

2018-2019 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**

Willows Unified School District
Agency Name

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

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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.

Response:

The Willows Unified School District's Career Technical Education Plan will be used for direction and guidance of the Career Technical Education Programs at Willows High School for this year.

The Plan will explain how the CTE program will incorporate academic skills, rigorous and relevant instruction, and seamless instruction throughout the sequence of classes.

The programs of study will be in the areas of Agriculture, Medical careers, Foods & Nutrition, Business/ Computer, Child Development, and Transportation. In these pathways students will acquire knowledge and skills that will provide the foundation for the pathway that they choose. In the choice of study that they choose students will be able to take classes in specific areas such as but not limited to-

Agriculture Pathway: Career exploration, arc welding, oxy acetylene welding and cutting, electrical, plumbing, concrete, rope work, woodwork, fabrication, project planning, surveying, safety, employee/employer relations, Ag structures, leadership, and record keeping as well as agricultural sciences, and plant science.

Medical careers Pathway: Career exploration, Biological, chemical sciences, and Medical Terminology, and a capstone course in Medical careers with on the job placements (work study).

Child Development Pathway: Career exploration, Life Skills 1, Child Development 1, Child Development 2, Physiology, on the job placements (work study).

Food & Nutrition Pathway: Career exploration, Life Skills, Food Technology, Advanced Foods, Hospitality, on the job placement (work study).

Transportation: Career exploration, Auto 1 (Small Engine), Auto 2, Auto 3, on the job placement (work study).

These skills will make students employable in the field of their choosing and ready for training at post-secondary institutions or entry-level jobs.

The Agricultural Mechanics or Agricultural Science program is articulated with local community colleges and students are taking advantage of the articulation and receiving college credit.

The plan will be reviewed and updated as necessary by the Agriculture and Medical Careers Advisory Committees as well as other stakeholders in the community.

The LEA has plans to expand and improve the CTE Agricultural Mechanics program through welding certification. There are also plans to expand and improve our Medical, Foods, Child Development and Transportation Pathways that are currently being offered by articulation of college course.

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.

Response:

Willows High School's sequence of courses:

Agriculture Pathway includes:

Ag Core 1, Ag Mechanics, Ag Welding I, Ag welding 2, Ag Welding 3, and Ag Wood Tech I, Ag Wood Tech 2, Ag Science, Ag Plant Science, Ag Animal Science Students are involved in FFA and learn leadership skills, record keeping skills as well as shop skills.

Medical careers Pathway includes: Career exploration, Biological and chemical sciences and a capstone course in Medical careers with on the job placements (work study).

Child Development Pathway includes: Career exploration, Life Skills I, Child Development I, Child Development 2, and Physiology, on the job placements (work study)

Food & Nutrition Pathway includes: Career exploration, Life Skills, Food Technology, Advanced Foods, and Hospitality, on the job placement (work study).

Transportation: Career exploration, Auto 1 Small Engine, Auto 2, Auto 3, on the job placement (work study)

2. Provide information regarding participation of students in CTE programs as compared to total district enrollment 2017-2018. Total Enrollment for WUSD=1444.

Industry Sector	CBEDS	WHS Course Enrollment
Ag and Natural Resources	Whole Pathway	200
Ag Core	7130	56
Plant Science	7171	8
AG 2 Concentrator/Capstone	7121/7122	27
Intro to Ag Mechanics	7120	79
Auto Shop 1-3	8530/8531/8532	96
Animal Science	7141	46
Ag Biology	7131	27
Ag Mechanics	7120	48
Welding 1-3	7120/7121/7122	47
Medical Terminology	7921	22
Medical Careers	7922	22
Life Skills	7500	29
Child Development 1-2	7510/7511	66

Life Skills (Foods)	8000	33
Food Tech	8020	79
Advanced Foods	8021	21

Chapter Two

Career Technical Education Programs

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

Response:

The Willows Unified School District CTE programs will assist students with the opportunity to acquire the necessary skills and career training, which will prepare them for success in a changing workplace, fostering lifelong learning.

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

Response:

CTE advisory board's state goals outlined for Willows Unified School District state we will:

- Provide students with career classes that will provide them with the opportunities to explore career options, assess individual interests and skill strengths, and begin preparing them for career.
- Assist students to develop the work ethic and employability skills necessary to succeed in a career.
- To reinforce Career Technical Education students' basic academic skills through applied learning experiences.
- Assist students to develop critical thinking and decision making skills.
- Assist students to develop good oral and written communication skills.
- Provide students with an understanding of rapidly changing society both technologically and culturally.
- Provide for more consistent and ongoing communication and collaboration with parents and community advisory groups.

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

Response:

The Willows Unified School District CTE has worked closely with school district teachers, students, parents, board members, local agencies, businesses and local industry partners to gather information for development of this plan.

Stakeholders involved in the plan development include:

California State Department of Education, Glenn County Office of Education, Glenn County CTE, Glenn County Human Resources Agency, Butte Community College.

