CAREER TECHNICAL EDUCATION

Presented to Budget/Program Review Committee*

Prepared by Emily Tsai Brownfield
Director, 21st Century Learning Innovation

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*A Superintendent's Advisory Committee

CAREER TECHNICAL EDUCATION: WHAT IS IT AND WHY IS IT IMPORTANT?

- Prepares students for College and Career including a wide range of high-wage, high-skill, high-demand careers
- CTE Pathway completion is part of the College and Career Readiness Indicator in the New California Dashboard Accountability System
- Incorporates technical skills, academic skills, and employability skills
- Makes learning relevant
- Integral part of our Strategic Plan with the Community Alliance College Career Action Team

LCAP GOAL #2

College and Career Readiness

All students, especially low-income and English Learner students, will be College and Career Ready for post-high school placement and will develop 21st Century learning skills.

EXAMPLES OF COLLEGE AND CAREER READINESS PROVIDED BY OUR CTE PATHWAYS

Patient Care

- Foundations of Nursing
- Certified Nursing Assistant/Health Aide
  - CNA state certification
  - Licensed Vocational Nurse
  - Registered Nurse
  - Nurse Practitioner
  - Physician or Specialist

Informatics

Automotive Technology

- Auto Service I: Engine Performance, Brakes, Steering, and Suspension
- Auto Service II: Diagnostics and Mastering Skills
  - Automotive Service Excellence certifications
  - Automotive Service Management
  - Automotive or Mechanical Engineer

Autonomous Technology

Certified Nursing Assistant



Students review patient information.

Patients use lift equipment at facility.



Student Nursing Assistant provides report to the CNA on staff.



Advanced Automotive



North Monterey County High School Team won 1st Place at the MPC Auto Skills Competition for 6 out of the last 7 years!

California School DASHBOARD

COLLEGE AND CAREER READINESS INDICATOR

Prepared Level

High School Diploma and any one of the following:

A. CTE Pathway completion + one of the following:
   - ✓ SBAC Level 3 Standard Met in ELA **or** Math **and** Level 2 Standard Nearly Met in other Subject Area
   - ✓ One semester of Dual Enrollment with passing grade (Academic or CTE course)

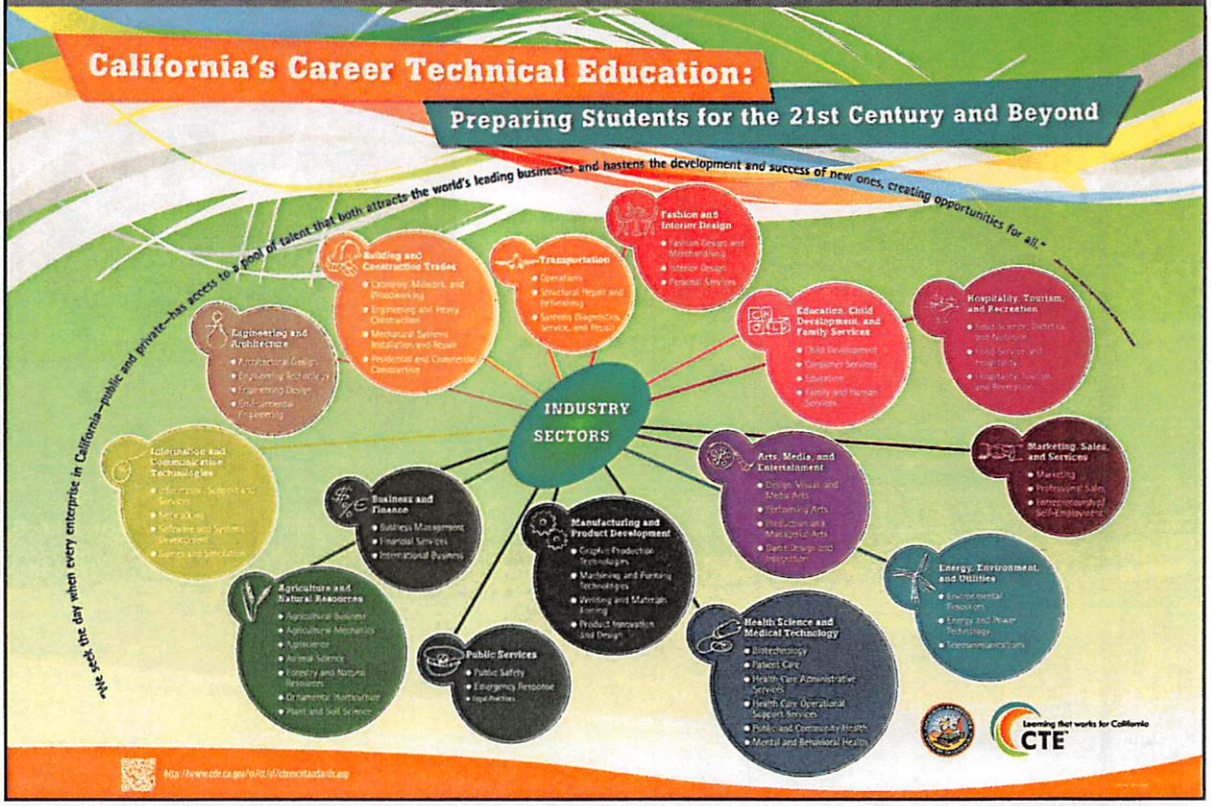
B. At least a 3 Standard Met on both ELA & Math SBAC

