

Modesto City Schools

2014-15 Carl D. Perkins Grant Application Narrative

Introduction

The Carl D. Perkins Grant is an annual federal grant facilitated by states to support the operation of Career-Technical Education programs at the school district (LEA) level. Community Colleges and County Offices of Education that operate CTE programs are also recipients of the grant. The grant is intended to expand and enhance CTE programs and is subject to rules regarding the supplanting of funds and other compliance rules consistent with many federal programs. The grant allocation for Modesto City Schools has historically been in the area of \$450,000. In 2013-14, Modesto City Schools was awarded the grant in the amount of \$470,101. Allocation and expenditure of funds is closely monitored by Perkins office staff at the CDE.

Structure of the Application

In the past couple of years, the Perkins Grant converted to a completely online application. The questions to which each applicant has to respond and the accompanying narratives have been consolidated here for brevity and organizational purposes. For the application process, these narratives will be inserted into their respective portions of the online system. Not included here are the assurance and signature pages as well as other compliance forms that are completed directly in the online system or printed, signed by the appropriate district representatives and kept on file in the district's School to Career/Alternative & Vocational Education office.

The structure of the grant centers around reflecting on the extent to which the District met three goals established in the previous year's application to be applied in the current year. In addition, each year, the application includes focus questions developed by the Perkins office. These questions – to which applicants must respond – can change from year to year.

Distribution of Perkins Funds

As a general rule, 85% of Perkins funds must be spent in CTE classrooms; 10% can be spent on other CTE activities outside the classroom; and up to 5% can be spent on Program Administration. Since the creation of the original Local CTE Plan, because of the size and number of CTE programs operated in Modesto City Schools, the Plan organizes the distribution of funds by industry sector on a five-year rotation. In order to keep CTE programs and curriculum current with industry, instructors within the year's rotation complete a process of curriculum revision and industry input via advisory meetings. Upon award of the grant, teachers engage in the process of collaboration to revise and bring course outlines up to date and have their curriculum reviewed and approved by industry advisories, as well as complete other procedural steps. When these requirements are met, teachers submit requests for the use of funds. All requests are reviewed and funding is allocated accordingly with an attempt to prioritize and meet the most needs possible, and to enhance the overall program.

Perkins Core Indicators

The Perkins Grant for school districts includes a set of eight Core Indicators which are reported to the California Department of Education (CDE) at prescribed times during the year. These numbers reflect prior year outcomes for students enrolled in CTE based on the indicators required and monitored by CDE. The eight Core Indicators are:

1. Percentage of 12th grade CTE Concentrators who have scored Proficient or higher on the English portion of the California High School Exit Exam.
2. Percentage of 12th grade CTE Concentrators who have scored Proficient or higher on the Math portion of the California High School Exit Exam.
3. Percentage of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.
4. Percentage of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

5. Percentage of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.
6. Percentage of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.
7. Percentage of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.
8. Percentage of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Data regarding Modesto City Schools' performance on the Core Indicators is included in the last section of this document. Results on the Core Indicators from the 2012-13 school year serve as the basis for the current application. Modesto City Schools met all but one of our Core Indicator targets – missing Core Indicator #7 by 1.2%. Applicants must provide a response in any area in which the required target is not met. The response is to state the steps the district will take in order to meet the target in the subsequent year.

Modesto City Schools' 2014-15 Carl D. Perkins Grant Narrative

Language Included in the Perkins Application:

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year. Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

- 1. In last year's application (Section IV, question 4), the LEA identified at least three goals from the local CTE plan on which it would focus during the school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during the school year?***

The three goals established by Modesto City Schools in the 2013-14 Perkins application were:

1. To provide quality training in the fifteen high need employment sectors as identified by the State of California.
2. All CTE instructors will be trained in the newly revised CTE Model Curriculum Standards. In addition, provide and/or support professional development to CTE teachers specific to ensuring teachers stay current with their own technical skills and current industry expectations.
3. Increase enrollment in CTE courses and strengthen pathways within the CTE program throughout the District.

Additional questions in the 2014-15 application to which applicants must respond:

- 2. The PGMS online application requires that LEAs verify that there is a documented historical inventory at the district for all CTE programs. Please describe the process used to update and verify your districts existing inventory system.***
- 3. All Perkins expenditures, expended to supplement other funds, must be coded using one of the following goal codes 3800 - Secondary CTE, 6000 - ROCP, and 4360 - Adult CTE. Please describe the other local funding sources that your district uses to support the Career Technical Education programs (also required to be coded with goal code 3800, 6000 or 4630) in the Local Control Funding Formula.***
- 4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2014–15.***

Perkins Grant Narrative: Modesto City Schools' Responses

1. ***In the 2012-13 application (Section IV, question 4), the LEA identified at least three goals from the local CTE plan on which it would focus during the 2012–13 school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2012-13?***

Goal 1: To provide quality training in the fifteen high need employment sectors as identified by the State of California.

Despite a difficult budget environment locally and throughout the State the past several years, Modesto City Schools has continued its commitment to CTE and to providing quality training in the high need industry sectors. All students within the District continue to have access to a wide array of career academies, CTE pathways and specialized programs. The District's open enrollment and intra-district transfer process, along with capstone offerings through our large operating ROP with mobility between sites give students the ability to pursue a program of interest and ensure pathway access.

