

# **2008-2012 Local Plan**

**for**

## **Career Technical Education**

**In fulfillment of State Plan requirements and the  
requirements of the  
Carl D. Perkins Career and Technical Education  
Improvement Act of 2006  
P.L. 109-270**

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

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**CONTENTS**

**Introduction** .....

**Chapter 1: Career Technical Education in the Local Education Agency**.....

**Chapter 2: Building high-quality CTE programs**.....

**Chapter 3: Responses to satisfy the requirements of Perkins IV** .....

    Section 1: Alignment of the CTE program.....

    Section 2: Support and Services for Special Populations .....

    Section 3: Guidance and Counseling.....

    Section 4: Comprehensive professional development.....

    Section 5: Accountability and Evaluation of CTE Programs .....

    Section 6: Use of Funds.....

    Section 7: EDGAR Certifications and Other Assurances.....

**Identification of the CTE sequence of courses** .....

**Program of Study Worksheet**.....

**Appendix**.....

## Introduction

- 1. Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.**

Response:

Five years ago West Contra Costa USD set out to bring Career Technical Education to a forefront. Prior to this time, CTE (or as it was known Vocational Education) was merely an adjunct program that only "those" non-college bound students, and students needing an elective class were cast into. That has changed significantly, as WCCUSD in collaboration with it's stakeholders embarked on a mission to create 11 world class academies in four high schools centered around Career Technical Industry Cluster Areas. Based on economic viability, we focused on Information Technology, Multi-media, Law and Justice, Health and Bio-Technology, Science and Engineering, Performing Arts, and Business. The WCCUSD plan is merely a documentation of what has been developed, and what will continue to develop. Our two major funding partners have been the Irvine Foundation and the Whittier Educational Foundation. Both these partners have sponsored the improvement of CTE in this school district, creating visibility and viability in this community. Meetings are held on a monthly basis with a stakeholder group of approximately 25-30 individuals representing business, industry, trade unions, parents, students, teachers, administrators, higher education, school board members, community based organizations, and State Depts of Rehabilitation and Mental Health. The California State Plan for Career Technical Education was presented to the Board at it's September 2007 meeting. Since then the local plan has been developing, with input from all stakeholders. Meetings have been held once a month and continued till the end of the year, and resumed when school started in 2008-09

- 2.**

## Chapter 1

### Career Technical Education in the Local Education Agency

**1. Describe the current status of the CTE delivery system, in the local and regional area.**

Response:

The WCCUSD is a highly urban district serving approximately 235,000 residents in the five cities of Richmond, San Pablo, Pinole, Hercules, and El Cerrito, along with several unincorporated areas such as El Sobrante, covering an area of approximately 65 square miles. There are six high schools and seven middle schools. The CTE delivery system is primarily focused in the high schools, with more of a focus on career exploration and preparation at the middle schools. CTE in WCCUSD is guided by a very strong community Partnership Board comprised of business, labor, industry, CBO's, secondary and higher education, parents and students. Due to this partnership and the support that the District receives, decisions are made jointly, based on labor market projections, resources available, and the infra-structures of the schools. Each CTE area is supported by it's own advisory board made up of business and education partners. These partners bring to bear their expertise and resources which in many instances are of a regional nature, such as Kaiser Permanente who supports East Bay schools. There are approximately 119 career technical sections offered by the district and 64 sections offered by ROP in WCCUSD. The majority of them are introductory and concentration courses. A few ROP courses serve as capstone courses. Over the past five years, we have been working on embedding CTE courses into academies or small learning communities whereby, academic and career technical curriculum can be integrated, become the basis for joint projects, and work-based learning. Because we have very strong ties with the Contra Costa Community College, who is represented in all our committees and boards, the articulation, alignment of courses and the availability of capstone courses for our students at the community college has increased. Students from special populations are provided on site tutoring and monitoring support.. All CTE courses that are part of an academy (with the exception of Construction) has or is in the process of achieving A-G status.

At a regional level WCCUSD is a partner of the SB70 Contra Costa County Community Collaborative Career Technical Education (C5CTE) grant. Locally we are part of the Tech Prep Career Exploration Development grant for 7<sup>th</sup> and 8<sup>th</sup> graders, whose goal is to develop and implement programs that provide maximum number of students exposure to career exploration and experience for 7<sup>th</sup> and 8<sup>th</sup> grade students including career/employment opportunities in high wage, high growth business sectors

**2. Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.**

Response:

31,539 students in grades K-12  
 43.9% Latino  
 24.5% African American  
 11.5% White  
 10.0% Asian

5.4% Filipino  
 3.8% Multiple or Nor Response  
 0.6% Pacific Islander  
 0.2% American Indian or Alaska Native      32.4% English Learners  
 (of which 81.6% are Spanish speakers)  
 60.7% Free or Reduced Price Meals eligible  
 13.13% Special Education  
 2% Homeless

3312 students were enrolled in CTE courses last year. 16% Asian; 27% African American; 43% Hispanic or Latino; 11% white; and 2% Other. 96% of these represent Special Populations economically Disadvantaged, 4% Individuals with disabilities; and 47% Limited English Proficient) This represents 38% of the total high school enrollment. Of the 38% or 3312 students: 61% were in Introductory courses, and 39% were in concentration courses. Additionally there were approx. 17% more students enrolled in ROP capstone courses. So there was total of 55% of students enrolled in CTE/ROP classes in 06-07. The 07-08 data is in the process of being collected.

## Chapter 2

### Building high-quality CTE programs

**1. Provide your agency's vision and mission for the delivery of CTE in the future.**

Response:

Vision The West Contra Costa Unified School District in partnership with the community will collaborate on new methods, techniques and tools to prepare students for careers in a continuously changing work environment and that prepares them for lifelong learning.  
 (Vision Established five years ago)

The mission of WCCUSD Career Technical Education board is to provide industry-linked programs and services that enable all students to reach their career goals in order to achieve a high-quality lifestyle, to be competitive in the global market-place, and to sustain California's economic dominance. (added September 07 based on State Plan)

The mission of the Partnership Board is to serve as a catalyst to build partnerships between business, community and schools so as to foster academic achievement and career technical skills that prepare students for college and future careers.

All students in WCCUSD will graduate High School with a broad base knowledge of career opportunities and understand the relevancy of education to various career paths.

**2. List the goals and expected outcomes for CTE as defined by all stakeholders.**

## Response:

## Career Technical Education Goals (September 07)

Consistent with the vision, mission and principles presented above, the WCCUSD staff, industry partners and community partners also developed the following goals that will guide CTE in West Contra Costa. The goals provide direction for establishing objectives that are realistic, attainable, timely, and measurable for K-12 grade students.

1. All students completing high school will be prepared for success in postsecondary education — including community colleges, four-year colleges, apprenticeships, Adult Education, trade schools, military, or other education and training programs — and for employment and long-term careers.
2. At least 90 % of student will complete a rigorous CTE course or pathway prior to graduating high school.
3. Age appropriate career guidance information and experiences will engage all students throughout their K-14 educational experience in exploring, planning, managing, and reaching their education and career goals.
4. All CTE courses and programs will be based on industry-endorsed standards, and designed to assist students in acquiring employment readiness and career success skills.
5. All CTE courses and programs will meet documented labor demands, including new and emerging occupations.
6. District-wide programs of study, dual enrollment, articulation of coursework, and related processes will be established to facilitate smooth student transitions from middle school to high school, and beyond, to postsecondary education and training.
7. Business, industry, and labor participation will be incorporated into all components of the CTE system at the local level.
8. All teachers will have the skills necessary to provide rigorous and relevant instruction among all industry sectors and educational levels to meet diverse student needs.
9. Data collection systems will be developed and coordinated to ensure ongoing program improvement, program accountability, and system outcomes.

Achieving these goals requires focused attention and strategic investments in both the system overall and its component parts, at the local level.

Multiple pathways are considered one of the norms within the District, broadly supported by a vigorous community coalition including businesses and parents with a goal of making multiple career/college options available to every student in the District. Management has become routine, with system bugs worked out over the past four years. An “end-to-end” educational system provides college and career awareness starting in the elementary schools, with college/career options explored in sufficient depth in middle school to allow students to choose a pathway upon entering high school, where quality career academies advance students through programs that are aligned with colleges and careers in industry. The impact of the pathways program has been to completely reform the District from one that was perceived to be failing students to one that is broadly viewed as a success by and for all students in the community.

