

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**

PERRIS UNION HIGH SCHOOL DISTRICT

Agency Name

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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.

The Perris Union High School District and Board of Trustees also supports the official vision of the California Department of Education and that is “to create a dynamic world class education system that equips all students with knowledge and skills to excel in college and careers and excel as parents and citizens.”

Whether students plan to further their education in community colleges, technical schools or four-year colleges and universities, receive on-the-job training or pursue careers in the military, secondary CTE can be the first step in a pathway toward productive employment and citizenship.

The Perris UHSD along with our local business/industry partners recognizes the importance of providing alternative educational opportunities for our students. The CTE program will make every effort to align and coordinate with local business/industry to establish goals and program needs to meet CTE standards. This includes: universal access for all students regardless of their educational setting; integrated curriculum, sequenced coursework, articulated coursework; use guidance counselors effectively; have industry certification available when possible; provide workforce readiness certificates; additional teacher preparation and provide appropriate facilities and equipment. In addition, to provide all students with rigorous academic curriculum that integrates academic and career goals.

When high-quality Career Technical Education programs are integrated with high-quality academic core content, students understand the relevance of curriculum in preparation for their future. Employers are demanding that their future employees be able to apply academic and technical skills to real-world problems that are encountered in the workplace. This is the goal of all key stakeholders.

Chapter One

Career Technical Education in the Local Education Agency

1. **Describe the current status of the career Technical education (CTE) delivery system, in the local and regional area.**

The Perris Union High School District delivery systems will emphasize a coherent sequence of instruction. The CTE standards are industry driven and span grade levels into postsecondary education. Currently, students not only have access to local Regional Occupational Programs located on all three comprehensive high school campuses, but also are able to take advantage of other ROP programs available throughout the community. The PUHSD CTE delivery system includes the following:

Career Awareness (grade 7-12): All schools are encouraged to provide experiences for students in middle and high schools that will enable them to learn about positive interactions, personal responsibility, good work habits, work as it relates to societal needs and functions, and the management of personal and professional resources.

Career Exploration (grade 7-9): All schools receiving funds to implement Career Technical Education programs will be required to provide students in grades 7-9 opportunities for career exploration. The Career Exploration experience will engage students in problem-solving, critical thinking, leadership building and team work activities and provide opportunity to learn the foundational skills in information technology, organizational systems, ethics and legal responsibilities, as well as health and safety.

Career Preparation (grade 10-12): Career Technical Education programs that have been determined through the use of state labor market data to be high skill, high wage and/or high demand career opportunities for students are part of the career preparation sequence. Students in grades 10 through 12 will enroll in a CTE program that matches their career goals and complete a sequence of courses that leads to the completion of industry assessments and certifications. Some of the programs offer postsecondary dual credit or articulation opportunities for students.

Career Management (grades 11-14): Students in grades 11 to14 prepare for postsecondary occupational certificates, transition to higher education and receive degrees, and utilize lifelong learning skills to complete advanced degrees.

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.

Perris Union High School District consist of:

- Three comprehensive high schools
- One continuation school
- One Community Day school
- One middle school
- One online charter school
- One military charter school

The Perris Union High School District is in Year 3 of Program Improvement and will enter into DAIT (District Assistance Intervention Team) with an outside provider. Pinacate Middle School (grades 7-8) is in its second year of year 5 and The Academy – Community Day School (grades 7-12) is in year 5.

District API scores:

2007-2008	2006-2007	2005-2006
672	657	669

District AYP scores:

Met AYP	2007-2008		2006-2007		2005-2006	
	English	Mathematics	English	Mathematics	English	Mathematics
Participation Rate	YES	YES	NO	YES	YES	YES
Percent Proficient	NO*	NO*	NO	NO	NO	NO
Graduation Rate	NO*		YES		YES	
Program Improvement	YES		YES		YES	

*** Pending data updates**

Demographics:

Industry Sector	Gender	2008-2009	2007-2008
		Students enrolled in CTE courses	Students enrolled in CTE courses
Agriculture & Natural Resources	Male	362	248
	Female	475	269
Health Science & Medical Technology	Male	33	11
	Female	125	54
Building Trades & Construction	Male	172	32
	Female	15	5
Art, Media & Entertainment	Male	120	98
	Female	41	16
Information Technology	Male	372	247
	Female	264	125
Fashion & Interior Design	Male	7	NA
	Female	185	NA
Total Enrollment		2171	1212

Number of Students enrolled in CTE courses for 2008-2009:

CTE Introductory Courses	Enrollment	CTE Concentrators	Enrollment	CTE Capstone	Enrollment
Keyboarding	271	Computer Literacy	289	Intro. To Multi-Media	76
Fashion & Clothing I	105	Fashion & Clothing II	—	Fashion & Clothing II	87
Woodshop I	108	Woodshop II	75	Woodshop III	4
Video Production I	138	Medical Assisting: Clinical	22	Video Production II	23
Medical Terminology	53	Medical Assisting: Administrative	62	Medical Prep Anatomy & Phys	0
Medical Office Operations	21	Floriculture	132	Advanced Floriculture	0
Plant & Animal Science	403			Ag Mechanics & Power	44
Ag Biology	224				
Ag Earth	34				
Total Enrollment	1357		580		234

Chapter Two

Building High-Quality Career Technical Education Programs

1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.

