pathways. *Snowline JUSD is piloting a shadow day with ComAv for aviation students. Also, we are piloting a job shadow experience for our woodworking pathway for students to build custom cabinets for new construction and remodels. Hopefully, this can expand to more students and other pathways.

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
3.A. Provides support services for students, including counseling. **Essential Element:** Career Exploration and Student supports.	☐ There is no evidence that CTE pathway students have had career and/or academic needs assessed or addressed. Career counseling services are not specifically available.	☑ CTE pathway students career and/or academic needs and gaps have not been specifically identified, or for only some students. Supports offered are the standard supports available to all students in the school. Students are referred to counseling services on an as-needed basis. No data on effectiveness is collected.	☐ CTE pathway students career and academic needs and gaps have been identified. 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. Counseling services are welcoming and offered to all students. Data on effectiveness is collected and continuous improvement principles are applied.	☐ An assessment of CTE pathway students' career and academic needs occurs annually. 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. 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.	List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. Tools used to determine student career and learning needs. Data on effectiveness of supports provided. Description of counseling services provided.	* List of Career Path Information posted online for parents, counselors and students to review. *CTE program/brochure to inform parents, counselors and students on all pathways. *K16 Bridge Counselor - number of CTE students transitioned to VVC using the K16 program *Career Center Resource - Articulation numbers *Career Center Specialist	Identifying and addressing how to measure students served under the special populations definition, as defined by Perkins, is an area of growth for Snowline JUSD.

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
3.B. Student leadership development is embedded into career pathway teaching and learning. Essential Element: Career Exploration and Student supports.	☐ There is no evidence that CTE pathway student leadership development is addressed.	☐ Student leadership development is embedded into the career pathway through an alternative leadership strategy.	☐ 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.	☑ Student leadership development is embedded into the career pathway through one of the six recognized CTSOs and all CTE pathway students participate.	Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.	* CTSO Membership lists are on file with the LEA. * Many students compete in regional competitions for all four CTSO's: FFA, HOSA, Skills USA. * Lists of students who compete at the regional, state, and national level are on file with the LEA. * Course Outline with Career Ready Standards and Anchor Standards are on file with the LEA. * Sample student presentations and student portfolios. * Each CTSO provides leadership activities and/or opportunities. Printed sample leadership activities, CTSO minutes and sign-in sheets, and CTSO Constitution on file. ** FFA - Leadership Activities ** HOSA - Leadership Activities ** Skills USA - Career Essentials	* All students who are enrolled in a CTE course are members of a recognized CTSO. Many students compete in regional competitions for all three CTSO's" FFA, HOSa, and Skills USA. * Snowline JUSD has three strong CTSO"s: FFA, HOSA, and Skills USA. * We are piloting two leadership comments in addition to Skills USA to ensure all students receive an education in leadership. Our Fire program participate in Skills USA and will also pilot a leadership unit with our local fire departments. We are also piloting a leadership component at our Alternative high school. Our Alternative high school has a high turnover of students completing high school mid-year or enter mid-year; after Skills USA rosters have been submitted. To ensure all students receive a leadership education other lessons have been embedded into their curriculum.

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
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. **Essential Element:** Cross-System Alignment.	☐ Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate.	☐ K–12 and postsecondary core CTE pathway faculty are members of an advisory committee. Curriculum, instruction, transitions and outcomes are reviewed at Advisory Committee meetings. There are no formal agreements other than advisory committee responsibilities.	☐ 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. Formal agreements are developed that define participants, roles, activities, products, and timeline.	■ 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. K–12 and postsecondary educational institutions collaborate on a local or regional basis to create transition agreements, guides, and plans for each CTE pathway. Articulation/dual credit agreements apply to all participating educational institutions. Formal agreements are developed that define participants, roles, activities, products, and timeline.	Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. Memorandums of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. Other products from collaboration.	* Sign in sheets and agendas from the local JPA region when CTE teachers meet to review curriculum and instruction. * Minutes from Regional Advisory meetings. * Articulation MOU with local community colleges. * Almost all pathways have at least one articulated course that aids in the transition from secondary to post-secondary. * Matrix of courses articulated with local community colleges.	* CTE pathway faculty meet once a year to review curriculum and instruction across levels of education in the MDCP JPA region. * CTE pathway faculty meet once a year with industry representatives, students, parents, and other community members for Regional Advisories to improve and enhance programs to prepare students for post-secondary opportunities. * Almost all pathways have at least one articulated course that aids in the transition from secondary to post-secondary.

