

October 1, 2021

From: Santa Barbara County Education Office & San Luis Obispo County Office of Education

Noelle Barthel, Director, Career Technical Education
nbarthel@sbceo.org 805-964-4711

Michael Specchierla, Executive Director
mspecchierla@slocoe.org 805-782-7273

To: Paso Robles Joint Unified School District
Superintendent Curt Dubost

RE: K12 Strong Workforce Round 4 Statement of Assurance and Supporting Documentation

Assurances: A duly authorized representative for the Lead LEA (Deputy Superintendent, Jennifer Gaviola) should review all assurances, certifications, and terms and conditions to be familiar with the grant expectations. Please upload the Assurance Agreement form into NOVA attesting that this Pathway/Program Work Plan is:

- In compliance with K12 SWP legislation (Education Code, Section 88827–88828(c)(8)(C)): All partners will report outcomes and financials in the NOVA and Cal-PASS Plus systems.
- Aligned with your district(s)/partner district(s) 2021-22 LCAP Informed by, aligned with, and expands upon your region's Regional Plan and planning efforts occurring through the Strong Workforce Program
- Informed by Labor Market Information and regional priorities
- Staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members

Please attest to the assurances that the Fiscal & Lead LEA and Partners will:

Report data that can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of under served demographic groups

Signature:

Date:

Fiscal Lead: Santa Barbara County Education Office/ROP North

Signature:

Date:

Lead LEA: San Luis Obispo County Office of Education

Signature:



Date: 10/1/2021

Partner LEA: **Paso Robles Joint Unified School District**

Statement of Assurance for **PRJUSD** School District will be submitted for Board approval on October 12, 2021.

PRUSD K12 Strong Workforce Program Proposed Budget 2019-20

1. Complete the K12 SWP Proposed Budget Template by object code.
2. Provide a detailed narrative in each object code where you have allocated funding connected to the Strategies and Activities.
3. Check all activities that apply by object code.
4. Check if you have included funding allocation in your CTEIG and LCAP

LEA District: Praso Kobles Joint United School District

K12 SWPBudget: \$7,629,000

Proposed Budget \$144,900

Fiscal Year 2019-20

Object Code	SACS Description	Proposed Budget Amount (1)	Detailed Narrative (2 & 3)	Strategy	Activity (3)
1000	1100 Certified Teachers' Salaries	\$37,771 - 15% CTE coordinator salary provides a CTE teacher time to coordinate events and facilitate CTE pathways towards goal of achievement in the 11 elements of a high quality CTE program. PRJUSD has planned one conference/externship per CTE teacher. This money will be used in the Pathways to Equitably provide stipends for CTSO advisors across the board. Also it will be for subs for regional collaboration, curriculum work to keep CTE courses relevant to industry according to advisory committees.	We have one district CTE plan and are using a combination of the CTEIG funds and K12SWP grant funds to fund the CTE plan. Our plan is 15% CTE Coordinator salary, 1/2 of the Substitutes and overtime and other certificated salaries for conferences and industry and curriculum work, 1/2 CTE Stipend equality - funding district CTE teachers who don't receive a stipend currently for CTSO work. It's currently inequitable.	Develop and implement enhanced pathways	1.1 Complete Pathway Needs Assessment
	1130 Extra hours and overtime			1.2 Develop and implement Individual Pathway Improvement Plans	
	1140 Substitutes			1.3 Develop new pathways	
	1200 Certificated Pupil Support Salaries			1.4 Integrate problem solving, critical thinking and project management	
	1300 Certificated Supervisors' and Administrators' Salaries			1.5 Develop and implement a locally vetted Work-Readiness Certificate	
2000	2100 Classified Instructional Salaries	\$17,000 - 1/3 CTE Clerical Support Staff	1/3 CTE Secretary clerk salary to support CTE teachers and students at two comprehensive high school sites and 2 middle schools. Services will include aiding in facilitating and examining data with interest inventories, 4-year plans, resume building, interview prep, industry tours, guest speakers, college presentations, and soft skill lessons. Pathway enrollment data will be analyzed to suggest ways students can complete before each term registration and to identify completers for sites to honor.	Develop and implement enhanced pathways	2.1 Develop and expand industry partnerships
	2200 Classified Support Salaries			2.2 Implement WBL in each pathway	
	2300 Classified Supervisors' and Administrators' Salaries			2.3 Transition appropriate WBL opportunities into registered pre-apprenticeships	
	2400 Clerical, Technical, and Office Staff Salaries			3.1 Assess Career Exploration needs	
	2900 Other Classified Salaries			3.2 Develop and implement a Career Exploration Support plan	
3000	3100 Classified Instructional Salaries	\$17,000 - 1/3 CTE Clerical Support Staff	1/3 CTE Secretary clerk salary to support CTE teachers and students at two comprehensive high school sites and 2 middle schools. Services will include aiding in facilitating and examining data with interest inventories, 4-year plans, resume building, interview prep, industry tours, guest speakers, college presentations, and soft skill lessons. Pathway enrollment data will be analyzed to suggest ways students can complete before each term registration and to identify completers for sites to honor.	Develop and implement enhanced pathways	3.3 Ensure that there are no program barriers to student pathway choices
	3200 Classified Support Salaries			4.1 Align pathway systems across middle school, high school, and post-secondary levels	
	3300 Classified Supervisors' and Administrators' Salaries			4.2 Align middle school programs with high school pathways	
	3400 Clerical, Technical, and Office Staff Salaries			4.3 Align high school pathways with post-secondary programs	
	3900 Other Classified Salaries			4.4 Increase opportunities for early college credit	

