



SAMPLE WORDING FOR ANNUAL PROGRESS REPORT (TAB 3)

CTE Program Requirements

Provide details of how the CTEIG funds were used to encourage new CTE programs and maintain existing CTE programs with regards to the 10 CTE program requirements.

1) Describe how the CTEIG monies were used to create new, or maintain existing, coherent sequences of CTE courses that are aligned to the CA CTE Model Curriculum Standards? Provide specific details regarding activities conducted.

Funds were used for instructor time to align course outlines to CTE standards. Six out of 17 course outlines are now aligned to CTE Model Curriculum Standards and business advisory meetings were conducted for the review and validation of the course outlines. A new course was developed in the ICT pathway.

For period 2 funding, we will complete the course outline update and alignment process and have those outlines reviewed by business advisories for input and validation. We anticipate this body of work being completed by November 2017. Course sequence guides and course descriptions will be updated for counselors in preparation for annual enrollment. Additional ICT courses will be developed to build-out the ICT pathway.

2) Describe how the CTEIG monies were used to develop quality career exploration and guidance programs for CTE pathways. Provide specific details regarding activities conducted.

We invited our counselors and counseling office staff to tour our CTE programs at our two campuses to increase their depth of knowledge of the programs. A total of 10 out of 12 counselors and staff attended the tours that included a program overview, information about related post-secondary and pathway options at our local community colleges, and employment opportunities.

For period 2 funding, we are making arrangements to have our 8th graders attend a CTE field trip at our high school campuses so that they can be exposed to the CTE options available to them when they matriculate to their respective high schools. This activity will also provide our high school CTE students with a leadership development opportunity by serving as tour hosts, facilitators and speakers.

3) Describe how the CTEIG monies were used to provide pupil support services, including counseling and leadership development. Provide specific details regarding activities conducted.

Funds were used to update career center materials at our two high school campuses. The items purchased included career planning guides, and three new computers for each center for improved access to on-line career guidance resources like "Salary Surfer" and "Career Zone." Three teachers were released for a day to attend a staff development program on how to start a CTSO in order to start planning for the implementation of a CTSO for the next school year.

For period 2 funding, we'll start at least one CTSO at each of our two high schools. Each campus will be supported with a career fair to be held in the fall semester, and each campus career center will host an open house for parents so that they become more aware of the CTE and career opportunities available to their students.

4) Describe how the CTEIG monies were used to develop or enhance system alignment, coherence, and articulation, including regional and local partnerships with postsecondary educational institutions. Provide specific details regarding activities conducted.

All of our CTE teachers were released to participate in articulation and dual enrollment events at our community colleges. Three new articulation agreements were signed, and four were renewed. Substitute teacher costs were supported via CTEIG funds. Our automotive teacher (1) participated in the college's Automotive Technology Business Advisory Board.

For period 2 funding, teachers will once again be released to attend articulation meetings with our community college partners. We are planning to update our course sequencing documents and collateral materials, both paper based and on our websites. Administrators will follow-up with our community colleges to engage in discussions to explore the potential for dual enrollment.

5) Describe how the CTEIG monies were used to form ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees. Provide specific details regarding activities conducted.

Teachers were provided with release time to visit businesses to share information about their programs and to recruit a strong advisory base. Approximately 56 hours of substitute time was expended for this activity. Six new business advisory members have signed on, and three new field trip destinations were developed.

For period 2 funding, we plan to coordinate advisory activities with our local community college and with our neighboring school districts for a regional advisory approach for our pathways. We will also support each CTE course with a business/industry related field trip to expose students to the real world of work. Business and industry representatives will be participants in each campus's career fair, representing each campus' CTE programs.

6) Describe how the CTEIG monies were used to provide opportunities to pupils to participate in after school; extended day; and out of school internships, competitions, and other work based learning opportunities. Provide specific details regarding activities conducted.

Administrator time was spent during the first period of funding to research the legalities (i.e., labor laws, Title V, education code, risk management, supervision, etc.) surrounding the various methods of placing students in work sites. Three teachers were released to attend a CTSO presentation in preparation of starting a CTSO chapter on each of our two comprehensive high school campuses.