Existing California Partnership Academies in MCS:

- Education & Human Development Academy (ECHA), Johansen High School (Lighthouse Academy)
- Industrial Technology & Engineering Academy (ITEA), Johansen High School
- Public Safety Academy (PSA), Davis High School
- Health Careers Academy (HCA), Davis High School
- Forensics & Biotechnology Academy, Enochs High School
- Agriculture Academy, Johansen High School
- Performing Arts Academy, Modesto High School

Current & Expanding Programs:

The state-of-the-art culinary kitchen referenced in prior year Perkins applications continues to build traction as a flagship program for Downey High School and an exemplary program for the District. The facility remains in outstanding condition and the pathway is robust with high demand. The facility is used daily and the site continues to investigate options for expanding to an academy model. The program has been featured in community Chamber of Commerce events and in a variety of articles in the local Modesto Bee newspaper. The program continues to host and cater functions for school, district, and community organizations and has become one of our district's ambassadors for the benefits of CTE. An additional ROP Culinary Arts offering was added in 2013/14.

In summer 2012, plans came to fruition to consolidate all instructors and programs for the Public Safety Academy at Davis High School onto the Davis campus. This involved moving the capstone Criminal Justice and Introduction to Fire Protection instructors/programs from a separate District facility to the Davis campus, and conversion of an unused shop into a Public Safety lab space. Construction to modify the facility was completed in winter 2012. The space houses the program fire engine, rescue vehicle and a patrol car donated by the City of Modesto/Modesto Police Department, and prior to the start of 2013/14, the installation of new lockers for fire gear was completed. The program continues to thrive as a highly visible CTE and academy program on the Davis campus. The fall 2013 final exam for Criminal Justice included investigation of a mock crime scene, which was covered in a nice article in the Modesto Bee. Students from all District high schools have access to the Public Safety Academy program.

Also at Davis High School, an ROP Sports Medicine course was added in 2013/14 as an additional capstone option for the Health Careers Academy (HCA) and has maintained high interest.

Planning during the spring and summer of 2013 came to fruition as we developed two ROP reverse mainstreaming Vocational-Based Instruction (VBI) skills courses for students with disabilities who are part of our special needs populations. These courses, which started in the beginning of the 2013/14 school year at Downey High School (part of the Building Trades and Construction program) and Johansen High School (taught by the Agriculture/Welding instructor), are modified Construction Technology or Landscape Design and Maintenance classes that introduce students to a wheel of hands-on basic skills through a real-life, project oriented approach. Each class is populated with a group of high functioning regular education students who serve as PALs or buddies to the students with disabilities to help ensure safe practices, guide and reinforce instruction and engage with students to develop their socialization skills. Students take part in various construction projects on campus and receive exposure to and instruction in career development and workplace preparedness skills. These courses, which develop students' technical skills in the trades, have been popular among teachers of our special needs populations and other school sites are currently in the planning stages of adding similar VBI programs on their campuses. Plans include an Employment Opportunities class at Enochs and Gregori High Schools.

An Advanced Animal Science ROP course has been added for the coming year at Gregori High School to complement their Veterinary Science pathway.

As referenced in prior Perkins applications, Fred C. Beyer High School initiated Robotics Engineering I ROP in 2011-12 and the program continues to gain significant traction as a developing and expanding program. In 2013/14, the program expanded to two courses in Pre-Engineering Computer Programming in C+ and two sections of Robotics I. Plans are underway to expand further and potentially offer a section of Robotics II in 2014/15. With strong ties to the UC Davis CSTEM program, this pathway represents a strong course sequence in the Engineering & Design and STEM fields, previously an underrepresented sector among the MCS CTE portfolio of programs. Beyer High and Modesto City Schools are proud that the one of our robotics program teachers received the UC Davis C-STEM Teacher of the Year recognition in May 2013. The program's competitive clubs have expanded in size and in the FRST Robotics competitions in which they compete. They continue to host and/or give presentations for Rotary and other community groups to advance STEM and CTE awareness.

In 2013/14, an ROP Cabinetmaking course was added at Modesto High School, with access to all students in the District. An additional ROP Computer Programming course was also added to expand on and further strengthen the current Computer Programming pathway at the site. These courses are also available to students throughout the District.

Johansen High School received a grant to expand its Ag offerings by adding a California Partnership Agriculture Academy in 2011-12. Despite a roller coaster of uncertainty regarding SB70 funding, the latest indication is that SB70 funded academies will be funded in the governor's budget pending approval in May. The academy continues to thrive and was further strengthened in 2013/14 by the expansion of an instructor providing training in welding and Ag mechanics. Planning continues for a Digital Arts and Technology Advancement (DATA) pathway. Local ROP funds have been earmarked during 2013/14 to contribute to the enhancement of technology and infrastructure for the program, including creation of a broadcasting studio and other technology to support training in digital media applications.