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
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. **Essential Element:** Appropriate Use of Data and Continuous Improvement.	☐ There are no industry/labor partnership agreements. An advisory committee has not been formed.	☐ Agreements with labor/industry partners are informal and verbal. An advisory committee is established representing a limited number of stakeholders and employers.	☑ Most partnerships are solidified through written agreements, and some are made as verbal agreements. 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.	☐ All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. 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. The advisory committee is integral to the operation of the CTE pathway(s).	MOUs, written agreements, contracts, description of verbal agreements. Copy of Advisory meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty and students. A list of advisory members identified by name, business, etc.	* Sign in sheet of industry partners who attend regional advisory meetings. * There are signed affiliation agreements as well as a small number of written formalized internship agreements. * Printed/posted online the Workforce Development Department Inland Empire Regional Plan which lists Snowline JUSD as a Stakeholder Forum Participation – Partners:	* Snowline JUSD is a member with the Workforce Development Department and the local America's Job Center. * Workforce Development Plan: http://wp.sbcounty.gov/workforce/wp-content/uploads/sites/5/2016/11/wioa-py-2017-2020-inland-empire-regional-plan.pdf

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
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. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	☐ 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.	☑ 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. There is little evidence of a link between course assignments opportunities and experiences provided. 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.	☐ 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. There is a documented training plan and assignments are related to all WBL.	☐ 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. There is a documented training plan and assignments are related to all WBL. 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.	List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. Student logs of WBL activities. Schedule of WBL for each grade level. Training plan for WBL at each grade level. Student WBL portfolios. Program and student assessments from WBL supervisors. Nepris.	* Industry pre-apprenticeship in some pathways (medical, child development, and aviation). * Industry recognized certifications include: Precision Exams, CPR, First Aid, Food Handlers, and Adobe). * Community classroom documents for Medical and Child Development pathways. * Blood Drive contract/MOU with Life Stream. * Medical Explorers Program contract/forms * Child Development daycare operation of hours and number of preschoolers enrolled	* Students are encouraged to attend Regional Advisories. * Students attended the High Desert Opportunity Summit * Students attended the Pathways to Success event hosted by local industry, Victorville Motors, at the fairgrounds. * Students were encouraged to attend the summer internship program hosted by ComAv. * Students were encouraged to attend the Spring Break internship program hosted by General Atomics * Students were encouraged to attend the summer internship program hosted by Victor Valley College Construction program. * Advance Medical students in both Capstone courses (Medical Assistant and EKG) are encouraged to apply for the Medical Explorer Internship program. This is a competitive program with limited spots; 9 out of 10 students who applied were selected to take a spot. * Students are encouraged to work our Lil' Diamondbacks Daycare internship throughout the school year. * Students are encouraged to participate in internship opportunities to build custom cabinets for new construction or home remodels.

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
6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions. **Essential Element:** Career Exploration and Student Supports.	☐ After school, extended day, and out-of-school activities and competitions are not provided.	■ After school, extended day, and out-of-school activities and competitions are provided to some students. These activities may be developed or supervised by the CTE pathway faculty.	☐ After school, extended day, and out-of-school activities and competitions are provided to all students. These activities are developed and supervised by the CTE pathway faculty.	☐ After school, extended day, and out-of-school activities and competitions are provided to all students. These activities are developed, supervised, and evaluated by the CTE pathway faculty. 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.	List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.	* CTSO: FFA, HOSA, and Skills USA. * Club meeting rosters, agendas, and meeting notes. * CTSO constitution on file. * CTSO Facebook, Twitter, and Instagram pages documenting their activities. *Snowline JUSD Google Calendars for all CTSO"s are shared on the school website.	* Each CTSO provides after school opportunities for students to develop leadership skills during club meetings, practice for upcoming competitive events, and participate in community outreach events; participating rosters, promotional fliers, and registration materials (evidence).