C. Completion of 2 semesters of Dual Enrollment with passing grade

D. Passing score on two Advanced Placement (AP) Exams

E. Completion of courses that meet UC a-g criteria plus one of the following:
   - ✓ CTE Pathway completion
   - ✓ At least a 3 Standard Met on both ELA & Math SBAC
   - ✓ Completion of 2 semesters of Dual Enrollment with passing grade
   - ✓ Passing score on two Advanced Placement (AP) Exams

INDUSTRY SECTORS AND CTE PATHWAYS



Standards for Career Ready Practice†

Standards for Career Ready Practice describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a career technical education (CTE) program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource for CTE and academic teachers in the design of curricula and lessons that teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

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†Prepared by the California Department of Education. Adapted for California and based on the "Career Ready Practices" adopted by the Common Career Technical Core (CCTC). The CCTC practices are posted at http://www.careertech.org/.



6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

STANDARDS FOR CAREER READY PRACTICE



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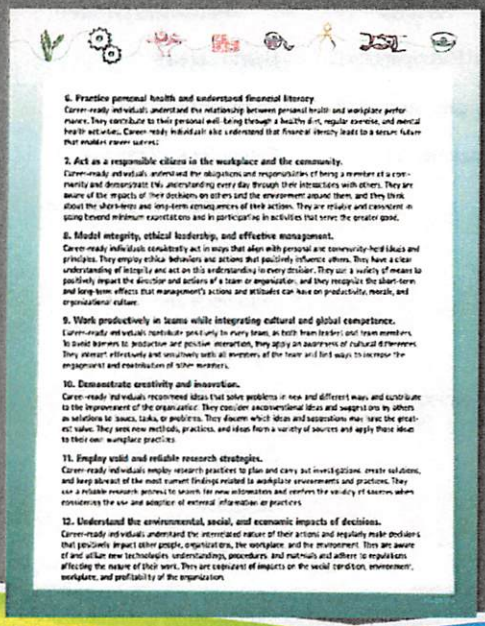
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CURRENT CTE PATHWAYS

- *Automotive Technology (Systems Diagnostics, Service, and Repair)*
- Culinary (Hospitality)
- *Engineering Design with Product Innovation and Design*
- Welding
- Multimedia Art
- Public Safety
- *Patient Care*
- Computer Science
- Computer Applications
- Education
- In Planning Stage:
  - Agriculture and Natural Resources

REVAMPED CTE PATHWAYS 2016-2017 AND 2017-2018

2016-2017	
Results	Pathways Offered
Total Participants: 713	Health Careers
*Concentrators: 398	Computer Science
*Capstone: 153	Computer Applications
	Multimedia Art & Production
	Industrial Arts
	Auto Body and Paint
	Welding
Graduation Rate: 88%	Auto Technology
	Culinary
	Education
	Fire/Police

2017-2018	
Results to Date	Pathways Offered
Total Participants: 890	Patient Care
*Concentrators: 142	Computer Science
*Capstone: 65	Computer Applications
	Multimedia Art & Production
Skills Attainment: TBD	Engineering Design (Industrial Arts)
Graduation Rate: TBD	Welding
	Auto Technology
*180 hrs each for	Culinary
360 hr pathway	Education
completion.	Public Service

- All CTE pathway courses were revamped in Spring 2017.
- New CTE Pathway in Forestry and Natural Science is in development with the support of the SSP Grant recently awarded. Planned implementation in 2019-20.