In addition to these educational institutions a number of business and industry stakeholders have been involved representing Agriculture, Health, Tourism, Hospitality, Manufacturing, Information Technology, Public Safety, Banking and Financial, Education and Transportation.

There has been Industry advisory board meetings held throughout the year in multiple locations in and around Glenn County. These meeting were specifically designed to involve Business, Industry and Educational stakeholders so they may discuss and collaborate on the future needs of industries and CTE programs and students within Willows Unified School District.

The meeting objectives were:

- To provide and share information to Business, Industry and Education on the requirements of Carl Perkins Plan.
- Share data with business and industry about the effectiveness of CTE programs in Willows Unified School District.
- To select or invite members to be part of CTE advisory boards representing their industrial sectors. In efforts to improve the CTE programs and to review and recommend career courses developed for Willows Unified School District CTE programs.
- To develop opportunities to network and foster collaboration opportunities with other business and industry professionals all while centering the discussion about what would best benefit out students and partnerships.

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.)

Response:

INDUSTRY SECTOR CODE	INDUSTRY SECTOR TITLE	AGRICULTURE AND NATURAL RESOURCES PATHWAYS
ANR	Agriculture and Natural Resources	-Ag Business -Agri-sciences -Plant and Soil Sciences -Ag Mechanics -Animal Sciences
TRANS	Vehicle Maintenance, Service, and Repair	-Auto 1 Small Engine -Auto 2 (Brakes and maintenance) -Auto 3 (Diagnostic and repair)
ECDFS	Education, Child Development, and Family Services	-Child Development -Education -Consumer Services
HSMT	Health Sciences and Medical Technology	-Biotechnology Research and Development -Medical Careers -Health Informatics -Therapeutic Services -Diagnostic Services -Support Services
HTR	Hospitality, Tourism, and Recreation	-Food Science, Dietetics and Nutrition -Food Service
MPD	Manufacturing and Product Development	-Machine and Forming Technology -Welding Technology - Wood Fabrication Technology

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

Response:

It is the intent of this plan to adhere to the terms and conditions of the California State Career Technical Education plan as prescribed in Chapter 5, State Policies on the Administration and Use of the Perkins IV Funds.

Willows Unified School District will review and allocate funds based on local and regional workforce data; economic forecast predictions and needs assessments; and reviewing and recommending program or course development in new emerging technologies. It is our intent that:

1. CP funds will be used to improve and expand CTE programs and courses.
2. CP funds will be used for improving CTE career counseling.
3. CP funds will be used for professional development activities that will maintain and improve the quality and qualifications of CTE instructors.
4. CP funds will be used only for purposes and programs that are mutually beneficial to all Willows Unified School District programs.

Process:

The Carl Perkins Advisory Committee comprised of CTE teachers, Pathway advisory representatives and administration will act as the plan oversight advisory committee. This Advisory Committee will meet as they see fit to.

1. Coordinate CTE programs, courses and activities.
2. Provide ongoing program and course development progress.
3. Provide for program and course review and recommendation.
4. Provide recommendations for budget allocations.

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

Response:

Since Willows and the surrounding area is predominately agricultural, most jobs, unless directly involved with the agricultural industry, lie outside of the county at this time. As of now Chico, Redding, Woodland and Sacramento are the areas that would have wider job opportunities for our students. These areas as well as our local business sectors are the areas we base our labor force information for the selection and development of job training and course needs. In the near future we see Willows opening two major production plants that will open the doors for our students that have CTE experience. Labor market information helps guide schools in building CTE programs to best fit the needs of the immediate and surrounding areas labor markets. These Markets shed light on which jobs are available and in what area of industry along with potential salary ranges.

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 and 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)**

Response:

Stakeholders described below have been and will continue to be involved in the ongoing development, implementation and evaluation of CTE programs at within Willows Unified School District. The methods used are as follows:

- CTE Advisory
- Carl Perkins Advisory
- Business and Industry Partnerships
- School CTE Faculty
- Program and site Administrators
- Willows Unified School District Board
- Local Partners: Glenn County offices of Education, Health Services, Human Resources etc.

The entities above meet to review funding, curriculum, discuss the Perkins plan and requirements.

Through instructor job development and training; Worksite Business Partners are informed of training expectations, course requirements, and ongoing evaluation of course operations.

Business partners, County partnership agencies, parents and staff are invited to participate in CTE advisory committees.

Parents are invited to attend Back -to-School Night, Open House, Project Nights and academic awards assemblies.

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

Response:

Individuals and entities are informed of the requirements of the State Plan and the Perkins Act through the following methods:

- CTE Pathway Advisory meetings
- School Site Council presentations
- School board presentations
- Online Google surveys
- District website.

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.

Response:

This plan incorporates secondary education including coherent and rigorous content aligned to academic standards and relevant CTE standards and access and opportunity for secondary education students to participate in dual or concurrent programs and to acquire postsecondary education credits. The Program of Study offers articulated pathways between the high school and Junior Colleges.

