



Garden Grove Unified School District Career and Technical Education

Perkins Five-Year Plan and Summary
July 2018-June 2023

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Our Vision

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

Our Mission

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

The Garden Grove Way



Today's Students...



Tomorrow's
Leaders



Overview of Career and Technical Education in Garden Grove USD

Career and Technical Education (CTE) in Garden Grove Unified School District aligns with California's CTE Model Curriculum Standards, which were revised and adopted by the State Board of Education in 2013, as well as with Standards for Career Ready Practice and Common Core State Standards. Instruction follows pathways focused on preparation for postsecondary success and connects core academic content with real-world applications.

District CTE course offerings include those taught by full-time, single-subject-credentialed teachers holding subject-matter authorization in business, home economics, or industrial and technology education, as well as courses taught by instructors holding Designated Subjects CTE Teaching Credentials in pathway-specific career sectors. Students may earn college credits in 23 high school CTE classes with articulation agreements; moreover, 43 CTE courses meet University of California A-G subject requirements. Dual enrollment options currently exist in two CTE pathways at two high schools. A planned expansion of early college credit opportunities for 9-12 grade students is underway. The CTE Director has been working with district administrators and the Board of Trustees to seek approval this fall of CCAP agreements and MOUs with all three community college districts serving our LEA.

CTE pathways offered within GGUSD include the following sectors: Arts, Media and Entertainment; Business and Finance; Education, Child Development and Family Services; Engineering; Health Science and Medical Technology; Information and Communication Technology; Marketing; Public Services; and Transportation. A total of 222 CTE sections are offered each semester across all eight district high schools and 20 total CTE sections at six of the district's ten intermediate schools, with plans to expand CTE to the remaining four intermediate sites in 2019-20.

All CTE administrators, instructors, counselors, and classified support staff are employees of Garden Grove USD. Most courses were developed collaboratively with OCDE's CTEp unit, a consortium of OCDE and three member districts: GGUSD, Orange USD, and Santa Ana USD. Prior to 2009, CTEp operated as the Central County ROP. The current, ongoing, collaborative model of the consortium supports each individual district's CTE programs by supporting work-based learning, curriculum design, common assessments, data, professional development, business and industry partnerships, and student support services, such as regional competitions, field trips, and activities.

Support for the core academic courses, especially English-language arts, math and science, is embedded and reinforced in all CTE curriculum. STEM (science, technology, engineering and math) courses are planned to be expanded with an emphasis on careers in computer science, patient care, engineering and advanced

manufacturing, robotics and industrial design. GGUSD has launched integrated academic core/CTE course work developed through UC, with a UCCI Biology and Community Health class offering UC Biology credit for students in a medical pathway. Future additions of UCCI courses could provide students a comprehensive “academy model” that enhances specific pathways.

More rigorous and relevant pathways have been developed or expanded that align with high-skill, high-demand college majors and careers. The engineering, biomedical and computer science pathways include highly regarded research-based curricula and professional development programs offered by nonprofits such as C-STEM, code.org, and Project Lead the Way. A biotechnology pathway has been successfully launched at La Quinta High School, with students able to complete the course sequence through a summer internship or by taking the capstone course which is planned to launch in Fall 2019.

CTE courses are offered throughout the school year, before and during the regular school day, after school, and during summer session. A formal professional internship course offered in summer is a capstone for CTE pathway students, which combines classroom study with relevant work-based learning and industry-recognized certification. With our partners from OCDE, CTEp and United Way Orange County, interns are able to receive rigorous training in soft skills, mentoring from accomplished professionals, and the opportunity to earn scholarships.

All CTE teachers have received training, professional development, and resources in differentiating instruction and assessments for diverse student populations, including English language learners and those who have special needs. CTE teachers are included on student Individualized Education Program (IEP) team meetings. The active, hands-on, collaborative nature of CTE coursework benefits a wide variety of students and promotes 21st century skill development, equipping diverse students for lifelong success. Indeed, 80 percent of GGUSD’s disadvantaged, English learner (EL), and special population students enroll in at least one CTE course. While participation rates are high, however, reviews of data and measurable outcomes indicate a need to improve CTE pathway completion for special populations.