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
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. **Essential Element:** Appropriate Use of Data and Continuous Improvement.	☐ There is no evidence that the CTE pathway is aligned with economic needs and labor market information. CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.	☐ There is a minimal alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs. Evidence only identifies a need in the industry sector or general category of employment, but not for the specific CTE pathway.	☐ There is a general alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs. 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.	■ There is a clear and specific alignment of CTE pathway design, delivery, and outcomes and current and projected regional labor market needs. Evidence provides a clear case for a current and projected local and regional labor market need for the CTE pathway. 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.	K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. Regional and local labor market reports from valid sources, correlated with CTE sequence of courses. Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.	* MDEP efforts to connect industry and build training facilities for our students in our local region. * Hanover Research titled "Q3 2018 Employer Hiring Trends Report" * K-12 Strong Workforce Deputy Sector navigator reports San Bernardino County Workforce Development Board reports * Letters/flyers from industry and labor partners to include ComAv, General Atomics, Victorville Motors inviting our high school students to attend activities or provided field trips to their facilities. * Creating partnerships between our students with local industry to encourage "homegrown" hires; MOU's on file with the JPA. * Regional Industry Advisory minutes. * Agendas from Strong Workforce meetings.	* Snowline JUSD surrounding area is rural and livable wage jobs require students to travel for post-secondary training; it's considered a bedroom community. * Snowline JUSD is also located on the west end of San Bernardino County, next to Los Angeles county. Many jobs and training is a stone-throw away in the Antelope Valley. * The Inland Empire is a short distance for many students. * Market demands for our students need to include neighboring counties and regions.

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
7.B. Is informed by the regional plan of the local SWP consortium. **Essential Element:** Cross-System Alignment.	☐ 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.	☐ The CTE pathways are aware of the regional plan of the local SWP consortium.	■ The CTE pathways are involved in the regional SWP consortium and is aware of the regional plan. The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.	☐ The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.	Document identifying members of local SWP consortium members. Local SWP plan. CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.	* Regional MDCP JPA lead represents the K-12 system at the Strong Workforce planning meetings. * The LEA's CTE Coordinator/Administrator attends MDEP meetings to lead change in our area to bring industry together and build training facilities for our local students. * The LEA's CTE Coordinator/Administrator attends Strong Workforce meetings and is aware of the regional plan and shares this information with teachers to develop a plan to address both CTEIG and SWP goals and desired outcomes (CTE meeting agendas, and group emails which address SWP-evidence). * Inland Empire Desert Regional Consortium Meeting minutes and Agendas. * Inland Desert Colleges Strong Workforce Plans and meeting documents posted online: http://www.desertcolleges.org/swp/plan/index.php	* Snowline JUSD participates in the Inland Desert Strong Workforce Program Consortium meetings lead by SWP Consortium and the * Deputy Sector Navigators. Deputy Sector Navigators from SWP are represented, provided guidance and support in our local Industry Advisory meetings. * Snowline JUSD Superintendent is the newly elected lead for MDEP. He brings insight and knowledge (from the view of K12) to industry and their efforts to bring new training facilities to our region.

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
8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree. **Essential Element:** High-Quality, Integrated Curriculum and Instruction.	☐ The CTE pathways are not aligned to industry credentialing. There is no support or guidance to assist students in pursuing postsecondary education, training, or employment. No data is collected to determine postsecondary choices or success.	☑ Some CTE pathway students have the opportunity at receiving an industry credential that may or may not qualify them for entry-level employment. Some programs lead to postsecondary education or training, employment, or postsecondary degree. Collects some CTE student survey data on postsecondary choices and success without any follow-up.	☐ 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. The majority of CTE progrmas lead to postsecondary education or training, employment or postsecondary degree. 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.	☐ All students in CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies students for entry-level employment. The technical assessment is nationally benchmarked and includes a skills-based component. Certifications are industry-recognized and portable. All CTE programs lead to postsecondary education or training, employment or postsecondary degree. 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.	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. Description of organization providing exam(s), general content of exam(s), portability of certification. Type of employment opportunities for which each exam qualifies students. List of postsecondary education, training, employment, or postsecondary degree options for each CTE programs. Student surveys for postsecondary education, training, or employment plans.	* All students have the opportunity to take an industry certification: Precision Exams, CPR, First Aid, Food Handlers, and Adobe. * Certification test and data summary results. * Follow-up date with Perkins reporting (E1 and E2). * Local Union connection listed and/or agendas/flyers from attended union meetings on file (Construction, plumbing, etc.).	* All students have the opportunity at receiving an industry certification that may qualify them for entry level employment: Precision Exams, CPR, First Aid, Food Handlers, and Adobe. * Local Union connections to inform and update our CTE teachers on what students need to prepare them for Union jobs and certifications: The Carpenters' District Council of Ontario ("CDC") and U.A. Sprinkler Fitters 709. * Ongoing need for financial support of test administration costs, student registration fees and transportation to facilities. * Ongoing need for data collection, data system and follow-up support locally (and across the region) to achieve student follow-up in three years.

