Department of Education
State of California

VICTOR VALLEY
UNION HIGH SCHOOL DISTRICT
19 · 15

CTE™
Learning that works
for California

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

Lorraine C. Collins
Director, College, Career, and Adult Education

COMPREHENSIVE LOCAL NEEDS ASSESSMENT REPORTING TEMPLATE

For California Local Educational Agencies Applying to the 2020–21 Perkins V Grant Under Section 131 (Secondary Schools) and Section 132 (ROPs and Adult Education Schools)

Introduction

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

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

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

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

Table of Contents

Executive Summary to be Included in the Perkins Application

Directions: Complete this Executive Summary after all other sections.

Each question below is meant to be a concise and complete[1] summary of the more in-depth exploration of each section of this CLNA Reporting Template. Each section are based on a separate requirement from the Perkins V law, Section 134, of what must be contained in the CLNA and application.

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

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

---

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

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

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

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

   > The most recent district-wide CTE Advisory was held virtually on May 27, 2020 due to the Covid-19 global Pandemic which caused all of our local schools to close their physical campuses and also affected multiple local industry partners ability to meet in person. In order to be proactive in following the county social distancing guidelines, our CLNA data and CTE 11 Elements were sent out to our stakeholders via email for their review April 11, 2020. Stakeholders provided feedback to the CTE district team to identify strengths and gaps in the CTE programs in order to set goals and improve the outcome of student performance and scope and quality of CTE programs.
   > Our stakeholder representatives for our CTE Advisory and CLNA feedback included: CTE teachers, school site administration, school counselor, staff that work with special populations, students, community college partners, and local industry partners for each of the Industry Sectors offered at Victor Valley Union School District.

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

   > Our stakeholders were able to review Victor Valley Union High School District/s self-evaluation based on the 11 Elements of a High-Quality CTE Program as well as our Perkins indicators and this CLNA document. Stakeholders were able to view this information through the email that was sent out along with our online advisory. They were able to provide us feedback through our google survey that was went out via email to our stakeholders.

   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.**

he next districtwide CTE Advisory meeting is scheduled for June 9, 2020. This is in partnership with MDCP (Mountain Desert Career Pathways) who will host the meeting Victor Valley Union High School District works alongside with MDCP on an annual basis in order to reflect and evaluate the CTE programs that the district is offering. During this time, further development and adjustment of plans to support the growth and implementation of new and/or revised programs of students will take place. We will continue to share data to be reviewed with stakeholders along with priorities, activities and expenditures that came about from the CLNA.

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

Victor Valley Union High District partners with additional districts in the local region to ensure that all required categories of members will attend the next scheduled Stakeholder Consultation. Each district in the Mountain Desert Career Pathways

(MDCP) JPA consortium collaborated to provide the invite list of key stakeholders, both from a regional standpoint of shared industry partners, and individualized stakeholders within district. MDCP then used this list sent out invitations via email and calendar invites and tracked RSVPs. Both MDCP staff and district staff monitored RSVPs as a resource to remind or replace key individuals who were not available/unresponsive.

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

Question 1 In-Depth

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

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

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

- representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals.

- representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators.

- representatives of the State board or local workforce development boards and a range of local or regional businesses or industries.

- parents and students.

- representatives of special populations.

- representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

- representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

- any other stakeholders that the eligible agency may require the eligible grant recipient to consult.

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

Role (Pick primary role this person will represent	Do not invite to May 27 Advisory	Name	Organization/Institution Re	Industry Se	Title	Email	Phone Number	MDCP Overall	AVUSD	BUSD	HUSD	LVUSD	SJUSD	VVUHSD
Local Business & Industry Representative	☐	Art Rico	Seven 60	Arts, M	Owner	art.seven60@gmail.co	909-240-5551	☐	☐	☐	☐	☐	☑	☑
Local Business & Industry Representative	☐	Crystle Escalona	Victorville Motors	Busines	Business & Finance	cescalona@vvmtrs.co	760-843-8317	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Shannon Shannon	Saddlerock Reverse	Busines	Owner	slshannon@saddleroc	760-220-6590	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Jennie Morris	Just4Kids	Child D	Director	director@j4kpreschool	760-244-8280	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Carol Thomas-Keefer	Liberty Utilities	Energy,	Oprations Manager	Carol.Thomas-Keefer(	760-240-8325	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Eric Schmidt	Exquadrum	Engine	President	eric.schmidt@exquadr	760-246-0279	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Kevin Mahany	St. Mary's	Medica	Director of Communi	Kevin.Mahany@stjoe.	760-242-2311x83	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Keith Eads	Desert Valley	Medica	Clinical Educator	keads2@primehealthc	760-241-8000x8	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Falan Grunert	Starbucks	Hospita	Store Manager	fgrunert1211@gmail.com		☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Thomas Hallin	ITM Mobile	Informa	CEO	thomas@itmmobile.co	917-327-5186	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Jeff Dunagan	General Atomics	Transpo	Program Planning &	Jeffrey.Dunagan@ga-ǝ	661-537-6258	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Steve Tyrrell	Mitsubishi Cement	Manufa	Maintenance Manag	styrrell@mitsubishicen	760-248-5149	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Brian Maust	Culture Plug	Marketi	Founder	brian@cultureplug.con	714-458-3578	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Lana Tomlin	San Bernardino Co	Pub Se	Assistant Sheriff	ltomlin@sbcsd.org	(909) 387-3755	☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	Joe Affleck	San Bernardino Co	Pub Se	Firefighter	joeaffleck70@gmail.com		☑	☑	☑	☑	☑	☑	☑
Local Business & Industry Representative	☐	David Greiner	Greiner Buick GMC	Transpo	President/CEO	dgreiner@greinergm.c	760-245-3451	☑	☑	☑	☑	☑	☑	☑
Local Workforce Development Board Member	☐	Mariann Johnson	SBWDB			Mariann.Johnson@wdd.sbcounty.gov		☑	☑	☑	☑	☑	☑	☑
Local Workforce Development Board Member	☐	Cheryl Shelby	SBWDB			cshelby@wdd.sbcounty.gov		☑	☑	☑	☑	☑	☑	☑
Local Workforce Development Board Member	☐	Sal Monica	SBWDB			salM@wdd.sbcounty.gov		☑	☑	☑	☑	☑	☑	☑
Other Relevant Stakeholders	☐	Delores Williams				millionairemindkids@verizon.net		☑	☑	☑	☑	☑	☑	☑
Parents & Students	☐	Christopher Williams	Serrano HS		FFA President	christopherw2027@sn	760-868-0272	☐	☐	☐	☐	☐	☑	☐
Parents & Students	☐	Chris Williams	Serrano HS		Agriculture Parent	chriswsells4u@gmail.c	760-486-8800	☐	☐	☐	☐	☐	☑	☐
Parents & Students	☐	Luis Gutierrez	Serrano HS		HOSA President	luisg5938@snowlinest	760-475-1464	☐	☐	☐	☐	☐	☑	☐
Parents & Students	☐	Dede Benson	Serrano HS		Medical Parent	dedebenson@mac.cor	760-985-5856	☐	☐	☐	☐	☐	☑	☐
Parents & Students	☐	Tonya Arrieta	Serrano HS		Medical Parent	tonya_arrieta@snowlir	760-868-3222 x2	☐	☐	☐	☐	☐	☑	☐
Parents & Students	☐	Jackie Clarke	Serrano HS		Agriculture Parent	Jackie_clarke@snowli	(909) 732-9307	☐	☐	☐	☐	☐	☑	☐
Parents & Students	☐	Tina Ramponi	Serrano HS		Agriculture Parent	tinaramponi@gmail.co	(714) 722-1325	☐	☐	☐	☐	☐	☑	☐
Postsecondary Administration	☐	Hamid Eydaghi	Victor Valley College			Hamid.Eydgahi@vvc.edu		☑	☑	☑	☑	☑	☑	☑
Postsecondary Administration	☐	James Lee	Barstow College			jlee@barstow.edu		☑	☑	☑	☑	☑	☑	☑
Postsecondary CTE Faculty	☐	Stephanie Murillo	IEDRC			stephanie.murillo@rccd.edu		☑	☑	☑	☑	☑	☑	☑
Representative of Special Population	☐	Kit Le	WDB		PARR	kit.le	760-868-5947	☐	☐	☐	☐	☐	☑	☐