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**3. Provide information regarding the participation**

Response:

The CTE goals established by the Partnership Board are in line with the the direction the six Advisory Boards associated directly with the individual CTE programs have taken. Those advisory boards are Architecture, Construction and Engineering; Multi-media; Information Technology; Business; Health and Bio-Technology; and Law and Justice. Members of the advisory boards, and members of the Partnership Board at large, not only participate in meetings, provide input, but they also are in the schools and classrooms providing speakers, mentors, placement opportunities, scholarships, materials and supplies and other resources.

**4. Career technical education programs to be assisted with Perkins IV funds.**

**A. Provide a listing of the career technical education pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the State adjusted levels of performance.**

Response:

The following pathways will be assisted with the Perkins IV funds: Health and Biotechnology, Law and Justice, Construction/Apprenticeship, Information Technology, Multi-media and Business

**B. Describe how the occupational needs of the local area with input from business, industry and labor were considered in identifying the career technical education program(s) to be assisted with Perkins IV funds. [*State Plan*]**

Response:

Each program of study has an advisory board made up of business partners. These boards have had a strong business influence on the decisions to pursue the career pathways. These boards meet regularly at 7-9 times a year. For instance the local cities in West County have several jobs for the building and infrastructure projects, that they were unable to hire local people, because they were not qualified. With the help of Assembly woman Loni Hancock, the Mayors and other key persons in the community, the Architecture, Construction, Engineering Academy was developed. A retired executive from Intel leads the campaign for skilled training and education related to Information Technology. Kaiser Permanente and Doctors hospital feature prominently in the Health Program of Study. The Chamber of Commerce chairs the Business Academy. The Law and Justice Academy is sponsored by the Bar Association, two judges, DAs and Public Defenders, in addition to the Richmond Police Department. In addition the Partnership Board which convenes monthly at Kaiser Permanente (and has been doing so for the past ten years) spent one whole meeting reviewing the new Perkins requirement, getting into groups and providing input into the programs of study to pursue, among other recommendations. A school board member is a member of the Partneship Board, and

demonstrates very strong support for this Career Technical Plan.

5. **Describe the process and rational for determining the career technical education program(s) to be assisted with Perkins IV funds. You should include the use of labor market information including the use of local and regional employment data.**

Response:

A combination of methods, were used to determine which career technical education programs to be offered and assisted with Perkins funds. The Partnership Board had to determine that the labor market information and employment projections were driving this decision. Building Trades and labor unions have a very strong presence in this community urging the board of education to develop pre-apprenticeship programs to meet a major shortage that they anticipate when the baby boomers retire, and also to meet the local building needs and the local ordinances on hiring residents. Career technical Programs with strong industry support were selected to be included in the Perkins plan. Additionally, in order to meet the requirement for academic integration, all aspects of the industry, post secondary articulation, special populations and other Perkins mandates, identifying strong or potentially strong CTE courses within academy structures was the most appropriate use of Perkins IV funds.

6. **Describe how labor market information is used to determine the CTE programs offered by the LEA [*State Plan*].**

Response:

Four industry clusters (petrochemical, building construction, communications, and information technology) have been identified as key drivers of the Contra Costa County's economy. Core industries in each of the four clusters employ more workers than the national average for the same industry. Collectively, the core and related industries account for 18% of the County's total employment. Employment concentration levels for these industries indicate that they are producing goods and services for external markets in addition to meeting local needs. . The average wage for Contra Costa's four industry clusters is \$85,800 which is substantially higher than the countywide average wage of \$43,250. Gross wages of the four clusters account for more than 1/3 of the total wages paid by all industries in the County. Those clusters are: Petrochemical Refineries; Building Construction, Communications Industry, and Information Technology. Contra Costa's economy is dominated by small businesses. Firms with fewer than 100 employees account for 98.2% of all businesses. Healthcare is the 3<sup>rd</sup> largest employment sector in Contra Costa. Eight of the top 25 fastest growing jobs over the next 5-10 years will be in healthcare.

Based on the local and regional employment data of Contra Costa and Alameda County percentage increase of Occupational Employment Projections for 2006-2016 confirmed and validated the direction of the WCCUSD

Building Trades and Construction Sector 12.6%

Healthcare Practitioners and Technical Occupations 22.4%

Business and Financial Services growth 17.5%

Computer and Mathematical Occupations a growth of 29.1%

Legal Occupations 15.6%  
 Protective Service Occupations 17%  
 Education, Training and Library Occupations 23%  
 Arts, Design, Entertainment and Media Occupations 16.8% In addition to the labor market information represented above, three major developments in the local area is of significance to this district. Chevron gained approval from the Richmond City Council to embark on a major construction project on it's facility. Part of the agreement is to hire local persons. Chevron as part of the negotiations agreed to award the city with about 50 million dollars of community benefit funds, about 1million of which is to be designated for developing Career Technical classrooms for high school students and adults. The second major development is the purchase by an Indian tribe of Point Molate (a navy owned facility). Plans are underway to build a huge hotel, casino, park, museum and performing arts center. Kaiser Permanente is opening up a new facility in the next few years very close to Pinole Valley High School in the city of Pinole. The Career Technical Advisory Board is starting conversations on long range planning of the pipeline of workers for that project. These two major developments require a focus on our ACET (Architecture Construction Engineering Technology) program, to start to get students prepared for these jobs. Additional law enforcement, IT, healthcare and business related jobs are anticipated in the immediate future in West Contra Costa County  
 Our partners, Chevron, (engineers) Kaiser (healthcare workers) Local Law Enforcement and the Courts (Law and Justice) Intel and Cisco (IT workers) are all in support of the CTE programs as meeting the labor market demands of the future.

7. **Describe methods to be used to coordinate CTE services with relevant programs conducted under the Workforce Investment Act (WIA), Regional Occupational Centers/Programs, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to career technical education services [State Plan].**

Response:

The WCCUSD program has a long history of collaboration with WIBs Youth Councils, CBO's ROPs and state and local initiatives. The level of collaboration is extraordinary. The Partnership Board that has been in place for 12 years, includes representatives from all these entities. As an example, it will be the Youth Council of the WIB board that will ultimately approve and endorse the plan for developing career tech labs etc with the Chevron award. The city of Richmond operates a highly successful Richmond Builds Project that is gaining national recognition, The WCCUSD apprenticeship program is closely tied to this, and its resources and expertise is shared. Additionally, students from the WCCUSD ACET (Construction) class are referred to Richmond Build and all it's job training programs. The relationship is a very strong one. WCCUSD Employment Specialists who work in the community have strong connections and are able to identify new programs and resources available, so that there is less duplication. The local community college is another strong collaborator, and students have a wide range of career technical education services through that institution.

### Chapter Three

### Responses to satisfy the requirements of Perkins IV

## Section 1: Alignment of the CTE program

### 1. All interested individuals are informed about the State Plan and Perkins IV requirements.

- A. Describe how parents, students, academic and career technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participates in the ongoing development, implementation, and evaluation of local career technical education programs. [Section 134(b)(5), State Plan]**

Response:

Every year the school district publishes a report card that goes out to the community indicating the programs that are offered in Career Technical Education. Career Technical courses are embedded in Career Academies. Every CTE course to be supported by Carl Perkins has an Advisory Board made up of the parents, student, teachers, College faculty, business and industry reps, labor org, and reps from special populations. The development and on-going monitoring of the programs involve all the partners. On an annual basis, all these representatives are provided with the data on enrollment, completion, graduation rates, follow up studies, student feedback, and post-high school outcomes. That data helps to drive and tweak our plans for the following year.

- B. Describe how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the State Plan and the Perkins Act, including the requirement for career technical programs of study. [Section 134(b)(5), State Plan]**

Response:

The partnership Board in it's September 2007 board meeting covered all the requirements of the Perkins Act AND the draft State Plan. After this, members got into groups to discuss and recommendations of what should be included in the WCCUSD Five Year Career Technical Plan. Since that day, there have been continued discussions at Board meetings on developing a district wide viable and sustainable Career Technical Program Plan. The District's capacity to develop an implementation plan has been demonstrated over the past year. During that period multiple pathways have been established as we have grown the total academies in the District to eleven, nine of which have achieved California Partnership Academy status. The team responsible for planning this phase consisted of the Associate Superintendent of Schools, the current President of the WCCUSD School Board, the Director of the School to College and Career Department for the District, two Academy coaches (one from UC Berkeley's Career Academy Support Network organization), the Dean of Economic Development for C.C. College, the Chair of the West Contra Costa Building Trade Unions, and the Director of the Tech Futures program. Strong support was also provided by the Executive Director of the Richmond Employ. and Training Department. Members of this team have direct contact with students and parents. In addition we received direct inputs from the members of the academy advisory boards, all stakeholder groups i.e. principals, teachers, members of local businesses, parents and students.

