

Bellflower Unified School District
Career Technical Education
Advisory Committee Meeting Minutes
May 4, 2021

Present:

Ena Alcaraz	Ariel Pe
Jordan Clarke	Victor Palacios
Brent Burton	Mark Kailiponi
Belinda Davila	Anne Welsh-Treglia
Jasmine Lane	Gerard Greenridge
Evita Navaro	Lisa Azevedo
Lillian Nevarez	

I. Call to Order:

Lisa Azevedo called the virtual meeting to order at 6:01 PM.

II. WELCOME – INTRODUCTIONS

Lisa Azevedo and Ena Alcaraz welcomed members. All members present in the meeting introduced themselves.

III. APPROVAL OF MINUTES

The minutes of the previous meeting on February 23, 2021 were read and approved as submitted. Ariel Pe made a motion to approve and Jordan Clarke seconded the motion.

IV. PERKINS COMPREHENSIVE LOCAL NEEDS ASSESSMENT REVIEW (CLNA)

The Perkins Comprehensive Local Needs Assessment Review (CLNA) and CTEIG High Quality CTE Program Evaluation and Plan Review documents were shared with advisory members ahead of time for review.

The first question on the CLNA was regarding the CTE advisory committee. Ms. Azevedo shared that we have representatives for all of our pathways at the high schools. We have members that represent faculty, parents, and administration that sit on the advisory.

The second question was about student performance. The documents shared included spreadsheets with math and language arts data. The data was broken down by

English Language Learners, students who are disabled and foster youth. The information included how well students were doing in CTE classes and how well they were doing overall. BUSD continued to improve in the college indicator. Ms. Azevedo shared that in 2017 – 36, % students were prepared, and in 2020, 40% were prepared. It is not a huge jump, but definitely progress forward.

Perkins funds were used for additional support in Career Technical classrooms, classes offered afterschool, materials and industry grade equipment.

Question three was regarding program size, scope and quality. BUSD was careful to make sure that each CTE class offered was aligned to the CA CTE Model Curriculum Standards. We looked at LA and OC County Job Market Regional Consortium Plan to make sure new pathways are aligned. They recommend priority sectors that have a large labor market. With this funding, we obtained updated equipment, updated curriculum, and CTSO (Career Technical Student Organizations) participation. Students can participated in leadership opportunities, as well as, competition through CTSOs. They have to show the skills that they have learned in classrooms.

Question four was about implementation of the CTE programs. We make sure that classes were aligned. If we offered a course that is outdated, then we suggested professional development to instructors, see what kind of equipment we can bring in, or if needed revamp the pathway. An example was that we are working at Bellflower High School on a transportation pathway – service diagnostics pathway. In our region, advanced transportation is the current job market need. We are going into a shift in that pathway to bring transportation up-to-date.

Question five was all about recruitment, retention and training of CTE staff. Mrs. Azevedo thanked the CTE teachers who joined the meeting. CTE teachers bring current industry grade information to students. It is sometimes a challenge, because what the industry is doing may not be feasible for the classroom. For standard five, BUSD tries to support teachers in their request for equipment, training, and sub coverage to plan. Question five also deals with teacher shortage. It's very difficult to find teachers to teach a career tech class. For example, people who go to college to become an engineer generally do not plan to be teachers.

Question six was regarding equal access to Career Tech Ed programs. BUSD does not limit any students to any CTE classroom. We support non-traditional students participating in pathways. Special Education students are welcomed and appropriate accommodations are made to help students get in and help them be successful.

This year, with advisory recommendations, we are developing promotional videos. The videos will be used on social media platforms and digital platforms for students and parents to view. Ena Alcaraz asked if videos would be available in Spanish or another language. Mrs. Azevedo confirmed that they would be available in Spanish.

Gerard Greenridge asked if the CTE programs are available to all students, including students at SHS. Mrs. Azevedo stated that there are pathway courses offered at SHS. CAD, construction, and graphic production courses are offered and students may enroll in any pathway that is available afterschool.

Question seven was about alignment to the local labor market. Mrs. Azevedo shared that anytime courses are added; we need to look at local labor market data. We don't want to prepare students for a job market that is not hiring. One example was that many students wanted to take veterinary classes, but there is not a job market in our area. For that reason, we would not add that course even though there was interest.

Question eight was about student performance gaps. This was about how students are doing and ensuring that students are doing well in CTE and other subject areas. Ms. Navarro, spoke at the meeting about how instructional aides assists in CTE courses that have a high number of special needs students.

Ena Alcaraz commented that it was awesome that there were incremental steps in the programs and they are heading in right direction. Gerard Greenridge asked how students coming out of the CTE program are celebrated. There was a suggestion about possibly providing a cord for graduation. Jasmine Lane shared that they started providing cords when student complete a pathway. At BHS, Jordan Clarke, CTE teacher, shared the medal that they give to completers. Mr. Greenridge asked if something can be done at the CTE level and Mrs. Azevedo stated that she would be happy to speak to the school sites about coming up with a standardized way to do that.

We usually receive about \$110,000 of Perkins funding and it is based on student enrollment.

V. CTEIG HIGH QUALITY CTE PROGRAM EVALUATION & PLAN REVIEW

The Career Technical Incentive Grant is much larger than Perkins. Both grants are competitive therefore; we need to apply every year. Last year, we received over \$300,000 and this year, we received over \$600,000. It is important to ask only for what the district can sustain to make sure that the program can continue without the additional funding.

