

## **Preparing Students for College and Career Readiness: 2021-2022 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.

Our 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 emphasize 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 K14 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 two of the State’s assessments in English language arts and mathematics. This relatively 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):

We have continued to ensure that all of our CTE courses are appropriately coded in CALPADS which is the reporting system that the State uses to record student information and courses that are completed during the year. In partnership with Tri Valley Educational Collaborative, we have implemented practices that allow for the maximum reporting of students who complete a CTE pathway. This, in turn, will 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, LVJUSD and our TEC partnering districts continue to receive additional Strong Workforce Program funding. To date, TEC has received four funding rounds for a total of five K-12 Strong Workforce Program (SWP) grants which total over \$3 million. The four current SWP grants include the following: Expanding support and career exploration for students in our alternative high schools; providing release time for data management and analysis; facilitating professional development for the use of labor market data; expanding work-based learning including work experience; and offering summer camps to connect students with rich, relevant content outside of the school year. These additional opportunities connect students with business and industry professionals and career counseling, preparing students for post-high school success.

### Workforce Innovation and Opportunities Act (WIOA):

This school year, our students at Del Valle and Vineyard were invited to participate in a Workforce Innovation and Opportunities Act (WIOA) grant program through TVROP and the Alameda County Workforce Development Board. The grant provides Title I eligible students with individualized career counseling, mentors, and a series of career readiness courses. This partnership has helped students explore their interests and build resumes. Students work one-on-one with the grant liaisons to identify their strengths, as they envision themselves in a career of their choice while identifying a path to their future.

### YouthBuild:

Our most recent partnership centers around a program called YouthBuild. YouthBuild is a national organization which fills a unique local niche of supporting young adults (17-24) who did not complete high school and fall into a disadvantaged category (such as low income, foster youth, etc). The program has 6-month sessions that provide both an apprenticeship readiness track along with daily academic time designated specifically to help participants complete their GED or diploma. Students earn a \$500/month stipend to be part of the program. Essentially, YouthBuild is a jobs program that works to equip disadvantaged young adults with Building Trades certifications and the GED they need to move into many

apprenticeships. To date, our students in the current session have completed their OSHA 10 safety training, CPR/First Aid, forklift certification, and are most of the way through the Trade Union's Multi-Craft Core Curriculum (MC3). MC3 includes a variety of apprenticeship readiness units such as: trade awareness, introduction to tools and materials, construction math, blueprint reading, green construction, and more. Coordination is currently underway to add our Construction+ pathway which will allow students in Session Two to choose between MC3 certification or a new Welding certification offered by Las Positas College.

In addition, The LVJUSD YouthBuild program engages students to actively participate in hands-on construction work with low-income housing and community service projects. During the first session, YouthBuild offered construction or renovation support to local non-profit groups including: Tri-Valley Haven, Junction K-8, Livermore High School Ag Dept., Asbury Methodist Church, Sleep in Heavenly Peace, and Goodness Village. On Fridays, students participate in classes and activities that teach life skills and leadership development, and the YouthBuild team has offered career mentoring panels and job shadowing opportunities.

While YouthBuild is primarily a Federal Jobs Program, from a school district perspective, our goals for graduates are aligned: to help students be college and career ready. Through the beginning months of our planning implementation phases, LVJUSD YouthBuild is now in full swing with classroom and office facilities and key staffing in place, who have participated in program training, researched and approved program curriculum, and addressed all federally mandated grant conditions. We offered services to 20 young adults during our first session, and are currently looking to identify and recruit students for the next session, which begins in August, 2022. Our recruiting strategies will include developing web-based communication pathways, researching current and former student data, and working with local partners and educational institutions to help identify young adults who are eligible for the program.

Next Steps:

### **CTE Pathway Marketing & Recruitment:**

Our CTE staff continues to develop marketing materials for each of the industry sectors. We use these materials at parent meetings, Back to School Nights, and at Expo events to help recruit and encourage more students to take and complete a CTE pathway. Training for all high school counselors and administrators is regularly provided 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.

### **Additional Pathways:**

We continue to revise and update our course pathways. 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. TVROP classes allow for students to travel to other campuses if a program is not offered at their home school. In special circumstances, students are allowed to travel to other campuses for CTE classes if a program is not offered at their home school. "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
<b>Key:</b>					
X = A complete pathway is offered					
* = Pathway needs expanding/further development					