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

The VVUHSD CTE program continually strives to improve the integration with CTE and academic courses. VVUHSD plans to expand professional development activities to appropriate CTE staff, support personnel, and regular education teachers that will promote rigorous CTE standards, and a Direct Interactive Instruction Model that engages all students with an instructional strategy that meets the demand of a diverse student population.

- The graduation rate of CTE completers was has increased from 72.9% (2016) to 83.4% (2019)
- CTE Enrollment has increased from 2,161 (2016) to 4,080 (2019)
- College & Career Indictor increased from 49.6% (2018) to 57.9% (2019)

Strategies for Continued Success
Over the next five years, VVUHSD will continue to facilitate workshops where CTE teachers work together to ensure the integration of industry-standards, academic and technical skills. We will also work to include more administrators, counselors and regular education teachers in these workshops. Additionally, teachers will be trained to develop lesson plans that are rigorous and relevant by incorporating work-based learning opportunities and differentiated instruction. VVUHSD will look for more research-based curriculum develop, methods of team teaching and collaborative programs to ensure that students are receiving the most rigorous and challenging education that prepares them for the workplace.

All CTE courses are a-g approved which requires the course to be challenging, college-preparatory and rigorous. In addition, many CTE courses are articulated with VC further evidence of their rigor and relevance. Teachers collaborate across disciplines to create learning environments that include rigorous academic instruction with a demanding technical curriculum and work-based learning set in the context of one of the industry sectors. Students in VVUHSD are encouraged to pursue a pathway over multiple years and graduate prepared for a full range of post-graduation options – which can include two or four-year college, certification programs, apprenticeships, formal job training, or military service. Offering multiple pathways allows for a challenging vehicle that inspires students to learn and gives them access to education that is both rigorous and relevant.

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

☒ Eligible grant recipient's secondary student data on…enrollment, concentration, completion and ESSA Mathematics and English Language Arts (ELA) achievement

☐ Eligible grant recipient's postsecondary institution data on enrollment, concentration, completion, or placement.

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

☐ Other (list/describe):

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

Question 2 In-Depth: Data

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

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

1S1: Four-Year Graduation Rate

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19	88.1%	88.1	79.29	83.4	65.1	83.5	83.4	NA	NA	72	80	65	NA	☒ YES ☐ NO
2019–20	89.1%													☐ YES ☐ NO
2020–21	89.1%													☐ YES ☐ NO
2021–22	91.1%													☐ YES ☐ NO
2022–23	91.1%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

1S2: Extended Graduation Rate

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018 −19		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	☐ YES ☐ NO
2019 −20														☐ YES ☐ NO
2020 −21														☐ YES ☐ NO
2021 −22														☐ YES ☐ NO
2022 −23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

2S1: Academic Proficiency in Reading Language Arts

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018 −19	60.6%	60.6	54.54	60.00	NA	NA	NA	NA	NA	38.8	NA	NA	NA	☒ YES ☐ NO
2019 −20	62.0%													☐ YES ☐ NO
2020 −21	62.0%													☐ YES ☐ NO
2021 −22	63.4%													☐ YES ☐ NO
2022 −23	63.4%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

2S2: Academic Proficiency in Mathematics

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19	33.0%	33.00	29.70	38.80	NA	NA	NA	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019–20	34.5%													☐ YES ☐ NO
2020–21	34.5%													☐ YES ☐ NO
2021–22	36.5%													☐ YES ☐ NO
2022–23	36.5%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

2S3: Academic Proficiency in Science

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19	27.7%	27.70	24.93	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019–20	28.2%													☐ YES ☐ NO
2020–21	28.2%													☐ YES ☐ NO
2021–22	31.2%													☐ YES ☐ NO
2022–23	31.2%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

3S1: Post Program-Placement

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19	67.2%	62.00	55.80	57.90	40.80	57.70	NA	NA	NA	42.90	48.90	32.50	NA	☒ YES ☐ NO
2019–20	68.0%													☐ YES ☐ NO
2020–21	68.0%													☐ YES ☐ NO
2021–22	69.4%													☐ YES ☐ NO
2022–23	69.4%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

4S1: Non-Traditional Program Concentration

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19	20.8%	20.80	18.72	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019–20	20.8%													☐ YES ☐ NO
2020–21	20.8%													☐ YES ☐ NO
2021–22	21.0%													☐ YES ☐ NO
2022–23	21.0%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

5S1: Program Quality—Attained Recognized Postsecondary Credential*

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	☐ YES ☐ NO
2019–20														☐ YES ☐ NO
2020–21														☐ YES ☐ NO
2021–22														☐ YES ☐ NO
2022–23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

5S2: Program Quality—Attained Recognized Postsecondary Credits*

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19	21.6%	20.00	18.00	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019–20	23.9%													☐ YES ☐ NO
2020–21	23.9%													☐ YES ☐ NO
2021–22	26.2%													☐ YES ☐ NO
2022–23	26.2%													☐ YES ☐ NO
Ave.														☐ YES ☐ NO

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

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018–19		2.00	1.80	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	☒ YES ☐ NO
2019–20														☐ YES ☐ NO
2020–21														☐ YES ☐ NO
2021–22														☐ YES ☐ NO
2022–23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

*Additional data is available in the CTE Incentive Grant Self Evaluation (Appendix F)