3. Describe how students will be provided with 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.

Response:

Students are provided with strong experience in the industry in which they are studying, through hands-on classroom activities, industry tours and on-the-job worksite training through CTE Community Classrooms and CTE Cooperative Vocational Education.

Students are provided training in the fields of study through work training using industry specific technology, and production skills. Students receive classroom safety orientation prior to training in the field, and comprehensive safety training in the worksite environment.

Students enrolled in CTE courses will receive:

- Instruction in career research in a careers class that they take in their 9th grade year as well as continued career exploration using online employment assessment tools.
- Opportunities to perform personal interviews, visitations, and/or research of local businesses/ industries.
- Current local job outlook information for development of skills and education needed from job performance and promotion.
- Instruction on personal portfolio development
- Instruction to update, develop and refine their employment competencies that are needed for gaining employment as well as continued employment with in their career pathway.
- Instruction on how to improve their job skills and workplace competencies through the use of technology.

Actual community classroom/cooperative vocational education placements for workplace experience and understanding of their career pathway as a supplement to textbooks, direct instruction, audio visual materials, cooperative learning groups, projects, assignments, guest speakers, field trips and student presentations.

All students in high school must pass Career Education, a semester course, in their freshman year. The students explore careers, complete job search activities, and investigate job retention skills. At least one career must be researched in detail to include a study of market trends, compensation, working conditions and required education skills

In CTE courses students gain the necessary entry level job skills in a career pathway. A significant number of students gain employment in career field through Community Classroom and Cooperative Vocational Education experiences. All seniors must complete a Senior Project with a career focus to include experience with a mentor, completion of a research paper, presentation of their project, and submission of a career portfolio.

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)

Response:

Program of study (course outlines), syllabi, and course material are aligned to state content standards. Students receive instruction that reinforces specific content standards. Students are informed of specific standards during class instruction, pre-assessment and post-assessment. CTE instruction incorporates industry level expectations in written, mathematical, and scientific curriculum.

CTE Programs adhere to academic standards that are directly linked to the standards content of the course of study Curriculum is approved by the State of California, and instructors are monitored and evaluated by site administrators and program directors.

CTE courses are aligned with the California frameworks and content standards. CTE pathways meet our school's graduation requirements in Mathematics and Science, respectively, Standards- aligned texts have been adopted in such courses.

The CTE Curriculum Framework and Courses of Study provide guidance for implementing the CTE Model Curriculum Standards. The CTE framework, available on-line as well as in hard copy is used as a resource and guide. The academic standards are embedded within the curriculum and instructors use research based strategies in units of study.

Administrators performs classroom walk-through, observations, and curriculum meetings to ensure teachers are teaching and assessing the standards to students. Teachers will continue to identify core academic areas in the development of their Program of Study Worksheet which will be done for all CTE teachers

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)

Response:

CTE students are encouraged by their CTE teacher, school counselor, and advisor to enroll in a rigorous course of study in core-academic areas. CTE students are required to meet the same rigorous graduation requirements as college preparatory students, which include:

- English
- Mathematics
- Science
- Social Studies
- Foreign Language
- Computers

Because of our rural nature and the inherent size of our high school staff and student population, Willows High School students are made aware of courses that assist them in their career goals. Instructors through designed classroom activities, make students aware of their skills and strengths

(ie: critical thinking, problem solving, creativity, math, English, Science and History) and attempt to bridge that information to as to how those strengths relate to the workforce in general and their career choice in particular. Instructors encourage students to investigate their post high school options such as Community Colleges, Universities, Tech Schools, etc. and how a degree/ certificate will benefit them in their career goals. Students are also given a certificates of proficiency for completion from CTE course where, if college is not an option, will enhance their employability for an entry level jobs.

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)

Response:

The CTE courses use a variety of curriculum and instructional strategies that foster "essential employability skills" as framed by the 11 core standards all students need to master to be successful in the CTE Curriculum and in the workspace. The following section outlines the elements with examples of how this district's high schools accomplish each core CTE standard.

1.0 Academics - The educational leaders of the consortium stay current with all issues relevant to the CTE standards and course alignment. School administration supports staff professional development opportunities that enforce the training of teachers and staff to ensure the courses offered meet the CTE standards and support core academic standards. CTE staff provide extra support to students in remedial coursework through CTE instruction.

2.0 Communications Vertical alignment of Tech Prep- Courses and the local community college provides valuable communication to faculty and students. The local community colleges provide tours and recruitment days to all students. The industry advisory committee members meet within each industry to ensure proper training of students meeting today's demands. Vertical articulation with middle school teachers connects curriculum as well as guiding students in preparation for high school coursework, vocational training and work experience.

3.0 Career Planning and Management - Career exploration and guidance is provided to all students throughout their four years of high school. Student's vocational directions is guided through the usage of the Eureka program, CAPs, COPs and COPEs career assessments, and JOB-O. These programs help students determine their career direction. As part of the student's graduation requirement, each senior must present a well-organized employment portfolio or senior project.