### 2. Programs include coherent sequences of courses with emphasis on the integration of academics with career technical education as defined in the State Plan.

**A. Describe how the appropriate courses of not less than one career technical program of study will be offered. A program of study as described in section 122(1)(A);**

- **Incorporates secondary education and postsecondary education elements;**
- **Includes coherent and rigorous content, aligned with challenging academic standards, and relevant career technical content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
- **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
- **Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. [Section 135(b)(2), Ed Code 51224]**

Response:

Examples of sequence of Career Technical courses currently offered in WCCUSD:	
Architecture, Construction, Engineering Technology (KHS)	Wood I, Wood II, Construction Technology, Computer Assisted Drafting, Welding English II, III, IV; World Cultures, U.S. History, Government/ Economics; Biology, Chemistry, Physics
Business and Entrepreneurship; Financial Services (HHS, RHS)	Computer Applications, Principles of Marketing, Economics of Business/ Virtual Enterprise English II, III, IV, World Cultures, U.S. History, Government/ Econ.
Education (HHS)	Introduction to Education, Child & Adolescent Development, Educational Psychology, Sociology of Education English II, III, IV; World Cultures, U.S. History, Government/ Econ. Biology, Chemistry, Physics;
Engineering (HHS, RHS)	Engineering Physics, Biotechnology, Advanced Biotechnology, Robotics, Computer-Assisted Design (CAD) English II, III, IV; World Cultures, U.S. History, Government/ Economics; Chemistry, Physics; Advanced Physics; Computer Assisted Design (CAD)
Environmental Sciences, Green Technologies (planning) (PVHS and additional site to be determined)	Urban Ecology, Environmental Sciences, Environmental Sciences Advanced (AP), Planned: Engineering Physics, Green Technologies I, Green Technologies Advanced, English II, III, IV; World Cultures, U.S. History, Government/ Econ. Biology, Chemistry (Environmental Chemistry), Physics
Health/Fitness and Bioscience (PVHS, RHS); Biotechnology: HHS	Physiology Lab, Biotechnology I/II, Sports Medicine, Advanced Topics in Medicine, Psychology English II, III, IV; World Cultures, U.S. History, Government/ Econ. Biology, Physiology, Chemistry, Advanced Biology
Information Technology (ECHS, KHS, Middle College HS)	Computer Applications, Web Design, Information Systems Management I/II, Programming Applications, Advanced Programming <b>Dual enrollment with Contra Costa Community College</b> English II, III, IV; World Cultures U.S. History, Government/ Economics; Biology, Chemistry, Physics
Media & Communications (Art, Entertainment, Media) (ECHS, KHS, PVHS, RHS)	Multi-Media, Multi-Media Advanced, Art of Video Production, Advanced Film Studies; Introduction to Broadcasting, Journalism, Photography I/II., Graphic Design, Advanced Graphics, variety of Visual and Performing Arts classes, Theatre, Adv. Theatre, Stagecraft English II, III, IV; World Cultures, U.S. History, Government/ Economics; Biology, Chemistry, Physics After School/Summer Programs: Richmond Youth Media (RHS), The Conservatory (PVHS);

	<b>Dual Enrollment:</b> Filmmaking, various performing arts classes w. Contra Costa Community College
Public Services/Law, Administration of Justice (DAHS, PVHS, RHS, Gompers)	Introduction to Law, Law and Justice, Administration of Justice, Law and Society English II, III IV; World Cultures, U..S. History, Government/ Economics; Forensics Biology, Chemistry, Physics; Physical Education After School Programs: Mock Trial, etc.: HHS, PVHS, RHS <b>Dual Enrollment with Contra Costa College:</b> Administration of Justice I/II (PVHS, RHS)
<b>Code:</b> DAHS = De Anza HS, HHS = Hercules HS, ECHS = El Cerrito HS, KHS = Kennedy HS, PVHS = Pinole Valley HS, RHS =Richmond HS	
Other Pathways: Transportation, including Automotive – DAHS; Green Technologies – To be determined; International Hospitality and Tourism – to be determined, Academy of Finance – To be determined	

**3. Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry (see Appendix B) in which they are studying. [Section 134(b)(3)(c), Section 135(b)(3)]**

Response:

Students have opportunities to understand all aspects of the industry through a variety of means. Multi-disciplinary projects that each academy requires, work-based learning experiences across the curriculum, school-based enterprise (as in multi-media), community speakers representing local industries, businesses, organizations and professions are important avenues to bring relevant information to the classroom. Speakers have many stories and experiences to share about themselves, their work and their organizations. Starting this year, all speakers will be provided the All Aspects framework to help them as they prepare for their classroom presentations. Field trips provide students with the opportunity to visit various places of business, learning about what the workers are doing, seeing them work alone or in teams, using mathematics on the job, using technology and utilizing special skills required to operate systems. On occasion teachers are given opportunities to do internships in industry. Students also learn about all aspects by identifying how Math, Science, History and other subjects are present in the work environment. Students have opportunities for job shadowing. Last year, almost 1000 students had job shadowing experiences. Students are also required to do Service Learning in order to graduate. This service experience, gives students opportunities to practice broad work skills while making contacts for future employment. Since it involves planning skills, reading, communication skills, and mathematics skills, research into the project results in a service to the community and a meaningful learning opportunity for the students. Since the majority of all CTE students are in an academy, they are associated with mentors who introduce them to their profession or skill area and help them navigate through their everyday assignments. Mentors also serve as models for workplace behavior, skills and training. This year all CTE teachers will be given An Information Sourcebook on All Aspects of a Business Industry Company, developed by the Kansas Competency-Based Curriculum Center.

**4. Describe how students participating in career technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. [Section 134(b)(3)(D), State Plan]**

## Response:

In order to best describe this section, a brief description of the programs in each of the high schools with career pathways is pertinent.

**Richmond High School: Enrollment: 1650 Free Lunch 73%**  
**Ethnicity: African American: 10% Asian: 9% Caucasian: 2% Hispanic: 78% Other: 1%**

RHS has three longstanding California Partnership Academies. They are: Health, Science and Engineering and Multi-Media. With the World Class Academy Initiative supported by the Irvine Foundation, the Whittier Foundation, CASN and the school district, RHS is developing three more: Law, Business, and Creative and Performing Arts. This year Law was funded to become a California Partnership Academy. RHS has an emerging Business and Entrepreneurship Academy and a strong Creative and Performing Arts Learning Community. RHS has 9<sup>th</sup> grade houses, and 95% of the student body, is either in an academy, an SLC, or in a house. The school has strong ties with the City of Richmond Youth Works –Employment and Training Department. All but one CTE course was developed as a-g course, some dual credit courses with Contra Costa College, and a successful student enterprise in Richmond Youth Media. RHS is also one of four California High Schools which serves as a College and Career-Going Culture Demonstration Site for the Career Academy Support Network/UC Berkeley. Substantial work has been done to increase a-g access for all Academy/Pathway students.

**Kennedy High School: Enrollment: 1026 Free Lunch 65%**  
**Ethnicity: African American: 36% Asian: 10% Caucasian: 2% Hispanic 51% Other: 1%**

JFK: began the formal process of implementing academies two years ago; both Information Technology (ITA) and Architecture, Construction, Engineering Technology (ACET) Academies received funding this year to become California Partnership Academies.; both Academies have exceptional industry partnerships in place. There is also interest in a possible Digital Arts Academy. In addition, JFK has 9<sup>th</sup> and 10<sup>th</sup> grade houses.

Enrollment has increased this year. Community awareness and perception of the school has greatly improved because of the academies, the internships and the scholarships that were awarded last year to academy students. They have a very cohesive staff, that works collaboratively, with good peer support, and even with changes in administration they continue to be focused on student achievement and achieving excellent results.