The vision and mission of CTE for the Perris Union High School District is to help empower students for effective participation in a global economy as world-class workers and citizens.

The CTE programs are designed to contribute to the broad educational achievement of students including basic skills such as reading, writing, and mathematics as well as delivering an education that makes a difference in the lives of students; to work independently and as part of a team, think creatively and solve problems and utilize technology.

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

Goals attained by 2012-13:

GOAL 1: All PUHSD students in grades 7-8 will be offered exploratory courses in business and information technologies, life skills, technology systems and career decisions. These courses would be offered through an "elective wheel" and taught by teachers with a minimum of three-year's experience within that industry. CTE Coordinator will collaborate with school site administration and staff to facilitate the implementation of exploratory programs.

Expected Outcomes:

- Staff will conduct monthly meetings to monitor ongoing progress and to review and revise programs as needed.
- All students will be exposed to an array of post-secondary options through integrated course curriculum.
- All students will have an opportunity to become involved in extra-curricular activities that are focused on various industry sectors. Such as FBLA, DECA, pre-apprenticeship program, community service learning activities and projects.
- Each middle school will provide student support services including career and academic counseling, tutoring and intervention services.
- All students will have access to career exploration events; i.e. career fairs, college events, field trips, and guest speakers.

GOAL 2: The PUHSD will ensure that all students completing high school will have the opportunity to complete a high level of rigor in CTE courses that will prepare them for entry-level positions within the various industry sectors and other post-secondary opportunities.

Expected Outcomes:

- The PUHSD will work with CTE staff, advisory committees and the local ROP to evaluate, monitor, and validate course relevance, competencies, and industry standards.
- CTE staff will continue to align CTE standards to ensure full integration of industry standards, academic and technical skills.
- CTE staff and regular education teachers will collaborate to assist all students in understanding and demonstrating how academic content is applied in real-world and workplace settings.

GOAL 3: The PUHSD will maintain and expand CTE course offerings that meet the needs of the local labor market and other emerging occupations; as well as provide students with a comprehensive Program of Study.

Expected Outcomes:

- The PUHSD will develop articulation agreements with the community colleges to ensure the sequences of courses will transition students from high school to post-secondary education and training.
- CTE staff and other support personnel will work with middle schools and high schools to align career exploration programs and CTE courses.
- The PUHSD will develop a matrices of grades 7-14 CTE courses to identify comprehensive Programs of Study.
- Upon completion of a CTE capstone course, the PUHSD will provide students an opportunity to participate in an industry specific internship, job shadowing, or work-based learning experience.

GOAL 4: The PUHSD will expand professional development activities to appropriate CTE staff, support personnel, and regular education teachers that will promote rigorous CTE standards, a Direct Interactive Instruction model that engages all students an instructional strategy that meets the demand of a diverse student population.

Expected Outcomes:

- Schools will continue to facilitate workshops where CTE teachers team to ensure integration of industry-standards, academic and technical skills.
- Teachers will be trained to develop lesson plans that are rigorous and relevant by incorporating work-based learning opportunities and differentiated instruction.
- CTE staff will have the opportunity to acquire industry based certification and participate in summer internships.
- Teachers will be trained in Direct Interactive Instruction model, an instructional strategy that engages student learning, provides clear goals to the student and the content is strongly aligned with skills and concepts.

GOAL 5: The PUHSD will develop working partnerships with all major stakeholders to include: CTE staff and regular education staff, support personnel, business and industry representatives, administrators, parents, students, ROP, and local community colleges. This partnership will include the ongoing implementation and evaluation of our CTE programs.

Expected Outcomes:

- CTE Advisory Committee will meet twice a year to review all aspects of the district CTE programs.
- The PUHSD will provide handbook that is structured and includes the roles and responsibilities of all stakeholders.
- The PUHSD will increase parent and community involvement in all our programs.

3. Provide information regarding the participation of students, parents, business/industry, representatives, and community leaders in the development of this plan.

The CTE Coordinator along with CTE Advisory Committee over the past two years has been addressing the needs of the CTE programs. Currently, the CTE Advisory Committee consists primarily of CTE Teachers and limited business/industry partners. The CTE Coordinator will make every effort to involve key stakeholders that include a broader range of participants for future review of CTE programs, design and redesign, evaluation and implementation of CTE programs. See attached list of CTE Advisory Committee members.

4. Provide a list of the CTE industry sector(s) and career 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. (This response could be a table).