The CTE program division reviews student GPA, attendance, completion, and graduation data to measure program quality and outcomes, comparing outcomes of students who completed CTE courses vs. the general student population. Two-thirds of GGUSD seniors who completed two or more CTE courses progressed on to postsecondary education. In addition, the division reviews certification attainment and student performance on common sector assessments developed and used by all CTEp consortium member districts. Comprehensive end-of-program assessments taken by GGUSD students in CTE capstone courses are compared with outcomes on

the same assessments by students within our district and with students in Orange Unified School District and Santa Ana Unified School District. Finally, students are surveyed regarding their CTE courses. At the end of last school year, the majority of students who were surveyed agreed or strongly agreed that because of their CTE class, they had identified a college major of interest, developed a clearer idea of future careers to pursue, and increased their understanding of the importance of certifications and postsecondary degrees.

GGUSD's CTE division enjoys 125 active partnerships with regional business and industry professionals and holds career and technical education advisory committee meetings with representatives from the following sectors and businesses:

- Banking and financial service companies and certified public accountants
- Merchandising and specialty retailers
- Catering companies, chefs, and restaurant and hotel managers and owners
- Global marketing companies
- Customer service representatives
- Small businesses and entrepreneurs
- Medical professionals, emergency medical technicians, allied health care staff
- Preschool and child-care providers
- Computer programmers and technicians
- Network and server technicians
- Judges and attorneys
- Engineers, manufacturers and product designers
- K-12 teachers and college faculty
- First responders, fire and police officers
- Digital media arts professionals

The district CTE director is the primary representative on this committee, which also includes the program assistant principal, regional CTE administrators, faculty, students, parents, and community members.

Garden Grove USD is an active member of the OC Pathways initiative launched in 2014 to expand and sustain career pathway opportunities for Orange County students. This countywide organization was honored earlier this year as a model of public-private partnerships by the Orange County Business Council. It is led by the Orange County Department of Education in partnership with the Orange County Regional Consortium of community colleges. Since its inception, it has grown to include 27 school districts, ten community colleges, and dozens of regional agencies and industry partners, creating work-based learning opportunities for students and empowering educators with 21st-century learning strategies. Initially funded as part

of California's California Career Pathways Trust (CPT), the program is now supported through the Career Technical Education Incentive Grant (CTEIG), and the California Community Colleges regional K12 Strong Workforce Program grant.

Garden Grove USD also participates as a stakeholder in the Los Angeles/Orange County Regional Consortium (LAOCRC), along with team members from the Doing What Matters initiative, to contribute to a regional framework of identifying and addressing regional labor market gaps, focusing on priority sectors, and anticipating emerging sectors. The priority industry sectors for the region include Health Care, Hospitality and Tourism, and Advanced Manufacturing. Emerging sectors with anticipated future growth include Information Technology and Digital Media. A particular focus of the work with this consortium is preparing current students for future high-wage, high-demand occupations within these fields. Strategies include aligning integrated programs of study for secondary and post-secondary pathways; increasing work-based learning opportunities; and engaging business and industry partners.

The Carl D. Perkins Vocational and Technical Education Act was reauthorized last month as "Strengthening Career and Technical Education for the 21st Century." Perkins V includes additional funding and new requirements for programs of study that connect academic and technical content from secondary through post-secondary education, while strengthening local accountability to ensure continuous program improvement.

Aligned with this national initiative, Garden Grove Unified School District's Career and Technical Education program works to ensure that all students graduate with:

- ✚ Multiple options for success after high school: military service, apprenticeships, community college certificate programs and associate's degrees, or four-year university matriculation in high-demand fields
- ✚ A plan for the future aligned with their unique goals and interests
- ✚ Rigorous and relevant experiences that connected academic content with real-world applications
- ✚ Résumés that include 21st century "soft skills," industry-recognized certifications, early college credit, digital portfolios, work-based learning, and formal internships
- ✚ A clear pathway to the middle class and financial security while meeting the needs of regional employers and promoting a strong future economy.