In addition to the above, pathway programs continue across a wide variety of industry sectors to provide students with occupational-based integration of core academic and applied learning through CTE, with emphasis on the development of skills needed for the workforce. During 2013/14, all CTE/ROP instructors participated in targeted professional development on the CTE Model Curriculum Standards by completing an overview training to orient them to the new standards. ROP instructors followed up with further training by participating in

industry-specific sessions to align their respective course outlines with the standards. More information relative to this activity can be found in the response to Goal #2 below.

Despite budget cuts affecting course offerings at Modesto Junior College, Modesto City Schools continues to have in place strong articulation agreements (2+2 Program) with MJC and several post-secondary institutions in a variety of subjects. Modesto City Schools has also continued its extensive financial support through utilization of local funding sources (beyond the scope and specific purposes of Perkins funding) to upgrade programs and the equipment necessary to keep them on par with industry standards. In 2011-12, the District expanded its career awareness education through a pilot of a campus-based career awareness day at one of its four junior high schools. We have not yet realized our goal to expand this activity to all four junior high schools, but we are engaging in the planning to do so in 2014/15.

Modesto City Schools and Modesto Junior College also collaborate to offer the Modesto Technical School to provide vocational training, experiences and employable skills to at-risk and disadvantaged students from Elliott Continuation School. All coursework takes place on the MJC campus, exposing students to the opportunities and resources inherent in continuing education through community college, particularly through the Technical Education and Workforce Development department. Students are dually enrolled and receive college credit for completed courses. In 2013/14, we collaborated with MJC staff to make modifications to the model and are in the process of continuing our collaboration to fine tune the model to optimize the vocational training opportunities for students. During 2013/14, many Modesto Technical School students participated in a Job Boot Camp and received follow up training in online application procedures, which is increasingly becoming the standard practice for hiring.

A Vocational Assessment Specialist evaluates students progressing through vocational and career technical education courses on a referral basis to determine their individual needs by conducting assessments of their aptitudes, strengths and weaknesses. The purpose of the assessment is to provide career guidance to assist students in selecting training programs and choosing a career path. This specialist conducts classroom visits, and helps facilitate administration of the Work Keys and other career interest inventories.

New curricular courses have been added and existing courses revised in CTE sectors across the District. As mentioned, all ROP courses have undergone revision to align with the Model Curricular Standards. Course alignment and updating has occurred with particular emphasis on Arts, Media and Entertainment (Digital Media), Building Trades & Construction (addition of both one and two-hour Cabinetry courses) and Health Science and Medical Technology. Funding is currently being allocated for upgrades to improve and enhance programs within these sectors. New courses that have been added include Advanced Animal Science ROP (Ag & Natural Resources); Cabinet Construction II ROP (Building Trades & Construction); and Small Business Ownership & Management ROP (1-hour course; Business & Finance).

Modesto City Schools has continued its commitment to providing access to a rigorous curriculum for all students to prepare them for college and careers. In fall 2012, MCS created and distributed a White Paper on College & Career Readiness, outlining the District's commitment to preparing graduates for a variety of post-secondary options. Following its initiation several years ago, the default core academic program for students is college prep level courses, with exceptions for those students identified as needing additional academic intervention. While the initial impact of these efforts – in combination with other factors – have had an adverse impact on vocational education within the district, with increased intervention in the early grades, it is expected that as students matriculate through junior and high school, they will increasingly do so with literacy and mathematical skills at grade level, which will result in less demand for remediation and higher levels of participation in vocational education and CTE.

Stanislaus County's major industries remain agricultural in nature and those programs will continue to be supported, as has occurred during 2013/14. The economy has adversely affected the County, as it has the rest of the State and Nation, albeit more so, with signs of recovery becoming more evident. The main profile of industries comprising the County's base remains intact, including industries related to manufacturing, agriculture, and medical care, with growth projected across the spectrum of health and medical care, as well as leisure & hospitality, technology, and education, among others. Biotechnology continues to be a growing field in the state, as is technology via internet-based commerce.

Agriculture & Natural Resources Sector

In addition to the Agriculture Academy at Johansen High School, as mentioned, Ag programs across the district remain strong and growing. Modesto City Schools has committed to offering agriculture education at all of the District's high schools, and the programs continue to grow, as evidenced by the increase in FFA membership from 2000 in 2009-10 to nearly 2,500 in 2013-14. Gregori High School, with its first senior class in 2012-13, has established a strong agriculture presence, including offerings in Ag Mechanics, Veterinary Science, and Advanced Floriculture. Beyer High School continues to have a strong program in plant and animal science, as well as showing growth in Ag Small Engines and Advanced Floriculture. Enochs High School has the largest Ag presence in terms of enrollment, with Ag Mechanics, Small Engine, Horticulture, and an extensive Pre-Veterinary Science program. Fully sequenced Ag Mechanics programs cap-stoned by Structural Ag Welding are offered at four campuses with the capstone course available to nearly all students in the District. Planning is currently underway (now in the bid stages) for the addition of a Joint Use Ag Facility through a collaboration with the Modesto Irrigation District. The facility will house student SAE projects and be utilized by programs at multiple high schools. Local funds are being used for this capital project.