Industry Sectors	Agriculture & Natural Resources	Health Science & Medical Technology	Engineering Design Industry	Building Trades & Construction	Art, Media & Entertainment	Information Technology	Fashion & Interior Design
Career Pathways	<ul style="list-style-type: none"> • Agriscience • Ornamental Horticulture 	<ul style="list-style-type: none"> • Support Services • Health Informatics 	<ul style="list-style-type: none"> • Engineering Design 	<ul style="list-style-type: none"> • Cabinetmaking and Wood Products 	<ul style="list-style-type: none"> • Production & Managerial Arts 	<ul style="list-style-type: none"> • Media Support & Services 	<ul style="list-style-type: none"> • Fashion Design, Manuf. & Merchandising

5. Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.

The CTE programs and sequences of courses within each program area are carefully planned in order to maximize the CTE course offerings at any one school. The decisions about which programs and courses are provided are made through consultation with employers, faculty, parents, and students. In all cases, CTE programs are offered that meet the needs of the students and the community. Consideration is given to offer or provide courses over a two or three year period of time, on a rotational basis, in order to maximize the potential for career exploration and preparation for all students.

The CTE Coordinator in conjunction with the CTE Advisory Committee, school administration, guidance counselors, and ROP Representatives conducts surveys every other year to determine student interest. Results are then discussed and evaluated by the key stakeholders and recommendations are made to site administration for implementation.

6. Describe how labor market information is used to determine the CTE programs offered by the local Educational Agency. (State Plan)

The following information represents local labor market information and is presented to CTE Advisory Committee to assist in the planning of future CTE programs.

Riverside County Labor Market Information

Projections Highlights:

- Nonfarm wage and salary employment are expected to grow at 2.5% annually between 2004-2014
- Employment increase of 294,700 new jobs by 2014
- Growth rate for Riverside is 1.8 % annually higher than the growth of California as a whole

- Half of all new nonfarm wage and salary jobs are forecasted to occur in Professional and Business Services (47,000), Government (44,100), and Retail Trade (41,800)
- Wholesale Trade is the fastest growing major industry at about 4% annually
- Other major industries growing faster than the overall state average include: Professional & Business Services (3.8%), Transportation & Warehousing (3.6%), and Construction (3.0%)

Unemployment Rate for Riverside County as of August 2008: 9.7%

Occupations with Fastest Job Growth:

- Computer Software Engineers, Systems Software
- Forest, Conservation and Logging Workers
- Computer Software Engineers, Applications
- Network Systems & Data Communications Analysts
- Database Administrators

Chapter Three

Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. **All interested individuals are informed about the State Plan and Perkins IV requirements.**
 - A. **Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business/industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)**

CTE Advisory Committee will be more of a representative group of individuals whose experience and abilities will represent a cross section of a particular industry or occupational area. The purpose of CTE Advisory is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to industry and technological changes. CTE Advisory meets at a minimum twice a year. Some of the committee activities will include:

- Curriculum Development
- Public Relations

- Job Placement
- Recruiting
- Inservice Training
- Leadership Activities
- Program Evaluation

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

In addition to the annual meetings, the CTE Coordinator will create a web page that can be accessed through the district website that will provide information on all CTE programs, articulation agreements, a-g requirements, course offerings, State and Local Plan, CTE Advisory Committee meetings, and other resource links as it pertains to CTE. CTE program brochures will also be made available at the school sites, counseling departments, career centers and front offices.

2. Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;

- **Incorporates secondary education and postsecondary education elements**
- **Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE 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 (California Education Code [EC] 51224, Perkins IV Section 135[b][2])**

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

See Attachment for Program of Study

3. Describe how students will be provided with a strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV Section 134[b][3][c], Section 135[b][3], State Plan)

NOTE: All aspects of the industry include; 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. See the Instructions and guidelines document (pages 22-24) for further explanation of all aspects of industry.

Students gain a strong experience in and a comprehensive understanding of these concepts and skills that are needed to be successful in their employment experiences. Students are exposed to all aspects of industry through integrated curriculum. Most CTE courses have been updated with the CTE Industry Frameworks and classroom posters describing “All Aspects of Industry” will be disseminated by year’s end to provide students a visual representation of this concept.

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

The Perris Union High School District believes students must have multiple successful pathways that depend on curricula and instruction that challenges students to reach high academic standards through relevant and engaging content. The CTE teachers are working on integrating curriculum that connects challenging, college-preparatory material to career-based technical concepts and applications.

CTE teachers will be reviewing all the CTE programs and begin to integrate rigorous academic instruction with a demanding technical curriculum and work-based learning set in the context of one of the industry sectors. Students may pursue a pathway over multiple years and graduate prepared for a full range of post-graduation options – which can include two or four year college, certification programs, apprenticeships, formal job training, or military service. Offering multiple pathways allows for a challenging vehicle that inspires students to learn, and gives them access to education that is both rigorous and relevant.