CTE EXPECTATIONS

- Clearly sequenced pathway of courses
- Industry-Recognized Certification and/or Articulation with Postsecondary Programs
- Technical Skills Attainment
- Incorporates Standards for Career Ready Practice
- Work Based Learning opportunities
  - Internships
  - Job shadowing
- Advisory Boards for Each Pathway include Industry Partners currently in the field
- Student Leadership development

CTE PROGRAM FUNDING SOURCES

	Revenue Source	Resource	FY 17-18	
CTE Incentive Grant	State Grant	6387	$509,186	Includes Carryover from previous yrs. Ends in 2018. Carryover allowed until June 2019. Match requirement.
Carl D. Perkins CTE Grant	Federal Grant	3550	$31,199	Requires annual application
9-12 Grade Span Adjustment	LCFF- Add on	0930	$281,676	Ongoing state revenue
ROC/P Program	LCFF- Local contribution	0350	$520,643	Ongoing state LCFF Base revenue

2017-2018 CTE OVERALL PROGRAM COSTS MULTIPLE FUNDING SOURCES

Object Codes	Objects	Amount	Percentage
1xxx	Certificated Salaries	$674,124	62%
2xxx	Classified Salaries	$67,175	
3xxx	Benefits	$212,022	
4xxx	Materials, Supplies, Books, Equipment*	$329,903	21%
5xxx	Contracts, Travel and Conference, Rentals*	$163,323	11%
6xxx	Equipment over $5000	$36,441	2%
7xxx	Transfers	$54,780	4%
TOTAL		$1,537,768	

*An estimate of $200,000 from the 4000s and 5000s was carried over from ROC/P.

OVERALL CTE EXPENSE EXAMPLES

- CTE Teachers
- Classified Administrative Support (portion)
- Custodial Staff (portion)
- IT Support (portion)

CTE Funding Source for 17-18	Salaries and Benefits for 17-18	*Est. Salaries and Benefits for 18-19**	Proposed CTE Funding Source for 18-19
CTEIG	$202,862	*$0*	LCFF 9-12 GSA and LCFF S&C
LCFF 9-12 GSA	$281,676	*$317,436*	LCFF 9-12 GSA
LCFF ROC/P Contribution	$468,783	*$478,159*	LCFF ROC/P ongoing Contribution
LCFF S & C	$0	*$175,216*	Increase to full funding in 18-19

OVERALL CTE EXPENSE EXAMPLES

Materials and Supplies	Equipment	Training and Contracts	CTSO
• Weekly groceries • Welding gas • Adobe Creative Cloud licenses • Welding rods • Wood • Upgraded computers with enhanced graphics cards	• Stick Welders • Welding rods • Safety equipment • New auto lift with certification requirements • Hospital bed • Commercial stove/oven • Video production equipment • Auto Diagnostic tools	• Externship at Subaru • Mission Linens • Oil disposal • Fire instructor from North County Fire • Advanced Culinary course development with Johnson Wales University	• Skills USA

OVERALL CTE EXPENSE EXAMPLES

CTE Funding Source for 17-18	4000s-6000s 17-18	*Est. 4000s-6000s for 18-19*	Proposed CTE Funding Source for 18-19
CTEIG	$277,122	*Unknown*	Carryover available only for 18-19
Carl D. Perkins CTE Grant	$31,199	*$24,959*	Assume 20% reduction
LCFF ROC/P Contribution	$222,131	*$591*	LCFF ROC/P ongoing Contribution
LCFF S & C	0	*$304,450*	LCFF S & C increase
TOTAL	$330,000	*$330,000*	

WORK BASED LEARNING EXAMPLES

- CNA students go to The Ridge Rehabilitation Center to provide Patient Care daily.
- Welding students attended a field trip to a working Welding Fabrication shop.
- Public Service students participate in a Ride Along with Law Enforcement.
- Culinary students design the menu, prepare and serve the dinner for the Mission Trails Executive Board Meeting with the support of our Food Services Department.
- Automotive students job shadow in an auto repair facility
- Multimedia Art students develop design samples for organizations or clubs.

EXAMPLES of WORK BASED LEARNING RELATED EXPENSES

Work Experience Specialist (recoded from CRBG to 0940 due to CRBG ending)	Designs and provides customized Orientation, Training, and assists students in the work permit application process
Transportation	Provide funding for use of vans, buses, travel costs to transport students to WBL opportunities
Personnel Time	Establish partnerships with industry partners and work locations
Materials, Supplies, Equipment	Needed to ensure students learn skills using materials and equipment that will be used during the WBL opportunities.

Advanced Culinary

Advanced Culinary students cater at the Mission Trails Executive Board Meeting.



CTE REPORTING, ACCOUNTABILITY, MANAGEMENT

- Seek additional CTE funding sources
- Grant writing
- Complete Annual and Midyear progress reports
- Track match requirements
- Articulation agreements with postsecondary institutions
- Coordinate Advisory meetings
- Evaluate CTE program needs
- Represent District at the Mission Trails JPA
- Leverage partnerships with industry and postsecondary institutions
- Determine funding resources for equipment and materials based on restrictions
- Course submissions and approvals
- CTE facility and equipment needs
- Ensure CTE programs reflect labor market needs and are updated based on recommendations from Industry Advisory Members