VVUHSD WBL Data

District	Site	Instructor	Pathway	No of Guest Speakers	No of CTE Specific Field-trips (Industry)	No of CTE Specific Field-trips (Educational Institute)	No of Student Internships	No of Student Job Shadows	No of Students Who Participated in Mock Interviews	No of Students Completing Pre-Apprenticeship Program	No of Teacher Job Shadows	No of Teacher Externships
Victor Valley UHSD		Ron Placentia	AME	1	1	0	0	0	0	0	0	0
Victor Valley UHSD	Adelanto HS	Andrea Gonzalez	Education, Child D	3	0	2	0	0	0	0	0	0
Victor Valley UHSD		Yvette Toro	ICT	0	0	1	0	0	0	0	0	0
Victor Valley UHSD	Victor Valley HS	Jennifer Nocera	AME	4	0	0	0	0	160	0	0	0
Victor Valley UHSD	Victor Valley HS	Robert Carlos	Transportation	0	4	1	0	0	55	0	1	1
Victor Valley UHSD	Adelanto HS	Monica LaBrosse	Patient Care	1	0	0	0	0	48	0	0	0
Victor Valley UHSD	Silverado HS	Brian Jensen	Public Safety	3	1	0	0	0	0	0	0	0
Victor Valley UHSD	Adelanto HS	Nadia Gonzalez	Education, Child D	4	1	0	0	0	145	0	0	0
Victor Valley UHSD	Adelanto HS	Dave Mendoza	Transportation	4	1	0	0	0	30	0	0	1
Victor Valley UHSD	Victor Valley HS	Heidi Shaw	Patient Care	4	3	2	132	0	150	0	0	0
Victor Valley UHSD	Silverado HS	Jana Stone-Blackmon	Patient Care	3	1	2	0	0	0	0	0	0
Victor Valley UHSD	Silverado HS	Kathy Mitchell	Education, Child D	4	0	0	105	0	105	0	0	0
Victor Valley UHSD	Silverado HS	Kirk McCarty	Culinary	0	1	0	0	0	0	0	0	0
Victor Valley UHSD		Sherri Osterberg	ICT	0	3	0	0	0	40	0	0	0
Victor Valley UHSD	Goodwill Ed. Center	Richard Jones	ICT	17	0	0	0	0	3	0	0	0
Victor Valley UHSD	Victor Valley HS	Denise Roderick	ICT	1	0	0	0	0	0	0	0	0
Victor Valley UHSD	Victor Valley HS	Kelli Valencia	Culinary	1	1	0	0	0	180	0	1	1
Victor Valley UHSD	Adelanto HS	Summer Moreno	Work Exp	0	0	0	0	0	12	0	0	0
Victor Valley UHSD	Silverado HS	Summer Moreno	Work Exp	0	0	0	0	0	32	0	0	0
Victor Valley UHSD	Victor Valley HS	Summer Moreno	Work Exp	0	0	0	0	0	49	0	0	0
Victor Valley UHSD												
				50	17	8	237	0	1009	0	2	3

5S4: Program Quality—Other[3]

Year	State Target	District Agreed Target	90% of Agreed upon Target	All CTE Completers	w/ Disabilities	Economically Disadvantaged	Non-Trads	Single Parents	Out-Of-Workforce	English learners	Homeless	Foster	Parent on Active Duty	Goal Met
2018−19														☐ YES ☐ NO
2019−20														☐ YES ☐ NO
2020−21														☐ YES ☐ NO
2021−22														☐ YES ☐ NO
2022−23														☐ YES ☐ NO
Ave.														☐ YES ☐ NO

---

3. The Federal Perkins V State Plan Portal will allow an eligible grant recipient to include as many "other program" quality indicators as they choose.

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	10013													
2017−18	10261	4219	1289	2297	1922	55.10	82.40	NA	NA	NA	74	75	56	NA
2018−19	10471	4097	1382	2208	1889	65.10	83.50	NA	NA	NA	72	80	65	NA
2019−20														
2020−21														
2021−22														

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

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

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

VVUHSD

Program Year: 2019-20

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	# Credential Awarded	Advisory Committee (Y/N)	# of Nontrad Enrolled	# of Job Openings
1	Agriculture & Natural Resources										
2	Arts, Media, & Entertainment	602	5	9	0	0	2	NA	Y	298	-1
3	Building & Construction Trades	267	2	15	0	0	2	NA	Y	32	82
4	Business & Finance	128	3	12	0	0	0	NA	Y	51	43
5	Education, Child Development, & Family Services	308	2	15	0	0	1	NA	Y	55	68
6	Energy, Environment, & Utilities										
7	Engineering & Architecture										
8	Fashion & Interior Design										
9	Health Science & Medical Technology	610	4	13	0	0	3	NA	Y	152	167
10	Hospitality, Tourism, & Recreation	576	4	21	0	0	2	NA	Y	247	208
11	Information & Communications Technologies	293	5	21	0	0	0	NA	Y	103	53
12	Manufacturing & Product Development										
13	Marketing, Sales, & Services										
14	Public Services	388	2	31	0	0	1	NA	Y	179	12
15	Transportation	267	2	15	0	0	1	NA	Y	32	82
	Averages	382.1111111	3.222222222	16.88888889	0	0	1.333333333	0	0	127.6666667	79.33333333

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

VVUHSD believes that all students should be prepared for college and career when they graduate. With this at the center of focus, CTE courses are developed to be relevant, rigorous, include engaging content, and hands on activities. CTE teachers are being trained in Direct Interactive Instruction Model that engages all students with an instructional strategy that meets the demand of a diverse student population. This program is also being implemented in academic courses.

Strength #1 – K16 Alignment
VVUHSD continues to develop connections between the district and community college. For the 2019-20 school year, twenty -four courses have been articulated. Additionally, 6 dual enrollment courses are offered. A Program of Study, with a post-secondary institution Victor Valley College, has been developed using two key methods to include articulation and dual enrollment. Every pathway has at least one articulated or dual enrollment course. In addition, 100% of all CTE courses at VVUHSD's comprehensive high schools are UCOP A-G approved. Furthermore, the middle school CTE courses are aligned to the high school CTE courses.

VVUHSD partners with other districts through the MDCP Career Pathways JPA which includes districts and community colleges and offers a variety of workshops for teachers. In addition, the district has a strong partnership with Victor Valley College and many professional development activities take place particularly in courses that are articulated to ensure that proper instruction is taking place.
VVUHSD provides teachers with the resources they need to be successful in the classroom. All CTE teachers have participated in support programs to give them a foundation in classroom practices. Yearly, the district provides in-service training on any new programs offered to CTE and academic staff. Additionally, all teachers participate in weekly site in-service that CTE teachers participate in.

Strength #2 – CTE Model Curriculum Standards
The CTE courses have been revised to reflect the 2013 CTE Content Standards and Framework and approved by the UC system. VVUHSD strives to embed "essential employability skills" also known as soft skills into all curriculum. All courses include the CTE Model Curriculum Standards and career exploration. Basic skills needed for college and career, including reading, writing, math, listening, and speaking can be found in all courses. In addition, all CTE courses focus on 21st Century Skills to include, communication, collaboration, creativity, and critical thinking.

VVUHSD strives to embed "essential employability skills" also known as soft skills into all curriculum. All courses include the CTE Model Curriculum Standards and career exploration. Basic skills needed for college and career, including reading, writing, math, listening, and speaking can be found in all courses. In addition, all CTE courses focus on 21st Century Skills to include, communication, collaboration, creativity, and critical thinking.

Strategies for Continued Success

VVUHSD will continue to provide ongoing professional development activities that will ensure appropriate, integrated, and aligned and the implementation of the California CTE Model Curriculum Standards and Framework.

CTE teachers will:
- Have release time to review current course offerings and make revisions as needed.
- Release time and compensation for curriculum development, aligning and implementing CTE Model Standards as needed.
- Have release time to attend workshops or conferences that focus on the implementation of CTE Model Standard.

Weakness

Currently, over 50% of our Health Science and Medical Technology industry sector students get actual experience with industry professionals do industry standard work-outside of the classroom. However, we struggle with all of pathways for multiple reasons some of which include finding businesses that will Lafitte with us and allow our students to participate in internships; time for teachers to provide community classroom supervision while still maintaining a full load during the traditional school day; and student transportation to off-site locations.