5. Describe how CTE 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. (Perkins IV Section 134[b][3][E], State Plan)

The following CTE courses have been revised to reflect the CTE Content Standards and Framework: Woodshop I, II, III; Fashion & Clothing I, II; Plant & Animal Science, Ag Biology, Ag Earth, Floriculture, Advanced Floriculture, Medical Terminology; Medical Assisting Clinical &

Administrative; and Medical Preparatory Anatomy & Physiology. During the academic planning and during orientation counselors provide students with course offering and descriptions of all classes. Students at this time are encouraged to

6. **Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster “essential employability skills” such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven “foundation standards” in the California CTE Model Curriculum Standards, (State Plan)**

CTE has adopted the SCANS competencies as part of the curriculum that focus skills necessary for the workplace. SCANS contain both the fundamental skills and workplace skills needed for students to be successful on the job. The foundation skills consist of:

- Basic Skills – reading, writing, math, listening and speaking
- Thinking Skills – creative thinking, decision-making, problem solving, seeing things in the minds eye, knowing how to learn, and reasoning.
- Personal Qualities – responsibility, self-esteem, sociability, self management, and integrity/honesty

Workplace Competencies:

- Resources – identifies, organize, plans, and allocate resources
- Interpersonal – works with others
- Information – acquires and uses information
- Systems – understands complex interrelationships
- Technology – works with a variety of technologies

Instructional strategies include:

- Lecture
- Small group discussions
- Cooperative learning
- Team activities
- Simulations
- Labs
- Projects

7. **Summarize progress to date in achieving academic and CTE integration and described 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. (Perkins IV Section 135[b][1])**

In addition to the regular conferences, workshops, and industry sector training CTE teachers will over the next five years participate in the following activities:

Staff Development

- Collaborative lesson design
- Professional networks
- Coaching
- Determining learning strategies based on intended outcomes
- Professional learning communities
- Analysis of student data and assessments
- Use of technology as a tool to improve instruction
- Industry partner professional development
- Examining student work
- Demonstration lessons

Curriculum Development

- Identify Career Content Standards
- Identify instructional needs
- Plan an instructional program
- Design and develop curriculum
- Design and develop instructional materials
- Create and revise performance standards

Collaboration

- Foster collaborative relationships with business/industry
- Build effective partnerships
- Utilize advisory committees for program development and involvement
- Work with colleagues and professional community to improve schools and to advance knowledge in the occupational area
- Share ideas, strategies, and materials with colleagues
- Foster relationships with families and local community to achieve common goals for all students

8. Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], EC 51228, State Plan)

The guidance and counseling office helps students determine courses of study and possible vocations. They try to understand what motivates each student as well as their skills and desires.

Counselors assist with college career planning and career development using:

- Interviews
- Counseling sessions
- Interest and aptitude assessment test
- Assist students with evaluating their abilities, interest, talents and personalities to develop realistic academic and career goals
- Website
- Academic & career planning
- Career/college fairs
- Guest speakers

- Encourage students to visit college campuses
- Encourage student participation in on-campus enrichment programs

9. For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV 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 CTE 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 sequence must include a capstone course. Secondary CTE programs may include a Regional Occupational Center/Program (ROCP) course as the “capstone” course.

Include, at the end of this plan, a Career Technical Education (CTE) Sequence of Courses worksheet for each CTE program offered.

10. Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC’s, private postsecondary agencies, and apprenticeship programs.

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Articulation agreements help students make a smooth transition from the secondary level of occupational or academic training to two-year postsecondary level without experiencing delay. The Perris Union High School District has scheduled three of the six CTE Programs with the local Community College to complete the necessary crosswalk and articulation agreements in November 2008.

11. Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, 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 CTE services. (State Plan)

The coordination with other service providers is vital to ensure that all are being served appropriately. Part of the coordination efforts include:

- Collaborate with CTE teachers and other relevant service providers in providing services.

- Coordinate with local WIA, ROP, special education, vocational rehabilitation, community agencies, business/industry and others to provide appropriate supplementary services.
- Monitor CTE components of the IEP and the Individual Academic Plan to ensure performance indicators are met.
- Coordinate work experience and field trips for students.

12. Indicate plans to offer additional programs of study.

The CTE Advisory Committee will discuss potential areas of interest based on a comprehensive needs assessment. CTE office will work with sites to develop additional programs of study that will include alternative sites to increase access and opportunity for all students. Preliminary discussions have included the completion of programs of studies in the following areas:

- Information Technology
- Fashion & Interior Design
- Video Production
- Computer Science

13. 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 CTE 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**
- **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 (Perkins IV Section 135 [b][4])**
- Students will use their skills and knowledge in the context of technology, engineering, technological design, and business to promote personal and career growth.
- Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations.
- Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning.

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 CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])

Special services are provided for special populations to ensure equal access to recruitment, enrollment and placement activities. These services are essential to the successful participation of some disabled and disadvantaged students in CTE programs. Preparatory services are provided prior to a student's enrollment in a CTE program. These services include recruitment of potential CTE students, career guidance, vocational assessment, and monitoring. Services then begin with the identification of each member enrolled in a CTE program and helping students enter a CTE program enhances their chances of selecting an appropriate career pathway. Each student's special needs are identified and coordinated to ensure success in completing their chosen course of study.