**Pinole Valley High School: Enrollment: 1644 Free Lunch: 35%**  
**Ethnicity: African American 25% Asian: 19% Caucasian: 21% Hispanic: 33% Other: 2%**

PVHS has a long-standing California Partnership Academy in Environmental Sciences which was recently named as a CPA Mentor Academy. A new Law and Justice Academy was recently awarded a California Partnership Academy grant. PVHS has a well-regarded, after-school Performing Arts Program that is supported by the community, the city, and parents. Ninth grade houses were implemented this year and design work for a new Health Academy as well as an Arts-related Academy has begun. Rate of admission to four year colleges and attendance has improved.

**El Cerrito High School: Enrollment: 1219 Free Lunch: 36%**  
**Ethnicity: African American: 36% Asian: 20% Caucasian: 17% Hispanic: 24%**  
**Other: 3%**

ECHS has a two-year old, CPA-funded Information Technology Academy which builds on the successful Tech Futures program. There is also strong interest in developing a Communications Academy involving photo, journalism, and radio broadcasting. ECHS developed two academies last year as a result of the Irvine initiative. They were Information Technology and Multi-Media. Due to staffing and scheduling issues, the two merged and applied for a California Partnership Academy, and were funded this year. In the meantime, there is strong interest in developing a program of study that focuses on Career Technical courses and alignment with Community College courses in Communications involving photo, journalism, and radio broadcasting. Students have been in portable buildings, and make-do facilities for the past three years, while the new school was being built. This did not lend itself to ease in collaboration and communication on a regular basis. The new school is now ready, and classes will move into the new state-of-the-art high school this December! Academy teachers have worked with the Buck Institute of Education and others to develop integrated curriculum and projects.

**De Anza High School: Enrollment: 1032 Free Lunch: 47%**  
**Ethnicity: African American: 27% Asian: 23% Caucasian: 13% Hispanic: 35% Other:**  
**2%**

In the fall of 2007, a new Administrative team set about re-organizing the school, and attending to the high absenteeism, general safety, and academic issues. The difference in school culture is evident and there are high expectations of teachers, staff and students. Currently, a strong sequence of courses exists in the Information Technology industry cluster and the Automotive program offers five classes taught by a Community College instructor. DAHS has expressed interest in adding Academies and work is underway to determine Academy themes with a goal of implementing at least two Academies in 2009-10.

**Hercules Middle High School: Enrollment: 1107 Free Lunch: 23%**  
**Ethnicity: African American: 28% Asian: 26% Filipino 22% Caucasian: 8% Hispanic:**  
**16 %**

HMHS is a comprehensive 6-12 school which graduated its first senior class in 2003. It features a typical comprehensive traditional high school, with higher college going rates, fourteen ROP offerings (highest in the district) and a very active city and community involvement and influence.

**Bio-Tech:** Hercules Middle High, in close proximity to Bio-Rad Technology Company, provides a strong curriculum in Bio-Technology that is lead by highly-qualified teachers. Students who are enrolled in the sequence of courses are prepared to be entry-level lab technicians in the industry, or are prepared for the rigors of college-level sciences. Additionally, with the emphasis in the community and regionally in Bio-Tech, HMHS' emphasis on this program is appropriate.

**Teaching:** Hercules Middle High provides a sequenced curriculum that develops student interest in pursuing careers in education. In addition to classroom emphasis on this career, students participate in practicums in local elementary schools, by assisting certified teachers with teaching and learning. Recently, new a-g Education-pathway courses were developed. There is interest in designing Academies and/or fully articulated pathways in both Bio-Tech and Education as well as a possible National Academy Foundation (NAF) Academy of Finance.

and/or NAF Academy of Engineering.

5. **Describe how career technical education students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE content standards and framework. [Section 134(b)(3)(E), State Plan]**

Response:

All students who are enrolled in CTE courses are enrolled in college prep classes. The WCCUSD has eliminated academic courses (except CAHSEE prep) that do not meet college prep standards and cannot be designated a P course. Therefore, all students are enrolled in rigorous and challenging courses. The foundation standards of Math Science, History-Social Science, Communications, Career Planning and Management, Technology, Problem Solving and Critical Thinking , Health and Safety, Responsibility and Flexibility, Ethics and legal Responsibilities, Leadership and Teamwork, Technical knowledge and skills associated with each of the Career Pathways also align with the core academics as well as with the CTE content standards and framework. These concepts are embedded in the Career Academy concepts.

6. **Summarize progress to date in achieving academic and career technical education integration, and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. [Section 135(b)(1)]**

Response:

All CTE courses targeted in the five year plan are or will be embedded in an academy. The academies incorporate three grade levels, with articulation in its teacher team, curriculum and instruction across grade levels. The academic curriculum is framed around state standards, and the career curriculum around industry and foundation standards. Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career tech class each year. Curriculum is integrated among the academic classes and between these and the Career Tech class. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology and includes authentic project-based learning. At the current time WCCUSD CTE focus is on the following pathways: Information Technology (at 2 schools) Multi-media; Science and Engineering; Health; Law and Justice (at 2 schools) Business. Over the next five years this will expand to include (tentatively) Hospitality; Bio-Tech; Teaching; Communications; Automotive. Teachers meet on a weekly or bi-weekly basis to discuss curriculum, case manage students, plan integrated curriculum, and evaluate progress. A standard template that each academy completes at the beginning of the year addresses every aspect of this program, curriculum dev. student progress, work-based opportunities, curriculum integration, examining student data, holding advisory board meetings, planning student portfolios for summer placements. This is standard practice. Two coaches assigned to the high schools support the teachers in achieving integration. One of the coaches is affiliated with the Career Academy

Support Network CASN of UC Berkeley.

7. **Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the career technical education program areas of their interest. [Section 134(b)(11), Ed Code 51228, State Plan]**

Response:

Students in the ninth grade are given opportunities to explore careers through Career Cruising and other programs in the Career Centers. Teachers hold a Career Academy Fair each year, where students showcase their academies, and recruit sign ups. There is keen healthy competition between the teachers to interest students to join their academies. Teachers and counselors also visit 8<sup>th</sup> grade classrooms and talk about their academies/pathways. Once students enter the academy, the program is laid out for them in a coherent sequence of courses. Students also receive materials in their classrooms, announcements, and opportunities to see what other students are doing. This is a powerful way to engage students.

8. **For each career technical education program assisted with Perkins IV funds, complete and include a completed sequence of the courses worksheet that comprise the recommended sequence of courses. [Section 135 (b)(2)]**

**Note: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single career technical program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course. Secondary career technical education programs may include a Regional Occupation Center/Programs (ROCP) course as the “capstone” course.**

Response:

See charts at the end of this plan

9. **Linkages between secondary and postsecondary educational institutions. Postsecondary institutions include; California Community Colleges, State Universities, UC’s, private postsecondary agencies and apprenticeship programs.**
- A. **Summarize progress made to date in developing formal written articulation agreements with career technical programs in grades 11-14 and with local workforce preparation systems (i.e. WIA boards). Indicate plans to improve/expand progress in implementing additional programs of study. (Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study). [Section 135(b)(2), State Plan]**

Response:

We have had a long history of developing formal articulated agreements with our career technical programs and that of Contra Costa College. Each agreement has only been as viable

as the individuals (that is teachers and college faculty) who sign off on these. Over the years articulation has been difficult because of the changes in instructional staff, administrative staff, and the ability of ROP to keep a class open. Last year, we took a different approach: that of aligning our academies with programs of study/career pathways at the community college. The IT pathway has been developed, and students can receive college credit for some of their courses. Developing articulation in this fashion helps students see an overall direction and opportunities for different pathways in a specific industry area. For example students can opt in the IT path for programming, operations, networking or systems mgmt. The Law and Justice pathway is articulated with Forensic Criminalist, and police cadets. With each of the Six programs of study we are focusing on we are in various stages of creating a solid connection with Contra Costa College. The dean of economic development is represented on all the industry advisory boards. Our goal is to recruit more college faculty of these career areas to be part of the conversation. The college will continue the presence of it's CTE counselors at all the high school career centers, offering classes and workshops, and counseling to CTE students. The college intends to expand the number of articulation agreements and concurrent college courses offered at the high schools with the help of their Tech Prep Consultant working with college and high school faculty to implement this. We will utilize the newly purchased district-wide CATEMA Tech Prep Database Management system to track and gain student and teacher participation in process. The community college system will use CalPASS to track students that transfer between their institutions. The college and the school district has agreed to work on at least one "program of study" over the next five years and make it a world class career pathway.