Strategies for Improvement

Some strategies that we have begun to implement and or are planning to implement to address these obstacles and increase student access to industry professionals include: bring industry partners to classes to lead lessons for example we had partnered with a local auto collision shop owner who comes out and provides lessons on painting bumpers; providing paid days during the summer for CTE teachers to go out to business to secure additional affiliation agreements; partner with the work experience teacher to launch CTE work experience and place CTE students in businesses across the valley; started attended Generation Go meetings in hopes of participating in the Workforce Development program to place students. As it pertains to individual student transportation needs, we are still working on identifying strategies to address this obstacle. VVUHSD seeks to increase advisory committee participation across all industry sectors, in addition to bringing more guest speakers to our CTE classrooms and participate in the virtual guest speaker programs. Implementation of Student Enterprise Programs are currently being planned for two high schools. Estimated startup costs **is $125,000 for each school**.

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

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

☐ COE Data

☐ EED/Workforce data

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

☒ Program review/accreditation

☐ Other (list/describe):

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

Question 3 In-Depth: Data

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

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

California defines size, scope and quality as follows:

- Size:

    o Parameters/resources that affect whether the program can adequately address student-learning outcomes.

    o Are there enough students entering each pathway and continuing in each pathway to run at least one section of the capstone without double-rostering (having both the concentrator course and the capstone course in the same class during the same period taught by the same teacher)?

        ▪ For an averaged sized school, double rostering can only be used as a temporary tool, for example, for one year as a new program is growing or an old program is closing.

- For a very small school, it can be appropriate to use double-rostering as a permanent solution.

- Scope:

  - Programs of Study are part of working toward inclusion within a clearly defined career pathway that includes multiple entry and exit points.

  - Each pathway covers all of the CTE Model Curriculum Standards of its pathway.

  - Each pathway explores all aspects of its industry sector.

  - Each pathway prepares students with industry-specific knowledge and skills for entry-level employment in its industry sector or for continued study towards the same purpose.

- Quality:

  - A program must meet two of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

    - High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.

    - High-wage: High-wage is anything that is above the median wage for all occupations

    - In-demand: Occupations that are identified in the Occupation in Demand index and/or through the CLNA

  - Each pathway must be a coherent, non-duplicative series of courses of not less than 300 hours.

    - Do counselors defend the coherence of a CTE pathway the same as a foreign language or math series?

    - Is the completion of one course in a series a prerequisite for success in the next course?

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

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

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

☐ COE Data

☐ EED/Workforce data

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

☒ Program review/accreditation

☒ Other (list/describe):

ALSO SEE APPENDICES E and F

Local CTE Program Summary Analysis

Description	2019–20	2018–19	2017–18
# of Students Enrolled	3771	4097	4219
Minimum Class Size	17.5	19	15
# of Dual Enrollment	0	0	0
# of CTE Teachers	23	24	24
# of CTE Pathways	23	24	25
# of Articulations	16	16	14
# of Students In Off-Site Paid WBL	NA	NA	NA
# of Students in Off-Site Unpaid WBL	NA	NA	NA
# of Industry Recognized Credentials Awarded	NA	NA	NA
# of Classes Aligned w/ Industry	125	150	145
# of Apprenticeships	0	0	0
# of Completers Employed in Sector of Study	NA	10	NA

Standard	VVUHSD Practice
Academics	All CTE courses include the CTE Model Curriculum Standards. Course work is rigorous and challenging. All courses have been submitted for UC approval. Dual enrollment and articulation agreements are in place. VVUHSD has a strong partnership with local community colleges. Students are assessed using Precision exams as well as tests leading to industry certification (where applicable).
Communications	Strategies for improving reading, writing, speaking, and listening at the (college and career) readiness level are a district priority. Many of our subgroups need additional support in this area. CTE courses work to engage students in communication practices that will prepare them for college and career while strengthening their abilities in core academic classes.
Career Planning and Management	All students have a 4-year plan that was created with their counselor. Students are exposed to and counseled on career opportunities, CTE and academic courses necessary to complete career pathway offerings to obtain an industry-recognized certificate and or move on to post-secondary training or school.
Technology	Technology is integrated into all CTE courses. The district is committed to improving the use of technology at all sites. Using LCFF funds, significant purchases have been made to improve the technology and infrastructure at many sites--including staff and student computers. Specialized CTE technology is accessed through grant funding.
Problem Solving and Critical Thinking	Coupled with relevant work-based experiences, the curriculum enriches, enhances, and reinforces what students learn in the classroom and provides students with opportunities to develop and practice skills critical to their future success
Health and Safety	Students are versed in technical industry specific vocabulary and safety practices that not only prepare them for the workplace but keep them safe in the classroom. Teachers receive professional development as needed to ensure student safety when new equipment is procured.
Responsibility and Flexibility	Collaboration is a key component in CTE courses. Students can work in a team, communicate with peers and adults, while taking responsibility for their actions. Working with a diverse population in CTE classes, students are flexible and work well together to achieve the same goal.
Ethics and Legal Responsibilities	As a remarkably diverse district, VVUHSD understands the needs of students to be able to work with students from a wide range of backgrounds. CTE teachers are encouraged to create project groups that will allow students to engage with their peers who they might not interact with on a regular basis.

Leadership and Teamwork	Leadership activities are embedded in the CTE curriculum. Teamwork is a focus in all CTE courses, and many projects require students to work in a team. In addition, most pathways participate in one of the 6 recognized CTSOs which provides a solid foundation in leadership for students.
Technical Knowledge and Skills	CTE students use a variety of technical equipment and are able to demonstrate their skills. VVUHSD is a Google District and integrates Google products into all courses. Students are able to share information, communicate via email, navigate the internet and use technical equipment specific to their pathway.
Demonstration and Application	VVUHSD CTE classes are built on the foundation of the Model Curriculum Standards, industry-sector anchor standards, pathway standards, and articulation agreements. Students need to apply and demonstrate what they have learned in the classroom through means appropriate for the pathway course.

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

VUHSD continues to develop programs of study with local community colleges. Because of the location of the school sites, students have a variety of programs that they can choose from. Regionally, there are 5 community colleges that offer CTE programs relevant to the pathways offered in the district. VVUHSD has courses articulated with Victor Valley College (VVC) that provide students the opportunity to earn college credit while taking high school CTE courses. They also provide Dual Enrollment CTE courses for students to begin working on a pathway certification program while in high school, free of charge.

"All Aspects of Industry" are embedded in each CTE course and pathway in VVUHSD. Students can gain a comprehensive understanding of these concepts and skills through their experience in CTE courses which are needed to be successful in the world of work. Integrated curriculum provides for exposure to the concepts of on a regular basis. All CTE courses have been updated to meet the CTE Model Curriculum Standards where "All Aspects of Industry" are inherent in the standards.

Strategies for Continued Success
VVUHSD Superintendent and Board of Trustees are committed to CTE. With the recent reduction of ROP funding for CTE programs, the district has committed to fully fund previous ROP levels through LCFF to continue a robust and growing program. The funding will continue to support materials and teaching staff for the entire program as well as possible expansion for the following years. With the introduction of CTE courses to Lakeview in 2018-19, VVUHSD is committed to expand the CTE pathways at this site to ensure that students can complete a program. Programs offered at Lakeview include:

- Arts, Media, and Entertainment- Design, Visual, and Media Arts
- Arts, Media, and Entertainment- Games Design and Integration
- Information and Communication Technology- Software and Systems Development
- Education, Child Development and Family Services- Child Development

Lakeview is now an accredited high school serving grades 7 to 12. Expanding the number of programs to cover both middle school and high school pathways will be needed. Additional equipment is needed to equip the technology labs for completer courses. Currently identified equipment costs are estimated at **$108,000 for three labs**.