Data Review and Evidence

Participation rates in GGUSD's secondary CTE programs are high district-wide and opportunities exist at all high schools for students to earn early college credit under active articulation agreements and early college credit in an Education and an ICT pathway. Our students would benefit from expanded early college credit opportunities: 72% are socio-economically disadvantaged and 37% are English Learners. Many will be first-generation college students, whose access to early college credit will shift their vision from being “college possible” to “college capable.”

A three-year study by the James Irvine Foundation tracking outcomes for thousands of students across California shows that career-focused dual enrollment programs can provide important benefits for those who are underachieving and underrepresented in higher education.

Overall, evaluation of the initiative finds that those who participated had better academic outcomes relative to comparison students in the same districts. Participants were, on average more likely to graduate from high school; more likely to transition to a four-year college; less likely to take basic skills courses in college; more likely to persist in postsecondary education; and earned more college credits than comparison students.

A review of National Student Clearinghouse Research Center data reveals that 88% of students who complete dual-enrollment course work in high school persist to college enrollment; 41% of those students enroll in a four-year college prior to the age of 20.

All secondary students access a college and career exploration and planning platform through CCGI. Yet ongoing improvements are needed to help students plan and prepare for post-secondary success in occupations that support a middle class (or higher) livable wage in Orange County, in fields that are recession-resistant and projected to remain in high demand.

A significant percentage of district students still do not graduate meeting California School Dashboard “prepared” levels on the College and Career readiness Indicators, with wide gaps for those in Special Education and for English language learners. Most district high schools in GGUSD have low CTE pathway completion rates and significant achievement gaps exist for female students in STEM-related CTE pathways. Lastly, students in schools with a majority of students from low socio-economic backgrounds need more support for post-secondary planning and

exposure to meaningful work-based learning that is aligned with regional high-demand, high-wage sectors.

Students interested in a particular career pathway who do not have a family member in the profession lack guidance and understanding. Moreover, many students are pressured to work in part time summer jobs for minimum wage that are disconnected from their career interests but contribute to the family's budget. Yet students who first study and develop technical skills in CTE pathway classes and then able to apply them in a real world setting are more likely to find post-secondary success in a field of interest.

Providing GGUSD students more engaging and rigorous work-based learning opportunities that also serve as pathway capstone courses will promote soft skills development, connect students with professional role models and mentors, increase the percentage of students meeting college and career readiness indicators, and better prepare them for lifelong success.

Orange County's Priority and Emerging Sectors include Health, Biotechnology, ICT, Digital Media, Business, and Advanced Manufacturing. Efforts over the next five years will focus on strengthening secondary pathways primarily related to these areas to better align with community college programs of study and prepare students for lifelong success after high school.

Identified Areas of Focus

Challenges that currently exist include:

- Low CTE pathway completion rates; courses viewed as random electives
- Students not engaging in robust postsecondary planning
- Lack of family and student awareness of opportunities in priority sectors
- Limited access to college credit course work
- A ratio of counselors to students far higher than the 250-to-1 ratio recommended by the American School Counselors Association
- Insufficient student engagement with and connections to post-secondary programs of study
- Need to expand work-based learning, including internships, mentoring, and industry speakers
- Achievement gaps by gender and student special populations
- Limited number of CTSO chapters that promote leadership, team work, and technical skill development

Objectives and work plans to overcome these challenges:

1) Objective: Increase the percentage of GGUSD high school students graduating with “prepared” levels on the College and Career readiness Indicators for the California School Dashboard. Description of Work: Fund additional sections of the dual credit College and Career Seminar course, so students earn early college credit and graduate with a 10-year plan. Offer more early college credit opportunities, including after school and in summer to increase access and at the continuation high school.