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. (Perkins IV Section 134[b][8][A])

Monitoring access, progress, and success are key elements in preventing members of special populations from overcoming barriers. In order to support members of special populations, the following strategies will be in place to assist in supporting special population students:

- This includes maintenance of records, documenting access to, progress through and successful completion of CTE programs.
- Analyze data to determine maintenance and improvement of access, progress and success.
- Document the attainment of performance indicators for members of special populations.

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

The CTE Special Populations Coordinator will collaborate with other workforce development agencies to identify promising practices for ensuring success for special population students in CTE programs of study. Its work will consist of the creation of resource/activity lists for parents, students, guidance personnel, and transition coordinators and to identify opportunities for professional development. That will better prepare students, parents, school personnel, and other interested parties for CTE programs of study to ensure that special populations, especially students with disabilities, meet or exceed state levels of performance and to prepare them for further learning and for high skill, high wage, or high demand careers.

The following are strategies CTE Coordinator and school staff can utilize to assist special populations meet performance levels:

- Monitor and evaluate student academic progress every six weeks
- Modify program or instructional strategies
- Collaborate with CTE instructors
- Coordinate with Special Education teacher
- Coordinate with guidance and career counselors

4. Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])

The Perris UHSD has demonstrated a long-standing commitment to equity and ensuring that members of special populations are prepared for high-skill, high wage, or high-demand occupations and non-traditional fields. The schools and community colleges prepare all students, especially members of special populations by completing the following:

- Facilitate integration of academic standards into CTE programs of study through resource teachers/consultants who coordinate technical and academic staff development and in-service activities.
- Update and modify CTE curriculum necessary to articulate with CTE programs of study at community colleges (and achieve industry-recognized certifications and credentials) and with baccalaureate programs.
- Provide support for work-based learning experiences of special population students in order to help them achieve an industry-recognized certification if available and appropriate.

- Plan and implement programs of study, activities and facilities that will support and meet the needs of special population students in current and emerging career fields.
- Update equipment, software and instructional materials for CTE programs of study.
- Provide high quality and sustained professional development for teachers, counselors, administrators, faculty and other appropriate staff on subjects such as differentiating instruction and other relevant topics.
- Provide guidance and policy for staff to assist with the monitoring of special population students to ensure successful completion of high school CTE programs of study, the attainment of industry-recognized certifications and/or credentials, the transitioning to postsecondary education including the continuation to a baccalaureate program or career.
- Provide guidance and counseling opportunities for supporting non-traditional training and employment.

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. (Perkins IV Section 134[b][9])

Prior to the start of school year, staff, parents and students are notified via the Annual Notification that all CTE opportunities will be offered without regard to race, color, national origin, sex, or disability. The CTE Coordinator will provide the following checklist to site administration, career and academic counselors, and CTE teachers to ensure that the nondiscrimination policies are being adhered to:

- All potential students have access to CTE information with effort to reach under represented groups. Such as recruitment plan, brochures and materials for recruiting purposes with persons of differing races, genders, and disability. Provide parent and orientation nights, and brochures available and students and parents who speak different languages.
- Check CTE enrollment demographics against that of the school demographics.
- Students with disability may not be excluded from CTE or academic programs, courses, services, or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available.
- Guidance counselors may not counsel students with disabilities toward more restrictive career choices than non-disabled students with similar abilities and interests.
- Entrances, front offices, parking and walkways should be easily accessible with a wheelchair and clearly marked.

6. Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV 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.

The gender equity/nontraditional aspects of CTE provide information that academic teachers, counselors, and administrators can use to assist all students both male and female, in setting and attaining educational goals. These goals should be based on individual interest, aptitudes, and abilities. These efforts are an attempt to provide equal opportunities for all students. For increasing participation and completion of students in nontraditional CTE programs include:

- Career guidance – review career guidance materials for gender bias and nontraditional exposure and support
- Educate parents – invite, involve, and educate parents
- Early exposure – conduct middle school programs and pretechnical training programs
- Nontraditional role models - provide role models and mentors
- Outreach – conduct targeted recruitment activities
- Collaboration – collaborate with community based organizations and business/industry
- Professional development- increase teacher and academic quality and equity capacity through professional development
- School climate – implement and model gender fair instructional strategies
- Student support systems – provide tutoring, child care, transportation, etc
- Evaluate materials for bias – evaluate materials for gender bias and positive nontraditional images

Section 3: Guidance and Counseling

- 1. Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], EC Sections 51224 and 51228, State Plan)**

CTE programs play a critical role in aiding students' successful transition from secondary to postsecondary education and ensuring that they are prepared for success. Career guidance and academic counselors encourage students to take articulated courses and take advantage of concurrent enrollment to achieve credit for both high school and college level courses. Counselors provide students with financial aid information, invite them to attend career fairs, and listen to guest speakers from various colleges and trade schools. Guidance is available through counselors, academic advisors, faculty members, and staff of career planning/placement centers in the following areas: career awareness, career planning, career decision-making, placement activities, and knowledge/understanding of occupational, educational, and labor market needs, trends and opportunities. Counselors assist students in identifying, planning, and attaining those goals consistent with their aptitudes, needs, abilities, and interests. Counselors offer a wide selection of services and activities that are chosen and offered collaboratively to help student focus on their overall development of career choices.