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

Question 4 In-Depth: Data

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

What is a "Program of Study?"

Perkins V Section 3 Paragraph 41:

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

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

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

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

Plan for Career Technical Education"), and has a credit transfer agreement[4] with a local community college, is a complete "program of study."

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

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

NOTE: Refer to the data collected for Question 3 In-Depth: Size, Scope, and Quality to answer the following questions. **What is an "Industry-Recognized Credential?"**

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

An industry-recognized credential passes this test:

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

- The industry-recognized credential is valued by the employers of an industry sector, and its value is independent of educators' opinion of them.

- Some industry-recognized credentials are valued locally, regionally, but ideally, nationally.

- There is a continuum, from "third-party assessment" which holds educational value but are not valued by an industry sector, to truly industry recognized as described above.

---

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

	Career Cluster	CTE Student	# CTE Instructor	Min Class Size	# Dual Enrollment	# CTE Counselor	# Articulation	# Credential Awarded	Advisory Committee (Y/N)	# of Nontrad Enrolled	# of Job Openings
	VVUHSD										
	Program Year: 2019-20										
	Direction: Use this proposed table to gather data about each career cluster for most recent program year										
1	Agriculture & Natural Resources										
2	Arts, Media, & Entertainment	602	5	9	0	0	2	NA	Y	298	-1
3	Building & Construction Trades	267	2	15	0	0	2	NA	Y	32	82
4	Business & Finance	128	3	12	0	0	0	NA	Y	51	43
5	Education, Child Development, & Family Services	308	2	15	0	0	1	NA	Y	55	68
6	Energy, Environment, & Utilities										
7	Engineering & Architecture										
8	Fashion & Interior Design										
9	Health Science & Medical Technology	610	4	13	0	0	3	NA	Y	152	167
10	Hospitality, Tourism, & Recreation	576	4	21	0	0	2	NA	Y	247	208
11	Information & Communications Technologies	293	5	21	0	0	0	NA	Y	103	53
12	Manufacturing & Product Development										
13	Marketing, Sales, & Services										
14	Public Services	388	2	31	0	0	1	NA	Y	179	12
15	Transportation	267	2	15	0	0	1	NA	Y	32	82
	Averages	382.1111111	3.222222222	16.88888889	0	0	1.333333333	0	0	127.6666667	79.33333333

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

The gender equity/nontraditional aspects of CTE provide information that academic teachers, counselors, and administrators can use to assist all students both male and female, in setting and attaining educational goals. These goals should be based on individual interests, aptitudes, and abilities that provide equal opportunities for all students.

Strategies for Continued Success
VVUHSD strives to increase participation and completion of students in nontraditional CTE programs include and works to provide the following:
- Career guidance – review career guidance materials for gender bias and nontraditional exposure and support
- Educate parents – invite, involve, and educate parents
- Early exposure – continue to further develop middle school programs
- Outreach – conduct targeted recruitment activities
- Collaboration – collaborate with community-based organizations and business/industry through MDCP Career Pathways
- Professional development- increase teacher and academic quality and equity capacity through professional development
- School climate – implement and model gender fair instructional strategies
- Evaluate materials for bias – evaluate materials for gender bias and positive nontraditional image.

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

Question 5 In-Depth: Data

Section 134(c)(2)(D): Improving Recruitment, Retention, Training of CTE Professionals, Including from Underrepresented[5] Groups

For the purposes of the Perkins V grant and California's Federal Perkins V State Plan (formerly the "2008-2012 California State Plan for Career Technical Education"), not all professional development activities are created equal. The kind of professional

---

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

development that is fundable with Perkins V dollars are industry specific, i.e., primarily designed for and attended by members of the industry sector, and not educators.

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

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

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

Recruitment:

Retention:

Training:

Retention:

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

In VVUHSD all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. Special populations have equal access to all recruitment, enrollment and placement activities. To ensure students are successful in CTE programs, a team of qualified individuals including counselors, case managers (when required), CTE teachers and parents are included in the discussions regarding proper pathway placements based on student interest. Each student's special needs are identified and coordinated to ensure success in completing their chosen course of study.

Strategies for Continued Success

Inclusion in CTE programs is a priority in VVUHSD. Some of the strategies used to ensure that CTE programs are accessible to all students include:

- Documenting access to, progress through and successful completion of CTE programs.
- Analyze data to determine maintenance and improvement of access, progress and success.
- Document the attainment of performance indicators for members of special populations.
- Allocate Pekins funding when available to provide extra assistance with special populations including support and marketing.

    VUHSD is committed to equality and equity, ensuring that all students, including members of special populations and underrepresented populations are prepared for high-skill, high wage, or high-demand occupations and non-traditional fields. Because of the diverse nature of the district, many of our students are considered special populations and require extra support. The schools and community colleges prepare all students, especially members of special populations by completing the following:

Strategies for Continued Success

- Facilitate integration of academic standards into CTE programs of study.
- Update and modify CTE curriculum necessary to articulate with CTE programs of study at community colleges (and achieve industry-recognized certifications and credentials).
- Provide support for work-based learning experiences of special population students in order to help them achieve an industry-recognized certification if available and appropriate.
- Plan and implement programs of study, activities and facilities that will support and meet the needs of special population students in current and emerging career fields.
- Update equipment, software and instructional materials for CTE programs of study.
- Provide high quality and sustained professional development for teachers, counselors, administrators, faculty and other appropriate staff on subjects such as differentiating instruction and other relevant topics.
- Provide guidance and policy for staff to assist with the monitoring of special population students to ensure successful completion of high school CTE programs of study, the attainment of industry-recognized certifications and/or credentials and transitioning to postsecondary education.
- Provide guidance and counseling opportunities for supporting non-traditional training and employment.

> Prior to the start of the school year, staff, parents, and students are notified via the Annual Notification that all VVUHSD opportunities will be offered without regard to race, color, national origin, sex, or disability. The district will maintain that all potential students have access to CTE information with an effort to reach underrepresented groups. Such as recruitment plans, brochures, and materials for recruiting purposes with persons of different races, genders, and disability. VVUHSD will continue to monitor CTE enrollment demographics against that of the school demographics. The district will ensure that students with a disability are not excluded from CTE or academic programs, courses, services, or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. In addition, counselors will not counsel students with disabilities toward more restrictive career choices then non-disabled students with similar abilities and interests.
>
> VVUHSD will leverage Perkins funds to assist in promotion and outreach targeted towards special populations. In addition, Perkins funds will be used to send staff to the JSPAC conference and other activities to learn how to leverage, build upon, and/or replicate effective models, practices and strategies to recruit and engage special populations within each industry sector.