4.0 Technology - Students utilize computer programs learned in courses such as Computer Applications (Microsoft Excel, Access, Powerpoint, Google Pro, GAFE Plasma Cam, and Solidworks), multimedia and video productions as well as other technologies that provide valuable and continued learning opportunities connecting technology skill with real work experiences. All CTE coursework supports the use of technology as teacher driven or embedded in student project construction.

5.0 Problem Solving and Critical Thinking- Sharing the community's small rural employment opportunities has provided multiple partnerships that benefit all CTE programs and teachers. Local analysis to current and future job market allows a CTE program to respond in course development meeting the economic needs of the region. For example, Administrative Justice and Sports Medicine were added as course offerings the last two school years responding to the demands and interest of students and the community. Each program has developed curricular enhancements for communications based upon industry demands. Each individual school is monitoring job market demands within their area to provide courses meeting this demand.

6.0 Health and Safety - Each CTE course of study includes industry safety and health related issues specific to that industry. Workforce tours discuss health,

safety, and stress related issues. Advisory members reinforce safety techniques during workforce tours. The District participate in the Medi-Cal Administrative Activities informing students of services within the Medi-Cal program. Each CTE program informs students of program related health risks with alignment to Medi-Cal program.

7.0 Responsibility and Flexibility - Willows Unified School district has many industry partnerships as well as pathway advisory boards for each operating pathway. Willows Unified School District and Glenn County CTE personnel work with educational staff by organizing and attending advisory committee meetings, providing job market outlook information within our local tri-, counties and state, providing professional development information and presentations, provides on-the-job training for CTE students, participates in on and off campus student-centered activities , and employs students when opportunities exist. An advisory committee for each content area meets annually to review curriculum. CTE teachers and leaders collaborate with these groups to provide internships, guest speakers, and field trips for students.

8.0 Ethics and Legal Responsibilities- The partnership will use the five-year plan to evaluate the current program status and to determine future trends. The partnership will meet every other month to review data and monitor progress. All CTE courses are evaluated annually based on student enrollment and success data Programs are put on a "watch status" if they do not meet the Governing Board's established criteria. An Industry Board Advisory Council comprised of industry members, secondary and administrative representatives review and evaluate all CTE courses before course approval.

9.0 Leadership and Teamwork- Students participate in club activities such as FFA/ Home EC club, Skills America in addition to the campus ASB program and on campus clubs. Each club has leadership opportunities as well as the ASB leadership. With guidance the students lead the program clubs and ASB, and develop agendas to meet their needs for leadership development, industry standards and practices, financial considerations, teamwork and collaboration, and critical thinking and problem solving. Staff advisors provide leadership at all levels for staff-to-staff or staff-to-student. Staff has participated in various professional development opportunities so that most have obtained certification Cross-cultural Language Academic Development (CLAD), researched based instructional strategies.

10.0 Technical Knowledge and Skills - Each CTE course integrates hand-on usage of technological components into completed projects for enhanced essential to job success (decision- making , industry communication services, customer satisfaction, application of proper business practices and applicable laws and regulations, application of academic skills, teamwork, economic values, and safety on the job).

11.0 Demonstration and Application -Skilled faculty and professional development- Faculty and staff participate in numerous professional development opportunities such as CLAD, Tech-Prep, UC a-g approval process presentations, faculty internships within teaching industry, maintenance of industry certifications, CTE Online training, academic standards training, small learning community training, data team participation, and professional development on best practices and instructional strategies. In addition, each faculty member holds a current credential in the content area they are teaching* Professional development opportunities are open to all Willows Unified School District members.

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

Response:

Instructors have opportunities to attend Conferences, Staff Development for Collaborative Sharing of Best Practices within CTE at the school site, and collaborate with county agencies for training and support. Districts also are actively participating in county coordinated staff development activities that center around Professional Learning Communities.

In-services are held throughout the school year where all teachers share information, plan activities, and discuss educational issues.

CTE Director, CTE teachers, counselors and site administrative staff meet at least annually with Butte College instructors or attend Tech Prep Advisory meetings to articulate their courses.

CTE teachers have developed cross-curricular projects in Science, History, English and Agriculture.

Activities to improve academic and CTE integration in the next five years are:

Increase the number of cross-curricular projects between CTE teachers and core academic teachers, including participation in Professional Learning Communities staff development activities;

Increase the number of courses in the Health Occupations pathway.

Increase the number of CTE courses that meet the University of California admission requirements. Continue to require the Career Portfolio Project as a requirement for graduation.

To develop more 2 + 2 articulation agreements with the Junior Colleges.

Work closely with county CTE advisor to achieve academic and CTE integration.

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)

Response:

All 8th graders explore high school CTE options by attending High School presentations followed up with our high school CTE options Brochures.