- 2. Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)**

The Perris Union High School District has a comprehensive guidance and counseling plan that serves to provide teachers, students, parents, and the community with a wide-range of services. The mission of the plan is to assure that all students will acquire and demonstrate competencies in the areas of academic, personal-social, and career development. Its purpose is to help the district plan, develop, implement, and evaluate comprehensive and systematic guidance and counseling programs. Programs that are aligned with the other state funded counseling such as 10th Grade counseling and AB1802 Supplemental Counseling. When implemented, the plan becomes an integral part of the school's total educational program, with school counselors working in collaboration with students, parents/families, teachers, administrators, and the community.

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

1. Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)

CTE teachers have ample opportunities and are encouraged to attend industry specific conferences, workshops and trainings. The following is a sample of the professional development opportunities that were attended.

Computer Using Educators CUE, workshop that includes: digital story telling, Do-It-Yourself: Media Literacy, Adobe Photoshop, and Final Cut

Mt. San Jacinto Community College: Teachers have taken courses online to familiarize themselves with classes that will be articulated.

Digital Media/UCSD: A teacher attended a two-week certification workshop and completed the hour's necessary to take the certification test and passed Final Cut Pro I & II.

2. Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)

The CTE Coordinator will provide ongoing professional development activities that will ensure appropriate, integrated, and aligned and the implementation of the California CTE Model Curriculum Standards and Framework. CTE teachers will:

- Have release time to review current course offerings and make revisions as needed
- Opportunities to visit model CTE programs
- Release time and compensation for curriculum development, aligning and implementing CTE Model Standards
- Have release time to attend workshops or conferences that focus on implementation of CTE Model Standards

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

The Perris UHSD has Subject Area Councils (SACs) that provide teachers an opportunity to present new and/or revised course offerings. Members of SAC include subject area teachers and an administrator. They review course offerings for alignment to content standards including CTE Standards and Framework. The following CTE programs will be going forward to Mt. San Jacinto Community College for articulation agreements in November 2008; Medical Assisting, Computer Technology, and Video Production I & II. Every year Mt. San Jacinto works with local districts on articulation agreements. This further enhances student's opportunities to postsecondary options.

4. Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])

Pre-service includes:

- CSET – California Subject Examination for Teachers
- CTEL – California Teachers of English Learners examination
- BTSA – Beginning Teachers Support and Assessment

Inservice includes:

- New Teacher Boot Camp – classroom management, use of technology, Marzano instructional strategies
- Classroom Management – Fred Jones
- Jane Schaffer
- Step Up to Writing
- Direct Interactive Instruction
- Thinking Maps
- Marzano's Academic Vocabulary and nine essential instructional practices
- Interwrite
- SB 272 in math, English Language Arts, and intervention
- Content Area Coaches

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

The CTE Coordinator will recommend the following to school leadership and administration in an effort to develop the capacity of school staff to work with families and community members. There are few teacher prep programs that include instruction on how to partner with parents and community. The need to design inservice opportunities for all staff that:

- Help all staff recognize the advantage of school and family connections.
- Explore how trusting and respectful relationships with family and community members are achieved.
- Enhance school staff's abilities to work with diverse families.

- Explore the benefits of sharing power with families.

Allow school staff the resources and time to create programs that:

- Invite and welcome parent and community members
- Honor the contributions and accomplishment of parents
- Connect families to learning goal for students

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. (Perkins IV Section 135[b][5][A][iv])

Effective instruction and classroom management strategies by classroom teachers are the lifeblood of a well functioning school or district. To ensure that effective strategies are used and reinforced in every classroom all of schools have implemented the professional learning communities approach. This allows content centered teachers to collaborate and discuss student assessment data, instructional strategies, and lesson planning. CTE teachers also use data protocols, EADMS, CTAP data trek, and Marzano's nine essential strategies that maximize student learning.

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

The professional development program will ensure that teachers and personnel stay current with all aspects of an industry and become involved with internship programs that provide relevant business experience; and train teachers in the effective use and application of technology. Professional development activities for teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction.

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

CTE teachers have not participated in internships. This plan will provide the opportunity and funds necessary for any CTE teacher or personnel involved with CTE to fully participate in internships.

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

A successful professional development program in technology focuses on skill building and gives teachers incentives to devote the time and energy needed to use computer technology. This program provides (1) intensive training in which teachers explore new ideas and materials over several sessions; (2) follow-up consultation with mentors over an extended time period as teachers implement new practices; (3) ongoing reflective conversation with colleagues doing the same job and implementing similar technology applications; and (4) observation of other teachers using exemplary techniques for incorporating technology in the classroom. The Perris UHSD has implemented the following programs for all teachers to assist in the use of technology to improve instruction:

Integrating Technology for English Language Learners (iTELL) is a program designed to prepare teachers to implement research-based strategies that integrate technology in their classrooms. These strategies have been shown to improve teaching and enhance learning for EL students.