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

Question 7 In-Depth: Alignment to Labor Market Information

Question 7 In-Depth: Identified Needs

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

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

VUHSD uses Labor Market information in a variety of ways. Using information for the Inland Empire Regional Planning Unit (IERPU) which is represents Riverside and San Bernardino Counties. The workforce development system within the IERPU is led by the Riverside County Workforce Development Board (RCWDB) and the San Bernardino County Workforce Development Board (SBCWDB). The two Local Boards (WDB) led he regional planning process to develop the IERPU Regional Workforce Development Plan. These organizations provide valuable information regarding market trends, job projects and growth in the area that aid in the development of new programs in the district. In addition, data from the Strong Workforce and WestEd has been used to further develop programs. CTE brochures have labor market information that has been derived from local agencies particularly addressing wages in the area relevant to the pathway.

Strategies for Continued Success

CTE teachers have ample opportunities and are encouraged to attend industry specific conferences, workshops and trainings. A sample of some of the professional development activities planned for the coming year include:

Educating for Careers
- ACTE's CareerTech
- CTE Conference
- JSPAC
- Adobe Max
- Build Expo
- American Association of Medical Assistants Conference
- Adobe Summit - The Digital Experience Conference
- Carnegie Mellon's Robotics Academy
- Culinary Arts Conference

With the continued success in the CTE programs across the district, VVUHSD is constantly monitoring Labor Market information in the area and working with the CTEAC and community colleges to determine additional programs of study needed.

Students will use skills and knowledge in the context of technology in most pathways but particularly in graphic design, video game design, computer systems, and digital literacy,
- Mathematics and science skills are key in pathways such as construction and medical fields and provide students with a foundation of technology skills needed in the workplace.
- Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations.

- Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations.
- In order to develop, improve, or expand the use of technology in CTE, will provide students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

As programs are developed and expanded, technology will remain a focus in the expansion:

"All Aspects of Industry" are embedded in each CTE course and pathway in VVUHSD. Students can gain a comprehensive understanding of these concepts and skills through their experience in CTE courses which are needed to be successful in the world of work. Integrated curriculum provides for exposure to the concepts of on a regular basis. All CTE courses have been updated to meet the CTE Model Curriculum Standards where "All Aspects of Industry" are inherent in the standards.

Coordination Strategy

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

It is imperative to the VVUHSD that we continue to work together and include our community stake holders, K-12 stakeholders, local business partners and our representatives from our special populations in ensuring that we continue to align and improve our programs to close the gaps that have been identified.

Victor Valley Union High District partners with additional districts in the local region to ensure that all required categories of members will attend the next scheduled Stakeholder Consultation. Each district in the Mountain Desert Career Pathways

(MDCP) JPA consortium collaborated to provide the invite list of key stakeholders, both from a regional standpoint of shared industry partners, and individualized stakeholders within district. MDCP then used this list sent out invitations via email and calendar invites and tracked RSVPs. Both MDCP staff and district staff monitored RSVPs as a resource to remind or replace key individuals who were not available or unresponsive.

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

   > Use of the Monday.com platform was beneficial with reminders and a single place to monitor due dates and progress.

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

   > The unexpected shutdown due to the COVID-19 created a huge distraction and required the use of time and resources to immediately address the situation. Unfortunately, it meant less time spent with a deep focus on the process.

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

   > More parents should have been included. The results showed far more educators than any other group. Again, the unusual circumstances impacted everyone on every level.

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

   > The Strong Workforce and CTE Initiative Grants align quite well with the goals and objects for Perkins. The same meetings and partnerships will lead to seamless conversations.

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

   > The Strong Workforce and CTE Initiative Grants align quite well with the goals and objects for Perkins. The same meetings and partnerships will lead to seamless conversations.

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

   > The Mountain Desert Career Pathways (MDCP) JPA consortium will continue to collaborate with schedules that accommodates schedules for both business partners and the districts.

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

Victor Valley Union High District will continue to partner with additional districts in the local region to ensure that all required categories of members will attend the next scheduled Stakeholder Consultation. Each district in the Mountain Desert Career Pathways (MDCP) JPA consortium will continue to collaborate with providing the invite list of key stakeholders, both from a regional standpoint of shared industry partners, and individualized stakeholders within district. MDCP will then use this list to send out invitations via email and calendar invites and tracked RSVPs. Both MDCP staff and district staff will monitor RSVPs as a resource to remind or replace key individuals who were not available or unresponsive.

CLNA Review and Affirmation

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

_____

_Andrew Jaramillo_____
Eligible Grant Recipient's Advisory/Stakeholder Chair—Printed Name

_____
Eligible Grant Recipient's Advisory/Stakeholder Chair —Signature

_____
Date

_____

_Lorraine C. Collins_____
Eligible Grant Recipient's Perkins Coordinator—Printed Name

_____
Eligible Grant Recipient's Perkins Coordinator—Signature

_____
Date

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

Signature:

Perkins Coordinator/Director

Printed Name: Lorraine C. Collins
Title: Director, College, Career, & Adult Education
Signature:

Drug Free Workplace

California DEPARTMENT OF EDUCATION

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

Signature:
Perkins Coordinator/Director
Printed Name: Lorraine C. Collins
Title: Director, College, Career, & Adult Education
Signature:

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 ofmastery. (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 theconsortium.

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])

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.

(A) 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));

(B) 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;

(C) 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.

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

(E) 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;

(F) 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;

(G) 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

(H)   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.

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

(3) 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.

(4) 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

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—

(5) 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.

(6) 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.

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.

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

(C) expanding opportunities for students to participate in competency-based education programs.

(D) 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.

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

(F) 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.

(G) 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.

(H) 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.

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

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

(K) 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.

(L) 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

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

(7) 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 incorporate 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-worldengagement 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.

8. 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 ofmastery. (Perkins V, Section 214)

9. 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)

10. 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]])

11. 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.

12. 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

3. 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.

4. 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.

Signature:

Perkins Coordinator/Director

Printed Name: Lorraine C. Collins
Title: Director, College, Career, & Adult Education
Signature:

Appendix D

AME

#	Description	District: VVUHSD			
		Program:		Career Cluster:	
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	602	591	314	502.3333333
2	Min. Class Size	9	12	11	10.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	5	5	3	4.333333333
5	# of faculty with industry credential	na	na	na	0
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	2	2	2	2
8	# of Articulations	2	2	?	2
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	na	na	na	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	-1			-1
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	298	287	137	240.6666667

Business

#	Description	District: VVUHSD			
		Program: Business Mgt	Career Cluster: Business and Finance		
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	128	107	173	136
2	Min. Class Size	12	5	10	9
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	2	2	2	2
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	1	1	1
8	# of Articulations	0	0	0	0
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	43			43
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	51	46	73	56.66666667

Child Development and Education

#	Description	District:	VVUHSD		
		Program: Child Dev	**Career Cluster:** Edu, Child Dev, & Family Serv		
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	308	298	316	307.3333333
2	Min. Class Size	13	12	15	13.33333333
3	# of Dual Enrollment	0	0	0	
4	# of CTE Instructors	2	2	2	2
5	# of faculty with industry credential	na	na	na	0
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	1	1	1	1
8	# of Articulations	1	0	0	0.3333333333
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	na	na	na	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	68			68
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	55	51	57	54.33333333

Medical Science

#	Description	District:	VVUHSD		
		Program: Med Sci	**Career Cluster:** Health Sci & Med Tech		
#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	610	567	756	644.3333333
2	Min. Class Size	16	18	21	18.33333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	4	4	5	4.333333333
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	4	4	4	4
8	# of Articulations	3	3	NA	3
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	167			167
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	152	126	186	154.6666667