All 8th graders attend our freshman orientation night where students are presented each program and have a chance to talk to individual CTE teachers about each

program of study.

All freshmen take the Get Focused Stay focused curriculum.

Our School expose and encourage students to pursue CTE courses in their area of interest to include the following:

- Providing them with sample four year CTE pathways included in course description catalogues and Brochures.
- During spring scheduling, incoming 8th graders, select an appropriate pathway to plan their high school coursework* Student plans are updated in their Career Education courses. Each CTE program.
- Completing a 'High School Career-Course Plan' (Get Focused, Stay Focused) and then revised during sophomore counseling.
- Counselors, along with the CTE teachers, continue to counsel/mentor individual students regarding the scope and sequence of their CTE coursework*.
- Weekly advisement class meetings. Students complete career education activities that include pathways; educational options; scholarships; financial aid, and postsecondary opportunities.
- Counselor meets with students and their parents on an individual basis to discuss the year plan and related issues. The school counselor is a strong advocate for career-tech. Each year, for the subsequent registration of the following year's courses, students are given written information for all CTE courses. All CTE pathways have developed a brochure that are given out to all students interested.

9. 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)

Response:

There currently are articulated courses in Willows Unified School District. These articulation agreements are with Butte Community College, Yuba Community College and Sierra Community College.

These agreements cover the following Industry Sectors

Willows Unified School District Career Technical Education Articulated Courses

Industry Sector/Course	School
Agriculture	Butte
Ag, Mechanics	Butte Yuba
Ag. Welding	Butte
Ag. Welding II	Butte
AG Core	Butte
Plant Science SC	Butte

- 10. 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)**

Response:

Willows Unified School District and Glenn County Office of Education Staff, Glenn County Student Services, County agencies, CTE program, Adult Education and community-based organizations meet to coordinate Workforce Investment Act (WIA) services. Several CTE courses offer community classroom experience and cooperative vocational educational opportunities. Training and services are offered through arrangements with the Glenn County Human Resource agency.

- 11. Indicate plans to offer additional programs of study.**

Response:

It is the CTE leadership's team's intent to enhance the programs of study in Willows Unified School District to include in the following CTE programs of study:

Health Medical pathway

Education Child Development and Family Services Education/Teaching

Hospitality Tourism and Recreation Hospitality

Manufacturing Construction/Technology

Public Services: Administration of Justice

Transportation Pathway; Systems Diagnostics, Service, and Repair

Agriculture Animal Science/Vet Science

12. 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])**

Response:

Many Willows High School CTE teachers have completed training and keep themselves aware of opportunities to participate in various summer institutes which incorporate technology, regional workshops, Community college courses, adult education courses, AB 430 Technology Training Module and online webinars on specific topics such as:

Use of instructional Google Slides and Google presentations

Students

- In various CTE classes, students are exposed to, trained on and routinely use technology that make use of their knowledge and skills in mathematics and science. This technology includes: Plasma cam and Solidworks to make digital drawings
- Automated cash control systems.
- Digital cameras
- Digital printing systems
- Adobe
- Adobe Photoshop
- Adobe InDesign
- Adobe Illustrator
- Research websites for appropriate preschool activities. (An activity this year will be to investigate Title 22 licensing requirements for preschools).
- E-portfolios.
- Diagnostic Equipment for Automotive
- Various productivity software programs (PowerPoint, PageMaker, Publisher, Excel, Word)
- Google Pro
- Webinars
- ROP ,Community Classroom, and Cooperative Vocational Education/Youth Employment Services Program (YES)
- Plasma

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])

Response:

A great effort has been made by Willows Unified School District staff to see that students of special populations have full and equitable participation in CTE programs.

For example:

During scheduling for the next school year, counselors visit all classes, which include special population students to encourage participation in CTE courses. Special emphasis is placed on nontraditional careers. Students from special populations are encouraged to take CTE classes via orientations in 8th and 9th grades. Willows High School offers a Careers courses in 9th grades and include Special Education and ELD Para professional support. Back to school and Parent Nights are another opportunity for schools to explain how they offer instructional support to special population students.

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])

Response:

The strategies that have been adopted to help special populations overcome barriers to their success include:

Vocational Safety tests have been translated into Spanish.

Special education teachers and ELD instructional aides provide support to special population students.

All students on IEPs and 504's have accommodation and or modification plans that are implemented in CTE classes.

All students with IEPs or 504 plans have accommodation and/or modification plans that are implemented in the programs.

There is Special Education and ELD Instructional Aide support in the programs. Same language peers are utilized in classes,

CTE Teachers actively recruit students for their classes.

Counselors and CTE teachers have received training regarding: to increase the success of special population students in their classes.

Students have available individual guidance counseling and needs assessments are completed.

CTE teachers are monitored and evaluated by the administrator, Teaching Special populations students is a component of the evaluation..

Special education teachers and district-funded teachers' aides provide support for special populations in the CTE classroom.