For period 2 funding, recognizing limitations in the school day, meetings will be planned to explore how after-school CTE can be offered. We will proceed with developing work-based learning policy at the administrative levels and follow-up with instructors for training, guidelines, and rules of implementation. Each campus (2) will implement a CTSO during the second grant period.

7) Describe how the CTEIG monies were used to reflect regional or labor market demands and how it focuses the career pathways on current or emerging high-skill, high-wage, or high-demand occupations. Provide specific details regarding activities conducted.

We piloted a new labor market survey form with our advisory board members. The new information along with resources from EDD included trends in employment, wages, and business growth projections. This information was analyzed and used to start our new ICT pathway and sequence of courses that culminate in an industry recognized certification.

For period 2 funding, we will expand the use of the survey to all of our programs to ensure that our pathways are in alignment with job opportunities that offer our students with long term sustainable living wages. We will develop labor market reports that use graphics to assist stakeholders in understanding the relationship and importance between our CTE program offerings and the labor market.

8) Describe how the CTEIG monies were used to develop pathways leading to industry credentials, certification, appropriate postsecondary training, or employment. Provide specific details regarding activities conducted.

Teachers were released to attend articulation meetings. Advisory boards agendas were updated to include a discussion on industry recognized certifications and credentials. A new labor market survey was piloted with business partners to gather deeper labor market information including certification information.

For period 2 funding, administrators will engage in conversations with community college partners to explore dual enrollment options for system alignment. Research will be conducted regarding appropriate industry recognized certifications and third party assessments for our CTE pathways. This step will be included in any new course/sequence/pathway developed.

9) Describe how the CTEIG monies were used to assure the CTE courses are staffed by skilled teachers (CTE Credentialed Teachers) or faculty and the types of professional development provided to the CTE teachers or faculty. Provide specific details regarding activities conducted.

Substitute teacher wages were paid to release CTE teachers for articulation meetings, meetings with business and industry to develop partnerships, and to support teachers and students on field trips. CTE teacher credentials were validated by HR staff, and three teachers attended CTSO training for the development of new CTSO chapters. Professional development was provided on the CTE Model Curriculum Standards and how to update their outlines to reflect the standards. Counselors and counseling office staff were provided with a program tour to learn more about our CTE programs.

For period 2 funding, a professional development training is planned to instruct teachers on work-based learning methodologies, laws, regulations. Teachers will be supported with release time to meet with the local community college for articulation, processes and procedures. CTE teachers will be supported with release time to meet with Risk Management professionals to ensure that their students and classrooms are safe. A teacher internship program will be planned for the summer of 2017 to upgrade their skills and knowledge of business and industry,

10) Describe how the data reporting requirements will be completed in California Longitudinal Pupil Achievement Data System (CALPADS). The data to be reported includes the following:

- The number of pupils completing high school
- The number of pupils completing CTE coursework
- The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment
- The number of former pupils employed and the types of businesses in which they are employed
- The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.

Provide specific details regarding activities conducted.

Describe the data system you use (i.e., CALPADS or Perkins) and what data elements are uploaded. If you are not collecting any of the above data, describe how you will report this data.

Use the above paragraph and expand if necessary. For example, maybe you weren't collecting Industry Certification information in the past. In this case, describe the steps you took to start collecting the information and how you plan on reporting it.

11) Describe how CTE pathways are included in the Local Control Accountability Plan (LCAP) for 2016-17. If they are not, describe plans to include for 2017-18.

You will find this information under the **Goal and Expected Annual Measurable Outcomes** section of the LCAP. Steps you will take will be under **Actions and Services**. If you did not mention CTE in your LCAP, you will need to work with your district leadership to ensure this is completed and describe below how you will do this for the 17/18 school-year

Sample Language:

1. Increase the number of students who graduate and are **prepared** for college and/or a **career**.
2. Increase the number of pupils enrolled in the eight Linked Learning **career pathways** to 950.
 - Required State Metric: Share of pupils that are college and **career ready**.
 - Local Metric: Number of pupils enrolled in **career pathways**. Increase the total percentage of pupils who complete the UC/CSU compliant coursework to 31%.
 - Required State Metric: Share of pupils that are college and **career ready**.
3. Expand the integration of **career education** at the middle school level through the creation of elective courses with **articulate** to the **high school career education** options.