Arts, Media & Entertainment Sector

A digital media program at Johansen High School is developing into a fully articulated pathway. Titled Digital Arts and Technology Advancement, the DATA pathway will operate in an academy format with available pathways in Digital Media Broadcasting (with emphasis on video production) and Digital Media Arts & Game Arts (with emphasis on digital arts, design and programming courses centered on pursuing a career in software engineering). In addition, planning is underway to expand certification options within MCS as media programs at Johansen, Downey, and Gregori High Schools are in the process of building capacity to offer Adobe Certified Associate (ACA) curriculum and testing through Adobe/Certiport.

Building Trades and Construction Sector

This industry suffered through the downturn of the economy, and we saw this impact on our programs through declining interest and enrollment. However, with the economy turning the corner, balloting and interest in the programs have followed suit. We sold the home constructed as part of the Construction program at Downey High School and enrollment is on the rise. In addition, Davis High School offers a strong program in wood construction technology and both Davis and Beyer High Schools offer strong Manufacturing and Metalworking Technology programs, as well as Architectural Drafting at Beyer. As mentioned, in 2013/14, Modesto High School began offering an ROP Cabinet Construction and Cabinet Construction II has been approved this year, both of which are available to students throughout the District. This has provided an option in wood finishing that has otherwise been lacking.

Health Science and Medical Technology Sector

Health Science and Medical programs in Modesto City Schools are extremely strong and will continue to strengthen. The District continues to work to resolve changes in enrollment distribution due to the opening of the two newest high schools. Gregori High School's opening has had an adverse impact on Davis High School, affecting total enrollment in the latter. Despite these fluctuations, the Health Careers Academy at Davis remains strong. The ROP

Hospital Occupations and Certified Nursing Assistant programs continue to be in high demand and produce high quality candidates for careers in the medical profession. We are in the process of evaluating the Medical Office program to align it with industry changes and the incorporation of a medical terminology course is under consideration. The protracted battle with the Department of Public Health that was referenced in the previous Perkins application regarding oversight decisions that nearly eliminated the District's ability to continue offering Nurse Assistant Training (CNA) programs to high school and adult students through ROP, has since been resolved and the program has emerged stronger than before. The District has strong partnership agreements with local hospitals and long term care and other ancillary facilities to offer on-site training, and continues to reach out to the new Kaiser Hospital and related facilities to establish a partnership. A number of articulation agreements exist between these health occupations programs and Modesto Junior College.

The Biotechnology California Partnership Academy program at Enochs High School, created through collaboration with local industry, the Alliance Worknet, Merced College and the University of California at Merced, continues to offer high level research-based training coupled with career-based skill development. The program has received local and national accolades. This is a rapidly growing industry in California and one of the District's first and sustaining STEM-based programs.

Manufacturing & Product Development Sector

Our programs in this sector have continued despite reductions in the number of elective offerings for high school students. While not every program is offered at every site, strong programs that are cap-stoned by ROP classes are available at campuses across the District, with particular focus at Davis, Downey, Johansen and Beyer High Schools. Due to specific interest from local industry, planning has been underway to revise curriculum in the Industrial Technology and Engineering Academy at Johansen High School to bring it up to current industry standard and develop the program into a potential Manufacturing and Supply Chain Management pathway. Articulated programs exist in graphic arts/communications, manufacturing/metalworking, and small engine repair. All programs are sequenced and provide training for employment in local industry. Articulation with MJC continues in a variety of courses. In 2012/13, Modesto City Schools re-engaged with the Careers in Manufacturing (CIM) program, a partnership between the Alliance Worknet, Manufacturers Council, and Stanislaus Partners in Education, in which qualifying students have the opportunity to interview and be placed in high paying temporary manufacturing jobs directly out of high school, with some receiving the opportunity for permanent employment. During 2012/13, students at Gregori High School participated in CIM, and in 2013/14, both Gregori and Johansen High Schools participated in the program. Finally, planning is underway to offer D-1 Structure & Steel certification opportunities to qualified students across our advanced welding programs based on teacher recommendation and body of work. This will begin on a pilot basis in 2014-15.

Transportation Sector

This sector has experienced several years of reductions at several district sites due to declining or shifting enrollment. The result is that automotive technology courses declined in 2013/14, leaving our primary automotive technology offerings at Gregori High School. Preliminary discussions have begun with MJC regarding starting a new automotive technology program that is current with industry standards. This program would be implemented in 2015/16.

Hospitality, Tourism & Recreation Sector

This sector is thriving throughout the district with Culinary Arts pathway capstone courses available to all Modesto City Schools students at Johansen High School. The CDE CTE Facilities Grant renovation at Downey High School, completed in September 2012, provides a state-of-the-art commercial kitchen facility for a fully sequenced culinary arts pathway at the site, allowing students to receive training that is current in industry. Enrollment in foods-

related culinary arts courses is high within all programs across the district.

Public Services Sector

The Public Safety Academy mentioned above continues in operation at Davis High School. This partnership academy was established in collaboration with Modesto Police Department, Stanislaus County Sheriff's Department, the California Highway Patrol, Modesto Fire Department, and numerous other local partners. Fully articulated ROP programs in both fire science and criminal justice allow students to bypass the bottleneck courses at Modesto Junior College. While also adversely impacted by shifting enrollment patterns, it continues to be a program in demand, even more so with the addition of the shop/lab space.