Object Code	SACS Description	Proposed Budget Amount	Detailed Narrative	Strategy	Activity
			15% Benefits for CTE Coordinator and Classified Staff, subs	Develop and	1.1 Complete Pathway Needs Assessment 1.2 Develop and implement Individual Pathway Improvement Plans

		Included in CTEIG Included in LCAP	Improve Student Transitions 4.2 Align middle school programs with high school pathways 4.3 Align high school pathways with post-secondary programs 4.4 Increase opportunities for early college credit
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27,000

Object Code	SACS Description	Proposed Budget Amount	Detailed Narrative	Strategy	Activity
6000	6400 Capital Equipment 6500 Equipment Replacement		Please list all capital equipment and estimate cost: No Capital Equipment is planned for purchase through CTEIG or LCAP funds for the 2019-20 school year.	Develop and implement enhanced pathways Increase quality and quantity of Work-Based Learning opportunities Provide students with comprehensive Career Exploration opportunities	Check all that apply 1.1 Complete Pathway Needs Assessment 1.2 Develop and Implement Individual Pathway Improvement Plans 1.3 Develop new pathways 1.4 Integrate problem solving, critical thinking and project management 1.5 Develop and implement a locally vetted Work-Readiness Certificate 2.1 Develop and expand industry partnerships 2.2 Implement WBL in each pathway 2.3 Transition appropriate WBL opportunities into registered pre-apprenticeships 3.1 Assess Career Exploration needs 3.2 Develop and implement a Career Exploration Support plan 3.3 Ensure that there are no program barriers to student pathway choices 4.1 Align pathway systems across middle school, high school, and post-secondary levels 4.2 Align middle school programs with high school pathways 4.3 Align high school pathways with post-secondary programs 4.4 Increase opportunities for early college credit

Object Code	SACS Description	Proposed Budget Amount	Detailed Narrative
7000	Indirect	\$7,629.00	5.28%

7629

Proposed Budget Total: \$144,900.00

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):

Paso Robles Joint Unified School District

Directions: The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

***All responses must specifically address CTE programs and services rather than general services offered to all students.**

Total Score: 36.00

(TO BE COMPLETED BY THE LEA)

Total Score: _____

(TO BE COMPLETED BY THE CDE)

Minimum Eligibility Standard 1.A. Offers high-quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. • Integration of CTE and academic standards is not demonstrated. • Books, supplies, materials, and equipment do not align to industry standards.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. • Integration of CTE and academic standards is demonstrated in some pathways. • Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. • Integration of CTE and academic standards is demonstrated in most pathways. • Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is fully is aligned to the CTE Model Curriculum Standards for all pathways offered. • Integration of CTE and academic standards is clearly demonstrated in all pathways. • Books, supplies, materials, and equipment fully align to curriculum and industry standards.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. • Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<ul style="list-style-type: none"> • Specify Industry Sectors and Pathways: PRJUSD CTE Master Plan PRJUSD 2020-21 Course Guide CTE Course Syllabus for all CTE courses aligned to CTE standards and CCSS. A-G Submissions Master Schedule Data
LEA Comments <i>(max. 1100 characters)</i>	<ul style="list-style-type: none"> • Specify upgrade requests: Integration of formalized soft skill training in each pathway. Increased focus and development in virtual skills development and training during distance learning, due to COVID-19. Continued work and conversations with local industry partners for alignment purposes.

