



Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

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Career Technical Education Incentive Grant (CTEIG) Application Part II

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LEA Information

LEA Name:

Milpitas Unified -- Santa Clara

CDS Code:

43733870000000

User Name:

Andrea Hutchison

Application Information

LEA match as stated in Part I:

\$2,241,720

Eligible allocation as determined by CDE:

\$680,632

Application Status:

Certified by Superintendent

Minimum Eligibility Requirements

In the 10 requirements below, answer YES or NO to each question. The answers must apply to ALL pathways currently offered by the applicant and/or the consortium. If the answer is YES, then provide a brief list of evidence items available on site to verify the response. If the answer is NO, then provide a brief bulleted action plan to achieve the requirement. Any application with blank entries in this section will be ineligible for funding.

Requirement #1 – Quality Curriculum and Instruction

Does the applicant provide a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school?

Yes

MHS Career Technical Education Programs include three-year Smaller Learning Communities with a career or technical focus and a partnership with business and industry. Students are focused on the career/technical pathway through specific curriculum, industry and college tours, guest speakers, a one-year career mentorship in 11th grade, summer internships between 11th and 12th grades, student recognition/motivational activities and scholarship opportunities. Many academy courses also earn concurrent college units. The three existing CTE academy programs on our campus are: Digital Business Academy (Industry Sector: Information, Communications, and Technology), Engineering Academy (Industry Sector: Engineering), Hospitality Academy (Industry Sector: Hospitality) We plan to develop a new CTE Pathway in Health Science and Medical Technology with a focus on Biotechnology. This new CTE Pathway will provide high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards including providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or obtain employment upon graduation from high school. The sequence of courses will be developed as follows: CHEMISTRY: (with a Biotechnology Focus): Grade 10: D, CSU, UC (d); Prerequisites: Completion of Integrated Science 1 or Biology with a "C-" or better. A CTE laboratory course which teaches students the industrial use of biological systems and processes. BIOTECHNOLOGY I: Grade 11: G, CSU, UC (d) (Projected) Prerequisites: Completion of Integrated Science 1 or Biology with a "C-" or better, and Chemistry with a "C-" or better. BIOTECHNOLOGY II: Grade 12: G, CSU, UC (d) (Projected) Prerequisites: Completion of Biotechnology I. Students will investigate a variety of biotechnology interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family.

Requirement #2 – Career Exploration

Does the applicant provide pupils with quality career exploration and guidance?

Yes

CTE students have class assignments focusing on career exploration/guidance. MHS also has a Career Center with a counselor to meet with students individually to discuss industry sectors and career pathways. CTE students utilize a software program, Career Locker, where they can discover their interest areas through assessment tests, research careers they are interested in and learn the colleges in California that offer those program/degrees. Academy students have job shadowing opportunities, career days, guest speakers, community college tours, and post-secondary university tours available as part of their CTE courses relating to their respective industry sector career pathways. The new Biotechnology CTE program. Pathway will also incorporate career exploration into each CTE course. We also plan to implement job shadowing opportunities, guest speakers, and college tours as we develop this new pathway.

Requirement #3 – Student Support

Does the applicant provide pupil support services, including counseling and leadership development?

Yes

Our current principal was one of the founding teachers of our first California Partnership Academy and is highly invested in providing necessary resources to insure that all students are career and college ready. Existing CTE programs on our campus offer students the opportunities for student leadership development through student leadership organizations such as Future Business Leaders of America and DECA. Academy programs also incorporate student-led councils for students to lead team-building activities and lead student voting for decisions about Academy outcomes. Business/industry professionals mentor students during their junior year provide academic and career counseling support. In addition, our school counselors are great resources for CTE students. Teachers can schedule classroom counselor visits to discuss scheduling, college planning, college application process, applying for scholarships among other topics. Counselors also meet one-on-one to discuss student performance as needed. Academy programs also offer tutoring programs to support academy students in an effort to improve academic performance. Academy students volunteer to peer tutor and teachers are available each day after school during the week. Teachers meet with students individually to discuss academic performance or other needs during team meetings each week. For the Biotechnology CTE classes we plan to implement similar strategies to promote student success. We also plan to expand existing career/college planning by incorporating Naviance software for CTE students.

Requirement #4 – System Alignment

Does the applicant provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements?