Career Technical Student Organizations (CTSO) Support

Modesto City Schools continues to support CTSOs, which provide opportunities for students to showcase their technical and leadership skills, and through their participation, teachers/advisors stay abreast of changes in industry and program expectations:

- FFA Leadership Green hand Conference –Agriculture and Natural Resources
- FFA Leadership Development–Agriculture and Natural Resources
- FFA Conference/Nationals – Agriculture and Natural Resources
- FFA National Poultry Contest - Agriculture and Natural Resources
- FFA State Conference –Agriculture and Natural Resources
- FFA Regional Conference –Agriculture and Natural Resources
- FFA State Judging –Agriculture and Natural Resources
- FFA MFE/ALA Leadership Conference - Agriculture and Natural Resources
- FBLA Leadership Training Conference –Finance and Business Industry
- FBLA Conference/Nationals –Finance and Business Industry
- FBLA Leadership Development Institute Conference –Finance and Business Industry
- FBLA State Leadership Conference –Finance and Business Industry
- FBLA Sectionals/Officer Interviews –Finance and Business Industry
- FHA – HERO State and National Leadership Conference –Child Development, and Family Services & Hospitality, Tourism and Recreation

In 2013-14, an instructor with the Education & Human Development Academy at Johansen High School was added as an advisor for Skills USA and started an additional chapter in the district. Students competed and did well at local events and qualified for the State competition. In addition, we support the full range of FFA leadership development conferences and activities.

Professional Development for Instructors

Providing high quality training to students across the industry sectors starts with a commitment to ongoing professional development activities for the instructors who teach and supervise the programs. Modesto City Schools continues to provide sub release time for curriculum development and collaboration, as well as professional development opportunities for CTE instructors to ensure that they stay current with their own technical skills. These trainings complement the District's professional development priorities, which in 2013-14 included training by Catapult Learning in content area literacy, among other training related to implementation of common core standards. Additional information related to support for professional development for instructors is included in Goal #2 below.

In addition to direct training, many CTE instructors participate in local advisory meetings during which they stay current with changes in industry expectations and trends in the field. In 2013-14, as a byproduct of the change to Local Control Funding, the county office stopped organizing regional advisory meetings. Modesto City Schools' staff arranged a variety of local advisories to adjust to this change. In addition, there has been a concerted effort to expand representation of a cross-section of stakeholders at the annual District General Vocational

Advisory, with particular effort to increase representation from business and industry. The format of the advisory meeting was also changed in order to provide more meaningful industry input in the District's decisions regarding its programs, curriculum, and instruction.

Recent developments during 2013-14 regarding the implementation of the new Local Control Funding Formula (LCFF) have direct implications on Career-Technical Education in Modesto City Schools. In developing its Local Control Accountability Plan (LCAP) to meet the requirements for LCFF, the District organized a wide range of community and stakeholder input forums including convening with business groups, parent groups, open forum sessions, Board members, teachers, district and site support staff, district and site management/administration, bargaining units, and more. One recurring theme throughout all forums and from all stakeholder groups has been the desire to provide increased career/vocational education and training and development of career skills, and to maintain and expand CTE and ROP career-based training programs. It is clear that there is wide support, from Board members to district management, school site staff, parents, students and the community for career-technical education and increasing students' career awareness in general in a systematic way and beginning at earlier stages of students' educational careers. In response to this input, these programs and concepts were included among the priorities in the creation of the first draft of the District's LCAP plan, which is currently undergoing release for public comment. With the anticipated potential for expansion and enhancement of our CTE programs, the support provided by the Carl D. Perkins grant will be key to the District's efforts.

Goal 2: All CTE instructors will be trained in the newly revised CTE Model Curriculum Standards. In addition, provide and/or support professional development to CTE teachers specific to ensuring teachers stay current with their own technical skills and current industry expectations.

The new Career-Technical Education Model Curriculum Standard were released in March 2013. During the spring and summer of 2013, the District began the planning process to provide training to CTE instructors in the new standards. Through collaboration with the Stanislaus County Office of Education/Yosemite ROP, county staff contracted with a trainer from Yolo County ROP and created a schedule to provide a professional development series for an overview of the new standards and alignment of curriculum with the standards.

On September 20, 2013, 54 Modesto City Schools' CTE instructors attended a full day training on the Model Curriculum Standards. The initial workshop provided an overview of the background and conceptual design of the revised standards, the Anchor Standards, Standards for Career Ready Practice and information related to the connections between the MCS and Common Core Standards.

Over the course of the fall of 2013, ROP instructors participated in more specific workshops based on their particular industry sectors. These workshops took place on 9/24/13, 9/25/13, 9/26/13, 9/27/13, 10/10/13, 10/18/13, 10/25/13, 11/7/13, and 11/8/13. Each instructor attended one full-day follow up session, unless they taught courses in more than one sector, in which case they attended on two dates. In the follow up workshops, instructors cross-referenced their existing course outlines, analyzed the specific Model Standards for their industry sector, and revised their curriculum to align with the new standards. In the process, they incorporated Anchor Standards, Standards for Career Ready Practice, and updated the curriculum based on any industry-specific changes reflected in the new MCS documents.