CTE teachers use hands on diverse instructional strategies to support special population students, many of whom are kinesthetic learners.

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][81][B])

Special needs students are given extra assistance through in-class adult aides, peer tutors, after school tutorial, and supplementary courses in English and Mathematics.

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])

All students have a CHSP, in addition, IEP and 504 students have an individual plan that enables them to meet the local adjusted levels of performance. CTE courses are standards aligned.

Special needs students are given extra assistance through in-class adult aides, peer tutors, after school tutorial, and supplementary courses in English and Mathematics.

3. 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][

CTE teachers plan and participate in activities such as:

11th and 12th grade ASVAB test

Career and Academic evaluation and goal setting*

8th grade orientation for career, vocational and college planning* Reg-to-Go with Butte College

Scholarships Career Portfolios

Career Day Participation Work Ready Certificates

Agriculture CTE recruits 8th graders

Project Night (display all of the products from the CTE classes to the community)

The following enables students:

IEP Transition Plans for SPED students (including Measurable Postsecondary Goals)

Educational Talent Search Program (economically disadvantaged)

Migrant Education: anytime for ESL, SEO Career components within ROP classes

CTE career counselor; guest speakers, field trips with emphasis on high skill/high demand occupations

SSTs

504 Plan

Student Intervention Meetings (Teams of Teachers) after school Teacher directed tutorial
Peer/Counseling Tutorial Peer/Mentor Program Senior Projects
At Risk Counselor is available
Transition Partnership Program and Department of Rehabilitation

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])

Response:

Oversight of special population students are achieved through campus counselors, CTE teachers, in addition to written IEPs and 504 Plans. Advocates for special population students include guidance counselors, campus administrators, ELD and Special Education Paraprofessionals. These support personnel are available and assigned in CTE classes. All students have access and opportunity to take CTE classes.

6. Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][101])

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees.

Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for

females. CTE programs for these occupations are classified as nontraditional programs.

Response:

The Youth Employment Service (YES) program is offered and available to Willows Unified Schools. At Willows High School, CTE pathways are presented at registration for classes. Willows High Schools participate in:

- Reg.-to-Go at Butte College
- Assisting students fill out FAFSA forms and University Applications
- Students are connected to Transition Partnership Program and Department of Rehabilitation if eligible. College Connection to CSU Chico and Butte College is available
- Articulation Classes (2 + 2) are offered
- Schools have access to the Foster/Homeless Facilitator: Ellen Hamilton
- Vouchers for transportation, clothes, backpacks, transitions services are offered by Robin and more.
- HHS has a childcare facility for infant] toddlers and is available to teen parents
- Works with Mental Health, Children's System of Care
- Works with Human Resource Agency
- Works with Foster/Homeless Youth Grant (GCOE)
- Works with GCOE for Special Education

- Works with Transition Partnership Program
- Department of Rehabilitation
- Far Northern Regional Center
- Glenn County Businesses
- Work Training Center
- California Far Northern Regional Center Services
- GCOE Job Specialist
- GCOE Transition Specialist
- GCOE Work Ability I Specialist
- Participate in California Writing, Math, Reading and Social Studies Projects BTSA
- CLAD and SDAIE strategies and certified teachers
- Counselors attend Career Vocational Fair In-services

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)**

Response:

Ongoing career guidance and academic counseling varies among the consortium providers. Some school districts have career oriented course(s) that meet graduation requirements. Others implement career pathway information through a campus career center supervised by a career center technician and/or a CTE instructor.

It is our goal to provide more uniformity to career course content over the next year wherein students can:

Update their high school plan which reflects their post-secondary goals, Receive information that covers all aspects of the industry

Receive Information regarding current labor market statistics

Willows High School require students to complete a variety of research projects in their specific career interest area.

Either schools require a Career Portfolio for graduation or assist their students to develop one through course requirements, These Career Portfolios are started in the career class (Get Focused Stay Focused) and continued into their Junior and senior year. An important section included in their Portfolio is documentation of their career-path work showing the sequence beginning with the introductory pathway and concluding with the student's Capstone pathway. 2+2 and Tech Prep programs with Butte and Yuba Community Colleges enable students to continue their CTE programs into their post-secondary course of study.

College Career Days at Butte Community College, Shasta Community College, Yuba Community College and California State University, Chico are attended by Willows Unified School District students. Alumni are also invited to speak to students in career classes or on Career Days.

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)

Due to the small rural nature of our school, various counseling services are often integrated then supplemented with additional programs such as:

10th grade counseling funds are used at all county secondary campuses through afternoon or evening counseling sessions, or for the purchase of materials to use in counseling sessions with individual students .

Willows Unified School District, Middle and High Schools receive Supplemental Counseling Program funds.

Other programs such as Migrant Education's Educational Talent Search, Transitional Services and Upward Bound, provide outreach counseling coordinated with site counselors.

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)

Response:

Districts use a variety of district and categorical funds to assist CTE teachers with staff development.