During this training, teachers will create technology-enhanced products that can immediately be used in the classroom. The products will include: a collection of images and online resources to support a unit or lesson; a graphic content dictionary to academic vocabulary acquisition; and a Photo Story slideshow narrative.

Teachers bring their Teacher's Edition and/or other curriculum materials, including interactive input devices such as Interwrite pads, if available. Teachers plan to implement at least one strategy or product created during the training; a portion of the training will be dedicated to sharing implementation experiences.

Intel Teach to the Future is a program that has been helping K–12 teachers to be more effective educators by training them on how to integrate technology into their lessons, promoting problem solving, and critical thinking and collaboration skills among their students. Technology integration, curriculum enhancement using backward design, differentiated instruction and authentic inquiry—these are the essentials to high quality professional development. They learn new ways to create assessment tools and align lesson plans with state and national standards. This course incorporates hands-on use of the Internet, Web page design, and multimedia software.

As teachers progress through this course, they collaborate with other teachers and discuss ideas for both introducing and using technology in the classroom. Participating teachers develop a specific unit plan based upon material they are already teaching or will teach in the future. The goal is for each teacher to leave the course prepared to effectively implement a technology-rich Unit Portfolio that engages students in effective use of technology to achieve standards.

Thinking Maps is a common visual language for learning within and across disciplines. By using visual tools that correspond to thinking processes, students can organize their ideas on paper or by computer and as a result – read, write, and think better. Teachers and staff have access to Thinking Maps software to assist them in their academic planning and in the presentation of student work.

Educator’s Assessment Data Management System (EADMS) is web-based assessment data system that creates reports at the individual student, classroom grade, school, and district levels. Teachers use this for data analysis, standards based scoring, standards based reports, and longitudinal reports showing trends across multiple years.

Identifying Needs Standards Proficiency Exams for California Teachers (INSPECT) is an item bank written specifically to the California Content Standards. The bank is composed of items that are written to specifically assess the California content standards. Teachers use this to create standards based test available in all core content areas.

Why and How Analysis for Teachers (WHAT) is a process that guides grade level and content level teams towards understanding “why” students miss items for particular standards and “how” to remediate. Teachers use this to evaluate student achievement and make instructional modifications as needed.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

- 1. Describe the process that will be used to assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)**

Career Assessment includes formal and informal measures and inventories that assist learners in understanding their career interests, aptitudes, and abilities. By comparing the results of various assessments and personal observations over time, learners are able to identify their strengths and preferences, determine career directions, and make career decisions including the selection of a career pathway. Counselors oversee the assessment process, provide interpretation to students and their families, and assist students in using results in educational planning. Counselors ensure that career assessment results are given consideration in the student's selection of a career pathway and are used to help refine career and educational decisions.

- 2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)**

CTE Coordinator will develop a comprehensive program standards and program evaluation criteria for CTE programs. These standards are listed below and are aimed at developing or improving secondary CTE programs. CTE educators and program staff will use these standards for self-evaluation, goal setting, continuous improvement, and long-range planning. Standards will also be useful for district CTE Coordinator in monitoring, evaluating, and providing technical assistance. Quality CTE programs are those, which meet program standards. The goal of the evaluation process is to assist in improving programs.

Program Criteria:

1. Program self-evaluation, improvement, goal setting, and long-range planning
2. Onsite reviews/visits
3. Annual CTE program evaluation reporting
4. Six-year CTE program evaluation

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)

The CTE Advisory committee is organized to provide advice and assistance to the teachers and administrators of specific programs. To be sure that students are learning the most current skills, employers are an integral part of designing and updating curriculum. The following are some strategies that will be used to increase active participation of members for CTE Advisory Committee:

- Solicitation of names from prospective members
- Personal telephone calls with prospective committee members
- Contact local Chamber of Commerce
- Consult with the local WIA and One-Stop Career Centers
- Work with current CTE Advisory members
- Send out a CTE information letter
- Contact local ROP, EDD and community college representatives

4. Describe the actions being taken and/or planned by the 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.

The Perris Union High School District has submitted a Letter of Intent to participate in the CALPADS system and Cal-PASS and will ensure complete compliance.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, “Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs.” Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of “program improvement,” it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

- 1. Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

In addition to state and local funds the following are proposed uses of Perkins IV funds in order to meet program requirements, enhancements or improvements:

- Strengthen the academic and career and technical skills of students participating in CTE programs.
- Provide students with strong experiences in and understanding of all aspects of an industry, which may include work-based learning experiences.
- Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- Provide services and activities that are of sufficient size, scope, and quality to be effective.

- Improving or developing new CTE courses, including the development of programs of study and courses that prepare students academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment.
- Professional development activities and opportunities for CTE and regular education teachers.
- Provide adequate equipment and facilities.