**10. Programs align with state and regional identified industry sectors, using data from labor market information and meeting local and regional occupational needs.**

**A. Describe how the occupational needs of the local area with input from business, industry and labor were considered in identifying the career technical education program(s) to be assisted with Perkins IV funds.[State Plan]**

Response:

Four industry clusters (petrochemical, building construction, communications, and information technology) have been identified as key drivers of the Contra Costa County's economy. Core industries in each of the four clusters employ more workers than the national average for the same industry. Collectively, the core and related industries account for 18% of the County's total employment. Employment concentration levels for these industries indicate that they are producing goods and services for external markets in addition to meeting local needs. . The average wage for Contra Costa's four industry clusters is \$85,800 which is substantially higher than the countywide average wage of \$43,250. Gross wages of the four clusters account for more than 1/3 of the total wages paid by all industries in the County. Those clusters are: Petrochemical Refineries; Building Construction, Communications Industry, and Information Technology. Contra Costa's economy is dominated by small businesses. Firms with fewer than 100 employees account for 98.2% of all businesses. Healthcare is the 3<sup>rd</sup> largest employment sector in Contra Costa. Eight of the top 25 fastest growing jobs over the next 5-10 years will be in healthcare.

Based on the local and regional employment data of Contra Costa and Alameda County percentage increase of Occupational Employment Projections for 2006-2016 confirmed and validated the direction of the WCCUSD

Building Trades and Construction Sector 12.6%

Healthcare Practitioners and Technical Occupations 22.4%

Business and Financial Services growth 17.5%

Computer and Mathematical Occupations a growth of 29.1%  
 Legal Occupations 15.6%  
 Protective Service Occupations 17%  
 Education, Training and Library Occupations 23%  
 Arts, Design, Entertainment and Media Occupations 16.8% In addition to the labor market information represented above, three major developments in the local area is of significance to this district. In addition to the labor market information represented above, three major developments in the local area are of significance to this district. Chevron gained approval from the Richmond City Council to embark on a major construction project on it's facility. Part of the agreement is to hire local persons. Chevron as part of the negotiations agreed to award the city with about 50 million dollars of community benefit funds, about 1million of which is to be designated for developing Career Technical classrooms for high school students and adults. The second major development is the purchase by an Indian tribe of Point Molate (a navy owned facility). Plans are underway to build a huge hotel, casino, park, museum and performing arts center. Kaiser Permanente is opening up a new facility in the next few years very close to Pinole Valley High School in the city of Pinole. The Career Technical Advisory Board is starting conversations on long range planning of the pipeline of workers for that project. These two major developments require a focus on our ACET (Architecture Construction Engineering Technology) program, to start to get students prepared for these jobs. Additional law enforcement, IT, healthcare and business related jobs are anticipated in the immediate future in West Contra

**B. Describe how labor market information is used to determine the CTE programs offered by the LEA. [State Plan]**

Response:

Based on the local and regional employment data of Contra Costa and Alameda County percentage increase of Occupational Employment Projections for 2006-2016 confirmed and validated the direction of the WCCUSD

Building Trades and Construction Sector 12.6%  
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 Arts, Design, Entertainment and Media Occupations 16.8%

**C. Describe methods to be used to coordinate career technical education services with relevant programs conducted under the Workforce Investment Act (WIA), Regional Occupational Centers/Programs, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to career technical education services. [State Plan]**

Response:

The WCCUSD director of Career Technical Education serves on the WIB board and co-chairs the Youth Council of the WIB. In that capacity, coordination with all relevant programs is

routine. There is strong support and advocacy for including WCCUSD students in all sectors of this community and in particular the opportunities available in the City's Employment and Training Department. During the summer of 08, the City of Richmond Summer Youth Works assigned 100 of the 500+ slots of internships to the Academy students! The majority of students that were selected to participate were CTE students enrolled in academies. We anticipate the same opportunities next year and planning is underway. This placement program is far reaching, as students are matched to jobs in their career areas. The ROP operates 66 sections in the WCCUSD. Some are the capstone courses in the sequence of courses. Local CBO's coordinate with us on providing Service Learning opportunities, and also services to our homeless students and our students with disabilities. Coordination is extensive with many organizations, through our Service Learning Advisory Board, Industry Advisory Boards, and Special Populations Committees and Councils. Duplication is discouraged and resource sharing is the norm, primarily because of the excellent relationships that this district has with the community organizations and business partners.

**11. Describe the activities related to the use of technology. Such activities may include:**

- **training of career technical teachers, faculty, and administrators to use technology, which may include distance learning;**
- **providing career technical education students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or**
- **encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. [Section 135 (b)(4)]**

Response:

The WCCUSD plans to use the Microsoft award dollars to outfit every classroom with state of the art computers and technology. That dollar amount is \$1,327,387.85. This will include training teachers on the use of the new student information system, where many of the functions can be performed electronically. The storage and use of data will be enhanced by this new technology. CTE instructors are given opportunities to attend workshops and conferences that would enhance their technology skills in their area of expertise. CTE students will be expected to acquire the mathematics and science knowledge that is required to enter the technology fields. The academies program supports this. Students in the IT have had and will continue to have opportunities to intern in the Intel Clubhouses, CISCO, IT departments, Clorox, Kaiser IT and other sites in the summer. Mentoring of these students is evident when students make those industry connections and relationships.

**Section 2: Support and Services for Special Populations**

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

**1. Describe the extent to which the funded programs provide full and equitable participation of individuals**

**who are members of special populations. [Section 135(b)(9)]**

Response:

English Language and Students with disabilities have full and equitable access to participate in all district offered CTE courses. They are challenged however in their ability to attend these classes as they are also required to take EL classes and/or CAHSEE prep classes and tutorials. This challenge has caused a drop in the enrollment of in particular Special Education students in CTE classes over the past two years.

**2. Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. [Section 134(b)(8)(A)]**

Response:

Special Education Employment Specialists work with the Special Populations, first of all helping them gain access to those classes, and secondly supporting them in the classrooms themselves through the use of modifications or tutoring so that they can gain access to the curriculum. The Special Education Department is training all its special education teachers to use strategies to gain access to the mainstream curriculum. Most schools have moved to a "push in" model, whereby students do not attend "special classes" but are integrated in regular classes with the Sp.Ed Teacher providing support and co-teaching in a regular education classroom. Students who have taken the CAHSEE with approved modifications, and passed, can get approval from the school board through a formal process to issue a High School diploma. This is assisting students with IEP's to pass the CAHSEE and get a high school diploma. It also makes them more marketable and able to move through the pathway process into college accessing funds through FAFSA (One is not allowed any financial support through FAFSA if one has not graduated from High School). The WCCUSD has a cooperative program with the Department of Rehabilitation whereby students who have been in CTE classes can receive services of related college placement and/or job placement. In some instances transportation for the homeless and other groups to attend CTE classes has been a barrier. It continues to be a barrier, as some of these students are so transient and difficult to serve.

**3. Describe in detail how programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. [Section 134(b)(8)(B)]**

Response:

All teachers including EL and Special Ed teachers are held to the same standard and expectation of achieving the districts levels of performance. No student is exempt from this except the Severely handicapped student. As a result, special population students are provided support in the classrooms through bi-lingual education and through 'pull out' strategies. Analyzing data and determining areas of lack of proficiency helps in determining strategies for instruction. Special Education aides and vocational specialists assist students with achieving in the classrooms, getting to class on time, improving attendance and submitting homework. Most recently a San Diego Assessment test looks promising in identifying reading and math levels for teachers to work with.

**4. Describe the planned activities to prepare special populations, including single parents and displace homemakers who are enrolled in career technical education programs, for high skill, high wage, or high**

**demand occupations that will lead to self-sufficiency. [Section 134(b)(8)(C)]**

Response:

Special populations thrive on the hands-on nature of CTE programs. They are also given many opportunities to go on job shadowing field trips, experience mock interviews, and are provided job development and placement on jobs that match their CTE programs. Students are also followed along and assisted in moving up career ladders.

**5. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.[Section 134(b)(9)]**

Response:

Special populations are all mainstreamed into regular classes for 90%-100% of their classes. They have to compete in a regular employment world, so they are equipped with self-determination skills through the Junior Achievement Success Skills curriculum to navigate through the job seeking, finding and maintenance of a job. All pertinent material for recruitment and announcements of opportunities include the non-discrimination language. Advocacy runs high in this district for these students that actually make up 50-60% of the entire district population.