Minimum Eligibility Standard 1.A. Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Full A-G and Dual Enrolled Pathways: (ICT, Ag. Welding, Building Trades, AME, Education and Patient Care). Increased apprenticeship opportunities for year 4 students in Ag. Welding, Patient Care and Performing Arts. All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Our next steps in our integration of curriculum will be the audit of teaching practices and implementation of our CTE courses and programs. We also need to establish course review cycles to ensure the quality and alignment of curricula to the current industry standards. We will continue to submit courses for A-G approval, as appropriate. Need better alignment to our local tourism industry with Ornamental Horticulture and Food Service and Hospitality pathways. Capstone development in Business pathway and Animal Science.

Minimum Eligibility Standard 1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • No clear sequential progression of pathway courses. • No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. • No courses are reported in CALPADS as CTE.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Offers CTE programs where some pathways show a clear sequential progression of courses. • Some courses are reported in CALPADS as CTE.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. • Most courses are reported in CALPADS as CTE.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses. • All courses are reported in CALPADS as CTE. • Provides a catalog of programs and courses required at each grade for each CTE pathway.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • Provides list and description of pathway courses, identifying the planned sequence of courses. • Provides document listing CTE pathway courses reported as CTE in CALPADS.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Agriculture & Natural Resources: Agricultural Mechanics, Animal Science, and Ornamental Horticulture Building Trades and Construction: Residential & Commercial Construction Hospitality & Tourism: Food Service and Hospitality Transportation: Systems Diagnostics and Services Education & Child Development: Education Health and Science Patient Care Information, Communication and Tech.: Software & Systems Devel. Business & Finance: Business Management Arts, Media and Entertainment: Design Visual Media, Production Managerial Arts, and Performing Arts</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We continue to increase our dual enrollment data in the area of each of our pathways and also the A-G course rate.</p> <p>CTE completer data increased this past year.</p> <p>We continue to work on a fully articulated certificate program with our local community college</p>

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify CTE Courses as reported in CALPADS for all Sectors and Pathways.

All CTE pathways are clearly identified in our Course Guide distributed to all students. Course attributes are clearly defined in our Student Information System and are updated annually. We have audited all complete data to make sure accuracy in our SIS exists. We have created quarterly CALPADS and CTE meetings aligning our practices and data.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Dual enroll courses and submit courses for A-G approval, updating course data into our Student Information System will be imperative. Quarterly meetings are held with the districts SIS manager and lead counselor to ensure course attributes are coded correctly and in alignment with CALPADS and state coding standards. Counselors are meeting with students yearly to assist students in the registration process to ensure pathway completion. We are in need of training with our new counselors understanding our courses and pathways as they relate to calpads, complete status, & state reporting. Two specific courses needed updates in dual enrollment coding (Patient Care/Performing Arts).

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.

Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no formalized career exploration and guidance program offered by LEA.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students participate in a formalized career exploration program. • CTE students receive guidance through general counseling services.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students participate in a formalized career exploration program. • Some CTE students have an individualized four-year plan on file. • CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students participate in a formalized career exploration program. • All CTE students have an individualized four-year plan on file. • CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. • Example of plan. • Description of career guidance provided.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<ul style="list-style-type: none"> • Clearly identify formalized program and how students participate. <p>Student participate through the following modalities: Career Exploration in Middle School transitioning to high school, CCGI program for 4 year plans, and every introduction class has a dual enrolled component of Get Focused, Stay Focused which includes a 10 year plan- from school to career.</p> <p>Additionally, we have 4 grade specific career guidance for all students annually.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We have created pathway videos for both our students and community to explore our pathways and career preparation.</p> <p>Our middle school and high school counselors and are trained annually on both college and career guidance.</p> <p>Our need for additionally work is the formalized industry mentoring, and the capacity to conduct mentoring during virtual learning.</p>

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.

Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All students participate in career exploration programs through the Get Focused Stay Focused curricula and the use of californiacolleges.edu, delivered through CTE teachers and counseling staff. This is a benefit for CTE, as the course is dual enrolled and aligns to our local community college and state college applications.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

PRJUSD is looking at the next steps in the area of graduation requirements which would develop graduate profiles for all students, supported by our counseling staff. This profile would formalize our practice of mock interviews and resume creation and create a standard rubric and supports for all students to be career ready upon leaving our high school. All capstone classes would additionally have a portfolio requirement which is aligned to their industry. We are also exploring the use of career exploration plans when registering students, planning career days and planning for guest speakers.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.

Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students receive CTE- specific counseling services. • Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration. • A CTE plan of specified support for all services is developed for each special population (i.e. Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • 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. • <u>Description of counseling services provided.</u>
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Career guidance data and planning with 6-12 counseling staff.</p> <p>Multi-Tier System of Support for 9-12 students which articulates supports for both academic and social emotional needs for our students.</p> <p>Data in SIS for supports provided.</p> <p>Data from our SIS system accounting for counseling services.</p> <p>Partnership with local community college, shared counselor and tutoring services for students who are struggling in dual enrollment courses.</p> <p>Career day for all CTE students with industry mentors and speakers. (Annually)</p> <p>Career interest survey data annually conducted in CTE pathways.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>Our next steps include a deeper dive into our CTE pathway data and looking at the ability for our teachers to keep CTE students in their pathways. The question we need to dive deeper into is why do some students complete pathways, and others don't? Are there more successful pathways in keeping students in their courses, if so why?</p>

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

The counseling department consists of six full time counselors. The department is made up of a lead 6-12 counselor, grade level counselors and a full-time college and career counselor. The college and career counselor organizes our career day with our local community college and over 25 industry partner speakers annually. Our participation rates.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We have made good progress on building our MTSS system, but their needs to be a specific dedication to our connectivity of all students specifically our unduplicated students and nontraditional careers for genders. We have began to highlight current students who have found success in pathways that are nontraditional gender careers. We are also working on continuing to highlight career pathways for our juniors and seniors who have not yet connected to a pathway. The following career pathways represent a need for further student leadership involvement: culinary arts, production managerial arts, performing arts and business management.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> There is no evidence that CTE pathway student leadership development is addressed.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> Student leadership development is embedded into some CTE program(s) through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy. CTE pathway students have the opportunity to participate in a CTSO.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs. Some CTE pathway students actively participate in a CTSO.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs. All CTE pathway students actively participate in a CTSO.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Annual membership in Skills USA and FFA.</p> <p>Minutes from Skills USA and FFA meetings.</p> <p>Participation records in regional and state Skills USA and FFA competitions.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We continue to have strong participation in our Skills USA and FFA CTSO's. Our challenges this year are directly related to COVID-19 and the cancellation of state and national competitions. We are fearful of the decline in involvement without regional and state competitions.</p> <p>FFA seems to have a better structure for virtual meetings and degrees.</p> <p>Continued work on next steps on virtual recruitment and participation is needed.</p>

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Our participation rates in Skills USA and FFA demonstrate the student leadership in each of our pathways. We have also begun to embed practicum courses for 4 year pathway students in the following pathways: Patient Care, Agriculture Mechanics, Transportation, Performing Arts and Theatre Production.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We need to ensure we have avenues to support our teachers in their development and participation in CTSO with stipends, training and time. We need to recruit and retain more students in our AG based classes and FFA enrollment. As practicum courses are developed to ensure training to entry level pathway students, practicum courses will need to be submitted for A-G approval. This will ensure pathway leadership opportunities can be included onto college applications. We also need higher participation in our regional competitions for the following pathways: Business, Performing Arts, Production Managerial Arts and Design, Visual, and Media Arts.

