

Preparing Students for College and Career Readiness: 2020-21 Career Technical Education

BACKGROUND:

The Livermore Valley Joint Unified School District (LVJUSD) is committed to preparing students for college and career readiness and upholding our mission to *ensure all students graduate with the skills needed to contribute and thrive in a changing world*. Our District offers TK-12 standards-aligned, project-based learning opportunities to best prepare students for success in the 21st Century. These learning opportunities integrate 21st Century skills into the classroom, providing students with the opportunity to communicate, collaborate, think critically, and be creative. These opportunities occur across all content and elective classes, including Career Technical Education (CTE) classes where students apply their content area knowledge to engage in real-world problem solving and career exploration.

Livermore's CTE program has continued to flourish and expand, offering our students the most current, relevant instruction so that our students are ready for entrance into college focused on a particular industry pathway or straight into the career field. In California, there are fifteen (15) industry-recognized sectors ranging from Agriculture, Arts & Media to Engineering and Architecture, or Hospitality and Tourism or even Transportation and Public Services. Within each industry sector, our district has created specific pathways, or a series of courses (up to 300 hours of total instruction), that help to expose and prepare students for an eventual career in that sector. In LVJUSD, we offer 26 different pathway options within the 15 industry sectors. Hence, our students have a wide range of potential experiences.

LVJUSD has worked to align our curriculum and instruction to the California Standards. This process includes realigning the CTE curriculum to the Standards and the revised CTE Model Curriculum Standards. This process, along with the expansion of CTE courses, enriches opportunities for students across the grade levels. The similar structure and frame of the CTE Model Curriculum Standards mirror the Standards and emphasizes that it is a shared responsibility of all teachers to implement the shifts of the Standards and engage students in real-world project-based opportunities to best prepare students to thrive in a global economy.

Livermore Valley Joint Unified School District is fortunate to be a partner district in the long-standing Tri-Valley Educational Collaborative (TEC). The Tri-Valley Educational Collaborative consists of members from the three neighboring school districts (Dublin, Livermore, and Pleasanton), Las Positas College, the Tri-Valley Regional Occupational Program (TVROP), and local business and industry partners, such as Lawrence Livermore and Sandia National Laboratories. The Collaborative is a vetted structure that has been in place for more than twenty-five years and continues to serve and support CTE, connecting teachers and students with relevant professional development, articulated K-14 programs, and business partnerships. The TEC Administrative Council, led by the co-chairs, the Vice President of Academic Services of Las Positas College and the Superintendent of the TVROP, coordinates and plans general session meetings. School counselors, administrators, teachers, and Career Center coordinators; District-level staff; community college staff; and business and industry partners engage in general session meetings to target current career-related needs, including the alignment of content to the California Standards and CTE Standards. This professional development and the collaborative process assist in the development and alignment of K-14 curriculum and career-related opportunities for students and staff.

Since 2016, the State has demonstrated the importance that it places on Career Technical Education when it announced the addition of the College Career Indicator (CCI). This indicator tracks the preparedness of students based on multiple paths. One of the paths for CCI is the completion of a CTE pathway. Other options to achieve "prepared" in the College and Career Readiness indicator include: the completion of a-g University of California (UC) and California State University (CSU) requirements; a passing score on Advanced Placement (AP) exams and International Baccalaureate (IB) exams; and a score of *meeting* or *exceeding standards* on the

State's assessment in English language arts and mathematics. This new indicator elevates the level of significance for CTE to a key factor in the State, ensuring our students are college and career-ready.

STATUS:

California Longitudinal Pupil Achievement Data System (CALPADS):

This year, a focus of our work was on ensuring that all of our CTE courses were appropriately coded. CALPADS is the reporting system that the State uses to record student information and courses that they complete during the year (among other things). We held a convening with the two other districts within our Tri Valley Educational Collaborative to review how each district had identified each course in a pathway and how it was subsequently entered into CALPADS. This meeting revealed coding issues that have since been resolved that should now allow for the maximum reporting of students who complete a CTE pathway. This, in turn, should result in an increase in the number of students identified on the California Dashboard's College & Career Indicator.

Strong Workforce Program (SWP):

Thanks to our partnership with TVROP and the writing talents of Superintendent Julie Duncan and Director Amy Robbins, our Tri-Valley Educational Collaborative (TEC) received two Strong Workforce Program grants. The first grant provided funds which specifically supported professional development for our CTE teachers. The funds also allowed our TEC to sponsor the first annual 2-Day Symposium focused exclusively on CTE. The event was open to all CTE teachers, as well as counselors, administrators, and support staff who work to provide and promote our CTE programs.

The second round of the Strong Workforce Program grant focused on supporting our alternative high schools with a Pathway Liaison who will work with Del Valle and Vineyard students to complete CTE pathways. In addition, the funds have been used to create Career Exploration units that will assist our alternative high school students in selecting areas of interest. In addition, funds have been used to create "data miners" at each comprehensive high school who gather and analyze data throughout the year on CTE student demographics and success data.