Yes

MHS CTE classes are aligned in a coherent sequence of courses with 3 CTE classes in each sequence for each industry sector. Partnerships exist with Silicon Valley Career Technical Education SVCTE and with Mission College with documented articulation agreements. Academy classes having articulation agreements with postsecondary institutions include: Digital Business Academy: Business Computers and Information Processing, Business Image Management & Multimedia Processing. Digital Art (a-g approved). eTech Academy: Intro Engineering & Technology, Engineering & Technology Focus (Green Urban Design), Exploring Engineering & Technology. Hospitality Management and Marketing Academy: Introduction to Hospitality and Tourism (a-g approved), Marketing (a-g approved) We would like to expand and enhance existing curriculum in our current CTE classes so that all CTE classes are a-g approved and articulated with a postsecondary institution. Once courses are developed and implemented for the Biotechnology CTE program, teachers will apply for a-g approval and begin the articulation process with postsecondary institutions.

Requirement #5 – Industry Partnerships

Does the applicant have ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees?

Yes

Our CTE Academy programs have developed a joint CTE Advisory Board that meets quarterly to help with: curriculum development, labor market trends, student job shadow experiences, student internships, portfolio & mock interview judging, and career day speakers. Advisors represent Industry Sectors for the three existing CTE programs. As the BioTechnology CTE pathway is developed, we plan to increase our CTE Advisory Board by networking with existing members and also with the president of our local Chamber of Commerce who also sits on our board. We have already secured the participation of several local industry experts to assist in the initial planning stages of the Biotechnology pathway.

Criteria #6 – After School/Extended Day Opportunities

Requirement (6) – Does the applicant provide opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities?

Yes

Being in the heart of Silicon Valley, our students have the opportunity to visit many companies focused on our CTE industry

sectors. In addition to job shadowing, several have been offered internship opportunities. As we build the new CTE pathway, we will offer industry certifications through Skills USA which will also enhance our existing CTE programs who currently participate in Future Business Leaders of America and DECA. This year one of the teachers planning to participate in the Biotechnology pathway started a HOSA (Health Occupations Students of America) student group on our campus and will be attending the HOSA State Leadership Conference in the Spring. We plan to hire an internship coordinator to help enhance existing pathways and develop the new Biotechnology Pathway.

Requirement #7 – Regional and Local Labor Market Demands

Does the applicant's pathway(s) reflect regional or local labor market demands and focus on current or emerging high-skill, high-wage, or high-demand occupations?

Yes

According to the 2012-2022 Occupations With the Most Job Openings, published online by the Employment Development Department--Labor Market Information Division, from January 2015, the following url shows jobs that are most in demand through 2022: Website: <http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html> Santa Clara County specific: [www.calmis.ca.gov/file/occproj/sjos\\$occmst.xlsx](http://www.calmis.ca.gov/file/occproj/sjos$occmst.xlsx) According to the 2012-2022 Fastest Growing Occupations, published online by the Employment Development Department--Labor Market Information Division, from January 2015, the following jobs are the fastest growing through 2022: Website: <http://www.labormarketinfo.edd.ca.gov/data/occupations-in-demand.html> Santa Clara County specific: [www.calmis.ca.gov/file/occproj/sjos\\$occfstest.xlsx](http://www.calmis.ca.gov/file/occproj/sjos$occfstest.xlsx) This information supports the need for CTE programs to help prepare students for a career in the Biotechnology Industry Sector.

Requirement #8 – Industry Certification/Employment

Does the applicant's pathway(s) lead to an industry-recognized credential, certificate, appropriate postsecondary training, or employment?

Yes

Current Academy classes have articulation agreements with several of our local postsecondary institutions that lead to college credit and/or industry certification upon completion of our high school CTE course sequence. For the planned Biotechnology pathway, area high schools with similar programs already have articulation agreements with local colleges. We will model our Biotechnology articulation agreement after those already in existence. We would like to expand and enhance existing curriculum in our current CTE classes so that all CTE classes are a-g approved and articulated with a postsecondary institution. Existing CTE programs on our campus offer students the opportunities for competitions through student leadership organizations such as Future Business Leaders of America and DECA. We plan to incorporate Skills, USA to provide opportunities for competitions and industry certifications for all CTE students.

Requirement #9 – Skilled Faculty

Is the applicant's pathway(s) staffed by skilled teachers or faculty and provides professional development opportunities for those teachers and faculty?