2) Objective: Increase the number of high school students completing CTE pathways. Provide targeted outreach to enroll more females in intermediate school CTE-STEAM classes and high school CTE pathways in Business, Digital Media, Engineering, Advanced Manufacturing, and ICT. Description of Work: Develop, print, and distribute promotional materials regarding high school CTE pathway offerings with clear pathway maps for students to postsecondary courses of study and to high-wage, high-demand employment. Provide eighth graders and their parents materials regarding career and academic planning, and materials for individual and group activities in class, during 8th grade visits to the high schools, and by CTE events after school. Fund the launch of the Femineer program at targeted school sites.

3) Objective: Increase access and support for student populations that have identified achievement gaps. Description of Work: Support students in Special Education and English Learners with teacher PD and materials from Education

Associates, EL Achieve and Constructing Meaning. Offer online CTE/dual credit textbooks to students with access to multimedia resources. Plan schedules in partnership with sites to ensure SpEd student access to dual credit College and Career Seminar course.

4) Objective: Increase the number of high school students prepared for industry-recognized certifications aligned to their CTE pathway. Description of Work: Purchase study materials and exam vouchers for industry exams leading to relevant certifications.

5) Objective: Increase access to leadership, teamwork, technical skill applications, and soft skill development. Description of Work: Provide robust opportunities for students to develop both soft skills and technical skills through CTSOs and CTE competitions. Fund materials and participation fees for CTSOs, competitions, student conferences, and field trips. Offer advisors extra duty hourly pay to incentivize new chapters.

6) Objective: Expand work-based learning opportunities that include internships, mentoring, and industry speaker engagements. Description of Work: Obtain additional formal business partner agreements to host interns. Train internship teachers on required forms, documentation, visits. Conduct student outreach and recruitment, liaise with United Way Orange County partners and sites. Plan and present student internship workshops. Plan and present employer interview panels for students seeking internships. Coordinate with Perkins Advisory members and liaise with GG Chamber Business and Education division. Facilitate informal WBL such as industry guest speakers, workplace tours, mentorships.

7) Objective: Create better cross-system alignment between secondary and post-secondary CTE programs identified as priority or emerging sectors in the Orange County Strong Workforce Regional Plan. Description of Work: Within each high school pathway, embed UC a-g content, maintain articulated credit, and increase dual credit courses, certification, and internship opportunities. Add new dual credit opportunities in high school courses aligned with post-secondary CTE pathways. Purchase industry-grade equipment, technology, and materials.

District-Wide Five-Year Goals

Garden Grove USD has developed goals and an action plan around the California Framework: Essential Elements of High Quality CTE.

Goal: Promote leadership at all levels

Action Plan:

1. Ensure alignment of 7-12 CTE course work with post-secondary and industry partners through annual programs of study, articulation agreements, CCAP agreements for dual enrollment, and advisory meetings.
2. Provide regular updates to Board members and district and site level administrators regarding CTE pathways within the larger context of College and Career readiness Indicators.

Goal: Offer high quality CTE curriculum and instruction

Action Plan:

1. Ensure continued alignment of all courses to CTE Model Curriculum Standards through regular curriculum development work by CTE TOSAs.
2. Offer UC approved concentrator and capstone courses in every CTE pathway.
3. Equip CTE classrooms with industry-standard materials and technology.
4. Create additional early college credit opportunities within every CTE pathway.
5. Offer dual enrollment CTE courses at every high school within the school day.
6. Offer a coherent sequence of courses that lead to post-secondary pathways: properly mapped in CALPADS and identified by integrated programs of study for each CTE pathway.

Goal: Provide robust career exploration and guidance opportunities for all students.

Action Plan:

1. Offer all 7-12 grade students continued access to the CCGI platform.
2. Develop introductory level courses that focuses on career exploration, such as College and Career Seminar using the Get Focused, Stay Focused curriculum.
3. Embed career exploration activities into every CTE course and promote work based learning opportunities within all CTE pathways.
4. Expand student access to professional speakers and mentors.
5. Increase student participation in summer internships.