Tenth grade counseling monies are used to fund evening sessions with sophomores and their parents' Major emphasis is placed on updating the student's' high school and postsecondary educational plans. The CTE course sequence of Introductory, Concentration, and Capstone is reviewed with students who are interested in a specific CTE program of study,

Tech Prep funds support professional development opportunities for CTE teachers which include some of the following:

- a. The Annual California Agriculture Teachers Association Conference
- b. The Superior Region Road Show, focusing on best practices
- c. The Annual California Business Education Association Conference
- d. First 5 in-services for kindergarten readiness and Family Resource workshops
- e. Butte College Counselor-to-Counselor breakfasts
- f. California Career Pathways Consortia Conference
- g. The Annual ACSA Adult Education Conference

Teachers have access to all professional development activities provided for the Carl Perkins secondary teachers and the district teachers. This includes use of technology; classroom management; content and performance standards training; special populations; and research based instruction. Many have attended conferences which support the CTE plan. Teachers participate in Tech-Prep professional development activities including workshops; CTE state and sectional conferences; and internships to update industry certifications and standards. Several CTE staff members have participated in WASC teams assisting in the vocational study report. Districts hold administrative staff and teaching staff development days annually to allow teachers to upgrade CTE Course of Studies to better align with post-secondary junior colleges.

The district's high schools will continue to attend articulation meetings with Butte College and Shasta College annually. Teachers share the latest industry standards with core teachers during department meetings and will continue to articulate with post-secondary junior colleges

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)

Teachers will have access to all professional development activities provided for the Carl Perkins secondary teachers and the district teachers. These include the use of technology; classroom management; content and performance standards training; gender equity; special populations; and research based instruction. They also have the opportunity to attend conferences which will support the CTE plan. Teachers participate in Tech Prep professional development activities including workshops, conferences; and externships to update industry certifications and 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])

Following is a partial list of professional development strategies employed by the consortium:

- District Staff development days
- CTE online instructor meetings
- Writing workshops
- Instruction in integration of CTE and academic standards
- Focus on school-wide ESLRs as part of accreditation process
- Best practices presentations by all teachers at faculty in-services.
- Efforts to upgrade CTE courses to meet University of California and California State University A-G requirements (e.g. Ag Biology).

The CTE Consortium will work collaboratively to increase professional development opportunities for teachers facilitating constant updates with the industries' changes and demands,

4. Describe the preservice 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])

Each of the partners provides preservice and in-service training for teachers. Program visitations, demonstrations, and business tours, using modern up to-date innovations supported by Perkins, are a part of the preservice and in-service training. One of the CTE Five Year Plan outcomes will focus on providing a list of all pre service in-services and in-service training opportunities across the consortium.

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])

Response:

The CTE Plan will also assess the current level of support and work collaboratively to improve parental and community involvement. The program manager will assess the community partnerships in each content area and develop a plan to improve the involvement School Site Council meetings and individual school administration's monthly newsletters provide in-service and pre-service training information to members as well as to parents and community members. Success of such training and information is evidenced by parental and community involvement in Back-to-School Night; Certificate Night; Employer Advisory Committee meetings; project nights; job fairs; and other events critical to student success.

Some specific in-service training provided in effective practices to improve parental and community involvement are as follows:

- Training for participation in the School Site Council
- Training on conducting effective student study team meetings.

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][S][A][iv])

Response:

In-service and pre-service training is currently focused on scientifically based research and data to improve instruction. Each of the consortium partners provides trainings and with the Five Year CTE Plan the goal **will** be to report on a master list of all trainings.

Teachers have received academic achievement data for the secondary students within the district Individual school's staff members examine course and industry standards, identify appropriate standards for the students based on proficiency levels and course content, develop pre and post assessments, and determine best instructional strategies to use for delivering academic standards. Student assessment data are analyzed and the instructional strategies are modified if re-teaching is required. This model provides the teachers and individual school's department with their own researched based data for improving instruction.

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])

Response:

In addition to local, regional and State workshops and conferences, teachers receive in-service training on current practices through the following:

- Road Show workshops
- Ca. Association of Teachers of Agriculture summer conferences
- Butte College welding in-service trainings
- State conference

- Coaching clinic sessions on sports medicine
- Annual Ca. Business Educators Association conference.

All CTE teachers are employed in the content area they teach* This allows teachers to stay current with the industry needs, keep open communication lines between business advisories, and provides a continuum in course of study development

Teachers also work closely with the Employer Advisory Committees who provide information on trends and requirements of employment CAROCP, Tech Prep, and other professional educational organizations provide frequent professional development programs for teachers of CTE and other public personnel.

The CTE Advisory Committee for the consortium will also review current professional development opportunities to ensure that trainings are up to date and current with local market needs.

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

Response:

Teachers have the opportunity to collaborate with the community college instructors. In the past, there has been the opportunity to be involved in two-week externships between CTE teachers and local businesses. These paid externships occurred during the summer at no cost to the teachers or school.