Following instructor revisions, the course outlines are currently being formatted and will be prepared for approval per the District procedures and ultimately by the Board of Education. Planning is currently underway to complete the second round of training for course outline alignment/revision of all non-ROP CTE introductory and concentration courses. By January

2015, we expect that all course outlines will be aligned with the new Model Standards and approved by the Board.

In addition, during 2013-14, funds were utilized to provide and/or support a wide array of professional development to CTE teachers specific to ensuring teachers stay current with their own technical skills and current industry expectations. Examples of such professional development/training includes, but is not limited to:

- CATA Conferences (Sectional/Regional/Summer) – Agriculture and Natural Resources
- Floral Show/Demonstration Workshop - Agriculture and Natural Resources
- New Professionals Institute in Ag Education –Agriculture and Natural Resources
- California STEM Conference – All Industry Sectors
- Shasta College Welding Academy – Manufacturing and Product Development
- Pathways to Prosperity Institute – Sacramento – All Industry Sectors
- Theatre/stagecraft/lighting Workshop –Arts, Media and Entertainment Industry
- Wedding Trends and Design Show & workshop - Agriculture and Natural Resources
- FFA UC Farm to School Workshop - Agriculture and Natural Resources
- CALCP/CAROCF Conference workshop
- National Western Stock Show - Agriculture and Natural Resources
- Food Safety & Sanitation Prep & Test Workshop - Hospitality, Tourism and Recreation
- California Career Pathways Trust Application Workshop Webinar – All Industry Sectors
- YROP Fall In-service & Business tours
- Fall CAWEE Conference
- FFA Cooperating Teacher workshop - Agriculture and Natural Resources
- Home Economics Careers and Technology Unwrapping the New CTE Standards Workshop - Child Development, and Family Services
- CTE Model Curriculum Standards & Common Core Workshops – All Industry Sectors
- Perkins Career Technical Education Improvement workshop/training
- Educating for Careers / Pathway to Success for California Partnership Academies – Annual Conference
- FFA California Ag Summit

Goal 3: Increase enrollment in CTE courses and strengthen pathways within the CTE program throughout the District.

Modesto City Schools increased enrollment in CTE courses every year since 2010/11. Enrollment increased during the 2012/13 school year as compared to the prior year, and again in 2013/14. The effort to accomplish this goal took on a three-pronged approach. First, at its June 2012 meeting, the Board of Education approved the option granted by AB1330 allowing qualifying CTE courses to count in meeting the high school graduation requirement and amended Board Policy to read, “One course in Visual/Performing Art, Foreign Language, OR Career Technical Education.” CTE courses were reviewed and a list of qualifying courses was established, approved by the Board, and distributed to administration and counseling staff at sites. Second, the Director overseeing CTE conducted an evaluation of enrollment in ROP/CTE courses and established criteria and thresholds for enrollment in ROP-funded courses. As a result, as a condition of funding, sites were required to meet appropriate enrollment levels. Third, during spring 2012, the School to Careers office organized extensive ROP/CTE promotions and a marketing campaign at all comprehensive sites to raise awareness about ROP/CTE course offerings and opportunities throughout the District. In addition, following evaluation of programs and pathways, the District committed to a net increase in overall FTE funding of CTE courses. As a result of these efforts, evaluation of enrollment in January 2012 indicated an overall increase of approximately 100 students in the total District ROP program, and enrollment in January 2013 shows continued growth as we

work toward gaining back enrollment to pre-recession levels. End of Year data will be evaluated in June 2014 to further quantify the outcomes of these efforts.

A number of actions have been taken to strengthen various pathways within CTE throughout the District:

Instructors of ROP capstone courses were relocated to consolidate the Public Safety Academy on the Davis High School Campus, increasing visibility and academy staff collaboration in order to strengthen the program and better serve students. Busing routes were adjusted to ensure access to the program for students throughout the District. A Sports Medicine course was added in 2013/14 to provide a capstone offering to complement and strengthen the Health Careers Academy at Davis.

The Downey Culinary Arts facility upgrade was completed and the pathway strengthened through the addition of capstone courses. The program established strong collaborative partnerships with the Institute of Technology and local restaurant chefs to increase industry presence to assist and advise the program, as well as provide real-life, relevant application of skills.

Ag programs throughout the District revised course offerings to strengthen pathway sequences in floral design, with capstone courses in Advanced Floriculture. In addition, an Ag instructor who had previously split his assignment between two sites was relocated to one site, resulting in strengthening the Ag mechanics and welding program located at Johansen High School but accessible to all students in the District.

The Beyer Robotics program continues to grow, expanding the District's main STEM program offering. Additional courses have been added in 2013/14 to further strengthen the program. In addition, plans are underway for the relocation of an alternative program currently housed on the Beyer campus. The move will open up available space for expansion of Robotics, which will be part of the development of a planned STEM Center. A range of stakeholders are currently giving input into the conceptual design and physical layout of the new Center.

Now operating as a fully populated high school with all grades, Gregori High School has established CTE pathways that align with its Small Learning Community model. The first pathway sequences are now established on site, complete with capstone ROP classes.