YouthBuild Grant application:

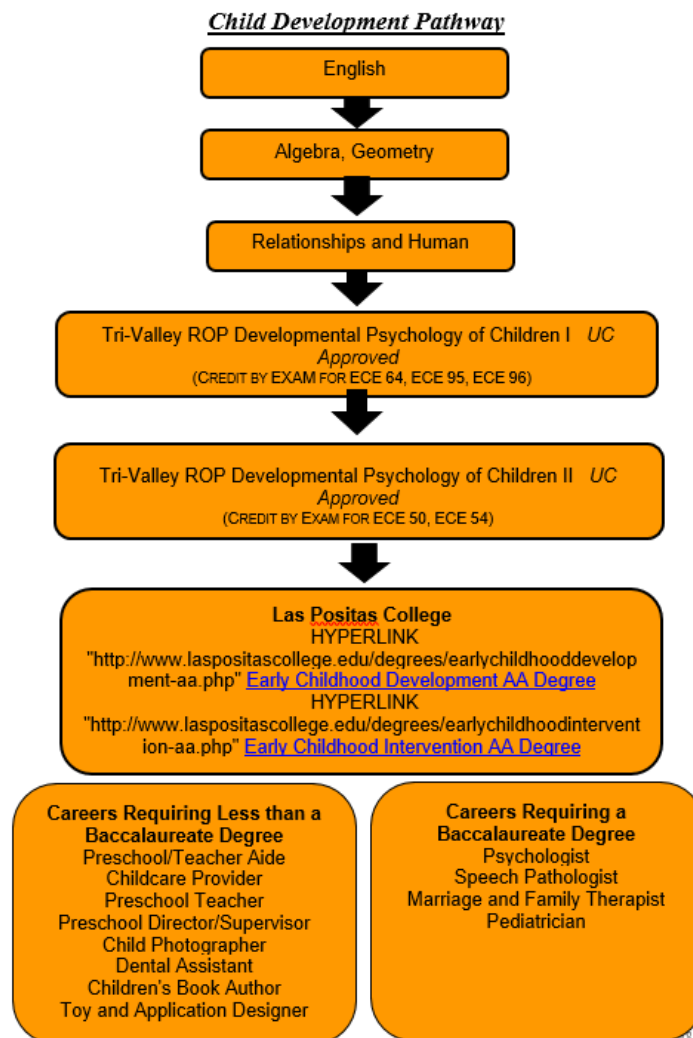
A major lift this year, was the submission of a multi-million dollar grant that would assist in creating a Construction Pathway for students struggling to complete high school. Over the past two years, our District has continued to explore ways in which to develop a trades program for high school students. In the summer of 2019, a summer school internship program was created that allowed students to shadow our maintenance workers on a rotational basis giving our students exposure to work with electrical, plumbing, and grounds. The YouthBuild grant would enable students to participate in a hands-on 1-year long program in which they would learn skills in construction and welding. Students would exit the program with pre-apprenticeship work experience and/or a welding certificate that would enable them to immediately seek employment and also have them graduating high school.

NEXT STEPS:

CTE Pathway Marketing & Recruitment:

Our CTE staff spent this year developing marketing materials for each of the industry sectors. The plan moving into the fall of 2021, will be to use these materials at parent meetings, Back to School nights, and at Expo events to help recruit more students into taking and completing a CTE pathway. In addition, training will be arranged for all high school counselors and administrators so that they will be equipped with the latest information on the importance of CTE, the pathways available to students, and the connections to college and career options within each pathway. There will also be a plan to target underrepresented student groups in CTE programs like Special Education students, African American students, and English Learner (EL) students. In addition, there is a desire to increase the gender balance in CTE pathways that are typically leaning toward one gender.

Livermore Valley Joint Unified School District
Education, Child Development and Family Services Industry Sector



18 (2/21/2021)

Buildout additional pathways:

In the process of preparing for our upcoming Federal Program Monitoring in May 2021, we discovered that we had several CTE pathways that are extremely close to being a full fledged pathway. This will allow many more students the opportunity to complete a pathway and be counted in the College & Career Indicator. The following chart shows the impressive work done to date to offer full pathways. The “x” indicates a full pathway.

Industry Sector	Pathway	Del Valle	Granada	Livermore	Vineyard
Agriculture and Natural Resource	Agricultural Mechanics			X	
	Agriscience			X	
	Ornamental Horticulture			X	
Arts, Media and Entertainment	Design, Visual and Media Arts	X	X	X	X
	Game Design and Integration	*	*	*	*
Business and Finance	Business Management			*	*
Education, Child Development and Family Services	Child Development	X	X	X	X
	Family and Human Services				*
Energy, Environment and Utilities	Environmental Resources	X	X	X	X
Engineering and Architecture	Engineering Design		X	X	
	Engineering Technology			*	
Fashion and Interior Design	Fashion Design and Merchandising	*		*	
	Interior Design			*	
Health Science and Medical Technology	Biotechnology	*	X	*	*
	Patient Care	X	X	X	X
Hospitality, Tourism and Recreation	Food Services and Hospitality	X	X	X	
	Hospitality, Tourism and Recreation	*			
Information and Communication Technologies	Games and Simulation		*		
	Networking	X	X	X	X
	Software and Systems Development		X	X	X
Manufacturing and Product Development	Machine and Forming Technologies		X	X	
Marketing Sales and Services	Marketing	X	X	X	X
Public Services	Emergency Response	*	*	*	*
	Public Safety	X	X	X	X
Transportation	Structural Repair and Finishing	X	X	X	X
	Systems Diagnostics and Repairs	X	X	X	X
Key:					
X = A complete pathway is offered					
* = Pathway needs expanding/further development					