The CTE Advisory Committee will also be an excellent opportunity to network with community and business leaders to expand internship programs. Under the Perkins Five Year Plan the CTE Consortium Partners will collaborate closely with business leaders to ensure that teachers and students have opportunities for intern and externships.

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])

Response:

Teachers have the opportunity to participate in CTAP Region 2 technology educational courses. These courses are created for the teachers, staff, and administration. It is recommended that teachers and administrators utilize this form of technology education to support CTE technology requirements.

One component of the consortium's Five Year CTE Plan is to increase the use of technology for teachers and students. Teachers will be receiving training in technology and maximizing the current on-line web system to provide feedback to students.

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

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

Response:

Teachers have the opportunity to participate in CTAP Region 2 technology educational courses. These courses are created for the teachers, staff, and administration. It is recommended that teachers and administrators utilize this form of technology education to support CTE technology requirements.

One component of the consortium's Five Year CTE Plan is to increase the use of technology for teachers and students. Teachers will be receiving training in technology and maximizing the current on-line web system to provide feedback to students

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

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

Response:

The following assessment strategies are used to measure the academic and career performance of students in the CTE Programs:

- Smarter Balanced student achievement data in ELA and mathematics
- Course academic standards assessment
- Instructor developed course skill attainment assessments
- Industry standards skill assessments
- Chapter and unit assessments
- Project assessments
- Employer interviews
- Employer narratives
- Attendance reports
- Job ready Certificate
- Portfolio presentations and interviews
- Job readiness interviews
- Work Ready Certificates

One of the goals of Willows Unified School District Auto Tech program is to develop courses that will provide students with NTEF Certification which includes a documentation program.

In addition to those items already listed:

- Certificates of Training in each CTE course includes an evaluation of skills for the recipient

- Senior Projects
- Fair entries

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)

Response:

The Carl Perkins Advisory Committee will continue to act as the plan oversight and advisory committee. Each consortium member (district) will continue to provide a representative to this committee. Each district has vote. This Advisory Committee will continue to meet at least four (4) times each year to:

- Coordinate CTE programs, courses and activities
- Provide ongoing program and course development progress
- Provide for program and course final review and recommendations

The consortium will review and provide recommendations for use of funds based on the following criteria:

- local and regional workforce data
- Economic forecast predictions and needs assessments
- Reviewing and recommending program or course development in new and emerging technologies.
- Ensure that there is alignment with CTE Model Curriculum Standards and Framework.

It is the intent of Willows Unified School District that:

- Funds in this plan will be used to improve and expand CTE programs and courses Glenn County
- Funds in this plan will be used for improving CTE career counseling
- Funds in this plan will be used for professional development activities that will maintain and improve the quality and qualifications of CTE instructors
- Funds in this plan will be used only for purposes and programs that are mutually beneficial to all members of the consortium

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

Response:

County-Wide Business industry and Education meetings were held in 2016/2017

These meeting were held to meet the following objectives:

- To provide a forum to inform Business, Industry and Educators on the Carl Perkins Plan requirements
 - To gather and share data with business, industry and educator about the effectiveness of Career Technical Education in Glenn County Programs and their implementation
 - To network and collaborate with other CTE and ROP teachers, business and industry professionals.
- The County-wide Business Industry and Education meetings will continue to meet annually to facilitate business, industry, labor, and education in planning, implementing, and evaluating funded programs.

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: CALPADS has been fully implemented:

Involvement of CTE and Carl Perkins Advisory Committees in planning and understanding of CALPADS systems and their need

County and district information and technology directors are informed of system requirements

District staff development days are or will be used to inform CTE staff of CAL-PADS requirements.

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)

It is the intent of this plan to adhere to the terms and conditions of the California State Career Technical Education plan as prescribed in Chapter 5, State Policies on the Administration and Use of the Perkins IV Funds,

It is in Willows Unified School District's best interests to provide coordinated assistance and expertise to more effectively make use of Perkins IV funding that otherwise would not be available. Willows Unified School District will review and provide recommendations for use of funds based on local and regional workforce data; economic forecast predictions and needs assessments; and reviewing and recommending program or course development in new and emerging technologies Consortium resources will be allocated according to the following criteria:

- Funds in this plan will be used to improve and expand CTE programs and courses in Willows Unified School District
- Funds in this plan will be used for improving CTE career counseling;
- Funds in this plan will be used for professional development activities that will maintain and improve the quality and qualifications of CTE instructors.
- Funds in this plan will be used only for purposes and programs that are mutually beneficial to all members of the consortium.

The Carl Perkins Advisory Committee will continue to act as the plan oversight and advisory committee. Each consortium member (district) will continue to provide a representative to this committee. Each district has vote. This Advisory Committee will continue to meet at least four (4) times each year to:

- Coordinate CTE programs, courses and activities
- Provide ongoing program and course development progress
- Provide for program and course final review and recommendations