Following the challenges presented by the Department of Health last year, the Nurse Assistant Pre-Certification program has returned to full operation with fully qualified instructors, and plans to expand by one instructor in 2014/15.

In 2012/13, the District expanded the Modesto Technical School to double participation in vocational training for at-risk students at Elliott Continuation School. We found our plan to be ambitious and it resulted in flaws in the program, which led to contracting enrollment. Concerns have and continue to be addressed as Modesto City Schools and MJC staff work closely together to fine tune the program to optimize students' opportunities to receive vocational training at MJC.

During 2013-14, extensive evaluation and reflection occurred relative to the physical location of several capstone ROP programs within the district. The District is currently in the process of relocating five such capstone courses/programs to respective comprehensive sites. The moves, which are currently being planned and will be completed by the start of the 2014-15 school year, will provide site a higher degree of site access and program visibility to students; will assist with streamlining transportation routes; will increase direct program support; will be more conducive to an new, anticipated district-wide collaboration schedule that is expected in the coming years though subject to negotiations; and will strengthen pathways by locating programs on the same sites as their academy programs (Medical/Davis High School) and/or

by expanding introductory/concentration courses to increase course sequence options. Pathways that will be strengthened by these program relocations include Business & Finance, Education, Child Development & Family Services, Fashion & Interior Design, and Marketing Sales & Service sectors. In order to support these moves, the District is investing significant local funds in facility upgrades (e.g. skills lab – Davis HS and network drop capability for instructors whose programs include computer mini-labs). Relocating capstone medical programs to Davis HS – which is centrally located in the district – will also increase instructional time due to more streamlined bussing and less time spent traveling to the more remote prior location.

Although challenges exist that make expansion in some areas difficult – such as the policy requiring academic support classes for remediation of basic skills, declining enrollment over several years, and retiring instructors – it is important to note that the above accomplishments related to increasing enrollment and strengthening pathways have been achieved despite the trend of declining enrollment in the District over the past years. The practice of monitoring enrollment, promoting CTE opportunities, and evaluating pathway sequences to strengthen CTE programs will continue as a goal in the future.

2. The PGMS online application requires that LEAs verify that there is a documented historical inventory at the district for all CTE programs. Please describe the process used to update and verify your districts existing inventory system.

Modesto City Schools uses a specific resource (3550) in the accounting process to designate “holding of title,” and Resource 3550 is only used for purchases of any kind for Perkins (VATEA). A requisition initiates the process to have a purchase order issued. The object account used for equipment of \$500 value or more is 4400. The Warehouse receives a copy of the purchase order and enters the information into the MCS Fixed Assets program as follows:

- Assign an asset ID # with a description of the item. A bar code/tag # is placed on the equipment which references the asset ID #.
- A Location # is used to correspond to each school site, which has its own designated location code (e.g. Beyer HS – 440). A location description (including department/instructor), building and room number.
- Included in the coding/tracking process are the category of purchase, serial number of the item, reference to Federal Project or Resource number, date acquired, vendor number, purchase order number, full account number and object number, department the item was purchase for (e.g. Agriculture), quantity, and unit cost.
- Other track-able areas include market value, salvage, current depreciation, and reason for purchase, transfer, or disposal of items.
- All equipment purchased with Perkins funds are 100%. We do not split the ownership of one piece of equipment between funding sources.
- Modesto City Schools contracts with an independent agency to conduct a fixed asset inventory every other year. Barcodes are scanned and matched to a master inventory list for each site.
- If a piece of equipment is transferred to another site, or is broken or rendered obsolete, a Modesto City Schools Property Transfer Form is generated. The form includes: Site the item is being transferred from; date; contact person for pick-up; phone contact number; disposition of item(s) – stolen, auction, recycle, site transfer (destination), reusable surplus, or transferred by the technology department (for tech-related items); item description; MCS Tag ID #; Serial #; Condition (good, bad, repairable, non-repairable, unknown); signature of site or program administrator; and Warehouse personnel signature and pick-up date.
- Upon completion of the transfer, the form is entered by Warehouse personnel into the MCS Fixed Assets Program.

- Perkins Items replaced or disposed of will trigger completion of VE-35 form for CDE.
3. **All Perkins expenditures, expended to supplement other funds, must be coded using one of the following goal codes 3800 - Secondary CTE, 6000 - ROCP, and 4360 - Adult CTE. Please describe the other local funding sources that your district uses to support the Career Technical Education programs (also required to be coded with goal code 3800, 6000 or 4630) in the Local Control Funding Formula.**

Modesto City Schools contributes significant local funds to support Career Technical Education Programs, including the following in the 2013-14 fiscal year:

- MCS allocated approximately \$16,600 for the operation of Administrative Vocational Education, which includes support for Modesto Technical School, District Ag Farm, Non-Perkins cycle year of curriculum development or other special curriculum needs.
- MCS allocated approximately \$60,000 for career technical education equipment repair/replacement for six high schools. Current budget development includes allocation of an additional \$10,000 for the seventh high school added in MCS four years ago. Historically, MCS has allocated \$10,000 per high school site to support their respective CTE programs. These funds are used only for equipment repair and/or replacement to improve/enhance programs and are not used for daily operation of the programs.
- MCS ROP has a current budget of \$3,200,000. MCS does not currently code to 3800 since this funding is passed through from our LEA – Stanislaus County Office of Education. MCS uses Resource 0511 which is part of Tier III of categorical flexibility. SCOE does report these funds under the 6000 account code to support CTE Maintenance of Effort reporting for CDE. ROP support in MCS includes salaries/fringe of the Director; instructors and office support/personnel; instructional materials; equipment; services (contractual and other); transportation of students; and utilities/phones. Instructor salaries include full time ROP instructor FTE as well as one-hour ROP instructor FTE for capstone courses throughout the district.