The first standard was about high quality CTE curriculum and instruction. We make sure that the CTE classes are aligned to the CTE standards and teachers must have a CTE credential. This funding is used for professional development, sub coverage, and new equipment. Some examples are the remodel of the culinary arts class, and transportation pathway – auto program. We are also creating a new patient care mock medical lab. The mock lab will look as if you are walking onto a hospital floor. The lab should be ready by fall.

Standard 1B was about offering a sequence of courses. Our pathways consist of a minimum of two classes.

Standard two was about career exploration and guidance by ensuring that ninth graders have a four-year plan. BUSD uses Naviance in which students take an interest inventory and they work on a four-year plan with counselor. Currently, we are looking at another system that is more

user friendly and communicates easily with parents to show student progress.

Standard three was about counseling support for students. All CTE students receive counseling support, including career exploration.

Standard 3B was regarding student leadership development. CTEIG and Perkins support Career Technical Student Organizations (CTSOs). CTOSOs provide student leadership development opportunities. Funding goes to membership, travel and conference and materials for these opportunities.

Standard four was about system alignment and articulation. BUSD has a strong relationship with their feeder colleges – Cerritos College and Long Beach City College. Both colleges offer opportunities for dual enrollment.

Standard five was about meaningful industry and labor partners. Many in the advisory have volunteered time in the classroom and have made time to speak to teachers. One example was Capt. Burton and LA County Fire. They donated equipment; firefighters have come in to classroom to help students, and to demonstrate car extrications. Ena Alcaraz suggested communicating with the Chambers of Commerce or business organizations when there is a need to provide industry perspective.

Standard 5B was about student opportunities for internships and work based learning (WBL). This continues to be a growth area for BUSD. We want to make sure that students completing a two-year pathway are leaving with a certificate, college credit or have a learning based opportunity.

Standard six was about opportunities for students after school, activities, and competitions. BUSD has opportunities through after school ROP. If students can't participate in a pathway in the daytime they have the opportunity afterschool. Our students participate in CTOSO competitions, such as Skills USA, HOSA, and FCCLA.

Standard seven was similar to Perkins standard five. The program must reflect regional labor demands – priority sectors for LA and Orange County.

Standard 7B was about our participation with local K-12 Strong Workforce Plan Consortium Program. Meetings occur once a month; we participate, gather information and share with district. We receive industry related information to bring to classrooms.

Standard eight was about offering certificate and post secondary credit towards post secondary degree. We have core classes and Career Technical classes that are dual enrollment. Students get high school credit and college credit.

Standard 9a was about ensuring that CTE teachers have the proper credential. This is verified through CALPADS and CALPASS.

Standard 9b was about professional development. In the future, we would like to offer teachers educator externships. Teachers would go back to the industry they trained in for a day to update their industry skills.

Standard 10 was about including all students in pathways including special needs students. All CTE courses are open to all students for enrollment. The Diversified course is only open to Special Ed students where they learn soft skills: how to apply, how to interview, how to shake someone's hands, and filling out college application.

Summary of what has been covered with funds:

Providing afterschool course options
CTE staff professional development
Industry Aligned Equipment
Contracted Services (e.g. vendors that fix equipment)
Work Based Learning Opportunities (e.g. Transportation Services / Stage Production Equipment)
Pay for Additional Support Staff for CTE
CTSO Costs for Staff and Students
CTE Advisory Support
Medical "Mock Lab" / Transportation Overhaul Pathway

VI. COMMENTS AND QUESTIONS:

Mrs. Azevedo reiterated the suggestion about reaching out to the Chamber of Commerce to find additional CTE partners.

Victor Palacios shared an idea to add a tab on the district site in the employment section for students that are coming out of high school where business or unions can see student resumes/portfolios.

Gerard Greenridge suggested a resource for students who graduate to look up potential jobs with partners like a Career Development Center. Ena Alcaraz said that this might fall under the Chamber of Commerce suggestion as well, because they may also have job boards, suggested links as well.

A discussion took place about LinkedIn. Mr. Greenridge shared that he teaches students how to find work at Long Beach City College by showing them different resources like Indeed. He shared that LinkedIn allows students to create a linked portfolio. Jordan Clarke shared that he had all of his students create LinkedIn profile. It is part of the career readiness curriculum. On LinkedIn, an association can be formed and he suggested having students in pathways join. This could provide a better way to understand the directions that students take after high school.

Ms. Alcaraz mentioned that this might lead to mentoring by CTE completers.

Ariel Pe agreed with the LinkedIn idea. Jasmine Lane asked if a resume and portfolio is part of the completers curriculum and Mrs. Azevedo stated that students do a letter of interest and resume. Brent Burton liked the idea of LinkedIn, because it shows student success rate so parents can see that CTE programs are working to assist with employment.

Evita Navarro mentioned that when we had had ROP classes and students finished a pathway,

certain tasks/skills learned were listed on the back of their certificate and that could be added to LinkedIn.

There was also a suggestion about a presentation on how to show students how to create their LinkedIn. Mr. Greenridge shared that there are seminars for professionals and that there are also student courses that can be shared in LinkedIn.

Anne Welsh shared that she attended an accounting advisory meeting. There were many faculty and business advisors. One of their recommendations was that students need to come out with better writing and communications skills. Some of the advisors said that they only hire students who have part time jobs, because it shows responsibility.

VII. NEXT MEETING

The next meeting is scheduled for October 12, 2021. The meeting was adjourned at 7:09pm.