Minimum Eligibility Standard 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.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. There is no established program of study for CTE pathways.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. There are no formal agreements other than advisory committee responsibilities. Programs of study need revision or improvement.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> 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 for most CTE pathways. Formal agreements are developed that define participants, roles, activities, products, and timeline. Programs of study are complete for most pathways.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> 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 for all CTE pathways. K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway. Articulation/dual credit agreements apply to all participating educational institutions. Formal agreements define participants, roles, activities, products, and timeline. Programs of Study are accurate and complete for all pathways.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. Other products from collaboration.
Evidence on File at LEA <i>(max. 1100 characters)</i>	PRJUSD CTE Master Plan PRJUSD Course Guide 2020-21 MOU Cuesta College Dual Enrollment A-G Submissions Innovation Academy training documents and enrollment with Cuesta College CalPads Submission Data
LEA Comments <i>(max. 1100 characters)</i>	<p>We currently have 67 dual enrolled sections on our master schedule.</p> <p>We also offer 4 courses a year as enrichment with our local community college after school.</p> <p>We host CTE community college courses on our campuses.</p> <p>We need further analysis and planning to have our students complete AA degrees and/or certificates within our community college system.</p>

Minimum Eligibility Standard 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.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Our relationship with our local community college, Cuesta College, training, communication and continuous improvement in dual enrollment offerings continue to be a district priority. We could not be more pleased with the collaboration and focus on our students. We joint fund a counselor with our local community college to assist in communication.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We currently have 67 sections of dual enrolled courses at PRHS with Cuesta College. Additionally, we are in year two of our cohort with an Innovation Academy which supports students through completing their first year of college while in high school. A system for collecting completion data on this cohort will need to be established. We also need further analysis and planning to have our students complete AA degrees and/or certificates within our community college system. The following pathways are dual enrolled in every course: Ag. Mechanics, Residential Construction, ICT, Systems Diagnostics, Education, Patient Care, and Design, Visual and Media Arts.

Minimum Eligibility Standard 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.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. • An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>PRJUSD CTE Master Plan</p> <p>CTE Advisory feedback, minutes, and agreements.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We have three formalized advisories: CTE District Advisory, FFA Advisory and our SLOPARTNERS (County Industry and Education Advisory).</p> <p>We would like to see a higher role in participation in all three advisories. We need to work on defining our partners roles more clearly.</p>

Minimum Eligibility Standard 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.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways

An advisory committee of stakeholders meets at least twice a year to evaluate program progress and to engage in continuous improvement activities. We have three formalized advisories: CTE District Advisory, FFA Advisory and our SLOPARTNERS (County Industry and Education Advisory). We live in a community that has wonderfully supported CTE.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

We would like to see a more active role in the members of CTE advisory committee and increased communication with our SLOPARTNERS, a county advisor board of school districts and industry partners. Increased action steps are needed. As well as increased pathway completers being hired by our local industry partners. The Just One Job Fair is no longer being coordinated by our COE. Therefore there is need for added supports in coordinating this event for our students. We believe we need to more clearly define the role of our advisories and also make stronger connections with our local chamber of commerce and our local government.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. There is little evidence of a link between CTE course assignments opportunities and experiences provided.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. 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 in most pathways.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways. There is a documented training plan and assignments are related to WBL in all pathways. 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.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> 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. Specify WBL Offered.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Student logs of work based learning.</p> <p>Student placement in work settings.</p> <p>Scheduled counselor trainings related to WBL.</p> <p>Just 1 Job Fair opportunity annually.</p> <p>Mock Interviews for all Capstone classes.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>Student WBL portfolios is our next step in implementation.</p> <p>We are currently struggling with WBL placements, we are virtually supporting connections, but due to COVID-19 we have stalled a bit in this area.</p> <p>Our focus will remain in developing a more fully articulated WBL expectation and monitoring system.</p>

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways

Industry partners are connected to our campus providing presentations and information to all students interested in their industry through monthly tutorials. We have increased placements in Patient Care and Education pathways.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We need to solidify a standard of graduate profiles for CTE completers for each pathway. There is also a need for increased pre-apprenticeships, internships and work based learning opportunities across all industry sectors. We are currently struggling with WBL placements, we are virtually supporting connections, but due to COVID-19 we have stalled a bit in this area. We are using this opportunity to virtually increase our guest speakers and reach out to industry more. A highlight to this virtual guest speaker platform is our Business, Performing Arts and Design, Visual, and Media Art pathways.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Essential Element: Career Exploration and Student Supports.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are not provided.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. These activities may be developed or supervised by the CTE pathway faculty.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. These activities are developed and supervised by the CTE pathway faculty.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways. 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.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Enrollment in summer enrichment programs.</p> <p>Enrollment in after school community college classes which articulate to our pathways.</p> <p>Participation in after school programs such as Skills USA and FFA programs and our local mid state fair.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We continue to need to expand our after school and enrichment programs for our students. Specifically related to our summer programs.</p>

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Essential Element: Career Exploration and Student Supports.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

There are a variety of extra-curricular opportunities for students to chose from; which include, summer programs through our fair, CTE summer programs and community college enrichment.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

We need to expand learning opportunities after school and in summer to increase internships competitions, leadership development, career technical student organization and other work based learning opportunities. Along with these after school activities, assistance with transportation needs to be addressed to ensure equitable access to all students. We are also currently working with Cuesta College to provide summer opportunities that will increase industry completion certificates. We had two summer enrichment planned this year in Education and Agriculture, but due to COVID-19 both were canceled. We will reschedule for this summer.