**6. Describe in detail HOW career technical education programs align with the special population requirements of the Perkins Act.**

- A. How will the LEA identify, recruit, retain, and place male and female students who desire training for nontraditional fields?**
- B. How will the LEA provide outreach, recruitment and support services (e.g. childcare and transportation) to members of special populations, including teen parents, who may require them in order to participate in career technical education programs?**
- C. How will the LEA collaborate with social service agencies and community-based organizations?**
- D. How will the LEA recognize cultural diversity and utilize staff development activities and materials to recruit culturally diverse students into career and technical education?**

Response:

- A. Career Center Technicians, and employment specialists use an assessment program called Career Cruising. It is the goal of every school to have ALL students take the Career Cruising Assessment. Students are then guided to follow up on their interests, especially if they are in non-traditional fields. Frequently, we will have speakers who do not represent a traditional field speak to students, for example a female plumber, or a male medical assistant. We go out of our way to recruit non-traditional role models, and on field trips to places of business we specifically request that females and males are exposed to non-traditional fields.
- B. Teen parents have child care centers at two of the main high schools Richmond High and Kennedy High. Four of the CTE Program of Studies are located at Richmond, and two at Kennedy. They provide child care for students if needed to

attend all their classes.

C. The LEA has centers in three high schools for social services agencies and CBO's to provide services to students. They are Richmond, Kennedy and Pinole Valley. Students have access to health and social services in these centers.

D. Based on the statistics below, the majority of our student population is culturally diverse. No additional effort is required to recruit students into CTE classes.

**Free and Reduced lunch Eligible 60.7%**  
**English Language Learners 32.4% of which 81.6% are Spanish Speaking**  
**Homeless 2%**

**Ethnic Breakdown:**

<b>African-American</b>	<b>25.81%</b>
<b>Asian/Pacific Islanders</b>	<b>19.00%</b>
<b>Caucasian (non-Hispanic)</b>	<b>11.02%</b>
<b>Hispanic/Latino</b>	<b>41.61%</b>
<b>Other</b>	<b>2.56 %</b>

**Meals Served Daily: 4,038 Breakfasts and 15,422 lunches**

However, it is important to look at the achievement gap of these students. This LEA with the guidance from it's Superintendent has placed this issue of highest importance in our delivery of instruction. Regularly scheduled in-services and strategies to close this gap are in motion this year and will continue until there has been significant improvement in this area.

### Section 3: Guidance and Counseling

1. **Describe how ongoing career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.[Section 134(b)(11), Ed Code 51224 and 51228, State Plan]**

Response:

The classroom is a setting for career guidance and academic counseling. The academy teachers as a team provide this guidance and counseling to their students. The Career Centers are hubs of this information. A career center technician is provided the list of all CTE students and is required to help them with developing their career portfolios, college and job search and applications, financial aid and scholarships. Other Talent Seeking Organizations such as PACT, and EGC and the Community College CTE counselor have office hours in the career center and meet with CTE students to provide them the linkages to future education and training opportunities. Employment Specialists provide similar services but to special populations.

2. **Describe how local career guidance and academic counseling efforts are aligned with other state efforts (i.e. SB-70, counseling and guidance funds). [State Plan]**

Response:

Guidance counselors are provided with materials and information for students that help them develop a four year plan. Counselors funded through SB-70 provide information to students about CTE and ROP offerings and Career Academies. We are working on implementing a Career planning instrument called Counseling Wizard, which allows students to develop their own plan and have access to their grades and Academic Record Cards. This is not a system that is connected to our main data base of student information. The information is downloaded every quarter into Counseling Wizard so students can determine if they are meeting their A-G requirements and what needs to be done to be on track for graduation and following their plan. This effort was funded by the Irvine and Whittier foundation. Each program of study is tied to broad California/Federal (or newly emerging) career clusters and builds on both student interests and community strengths. To the extent possible, each student is able to select a broad pathway of interest, learn in an interdisciplinary sequence of courses that both meet the standards for college preparation AND provide opportunities to acquire pathway-specific knowledge and skills, and participate in work-based and community-based learning experiences that extend beyond the classroom. We are connected and aligned with SB 70 California Partnership Academies through the nine grants to WCCUSD academies. There are additional opportunities to participate in SB70 CPA grants and we will be pursuing these CPA funds for both existing and emerging academies

### Section 4: Comprehensive professional development provided to teachers, counselors, and administrators.

1. **Describe how the Perkins funds are used to supplement and enhance professional development**

**activities for CTE teachers that go beyond those activities offered to all other teachers through the use of district funds. [*State Plan*]**

Response:

CTE teachers are given opportunities to spend time in places of business, attend conferences and workshops related to their field. Some new teachers are given a “teacher coach” to help them in their professional development. These new teachers are from industry and some lack knowledge of pedagogy . In these instances a more seasoned or retired teacher is recruited assist this new teacher in establishing their practice.

**2. Describe the professional development activities implemented or planned for the implementation of the California CTE Model Curriculum Standards and Framework. [*State Plan*]**

Response:

Two half day workshops are planned to address the CTE curriculum standards and framework. All teachers have received copies of this. Included in this workshop will be the foundation standards and an All Aspects review. Teachers are expected to document their standards each day on their black or white boards, so that students understand what is being addressed on any particular day and week.

**3. Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and career technical education that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. [*Section 135(b)(5)(A)(i)*]**

Response:

Contra Costa College has plans to offer workshops to our CTE instructors along with our academic teachers. This will be our first attempt to look at Career Pathways and the development of these pathways that include academic and career technical subjects. Through the Career Academy Schools Network from UCB we have consultants to provide professional development to our academy teams including CTE teachers. These are scheduled throughout the year after school and on Saturdays. They are held individually at each school site, and cover a variety of areas that address student achievement, curriculum achievement, data analysis, closing the achievement gap, advisory board development, portfolio development, junior achievement, service learning and a host of other related subjects.

**4. Describe the preservice and inservice training provided to staff in effective teaching skills based on research that includes promising practices. [*Section 135(b)(5)(A)(ii)*]**

Response:

Teams of teachers including CTE teachers will participate in the Statewide Career Academy Conferences held twice a year. This is an opportunity for teachers to become familiar and assimilate good and promising practices. Visitation to other school districts and other similar classrooms is also a strategy that we use. It is difficult to take teachers

out of their classrooms during the day. So often, trainers will visit classrooms and give assistance and feedback. Every program of study team will have opportunities to visit and spend time however in model programs. Four of the academies were awarded Mentor Grants whereby they would serve as mentors to other schools. This is also a strategy to help get their programs in order to serve as a model program.

**5. Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement.[Section 135(b)(5)(A)(iii)]**

Response:

A district parent liaison serves on the Partnership Board, and serves as the advocate for parents ensuring that we use specific strategies for engaging parents and improving communication. Parental involvement is a very important factor in this LEA. Each high school has a parent room where parents come in as volunteers and are made to feel welcome. A parent component will be included in most of the trainings this year.

**6. Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction.[Section 135(b)(5)(A)(iv)]**

Response:

The WCCUSD only uses scientifically based research and data to improve instruction. There is a laser focus on student achievement. Standards are adhered to and universally all teachers are required to follow the district approved curriculum. We have gone beyond providing this training. It is a way of conducting business in the schools and set in motion 4-5 years ago. The curriculum department and the individual schools use accountability to address the use of scientifically based research and data to improve instruction. New teachers and teacher interns are provided with workshops and in-services that instruct them on the practices used in this district.

**7. Describe the professional development programs for teachers of career technical education and other public school personnel who are involved in the direct delivery of educational services to career technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry.[Section 135(b)(5)(B)]**

Response:

Most of our CTE teachers are from industry and are familiar with all aspects of the industry. Those that are not, are provided opportunities for externships in industry and are provided with district workshops on Perkins IV that addresses the All Aspects and strategies for inclusion in their curriculum

**8. Describe the internship programs that provide relevant business experience to teachers.[Section 135(b)(5)(C)]**

Response:

Teachers have interned at Kaiser, CISCO, Construction Companies, Bio-Tech companies during the summer. Basically the teacher job shadows and in some instances supervise student interns that are assigned to these companies

**9. Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction.[Section 135(b)(5)(D)]**

Response:

A special computer lab has been designated for training of teachers on the effective use and application of technology to improve instruction. This lab is used on a regular basis by all departments including the CTE department.