Hospitality

#	Description	District: VVUHSD			
		Program: Culinary	Career Cluster: Hosp Tourism & Rec		
		FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	576	665	678	639.6666667
2	Min. Class Size	21	25	28	24.66666667
3	# of Dual Enrollment	N	N	N	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	3	3	3	3
8	# of Articulations	2	2	2	2
9	Existence of WBL (Y/N)	Y	Y	Y	0
10	# Credential Awarded	Y	Y	Y	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	208			208
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	247	283	313	281

ICT

#	Description	District: VVUHSD			
		Program: Software, Syste	Career Cluster: ICT		
		FY 2019-20	FY 2018-19	FY 2017-18	Average
1	# of CTE Students Enrolled	293	476	533	434
2	Min. Class Size	21	12	10	14.33333333
3	# of Dual Enrollment	N	N	N	0
4	# of CTE Instructors	5	4	5	4.666666667
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	2	2	2	2
8	# of Articulations	0	0	0	0
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	53			53
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	103	124	189	138.6666667

Public Services

#	Description	Criminal Justice FY 2019-20	FY 2018-19	Public Services FY 2017-18	Average
	District:		VVUHSD		
	Program:	Criminal Justice	Career Cluster:	Public Services	
1	# of CTE Students Enrolled	388	364	396	382.6666667
2	Min. Class Size	31	29	23	27.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	2	2	2	2
5	# of faculty with industry credential	NA	NA	NA	0
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)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	Y			0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	12			12
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	179	168	180	175.6666667

Building and Construction

#	Description	Residential Con FY 2019-20	FY 2018-19	Building & Construction FY 2017-18	Average
	District:		VVUHSD		
	Program:	Residential Con	Career Cluster:	Building & Construction	
1	# of CTE Students Enrolled	267	156	179	200.6666667
2	Min. Class Size	15	8	9	10.66666667
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	2	2	2	2
5	# of faculty with industry credential	NA	NA	NA	0
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)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	82			82
14	Advisory Committee (Y/N)	Y	Y	Y	0
15	# of non-Traditional Enrolled	32	15	21	22.66666667

Transportation

#	Description	FY 2019-20	FY 2018-19	FY 2017-18	Average
	District:		VVUHSD		
	Program: Auto		**Career Cluster:** Transportation		
1	# of CTE Students Enrolled	378	367	483	409.3333333
2	Min. Class Size	10	10	8	9.333333333
3	# of Dual Enrollment	0	0	0	0
4	# of CTE Instructors	2	2	2	2
5	# of faculty with industry credential	NA	NA	NA	0
6	# of CTE Counselors	0	0	0	0
7	# of Career pathways	2	2	2	2
8	# of Articulations	1	1	1	1
9	Existence of WBL (Y/N)	N	N	N	0
10	# Credential Awarded	NA	NA	NA	0
11	# Classes Aligned with Industry	Y	Y	Y	0
12	# of Apprenticeship	0	0	0	0
13	# of Job opening	91			91
14	Advisory Committee (Y/N)	Y			0
15	# of non-Traditional Enrolled	34	45	39	39.33333333

Appendix E

				VVUHSD							
				Program Year: 2019-20							
				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	# Credential Awarded	Advisory Committee (Y/N)	# of Nontrad Enrolled	# of Job Openings
1	Agriculture & Natural Resources										
2	Arts, Media, & Entertainment	602	5	9	0	0	2	NA	Y	298	-1
3	Building & Construction Trades	267	2	15	0	0	2	NA	Y	32	82
4	Business & Finance	128	3	12	0	0	0	NA	Y	51	43
5	Education, Child Development, & Family Services	308	2	15	0	0	1	NA	Y	55	68
6	Energy, Environment, & Utilities										
7	Engineering & Architecture										
8	Fashion & Interior Design										
9	Health Science & Medical Technology	610	4	13	0	0	3	NA	Y	152	167
10	Hospitality, Tourism, & Recreation	576	4	21	0	0	2	NA	Y	247	208
11	Information & Communications Technologies	293	5	21	0	0	0	NA	Y	103	53
12	Manufacturing & Product Development										
13	Marketing, Sales, & Services										
14	Public Services	388	2	31	0	0	1	NA	Y	179	12
15	Transportation	267	2	15	0	0	1	NA	Y	32	82
	Averages	382.1111111	3.222222222	16.88888889	0	0	1.333333333	0	0	127.6666667	79.33333333

Appendix F

High Quality CTE High Quality Program Evaluation

Attachment 1: High Quality CTE Program Evaluation

Name of Local Education Agency: <u>Victor Valley Union High School District</u>

Total Score: <u>31</u>
(TO BE COMPLETED BY LEA)

Directions: The metrics in this rubric apply to students that are enrolled in 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 which you can provide evidence for. 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: <u>_____</u>
(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)	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.	☐ All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards.	■ All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All CTE curricula are aligned to all academic standards.	Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines	Course Outlines Course Catalog Local CTE Plan List of WBL sites Student Participation lists Equipment Inventory	All CTE courses have updated course outlines reflecting use of current CTE Model Curriculum Standards. Collectively all course descriptions within a specific pathway address all of the given pathway and anchor standards. Career paths have been identified and can be found on a chart with a sequence of courses for each school. Students are provided with a strong experience in and understanding of all aspects of industry. Each CTE pathway has a actual or simulated work-based learning components with community classroom and or industry specific equipment and tools on site.

Attachment 1: 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)	Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
1.B. Offers CTE pathway(s) that provide a coherent sequence of courses, are reported in CALPADS as CTE, and enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school. **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 CALPADS as CTE.	☐ Offer a CTE pathway where some courses show a clear sequential progression of courses that lead to a postsecondary career pathway or training and/or employment. Some courses are reported in CALPADS as CTE.	☐ Offer a CTE pathway where all courses show a clear sequential progression of courses that lead to a postsecondary career pathway or training and/or employment in a pathway-related field. All courses are reported in CALPADS as CTE.	☑ Offer a CTE pathway with clear sequential pathways, from secondary to postsecondary education, training, and/or employment. Provide a catalog of programs and courses required at each grade, along with the aligned postsecondary pathway of courses. The pathways target the labor market needs of regional employers. Formal agreements with postsecondary institutions for priority entrance for qualified pathway students. Dual and articulated credit courses are offered.	List and description of pathway courses, identifying the planned sequence of courses. Document of postsecondary programs, training, and/or entry-level employment to which the CTE pathway leads. Regional Labor Market research document. Document listing CTE pathway courses reported as CTE in CALPADS. Description of dual and/or articulated credit courses offered. MOU with postsecondary institutions. Document listing dual enrollment and articulated courses.	Pathway Charts / Diagrams Master Schedule AERIES (student data system)	Each school site has identified CTE pathways, these pathways can be identified and found on a chart and diagram for each individual school and the district as a whole. Each school's master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s). Each CTE course is appropriately marked and checked for accurate CALPAD indicators

Attachment 1: 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)	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.	☑ 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 POS and counseling services.	☐ All students participate in a formalized career exploration program and have a four-year plan on file. Career guidance is provided through the POS, through industry mentors, and through counseling services.	CALCRN, Kuder, Career Cruiser. Example of four-year plan. Description of career guidance provided.	List of Activities 4 Year Plan Parent / Student Informational brochures and flyers Lesson plans	Students are exposed to and counseled on career opportunities, CTE and academic courses necessary to complete career pathway offerings to obtain a industry recognized certificate and or move on to post secondary training or school. All students complete a 4 year plan.