Minimum Eligibility Standard 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.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • 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.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways. • 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.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • 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.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Quarterly meetings with Deputy Sector Navigator.</p> <p>Labor Market discussion during SLOPARTNERS industry advisory meetings- quarterly.</p> <p>Industry advisement in our pathways and CTE District Advisory.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>Our county office of education has worked very hard in this area and done a great job with building connections and relationships with school districts and labor market data and EVC.</p> <p>We are pleased with the county office K-12 SWP consortium and supports.</p>

Minimum Eligibility Standard 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.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

PRJUSD continuously works with the Economic Vitality Corporation and with the SLO Industry Partners Association to identify areas of growth and economic needs in our community. Business pathway is very strong connecting to our Deputy Sector Navigator.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Next steps include an annual report integrating our CTE pathways and skill development with current or emerging high-skill, high-wage, or high-demand occupations. Continued communication with industry partners is vital, along with monitoring shared data of economic development trends and how our school site is adjusting to these trends. Business Management pathway has done an great job with our Deputy Sector Navigator, we need to increase this communication and connection to other pathways. Other improvement includes advertising the success stories and placements so encourage more partnerships, or ICT pathway has placed students and they are now fully employed, more communication is needed.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> 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.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> Document identifying members of local SWP consortium members. Local SWP plan. CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>MOU SWP consortium with our county office of education.</p> <p>Attendance in our regional consortium meetings.</p> <p>Application and letters of support for SWP.</p> <p>SWP budget and expenditures.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We are partners with our county office of education in the K-12 SWP and are very pleased with their oversight and work in this area.</p>

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

The successful integration and braiding of CTEIG, SWP and other CTE initiative goals, activities and funding sources can serve as a model for others. Good countywide collaboration and support from our county office of education.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

This is a new consortium in our county and we are excited about our next steps and opportunities in the development of the Strong Workforce Consortium as we continue to commit time and resources to this consortium and development. Action steps involving the SWP consortium have been developed and now due to COVID 19 delay, we will start implementation and development with our middle schools and articulation into our CTE pathways at our high school level. We have some challenges implementing new processes and curriculum while in distance learning, but we are taking some steps.

Minimum Eligibility Standard 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.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment. • All technical assessments are nationally benchmarked and include a skills-based component. • All CTE programs lead to postsecondary education or training, employment or postsecondary degree. • Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
Evidence on File at LEA (max. 1100 characters)	<p>Enrollment records for enrichment courses that are offered through community college which completes certificates programs for CTE pathways.</p> <p>Post secondary training in training and employment in all pathways.</p> <p>Student interest survey data.</p>
LEA Comments (max. 1100 characters)	<p>Education: First Aid/CPR and Early Childhood Permit CDE</p> <p>ICT: Adobe certificate</p> <p>Culinary Arts: Servsafe certificate</p> <p>Ornamental Horticulture: ICEV certificate: floral design</p> <p>Patient Care: 911 module certificate, First Aid/CPR</p> <p>Animal Science: ICEV Animal Science Certificate</p> <p>Agriculture Mechanics: 3/5 Welding Courses for welding certificate- Cuesta College</p> <p>Transportation: 2/5 courses for Auto certificate Cuesta College</p> <p>Building Trades: BITA 3 course completion</p>

Minimum Eligibility Standard 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.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All students in each CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies students for entry-level employment. We would like to further develop our certificate programs in partnership with Cuesta College, as numerous pathways have 3/5 courses offered at our high school.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