**Section 5: Accountability and Evaluation of CTE Programs**

**1. Describe the process that will be used to evaluate and continuously improve the academic and career technical performance of students participating in career technical education programs.[Section 134(b)(7), State Plan]**

Response:

For the past two years the District had been collaborating with the Career Academy Schools Network organization (funded through a James Irvine grant) to establish a student data base for all students in the District's career academies. This collaborative effort overlays the District effort to regularly capture and analyze the performance of all students in the District. This data base stores information on test scores (CASHEE, CST), attendance, grade-to-grade transitions, graduation rates, and college going rates. The first report out on the class of 2007-2008 is due in November. Obtaining the important performance data for every student in the District is one of the top goals of our Superintendent, who is committed to using real data to drive the performance of the schools. With the data system now developed, all are required to use data, and that data is now part of the operational model for WCCUSD. Teachers use EduSoft to see student progress. All Principals and administrators have their **performance pay** tied into data evidence of improvement. This has significantly focused all school administrators on examining data and using it to drive instruction. It is a required element on all Administrators Evaluation documents. In addition, the Academy coaches have been working with Academy/Pathway teams to understand the use of student data and how a cycle of inquiry can support student achievement and continuous Academy/ Pathway growth and improvement. Principals meet at the end of the semester with their Supervisor and other Principals and make a presentation to each other on their data, their success, strategies etc. The preparation for this session and the subsequent dialogue is very valuable to these leaders, as they can learn from their peers.

**2. Describe the process that will be used to evaluate and continuously improve the quality of performance of the CTE programs offered to students.[Section 134(b)(7), Section 135(b)(6), State Plan]**

Response:

Two items of note: First the curriculum for each technical course needs to be continuously revised to keep current with the movement of industry. This is particularly true in those academies that are technology based, as changes in software and hardware occur every few years. This requires course content revisions and equipment upgrades. Additionally, revising course content to meet A-G requirements as well as including post-secondary and industry standards whenever possible is pursued.

A second area for continuous improvement is in the teacher's performance, particularly the technical teachers, who many times start without a professional teacher's credential. We pay particular attention to teacher performance and when necessary provide coaching (which goes beyond the teaching course they are required to take). The Academy teams, too, function as professional learning communities and provide additional support for new and developing teachers.

Monthly meetings are held with the teams at all the schools to evaluate the CTE programs offered to students. Student performance and student feedback is taken into account. Because every CTE teacher is part of a broader academic and career technical team, performance of their course being linked to other courses helps in identifying gaps that need to be addressed, and instruction that may have to improve.

**3. Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. [State Plan]**

Response:

The current Board already includes broad participation from the West Contra Costa Unified School District (Associate Superintendent, School Board President, Director of Curriculum, Director of School to College/Career, Principals), local industry (Kaiser Permanent, Chevron, Intel, BioRad, Sun Power.), labor leaders (West Contra Costa Building Trades' Unions, City of Richmond Workforce Investment Board,, post-secondary school representatives (Contra Costa Community College, UC Berkeley, and CSU.), and community organizations (Richmond Chamber of Commerce, Junior Achievement, Dept of Rehab., Employment Development Dept, Mental Health, Social Services, Homeless Services and parent and community representatives)

To this base we will add appropriate members from our career academies advisory boards, for example Doctors' Hospital from the Health Advisory Board, AT&T and Cisco from the Information Technology Advisory Boards, and the Richmond Public Defenders Office and the Contra Costa Bar Association from the Law and Justice Advisory Boards, all to be identified and recruited and engaged early in the process.

Extension to the community coalition for planning will possibly include a few (active) parents, at least one middle high school principal, a member of the Teachers' Union

representative, one or more government officials and a member of the media, all to be resolved this year.

4. **Describe the actions being taken and/or planned to be taken by your agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. [State Plan]**

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

The WCCUSD is preparing to participate in state reporting in 09-10. ID's course history, teacher info etc is in the process of being collected. WCCUSD is in the BP cohort, working on getting clean data. WCCUSD is moving from SASI info system into a new student info system called Powerschool. We have submitted five years dating back to the year 2003 of assessment data to the Cal-Pass system. We provided one year of data this year.

## Section 6: Use of Funds

1. **Describe how the Perkins IV funds supplement funds from other resources, such as general funds, School Improvement, Title I, SB 70, Prop 1D, guidance and counseling and others to improve the academic and technical skills of students participating in career technical education programs. [State Plan]**

Response:

Perkins funds supplement district general funds by providing CTE teachers with professional development. Funds from a variety of outside sources are leveraged to serve CTE programs. Perkins funds are used to supplement QEIA funds in the Career Center at RHS that holds the largest number of programs of study. SB 70 funds help to support the academies, and Perkins funds help to support the CTE component of the academies. Perkins funds also help to supplement Workability funds for special education students. The WCCUSD uses every possible state and local career guidance and academic funds including tech prep counseling funds from the community college for our middle school students. We have foundation dollars to support that we work with to develop our Counseling Wizard Program, for all students 9-12.

2. **Explain how the academic and career technical education components of such programs are**

**strengthened through the integration of coherent and rigorous content aligned with challenging academic standards and the Model Curriculum Standards and framework for career technical education to ensure learning in –**

**A. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965)**

Response:

All courses in high school have become college prep classes and we are gradually moving all CTE courses into A-G status. Any new CTE course are required to meet A-G course status. This ensures that there is rigorous content and that it is aligned with challenging academic standards and the Model Curriculum Standards and framework for career technical education. All students in the 9<sup>th</sup> grade now take the PSAT. The results of the SOAS Report provides insights into how well students are understanding and applying the skills taught in the curriculum. The report provides critical analysis and information on Critical Reading, Math Reasoning and Writing skills. Data that is provided provides comparisons between local state and nation in order to determine how well students are performing. Benchmark assessment are conducted three times a year. CTE students also take the CST, CAHSEE and if they have IEPs the CAPA and next year the CMAs (standards based test in Spanish)

**B. Career technical education subjects (as defined in the California Career Technical Education Model Curriculum Standards).[Section 134(b)(3)(B), Section 135(b)(1)]**

Response:

Currently we have strong and well articulated curriculum in about 80% of our CTE courses. We still have a few courses that need to be updated. It is our plan by the end of this year to have all CTE subjects aligned with the Model Curriculum Standards and framework for CTE and meet A-G with the exception of Construction, Auto and Welding. We plan on using the rubrics provided in the CTE curriculum framework to assist us in improving the delivery of instruction.

**3. Describe how the Perkins IV funds and funds from other sources will be utilized to meet the needs of the regional economy. [State Plan]**

Response:

Perkins funds are generally used in our new programs or revived programs. This can only be done utilizing outside funding sources. In every Career Academy we are associated with a business partner, company, or a foundation. The following funding sources help to meet the needs of the regional economy. Kaiser Permanente, Chevron, AT&T, Trade Unions, George Miller's Apportionment dollars, Irvine Foundation and the Whittier Foundation. All these sources are tied into the CTE course sequence and the program of study/academies.

4. **Describe how Perkins IV funds and funds from other resources will be used to link career technical education at the secondary level and career technical education at the postsecondary level, including by offering the relevant elements of not less than one career technical program of study described in section 122(c)(1)(A) of the Carl D. Perkins Act.[Section 134(b)(3)(A), Section 135(b)(2)]**

Response:

As described above Perkins funds and funds from the other resources mentioned above are used to link CTE secondary to CTE postsecondary primarily at Contra Costa College. The IT program of study has been submitted for purposes of this application. Other strong linkages are: Law and Justice, and Multi-media. Health, and bio-Tech are in the process of developing strong linkages. Linkages are also made with the Kaiser School of Allied Health and Kaiser Permanente who both serves on the Health Advisory Board, Linking funding sources directly to CTE programs is a strategy that we have pursued quite successfully.

5. **Describe, in detail, the planned use of Perkins IV funds and funds from other resources to accomplish each of the following improvements in career technical education programs:**

- A. **Enhance the rigor and relevance of the programs to the workplace and to the occupations for which students are being prepared. [State Plan]**

Response:

CTE courses are being rewritten to enhance the rigor and relevance. Teachers are paid stipends from Perkins to do this. Project Based Learning is a requirement in the academies and students have many opportunities to see the relevance of classroom work to the workplace and to the occupations for which they are being prepared. Planning and curriculum integration in teams are supported through Perkins. Students also go on field trips to industry and recognize the reason for rigor in their classes. Perkins funds will be used to improve curriculum and prepare students for their occupations and workplace.