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
9.A. CTE courses are staffed by skilled teachers or faculty. **Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.	☐There is no evidence that the CTE pathway has CTE credentialed teachers.	☐Some CTE pathway teachers have the correct CTE credential or Single Subject Credential without experience.	☐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.	■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.	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.	* District Credentials are verified by district Credential Analyst. * Credentials are kept on file at the LEA HR department. * Credential Audit records by district, county, CDE and Commission on Teacher Credentialing.	* CTE credentials are kept on file with district Personnel Services.

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
9.B. Dedicates resources for professional development for CTE teachers inlcuding educator externships with industry. **Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning.	☐ Resources are not provided for professional development of CTE pathway teachers.	☐ CTE teachers are provided resources to attend conferences and workshops that interest them. Externships are pursued upon request.	☑ CTE teachers attend specific CTE conferences and workshops each year. These events have strands or workshops specific to CTE curriculum and instruction and CTE pathway. CTE teachers are encouraged to engage in educator externships during school breaks. Most CTE pathway and core teachers engage in teacher externships.	☐ CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway. The CTE professional development needs are evaluated each year and are allocated the resources to access appropriate training based on assessed needs.	Professional development needs assessment for CTE teachers. List of events, classes and workshops that CTE teachers accessed, and the number of CTE teachers that attended. List of curricular or instructional products or changes that resulted from CTE professional development. List of teacher externships and outcomes.	* Flyers from Professional Development opportunities are kept on file with the LEA. *List and records of attendees at events, classes, workshops, conferences and CTE trainings are kept on file with the LEA.	* Teachers are compensated for their time outside the schedule workday. * All teachers are encouraged and allowed to participate in professional learning. * Dedicated funding is utilized for CTE teachers as appropriate and allowable by CTE funding sources or grant requirements (such as Perkins and CTEIG). * There is a need for funding of CTE teacher externships and compensation during school breaks and/or after school. * There is a need for funding of "core" teacher externships and compensation during school breaks and/or after school. * This is a growth area in our district and across the region.

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10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs. **Essential Element:** Equity. **Essential Element:** Access.	☐ The institution where the CTE pathway program is offered has policies in place to ensure the learning environment is accessible to all students.	☐ CTE pathway program offerings are promoted to all students through the recruitment and registration process. The program ensures accessibility through reasonable accommodations and modifications.	☑ All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs. CTE program utilizes multiple strategies to recruit, retain and support special populations. Promotional materials and curriculum welcome diversity and are delivered in a non-discriminatory manner. The program ensures accessibility through reasonable accommodations and modifications.	☐ All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs. CTE program utilizes multiple strategies to recruit, retain and support special populations, and works with families. 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. Instruction and materials are accessible and differentiated to student needs. Appropriate adaptations, modifications, and supports are provided.	School and program equity and access policies. Promotional materials. Accommodations and modifications in place for special populations students. Strategies and supports provided that promote recruitment, retention, and success of special population students.	* School and district equity and access policies. * Program brochure was created to use pictures of non-traditional students in pathways. * List names of career counselor and translators whom are available at each site to support different languages spoken in the community. * List names of instructional associates assigned to CTE teachers.	* All students are encouraged to enroll in and have access to all CTE pathway programs. *Snowline JUSD supports CTE students through their Student Learning and Support Services and Student Intervention Departments.