Yes

Current Academy CTE teachers at Milpitas High School all have their CTE credential. New teachers in the Biotechnology CTE programs (if not already certified) have agreed to work towards becoming CTE certified teachers. CTE teachers attend professional development conferences and/or take courses to remain current in their respective industries. An annual budget is specifically allocated to provide training for our CTE teachers. Some CTE teachers work during the summer through the IISME (Industry Initiatives for Science and Math Education) Program. CTE teachers also participate in professional development by attending state CPA, STEM, and CSTA conferences.

Requirement #10 – Data and Evaluation

Are plan(A) Reports data as a program participation requirement to allow for an evaluation of the program. (B) Data reported pursuant to this paragraph shall include, but not be limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the following metrics: (i) the number of pupils completing high school; (ii) the number of pupils completing CTE coursework; (iii) the number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment; (iv) the number of former pupils employed and the types of businesses in which they are employed; and (v) the number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.

Does the applicant report data, as a program participation requirement, to allow for an evaluation of the program and does the applicant have plans in place to meet the data reporting requirements outlined as part of this grant criteria?

Yes

• The number of pupils completing high school. 2014-2015 MHS students completing high school for 2014-15: 699 • The number of pupils completing CTE coursework. 2014-2015 MHS students completing CTE courses for 2014-15: 2215 • The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment. 2014-15: Our CTE Completers for 2014-15: 0* *The fact that we have so many students completing CTE coursework yet not obtaining industry certification is an area for growth. The overwhelming reason is the prohibitive cost, which we will remedy with this grant. • The number of former pupils employed and the types of businesses in which they are employed. 2014-2015. Based on data received from our senior surveys of our CTE Completers for 2014-15: 27 were

employed in non-related fields and 6 were employed in related fields. • The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training. 2014-15 Based on data received from our senior surveys of our CPA Seniors, these are their postsecondary plans for 2014-15: # of CPA graduates 45 Four-year college 42 Community College 05 Military 01 Vocational Program 01 Work

Requirement #11 - Promotes CTE Programs

(Optional-Will not be scored)

Does the applicant promote the CTE programs through outreach, marketing, and communications?

Yes

Presentations are made at freshman parent night and to all freshman students during the Spring. Counselors recruit for CTE programs during classroom presentations. Our principal supports our CTE programs at community presentations at Chamber of Commerce and Rotary activities. Outreach to parents, students, community via school website, Twitter, Facebook, School Loop, and community newsletters. A marketing video to promote CTE programs to the business community is currently being developed with completion scheduled for June, 2016. (Note: The company we are using is owned by a former Milpitas High School Academy student.) We work with our Chamber of Commerce who will communicate information about our programs/students via their monthly newsletter that goes out to all members of our business community.

2015-2017 Proposed Budget Summary

In the table below, distribute the grant award in the object codes, then enter the object codes amounts for the matching funds. These object codes do not need to equal; the balances at the bottom, however, must be equal. In the Source of Funds column, list the source of the matching funds.

Does your match include any large infrastructure or other expenditures that are ongoing? If yes, provide information including expenditure amount.

Object Code	CTEIG 2015-2017 Funds	Matching Funds	Funding Source
1000 Certificated Salaries	76040.00	738000.00	district, CPA
2000 Classified Salaries	0.00	17000.00	district
3000 Employee Benefits	16747.00	162000.00	district, CPA
4000 Books and Supplies	406970.00	97638.00	perkins, cpa
5000 Services and Other Operating Expenditures	153800.00	441720.00	perkins, cpa
6000 Capital Outlay	0.00	0.00	
7000 Indirect Costs	26953.00	0.00	
Total Amount Budgeted	\$680,510.00	\$1,456,358.00	

CTE Incentive Grant Sustainability 3-Year Budget

For the three years beyond the grant, show how the CTE program(s) will be sustained beyond the end of the grant term, starting with the 2019-20 fiscal year. Enter the amounts in each object code and the sources of sustainable funding.

Object Code	2019-2020 Budget	2020-2021 Budget	2021-2022 Budget	Source of Funds
1000 Certificated Salaries	15000.00	15000.00	15000.00	ROP
2000 Classified Salaries	0.00	0.00	0.00	
3000 Employee Benefits	3000.00	3000.00	3000.00	ROP
4000 Books and Supplies	16000.00	16000.00	16000.00	District, local industry, Biolink, Perkins
5000 Services and Other Operating Expenditures	7000.00	7000.00	7000.00	student fundraising
6000 Capital Outlay	0.00	0.00	0.00	
7000 Indirect Costs	1624.00	1624.00	1624.00	
Grant Sustainability Total	\$42,624.00	\$42,624.00	\$42,624.00	

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