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

Industry Sector: Health Science & Medical Technology

Signature of Secondary Administrator: _____

Career Pathway: Support Services

Signature of Postsecondary Administrator: Pending articulation agreements 11-2008

Program of Study: Medical Assisting

Date: 10-21-2008

This Program of Study is a formalized Tech Prep articulated pathway **Yes** **No**

L E V E L S	G R A D E	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
S E C O N D A R Y	9	English I	Algebra I	Earth Science	World History	Medical Terminology	Keyboarding	Occupations Requiring Less Than a Baccalaureate Degree ● Certified Nurses Assistant ● Emergency Medical Technician ● Medical Assistant ● Registered Nurse ● Certified Home Health Aide Occupations Requiring a Baccalaureate Degree ● Medical Administrative Services ● Clinical lab Science ● Health Care Administration ● Organizational Mngmt. & Health Industry recognized certifications, licenses, or Credentials related to this pathway ● Certification of Medical Assistants ● Certified Nurses Assistant ● Emergency Medical Technician
	10	English II	Geometry	Biology	US History	Medical Office Operations	Business Communication	
	11	English III	Algebra II	Chemistry		Medical Assisting: Clinical & Administrative		
	12	English IV	Elective (math recommended)	Elective (Anatomy & Phys. recommended)	Economics Government	Medical Pre Anatomy & Physiology Internship		
Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
P O S T S E C O N D A R Y	Year 13	Interpersonal Communication	Math competency	Nutrition	Human Development Political Science	Dosage Calculations For Allied Health	First Aid Medical Ethics Occupational Internship	
	Year 14							
	Year 15							
	Year 16							

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.

- 1 Identify the Industry Sector title and the Career Pathway title for each sequence.
- 2 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.
- 3 Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- 4 Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Agriculture and Natural Resources

Career Pathway: Agriscience

District funded course provided in this sector if not included in this sequence: Ag Govt. and Ag Economics

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Plant & Animal Science	X			X		No	180
Ag Biology		X		X		No	180
Ag Earth			X	X		No	180

Industry Sector: Agriculture and Natural Resources

Career Pathway: Ornamental Horticulture

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Plant & Animal Science	X			X		No	180
Floriculture		X		X		No	180
Advanced Floriculture			X	X		Yes	180

Industry Sector: Agriculture and Natural Resources

Career Pathway: Agricultural Mechanics

District funded course provided in this sector if not included in this sequence: Not Applicable

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

Industry Sector: Health & Science & Medical Technology **Career Pathway:** Support Services

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Medical Terminology	X			X		No	90
Medical Office Operations	X			X		Yes	90
Medical Assisting: Clinical		X		X		Yes	90
Medical Assisting: Administrative		X		X		Yes	90
Medical Preparatory Anatomy & Physiology			X	X		Yes	180

Industry Sector: Building Trades and Construction **Career Pathway:** Cabinetmaking & Wood Products

District funded course provided in this sector if not included in this sequence: Not Applicable

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

Industry Sector: Art, Media & Entertainment

Career Pathway: Production and Managerial Arts

District funded course provided in this sector if not included in this sequence: Not Applicable

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

Industry Sector: Information Technology

Career Pathway: Media Support and Services

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Keyboarding	X			X		Yes	90
Computer Literacy		X		X		Yes	90
Introduction to Multi-Media			X	X		Yes	90
Web Design			X	X		Yes	90
Game Design			X	X		Yes	90

Industry Sector: Fashion & Interior Design

Career Pathway: Fashion Design, Manufacturing & Merchandise

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration	
	Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Fashion & Clothing I	X				X		Yes	90
Fashion & Clothing II		X	X		X		Yes	90

Industry Sector: Engineering Design Industry

Career Pathway: Engineering Design

District funded course provided in this sector if not included in this sequence: Not Applicable

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded	Total Duration	
	Name of Course	Intro.	Concentration	Capstone	District/COE	ROCP	Yes or No	(In hours)
Introduction to Engineering Design	X				X		Yes	180
Principles of Engineering		X			X		Yes	180
Civil Engineering & Architecture		X			X		Yes	180
Engineering Design & Development			X		X		Yes	180

Career Technical Education Advisory Committee

Audrey Cilurzo	Community Member – Perris Fair Grounds
Benny Heredia	Teacher – Technology
Chris Maddalena	Dept. Chair of Agriculture
Yvonne Seaborn	Teacher – Fashion & Clothing
Dian Martin	TOSA – State & Federal Programs
Grant Bennett	Administrator
Janelle Balazs	Coordinator Special Education
Lynne Sheffield	Administrator
Kathi Brown	TOSA – ELL Coordinator
Leslie Ventuleth	Director of Human Resources
Penny Graham	Administrator
Randy Hughes	Teacher – Video Production
Shawn Goffman	Teacher – Industrial Technology
Tom Anderson	Teacher – Work Experience Coordinator
Velma Borrows	Teacher - Science
Vic Solorzano	Business Partner – Brookhurst Mill
Al Fernandes	Community Member
Bill Cramer	Business Partner - Star Milling
Linda Kirschner	Business Partner - R & L Stock Farm
Coral Prendergast	Counselor
Kathleen Reid	Counselor
Linda Van Kirk	Counselor