Upon receiving the Goal 3800 notification from CDE/Perkins office, MCS began inter-departmental correspondence regarding our previous coding procedures and those required to be compliant with the CDE notification. Although not completed at the time of submission of this application, MCS is in the process of utilizing internal transfer protocol to complete the goal conversion, and as budget development occurs with respect to new procedures under LCFF, MCS will establish the proper goal coding protocols to be consistent with CDE/Perkins expectations.

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2014–15

1. To provide quality training in the fifteen high need employment sectors as identified by the State of California, including building capacity to increase certification opportunities and expand workplace assessment opportunities (e.g. WorkKeys or other industry-accepted assessments) across District CTE programs.

2. Complete training and curriculum revision process for alignment of courses with CTE Model Curriculum Standards. In addition, provide and/or support professional development to CTE teachers specific to ensuring teachers stay current with their own technical skills and current industry expectations.

3. Increase enrollment in CTE courses and strengthen pathways within the CTE program throughout the District. Incorporate a CTE Assessment Tool to evaluate programs against selected quality indicators and measure program outcomes (includes establishing CTE goals for District LCAP).

Section VII: Changes to the Local CTE Plan

Perkins Application Language:

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

New courses have been added to an existing program sequence.

New sequences of courses have been developed for an existing industry sector.

A new industry sector and the corresponding sequences of courses have been developed.

Response:

A comprehensive update to the Local CTE Plan was described in detail during submission of the Perkins application for 2013-14. In addition to the information provided therein, new courses have been added during 2013-14 (as described in the narrative of Section IV) in Advanced Animal Science ROP and Horticulture & Environment ROP (Ag & Natural Resources); Cabinet Construction II ROP (Building Trades & Construction); and Small Business Ownership & Management ROP (1-hour course; Business & Finance). In addition, the Digital Arts & Technology Advancement program at Johansen High School has developed two pathway options: Digital Media Broadcasting (with emphasis on video production) and Digital Media Arts & Game Arts (with emphasis on digital arts, design and programming courses centered on pursuing a career in software engineering). Corresponding new courses are in the process of being developed and submitted through the District's course outline approval process. Upon completion, these courses will provide fully articulated pathway programs in digital media applications.

Modesto City Schools' Performance on Perkins Core Indicators

1S1 Academic Attainment-Reading/Language Arts

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2010-11: 96.99 % **LEA Level 2011-12:** 95.99 % **LEA Level 2012-13:** 98.76 %

State Level 2012-13: 61.00 % **Required Target:** 54.90 % **Met Target:** Yes

1S2 Academic Attainment-Mathematics

Numerator: Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2010-11: 97.40 % **LEA Level 2011-12:** 96.51 % **LEA Level 2012-13:** 98.06 %

State Level 2012-13: 45.50 % **Required Target:** 40.95 % **Met Target:** Yes

2S1 Technical Skill Attainment

Numerator: Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator: Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

LEA Level 2010-11: 100.00 % **LEA Level 2011-12:** 99.70 % **LEA Level 2012-13:** 99.74 %

State Level 2012-13: 89.00 % **Required Target:** 80.10 % **Met Target:** Yes

3S1 Secondary School Completion

Numerator: Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year.

LEA Level 2010-11: 94.39 % **LEA Level 2011-12:** 93.98 % **LEA Level 2012-13:** 93.80 %

State Level 2012-13: 91.43 % **Required Target:** 82.29 % **Met Target:** Yes

4S1 Student Graduation Rate

Numerator: Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2010-11: 94.39 % **LEA Level 2011-12:** 93.98 % **LEA Level 2012-13:** 93.80 %

State Level 2012-13: 83.50 % **Required Target:** 75.15 % **Met Target:** Yes

5S1 Secondary Placement

Numerator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

LEA Level 2010-11: 91.79 % **LEA Level 2011-12:** 92.59 % **LEA Level 2012-13:** 98.25 %

State Level 2012-13: 93.71 % **Required Target:** 84.34 % **Met Target:** Yes

6S1 Non-traditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

Denominator: Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

LEA Level 2010-11: 29.45 % **LEA Level 2011-12:** 31.93 % **LEA Level 2012-13:** 31.97 %

State Level 2012-13: 36.85 % **Required Target:** 33.17 % **Met Target:** No

6S2 Non-traditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator: Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

LEA Level 2010-11: 43.14 % **LEA Level 2011-12:** 25.66 % **LEA Level 2012-13:** 29.36 %

State Level 2012-13: 22.00 % **Required Target:** 19.80 % **Met Target:** Yes