- B. **Development and use of curriculum and instructional strategies that foster “essential employability skills” such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, including the eleven “foundation standards” as defined in the CCTE model curriculum standards. [State Plan]**

Response:

We have had a long practice of addressing the SCANS in all of our CTE courses. The foundation standards are very helpful to teachers as it relates to each of their subject areas. This year Perkins funds will be directed at more staff development and coaching of teachers on the essential employability skills and the foundation standards. Teachers in the academy have to assist students in the development of their career portfolios. This

portfolio has the students writing sample, a project, a resume, and two letters of recommendation. Junior Achievement business volunteers run classes for CTE students using their "Success Skills" Curriculum. This is an 8 week course, and any student wanting a summer. Funds will be used to recruit partners to participate in delivering the Success Skills Curriculum.

- C. Provide career technical education students with strong experience in, and understanding of, all aspects of the industry\* the students are preparing to enter.[Section 134(b)(3)(C), Section 135(b)(3), State Plan]**

**NOTE: All aspects of the industry with respect to a particular industry that a student is preparing to enter includes; planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety, and environmental issues related to that industry.**

Response:

Perkins pays for field trips provide students with the opportunity to visit various places of business, learning about what the workers are doing, seeing them work alone or in teams, using mathematics on the job, using technology and utilizing special skills required to operate systems. On occasion teachers are given opportunities to do internships in industry funded by Perkins. Students also learn about all aspects by identifying how Math, Science, History and other subjects are present in the work environment. Perkins helps toward placement of students on jobs. Students have opportunities for job shadowing. Last year, almost 1000 students were out job shadowing. Students are also required to do Service Learning in order to graduate. This service experience, gives students opportunities to practice broad work skills while making contacts for future employment. Since it involves planning skills, reading, communication skills, and mathematics skills, research into the project results in a service to the community and a meaningful learning opportunity for the students. Since the majority of all CTE students are in an academy, they are associated with mentors who introduce them to their profession or skill area and help them navigate through their everyday assignments. Mentors also serve as models for workplace behavior, skills and training.

This year all CTE teachers will be given An Information Sourcebook on All Aspects of a Business Industry Company, developed by the Kansas Competency-Based Curriculum Center. Teachers will also be paid to meet after school to develop the assessments in the CTE courses.

- D. Provision for reviewing the career technical education programs in order to set priorities for local program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework.[State Plan]**

Response:

Assessment results will be reviewed in conjunction with reviewing CTE programs. The advisory board, and the school teams will review student achievement in the CTE

courses, and validate the proper alignment with the CTE Curriculum standards and framework. Funds will be used to help support the convening of these teachers and the advisory board during before or after school hours

**E. Program changes necessary to ensure that the program instruction in all aspects of the industry is integral to all assisted programs.[Section 134 (b)(3)(C), Section 135(b)(3)]**

Response:

Perkins funds will be used to ensure that all CTE and academic teachers in the programs of study receive staff development related to the instruction in all aspects of the industry. During these team meetings, teachers will share the aspects so as to ensure that they are all covered.

**6. Describe how funds will be used to promote preparation for non-traditional fields.[Section 134(b)(10)]**

**NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: Cosmetology is a nontraditional occupation for males; Construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.**

Response:

This continues to be a challenge. Our Construction and Welding classes continue to be undersubscribed to by females. It has improved over past years, as counselors are fully aware of the placement of students in non-traditional fields. Funds will be used to increase student awareness of these programs. We will hold a Apprenticeship Fair, as we have done in the past. This year we will require that at least 50% of the students in attendance will be females. Funds will be used for transportation of students to events like this and to industry sites.

## Section 7: EDGAR Certifications and Other Assurances

### 1. Program improvement activities of such size, scope, and quality to be effective.

- A. Provide assurances that the career technical education programs offered are of such size, scope, and quality to bring about improvement in the quality of career technical education programs.[Section 134(b)(6), Section 135(b)(8)]**

Response:

WCCUSD has deliberately set a standard for offering CTE courses. We are working towards eliminating any stand alone CTE courses. Perkins funds are only used on CTE courses that are embedded in an academy or have a strong sequence of courses that include post-secondary alignment. These two features help to design much stronger and effective programs. The CTE programs are greatly enhanced by the academic teaming, the industry involvement, the placement program, and the post-secondary articulation. In this context we are developing 11 world class academies centered around CTE course sequences and supported by industry partners.

- B. You must provide a statement of assurances that the use of the Carl D. Perkins Career Technical Education funds received will be limited to programs as described in this local plan that;**

- **begin no earlier than grade seven;**
- **include at least one clearly defined Program of Study as defined in Section 122(c)(1)(A), (B), & (D) of the Act; and**
- **are taught by a career technical education credentialed teacher as defined in the State plan.**

Response:

The WCCUSD will only use Carl D. Perkins Career Technical Education funds to programs that have been listed in this local plan. They will begin no earlier than grade seven, they will include one clearly defined Program of Study (Information Technology) and they are all taught by a Career Technical Education credentialed teacher with the appropriate designated credential.



## Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

**Instructions:** Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency’s (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate “Course Sequence” form for each sequence to be assisted with Perkins IV funds.

**NOTE:** Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA’s approved 2008-2012 local plan are eligible for assistance with Perkins funds.

**Industry Sector:** Information Technology

**Occupational Program Title:** Information Technology

**District funded course provided in this sector if not included in this sequence:** included (Schools: Kennedy, El Cerrito and De Anza)

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Digital Arts for the Web 1	X			X		Yes	180
Computer Program Management		X		X		Yes	180
Computer Systems Management		X			X	Yes	180
Video Production		X		X		Yes	180
Computer Program Management II			X		X	Yes	180
Computer Systems Management II			X		X	Yes	180

## Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with

### Perkins IV Funds

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**Industry Sector:** Public Service

**Occupational Program Title:** Legal and Govt/Protective Services

**District funded course provided in this sector if not included in this sequence:** Included

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Introduction to Law	X			X		Yes	180
Law and Justice		X		X		Yes	180
Law and Society (being developed)A-G			X	X		Yes	180
Analytical Forensics (being developed) A-G			X	X		Yes	180

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**Industry Sector:** Building Trades & Construction

**Occupational Program Title:** Construction

**District funded course provided in this sector if not included in this sequence:** (included)

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Wood I	X			X		Yes	180
Wood II		X		X		Yes	180
Construction Technology			X		X	Yes	180

### Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

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**Industry Sector:** Engineering Design

**Occupational Program Title:** Architecture Engineering

**District funded course provided in this sector if not included in this sequence:** (included)

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Wood I	X			X		Yes	180
Wood II		X		X		Yes	180
Architecture and Design CAD			X	X		Yes	180

## Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

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**Industry Sector:** Business/Financial Mgmt

**Occupational Program Title:** Business

**District funded course provided in this sector if not included in this sequence:** Included

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Computer Applications	X			X		Yes	180
Intro to Business		X		X		Yes	180
Marketing I		X			X	No	180
Marketing 2			X		X	No	180

## Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

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**Industry Sector:** Health- Biotechnology & Health Services      **Occupational Program Title:** Health Care Career

**District funded course provided in this sector if not included in this sequence:** \_\_\_\_\_

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Biotechnology	x				X	No	180
(Advanced Biotechnology)		x			X	No	180
Physiology	x			X		No	180
(Sports Medicine)		x			X	No	180
Psychology		x		X		No	180
(Advanced Topics in Health & Medicine)			x	X	?	Yes	180

## Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with

### Perkins IV Funds

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- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate “Course Sequence” form for each sequence to be assisted with Perkins IV funds.

**NOTE:** Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA’s approved 2008-2012 local plan are eligible for assistance with Perkins funds.

**Industry Sector:** Entertainment, Media, Visual/Performing Arts      **Occupational Program Title:** Media Academy

**District funded course provided in this sector if not included in this sequence:** \_\_\_\_\_

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Multimedia	x					Yes	
Advanced Multimedia		x				Yes	
Art of Video Production			x			Yes	
Photography		(x)	x			Yes	