Goal: Develop and deliver plans of support and expand opportunities for leadership development for all CTE Pathway students.

Action Plan:

1. Expand active CTSO chapters at intermediate and high schools.
2. Embed leadership, teamwork, communication, and “soft skills” into courses.
3. Provide meaningful supports for special populations such as English Language Learners and students in Special Education.
4. Achieve gender equity in CTE programs and offer outreach and support for nontraditional student pathway enrollment (e.g. girls in STEM pathways).

Goal: Strengthen and expand industry partnerships.

Action Plan:

1. Meet at least annually with CTE Advisory Committee and continually reach out to maintain and expand ongoing membership and participation.
2. Connect industry feedback and labor market data and forecasts to the development and validation of CTE course work and pathways.
3. Embed industry-recognized certification opportunities within each pathway.
4. Expand business, community, and industry partnership activities and develop outreach for new engagement opportunities such as mentoring, job shadowing, career presentations, workplace tours, curriculum enrichment, student internships, teacher externships, and field trips.

Goal: Ensure ongoing system alignment and coherence.

Action Plan:

1. Meet regularly with post-secondary partners to align courses and pathways.
2. Develop “stackable” courses, credits, and certifications from 7-12 through post-secondary that include articulated and dual credits.
3. Provide updated pathway maps and course sequences annually.
4. Connect intermediate school CTE-STEAM Lab units with high school pathways.

Goal: Provide effectively designed schedules and program organization.

Action Plan:

1. Schedule regular meetings between CTE department and school site leadership to review and plan pathways and course offerings.
2. Communicate regularly regarding master scheduling and section assignments
3. Work with district leadership and partners to plan summer and after school CTE courses.

Goal: Anticipate and respond to workforce changes and economic demands.

Action Plan:

1. Annually review at least three sources of regional labor market data and workforce projections to guide pathway offerings and to inform course design and development.
2. Annually review GGUSD courses, sections, and pathways with district and school site staff, community college partners, industry representatives, labor market representatives, and other regional partners.
3. Develop and align coursework around programs of study with community college partners and industry-sector advisories, particularly around priority and emerging sectors.
4. Expand Health Science pathways to additional high schools, based on student interest and priority sector focus.

Goal: Support a highly skilled CTE faculty and staff.

Action Plan:

1. Annually audit All CTE pathway teachers to ensure they hold the correct credential for their assignments and have recent industry experience.
2. As permitted by Section 135(b)(2) of Perkins V, develop annual professional development plans for faculty, administrators, counselors, and paraprofessionals.
3. Provide annual opportunities for attendance at CTE conferences, workshops, and relevant training. Provide professional development at all CTE faculty meetings.
4. Offer CTE faculty opportunities for externships, advisories, and certifications.

Goal: Develop and sustain a system of continuous improvement.

Action Plan:

1. Calendar routine collaborative meetings with staff to implement a system of continuous improvement for CTE programs: reviewing data, identifying opportunities for improvement, plan a change, analyze results.
2. With CTE AP and COSAs, annually review district, site data around CA School Dashboard College and Career readiness Indicators to identify areas for growth and develop strategies to address.
3. Conduct annual surveys of district students' postsecondary status if they were CTE pathway completers, and review data with stakeholders to inform future efforts.
4. Review and develop decisions based on longitudinal data from the National Student Clearinghouse.

Goal: Provide dynamic promotion, outreach, marketing, and communication.

Action Plan:

1. Use video footage of CTE courses from spring 2018 to promote site and district pathways to all stakeholders.
2. Provide CTE program updates at Board meetings annually or as requested.
3. Develop, maintain, update, and disseminate web, print, and video materials to share CTE program news, student success stories, and pathway information to all stakeholders.
4. Work cooperatively with the district PIO to coordinate press releases around Career and Technical Education in GGUSD.