Attachment 1: 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)	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. Counseling services are not available.	✔ CTE pathway students career and/or academic needs and gaps have not been specifically identified. 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 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 at-risk 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.	Stakeholder CTE annual surveys and survey results Agendas / Minutes AERIES data reports	This is an area of improvement for our program

Attachment 1: 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)	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 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.	Agendas / Minutes Invoices Field Trip Requests Lesson Plans CTSO Rosters	Leadership activities are embedded in the CTE curriculum and most pathways participate in one of the 6 recognized CTSOs, however there is room for growth and improvement in student and teacher participation in CTSOs

Attachment 1: 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)	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	☐ 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. 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.	Dual Enrollment Schedule Articulation Agreements Bridge Reports AERIES reports UCOP A-G	A Program of Study, with a post-secondary institution Victor Valley College, has been developed using two key methods to include articulation and dual enrollment. Every pathway has at least one articulated or dual enrollment course. In addition 100% of all CTE courses at VVUHSD's comprehensive high schools are UCOP A-G approved. Furthermore the middle school CTE courses are aligned to the high school CTE courses.

Attachment 1: 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)	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 partnership agreements. An advisory committee has not been formed.	☐ Agreements with 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 twice 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 regularly 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.	Agendas Minutes Calendars Affiliation Agreements Advisory List	VVUHSD's CTE Advisory Committee is operational and reflects the committee membership as outlined in the California Education Code §8070 and meets at least once a year in collaboration with the MDCP JPA. In addition teachers from each pathway participate in industry specific advisories at least once a year. Furthermore VVUHSD hosts industry representative walk throughs and collaborations on a on going basis.

Attachment 1: 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)	Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the career technical education programs and curriculum **Essential Element:** High-Quality, Integrated Curriculum and Instruction	☐ Does not provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, 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, industry certifications, 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.	✔ Provides opportunities for many pupils to gain access to pre-apprenticeships, internships, industry certifications, 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. 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 all pupils to gain access to pre-apprenticeships, internships, industry certifications, 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.	Industry Certificate lists Invoices MOUs Affiliation agreements	There is an industry certificate attached to each pathway either directly or indirectly. Industry representatives are involved in the development and validation of the curriculum and participate in student learning activities.

Attachment 1: 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)	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 internships, competitions, leadership development, career technical student organizations, and other WBL opportunities. **Essential Element:** Career Exploration and Student Supports	☐ After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities are not provided.	✔ After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities 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 internships, competitions, leadership development, CTSOs, and other WBL opportunities are provided to most students. These activities are developed and supervised by the CTE pathway faculty.	☐ After school; extended day; and out-of-school internships, competitions, leadership development, CTSOs, and other WBL opportunities 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.	Lists of students enrolled in CTSO programs. List of WBL programs offered to the CTE pathway students. List of after school, extended day, out-of-school programs offed to the students. List of competitions in which CTE pathway students participate	Master Schedule Stipends Invoices Rosters	Participation in after school and internships seems to be thriving in medical pathways and beginning in construction however there is room for growth and expansion in the other pathways.

Attachment 1: 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)	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 general 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 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. 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 alignment of the CTE pathway and current and projected regional labor market needs based on at least three sources of local and regional labor market information and projections providing a clear need for the specific 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 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.	Labor Market Reports Master Schedule Advisory Agenda / Minutes	There is a partnership between VVUHSD and local businesses and local workforce development to provide consistent and reliable data about the regional economic and labor markets for planning programs. The programs are continually assessed and modified to meet local demands.

Attachment 1: 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)	Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
7.B. Is informed by the regional plan of the local Strong Workforce Program (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 Program Consortium. The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.	☐ The CTE pathways are involved in the regional SWP Consortium and is aware of the regional plan. The CTE pathways have developed a plan to address both CTEIG and SWP goals and desired outcomes.	☐ 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 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.	Travel Requests Agendas / Minutes	This is an area of growth for VVUHSD

Attachment 1: 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)	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. 25 percent or more of the students in the capstone course(s) take the industry credential/certificate exam/ assessment, and at least 50 % of takers pass. 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. 50 percent or more of the students in the capstone course(s) take the industry credential/ certificate exam/ assessment, and at least 75 % of takers pass. Collects all CTE student survey data on postsecondary choices and success, and follows up with students for at least 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. 90 percent or more students in the capstone course(s) take the exam/ assessment and at least 90 % pass. The technical assessment is nationally benchmarked and includes a skills-based component. Certifications are industry-recognized and portable. Collects all CTE student survey data on postsecondary choices and success, follows up with students three years 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. Student surveys for postsecondary education, training, or employment plans.	Invoices AERIES Course Outlines	This is an area of growth, however direction from the state on applicable industry certs would assist in increasing success for this measure

Attachment 1: 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)	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. Some faculty (college level) have met the Minimum Qualifications.	☐ All CTE pathway teachers have the correct CTE credential or Single Subject Credential with industry experience and have completed some CTE professional development during the past three years. All faculty (college level) have met the Minimum Qualifications.	✔ 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. All faculty (college level) have met the Minimum Qualifications with additional industry experience completed within the last year.	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.	Master Schedule Credentials HR List	Every CTE teacher at VVUHSD has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.

Attachment 1: 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)	Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
9.B. Dedicates resources for professional development for CTE pathway teachers, including educator externships with industry. **Essential Element:** Skilled Instruction and Educational Leadership, informed by Professional Learning	☐ Resources are not dedicated for professional development of CTE pathway teachers.	☐ CTE pathway teachers request resources to attend conferences and workshops that interest them. Externships are pursued upon request.	☐ CTE pathway teachers request resources that are dedicated for CTE pathway teachers to attend specific CTE conferences and workshops each year. These events have strands or workshops specific to CTE curriculum and instruction and CTE pathway. CTE pathway and core teachers are encouraged to engage in educator externships during school breaks.	✔ CTE pathway teachers request resources to maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway. The CTE pathway team collaborates to determine their professional development needs each year and are allocated the resources to access appropriate training based on assessed needs. Most CTE pathway and core teachers engage in teacher externships.	Professional development needs assessment for CTE pathway teachers. List of events, classes and workshops that are important for CTE pathway teachers to access, and the number of CTE pathway teachers that attended. List of curricular or instructional products or changes that resulted from CTE professional development. List of teacher externships and outcomes.	Travel / Conference Requests Sign in sheets agendas minutes time sheets lesson plans	Every CTE teacher at VVUHSD attends both CTE and industry specific professional development each year. In addition all teachers are offered an opportunity to participate in an externship and about 35 % percent do each year. CTE teachers meet as a department at a minimum each month and often engage in collaboration across school sites and districts.

Attachment 1: 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)	Tools/ Examples of Evidence	Evidence on File at LEA	LEA Comments
10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs. **Essential Element:** Equity **Essential Element:** Access	☐ The institution 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.	Flyers Brochures Student Completion rates	VVUHSD's CTE program has informational brochures and charts used to promote the program. The CTE Departments conduct recruitment activities each year multiple times. Each CTE pathway is developed and or modified to meets the needs of special population students (including special education, English learners, non-traditional students, special needs, and the general student population).