PROGRAM REQUIREMENTS FOR FUTURE FUNDING

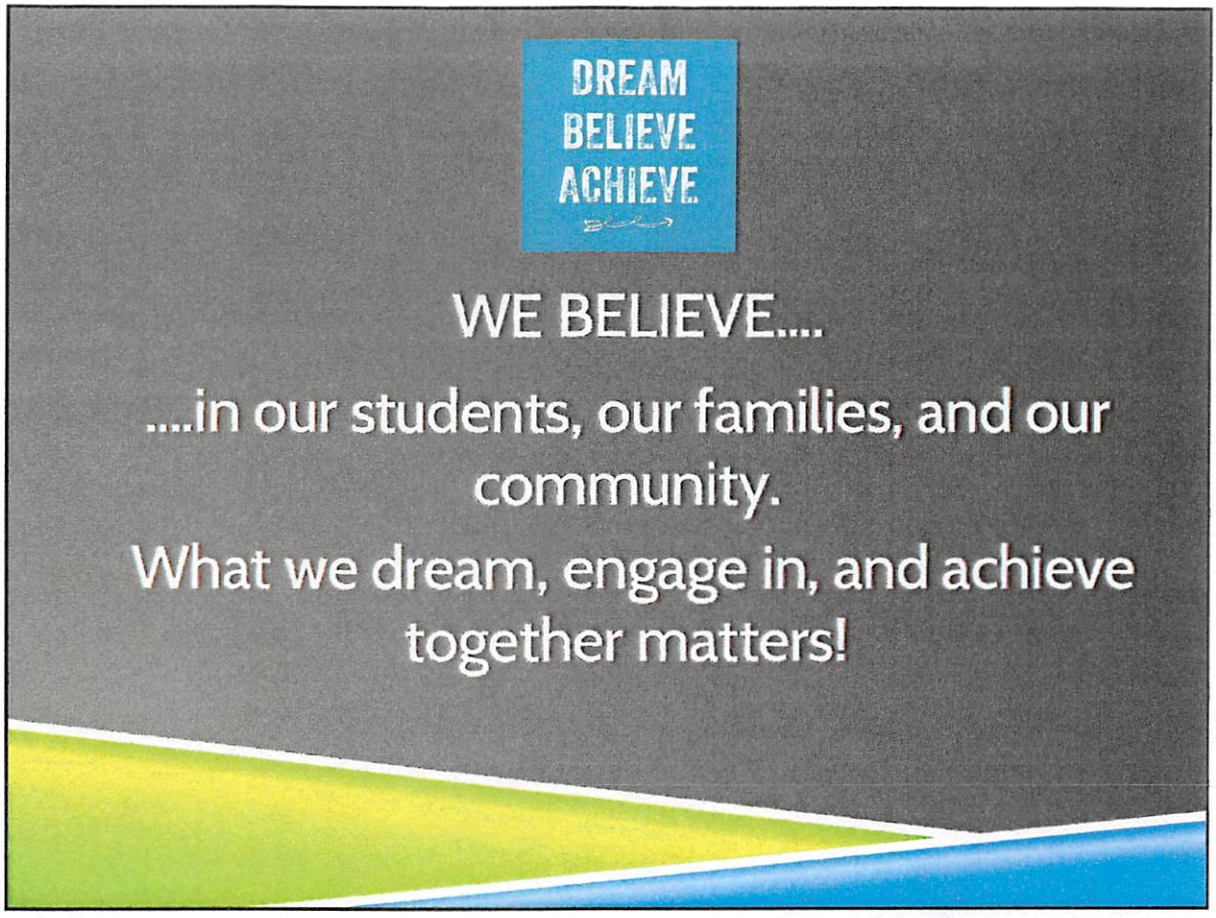
- Clearly sequenced pathway of courses
- Industry-Recognized Certification and/or Articulation with Postsecondary Programs
- Technical Skills Attainment
- Incorporate Standards for Career Ready Practice
- Academic Attainment in ELA and Math
- Student Graduation
- District matching funds
- Work Based Learning opportunities
  - **Internships**
  - **Job shadowing**
- Advisory Boards for Each Pathway include Industry Partners currently in the field
- Student Leadership development
- Nontraditional Participation and Completion

RECOMMENDATIONS FOR THE FUTURE

- Seek CTE Facilities funding sources
- Create pathways and agreements for students to matriculate directly into specialized programs such as CS-in-3 and the Hartnell-CSUMB Teacher Pathway Program
- Pursue A-G approval for CTE courses
- Provide training and professional development for Coordinators and Teachers on CTE pathways and Standards for Career Ready Practice
- Offer introductory CTE courses at the middle school
- Pursue Dual Enrollment courses in CTE with local colleges
- Continue to partner with the NMC Community Alliance College Career Action Team to develop Work Based Learning opportunities

LONG TERM INVESTMENT IN OUR COMMUNITY




DREAM
BELIEVE
ACHIEVE
WE BELIEVE....
....in our students, our families, and our community.
What we dream, engage in, and achieve together matters!