We continue to work with our community college to enhance our certificate completion rates. Currently students complete 2-3 dual enrolled courses in each pathway. We are working to develop summer opportunities in an effort for increased completion of certificated programs. Counselors are also working on classroom presentations that inform students of post secondary certificates and the courses required in each pathway at the local community college. This will help in their first year post secondary course selection. Currently Welding, Building Trades, Culinary Arts, ICT, Transportation, and Education are only 2-3 courses short of a community college certification.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> One or more CTE program(s) do not have CTE credentialed teachers.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. Some CTE teachers participate in CTE professional development relevant to their pathway.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience. All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> 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.
Evidence on File at LEA <i>(max. 1100 characters)</i>	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.
LEA Comments <i>(max. 1100 characters)</i>	We continue to support and recruit teachers with CTE credentials and industry experience.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

All CTE teachers have the correct CTE credential or Single Subject Credential with industry experience. We have successfully recruited two additional teachers and pathways over the past 3 years: Performing Arts and Design, Visual Arts, and Media.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Continued support to encourage teachers to job shadow and develop their crafts and abilities with current industry standards. The district needs to continue support in providing time and resources for teachers for to connect with local industry standards and continued understanding of relevance in each sector. Of course the challenge now is during COVID-19 is addressing the professional development needs and industry standards/visits. We are being creative with opportunities virtually for our staff development and industry partnerships.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> Resources are rarely provided for professional development of CTE pathway teachers. Few CTE teachers attend specific CTE conferences and workshops annually. Externships are rarely pursued or supported. Few CTE teachers participate in teacher externships. Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> Some resources are provided for professional development of CTE teachers. Some CTE teachers attend specific CTE conferences and workshops annually. Externships are pursued and supported upon request. Some CTE teachers participate in teacher externships. Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Many resources are provided for professional development of CTE teachers. Most CTE teachers attend specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually; externships are pursued and supported. Most CTE teachers participate in teacher externships. Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> All necessary resources are provided for professional development of CTE teachers. All CTE teachers attend sector-specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported. All CTE teachers participate in teacher externships. All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> Professional development needs assessment for CTE teachers. List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. List of curricular or instructional products or changes. that resulted from CTE professional development. List of teacher externships and outcomes.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Professional development needs assessment for CTE teachers.</p> <p>List of events, classes and workshops that CTE teachers accessed, and the number of CTE teachers that attended.</p> <p>List of curricular or instructional products or changes that resulted from CTE professional development.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>Although there are challenges with this section due to distance learning, we are looking at virtual experiences to support this area.</p> <p>We will conduct the professional development needs inventory by August 2021.</p>

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

Our CTE teachers are provided the opportunity to attend professional development and externships whenever possible. Additionally we participated in countywide professional development and planning meetings this year (virtually).

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

The need for continued exploration and externships with industry partners will be a part of annual goal setting in the areas of professional development. We do need to make sure all teachers are taking this opportunity. Business, Patient Care, Education, DVM, and Welding have all made great effort to continue to develop and adjust their courses related to the latest practices in their industry. We need to assist in the development of other pathways as we move forward in this virtual setting.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Essential Element: Equity and Access.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation. • Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs. • LEA resources are designed to recruit, retain, and support special populations in all CTE programs. • Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • 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.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>Accommodations and modifications in place for special populations students. (Individual files)</p> <p>Master Schedule and SIS records of students enrolled.</p> <p>Counselor notes and recruitment of all students, especially students in special populations.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>We will continue to recruit, and retain, students in special populations in our CTE pathways through our ability to accommodate, provide appropriate supports and access.</p>

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Essential Element: Equity and Access.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Promotional materials and curriculum welcoming diversity are delivered in a non-discriminatory manner and presented to all students as they enter PRHS. Personalized registration process with counseling staff and case managers.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Professional development in the areas of teaching students with limited English speaking skills will continue to be professional development priority. Additionally, transition plans are created with students with exceptional needs through the IEP process. These transition plans include career exploration. Follow up with these transitional plans is needed. A school schedule needs to be developed that provides opportunities for students to receive support classes as well as CTE courses in their scheduled day. All pathways have the appropriate reflected percentages of students with disabilities except: Arts, Media and Entertainment (which we are working on the access and accessibility).

11. Unique Conditions: Describe any unique conditions that may apply to your CTE program. (max. 1500 characters)

COVID has definitely paused some of our efforts but, we have done a strong effort to work in small groups, online supports and virtual labs. We are always planning a robust summer CTE plan to support hands on learning.